

RESEARCH TRENDS IN CURRICULUM AND INSTRUCTION IN TURKEY BETWEEN 2014 AND 2016¹

Soykan UYSAL

Instructor, Selçuk University, Turkey

ABSTRACT

The purpose of this study is to find out research trends in the field of “Curriculum and Instruction” in Turkey by exploring the articles that were published between 2014 and 2016. For the purpose, articles were evaluated in terms of their number of authors, methods, data collection procedures, sample characteristics, data analysis techniques, subject areas and their topics. The articles were explored by investigating the documents within the framework of descriptive approach and research trends in the field of CI were attempted to be described. In the study, 24 journals that are published in the field of CI, which are all included in the ULAKBIM Database, were covered in the study. According to results it was determined that the majority of the articles were written either by a single author or two authors, used quantitative research method, descriptive studies, used questionnaires and likert type scale, studied with graduate students and used t-test and variance analysis.

Key Words: Curriculum and Instruction, Research Trends, Scientific Research, Content Analysis

1. INTRODUCTION

“Curriculum and instruction” addresses critical issues of learning, teaching, and social justice at global and local levels. So that issue emphasizes preparation and continuing professional development of early childhood, elementary and secondary teachers and teacher educators. Teachers and students are committed to seeking deep interconnections among theory, research, and practice. That’s why curriculum and instruction has a fatal role in education life.

Figuring out the research trends in the issue is very important because the issue has a lot of dimensions to research.

It should be known that in Turkey there are 97 Faculty of Education in Universities and there are more than 450 researchers on Curriculum and Instruction.

1.1. What is ULAKBİM?

ULAKBİM is an Institute which was established by Turkey Scientific Research Institution to supply electronic academic documents and networking system for academic researchers and institutions. (<http://www.ulakbim.gov.tr/sss/ulakgenel.uhtml#nedir>)

2. AIM OF RESEARCH

In this study, the current situation is tried to describe by a multi-dimensional analysis of the articles on curriculum and instruction written between the years 2014 and 2016.

3. METHOD

3.1. Research Model

This is a descriptive study. Articles were examined by the method of document analysis study consisting of full text 123 articles found in ULAKBİM Database. The purpose of the content analysis is to conceptualize the data and reveal the themes that may describe the phenomenon (Yıldırım & Şimşek, 2011).

3.2 Data Collection Tool

Each of the articles was analyzed using "Article Classification Form". "Article Classification Form" has been developed by Sözbilir and Kutu (2008). In this study, the revised version of the form which had been revised by Ozan and Köse (2012) was used. The categories were produced such as years range, types of the studies, methodology of the studies (design, model, sampling method, population/sample, data collection tools, and analysis techniques), proposals for research, the effect of the study in the results and branch of the participants. 123 articles were analyzed in the study.

3.2. Data Analysis

The data obtained through forms were analyzed by content analysis. Content analysis is basically the process of organizing and interpreting similar data in the context of specific concepts and themes and combines them in a format that can be understood by the reader.

(Yıldırım and Şimşek, 2004). When the data was analyzing, the researcher scanned just only the abstracts of the articles to fill out the "Article Classification Form".

The way followed by the researchers during the content analysis process:

- determination of keywords and categories based on the literature and expert opinion;
- identification and sharing of the list of journals to be scanned by the researchers;
- Examination of articles and reviewing categories;
- finding and digitizing codes and
- provide data on the percentage and frequency

4. FINDINGS

4.1.Number of Writers Related Results

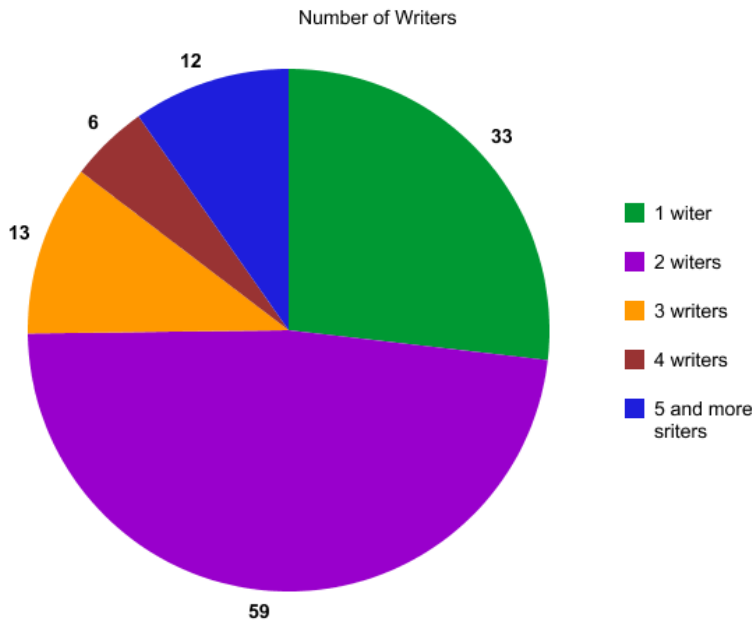


Table 1. Descriptive statistics by number of writers of articles on Curriculum and Instruction

It is obvious from the statistics that a large number of articles have two writers. That means that the researchers prefer to study with one of their friends for the articles on Curriculum and Instruction.

4.2.Article Type Related Results

Article Type	f	%
Research and Analysis	84	68,3

Research Trends In Curriculum And Instruction In Turkey Between 2014 And 2016

Theoretical (Review)	39	31,7
Total	123	100

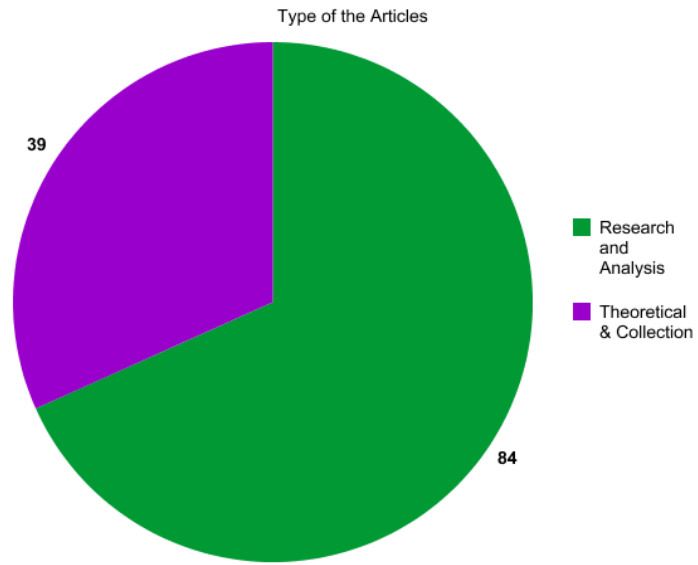


Table 3. Descriptive statistics on Article Type Related Results on Curriculum and Instruction

84 articles (68,3 %) are research and analysis type articles while only 39 (31,7 %) articles are theoretical and collection (review) type.

4.3. Findings Related to Selected Method

Method	f	%
Qualitative	33	26,8
Quantitative	60	48,7
Mixed	30	24,5
TOTAL	123	100

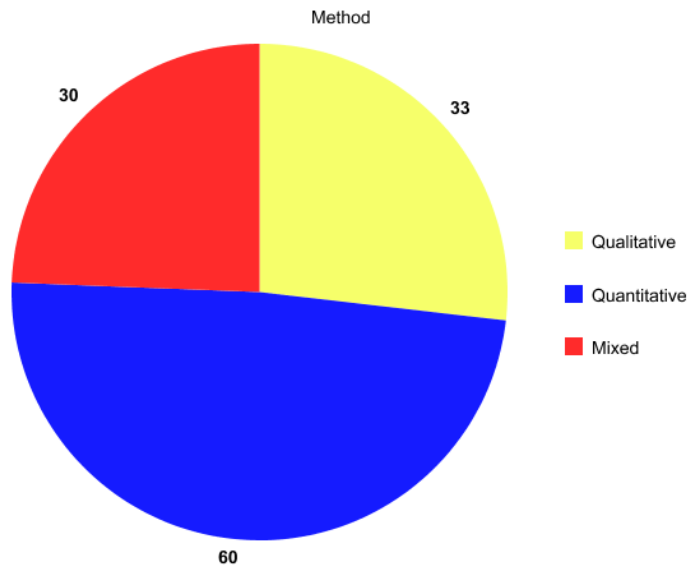


Table 4. Descriptive statistics on selected method on Curriculum and Instruction researches.

When studies have been examined, it is seen that 60 (48,7 %) quantitative research, 33 (26,8 %) qualitative research, and only 30 (24,5 %) mixed approach are carried out. It is remarkable that a number of quantitative research methods are chosen.

Model and Design	f	%
Actual Exp.	10	8,1
A quasi Exp.	21	17,1
Descriptive Sur.	15	12,2
Relational Sur.	13	10,5
Comparative	3	2,4
Case Study	18	14,6
Critical Study	6	4,8
Meta Analysis	7	5,6
Qualitative + Quantitative	30	24,3
TOTAL	123	100

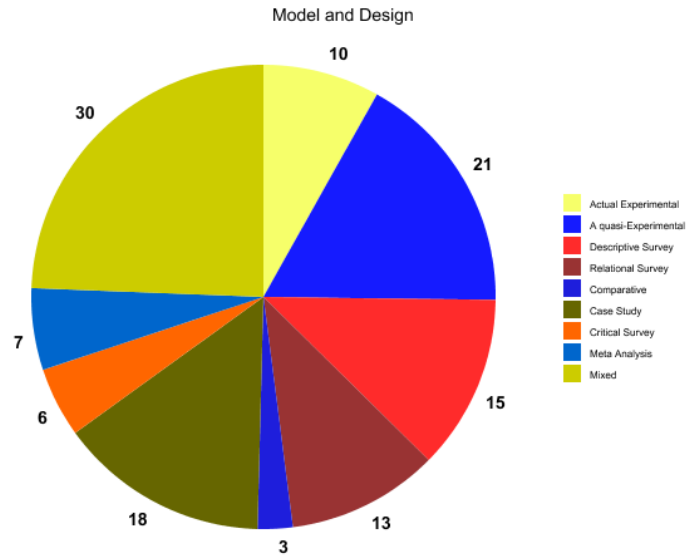


Table 5. Descriptive statistics of the selected model-design research designs on Curriculum and Instruction researches.

4.4. Data Collection Tools Related Results

Tools	f	%
Qbservation	16	13
Interview	20	16,3
Achievement Tests	36	29,3
APPA Tests	6	4,9
Documents	1	0,8
Questionnaire	42	34,1

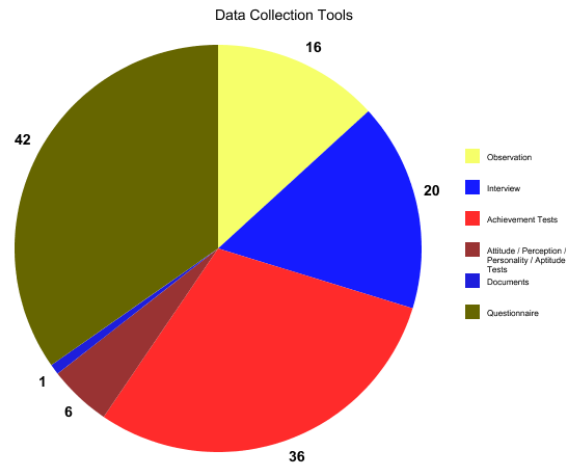


Table 6. Descriptive statistics of the data collection tools for researches on Curriculum and Instruction

When studies have been examined, it is seen that data collected by observation for 16 (13 %) researches, interview for 20 (16,3 %) researches, achievement tests for 36 (29,3 %) researches, Attitude/Perception/Personality/Aptitude Tests for 3 (6,3 %) researches, documents for 1 (0,8 %) researches and questionnaire for 42 (34.1 %) It is obvious that the most popular data collection tool is questionnaire for researches that are on Curriculum and Instruction field.

4.5.Sampling Related Results

4.5.1. Sampling Size Related Results

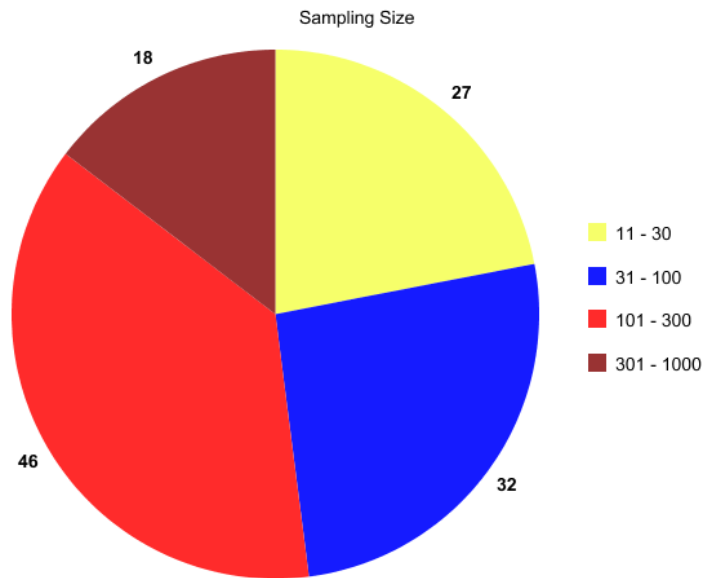


Table 7. Descriptive statistics of sample size for researches on Curriculum and Instruction.

It is obvious from the examination of the articles on Curriculum and Instruction that most researchers prefer sampling size between 101-301 people. It is seen in the graphic that 32 researchers chose their sampling size between 31-100 people, 27 researchers chose between 11-30 people and 18 researchers chose their sampling size between 301-1000 people.

4.5.2. Sampling Type Related Results

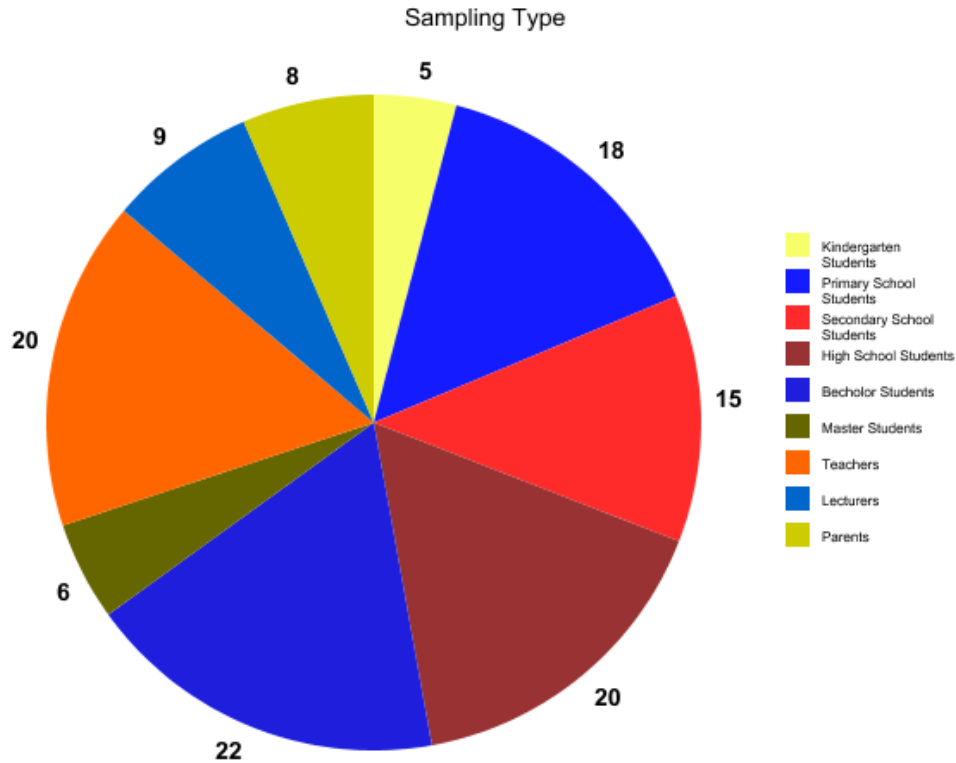


Table 8. Descriptive statistics of sample type for researches on Curriculum and Instruction.

It is easily seen from the graphic that Primary School students are the most popular sampling type for the researches Curriculum and Instruction. On the other hand, kindergarten school students are the least popular sampling group for the researchers.

4.6.Data Analyze Method Related Results

4.6.1. Quantitative Data Analyze Method Related Results

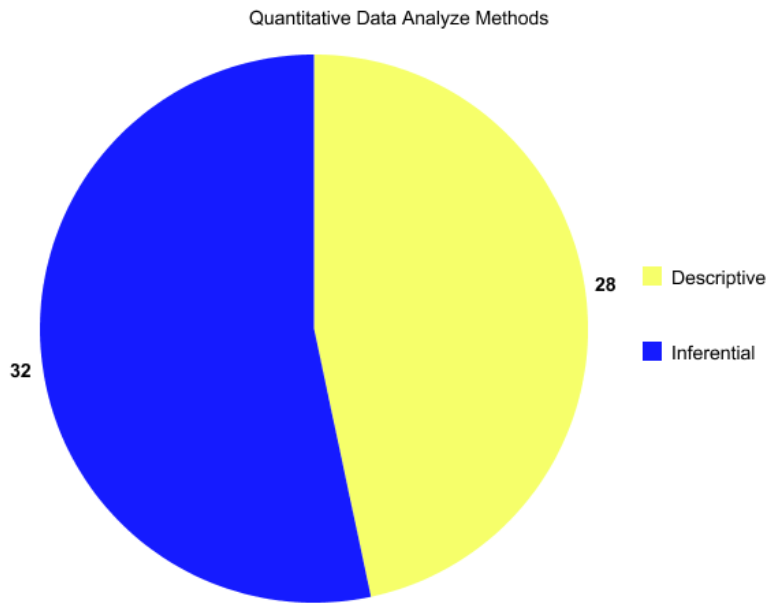


Table 9.Descriptive statistics of data analyze method researches on Curriculum and Instruction.

Here it is seen that Inferential Data Analyze Method is the popular method for analyzing data.

4.6.2. Qualitative Data Analyze Method Related Results

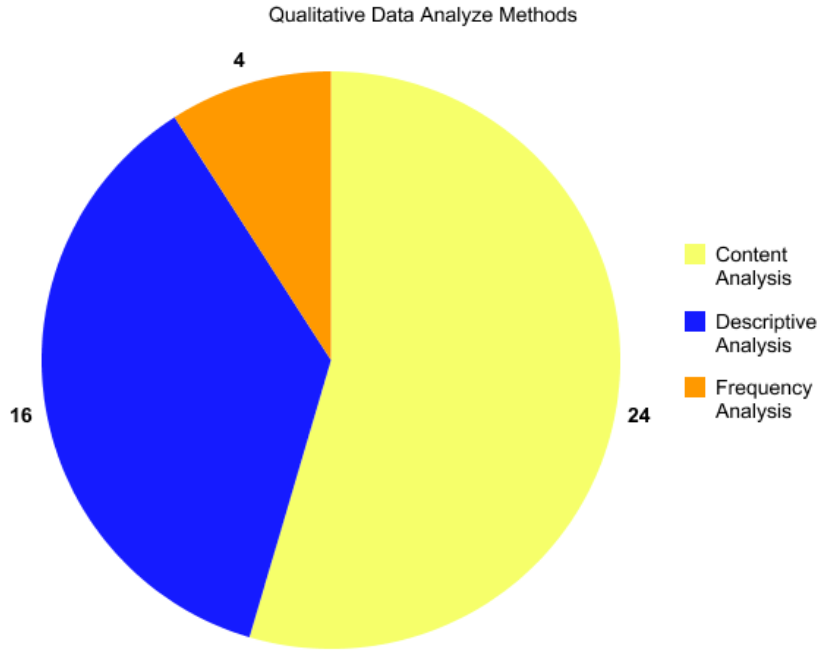


Table 10. Descriptive statistics of qualitative data analyze method on Curriculum and Instruction.

5. DISCUSSION AND CONCLUSION

It is seen that most of the articles have been written by two researchers when the articles on Curriculum and Instruction in ULAKBIM database is analyzed. The finding that only one researcher or two researchers has/have made the researchers was also found in the study realized by Ozan & Köse (2012). That may be due to the fact that there is not so much collaboration among researchers from different universities and that the studies didn't require many researchers.

In Turkey, the curriculum of all grades has changed by the Ministry of National Education in 2005 considering the new methods and techniques on education field. When the articles were been analyzing, the comparison of new and old curriculum and the effects of the new curriculum on education issues were faced. So we can say that there have been a rise in the number of the articles since 2005 can be commented that a lot of studies were made after the changes in curriculums in 2005. Also, it is expected that there will be a rise in the number of the studies because of the new education system applied in 2014-2016 education year.

Most of the articles are in research-review type. Studies are mostly in research-review type not only in the field of Curriculum and Education but also in other fields of education. Yalçinkaya & Özkan reached the same finding in a study in 2012.

Quantitative research method has been mostly preferred as research design. Ozan & Köse (2012) and Karadağ (2010) drew attention the surplus of the quantitative studies. Also, it has been found that descriptive survey model -a non-experimental method-, was generally applied. Similarly, Erdem (2011) noted that descriptive survey model was applied in the studies.

Questionnaire/scale has been used as data collection tools in the studies. Göktaş, Hasançebi, Varışoğlu, Akçay, Bayrak, Baran & Sözbilir (2012) and Şimşek, Becit, Kılıçer,

Özdamar, Akbulut & Yıldırım (2008) stated that questionnaire/scale was generally used in the studies which they analyzed.

Sample sizes mostly between 101 and 300 have constituted the sample group of the studies. Samples of the studies have been generally kindergarten students. Şimşek et al. (2008) suggested that kindergarten students are preferred as there are a lot of field and activities to do with kindergarten students.

Mostly descriptive analysis on qualitative data and t-test and frequency/percentage values on quantitative data have been preferred. Arık & Türkmen (2009) determined in their analysis that generally frequency/percentage values and t-test were used; Erdem (2011) determined in his analysis that generally t-test and descriptive statistics were used.

Consequently, it is determined in the articles published in the field of curriculum and instruction in the years between 2011-2013 that there has been a rise in the number of the studies since 2011 and that fewer researchers, single method (quantitative or qualitative), questionnaires/scales, easily reachable samples whose size is generally between 101 and 300, frequency/percentage values and t-test for quantitative data and descriptive analysis for qualitative data are chosen.

6. SUGGESTIONS

It can be recommended that;

- ❖ the number of the experimental studies should be increased,
- ❖ different data collection tools such observation, interview etc. should be used in order to reach deeper data,
- ❖ researchers should study with different sample groups such as teachers, primary/secondary school students etc.
- ❖ researchers should be in a good communication because sometimes very close issues was studied by different researchers.
- ❖ researchers should produce more original studies on the field.

REFERENCES

- Arık, R. S. ve Türkmen, M. (2009). *Eğitim bilimleri alanında yayımlanan bilimsel dergilerde yer alan makalelerin incelenmesi*. I. Uluslararası Türkiye Eğitim Araştırmaları Kongresi, Çanakkale Onsekiz Mart Üniversitesi, Antalya.
- Erdem, D. (2011). Türkiye’de 2005–2006 yılları arasında yayımlanan eğitim bilimleri dergilerindeki makalelerin bazı özellikler açısından incelenmesi: Betimsel bir analiz. *Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi*, 2(1), 140-147.
- Göktaş, Y., Küçük, S., Aydemir, M., Telli, E., Arpacık, Ö., Yıldırım, G. ve diğerleri. (2012). *Educational technology research trends in Turkey: A content analysis of the 2000-2009 decade*. *Educational Sciences: Theory & Practice*, 12(1), 191-199.

- Karadağ, E. (2010). Eğitim bilimleri doktora tezlerinde kullanılan araştırma modelleri: Nitelik düzeyleri ve analitik hata tipleri. *Kuram ve Uygulamada Eğitim Yönetimi*, 16(1), 49-71.
- Ozan, C. ve Köse, E. (2012). *Eğitim Programları ve Öğretim Alanındaki Araştırma Eğilimleri: Bir İçerik Analizi*. II. Ulusal Eğitim Programları ve Öğretim Kongresi'nde sunulan bildiri. Abant İzzet Baysal Üniversitesi, Bolu, 27-28 Eylül.
- Sözbilir, M. ve Kutu, H. (2008). Development and current status of science education research in Turkey. *Essays in Education[Special issue]*, 1-22.
- Şimşek, A., Becit, G., Kılıçer, K., Özdamar, N., Akbulut, Y., & Yıldırım, Y. (2008). Türkiye'deki Eğitim Teknolojisi Araştırmalarında Güncel Eğilimler. *Selçuk Üniversitesi Sosyal Bilimler Dergisi*, 19, 439-458.
- Yalçınkaya, Y. ve Özkan, H. H. (2012). 2000-2011 yılları arasında eğitim fakülteleri dergilerinde yayımlanan Matematik öğretimi alternatif yöntemleri ile ilgili makalelerin içerik analizi. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (16).
- Yıldırım, A. ve Şimşek, H. (2004). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri (4. Baskı)*. Ankara: Seçkin Yayıncılık.
- <http://www.ulakbim.gov.tr/sss/ulakgenel.uhtml#nedir>