



The Future of Education in Turkey's 2023 Educational Vision Document: Views of Academicians in the Faculty of Education

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ABSTRACT

Purpose: This study was conducted to reveal the views of academicians, working in the Faculty of Education, on the 2023 Vision Document of the Ministry of National Education.

Method: Qualitative research method was used in this study. The study group consisted of six faculty members. In the determination of participants, easily accessible situation sampling, which is one of the purposive sampling methods, was used. A descriptive qualitative research design was used in this study; interview technique and semi-structured interview form were used as data collection tools.

Findings: The findings showed that the views of academicians, who participated in this study, about the education system were based on a philosophical foundation that continues from individuality to sociality, from material dimension to spiritual dimension, and emphasizes an original national and spiritual thought system extending from local to universal. Also, results indicated that, firstly, students should gain national and universal values and then should be equipped with 21st-century skills and competencies if the courses are satisfactory concerning quality, the reduction of the course hours can be positive; emphasis can be given on the necessity of giving the pedagogical formation education rather than giving it.

Implications for Research and Practice: The findings obtained from this study suggest that the views of the academicians may contribute to the successful implementation of the document. Studies should be carried out to reveal the opinions of teachers and school administrators, which are important components of education programs, within the framework of the document.

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Introduction

The change has been the interest of almost everyone interested in science since the early ages. As Heraclitus says "No man ever steps in the same river twice, for it's not the same river and he's not the same man.", it is generally accepted that change is an inevitable process which affects all areas of interaction resulted from living together and becoming a social being. The century that we live in indicates a period of time in which developments took place at a dizzying pace. In general, the concept of development, which includes technological developments, is widely accepted by the masses. Industrialization, software development, coding, science, engineering and art education are the interests of almost every institution. The ultimate goal of such training is defined as raising the competitiveness of the country concerning development and human development criteria, both in the globalized world and in the market economy conditions. Achieving the goals of development means investing in society. Resolving the problem of increasing human capital is seen as the main duty of educational institutions.

The acquisition of new skills for the 21st-century student is vital both to the individuals and the country. Thus, the education system should be expanded to include political, legal, economic reforms, learning innovations, skills-based approaches, industry and classroom links, employment skills acquisition, lifelong learning and equality of opportunity in education. In the future, the success of meeting the growing industrial demands of the world and the country's economy will be measured by the ability of the education system to adapt to the change that enables the country's innovative inventors, problem solvers, entrepreneurs, global citizens and critical thinkers to produce.

People form their own value judgments according to their belief mechanisms and lifestyles. The transfer of these judgments from generation to generation is also actualized through education (Ozdemir, Ozan, & Akgun, 2017, p. 36). The Turkish nation, which has spread over a wide geography with different states, has established throughout history, has also made the success of living and preserving its language, religion, traditions and transferring them to the next generations. As in every period, updating the education systems and following the innovative practices have been the prior policies of today's bureaucrats to keep up with rapidly changing living conditions and needs of the nation, to meet their expectations and to grow up a hopeful generation.

Besides that, education is a process that begins with the existence of the human being; it is an area where all societies and thinkers are paying attention from the past to the present. Societies show an effort to shape their future by preserving their own history (Cam, 2018, p. 1). According to Kiziloluk (2010, 212), the aims of education vary from society to society, as well as within society in time given that the type of people that every society wants to have is different. Education aims to educate individuals who are required for political purposes and political ideology of the state. As seen in the monarchy, oligarchy and democracies, with the change of the political system, the

aims and content of education have changed. In short, the demands of the political system have been constantly considered. Moreover, to put forward the practices related to education and training which the Turkish nation has created and recognized; to investigate the type of human being to be grown, to examine the relationship between education and training with the peace of Turkish communities; To solve today's education problems, to draw conclusions from past experiences have been the aims of Turkish education history from past to present (Akyuz, 2016, p. 1).

To sum up, modern man lives in a world that changes faster than ancient times. As a result of the findings obtained, the sciences are constantly changing, renewed and developed. Many vehicles used by societies 25 years ago are not used today, the speed of the means of transportation is constantly increasing, and the speed of the vehicles used by the previous generation seems to be ridiculously slow. In short, world resources, which are declining against the increasing population, bring about new and increasingly aggravating problems for societies. In the face of these problems, people should find new solutions, and new solutions require change and development. At this point, it is the education's responsibility to enable the individual to adapt to the changes in his environment and to achieve the competence that can bring about the desired change in the environment as it is not possible to meet the expectations of the future with the skills used in the past. In other words, it is impossible to meet the future needs of a country with yesterday's schools. The development of our country depends on the educational institutions' success to educate the future generations that will deal with the problems of the country in the future at an expected level (Basaran, 1978, pp. 13-14).

When we look at the aims and principles of today's Turkish National Education which came into force with the Basic Law No. 1739, it is seen as: "To educate all individuals of Turkish nation as citizens who are loyal to Atatürk's reforms and principles and to Atatürk nationalism expressed in the constitution; who adopt, protect and improve national, moral, humanitarian, spiritual and cultural values, who know their duties and responsibilities towards the Republic of Turkey which is a democratic and social state of law; To train constructive, creative and productive individuals who have a balanced personality, a wide world view in terms of body, mind, morality and soul, respectful of people, who are responsible towards society; To develop the interests, capacities and abilities of individuals to prepare them for life, help them to [have] a profession that will make them happy and therefore contribute to the happiness of the society; Thus, by supporting the economic, social and cultural development in national unity and integrity, to make the Turkish nation a constructive, creative and distinguished partner of contemporary civilization" (Kiran, 2009, pp. 130-134).

To achieve these goals, sudden and frequent changes were made in our national education system in various periods, but the stated targets were not reached at the desired level. Based on this requirement, the Ministry of National Education issued a 2023 Educational Vision document to determine the educational needs of the age from

early childhood to lifelong learning and to have an education system that sees the future.

Turkey's 2023 Educational Vision Document

The vision statement is a statement of the objectives of the institution aimed to guide its own decision-making process. The concept of vision is defined as follows by the Turkish language institution. It is defined as the guiding principle, which is the purpose that can only be reached later, and which increases the man above the world of the senses and which will never be fully realized. The vision document is not limited to business organizations, according to Ozdem's (2011) definition, but can also be used by non-profit NGOs and public institutions. Considering broadly, the expression of corporate vision as a tool of strategic management and planning includes future long-term goals.

In accordance with the Presidency program, the main aim of the objectives of Ministry of National Education's 2023 Educational Vision is to equip citizens with the 21st-century skills and to adapt to the global change that will form the education system that encourages the development of the most appropriate human capital. In the document, the education system is presented as a holistic system that includes activities that transform children into critical thinking, reasoning and productive citizens. In addition, the objective of the student to be individuals who are dependent on their root values but also ready to be prepared for the global competition is clearly defined as one of the most important duties of the education system. Turkey's 2023 Educational Vision is seen to include the targets for the needs of the whole education system from philosophy to politics, from measuring and evaluation to guidance, from foreign language education to special education.

In this study, it was aimed to reveal the views of academicians working in the education faculties of education regarding the 2023 Educational Vision document, which was prepared by the Ministry of National Education. For this purpose, the following research questions were sought:

1. How do faculty members make sense of the philosophical explanations in the vision document? What are their views on this subject?
2. How do the faculty members make sense of the knowledge, skills and values included in the vision document that are intended to be acquired by today's students? What are their views on this subject?
3. What are the views of faculty members about how the vision document objectives will address the problems of the 21st-century?
4. What are the views of faculty members on the reduction of course hours in secondary education and the introduction of pedagogical formation as graduate education from the new regulations expressed in the vision document?

Method

Qualitative research techniques were used in this study. Qualitative research is defined as “research in which qualitative data collection methods, such as observation, interview and document analysis, are used and a qualitative process is carried out to present perceptions and events in the natural environment in a realistic and holistic way” (Yildirim & Simsek, 2005, p. 39). The descriptive and qualitative research design was used in this study. The aim of the research in this design is to summarize the specific events experienced by individuals or groups of individuals. According to Merriam (2002), a basic descriptive qualitative study exemplifies all the features of qualitative research. The researcher is interested in understanding how participants make sense of a situation. Descriptive analysis is a form of qualitative research. The key to this qualitative research is the use of narratives as data. In this study, different views of academicians about the same question were discussed and conveyed as obtained from the interviewees. According to Altunisik, Coskun, Yildirim, and Bayraktaroglu (2010, p. 322), the descriptive analysis consists of four stages as follows:

- Creating a framework for descriptive analysis,
- Processing of data according to the thematic framework,
- Identification of findings,
- Interpretation of findings.

To systematically determine the data to be obtained for this purpose, process texts, such as transcription of speech texts and classification of responses, were followed. The data obtained by the descriptive analysis were summarized under the headings previously determined and interpreted, and the results were concluded. In this approach, data were collected by interview method, which was considered to be the most appropriate for the situation mentioned above. The method applied here allows the researchers to explore interaction, flexibility and helpful questions to reveal the experiences and meanings of the facts. Interview method increases the reliability and validity of the research, as the researchers have the opportunity to confirm this with the interviews when they reach any data (Yildirim & Simsek, 2005, pp. 72-74).

Participants

In the qualitative research tradition, since the aim is not to generalize the subject but to reach a holistic conclusion by examining it with all possible details, instead of probability-based sampling methods, *purposive sampling methods* were used which allowed the study of situations thought to have rich knowledge (Yildirim & Simsek, 2005, p. 135). The main purpose of this method is to get the lowdown about the person, case or situation that constitutes the research object for a specific purpose. The purposive sampling method allows the researchers to reach *the most information in the easiest and most reliable way*. In this study, the study group was selected by criterion sampling as methods of purposive sampling. The sampling, which will be the subject of the research by the researchers, is formed by introducing a certain criterion. The

researchers decide which type of person or situation to study and determine the criterion themselves. According to the criterion sampling method, the sampling, which will be the subject of this research, is formed by introducing a certain criterion by the researcher (Yildirim & Simsek, 2005, 140). The criterion of this research was to choose the academicians who read the vision document. The study group consisted of six academicians: three from Bartin University and three from Bulent Ecevit University. Demographic data about the gender, year of service, and academic title status of the participants were presented in Table 1. The lack of female participants was one of the limitations of this study.

Table 1

Qualifications of the Participants (Qualifications of the Participants)

Codes of Participants	Academic Title	Department	Gender	Year of Service (year)
AB1	Assistant Professor	Curriculum	Male	14
AB2	Assistant Professor	Science Education	Male	8
AB3	Assistant Professor	Lifelong Learning	Male	19
AZ1	Assistant Professor	Curriculum	Male	2
AZ2	Associate Professor	Educational Administration	Male	5
AZ3	Assistant Professor	Psychological Counseling and Guidance	Male	1

The validity and relevance of the data obtained in this study were accepted to be proportional to the richness of information and the observation and analysis of the selected participants.

Data Collection Tools

In this descriptive qualitative study, interview technique and semi-structured interview form, which were the main data collection tools of our design, were used to reveal the opinions of academicians about the vision document in their minds. Interviewing as a method involves social communication with people and the main purpose of using this method is that it is a natural way of generating data. Thus, participants express their experiences and insights with their own sentences. A semi-structured interview technique was used in this study. This technique is used free of questions, can be deepened in the desired topic and the answers are used because of the directive feature (Yildirim & Simsek, 2005, p. 119).

Semi-structured interview form which was used in this study was prepared as a draft document by examining Turkey's 2023 Educational Vision document. The expert evaluation form was composed to assess it concerning reliability and validity. Some

changes were made according to the expert evaluation form with the feedback given by three faculty members who are experts in the field of Curriculum and Instruction. After the creation of the interview form, the pilot scheme was carried out before the actual implementation and the problems which might be encountered in the process and time management were tried to be overcome. A pilot interview was held with a faculty member at Bulent Ecevit University to examine the comprehension of the questions in the form by the faculty members to be interviewed. After the pilot interviews, regulations were made on the form concerning interviewers' observations and their evaluations about the questions. Final amendments regarding the changes were made and it was put into final form. The interview form was titled "Academician Interview Form" (Annex 1). The interviews were conducted with faculty members from different departments at Bartın University and Bulent Ecevit University. It was paid attention that the participants were from different branches. Before the interview, participants were informed about the content of the subject matter and the "2023 Educational Vision Document" by the Ministry of National Education was presented to inform them about the proposals of the ministry. Questions that focused on the future of education in the framework of Turkey's 2023 Educational Vision document were directed to the participating faculty members during semi-structured interviews and their responses were recorded. Interviews with academicians were conducted by the researchers. The duration of the interviews varied between 40-50 minutes. When the interviews finished, participants were asked to submit a consent form indicating that they participated in this study voluntarily.

Data Analysis

As a result of the interviews, the results were presented in a descriptive manner. Direct quotations emphasizing the essence of the matter were made. Content analysis method was used to analyze the data collected from the study group. Content analysis requires a more detailed review and access to concepts and themes that explain the data obtained (Yildirim & Simsek, 2005, p. 89). All these forms of research provided data to the researcher by analyzing the views of the faculty members about how to apply the concepts mentioned in the 2023 Educational Vision document to teaching practices. The following procedure was followed in the research steps; the purpose of the analysis is to organize the interview data in a way that makes it possible to understand how participants reflect and justify their preferences within the context. Thus, an analytical computer program helping to create themes and categories was utilized to form the basis of discussion and interpretation. The first step of the analysis was to be able to identify emerging themes. This study was approached with a holistic approach. For this purpose, the responses of the participating academicians were automatically coded with the support of the computer program and the answers to the questions about the sub-objectives were evaluated as a whole. MAXQDA2018 program was used in this regard. The themes and codes for sub-objectives were developed and they provided the basis for data acquisition and analysis. The themes that emerged with the data were discussed and defined.

Reliability and Validity

To ensure reliability and validity, researchers first worked together on analyzing and analyzing sound recordings and discussing proposals for emerging themes. Among the possible themes, the themes considered relevant are selected. The codes determined for each theme were also reviewed by the researchers and their compatibility with the theme was evaluated and necessary corrections were made. Samples showing that faculty members express their own understanding, words and examples are used directly to better express the perspective of the main interpretations. At this stage, to ensure the reliability and validity of the theme, three researchers who had previously conducted qualitative research were asked to give their opinions and the themes and codes were revised within the framework of these views and agreed on the mentioned codes and themes. Two different universities were preferred to provide diversity in interview data. To ensure reliability in the interview records, the participants were informed at the beginning of the interview and informed that the name and information would remain confidential in this study, and they were informed about the consent form that they participated in this study with their consent. After the interview records were transferred to the computer, they were sent to the participating academicians via e-mail and confirmation of whether the statements they used belonged to them or not. At this stage, a model was created and interpreted within the framework of thematicization and visual maps. The data obtained as a result of the interviews were presented in a rich and detailed manner in this study, and then interpreted, discussed and concluded.

Results

Findings for the First Sub-goal

For the first sub-goal in our study, a question was posed to obtain responses for the demands 'How do faculty members of the faculty of education interpret the philosophical approach in the vision document?' and 'What are their views on this subject matter?' This question is; How do you interpret the philosophical criticism of Pragmatism in the 2023 Educational Vision document? How do you assess the impacts of the philosophical approach of The Ministry of National Education in this document? The answers of the faculty members who answered the question were collected under the title of philosophy theme. The codes under our theme were indicated as people-oriented, perennialism, constructivism, pragmatism, progressivism, change, western culture, universal values.

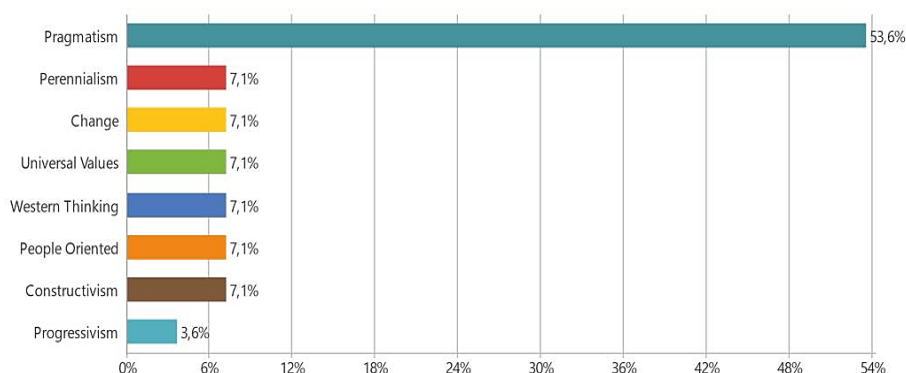


Figure 1.1. Philosophy Theme and Percentages of Preferred Codes

As shown in Figure 1, the most frequently discussed code was pragmatism and the least expressed code was progressivism. It is believed that frequently expression of pragmatism attributed to the criticism of pragmatism concept in the 2023 Educational Vision document. 2023 Educational Vision document approaches by highlighting the link between education and philosophy as historically. The interviewed academician AZ1 supported the humanitarian approach in the document with the following statements.

AZ1: I think the vision document is trying to address that issue. Especially one of the most important parts of the vision document is that it is people-oriented, child-oriented, and student-oriented. I think it is satisfying from the perspective of the vision document. Child-oriented, people-oriented[...] because education can involve a mechanical process, education is a system. We can make such definitions, but education is essentially child-oriented.

AB2: supported the same idea regarding this issue.

AB2: I think that our philosophy of education should be people-oriented.

As can be understood from the quotation above, AB2 stated that a people-oriented philosophical approach should be at the heart of the education system. AZ1 also expressed the reflections of the idea of change on our understanding of education as:

AZ1: [...] We are going through an incredible transformation process. To be able to adapt to this change and transformation, these values, objectives and foresight in the vision document should be urgently reflected in the education system and our lives in a sensible and reasonable manner. Only then we can find solutions to the problems stated in the vision document.

The idea of a soul that makes human beings mature from man to humanity is also stated as the basic philosophy of 2023 Educational Vision. This approach points out that there are influences of perennialism and essentialism out of educational philosophies in the vision document. In this point, AB3 expressed his opinion as:

AB3: I feel that there is perennialism in its philosophy. Besides, the ideal human and ideal society are always important in perennialism. Moral values have a place in perennialism. Even human is the most valuable creature. Perennialism also approaches to the subject matter as it takes its basis from idealism, and it focuses on the human being. However, I think it would also be beneficial to progress in this way by referring to existentialism and reconstructionism.

In addition to the philosophical approach, AB3 stated that the limbic system of the brain, which helped students constructing and learning by practicing the subject as distinct from memorization, was addressed in the vision document. Besides, the development of affective quality in brain-based learning, brain functions, and especially the limbic properties were emphasized.

Another outstanding point in the document from the philosophical point of view was that the human approach, which was the basis of the system, was not only one-dimensional but rather the spiritual being of the human being. It was emphasized that teachers should develop not only the material dimension of their students but also their spiritual dimension. In the vision document, the two wings of education were emphasized and trying to put the material and spiritual dimensions on ontological and epistemological foundations constituted another dimension of dualistic approach. In this way, teachers were expected to approach their students from different perspectives, provided guidance to their students in their personality development and educate them as happy individuals. The academician AB3 noted as follows:

AB3: As Kohlberg mentions in his theory of moral development, I think we need an education system that can detract people from the stage of individualism and develop skills, such as caring for society and respecting others in the framework of individual freedoms and showing empathy. I think and hope that we will reap the benefit of that approach.

It is stated that pragmatism, which is expressed critically in the document and accepts the information as truth according to its practicality and to the extent that it works, does not only move away from ontology but also neutralizes epistemology. This is the relationship between the metaphor of a bird trying to fly with a single wing and the relationship between knowledge and benefit. The relationship between knowledge and benefit should be reconstructed by the Turkish society as in the metaphor of a single-winged bird trying to fly. The academicians interviewed also used expressions supporting this criticism. For example, the participant AB1 emphasized the view in the following statement that the critical approach in the content of the document is adopted:

AB1: Actually, criticism of pragmatism is not unusual. The most outstanding point here is that we have tried to create an education system based on pragmatism and progressivism. The criticism of pragmatism in terms of both theory and practice can actually be seen as the pains of new birth. In this sense, if everything had been adopted in the 2023 Educational Vision document, what would have been changed would be questioned. It can be seen as a contradiction because we made our education

framework, which is based on pragmatism. However, if we handle it with a positive perspective, it may be considered as the pains before birth.

The same participant went on stating the following opinions.

AB1: I think that we couldn't adapt ourselves to Pragmatism or Progressivism, or we weren't able to interiorize their principles properly, and not only as an educational community but also as a whole society. Therefore, I do not expect a different dimension in the role of constructivism than what it was in the past.

AB2 also expressed his similar opinions on this issue. He regards pragmatism in the eyes of western policy.

AB2: Pragmatism has made an important contribution to the rapid development of American and British people. So, I think that this concept is related to imperialism and colonialism. I would like to state that the main point of pragmatism or the wrong thing here is that the benefit is strikingly brought into the forefront. The concept of truth is hidden.

AZ1 had similar ideas regarding this matter. According to him, the following suggestion should be handled for the competencies in the document:

AZ1: We need to go beyond pragmatism to gain these competencies. Anyway, we must develop an understanding or a philosophy as it is stated in the document.

AB3: I have thought that pragmatism has negative effects on education both in our country and in the world for many years. How? Especially the new generation called as Z needs a guide in their educational environment. Moreover, at this point, pragmatism-based education is unfortunately not working. This generation has the idea that something is good, only if it is useful, otherwise it is not. We are faced with a generation that consumes everything quickly. Of course, this is because of technology. Of course, it is undeniable that society, family, and culture have an impact in the last period.

The vision document historically emphasizes the link between education and philosophy. The document emphasizes that there are strong ties established with the past on the basis of the successes of the countries which have a strong performance in the field of education in the world and that the conceptual framework and philosophical approach that take the human to the center succeed. It is stated that philosophical approaches, which have a solid foundation on the basis of the changes and transformations encountered in the field of education in various periods, are based on the paradigms which take the human development of their own civilizations on the basis. Nevertheless, the document criticizes the global powers for their approach to the determination of creativity, critical thinking, teamwork and global communication skills for human development. From the industrial revolution to the digital age, from the technological developments to the present day of the introduction of the hyper information communication systems, the importance of reconsidering the relationship between education and philosophy was emphasized and the main subject of the education system was emphasized as a human being.

Findings Related to the Second Sub-goal

In this study, the second sub-goal was determined as “How do faculty members of education faculty express the meaning of the knowledge, skills and values that students should acquire today?” To put forward their views on this purpose, the faculty members were asked such questions: “What do you think are the knowledge, skills and values that today’s students need to learn to prepare for life and shape their future? Does 2023 Education Vision Document meet your expectations these knowledge, skills and values?” Based on the answers of the faculty members to the questions asked for this sub-goal while Learner’s Characteristics was determined as the main theme, “Values” and “Skills and Competencies” as two sub-themes were formed.

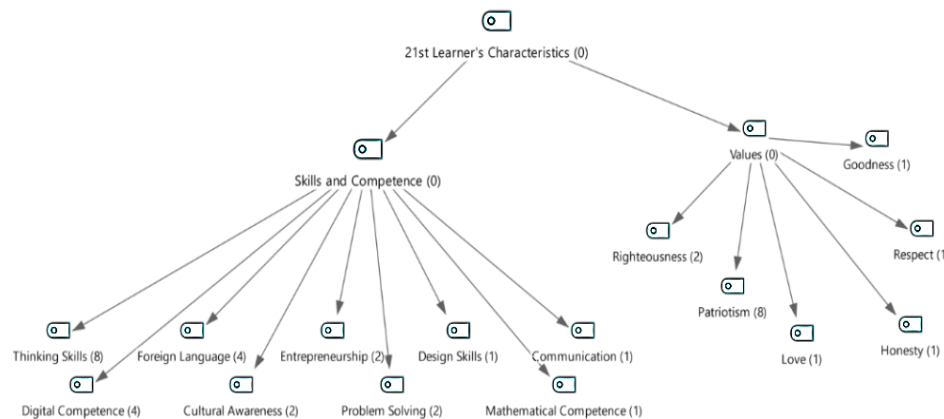


Figure 2.1. Hierarchical Code Model of the 21st Learner's Characteristics

Patriotism, goodness, righteousness, honesty, respect and love are placed under the values theme. The skills and competencies theme includes codes of thinking skills, foreign language, digital competence, problem-solving skills, communication, entrepreneurship, cultural awareness, mathematical competence, and design skills.

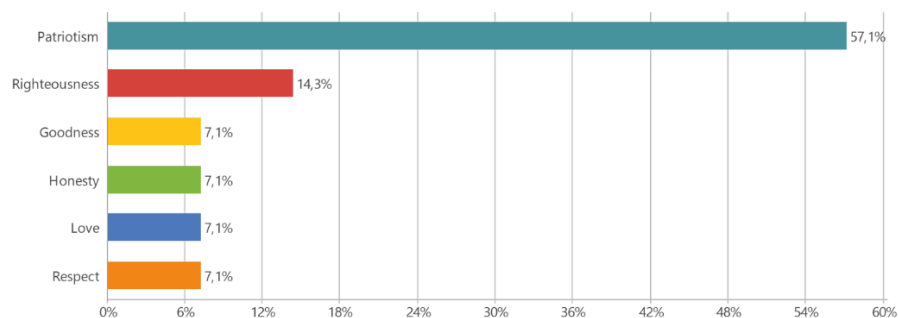


Figure 2.2. Values Theme and Percentages of Preferred Codes

Figure 2.2 indicated that faculty members' the most emphasized value was patriotism. It can be concluded that they think that it is important to equip today's students both with national and spiritual values. In addition, the results revealed that the faculty members think that students should have values, such as goodness, righteousness, honesty, respect and love, especially patriotism.

AB1: We focus on the direct education of some programs or professions, but we should not ignore the needs of being a person, being a citizen, being a successful individual while educating, which we have often neglected here.

AB2: Our fundamental values are justice, truthfulness, honesty, patience, love, respect, self-control, patriotism or patriotism, which is the most important of all because I think that our center should be this and others may be important in this axis. Our values should be like this.

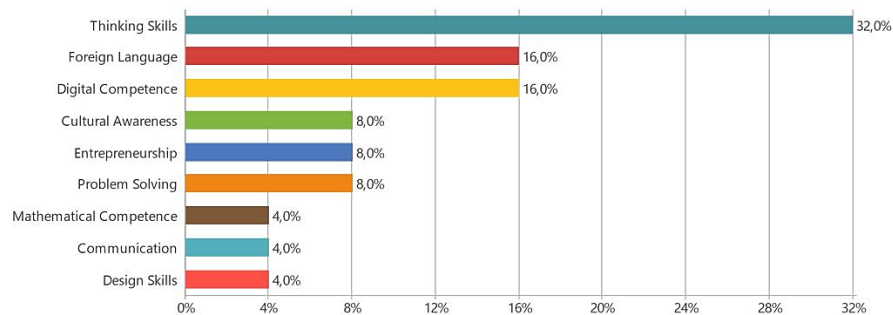


Figure 2.3. Skills and Competencies Theme and Percentages of Preferred Codes

It is very important that students should be trained with the necessary skills and competencies to adapt to today's world. The codes generated according to the answers given by the faculty members to this theme included some skills and competencies related to 21st Century Skills, also, included some skills and competencies that were expected to be acquired as a global citizen. Figure 2.2 revealed that faculty members most commonly expected students to have the skills called cognitive thinking skills. Afterwards, it can be said that they care about being equipped in the fields of foreign language and digital competence. Finally, it can be said that faculty members think that entrepreneurship, communication, mathematical competence and design skills, respectively, are the skills and competencies they think they should gain.

AB1: These are problem solving, critical thinking, reflective thinking, and creative thinking. But, to be honest, these are skills easy to say but hard a little difficult to have and apply.

AB2: In terms of competence, communication in the native language and communication in foreign languages, mathematical competence skills. Moreover, that is also expressed in the vision, skills, such as digital competence, learning to learn, entrepreneurship also comes to the fore in our program. Skills, such as scientific process skills, basic skills, causal skills or skills that can be expressed as experimental skills, actually very famous in our country, can be listed.

AB2: This is a new explanation for the digital content skills in learning processes in the 2023 Education Vision. The document contains a subtitle called digital content and skill-assisted conversion. I've just said this again, but it is obviously pleasing to create a national archive of digital content for the strong future. This can be combined with digital materials and printed materials to develop high-level thinking skills required in international examinations, such as TIMSS and PISA.

AB3: In addition, the 21st century skills of children or different skills to get the skills of this era, social entrepreneurship or cultural awareness or the development of language skills, various studies have been mentioned. Current targets have been set, but more concrete progress is needed on how to do it, which will probably be over time. Somehow we should not fall behind this era, especially in the period of technology, and we need to have such a generation to success this. Cultural awareness is one of the competencies. Eight competencies, such as self-expression in the mother tongue related to cultural awareness, self-expression in foreign language and technology competence in mathematics. One of them is social awareness, cultural awareness.

AZ1: It is necessary to be able to work in non-governmental organizations. This is similar to the items I'm counting, yes, are the most important 21st century competencies. Society equipped with these skills needs to be trained [.....] For example, digitalization, digital citizens, digital individuals [.....] Yes, called as 21st century skills contain more critical thinking, higher scientific thinking, higher-order thinking, self-efficacy beliefs, students to trust themselves, to have a digital spirit, people's emerging as a global citizen in the world.

AZ2: Students should definitely be practical, think fast, respond quickly, have developed problem-solving skills, exhibit different behaviors, and be able to demonstrate different skills against different events. I think responsibility is very important.

AZ3: When the new Educational Vision is examined, it can be concluded that it is aimed to educate individuals who have one's head screwed on the right way. Therefore, instead of approaching ontological or epistemological concepts or imposing only one of them, it is necessary to produce holistic paradigms, including both concepts.

Furthermore, the opinions of the faculty members about whether the expected value, skills and competencies of the students will be gained with the aid of the 2023 Vision Document were taken into consideration in the study. In this regard, the faculty members stated that they can see these characteristics in the document and that they think that the document is intended to gain features.

AB1: The skills and competencies in the vision document meet my needs and meet my expectations. Yes, it does.

AB2: Expressions in the vision document are sufficient, yes, it meets.

AB3: In this context, when we look at the vision document, I felt that there would be a few nice works about it.

Findings Related to the Third Sub-goal

Another question of our study is to take the opinions about how the objectives of the 2023 Education Vision document will solve some of the problems which are important problems of the 21st century, such as population growth, migration, urbanization and increasing social and cultural diversity encountered in the global. Opinions on this subject were organized under the theme “Solution Proposals for 21st Century Problems”.

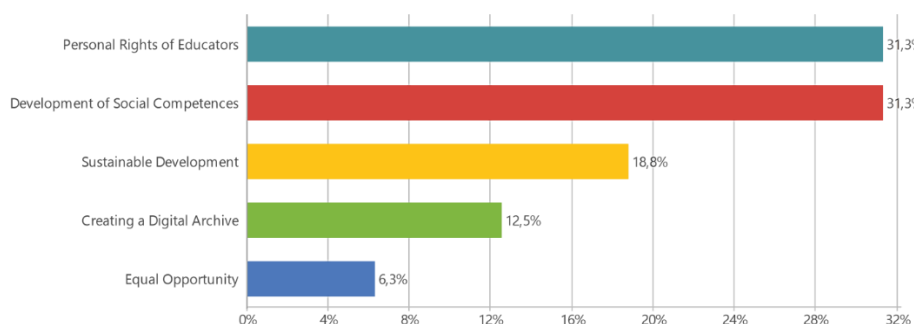


Figure 3.1. Solution Proposals for 21st-Century Problems Theme and The Percentages of Preferred Codes

We see that faculty members who participated in this study mentioned different areas to conduct 21st-entury education problems. One of the participants indicated the problem of the personal rights of educators that was one of the problems experienced in the field of education.

The participant's opinion regarding the personal rights of educators is as follows:

AB2: Again, when we look at the vision, it is stated that especially the personal rights of school administrators will be improved. I have also discussed with teachers on this issue. At the end of the consultation, the result is actually the following: it is not important what personal rights and individuals budget of teachers are and what the physicians, doctors and teachers do. It motivates our people. If I can get my salary more or better in a way that I deserve, the quality of my life increases. Therefore, I feel happier when the quality of my life increases. I'm more motivated so that I can work much better. Therefore, the increase in the quality of education actually depends on this, in some way. Teachers graduate from the faculty of education and become teachers. Engineers graduate from the faculty of engineering and become engineers. Moreover, doctors get a university education and become doctors. All these people get university education. When we look at budgets and personal rights, we see that they are not in the same category. This is a disadvantage.

The views of participants AB3 and AZ2 were coded as the development of social competencies. Participant's opinions are given below.

AB3: When we look at social qualifications, does the 2023 vision document provide them or not? Then, if we bring this type of skills, we will say that our country has been receiving

immense immigration against migration. We should answer the questions; is our society ready for migration recently? How ready? What is the point of view of the new refugee we call as the other? So, let's say that we give universal values to our students? When they graduate, they would embrace the people who wouldn't approach them with chauvinistic feelings, and both would be able to live with them. And, what can they give them? Is it a document that aims to teach them how to live together? When we look in the context of a general expression, yes, maybe it does something, but when we enter the special goals when we enter a little more detailed, I think it should be evaluated in-depth. Maybe there are certain goals related to these issues and related to these types of topics, but they should be more specifically observed under specific headings.

AB2: Global population growth, migration, urbanization and increased social and cultural equality may lead to chaotic consequences when not well managed. Racism and xenophobia are the main problems of these situations. The relationship between these hitches and the education system is undeniable. Because it is a futile effort to think or wait for a crowd that centers only interpersonal competition, solves its own nation's problems, and excludes other races and societies will find solutions to these problems in the process of forming an information society. Therefore, the paradigm of people education in the 2023 Education Vision document will provide solutions to these problems.

One of the solutions to the targets in the vision document was the state of sustainable development to the 21st-century problems. The participant's statements are as follows:

AB2: In fact, these issues are directly related to sustainable development. This is not a very direct link, but I may have indirect explanations. There are three dimensions of sustainable development. This is the case when we look at the literature. What are these? Society, economy and environment. Sustainability means continuity. Sustainability of something means that it can be continued. In this context, plans were made within the framework of targets.

One of the solutions to the problems of the 21st century on the vision document was put forward as creating digital archives. The participant's statement on this subject is as follows:

AB2: Also, given that I have just expressed, moreover, to creation of a digital content archive, that is, making them a homogeneous structure will be created in all of Turkey. So in this way indirectly if we maintain the quality of the schools, the cleanliness of the boarding houses to be safe, our children safeness, the quality of education and, therefore, all the schools are like this, there is no need that I have to move from here to anywhere, nor does my child.

One of the solutions to the 21st-century problems was considered as equal opportunity and the participant's opinion is given below.

AB2: That's why I have this idea for migration. This fact can also be referred to as the basic law of MoNE? How? Because there is an equal opportunity in the law. The opportunity for all individuals should be equal. And, in this way I think that equality of opportunity can be achieved. I also think that if we can equalize the living standards in the same way, we will see that migration will be the same name.

The following codes were formed from the opinions of the faculty members of the Faculty of Education on how the objectives mentioned in the 2023 Vision Document would solve the 21st-century problems.

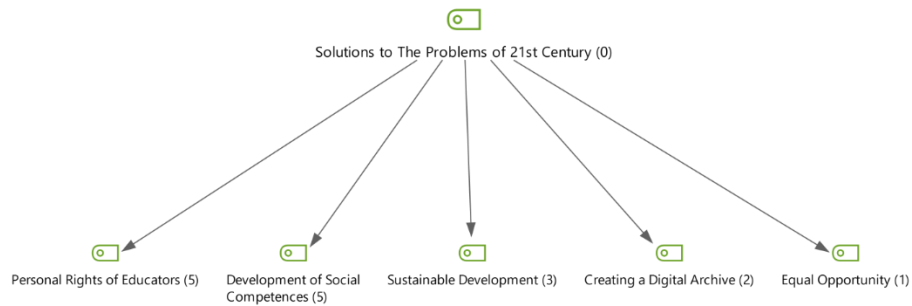


Figure 3.2. Hierarchical Code Model of Solution Proposals to The 21st-Century Problems

Findings Related to the Fourth Sub-goal

In the current study, the opinions of the faculty members were asked about the reduction of course hours and changes in pedagogical formation education from the new regulations included in the vision document. The answers were grouped under the theme “new regulations in education” and were organized into two sub-themes as follows: “Course hours” and “Pedagogical formation”.

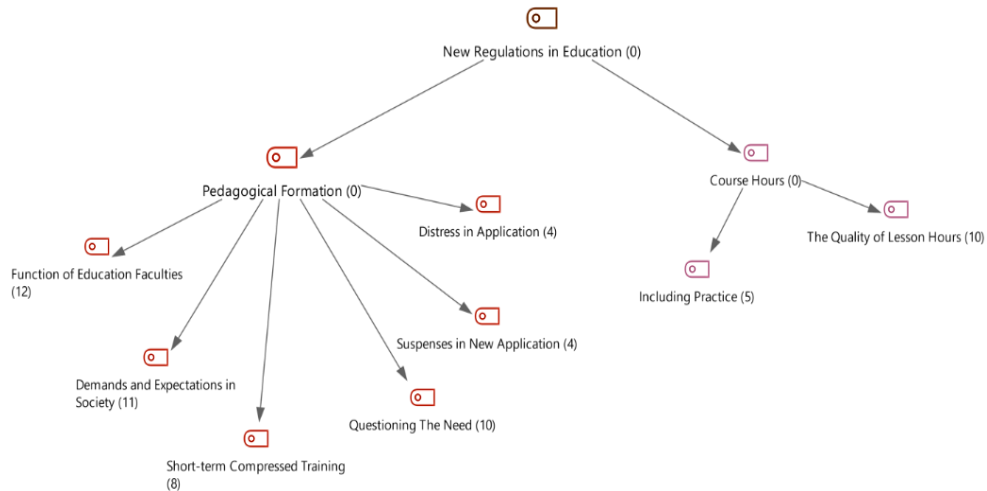


Figure 4.1. Hierarchical Code Model of New Regulations in Education

The faculty members were asked the following question: “What do you think about reducing the lessons hours by half, especially in secondary school. In accordance with the answers to this question, two codes for the sub-theme of the course hours were created: “The quality of course hours” and “Including practice”.

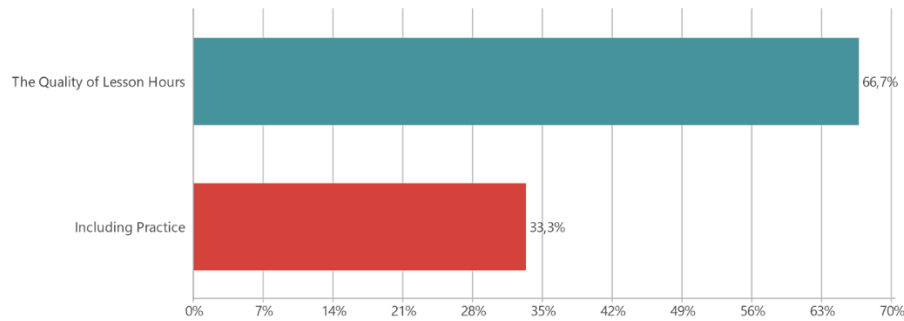


Figure 4.2. Course Hour's Theme and Percentages of the Preferred Codes

The figure reveals that the faculty members emphasize the quality of the lesson hours. This finding suggests that faculty members generally have a positive attitude towards reducing the lesson hours. However, it is emphasized that this positive view depends on the quality of the lessons as satisfactory:

AB1: “Yes, I think it is positive to reduce lesson hours. We can't teach anything when we say we have been teaching everything. Or learning has below what we aim.

AB2: I think it would be useful to evaluate this from both a quantitative and qualitative perspective. I think it is not important to have a low number of lessons for a course that is effective and qualified.

AZ1: I find it important to increase the quality of the lessons rather than to reduce or increase the number of lessons. You increase the 2-hour course to 4 hours. On the contrary that the lesson is unqualified; it makes no sense. You reduce the 4-hour lesson to 3 hours, but if you are teaching a highly qualified lesson, I'm sure it is of better quality. Therefore, to be able to comment on the results of the reduction of courses in the future, we need to see at which level the quality of the lessons is.

AZ3: For me, success is not related to course hours; it is important how the lessons are. Therefore, I do not think that reducing lesson hours will be a failure. The important thing is that the lesson hour is full of.

With the help of reduction of the course hours, the theoretical dimension of the lesson, as well as the application dimension, can be included. Moreover, the chance of students' improving themselves outside the school is expressed as a positive situation:

AZ2: If the reduction of the course hours will provide the opportunity to practice in the basic courses. In this sense, it will be a good decision for individuals to stop the solely theoretical learning that we have been criticizing for years. Because after the theoretical parts of the

subjects are given, dealing with the theoretical part will consist of turning around the same point.

AB1: A certain hour for this lesson is envisaged, but do you need more hours? In fact, no. Can this content be given in a shorter time? It can be given that the size of the practice can also be used very comfortably.

[.....] I mean, there's no point in getting a permanent information upload. Instead, it will be more valuable to focus on the individual's ability to learn as he learns, to improve himself, to gain skills in lifelong learning, to learn how to learn and to acquire as much information as he needs when needed.

Participant AB3 pointed out that the time gained by reducing the course hours will allow students to develop themselves in a social and sportive way and to plan the applications in these areas:

AB3: It is not enough to reduce the curriculum only. I think it is necessary to do something sportive and artistic in a way that fills the gap after the curriculum is reduced. I think the Ministry should plan it with the experts and competent people in the field.

The question, "What is your opinion about giving pedagogical formation education in the form of postgraduate education?" was asked to the faculty members. In line with their answers, six codes for the sub-theme of pedagogical formation were formed as "Function of education faculties", "Demands and expectations in society", "Questioning the need", "Short-term compressed training", "Distress in new application" and "Uncertainties in new application".

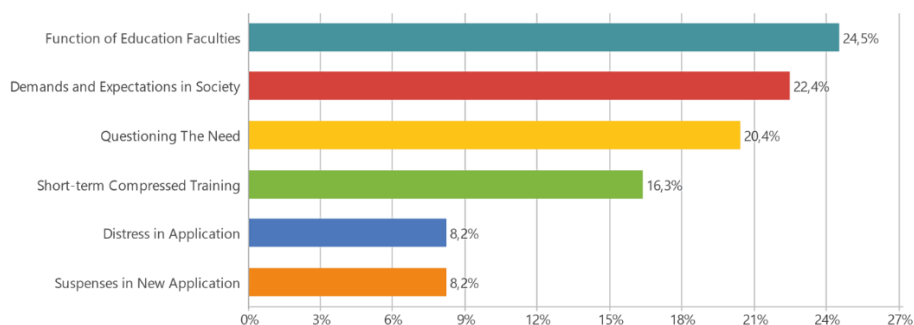


Figure 4.3. Pedagogical Formation Theme and Percentages of Preferred Codes

According to Figure 4.3, it is seen that the faculty members mentioned the necessity of giving pedagogical formation education rather than giving this education. We can say that the participating faculty members see the faculties of education as the main source of teacher training, and they think that it is not necessary to train teachers through the pedagogical formation:

AB2: I certainly do not find pedagogical formation education useful. Individuals who want to be teachers should be educated in education faculty because the faculties of education are for this. We have great potential, but we don't need so many teachers.

AB1: First of all, we need to question whether we need pedagogical formation. I certainly don't agree. While there are faculties that train teachers, there is no need to train teachers in this way. Teachers can be trained by these kinds of training from outside the faculty of education in case of urgent need of teachers. We don't need that right now.

AZ1: Currently, there are situations where even the prospective teachers in the current faculties of education cannot be appointed. In addition, the training of teacher candidates from different faculties increases the population. This situation also reduces the quality of teachers and creates chaos.

AZ3: Pedagogical formation education is an unsolved problem in the country. A distressing subject, I think. While there are more teachers than need, students of the faculty of literature are being criticized as being teachers with pedagogical formation. I think it's a problem in itself.

Three of the participants stated that pedagogical formation education was the result of the demands and expectations of society. As to the reasons for the provision of pedagogical formation education, we can say that they have the idea that they are born from the expectations of the society, not the need of teachers in the field:

AB1: The graduates of some of our existing programs are almost not appointed. However, the students of the faculty of science and literature get pedagogical formation education in the hope of being appointed. In fact, it is not efficient. Clearly, the demand for pedagogical formation of society is quite high. There are many student groups demanding job teaching from many different faculties.

AZ1: Students in faculties, such as science, literature and theology, may also want to teach. There may be no problem in this sense. However, this needs to be solved logically and rationally. It is mentioned that about 300 thousand teacher candidates are waiting to be appointed according to the related studies and media. In this case, in addition to educating teachers through the pedagogical formation, I think it is getting a will-o'-the-wisp for the students who take this training.

AZ2: As an educator who has given the pedagogical formation education for years, I think that this program hurts the students more than benefits. Pedagogical formation education could not go beyond than just instilling hope to students with highly compressed programs.

It is seen that the participant faculty members describe pedagogical formation education as a compressed and time-lapse education given in a short time. Moreover, it could be said that the participants agreed that long-term education in the faculties of education as the most accurate way of teaching pedagogical formation:

AB1: It is not right to train students from different faculties with an expedited course at the end of their final year or after graduation. Therefore, the principal education faculty graduates are hard done by. The students of the faculty of education get this training in a long period of time and during long lesson hours. These students may oppose the acquisition of teaching skills with a short-term certificate program. I think they're quite right about it.

AB3: Pedagogical formation education is very serious training. It is not right to train prospective teachers with compressed education. You cannot consider pedagogical formation education as a course. It is a process that spans years. It's not a three-month or six-month-old thing. We are spreading this training in education faculties for years. We shouldn't give it in compressed form.

AZ1: Pedagogical formation certification training is all along inadequate. We offer four years of vocational training in the faculty of education. In the pedagogical formation education, we can say that we are giving a time-lapse teaching course. You can interpret the difference in terms of quality.

AZ2: Pedagogical formation education is given within the framework of highly compressed programs. This education cannot go beyond just instilling hope to students.

It can be inferred from the statements of the participating faculty members about the pedagogical formation that they think this education has a troubling quality. It is possible to say that participants approached pedagogical formation education in a wrong way:

AB1: Yes, the pedagogical formation is very perplexed. This is a much-debated issue. It is an area where most applications are already wrong.

AZ1: Pedagogical formation is a problem that cannot be solved for years. It is a "gangrene" of the education faculties.

AZ2: As an educator who has given pedagogical formation education for years, I think that this program harms students rather than benefits.

AZ3: Pedagogical formation is a problem that cannot be solved in the country. I think something distracted.

The findings also revealed that the faculty members were cautious about the planned change in pedagogical formation education in the form of graduate education. Participants were required to submit a positive or negative opinion about the planned implementation; they needed to explain more about the content, nature, and how it would change:

AB1: Pedagogical formation education in the form of graduate education is more logical. However, I think that those who are assigned should not be taught until the end of the formation education. I don't know how to overcome this problem.

AB3: An application like this was made before. There were pedagogical formation studies in the form of a non-thesis master's degree. I think their results are

unfavorable. What was wrong with this period? Is there any answer to how it should be done now? Is it going to be done that way again or in a new way? What will be the content? How long will it be done? It is difficult to comment on this without getting answers to these questions. I can say neither good nor bad.

AZ1: I'm against the idea that we can increase the quality of pedagogical formation by the non-thesis master. I just think we've changed its name. In the meantime, I say that, but I think I'm talking about the lack of information. This change is not much talked about, things to do was not done in much detail. It was said that only pedagogical formation certificate training would be removed, and it would be held as a non-thesis master's degree. It is not elaborated to whom, how, instructions not created. That's why I can't foresee too much.

AZ3: Pedagogical formation education may be positive in the form of postgraduate education. But I think this structure is troubled totally.

We can say that the views of the participant AB2 on pedagogical formation education and especially the redundancy of the field reflect a different perspective:

AB2: So, what can be done in this case? In this case, it should be considered to consume existing potentials, to improve existing faculties or to close them if necessary. It will be closed for a while, so the student will not. There's nothing else to do.

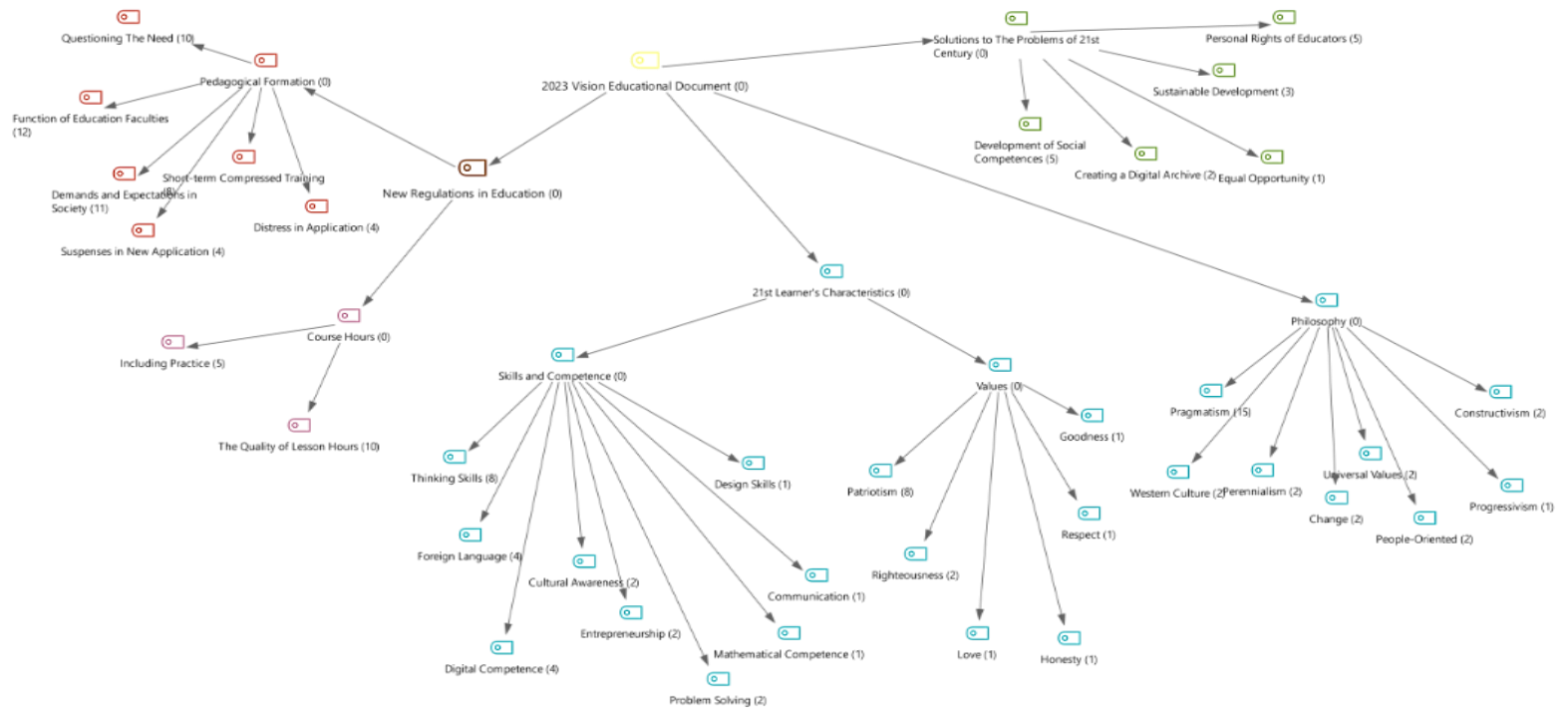


Figure 4.4. Total model for 2023 Vision educational Document

The model created as a result of the analysis of the faculty members' views about the vision document is shown in Figure 4.4. The results of the analysis carried by faculty members on the document indicating a significant transformation in the Turkish education system reveal an integrative structure consisting of eight themes and thirty-five categories under the title of 'Model 2023 Vision Document'.

Discussion, Conclusion and Recommendations

When the philosophy hierarchical coding model expressed in the 2023 Educational Vision document is considered as a whole, the opinions of faculty members do not cover all aspects of the human in the purely practical sense of the practical education of the individual; it is seen that a national and spiritual thought system that tries to avoid is emphasized. Another issue investigated in the study is to determine the opinions of the faculty members about which knowledge, skills and values the 21st century's students should acquire. Today, the young generation should be equipped with some crucial characteristics to able to continue their lives in a more qualified way, to be sensitive and problem-solving to the problems they face, to analyze the events by looking from different perspectives and to be more successful, effective and competent in their professional, social and individual lives. Although these characteristics are listed under different headings or with some differences in the literature, they are generally called as the 21st-century skills (Aygun, Atalay, Kilic, & Yasar, 2016; Ananiadou & Claro, 2009; Kozikoglu & Altunova, 2018; Partnership for the 21st-Century Skills, 2008). The main objective of the 2023 Education Vision is as follows: "It is to educate individuals who are equipped with the skills of the future and the future and who can use this equipment for the benefit of humanity, love the science, love the culture and are sensitive, qualified, moral people" (Ministry of National Education [MONE], 2018). In general, in this study, it was concluded that also the faculty members think that the 21st-century students gain firstly national and universal values and, then, the skills and competencies. Furthermore, it was concluded that the opinions expressed by the faculty members and the goals set by the vision document overlap. The importance of students not only having skills but also gaining some important values is underlined both in the vision paper and in this study. Thus, the opinions related to this sub-problem of the study were accepted to be called as the theme of 21st-century learner's characteristics. Gunuc, Odabasi, and Kuzu (2013) reached a similar result in their study that they intended to determine how student teachers define the characteristics of the students of 21st century. In the current study, the main theme, "21st-century learner's characteristics" that was conducted through the opinions of the faculty members are supported by two sub-themes. Patriotism, goodness, honesty, respect and love codes are gathered under the sub-theme, "Values" while The importance of thinking skills, foreign language, digital competence, problem-solving skills, communication, entrepreneurship, cultural awareness, mathematical competence and design skills is emphasized under the sub-theme "Skills and Competencies" (Gunuc, Odabasi, & Kuzu, 2013; ISTE. (bt.); Koenig, 2011; Kozikoglu & Altunova, 2018; Partnership for 21st-Century Skills, 2008).

In this study, it has been investigated with a question whether the objectives of the vision document can provide solutions to the problems of the 21st century. In addition to this, the solutions can be produced were checked. When the literature was examined, it was determined that because of overpopulation and the possibility of self-renewal of nature disappeared and the balance of nature deteriorated. This balance disorder also threatens human health. Moreover, the increase in the population causes increases in production and consumption. To establish the balance of production and consumption, human beings should learn to live in peace with nature. He must live by understanding the laws of nature to adapt himself to nature. Otherwise, the functioning of nature may cause problems. It may cause harm to human beings in the form of various disasters (Sayhan & Camurcu, 2013). These difficulties in production and consumption, as well as the rapid growth of communication technology, bring different challenges to the world. At the same time, that the world is in the process of globalization brings the economies of the countries closer together and makes them dependent. In these, the underdeveloped countries caused the migration of their citizens towards the developed countries. The intensity of the refugee movement and the political and economic crises in the world make it difficult for economic policies to act independently. In summary, gradually, the old world faces with much more problems and can be managed more difficultly (Yilmaz, 2017). In our research, faculty members generally think that the vision document targets are sufficient against the problems of the 21st-century, and these goals will solve the problems. However, to solve the problems, each faculty member produced different solutions. A consensus could not be determined except for the development of social competencies. The faculty members have expressed individual solutions, such as creating archives, improving the personal rights of education workers, sustainable development and equality of opportunity. Sayhan and Camurcu (2013), who support the sustainable development solution, stated that there is a need for modern societies consisting of individuals who understand the problems of sustainable development and that produce solutions and the prerequisite to establish such societies is education.

It can be said that the participant faculty members' opinions about the reduction of course hours were positive if the lessons were qualified. As for pedagogical formation education, it was observed that they emphasize the necessity of giving this education rather than the way it is given. Faculty members accept the education faculties as the main source of teacher training. Azar (2011), Akdemir (2013), Yildirim and Vural (2014), and Kose (2017) also stated the same result in their work, and they emphasized that teacher training should be carried out by faculties of education whose main purpose is educating teachers. In the study, faculty members described pedagogical formation education as a troublesome process. Kose (2017) indicated the same situation with the results of his work: "As a result of the research, it is revealed that academicians have a general understanding of the existence of many negative aspects of pedagogical formation." In the same study, it was observed that pedagogical formation education is characterized by the expression "compressed programs". In this study, the participant faculty members defined the formation education with the same expression. Moreover, it is also observed that the participants have the idea that there

is no need to train teachers through the pedagogical formation. In the study of Kose (2017), it was concluded that the participant academicians agreed to abolish the application of pedagogical formation. In the current study, it was concluded that faculty members found the explanations made by the in the vision document were not sufficient to explain the changing of the related subjects.

The current study was prepared to determine how the faculty members of the faculty of education understand the MoNE 2023 Vision Document. It is thought that the results obtained from the views of the faculty members will be taken into consideration during the implementation of the vision document and will contribute to the successful implementation of the document. Although the current study contributes to the relevant literature base, some limitations need to be stated for the consideration of future studies. First of all, this study was conducted with faculty members of two different universities. Similar studies can be conducted with teachers and school administrators and ideas of the actual practitioners of the training programs can be taken. As a second limitation, the participants are all male. Therefore, future studies may be conducted with samples, including both male participants and female participants.

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Atıf:

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Özet

Problem Durumu: Günümüz insanı, eski çağlardan daha hızlı bir şekilde değişen bir dünyada yaşamaktadır. Bilimler ise elde edilen bulgular neticesinde sürekli değişmekte, yenilenmekte ve gelişim göstermektedir. Toplumların 25 yıl önce kullandığı birçok araç bugün kullanılmamakta, ulaşım araçlarının hızı sürekli artmakta, bir önceki neslin kullandığı araçların hızı ise gülünç düzeyde yavaş görünmektedir. Kısacası, artan nüfus karşısında azalan dünya kaynakları toplumlar için yeni ve gitgide ağırlaşan problemler çıkarmaktadır. Bu problemler karşısında insanlar yeni çözüm yolları bulmak zorundadır, yeni çözüm yolları ise değişmeyi ve gelişmeyi gerekli kılmaktadır. Bu noktada, bireyi hem çevresindeki değişimlere uyum sağlamasına olanak sağlayacak hem de çevrede istenen değişimi ortaya çıkarabilecek yeterliğe erdirmek eğitimin sorumluluğundadır. Bu hedeflere ulaşabilmek için milli

eğitim sistemimizde çeşitli dönemlerde ani ve sık değişiklikler yapılmış ancak belirtilen hedeflere istendik düzeyde ulaşamamıştır. Bu gereksinimden yola çıkarak, erken çocukluktan hayat boyu öğrenmeye kadar çağın gerektirdiği eğitim ihtiyaçlarını saptamak ve geleceği gören bir eğitim sistemine sahip olmak için Milli Eğitim Bakanlığımız tarafından 2023 Eğitim Vizyonu Belgesi düzenlenmiştir. Cumhurbaşkanlığı programına uygun olarak, MEB 2023 Eğitim Vizyonu belgesinin hedeflerinin genel amacı vatandaşları 21. yüzyıl için becerilerle donatmak ve en uygun insan sermayesi gelişimini teşvik eden eğitim sistemini oluşturacak küresel değişime uyum sağlamak olarak ifade edilmiştir. Belgede eğitim sistemi, çocuğu eleştirel düşünen, akıl yürüten ve üretken vatandaşlara dönüştüren faaliyetleri içeren bütünsel bir sistem olarak sunulmaktadır. Ayrıca öğrencinin kök değerlerine bağlı ama aynı zamanda küresel rekabete hazır nitelikte donatılmış bireyler olması hedefi eğitim sisteminin en önemli görevleri içinde sayılarak net bir şekilde tanımlanmıştır. Türkiye 2023 Eğitim Vizyonunun felsefeden politikaya, ölçme değerlendirmeden rehberlik hizmetlerine, yabancı dil eğitiminden özel öğretime kadar tüm eğitim sisteminin ihtiyaçlarına yönelik hedefleri kapsadığı görülmektedir. Sonuç itibarıyla öğretim görevlilerinin bakış açılarından vizyon belgesinin çeşitli açılardan ele alınmasının alan yazınına faydalı olacağı değerlendirilmiştir.

Araştırmanın Amacı: Bu çalışmada Milli Eğitim Bakanlığı tarafından hazırlanan 2023 Eğitim Vizyonu Belgesine ilişkin eğitim fakültelerinde görev yapan akademisyen görüşlerinin ortaya çıkarılması amaçlanmıştır. Öğretim üyelerinin, vizyon belgesinde ifade edilen yeni düzenlemelerden ortaöğretimde ders saatlerinin azaltılması ve pedagojik formasyonun yüksek lisans eğitimi olarak verilmesi hakkındaki görüşleri nelerdir? Eğitime ilişkin çeşitli ve önemli değişiklik ve hedefleri kapsayan bu belge hakkında eğitim konusunda uzman akademisyenlerin görüşlerinin alınmasının belgenin değerlendirilmesi açısından önem taşıdığı ve konu ile ilgili yapılacak uygulamalara yön vermesi açısından da önemli olduğu düşünülmektedir.

Araştırmanın Yöntemi: Bu çalışmada nitel araştırma teknikleri kullanılmıştır. Çalışmamızın desenini betimsel nitel araştırma deseni oluşturmuştur. Bu desende araştırmaların amacı, bireyler veya birey grupları tarafından yaşanan belirli olayları kapsamlı bir özetlenmesidir. Araştırmacı katılımcıların bir durum veya olguyu nasıl anlamlandırdığını anlamakla ilgilenmektedir. Betimleyici analiz, bir nitel araştırma şeklidir. Bu nitel araştırmanın anahtarı anlatıların veri olarak kullanılmasıdır. Betimsel nitel araştırma deseni kategorik olmayan bir sorgulama yöntemi olarak görülmelidir. Çalışmamızda akademisyenlerin aynı soru hakkındaki farklı düşüncelerini ele alınmış ve görüşülenlerden elde edildiği şekliyle aktarılmıştır. Bu amaçla elde edilecek verileri sistematik olarak belirlemek üzere; konuşma metinlerinin yazıya dökülmesi, alınan cevapların sınıflandırılması gibi işlem başlıkları takip edilmiştir. Betimsel analiz ile elde edilen veriler, daha önceden belirlenen başlıklar altında özetlenmiş ve yorumlanarak sonuca bağlanmıştır. Yukarıda belirtilen durum için en uygun olarak değerlendirilen görüşme yöntemiyle veri toplanmıştır. Zengin bilgiye sahip olduğu düşünülen durumların çalışılmasını sağlayan amaçlı örnekleme yöntemleri kullanılmaktadır. Amaçlı örnekleme yöntemi, araştırmacının en fazla ve en güvenilir şekilde en fazla bilgiye ulaşmasını sağlar. Bu çalışmada, katılımcı örnekleme

yöntemlerinden kolay ulaşılabilir durum örnekleme yöntemi kullanılmıştır. 3'ü Bartın Üniversitesi'nden ve 3'ü Bülent Ecevit Üniversitesi'nden çeşitli alan, kademe ve yaş aralığından çalışmaya katılmayı kabul eden öğretim görevlilerinden meydana gelen 6 kişi çalışma grubumuzu oluşturmuştur. Çalışmada yarı yapılandırılmış görüşme formu kullanılmıştır. Formdaki soruların görüşme yapılacak olan öğretim üyeleri tarafından anlaşılabilirliğinin incelenmesi için Bülent Ecevit Üniversitesinde görev alan bir öğretim üyesi ile bir pilot görüşme yapılmıştır. Pilot görüşmenin ardından görüşmecilerin gözlemleri ve görüşme yaptıkları öğretim üyesinin sorulara ilişkin değerlendirmeleri çerçevesinde formda düzenlemeler yapılmıştır. Değişikliklere ilişkin son düzenlemeler gerçekleştirilerek görüşme formuna nihai şekli verilmiştir. Görüşme Formu "Akademisyen Görüşme Formu" olarak adlandırılmıştır. 2023 Eğitim Vizyonu Belgesi çerçevesinde eğitimin geleceğine odaklanmış sorular, yarı yapılandırılmış görüşmelerde katılımcı öğretim üyelerine yönlendirilmiş, verdikleri cevaplar kaydedilmiştir. Temaları ve kategorileri oluşturmaya yardımcı olan analitik bir bilgisayar programından yararlanılmıştır. Bu konuda MAXQDA2018 programından yararlanılmıştır. Alt amaçlara ait tema ve kodlar geliştirilmiş ve veri elde etme ve çözümlenme için temel teşkil etmiştir. Veriler ile ortaya çıkan temalar tanımlanarak tartışılmıştır. Görüşmeler sonucunda elde edilen veriler çalışmada zengin ve detaylı bir şekilde sunulmuş, ardından yorumlanması, tartışılması ve sonuca bağlanması gerçekleştirilmiştir.

Araştırmanın Bulguları: Akademisyen görüşlerinin bireyin eğitiminde pratik saf anlamıyla fayda düşüncesinin insanın tüm yönlerini kapsamadığı ve toplumsallıktan bireyselliğe, maddi boyuttan manevi boyuta devam eden bir felsefi temel üzerine oturtularak yerelden evrensel uzanan ve batı taklitçiliğinden sakınmaya çalışan milli ve manevi bir düşünce sisteminin vurgulandığı; Öğrencilerin öncelikle milli ve evrensel değerler kazanmaları ve daha sonra 21. yy. beceri ve yetkinlikleriyle donatılmış olmaları gerektiği; Vizyon belgesi hedeflerinin 21. Yüzyıl sorunlarına karşı yeterli olduğu ve bu hedeflerin sorunlara çözüm getireceği, ancak sosyal yeterliliklerin geliştirilmesi dışında ortak bir görüş birliği tespit edilemediği; Derslerin nitelik olarak doyurucu olması halinde ders saatlerinin azaltılmasının olumlu bulunduğu; Pedagojik formasyon eğitimiyle ilgili olarak ise bu eğitimin verilme şeklinden ziyade verilme gerekliliğine vurgu yaptıkları görülmektedir.

Araştırmanın Sonuçları ve Önerileri: Katılımcı öğretim üyelerinin, derslerin nitelik olarak doyurucu olması halinde ders saatlerinin azaltılmasını olumlu buldukları söylenebilir. Pedagojik formasyon eğitimiyle ilgili olarak ise bu eğitimin verilme şeklinden ziyade verilme gerekliliğine vurgu yaptıkları görülmektedir. Öğretim üyeleri, öğretmen yetiştirmede asıl kaynak olarak eğitim fakültelerini görmektedirler. Çalışmada öğretim üyeleri, pedagojik formasyon eğitimini sıkıntılı bir süreç olarak nitelendirmişlerdir. Araştırma sonucunda akademisyenlerin pedagojik formasyon uygulamasının birçok olumsuz yönünün varlığı noktasında genel bir anlayış içerisinde oldukları ortaya çıkmıştır. Katılımcı öğretim üyeleri formasyon eğitimini aynı ifade ile nitelendirmişlerdir. Ayrıca, katılımcıların pedagojik formasyon yoluyla öğretmen yetiştirmeye ihtiyaç olmadığı fikrine sahip oldukları da görülmektedir. 2023 Eğitim Vizyonu belgesinde ifade edilen model bir bütün olarak değerlendirildiğinde

akademisyen görüşlerinin bireyin eğitiminde pratik saf anlamıyla fayda düşüncesinin insanın tüm yönlerini kapsamadığı ve toplumsallıktan bireyselliğe, maddi boyuttan manevi boyuta devam eden bir felsefi temel üzerine oturtularak yerelden evrensel uzanan ve batı taklitçiliğinden sakınmaya çalışan milli ve manevi bir düşünce sisteminin vurgulandığı görülmektedir. Öğretim üyelerinin görüşlerinden elde edilen sonuçların vizyon belgesinin uygulamaya konulması sırasında dikkate alınıp belgenin başarılı bir şekilde hayata geçirilmesine katkı sağlayacağı düşünülmektedir. Bununla birlikte, benzer bir çalışma eğitimin diğer paydaşları olan öğretmen ve yöneticileriyle de gerçekleştirilerek eğitim programlarının asıl uygulayıcılarının fikirleri alınabilir. Ayrıca, bu çalışmanın katılımcılarını erkek akademisyenler oluşturmaktadır. Bu nedenle, gelecekte erkek ve kadın katılımcıların bir arada olduğu ve karşılaştırılmalı bir analiz yapılabilecek çalışmalar hazırlanabilir.

Anahtar Kavramlar: MEB, Türkiye 2023 eğitim vizyon belgesi, akademisyen görüşleri

