

Research Article

## **Opinions of Primary School Teachers in Relation to Effectiveness and Applicability of Design Skill Workshops<sup>1</sup>**

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### **Abstract**

General purpose of this research is to determine the opinions of primary school teachers on the effectiveness and applicability of the studies conducted in relation to Design Skills Workshops (TBA). The participants of the study, designed according to the phenomenology research model, are 20 teachers who work in one of the primary schools that are pilot in the use of TBAs. Research data were collected by using a semi-structured interview form. According to the findings, generally the teachers consider the use of TBAs in education as a positive development for the Turkish education system, but they think that it is difficult to apply them in all schools throughout the country. While almost all of the teachers consider that the training given by the Istanbul Provincial Directorate of National Education for the use of TBAs is insufficient, all of the teachers found the studies of the school administration for the use of TBAs sufficient. Teachers actively use all the workshops in the school, except for the wood, garden and animal care workshops, in almost all lessons. Teachers stated that the use of TBAs mostly enabled students to develop collaborative learning, creative thinking and hand skills. According to the teachers, the use of TBAs enables teachers to associate the lessons with each other more, to do more research and to prepare more detailed lesson plans while performing their teaching. According to the results, most of the teachers do not consider that TBAs are applicable throughout the country because of the crowded class sizes, the teachers' not having enough knowledge about using TBAs, and the physical conditions' not being sufficient. Among the proposals made by teachers regarding arrangements to be made in relation to TBAs before disseminating them throughout the country, having collaboration among teachers responsible from design skills workshops and among these teachers and class teachers comes at the forefront. Providing longer-term training for teachers on how TBAs should be used is another most recommended issue.

**Keywords:** *Design skills workshops, TBA, primary school teachers*

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## İlkokul Öğretmenlerinin Tasarım Beceri Atölyelerinin Etkililiğine ve Uygulanabilirliğine Yönelik Görüşleri

### Öz

Bu araştırmanın genel amacı ilkökul öğretmenlerinin Tasarım Beceri atölyeleri (TBA)'ne yönelik yapılan çalışmaların etkililiğine ve uygulanabilirliğine ilişkin görüşlerini belirlemektir. Araştırma fenomenoloji araştırma modeline göre desenlenmiştir. Araştırmanın katılımcılarını TBA'ların kullanılmasında pilot olan ilkökullardan birinde görev yapan 20 öğretmen oluşturmaktadır. Araştırma verileri yarı yapılandırılmış görüşme formu ile toplanmıştır. Araştırmadan elde edilen bulgulara göre genel olarak öğretmenler, eğitim-öğretimde TBA'ların kullanılmasını Türk eğitim sistemi adına olumlu bir gelişme olarak nitelendirmekte ancak ülke genelinde tüm okullarda uygulanabilirliğini zor bulmaktadırlar. Öğretmenlerin hemen hemen tamamı İstanbul İl Milli Eğitim Müdürlüğü tarafından TBA'ların kullanımına yönelik verilen eğitimleri yetersiz bulurken; öğretmenlerin tamamı okul idaresinin TBA'ların kullanımına yönelik yaptığı çalışmaları yeterli bulmuşlardır. Öğretmenler okuldaki ahşap ile bahçe ve hayvan bakım atölyeleri hariç diğer tüm atölyeleri aktif olarak hemen hemen tüm derslerde kullanmaktadırlar. Öğretmenler, TBA'ların kullanımının öğrencilerin en fazla işbirlikli öğrenme, yaratıcı düşünme ve el becerilerinin gelişmesini sağladığını belirtmişlerdir. Öğretmenlere göre, TBA'ların kullanımı öğretmenlerin öğretimi gerçekleştirirken dersleri birbiri ile daha fazla ilişkilendirmelerini, daha fazla araştırma yapmalarını ve daha detaylı ders planları hazırlamalarını sağlamaktadır. Araştırma sonuçlarına göre öğretmenlerin büyük bir çoğunluğu TBA'ları ülke genelinde uygulanabilir bulmamaktadırlar. Uygulanabilir olmamasına yönelik öğretmenler tarafından en fazla belirtilen nedenler ise sınıf mevcutlarının kalabalık olması, öğretmenlerin TBA'ları kullanma konusunda yeterli bilgiye sahip olmamaları ve fiziki koşulların yeterli olmamasıdır. Araştırmada öğretmenlerin ülke geneline yaygınlaştırılmadan önce TBA'larla ilgili yapılabilecek düzenlemelere ilişkin önerilerinin başında tasarım beceri atölyelerinden sorumlu öğretmenlerin ve bu öğretmenler ile sınıf öğretmenleri arasında işbirliğinin olması yer almaktadır. TBA'ların nasıl kullanılması gerektiği ile ilgili öğretmenlere daha uzun süreli eğitimler verilmesi de en fazla önerilen konulardan bir diğeridir.

**Anahtar Sözcükler:** *Tasarım beceri atölyeleri, TBA, İlkokul öğretmenleri*

## Introduction

Education is in direct and reciprocal interaction with other social institutions such as family, religion, politics, economy and law. In other words, it is an important complement to the social structure. Therefore, all developments and changes experienced in a country, both locally and globally, closely affect and concern the education system of that country. In the literature, especially in the information age we are in, it is stated that education is the key to basic transformation and change and one of the most important factors in measuring the development level of countries. (Maroun, Samman, Moujaes & Abouchakra, 2014, transmitted by Dođan, 2019; zcan, 2011). Countries that are aware of this make serious investments in education systems in order not to lag behind changes and developments and to meet the educational needs of individuals and their societies in line with these changes. Reform studies for education systems are carried out at times and under conditions deemed to be necessary and many improvement, regulatory and development steps are taken in relation to education to increase the quality of education.

In Turkey these development and improvement studies are mostly carried out by the Ministry of National Education (MEB), which is the main political actor of the Turkish education system and puts its own policies into practice through various executive mechanisms. In this direction, the basic policy documents that shape the future studies and regulations in the Turkish education system can be defined as 2019 Presidential Annual Program, 66th Government Program, Medium Term Program, New Economic Program, EU Acquis Alignment Program, MEB 2023 Education Vision, Ministry of National Education Strategic Plan (2019-2023), 19th National Education Council Decisions, Life in the EU context Learning Strategy Document and Action Plan (European Commission Eurydice, 2020). When these documents, the decisions taken and the practices are examined, it is seen that many important innovations have been made in the Turkish education system, especially in recent years. Among these, the practice of contract teaching, the FATİH project to ensure equal opportunities in education, the arrival of the 4 + 4 + 4 education system, the development of the national competencies framework for determining the student profile of the new century, the updating of the teaching programs, the establishment of Istanbul teacher academies and parent academies come at the forefront (Altın & Kaleliođlu, 2015; Boz & Yıldıırım, 2017; Hamarat, 2019). With all these innovations, it is aimed to increase the quality and features of the education system, to provide students with the knowledge, skills and competencies of the

21st century, to adapt them to the innovations brought by globalization and the information age, while at the same time ensuring that they have the cultural and social values of the society they live in.

One of the important innovations made by the Ministry of National Education bearing the quality of educational reform in the education system is the step taken under the name of “2023 Education Vision”. Vision is defined as a set of statements that include the goals and objectives of the organization for the future, which it wants to succeed, achieve and become (Sabuncuoğlu & Gök, 2008). According to another definition, it is the reference point that an organization planning for change takes as a basis to initiate and realize this change (Ülgen & Mirze, 2010). It can be said that a more clear and comprehensive definition was made by Cemaloğlu (2018). According to Cemaloğlu (2018), the vision is to determine the place you want to be in the future, to determine the place you want to reach, to draw a picture of the future, to set goals for the future. Ertürk (2020) and Kouzes and Posner (2012) emphasize that vision is an indispensable element for the development of systems, based on the need for a system to see the future and make the necessary preparations for this future in order to survive and succeed. Otherwise, they state that it will be difficult for it to survive in a competitive environment among other systems. Based on the definition and importance of the vision, it is possible to say that the 2023 Education Vision, which was shared with the public by the Ministry of National Education on October 23, 2018, includes important goals and important decisions taken regarding the future of the Turkish education system. With the announcement of the 2023 Education Vision document, all parties concerned with education in Turkey were surrounded with a new excitement about the organizational objectives, whereas all segments of the society shared this excitement at the same time. The reason for this is that the problems that have been expected to be solved for many years were addressed with the vision document and the forward moves of an institution such as the leading educational institution of the national social institutions concerned everyone (Abdullah, 2018; Uyan, 2018). Although the special emphasis on Turkish culture and national values has a traditional aspect in the document, the modern aspect of the plan supporting innovation and development is also highlighted (Akgün, Yılmaz & Seferoğlu, 2011; Sever, Baldan, Tuğlu, Kabaoğlu & Hamzaj, 2018). The basic policy of the 2023 Education Vision document is based on the necessity of seeing the basic starting point of the educational institution as the individual's self-knowledge and recognition. In this context, when children, parents and teachers get to know themselves and those around them, there is an opportunity to develop together. (Ministry of National

Education, 2018).

The 2023 Education Vision document includes the changes, innovations and transformations planned to be realized in all education levels and almost all areas of the Turkish education system (Ministry of National Education, 2018). In the document, measurement and evaluation, development and management of human resources, financing of schools, inspection and corporate guidance services, guidance and psychological counselling, special education, special talent, foreign language education, digital content and skill-supported transformation in learning processes, early childhood, basic education, goals in secondary education, vocational and technical education, special education and lifelong learning have been determined and the activities planned in line with these targets are explained (Ministry of National Education, 2018). The planned transformation in achieving the goals includes a three-year phasing. Design, simulation, pioneering pilots and partial implementation of innovations were carried out in the 2018-2019 academic year. In the 2019-2020 academic year, country-scale piloting and the implementation of the actions whose design has been completed started to be carried out. In the 2020-2021 academic year, it is aimed to implement all of the actions listed under the main objectives and to make impact analysis of some actions.

One of the innovations stated to be realized in the field of basic education in the document is Design-Skill Workshops (TBA). With these workshops, it is aimed to restructure primary and secondary schools in terms of development, to enable innovative practices and to develop children's interests, abilities and temperaments (Ministry of National Education, 2018). TBA is a learning environment where students are presented with opportunities and tools to express themselves creatively ([antakya.meb.gov.tr](http://antakya.meb.gov.tr), 2020), where students can spend time to think, design and produce and experience the process of creation (Ministry of National Education, 2018). It is stated that designing, making and producing will come to the forefront in these workshops rather than knowing, and these workshops will help the child to get to know himself, his profession and his environment. At the same time, it is stated that they will be organized as concrete spaces for the acquisition of problem solving, critical thinking, productivity, teamwork and multi-literacy skills required for the age we live in (Ministry of National Education, 2018). TBAs have been evaluated with a focus on 21st century skills, higher education fields and science, arts, culture, sports and life skills, and 11 workshop models have emerged. There are science, technology, mathematical engineering and software

and design workshops in the field of science; visual arts, wood and metal and music workshops in the field of art; and drama and language and critical thinking workshops in the field of culture. The sports area is divided into indoor sports and outdoor sports. In the living area, there are life skills, garden and animal care workshops (antakya.meb.gov.tr, 2020). The conditions required for each workshop to be established have been explained by the Ministry of National Education. Although many conditions are mentioned in these specifications, one of the most important is the requirement that there should be at least 48 m<sup>2</sup> class size area for each workshop. Apart from these specifications for each workshop, there is minimum number of workshops that a school must open in order to become a TBA school. For this, TBA schools are expected to have at least one workshop in science, arts, sports, culture and life fields. Workshops in the fields of science, arts and culture are required to be in closed areas. If there is a place in the garden to meet the sports area, outdoor sports can be preferred instead of indoor sports. If there is an area to be cultivated in the schoolyard to meet the living space, a nature and animal care workshop can be done instead of one relating with life skills. Thus, TBA can be built with at least 3 closed areas for schools with a closed space shortage (istmem.meb.gov.tr, 2020). Due to the Covid-19 pandemic process, there are some schools that have started using TBAs as of the 2018-2019 academic year, although there have been problems in pilot applications with the transition of schools affiliated to Ministry of National Education, to distance education in March 2020.

In the realization of the 2023 Education Vision, the teacher is defined as the main actor who builds the curriculum by taking into account the individual differences and learning needs of the children, who will make the student (ore) become jewelry and who will guide him (Ministry of Education, 2018). For this reason, in order for the reform studies carried out in the education system to achieve its purpose, they must be adopted by teachers and the changes must be believed in (Barton & Walker, 2017; Kepes, 2018; O'Sullivan, 2016). Ertürk (2020) also states that a vision created can be as strong as it is accepted and shared by the employees of the institution. Baltacı and Coşkun (2019) also stated that due to the fact that many projects that the Ministry of National Education tried to carry out in the past were not internalized by teachers, negativities such as not being able to implement these projects or not obtaining the desired efficiency from the projects have come out. On the other hand, Duran and Kurt (2019) stated that no matter how advanced the course materials used in the education process and the integration of these materials with technology are, it will not be possible from them to become more important than the teacher who is the guide of education and they have stated

that no technological device can provide interaction between teacher and student. Although there are a small number of studies (Baltacı & Coşkun, 2019; Duran & Kurt, 2019) that take teachers' opinions about the 2023 Education Vision in general in the literature, it is seen that these studies constituted of opinions received in the planning stage before the educational vision was implemented. In the literature, no research has been found that examines teachers' views regarding the design skill workshops, which is one of the objectives of the 2023 Education Vision, during both the planning of the vision and the pilot implementation of TBAs. In this context, it is thought that this research will be a pioneering study and the results of the research will guide researchers in opening new fields of study on the subject. However, it is thought that determining how teachers perceive the educational reform practices that are targeted and piloted will contribute to educational scientists and education politicians in revealing the problems encountered in practice and what kind of improvement studies should be done before disseminating them throughout the country. Based on these importance and necessity situations, the general purpose of this study is to determine the opinions of primary school teachers on the effectiveness and applicability of the studies on design skill workshops. In line with this general purpose, answers to the following questions have been searched for:

According to the elementary school teachers,

1. What is the purpose of design skill workshops?
2. What is the adequacy of the training given by the Istanbul Directorate of National Education for the use of TBAs?
3. What is the adequacy of the studies carried out by the school administration for the use of TBAs?
4. What are the TBA workshops they actively use?
5. What are the courses they actively use TBA workshops?
6. What is the effect of the use of TBAs on the competencies of students?
7. What kind of change does the use of TBAs cause in relation to the teachers' competencies?
8. What are the applicability status and reasons of TBAs?
9. What kind of regulations should be made regarding TBAs before they are disseminated throughout the country?

## **Method**

The research was designed according to phenomenology research model, which is one of the qualitative research methods. In phenomenology, it is studied on phenomena regarding which there is awareness but relating with which there isn't detailed information. These phenomena can be experiences, perceptions, orientations, concepts and situations. (Yıldırım & Şimşek, 2011). Phenomenology focuses on experiences based on individual differences, and it analyzes and compares them (Patton, 2014). 2023 With the implementation of TBAs included in the Education Vision in pilot schools, some of their applications have become known to teachers, but the particular about how they should be used in full sense has turned into a complex phenomenon over time. For this reason, TBAs have been considered as a phenomenon that needs to be investigated, and the phenomenology model has been used in their in-depth investigation and description.

### **Study Group**

The participants of the study are teachers working in a primary school in the district of Küçükçekmece, Istanbul, which is one of the pilot schools in the use of TBAs. Purposeful sampling method was used in the selection of teachers, whereas in the selection of teachers, their participation in the TBA training conducted by the Istanbul Directorate of National Education and actively using TBAs were taken into consideration. Creswell (2014) stated that it would be sufficient to have a sample size between 3-10 in phenomenological studies conducted with purposeful sampling method. The working group of this research consists of 20 classroom teachers. The characteristics of the participants are shown in Table 1.



Table 1.

*Personal characteristics of teachers participating in the research*

Teachers (Codes)	Gender	Age	Service period (year)	Level of class thought	Usage period of TBAs
T1	Female	33	9	3.class	8 months
T2	Male	34	14	3.class	4 months
T3	Female	35	14	2.class	8 months
T4	Female	49	27	2.class	8 months
T5	Female	45	23	2.class	8 months
T6	Female	40	18	1.class	2 months
T7	Female	46	24	1.class	2 months
T8	Male	34	10	1.class	2 months
T9	Female	45	21	4.class	8 months
T10	Female	42	19	3.class	8 months
T11	Female	40	20	2.class	4 months
T12	Female	46	22	3.class	8 months
T13	Female	46	24	3.class	8 months
T14	Female	44	21	4.class	8 months
T15	Female	56	24	2.class	4 months
T16	Male	37	14	3.class	8 months
T17	Female	37	13	2.class	4 months
T18	Female	26	2	2.class	4 months
T19	Female	34	10	4.class	8 months
T20	Female	65	41	4.class	8 months

Participants were coded as T1, T2 .... T19, T20. As seen in Table 1, 17 of the teachers are women; 3 of them are men. Participation in the research is on a voluntary basis. As can be seen from the characteristics of the participants, female teachers were more eager to participate in the study. Half of the participants have a service term of 20 years or more. Eight teachers' seniority is between 10-19 years and seniority of two teachers is under 10 years. The age of the teachers varies between 25-65. Seven teachers are 2<sup>nd</sup> class teachers, six teachers are 3<sup>rd</sup> class teachers, four teachers are primary school 4<sup>th</sup> class teachers, and three teachers are 1<sup>st</sup> class teachers. The active use of TBAs of teachers varies according to the level of class where they teach. While determining the active use of teachers, the period from the first use of TBAs to the closure of schools on March 15, 2020 due to the Covid-19 pandemic process was taken into account. Primary school 3<sup>rd</sup> and 4<sup>th</sup> class teachers used them for 8 months, primary school 2<sup>nd</sup> class teachers used them for 4 months, first class teachers, on the other hand, only actively used them for approximately two months of the second term of the 2019-2020 academic year (the period before schools were closed). The amount of weekly use of the teachers within these periods was determined together with the school principal. Accordingly, teachers of the same class (such as primary school 2<sup>nd</sup> class teachers) can use the workshops they want once a week (about 6 hours). On Friday, the last day of the week, teachers whose

weekly workshops are incomplete or who want to do new work can use any workshop regardless of their class level. The branch teachers come together to determine which course and which workshops they will use on which course and learning, under the guidance of the head of the branch, and prepare TBA lesson plans suitable for interdisciplinary teaching by associating the outcomes of the courses with the workshops they have determined. The lesson plans prepared are submitted for the approval of the school administration and they are implemented if they are considered to be suitable by the principal.

The ethical committee approval numbered 2020.33 was obtained from İstanbul Kültür University Ethics Committee on 20.05.2020

### **Data Collection Tool**

In the study, a semi-structured interview form developed by the researcher was used to determine the opinions of primary school teachers about TBA. Before giving its final form to the interview form, with the purpose of achieving internal and external validity, the form was submitted for examination of two academicians working at education programs and education main department branch at education faculty, one academician working at measurement and evaluation main department branch and one academician working at computer and instructional technologies with the aim to get expert opinions. In line with the opinions and suggestions of the experts, two questions in the form were reviewed in terms of clarity and supporting questions were added to a question regarding the effectiveness of TBAs. A pilot application of the corrected form was carried out with 4 class teachers working in 1st and 4th classes of primary school. As a result of the pilot application, it was seen that there were no questions that were not understood by the teachers and it was concluded that the interview form could be used. The interview form consists of 10 questions in total. Two questions are about the personal characteristics of the participants and eight questions are about their views on TBAs. Interviews with teachers were held in the months of April-May in 2019-2020 academic years. In this process, as schools were closed due to the Covid-19 epidemic, interviews were conducted via videoconference. Determination of the technological tool used in the realization of the videoconference is left to the participants' request. More than half of teachers preferred videophone calls, whereas others preferred to use Internet teams or zoom program. The shortest interview is 17 minutes; the longest interview lasted 49 minutes. The total duration of the interviews with all teachers is 9 hours and 44 minutes.

## **Collection and Analysis of Data**

Descriptive analysis was used in the analysis of the interviews. Descriptive analysis allows to summarize and interpret data according to previously determined themes for data resolution (Yıldırım & Şimşek, 2011). First of all, a thematic framework for coding was created by considering the questions in the interview form and the sub-purpose questions of the research. The themes and codes accessed are supported by quotations that are deemed important in the text. The identified findings were explained in relation to the research questions. MAXQDA 2020 program was used to analyze the data.

## **Validity and Reliability**

In determining validity and reliability, the concepts of credibility, transferability, consistency and verifiability suggested by Mills (2003) were taken into consideration. Preliminary interviews were held with the participants to ensure persuasiveness in the study and expert opinions were received during the development of data collection tools and presentation of the findings. To ensure transferability and to be useful for similar researches, the whole process of the research has been explained in detail starting from the development of research data collection tools to data collection techniques and from the analysis of the data obtained to the presentation of the findings. Interviews were conducted with more participants than the number deemed sufficient for purposeful sampling. In order to ensure consistency, while developing data collection tool, analysis were realized and findings were submitted, in order to determine whether the researcher has the same opinion or not and whether they would use the same methods if they were carrying out the same research or not, opinions of experts conducting studies in same and similar areas were obtained. For verification, it was ensured that nearly 50% of the research data were analyzed by an expert independent of the research and to determine the consensus between the researcher and the independent expert, calculations ( $\text{consensus} / \text{consensus} + \text{disagreement} * 100$ ) for determining the coefficient of concordance of Miles, Huberman and Saldana (2014) were performed. It is stated that the consistency coefficient should be at least 70% (Miles, Huberman & Saldan, 2014). Neuendorf (2002) states that the perfect fit is 90% and above. In this research, the conformity obtained from the consensus among experts is 92%.

## Findings

Purpose questions have been considered in presenting the research findings. Teachers' opinions on the effectiveness and applicability of design skill workshops were gathered under nine main themes. These themes are shown in Table 2.

Table 2

*Themes obtained from interviews conducted with primary school teachers*

Themes	
1.	Purpose of design skill workshops
2.	Studies of the school administration on TBAs
3.	Reasons for the insufficiency of TBA trainings of Ministry of National Education
4.	Used design skill workshops
5.	Lessons using design skill workshops
6.	Developing competencies of students with the use of TBA
7.	Contribution of TBA use to teacher competencies
8.	Reasons why TBAs are not applicable
9.	Suggestions for applicability of TBAs

### Opinions of Primary School Teachers on the Purpose of the Design Skill Workshops

The sub-themes of providing an authentic learning environment, making learning enjoyable, enabling students to discover their talents and skills, ensuring permanent learning and active learning were obtained from the views of primary school teachers regarding the purpose of design skill workshops. These themes and teachers' frequencies for each of these themes are shown in Figure 1.

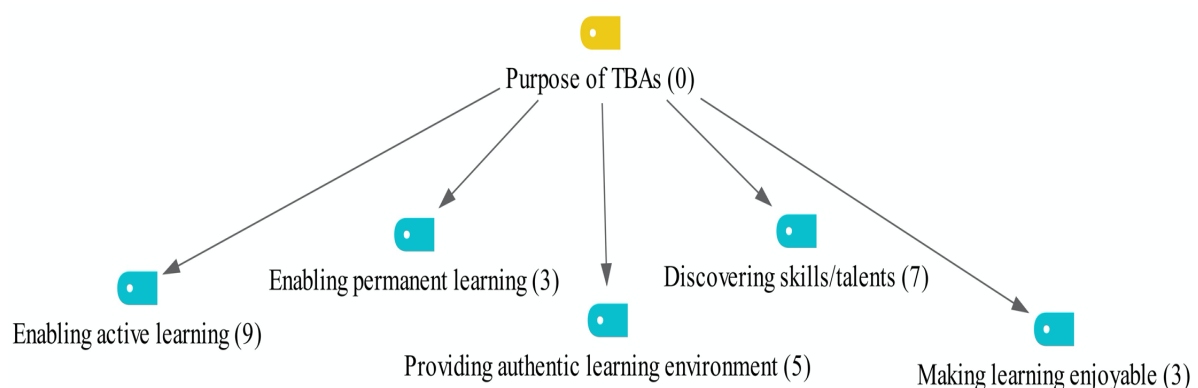


Figure 1. Purposes of design skill workshops

As seen in Figure 1, about half of the teachers stated that the purpose of the design skill workshops was related with providing learning environments where students can express themselves more actively. Some of the teachers' thoughts about the TBAs' providing active participation opportunity for students are as follows:

*"... The teacher was telling and telling in the classroom and only after a while the child could come to the forefront, but in these workshops the child became more prominent, so I think he becomes more active in education and teaching process."* (T\_11)

*"Since the workshops are different environments in terms of their use, I think it is aimed for them to receive more effective and active training in those environments."* (T\_20)

To enable students to discover their abilities / skills (N = 7) and to provide authentic learning environments (N = 5) come after ensuring active learning, respectively. Some of the teachers' views on these themes are as follows:

*"...It is related with learning about their different development areas and achieving different gains, that is, it is a completely skill-based lesson, I think it was made to see their skills because it is not done in the classroom, the name is the workshop in the first place."* (T\_8)

*"Its purpose is to guide students in different directions to bring out their different abilities, that is, to make them aware of their own abilities."* (T\_10)

*"Workshops can be carried out to enable them to know the world they live in. It enables them to experience the real world, so to speak, such as collecting their bed, cooking, being with animals..."* (T\_18)

Three teachers, on the other hand, stated that TBAs also aimed to ensure permanent learning and to make learning enjoyable. The views of each teacher regarding these thoughts are as follows:

*"How I would say it is that in order to reinforce the lessons better, just like words fly and writings remain, what happens here is that children's learning becomes more permanent."* (T\_3)

*"...To make it more enjoyable in a more beautifully crafted environment. Lesson does not only take place in the classroom and we can see that it could be done outside the class and that they are enjoying it so much."* (T\_16)

### Primary School Teachers' Opinions on the Adequacy of the Education Provided by the Istanbul Directorate of National Education (MEM) for the Use of TBAs

While a teacher stated that he was not sure whether the training given by Istanbul MEM for the use of TBAs was sufficient or not, two teachers stated that they found it to be partially sufficient. The majority of the teachers (N = 17) did not consider that the trainings given were sufficient. Teachers were asked why they found it partially adequate or inadequate. Based on the responses of the teachers, the insufficiency of the trainings given by Istanbul MEM was divided into two sub-themes: the timing and duration of the training and the content of the training. The codes for these sub-themes and the frequencies of each code are shown in Figure 2.

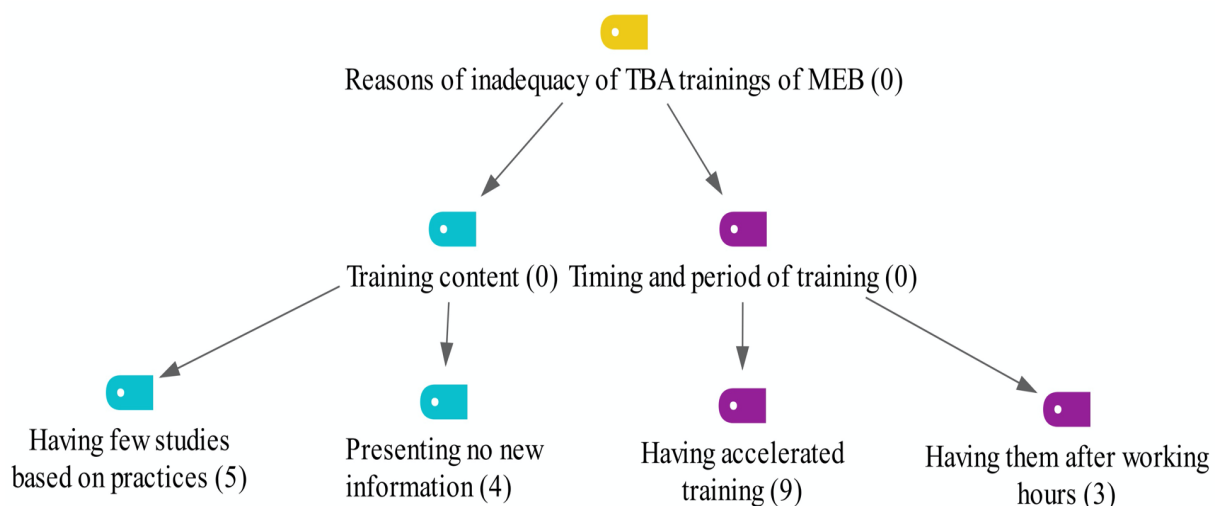


Figure 2. Reasons why TBA training provided by National Education Directorate are considered to be insufficient

As seen in Figure 2, more than half of the teachers stated that they found the training insufficient due to the time of the training was given or the duration of the training. Nine teachers stated that they could not get efficiency due to trainings' being provided rapidly in a very short time, and three teachers stated that they could not get efficiency from the trainings given after working hours. Some of the teachers' views are as follows:

*“In the trainings, one day was allocated for each workshop, and that was constituted of two hours a day, which was not enough. Maybe our teachers could not convey many things they knew to us due to time limitation. It happened in a restricted, compressed way.” (T\_6)*

*“Before the training, I was in class for six hours. There is a kids club for two hours. Thereupon, the training was very heavy, then we could not fully concentrate on the trainings.” (T\_5)*

As seen in Figure 2, almost half of the teachers stated that they did not find the education given to be adequate due to the insufficient content of the education. Five teachers stated that the trainings provided are mostly based on theoretical knowledge and that there is little or no application-oriented studies. All of the four teachers stated that they were not provided with new information in the training being given. They stated that the information in the content was the information they knew before. Some of the teachers' views are as follows:

*“I am in favor of having the training not only explained to us but also applied, but that was not the case ... ”(T\_9)*

*“I could not learn new information, it was almost the same with the trainings we had before. It was usually what we actually knew.” (T\_14).*

### **Primary School Teachers' Opinions on the Adequacy of the Studies Carried Out by the School Administration for the Use of TBAs**

Another important factor in the effectiveness of the design skill workshops in schools is the work done by the school administration on this subject. In order for a school to be a pilot school in the use of TBAs, there is a number of workshops required to be opened and the school administration is entirely responsible for the establishment of these workshops. The Directorate of National Education or the Ministry does not provide any financial aid to pilot schools. All of the teachers found the studies of the school administration for the use of TBAs sufficient and some of them even stated that they think they are overworking. The opinions of the teachers about the studies of the school administration towards TBAs are grouped under the sub-themes of communicating with teachers and organizing the learning environments. The codes for these sub-themes and the frequencies of each code are shown in Figure 3.

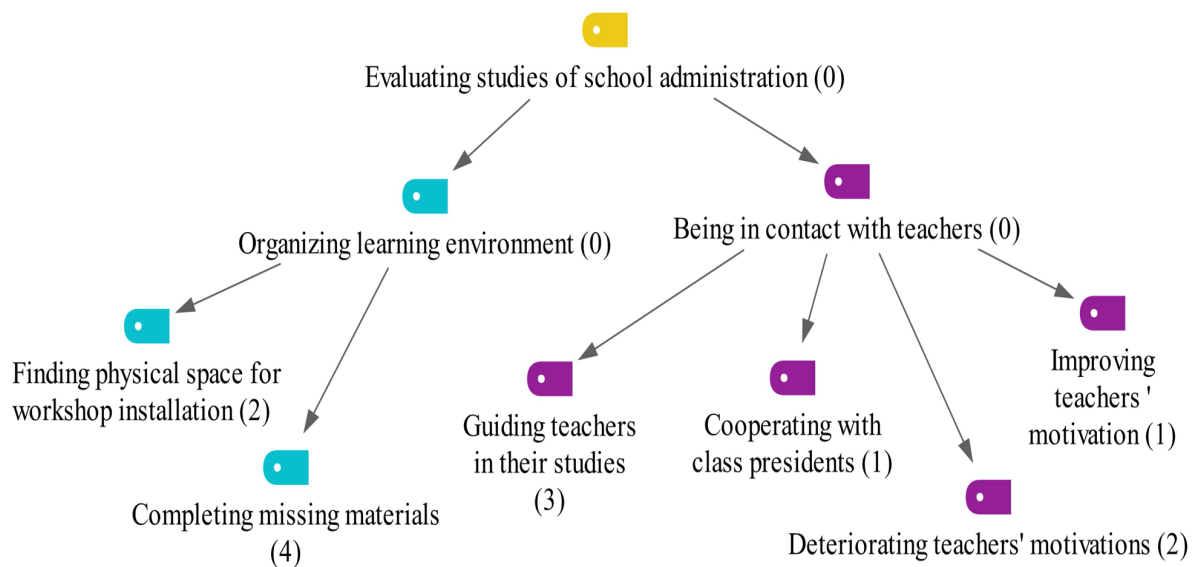


Figure 3. Studies conducted by school administration in relation to TBAs

As seen in Figure 3, a teacher stated that the school administration cooperates with the head of the class on how TBAs should be used. Three teachers stated that they were guiding them in all matters related to the use of TBAs. A teacher stated that the school administration's continuous communication with teachers regarding the use of TBAs and employing teachers in this direction positively affected their motivation. Two teachers mentioned that this situation had the opposite effect on them and decreased their motivation. Some of the teachers' views are as follows:

*“Our manager was very diligent in TBAs as in every subject. He made the planning very well, and even he researched and pioneered us in what we had to do. (T\_20)*

*"It was newly opened, we had difficulties before, but the principal motivated us as he was in constant communication and was working." (T\_3)*

*“In other words, he forced us to work hard as he was working hard. Making it compulsory bothered me a lot and his constantly asking for new plans and products, obviously affected my motivation negatively." (T\_14)*

As seen in Figure 3, two teachers stated that the school administration worked hard to create suitable physical spaces in the school for the establishment of workshops. They stated that they put in a lot of effort to turn the unused and idle school departments and classes into workshops. Four teachers, on the other hand, stated that all workshop tools and equipment needed in the established design skill workshops were prepared by the school administration.



They said that if there are any deficiencies, they were corrected immediately. Some of the teachers' views are as follows:

*“Our principal arranged a place for workshops at the school by forcing all possibilities ... ”(T\_20)*

*“..Manager says that if there is anything deficient, we must say it. For example, when I was dealing with rhythm work at the opening, I had obtained maracas from somewhere. He told me that we had hurried a lot and that he would buy all missing items in the music workshop.” (T\_2)*

### Design Skill Workshops (TBA) Actively Used by Primary School Teachers

In order for a school to be a pilot school, it must have at least four workshops, each of which is in the fields of life, culture, sports, arts and science, as much as possible. Figure 4 shows the workshops opened in the schools subject to the research and the frequency of these workshops used by teachers.

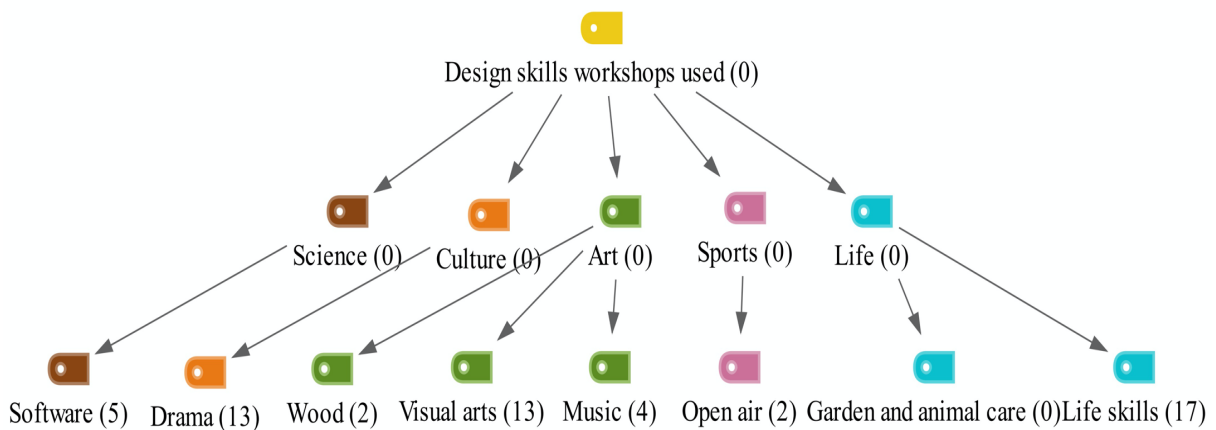


Figure 4. Design skill workshops used by teachers

As seen in Figure 4, the workshops that more than half of the teachers stated they used the most were life skills, drama and visual arts workshops. In addition to these workshops, five teachers stated that they used software workshop; four teachers stated that they used music workshop and two teachers stated that they used open air workshop. One of the teachers who used these workshops expressed his views as follows:

*“We used the drama workshop, we used life skills, visual arts, we used software coding. In other words, we used almost all the workshops in our school within our plans, and visited them one by one.” (T\_9)*

Although the school where the study was conducted has a garden and animal care and wood

workshop, it is stated that the garden and animal care workshop was not used by any teacher. It was observed that the wooden workshop was used by two teachers. The reason why the animal care workshop is not used is that the weather is cold or the children can always see it when they have a break. The reason for not using the wooden workshop was stated as teachers' not finding this workshop suitable for primary school students but their considering them to be dangerous. A teacher's views on the wooden workshop are as follows:

*“To be honest, we did not like the wooden workshop very much. It is both small in place and very dangerous. The principal tried to persuade us about this, but the teacher knows a little about his students. The dangerous environment there made us feel tense. Maybe 4th class may use it but as being 2nd class, I don't think we should use it.” (T\_16).*

### Courses Actively Used by Primary School Teachers in TBA

Primary school teachers were also asked about the courses in which they actively used the design skill workshops. The lessons that teachers use TBAs are divided into two sub-themes as basic lessons and art-sports lessons. In Figure 5, the codes belonging to these sub-themes and the frequencies of each code are shown.

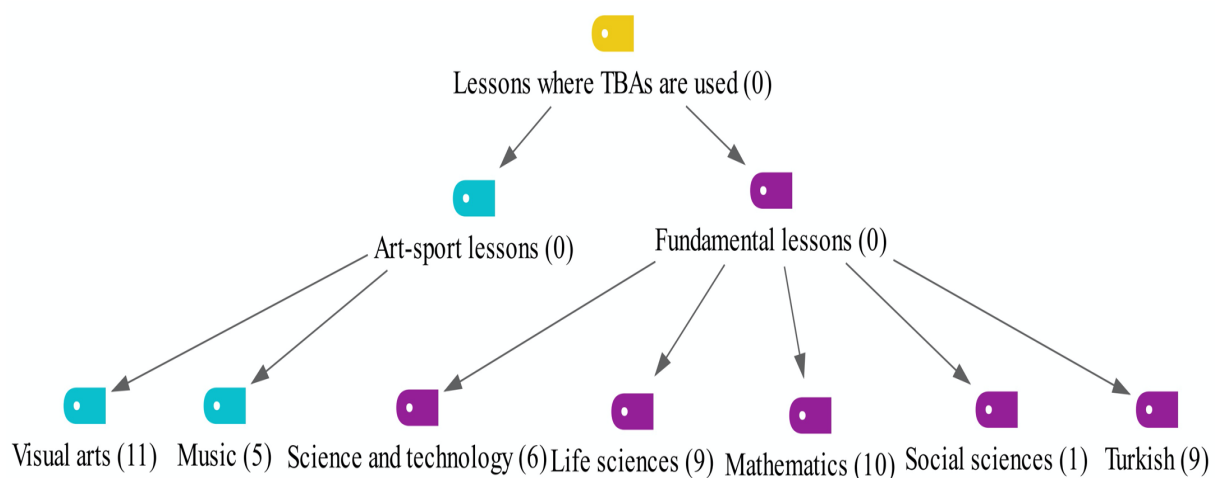


Figure 5. Lessons in which teachers use TBA

As seen in Figure 5, teachers actively use the design skill workshops both in basic lessons and in arts-sports lessons. The subjects used mostly by nearly half of the teachers are visual arts, life sciences Turkish and mathematics. Six teachers stated they used them in science and technology lessons and five teachers stated that they used them in music lessons. Only one teacher said that he used it in social sciences lesson. Some of the teachers' views regarding the courses in which TBA workshops used are as follows:

*“We used them a lot in life studies lesson and visual arts lesson. Here, we used the drama workshop a lot in Turkish lessons. We used life skills workshop a lot in science class as well.....” (T\_15)*

*“We used it in most lessons, for example, in math class. I used music workshop in life studies lesson and I used drama workshop in Science and Turkish lessons. You know, we used them by associating them with almost all of our lessons.” (T\_17).*

**Primary School Teachers 'Opinions on the Effect of the Use of TBAs on Students' Competencies**

The teachers were asked which competencies of the students were developed by the use of TBAs. Based on teachers' opinions, these competencies are grouped under psychomotor, affective and cognitive sub-themes. In Figure 6, the codes under the sub-themes and the frequencies of each code are shown.

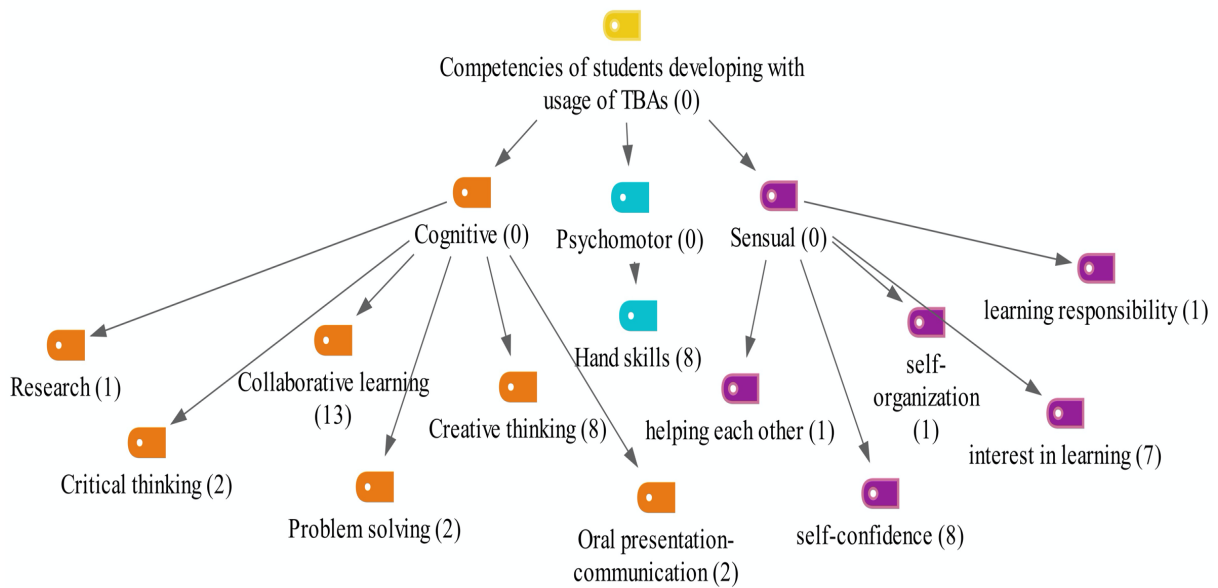


Figure 6. Competencies of students developed with the use of TBA

As seen in Figure 6, most of the teachers stated that PCAs developed the most cooperative learning skills of students. While T\_6, being one of the teachers, stated that "it has increased the cooperation tremendously ..... they got used to it over time"; T\_9 stated that "they have learned to work together".

Eight teachers stated that TBAs also contribute to the development of creative thinking and hand skills of students. Some of the teachers' views are as follows:

*“Skills to look at different ways are developing. You know, it is very diverse and there is not just one. They each made different bird nests out of wood and many creative different products emerged. Product created on their own emerged. For example, let me tell you what my teacher Necla did. She made different bird nests from wood, they painted them, and the hand skills of the children also improved....” (T\_7)*

*“ ... They designed a playground with the materials we gave them and their creative thinking skills improved in visual arts and they created a new, unique product..” (T\_9)*

Regarding other student characteristics that teachers most often express, it is stated that the use of TBA increases students' self-confidence and interest in learning. The statements of some of the teachers who expressed their opinions in this direction are as follows:

*“As their skills emerged, for example, their self-confidence increased. They said that if they want, they can do it.” (T\_17)*

*“... Let me tell you that when children use the workshops, they participate in these activities in a more enjoyable, happier and more caring way.” (T\_18)*

Two teachers stated that the use of TBAs improve students' oral presentation and communication, critical thinking and problem solving skills and one teacher stated that they developed their skills of helping each other, taking responsibility for learning, self-regulation and research. The statements of some of the teachers who expressed their opinions in this direction are as follows:

*“...They were able to express themselves more comfortably, when I observed their relations with each other, their relations between each other became cordial, their sharing increased, and they became capable of expressing themselves more easily....” (T\_17)*

*“...I think it develops the sense of responsibility over time. In the life skills workshop or in other workshops, they started to pay attention to each other's responsibilities as it was related with the cooperation of bringing and preparing the appropriate materials for the event on time.” (T\_13)*

### **Primary School Teachers' Views on the Change Caused by the Use of TBAs In Terms of Their Competencies**

Teachers were asked how the use of TBAs causes a change in the competencies of teachers as well as the competencies that students gain. Based on teachers' opinions, these changes are grouped under sub-themes of implementation skills, planning skills, and affective characteristics. In Figure 7, the codes under each sub-theme and the frequencies of these

codes are shown.

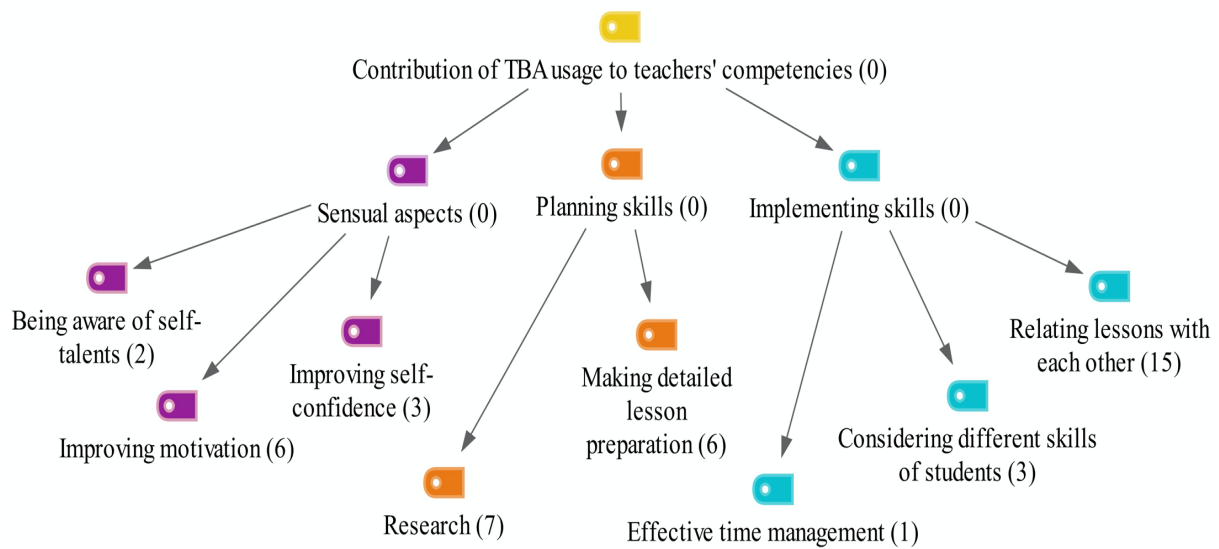


Figure 7. Changes occurring in competencies of teachers with the use of TBA

As can be seen in Figure 7, teachers stated that the biggest change in their education-teaching competencies with the use of TBAs was to associate the lessons with each other. Seven teachers stated that they did more research to find out with which activities they could correlated TBAs in relation to their lessons. Similarly, six teachers stated that they prepared their lesson plans in more detail. The affective feature that was most frequently mentioned by teachers was that they stated that the use of TBAs positively affected children's learning and happiness, so they were also more motivated. Some of the teachers' views are as follows:

*"I can say that it awakened us about associating the lessons. Okay, we were doing it in our lessons, but we were not doing it correctly and always, but we are more knowledgeable about this interdisciplinary association ... "(T\_12)*

*"... before I go to the workshop, I sit down and prepare a detailed plan. I sit down and have a serious work and do research on how to plan activities ... "(T\_11)*

*"....Seeing that the children are happy also motivates you. It increases your desire to conduct lessons more effectively." (T\_8)*

A teacher stated that he used time more effectively because he was able to associate different lessons with each other in his lessons using TBAs. Three teachers stated that thanks to the use of TBAs, they have the opportunity to see the different abilities / competencies that their students have and that they take these different characteristics of the students into account while performing their lessons. Two of the teachers stated that thanks to TBAs, they

discovered some abilities they had never noticed before. Three teachers stated that as they saw that they could do different activities with the use of TBAs, their self-confidence increased. Some of the teachers' views are as follows:

*“...You can actually see what the children are doing together there, you discover their different abilities. Accordingly, I organized different activities for them in the free activity class.” (T\_10)*

*“...You know, I'm not such a very safe, very social teacher getting involved in everything. .... When I knew nothing about drama like my students, I investigated. When there is a role now, I am directing them. My self-esteem improved to attend contests. At the weekends and at times I have opportunity, I come to the school to deal with decor and I make research...” (T\_4)*

### **Primary School Teachers' Opinions on the Applicability of TBAs and Its Reasons**

Teachers were asked to explain whether they find TBAs applicable in the current education system, along with their reasons. Nearly half of the teachers have stated that when they considered conditions of their schools, they thought that TBAs were partially applicable to their schools. On the other hand, all of the teachers stated that it is not possible to apply design skills workshops in all schools across the country. The teachers also explained their opinions on the inapplicability of TBAs by considering the problems they encountered while using TBAs. The opinions of teachers regarding the reasons for their inapplicability were grouped under five sub-themes: problems stemming from the general structure of the education system, problems arising from the curriculum, problems arising from student characteristics, problems arising from the learning environment, and problems arising from teachers. In Figure 8, the codes under each sub-theme and the frequencies of these codes are shown.

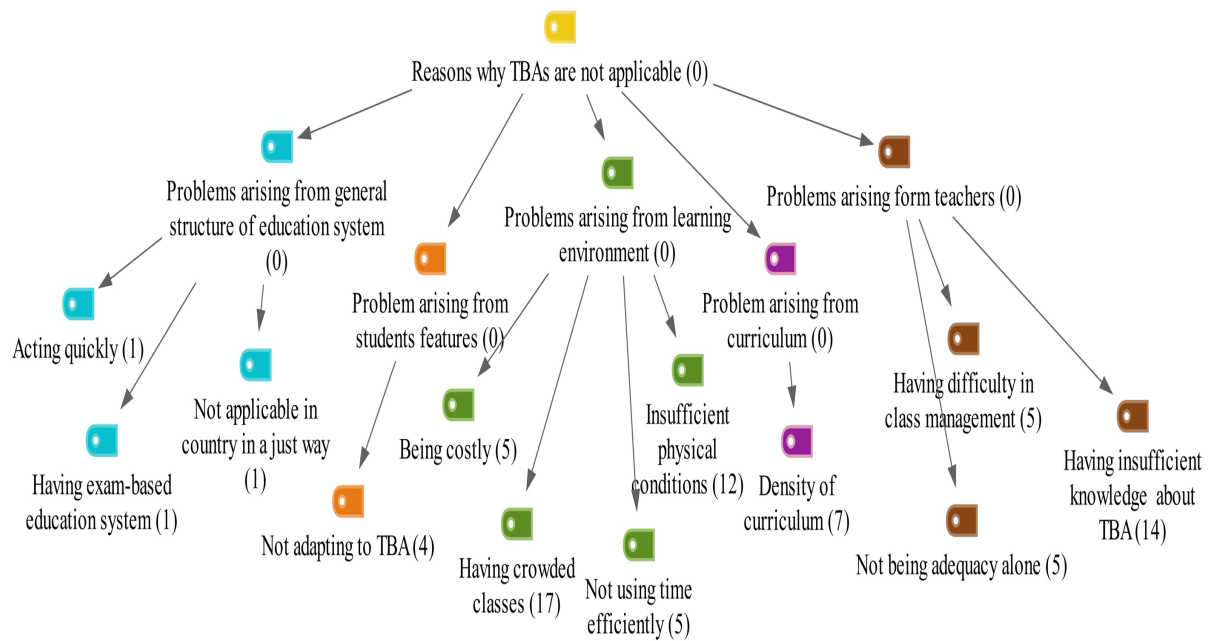


Figure 8. Reasons why TBAs are not applicable throughout the country

As seen in Figure 8, the most important reason why almost all of the teachers ( $N = 17$ ) do not find the design skill workshops applicable in all schools is the crowded class sizes. This problem is followed by the opinions that teachers do not have enough knowledge about using TBAs ( $N = 14$ ) and physical conditions are not sufficient ( $N = 12$ ). Some of the teachers' views are as follows:

*“Class sizes are crowded. So when we look at our district, I don't know if there are ten places that can use the workshops, but it is really hard to apply under these conditions.” (T\_10).*

*“I think the workshops and classes should not be mutual. Since there are minor students, the noise is too much, the workshops should be in a separate place. But physical conditions are not enough for this.” (T\_5)*

*“... I mean, I wouldn't say for every workshop but our knowledge is insufficient for some workshops. For example, our knowledge is not enough for a music workshop and a painting workshop.” (T\_2)*

Seven teachers stated that the use of TBAs hinders the training of the program content due to the intensive curriculum. Four teachers stated that the students could not adapt to the use of the workshops. Five teachers stated that they did not find the workshops feasible due to the inefficient use of lesson time depending on their causing difficulty in relation to class management, their being costly, their being small, or inadequacy of their placement within the

school. Opinions of some of the teachers are as follows:

*"...As being the 4th class, our curriculum is very intense, we cannot catch up the curriculum, especially if you try to work in such workshops with continuous activity, it will not be caught up at all.." (T\_14)*

*"... There is confusion, there is noise, there is a separate problem until the students are seated, it is very difficult to have no one to help the teacher, I do not know how it would be applied across the country.." (T\_12)*

*"...Some workshops need to be prepared before the classroom teacher arrives or gathered after we leave. If the class teacher does this, 40 minutes will be lost from lesson hours. Servants also cannot keep up. There should be a teacher who takes responsibility for each workshop, and make it ready before the classroom teacher comes..."(T\_19)*

One teacher stated that it cannot be established in all schools in the country and this will seriously affect the equality of opportunity in education. A teacher also stated that he did not find such workshops feasible in a country with an exam-based education system. One teacher stated that if it would be hurried to start using these workshops and to disseminate pilot applications before the problems to be encountered are fully resolved, their effective applicability throughout the country would be negatively affected. Opinion of one teacher is as follows:

*"...After all, to be realistic, the main goal of everyone who deliberately sends their children to schools is central exams. Passage exams, university exams, then job entrance exams ... now it is not very applicable in a system preparing for central exams. " (T\_13)*

### **Primary School Teachers' Opinions on the Arrangements That Can Be Made About TBAs Before They Are Spread Throughout the Country**

The opinions of teachers regarding the issues that should be taken into consideration in the development of TBAs before they are disseminated throughout the country and making them ready for practice are grouped under five sub-themes, namely, the implementation of TBA training by expanding it, providing the opportunity to cooperate with teachers, conducting evaluation studies, making learning environments suitable and organizing education programs. In Figure 9, the codes under each sub-theme and the frequencies of these codes are shown.



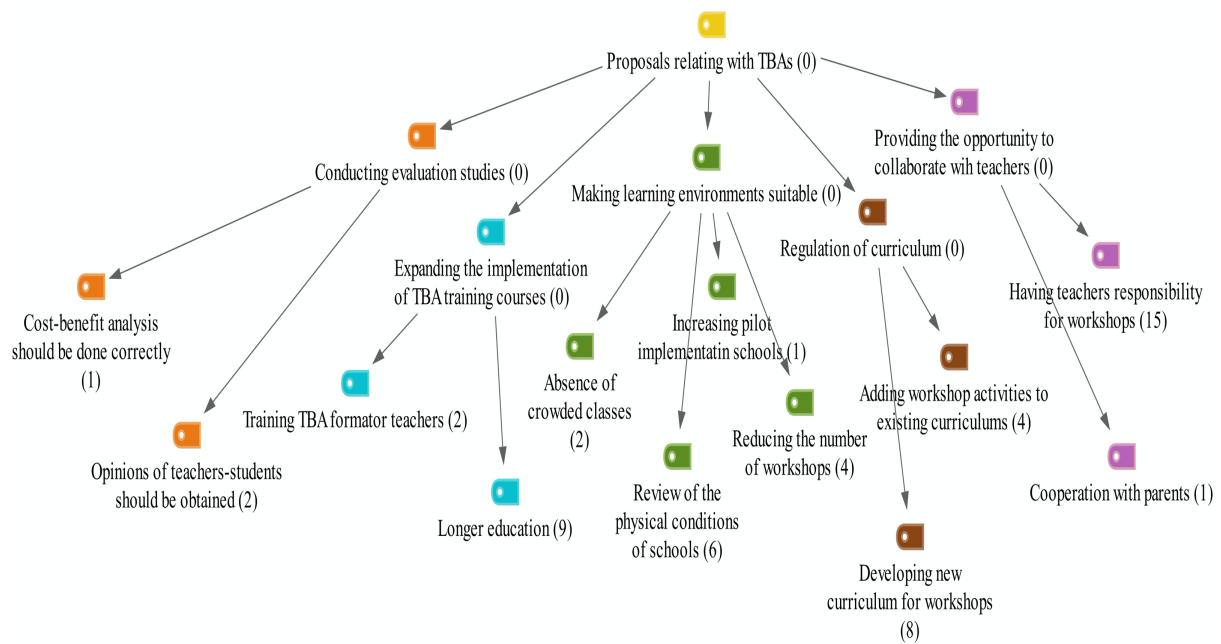


Figure 9. Proposals relating with arrangements/applications that can be made in relation to TBAs

As it can be seen in Figure 9, among the studies proposed to be realized by teachers in relation to TBAs before disseminating them throughout the country, availability of teachers responsible from workshops apart from classroom teachers (N=15) and having long-period training for teachers in relation to how design skill workshops should be used, come at the forefront (N=9). Two of these teachers expressing their opinions have added that training to be provided to teachers should be given by instructors who have provided previous training about how TBAs should be used. Opinions of some of the teachers are as follows:

*"...The second alternative is to have a teacher responsible for each workshop. I think that if that teacher works on the workshop one day in the week, meaning that if he works on what kind of activities can be done in that workshop, which lessons can be taught in what way, then it will be a guide for the teachers who will use those workshops." (T\_9)*

*"A more adequate training can be given to teachers. Both theoretical and practical training can be provided in a longer period.." (T\_15)*

Eight teachers made separate teaching programs for TBAs. All four teachers emphasized that there is no need for separate programs, but the necessity of preparing activities for how TBAs should be used in association with existing programs have been emphasize by these teachers. Some of the teachers' views are as follows:

*"...Not all benefits of our programs are suitable for TBAs. Since it is not suitable, we cannot implement everything there. Achievements and programs need to be tailored to*

*these workshops.” (T\_7)*

In relation to learning environments, six teachers stated that physical conditions of schools should be reviewed in terms of their suitability to TBAs, four teachers stated that at the first opening, not too many workshops should be opened for teachers to adapt, and two teachers stated that the classes should not be crowded classes One teacher said that more pilot schools should be opened in order to see what kind of results have been achieved in practice. Some of the teachers' views are as follows:

*“...Infrastructure is very important. When there is infrastructure, there is nothing teachers can not achieve.” (T\_10)*

*“At the first opening, seven workshops were opened in our school. Then two more were added. Frankly, I find this too unnecessary at first. At the beginning, we should have four or five of them, we should try to use them fully, to enrich it first..” (T\_6)*

Evaluation of the studies in pilot schools where TBAs are being used is also among the practices suggested by teachers. When the opinions of teachers and students who participated in TBA applications in two teachers pilot schools were taken, one of the teachers stated that the cost-benefit analysis should be done correctly before they are spread throughout the country. A teacher's opinion on this subject is as follows:

*“...We have a lot of schools in our country, and a lot of students. Continuity of this is also very important before it is generalized. How long the workshops can be used properly, believe me, the coding workshop was opened, and the materials are now finished. There were 21 Arduino boxes over time, 11 of these materials remained. Therefore, an accurate cost-benefit analysis should be done..” (T\_7)*

## **Discussion**

In this study, it was aimed to determine the teachers' opinions on the effectiveness and applicability of the design skill workshops within the scope of the 2023 Education Vision. The findings obtained from the research show that teachers generally regard the use of design skills workshops in education as a positive development for the Turkish education system. This finding obtained is similar to the findings of the studies (Doğan, 2019; Duran & Kurt, 2019; Ertürk, 2020; Koç & Ünal, 2018) in which teachers' opinions were determined regarding the 2023 Education Vision, which includes the innovation of using TBAs. Ertürk (2020) states that 2023 Education Vision Document is considered positively as it brings up a new horizon in relation to education institutions throughout Turkey and as a new perspective

is created and a hope comes out for the solution of problems relating with education institutions that are present for years. However, according to another finding obtained from the study, teachers stated that although they welcome TBAs in schools, they find it difficult to apply TBAs in all schools throughout the country. In similar studies, teachers generally welcome the innovations made in the Turkish education system positively, but do not find these innovations convincing in terms of applicability (Dođan, 2019; Ko & nal, 2018).

According to the opinions of the teachers participating in the research, the aims of TBAs are to provide active learning, to provide an authentic learning environment, to make learning enjoyable, to enable students to discover their talents / skills and to ensure permanent learning. These goals expressed by teachers are similar to the goals expressed in both the Ministry of Education's (2018) 2023 education vision document and the studies on the 2023 education vision (Dřkn, Arık & Aydagl, 2018; Ertrk, 2020). It is possible to see that these expressions, which are stated as the purpose of TBAs by teachers, are also included in the learning objectives and contents of the 2017 and 2019 curriculums prepared within the framework of the 2023 education vision. In researches being conducted (Kaymakı & Turan, 2019; Ko & nal, 2018), it is mentioned that these teaching programs are skills, abilities and interest-based, emphasis on practice and student-centered. As a result of the realization of all these goals stated by the teachers, it can be said that it is possible to raise happy children, which is expressed as one of the most important goals of TBA. Dřkn, Arık and Aydagl (2018) also stated that the most important emphasis in the 2023 Education Vision document is "happy children". They stated that the well-being approach of the child was adopted, emphasizing the well-being and happiness of the child in the document.

Almost all of the teachers found the training given by the Istanbul Provincial Directorate of National Education for the use of TBAs inadequate. As the reasons for the inadequacy of education, they showed that the timing of the training was not correct, the duration was insufficient, the transfer of theoretical information rather than the implementation, and the information presented was not detailed and new information about TBAs. It can be said that these findings obtained from the study are similar to the findings of the study (Gney, 2018; Dođan, 2009; lker, 2009), in which teachers' opinions were taken for the evaluation of in-service training in the literature. The results of lker's (2009) study based on teachers' opinions show that teachers are reluctant to participate if the participants' opinions are not taken in the timing of the in-service training activities, if the staff responsible for the

presentation of these activities are insufficient and if information that can be used in these activities is not given in practice. Güney (2018) found that not changing the content of in-service training programs, repeatedly repeating the same topics, and not producing content suitable for teachers' needs or expectations negatively affected teachers' satisfaction with in-service training programs.

In other words, the studies of the school administration have an important share in the effective use and applicability of TBAs by teachers. All of the teachers found the studies of the school administration for the use of TBAs sufficient. According to the findings obtained, the school administration guided the teachers about the use of TBAs, cooperated with them continuously, prepared all kinds of physical spaces and materials required for the establishment and continuity of the workshops; when there are deficiencies in these, it has completed. The teachers stated that these studies carried out by the school administration also increased their motivation to use PCAs. In the literature, the results of the research (Gaziler, 2017; Özdemir, Kartal & Yirci, 2014; Şentürk, 2006; Tulga, 2019) that examine the behaviours of school principals that increase teachers' motivation coincide with the findings obtained from this study. In these studies, it was stated that especially the school administration's appreciation of teachers' opinions, helping them solve the problems they encounter and cooperating with them increased teachers' motivation. Ülgen and Mirze (2010) also state that the communication between employees must be very good in order for the employees of the institution to share the same corporate vision. It emphasizes that when working together and decisions are taken for its development, the vision will be a roadmap that will keep society members together and mentally guide them to the same future and motivate them (Ülgen & Mirze, 2010). In the study, two teachers stated that the school administration works too much and expects teachers to work continuously, to produce new activities and products related to PCAs negatively affects their motivation and they are reluctant to participate in the studies. Kayaduman, Sırakaya and Seferoğlu (2011) also state that teachers do not actively participate in many projects on the grounds that it will create a workload for them, and they have difficulty in fulfilling the intensive working obligations required by the projects.

It can be said that the findings obtained regarding, which workshops teachers used in the school and in which lessons they used are informative about both the effectiveness and applicability of TBAs. According to the findings, teachers actively use all the workshops in

almost all classes except two workshops in the school. From the interviews with the teachers, it was found that they based on the interdisciplinary teaching approach while using the design skill workshops. Most of the teachers defined interdisciplinary teaching as associating basic courses with arts-sports lessons. It can be said that teachers' use of interdisciplinary teaching and their perception and knowledge about how this teaching approach should be influenced in the use of TBAs in many of the lessons in close amounts. Another question that was sought to be answered in the research was which competencies of the students were developed by the use of TBAs. According to the findings, TBAs provide students with the most development of cooperative learning, creative thinking and hand skills. It can be said that providing students with a different learning environment from the classroom environment and using course materials that enable students to produce new products by using their skills are effective in the development of creative thinking and hand skills. In the development of students' cooperative learning skills, it may be that the majority of teachers had group work-based activities in workshops to use time more efficiently. According to the findings of the research, teachers stated that seeing students produce skills-based products in these workshops and doing collaborative work increased their self-confidence and interest in learning. This finding obtained from the research is similar to the findings of the research in the literature (Ceran Aydın, 2010; Gen & Őahin, 2015; GmŐ & Bulu, 2007; KsterelioĖlu, 2014; Meder, 2014). In these studies, it was concluded that with collaborative learning, students enjoy learning more, their interest in learning increases, they like the lesson more, they do not need much help and do not have difficulties in their studies with this approach, and their self-confidence that they can achieve the lesson has increased. DŐkn, Arık and Aydagl (2018) also state that the design-skill workshops to be established in schools throughout the country will be effective in the development and empowerment of children in accordance with their interests and abilities. According to the findings of the research, helping each other, taking responsibility for learning, self-regulation and research; Oral presentation and communication, critical thinking and problem solving skills are also among the skills developed by TBAs. According to the opinions of teachers, an important reason why TBAs are effective in the development of these skills is that students can participate more actively, perform authentic learning, learn by doing and living, in other words, they offer more student-centered learning environments compared to the classroom environment. In his research, Hamarat (2019) emphasizes the importance of presenting real-life environments to students, realizing activity-based learning, enabling students to do vital activities, and realizing the learning environment in a comfortable, flexible and creative atmosphere in the development

of these skills, which can also be called as 21st century skills.

According to the findings obtained from the research, TBAs enable teachers to associate the lessons with each other more, do more research, prepare more detailed lesson plans and effective time management while performing their teaching. It can be said that teachers' use of interdisciplinary teaching and STEM approaches while teaching the lessons in workshops is effective in the development of these competencies or in their more use. The teachers stated that they became aware of their own skills with the use of TBA and their motivation and self-confidence increased accordingly. Teachers stated that another important factor that increases their motivation in the use of TBAs is to see the success of students, their participation in the lesson and their happiness. These findings obtained from the present study are consistent with the results of the research in the literature (Emiroğlu, 2017; Köse, Taş, Küçükçene & Karataş, 2018). In these studies, which are based on the opinions of teachers and administrators, students' active participation and success are among the external motivations that motivate teachers the most. It was concluded that teachers' own achievements are also an important intrinsic motivation.

According to the results of the research, most of the teachers do not find the design skill workshops applicable across the country. This finding obtained from the research is similar to the findings of the studies (Koç & Ünal, 2018; Doğan, 2019) on the education vision of 2023, in which the implementation of TBAs is also included. The reasons most frequently stated by the teachers for not being applicable are the crowded class sizes, the teachers not having enough knowledge about using TBAs and the physical conditions are not sufficient. It is possible to say that the crowded class sizes and the insufficient physical conditions of the schools are one of the problems of the Turkish education system. Studies conducted (Beldağ & Yaylacı, 2014; Doğan, 2019; Duran & Kurt, 2019; Gündüz & Can, 2011; Kartal, 2013; Sağır, 2015; Yılmaz & Altinkurt, 2011) also support this. Duran and Kurt (2019) also stated that the necessary infrastructure support should be provided for the establishment of design and skill workshops. The teachers who participated in the study stated that the small workshops and the necessity of continuous practice-based studies made it difficult for teachers to manage their classroom and time together with the large class sizes. The results of the studies in the literature (Celep, 2002; Çınar, 2004; Güven & Karşlı, 2014; Yaman, 2006; Yaman, 2010) also show that there is a negative relationship between teachers' classroom and time management and crowded classes. In crowded classrooms, the subject contents cannot be

given in full, educational technologies cannot be used effectively, teachers' motivation decreases, classroom management becomes difficult and causes waste of time (ınar, 2004; Yaman, 2006). One of the important findings of the research in the context of the obstacles to the applicability of TBAs is that teachers see themselves inadequate especially in the use of some workshops that require expertise. It can be said that this finding complements each other with the teachers' finding that the education provided by the Provincial National Education is insufficient, which is another finding of the study. The findings of the studies in the literature (Boyacı, Kılı & Şahin, 2017; Kocabaş, 2000; Pietra, Cruz & Bidner, 2010; Şirinkal, Şirinkal, alışkan & Kalkan, 2006) also coincide with the findings obtained from this study. In these studies, it is emphasized that classroom teachers do not have sufficient knowledge and equipment in lessons that bring a different ability such as music, visual arts, physical education and sports. Some of the teachers do not find TBAs applicable, especially in primary school 4th grades, in terms of the intensity of the curriculum. It can be said that these opinions of teachers coincide with the findings of other studies (Kalaycı & Yıldırım, 2019; Taş & Minaz, 2019), which are stated to be more comprehensive, developed and intense than the curriculum of previous years in the 2017 and 2019 primary school programs in the literature. According to research findings, another reason why teachers do not find PCAs applicable is that they are costly and schools cannot afford such a cost in the long run. As stated before, in order for a school to become a TBA school in the current pilot application, the school administration must establish at least four workshops with the school's own financial means. On the other hand, besides the financial expenses for the establishment of the workshops, the financial compensation of the deficiencies / wear and tear that occurs over time is also made by the school's own facilities in order to ensure their continuity. This finding obtained from the research is based on the opinions of teachers / school administrators regarding the 2023 education vision. The study revealing the insufficiency of the school budget (Ertrk, 2020; Hoşgrr & Arslan, 2014; Kartal, 2019; zer, Demirtaş & Ateş, 2015) overlaps with the findings. In these studies, the fact that the school does not have its own budget and that the educational contributions provided from the state budget cannot be reflected to the schools are considered as an important problem in education. Kartal (2019) also states that in a situation where the resources transferred to the school and the resources to finance the school are scarce, qualified and complete education and training cannot be provided in accordance with the requirements of the age. On the other hand, one of the issues addressed in the 2023 education vision has been financing. Within the framework of this vision, MEB has developed a number of strategies to solve the financing problem of schools. It is aimed to give

a school development budget based on the school development plan, to make positive discrimination to schools with unsuitable conditions, to encourage and increase donations. (antakya.meb.gov.tr, 2020). Another reason why TBAs are not applicable according to teachers is the thought that equal opportunity cannot be achieved in education. This is also stated in the findings of the studies (Baltacı & Coşkun, 2019; Duran & Kurt, 2019), in which teachers' views on the 2023 education vision were determined. One of the obstacles that teachers see in front of the applicability of TBAs is the central examination system in the education system. They stated that TBAs are based on the design and skill competencies of the students, so they do not comply with the exam system, which measures the cognitive skill levels of the students and is seen as the most important / vital element of the education of parents and students. In the literature, it is possible to come across the findings of the research (Gül & Gül, 2015; Örücü, 2014; Sağır, 2015; Yılmaz & Altinkurt, 2011) which states that competition / test focused is an important problem in the Turkish education system. Gül and Gül (2015) have stated that students in Turkey have the opportunity to get education after going through a difficult race and that these exams are perceived by teachers and parents as saving their lives.

In the research, the primary suggestion of the teachers regarding the arrangements that can be made about TBAs before they are disseminated throughout the country is the collaboration between teachers responsible for design skills workshops and these teachers and classroom teachers. Providing longer-term trainings for teachers on how to use design skill workshops has been another most recommended topic. Studies in the literature (Akpınar & Aydın, 2007; Ergin, Akseki & Deniz, 2012) also emphasize the importance of informing administrators and teachers on these issues and systematically organizing in-service training whenever an innovation or development study is carried out in the field of education. According to the findings obtained from the research, the physical conditions of the schools should be in accordance with the TBAs, a separate teaching program should be made for TBAs or the activities that can be used in TBAs should be included in the current curriculum. These findings obtained also overlap with the research results in the literature. In his study, where he determined the views of administrators and teachers regarding the 2023 Education Vision document, Doğan (2018) states that administrators and teachers expect changes in the course hours and curriculum.



For the effectiveness and applicability of TBAs, it can be said that activities such as showing examples of the studies conducted in pilot schools with online applications, creating and discussing forms can be effective during the works of providing teachers with face-to-face training. It is thought that having a curriculum with TBA activities that can be done in different courses will automatically help to eliminate some problems that the teacher expresses. Establishing a balance between program intensity and the use of TBAs will provide the solution of problems such as ensuring time management, fully realizing interdisciplinary association, and reaching guiding lesson plans. This research is limited to the opinions of teachers working in a primary school. It can be said that designing a study similar to this study according to a qualitative model with a sample of more teachers from different schools taking into account the maximum diversity will reduce this limitation relatively. However, it is thought that conducting quantitative studies with a larger sample group, including other education stakeholders such as students, parents and administrators, will be effective in increasing the generalizability and validity of the findings.

#### **Statements of ethics and conflict of interest**

“I, as the Corresponding Author, declare and undertake that in the study titled as “*Opinions of Elementary School Teachers in Relation to Effectiveness and Applicability of Design Skill Workshops*”, scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation.”

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