



Evaluating Teaching Curriculum of 2012 Psychology Lesson based on Multiple Variables

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Abstract:

In this research, an evaluation has been done according to the Psychology Teachers' views about Psychology Lesson Teaching curriculum which has been prepared for the purpose of implementing it, beginning from academic year 2011-2012, in the secondary education institutions, decision numbered 20, having date 25 December 2011 of Turkey Ministry of National Education, Council of Education and Morality. In the research, screening model has been used. Target population of the study has formed with Psychology Teachers who have carried out a duty in Şanlıurfa and Gaziantep Provinces. Its sample has formed by 38 Psychology Teachers who work in Şanlıurfa and Gaziantep Provinces. Data have been obtained by survey. In the research, "Curriculum Evaluation Scale" has been used. Data have been analyzed with the program SPSS 16.0. At the result of the research, it has been specified the positive and negative aspects of the curriculum.

Key words: curriculum of Psychology, acquisitions, assessment, teaching methods and techniques, content, teaching materials

Introduction

The education system, which has an important role in society from the point of its social, cultural, political and economic progress, and in individuals in order to realize themselves, has three fundamental key elements. These are student, teacher and program (Akbaba 2004, 25). Programs

include aims that will be reached, the content that will be organized according to certain criteria and which will be chosen on some principles in order to reach these objectives, methods that will be implemented, supportive tools, and assessment criteria that show how many objectives could be reached (Gözütok 2003, 44). The applied education programs must be under research and in a continuous evaluation process, associated with its effectuality and application. This situation is crucial in order to show up the expectations from the curriculum. Even though a curriculum has been prepared on the basis of objective data, after putting it into practice, the emergent new needs, possible new developments and changes, can be made essential for doing innovations in the curriculum. On the other hand, there can be reached an opinion about whether the curriculum was functional or not, while putting it into practice and finally evaluating it after looking at the product (Albayrak and Aydın 2002, 203). Notwithstanding that as a common point of the curriculum development and evaluation activities, it is not possible to do a realistic evaluation, without taking the implementation into consideration as well (Erden 1998, 9).

In human beings, there exist cognitive, affective, psychomotor and heuristical skills. The lack of one or the inadequacy of these skills, will disturb the individual. "Among the basic objectives of Turkish National Education, there are the following: training individuals who are ready for tomorrow, who try to develop themselves, who know their personal properties, who can integrate with universal values and adopt their cultural identities, who think in a free and scientific way, who keep their health physically and spiritually." (Ministry of National Education 2012). In order to educate individuals who are healthy bodily and spiritually, who recognize their personal properties, and who think independently and scientifically, as human beings, one requires to have psychology knowledge as well. "Psychology science is a scientific branch which describes

these properties that are indicated in the objectives of Turkish National Education, which investigates the reasons underlying these, which explains them, which provides them to be able to make scientific predictions on the topic of degrees having these properties for an individual, which can revise these properties when needed" (Ministry of National Education 2012).

The Objective of the Research

The aim of this research, is to evaluate Psychology lesson teaching curriculum according to views of psychology teachers, which has been prepared to be put into practice, dating from the academic year 2011-2012, in secondary institutions; one has in view the decision 235 / 14 December 2009, issued by the Turkish Education Board, National Education Ministry, Turkey.

Method

The Model of the Research

The model which is used in this research is the descriptive analysis method. Scanning models are approaches that aim to investigate an existing situation as it was, nowadays or in the past. The data that were obtained based on descriptive analysis are summarized and interpreted according to the aforementioned topics (Yıldırım and Şimşek 2006, 224).

Population and Sample

The psychology teachers, who are on duty in the Şanlıurfa and Gaziantep provinces, have formed the universal set of the research. Its sample has been formed by 38 psychology teachers.

Data Collecting Tools of the Research and Analysis of the Data

In the research the evaluated psychology teaching curriculum has been collected by the “Curriculum Evaluation Scale” which has been developed by Ersoy (2009). The collected data, by using Curriculum Evaluation Scale, have been analyzed with packet program SPSS 16.0. In the analysis of data, the statistical values such as frequency (f), standard deviation (ss), and arithmetic mean (X), have been used and interpreted according to their arithmetic mean values.

Findings and Discussion

Teachers’ Views Associated with Acquisitions of 2012 Psychology Lesson Teaching Curriculum

The teachers’ responses associated with acquisitions of 2012 Psychology lesson teaching curriculum have been registered in Table 1 as a scheme of frequency, arithmetic mean and standard deviation.

Table 1. Teachers’ Views Associated with Acquisitions of 2012 Psychology Lesson Teaching Curriculum

Curriculum’s acquisitions	N	X	ss
1. Students’ acquisitions which take place in the curriculum are sufficient and suitable to students’ levels.	38	3,6053	,71809
2. Students’ acquisitions which take place in the curriculum are suitable to students’ cognitive learning levels.	38	3,9737	,88491
3. Students’ acquisitions which take place in the curriculum are suitable to students’ affective and psychomotor learning levels.	38	3,4737	,95115

According to the data in Table 1, it has been seen that when the average of the participants’ responses, for the third article in the scale, has been calculated, this reaches approximately up to 3,68. This value sustains the “I am

participating” view. Based on this finding, one can interpret the following: The teachers have found that the acquisitions of 2012 Psychology lesson teaching curriculum are sufficient from the point of properties that are counted in the scale.

Teachers’ Views Associated with Teaching Methods and Techniques of 2012 Psychology Lesson Teaching Curriculum

Data in the shape of frequency, arithmetic mean and standard deviation of teacher responses associated with teaching methods and techniques of 2012 Psychology lesson teaching curriculum, are recorded in Table 2.

Table 2. Teachers’ Views Associated with Teaching Methods and Techniques of 2012 Psychology Lesson Teaching Curriculum

Methods and Techniques that are Used in the Curriculum	N	X	ss
4. Problem solving method can be put into practice in a sufficient degree.	38	3,7895	,70358
5. Cooperative learning method can be put into practice in a sufficient degree.	38	3,4737	,76182
6. Project method can be put into practice in a sufficient degree.	38	3,7368	,79472
7. Group discussion method can be put into practice in a sufficient degree.	38	3,5526	,68566
8. Sample Event investigation method and technique can be put into practice in a sufficient degree.	38	3,8421	,71759
9. Brainstorming method and technique can be put into practice in a sufficient degree.	38	3,5000	1,00673
10. Methods and techniques in the curriculum have been determined appropriately to the students’ levels and to their understanding levels.	38	3,8158	,72987
11. There has not been any difficulty while using the methods and techniques in the curriculum	38	3,3947	,78978

According to Table 2, it has been seen that when the average of the participants’ responses has been calculated, this

reaches approximately up to 3,63. This value sustains the view of “I am participating”. Based on this finding, it can be made the following interpretation: The teachers have found that the methods and techniques which are used to put the 2012 Psychology lesson teaching curriculum into practice are sufficient from the point of properties that are counted in the scale.

Teachers’ Views Related to Activities of 2012 Psychology Lesson Teaching Curriculum

Data in the shape of frequency, arithmetic mean and standard deviation of teacher responses associated with activities of 2012 Psychology lesson teaching curriculum, have been given place in Table 3.

Table 3. Teachers’ Views Related to Activities of 2012 Psychology Lesson Teaching Curriculum

Teachers’ Views Related to Activities which are Used in the Curriculum	N	X	ss
12. I can put all activities of the curriculum into practice	38	3,7368	,72351
13. The activities which take place in the new curriculum have been designed suitable to acquisitions	38	4,0000	,83827
14. The activities which take place in the new curriculum are suitable to students’ levels	38	3,6053	,75479
15. The number of activities which take place in the new curriculum is sufficient for the students to reach acquisitions.	38	3,5789	,85840
16. Time is sufficient to put activities into practice.	38	3,8421	,75431
17. The concepts which take place in activities are suitable to the level of the student.	38	3,8684	,74148
18. Activities conduct away the students from memorization.	38	3,8158	,83359
19. Activities develop the skill of self-expression of the student	38	3,7895	,81067
20. Activities outside school and activities of investigative tour can be put into practice.	38	3,3158	,96157
21. I am glad as a teacher to put the activities into	38	3,8421	,82286

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According to Table 3, it has been seen that when the average of the participants' responses have been calculated, this reaches approximately up to 3,73. This value sustains the view of "I am participating". Based on this, one can give the following interpretation: The teachers have found that the activities which are used to put the 2012 Psychology lesson teaching curriculum into practice are sufficient from the point of properties that are counted in the scale.

Teachers' Views Associated with Equipment and Materials of 2012 Psychology Lesson Teaching Curriculum

Data in the shape of frequency, arithmetic mean and standard deviation of teacher responses associated with equipment and materials of 2012 Psychology lesson teaching curriculum, have been given in Table 4.

Table 4. Teacher Views Associated With Equipment and Materials of 2012 Psychology Lesson Teaching Curriculum

Equipment and materials which are used in the curriculum	N	X	ss
22.I can easily provide equipment and materials used in the curriculum	38	3,7895	,81067
23. Tools and materials related to the curriculum are sufficient to attract the attention of the students.	38	3,6579	,81461
24. The tools and materials related to the curriculum have been determined as suitable for students' level.	38	3,7368	,79472
25. The tools and materials related to the curriculum are sufficient for the students to reach acquisitions.	38	3,7632	,81983

According to Table 4, it has been seen that when the average of the participants' responses has been calculated, this average reaches approximately up to 3,73. This value sustains

the view of “I am participating”. Based on this finding, it can be remarked: The teachers have found that the equipment and materials which are used to put 2012 Psychology lesson teaching curriculum into practice are sufficient from the point of properties that are counted in the scale.

Teachers’ Views Related to the Content of 2012 Psychology Lesson Teaching Curriculum

Data in the shape of frequency, arithmetic mean and standard deviation of teacher responses associated with content of 2012 Psychology lesson teaching curriculum have been given in Table 5.

Table 5. Teachers’ Views Related to Content of 2012 Psychology Lesson Teaching Curriculum

Content which is used in the curriculum	N	X	ss
26. The information in the content of the curriculum is sufficient for the students to reach acquisitions.	38	3,7368	,79472
27. The information in the content of the curriculum is sufficient.	38	3,6842	,80891
28. The content in the curriculum has been arranged appropriately from basic to complex, from concrete to abstract and from close to away.	38	3,5000	,97952
29. The topics in the curriculum have been processed according to a student-centered understanding, not according to teacher-centered understanding.	38	3,3947	,82329

According to Table 5, it has been seen that when the average of the participants’ responses has been calculated, this average reaches approximately up to 3,58. This value sustains the view of “I am participating”. Based on this finding, there can be made the following interpretation: The teachers have found that the 2012 Psychology lesson teaching curriculum is sufficient from the point of content factor, according to the properties which counted in the scale.

Teachers' Views Associated with Assessment and Evaluation of 2012 Psychology Lesson Teaching Curriculum

Data in the shape of frequency, arithmetic mean and standard deviation of teacher responses associated with assessment and evaluation of 2012 Psychology lesson teaching curriculum have been given in Table 6.

Table 6. Teachers' Views Associated with Assessment and Evaluation of 2012 Psychology Lesson Teaching Curriculum

Assessment and evaluation which is used in the curriculum	N	X	ss
30. Assessment and evaluation techniques can be accurately put into practice.	38	3,6579	,74530
31. Observation and evaluation forms are sufficient for assessment and evaluation of a student.	38	3,7895	,74100
32. As a teacher, I see observation and evaluation forms as a real criterion (gauge)	38	3,2632	,92076

According to Table 6, it has been seen that when the average of the participants' responses has been calculated, this average reaches approximately up to 3,56. This value sustains the view of "I am participating". Based on this finding, the following interpretation can be made: The teachers have found that 2012 Psychology lesson teaching curriculum is sufficient from the point of properties which are counted in the scale related to assessment and evaluation, when it has been implemented.

Teachers' Views Associated with Changes in Students, against Lesson and School, created by 2012 Psychology Lesson Teaching Curriculum.

Data in the shape of frequency, arithmetic mean and standard deviation of teacher responses associated with changes that 2012 Psychology lesson teaching curriculum have created in students against lesson and school have been given in Table 7.

Table 7. Teacher' Views Related to Changes that 2012 Psychology Lesson Teaching Curriculum have Created, in Students against Lesson and School.

Changes in Students	N	X	ss
33. With the curriculum, attendance of students to lesson has increased.	38	3,1579	,91611
34. With the curriculum, the interest of the students has increased.	38	3,4737	,97916
34. With the curriculum, the number of the students who attend classes by preparing themselves for it.	38	3,5000	,95153
36. The students do activities carefully.	38	3,3158	1,11756
37. The textbook is updated and related to life, compared to older one.	38	3,5526	1,00532
38. With the curriculum, the students can discover their fields of interest.	38	3,5789	,82631
39. The curriculum stimulates the students' inducements of doing research.	38	3,2632	1,05739
40. The curriculum stimulates asking, querying, critical thinking inducements of the students.	38	3,7632	,78617

According to the givens in Table 7, it has been seen that when the average of the participants' responses has been calculated, this average reaches approximately up to 3,06. This value sustains the view of "I am partially participating". Based on these findings, the following interpretation can be made: The teachers are of the opinion that the changes in the students against lesson and school, created by implementing 2012 Psychology lesson teaching curriculum, have increased albeit partially, from the point of properties which are counted in the related scale.

Conclusion and Suggestions

The research has been intended to determine the psychology teachers' views regarding the efficiency of implementing the Psychology lesson teaching curriculum,

which has been prepared starting with the academic year 2011-2012.

In the results of the research, after evaluating 2012 psychology lesson teaching curriculum according to teachers' views, the teachers have found that 2012 Psychology teaching curriculum is

- sufficient from the point of properties which are counted in the scale related to curriculum's acquisition,
- sufficient from the point of properties which are counted in the scale related to curriculum's methods and techniques,
- sufficient from the point of properties which are counted in the scale related to curriculum's activities,
- sufficient from the point of properties which are counted in the scale related to curriculum's tools and materials,
- sufficient from the point of properties which are counted in the scale associated with curriculum's content factor,
- sufficient from the point of properties which are counted in the scale associated with curriculum's assessment and evaluation factor, and,
- they share the opinion that the changes in the students against lesson and school have increased albeit partially, from the point of properties which are counted in scale related to it.

In order to acquire top-end target skills for the individual, one should establish more objectives in the steps of implementation, analysis, synthesis and evaluation of the cognitive field, in the steps of organizing and personalization of the affective field. All these can increase the effectiveness of the Psychology teaching curriculum.

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