A Study on the Testing and Evaluation Questions in the T.R. History of Revolution and Ataturkism Textbooks in the 8th Grade According to the Revised Bloom Taxonomy

8. Sınıf T.C. İnkılap Tarihi ve Atatürkçülük Ders Kitaplarında Ölçme ve Değerlendirme Sorularının Revize Edilmiş Bloom Taksonomisine Göre İncelenmesi

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Abstract: In this study, which aims to examine the testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbooks according to the Revised Bloom Taxonomy, the textbook of the Ministry of Education and the textbook of a different publishing house which were used at secondary schools in 2019 – 2020 academic years were examined in accordance with the research questions. The research was designed as a qualitative research and carried out using descriptive survey model. The data collected using the document review method were analyzed based on the descriptive analysis method. When the results of the study are evaluated, it can be said that there are differences in terms of the distribution of the testing and evaluation questions among the given textbooks, there are more different types of questions in the textbook of the Ministry of education compared to the textbook of a different publishing, the testing and evaluation questions remain at the level of recall and comprehension according to the Revised Bloom Taxonomy, and the questions of higher order (application, analysis, creating evaluation) are not included at a sufficient level.

Keywords: History, history of revolation, Ataturkism, textbook, Bloom's taxonomy.

Öz: 8. sınıf T.C. İnkılap Tarihi ve Atatürkçülük ders kitaplarında ölçme ve de-ğer-lendirme sorularının revize edilmiş Bloom taksonomisine göre incelenme-sinin amaçlandığı bu araştırmada, 2019-2020 eğitim öğretim döneminde MEB tarafından ortaokullarda okutulması uygun görülen MEB'e ve farklı bir yayı-nevine ait T.C. İnkılap Tarihi ve Atatürkçülük ders kitabı ilgili alt problemlere göre incelenmiştir. Araştırma, nitel bir araştırma olarak tasarlanmış ve betimsel tarama modeli kulla-nılarak gerçekleştirilmiştir. Doküman incelemesi yöntemi kullanılarak toplanan veriler, betimsel analiz yöntemine dayalı olarak çözüm-lenmiştir. Bu araştırmanın elde edilen sonuçları değerlendirildiğinde, MEB'e ve yayınevine ait olan T.C. İnkılap Tarihi ve Atatürkçülük ders kitaplarındaki ölçme ve değerlendirme sorularının dağılımı bakımından her iki kitapta da ünitelerin ölçme ve değerlendirme soru sa-yılarının farklılaştığı, soru tipi çeşit-liliğinin yayınevinin ölçme ve değerlendirme sorularına göre MEB'in ders ki-tabında, fazla olduğu, revize edilmiş bloom takso-nomisine göre ise değerlen-dirme sorularının hatırlama ve anlama düzeyinde kaldığı, üst düzeylere ait (uygulama, analiz, değerlendirme yaratma) sorulara yeterli düzeyde yer ve-rilmediği sonuçlarına ulaşılmıştır.

Anahtar Kelimeler: Tarih, inklap tarihi, Atatürkçülük, ders kitabı, Bloom tak-sonomisi.

Introduction

Education is the process where individuals gain the skills and values required by the age in which they live. The most important institution where these values and skills are tried to be brought to the individual in a planned way is schools. Teachers play a primary role in providing students at schools with the knowledge, skills and values demanded by the age. However, teachers need tools and materials to guide them in classes. Textbooks are one of these tools. With the information patterns in them, textbooks present the skills and values that are desired to be acquired by the student. In addition, textbooks are expected to be able to measure whether students have achieved the targeted acquisitions, skills and values related to that unit with the testing and evaluation sections at the end of the units. It is thought that the taxonomic analysis and discussion of the testing and evaluation questions here will guide the textbooks to be prepared in the following years.

Taxonomy is defined as the classification of concepts in a field and the set of ru-les used in this classification (TDK, 2020). In other words, taxonomy is the gradual classification of entities or concepts from simple to complex and each level must be mastered before moving on to the next one, i.e. each step being a pre-requisite for the subsequent one (Tutkun and Okay, 2012). Taxonomies are generally used in the classi-fication of objectives in the field of education. Classification of objectives was first ma-

de by Bloom et al. (Bloom, Engelhart, Furst, Hill, and Krathwohl, 1956). Gradual classi-fication of goals is made in three areas: cognitive domain, affective domain and psyc-homotor domain. Cognitive domain is the area where mental learning is predominant and mental abilities are developed; affective domain is the domain where emotional aspects such as love, fear, hate, interest, and attitude are dominant; psychomotor do-main is the area where the mind and muscle coordination is at the forefront (Demirel, 2017).

Bloom's taxonomy (original Bloom) was developed by Bloom et al in 1956. The main purpose of creating such a taxonomy was to establish a structure that would pro-vide consensus among education stakeholders (curriculum development experts, teac-hers, etc.) and to classify student behaviors that represented the intended outcomes of the educational process (Bloom et al., 1956). Bloom's Taxonomy covers three areas of academic learning: cognitive, affective, and psychomotor. Affective domain includes attitude / self development, psychomotor domain includes physical skills. Cognitive field includes mental skills and produces knowledge (Chandio, Pandhiani and Iqbal, 2016). Bloom's taxonomy divides thinking skills into six hierarchically arranged catego-ries. In a learning output from low-level cognitive skills (knowledge and comprehen-sion) to higher-level cognitive skills (application, analysis, synthesis and evaluation), students' thinking skills and behaviors are defined according to the verbs they choose (Stanny, 2016). Bloom's taxonomy attempts to arrange what educators want individu-als receiving education to know in a gradual order and from simple to complex (Tut-kun and Okay, 2012). The taxonomy involves, from simple to complex, the steps of knowledge, comprehension, application, analysis, synthesis and evaluation, respecti-vely. Each step in the taxonomy is accepted as a prerequisite of the next step (Arı, 2013). For example, in order for the goals in the synthesis step to be achieved, the steps before the synthesis step must be realized.
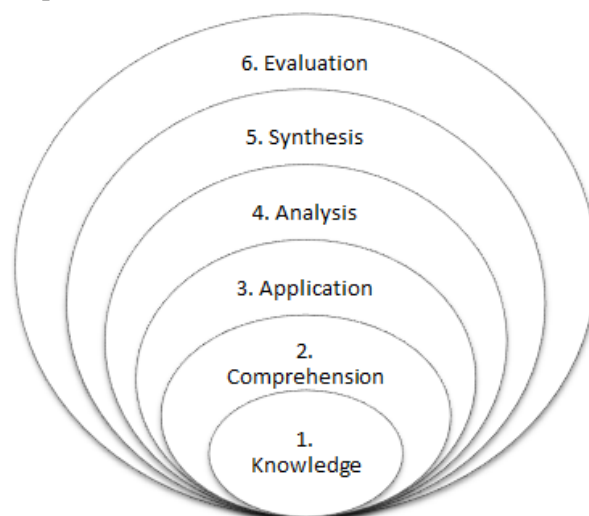

Figure 1. Bloom's Taxonomy

Bloom's taxonomy has been accepted and applied in education systems around the world from 1956, when it was first published, until the 2000s (Arseven, Şimşek, and Güden, 2016). In the 2000s, the need for revision of the Bloom taxonomy was felt and in 2001, the revised Bloom taxonomy was published by Anderson et al. (2001). One of the reasons for the revision of the original taxonomy was that a need had emerged, with the developments in the world since 1956, to combine contemporary information on development and learning psychology, teaching methods and techniques and testing and evaluation with a new taxonomy (Bümen, 2006). Within the scope of these chan-ges, efforts were made to revise the original taxonomy and make it suitable for the 21st century (Tutkun, Demirtaş, Arslan, and Erdoğan, 2015). Two dimensions, namely "knowledge dimension" and "cognitive process dimension", were created in cognitive classification with the revised taxonomy (Krathwohl, 2002). Thus, the original taxo-nomy, which exhibited a one-dimensional structure, was replaced with a two-dimensional taxonomy.

Table 1: Bloom's Revised Taxonomy (Anderson et al. 2001)

Knowledge Dimension	Cognitive Process Dimension					
	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6.Creating
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta-Cognitive Knowledge						

When the Revised Bloom Taxonomy is examined, it is seen that the "knowledge dimension" has been added to the taxonomy. This dimension is divided into 4 catego-ries, namely "factual", "conceptual", "procedural" and "metacognitive". In the cognitive process dimension, the number of categories has remained 6, as in the original taxo-nomy, but the names of 3 categories and the locations of 2 categories have changed. The "knowledge" step in the original taxonomy has been changed into "remembe-ring", the "comprehension" step into "understanding" and the "synthesis" step into "creating". Moreover, the creation step has preceded the evaluation step. In this way, the criticisms made to the original taxonomy were tried to be removed (Krathwohl, 2002). The information and cognitive process dimension in the revised taxonomy is expressed by Anderson et al. (2001) as follows.

A) Knowledge Dimension

1. Factual knowledge: It covers the basic elements that students need to know in order to get to know a discipline or to solve problems within a discipline. It has

two sub-dimensions: knowledge of terminology and knowledge of specific details and elements. For example, knowing musical symbols or reliable information sources are considered to belong to the category of factual knowledge.

2. Conceptual knowledge: It includes categories and classifications and complex, organized relationships between them. This dimension includes information forms, conceptual information schemes and mental models. These forms, schemes or models represent the individual's knowledge of how a particular subject is organized and structured, how different pieces of information are systematically linked and how they relate to each other. For example, when a mental model is developed about why the seasons are formed, many ideas will appear in the mind of the individual. The individual will form many elements in his/her mind like the earth, the sun, the earth rotating around the sun, etc. This kind of conceptual knowledge is called "knowledge of the discipline". There are three sub-dimensions in this category: knowledge of classifications and categories, knowledge of principles and generalizations, and knowledge of theory, model and structures.

3. Procedural knowledge: Procedural knowledge includes knowledge about how to do something. The knowledge about how to do something here may be a simple cluster of knowledge or may contain complicated information. In this category, there are three sub-dimensions: skills and algorithms related to a specific subject, knowledge of techniques and methods related to a particular subject, and knowledge of the criteria used to determine when to use appropriate procedures. For example, knowing research methods related to social sciences is included in the procedural knowledge dimension because it belongs to the sub-dimension of the knowledge of techniques and methods related to a particular subject.

4. Metacognitive knowledge: Metacognitive knowledge is one's awareness of his/her own cognition and knowledge of his/her general cognition. This dimension has three sub-dimensions: strategic knowledge, knowledge about cognitive tasks that include appropriate and conditional information, and knowledge of the self. For example, since an individual's knowing fields about which s/he is knowledgeable and those about which s/he is not knowledgeable is in the sub-dimension of self-knowledge, it belongs to the metacognitive knowledge dimension.

B) Cognitive Process Dimension

1. Remembering: It refers to retrieving information from long-term memory. Recognizing and recalling are among the subcategories of the remembering cate-

gory. For example, recognizing or recalling important days in US history falls under the category of remembering.

2. Understanding: It includes the process of constructing meaning from instructional messages, including oral, written and graphic communication. Interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining are among the subcategories of this category. For example, explaining the causes of important 18th century events in France is handled under the category of comprehension.

3. Applying: It refers to using previously known knowledge in a given situation. It includes the subcategories of execution and implementation. For example, determining and using in which situations Newton's second rule is appropriate is included in the application step.

4. Analyzing: It refers to breaking a subject or phenomenon into constituent parts and determining how the parts relate to each other and to overall structure. Differentiating, organizing and attributing are the subcategories of this step. For example, determining the points of view of the author of an essay in terms of his or her political perspective belongs to the attributing sub-category and falls under the analyzing category.

5. Evaluating: It refers to making judgments based on certain criteria or standards. Checking and critiquing are the subcategories of this category. For example, judging which of the two methods is the best way to solve a given problem falls under the evaluating category.

6. Creating: It refers to creating a new model or structure by putting elements together to form a coherent or functional whole. Generating, planning and producing are the subcategories of this category. For example, planning a research paper on a given historical topic or generating hypotheses to account for an observed phenomenon falls under the category of creating.

Forehand (2010) divided the changes that came with the renewed taxonomy into changes in terminology, structure and emphasis.

1. Terminological change: Terminological change is one of the most obvious changes in the renewed taxonomy. The steps of knowledge, comprehension, application, analysis, synthesis and evaluation in the original taxonomy were changed to remembering, understanding, applying, analyzing, evaluating and creating, respectively. Again, the addition of the knowledge dimension to the taxonomy as well as the cognitive dimension is considered within the scope of terminological changes.

2. Structural change: Structural change refers to the two-dimensional structuring of the revised Bloom's taxonomy instead of the one-dimensional structuring of the original taxonomy of Bloom. While one of these two dimensions defines the "knowledge" dimension, the other defines the "cognitive process" dimension.

3. Change in Emphasis: It refers to the preparation of the revised taxonomy for a broader audience than the original taxonomy. The revised taxonomy emphasizes the use of a more authentic tool for curriculum planning, instructional delivery and assessment.

Bloom's Taxonomy or Bloom' Revised Taxonomy can be used to classify the outcomes in curricula, as well as to evaluate questions prepared for testing and evaluation or to examine textbooks (Gültekin and Burak, 2019). A study conducted by Beyreli and Sönmez (2017) reached the conclusion that studies conducted in Turkey regarding Bloom's taxonomy and Bloom's Renewed Taxonomy focused on testing and evaluation processes. Therefore, it can be said that these taxonomies, be it the original or revised Bloom's taxonomy, can be used to analyze testing and evaluation Dolayısıyla orijinal ya da revize edilmiş bloom taksonomisi olsun bu taksonomilerin ölçme ve değerlendirme sorularının analiz edilebileceği söylenebilir

In the literature on the subject, the original Bloom's Taxonomy or Bloom's Revised Taxonomy are frequently examined within the framework of curricula (Çiftçi, 2010; Gazel and Erol, 2012; Gezer, Şahin, Sünkür, and Meral, 2014; Özdemir, Altıok, and Baki, 2015; Aktan, 2019; Filiz and Baysal, 2019; Gültekin and Burak, 2019; Yolcu, 2019), examination questions (Çalışkan, 2011; Gökler, Aypay & Arı, 2012; Arseven, Şimşek, and Güden, 2016; Şanlı and Pınar, 2017; Topçu, 2017; Karaer, 2019; Mercan, 2019; Uymaz and Çalışkan, 2019) and textbooks (Candeğer, 2016; Akçay, Akçay, and Kahramanoğlu, 2017; Durukan and Demir, 2017; Oran and Karalı, 2019; Tüm, 2016; Ulum and Taşkaya, 2019; Sallabaş and Yılmaz, 2020). In a study conducted by Gezer et al. (2014) within the scope of the curricula, the acquisitions/outcomes in the 8th grade T.R. History of Revolution and Ataturkism course program were analyzed according to Bloom's Revised Taxonomy. As a result of the study, it was found that in the knowledge dimension, 6 acquisitions/outcomes (8 %) were in factual knowledge and 69 (92 %) were in conceptual knowledge subcategories; in the cognitive process dimension, 25 acquisitions/outcomes (33.3%) were in the understanding category, 16 acquisitions/outcomes (21.3%) were in the analyzing category and 34 acquisitions/outcomes (45.3%) were in the evaluating category. In a study conducted by Topçu (2017) within the framework of exam questions, TEOG history questions were examined according to Bloom's Revised Taxonomy. 160 T.R. History of Revolution and Ataturkism questions asked in the TEOG examination were examined and classified within the scope of the study. As a result of the research, 143 (89 %) of the 160 questions were found to be

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in the category of understanding, 13 (8.1 %) in the category of remembering and 4 (2.5 %) of them in the category of analysis. Of the studies on textbooks, a study conducted by Candeğer (2016) examined the testing and evaluation questions in the T.R. History of Revolution and Ataturkism textbook according to original Boom's Taxonomy. Of a total of 251 testing and evaluation questions addressed within the scope of the study, it was concluded that 166 (66 %) questions were in the category of remembering, 46 (18 %) were in understanding, 28 (11 %) were analyzing, 9 (3.5 %) were evaluating and 2 (0.8%) were in creating. Likewise, it was seen in the same study that the types of questions were prepared with traditional testing tools in the form of questions requiring short answers, gap-filling, true-false, multiple-choice, matching or puzzles.

When the relevant literature was examined, no study was encountered in which the testing and evaluation questions in the T.R. History of Revolution and Ataturkism textbooks prepared by the Ministry of National Education and NEV Kitap were examined according to Bloom's Revised Taxonomy. Therefore, it will be important to see the nature of the testing and evaluation approaches in the books prepared by two different institutions and how they differ according to Bloom's Revised Taxonomy. In this direction, the aim of the study is to examine the testing and evaluation questions in the T.R. History of Revolution and Ataturkism textbooks according to Bloom's Revised Taxonomy. In this context, the study focused on the cognitive process dimension and knowledge dimension of Revised Bloom's Taxonomy. In accordance with the purpose of this research, answers were sought to the following questions:

1. What is the distribution of the testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbook prepared by MNE by question types?

2. What is the distribution of the testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbook prepared by NEV Kitap by question types?

3. What is the distribution of the testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbook prepared by the Ministry of National Education according to Bloom's Revised Taxonomy and its sub-dimensions?

4. What is the distribution of the testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbook Prepared by NEV Kitap according to Bloom's Revised Taxonomy and its sub-dimensions?

Method

This study, which aims to examine the testing and evaluation questions in the T.R. History of Revolution and Ataturkism course books taught within the scope of the

curriculum of 8th grade History of Revolution and Ataturkism course according to Bloom's Revised Taxonomy, was designed as a qualitative research and conducted using document analysis. Document analysis covers the analysis of written materials containing information about the phenomenon or facts that are intended to be investigated (Yıldırım and Şimşek, 2016).

Data Source

The data source of this research consists of the following books obtained by the researchers in PDF format, which were accepted as textbooks for 5 years starting from the 2019-2020 academic year:

- MEB. (2019). T.R. History of Revolution and Ataturkism Textbook. Ministry of National Education Publications. Ankara

- NEV Book (2019). T.R. History of Revolution and Ataturkism Textbook. Özyurt Matbaacılık. Ankara

- MEB. (2019). T.C. İnkılap Tarihi ve Atatürkçülük Ders Kitabı. Milli Eğitim Bakanlığı Yayınları. Ankara

- NEV Kitap (2019). T.C. İnkılap Tarihi ve Atatürkçülük Ders Kitabı. Özyurt Matbaacılık. Ankara

Data Collection and Analysis

The "document analysis" method was used as data collection method in this study. In this direction, 244 questions in the aforementioned T.R. History of Revolution and Ataturkism textbook prepared by the Ministry of National Education and 171 questions in the T.R. History of Revolution and Ataturkism textbook prepared by NEV Kitap were included in the sample and examined. The data collected in the research were analyzed by using the descriptive analysis method. The main purpose of using the descriptive analysis method is to summarize and interpret the qualitative data obtained according to predetermined themes and to present them to the reader in an organized and interpreted manner (Yıldırım and Şimşek, 2016).

An expert in the field and the researchers exchanged views during the data analysis process of the research while analyzing which category the testing and evaluation questions in the T.R. History of Revolution and Ataturkism textbooks should be included in according to Bloom's Revised Taxonomy. The cognitive process dimension of Anderson's Taxonomy and its sub-categories (cited in Arı, 2013) were used in the analysis of the questions as shown in Table 2. For the reliability of the study, the common and non-common views were determined and the agreement-disagreement formula of Miles and Huberman (1994) was used. The reliability coefficient was found to be 93 percent and the analysis of the study was deemed reliable. For questions about

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which there was disagreement and hesitation, a testing and evaluation expert was consulted and thus a decision was reached. In addition, the findings were supported by direct quotations from the questions.

Table 2: Cognitive Process Dimension of Anderson's Taxonomy and Its Subcategories Used in the Analysis

CATEGORIES	FEATURES	SKILLS
Remembering	It is retrieving relevant knowledge from long-term memory.	Remember, define, list, tabulate, use appropriately,
Applying	Applying or using a method/procedure in a given situation, applying knowledge in a new situation	Choose, classify, demonstrate, dramatize, practice, use, experiment, interpret, calculate, operate, solve, employ, make a sketch, restructure, construct
Analyzing	Breaking material into its constituents or parts, distinguishing between different parts and determining how the parts relate to one another or to the overall structure or purpose of the material	Order, compare, contrast, explain, critique, differentiate, distinguish, question, test, achieve
Evaluating	It is judging a decision or a stance. It is making a decision/making a judgment based on criteria and standards. Evaluating, which was the last category in the old version, is in the fifth category in the new version	Assess, rank, discuss, defend, conclude, judge, select, support, take action, value, infer, express view
Creating	It involves forming a new product or idea by using parts. It is putting parts together to form a unique product or to form a coherent whole	Plan, combine, assemble, construct, create, produce, execute, design, form, formulate, develop.

(Anderson, 1999, cited in Arı, 2013).

Findings

In the findings section, firstly, testing and evaluation questions in the textbooks examined within the scope of the research question were analyzed according to question types, and then these questions were examined according to Bloom's Revised Taxonomy. Finally, the questions examined were presented according to the sub-dimensions of Bloom's taxonomy.

1. Findings about the Distribution of the MNE 8th Grade T.R. History of Revolution and Ataturkism Course book Testing and Evaluation Questions According to Question Types

Table 3: Distribution of the Testing and Evaluation Questions in the MNE 8th Grade T.R. History of Revolution and Ataturkism Textbook According to Units and Question Types

Name of Unit	Question Types	Number of Questions	Knowledge Dimension \ Cognitive Dimension	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1. A Hero is Born	Short Answer Questions	10	Factual	6	-	-	-	-	-
			Conceptual	-	4	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Crossword	8	Factual	8	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Multiple Choice	6	Factual	2	-	-	-	-	-
			Conceptual	-	4	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Semantic Analysis Table	5	Factual	-	-	-	-	-	-
			Conceptual	-	5	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Structured Grid	5	Factual	5	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Open-ended questions	4	Factual	-	-	-	-	-	-
			Conceptual	-	4	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	*38*							
2. National Awakening	Structured Grid	30	Factual	30	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Crossword	14	Factual	14	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Multiple	10	Factual	4	-	-	-	-	-

Unit	Question Type		Dimension						
	Choice		Conceptual	-	6	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Matching	4	Factual	4	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Questions with Short Answer	4	Factual	4	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Diagnostic Branching Tree	3	Factual	3	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Open-Ended	1	Factual	-	-	-	-	-	-
			Conceptual	-	1	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	*66*							
3. A National Epic: Either Independence or Death	Multiple Choice	10	Factual	4	-	-	-	-	-
			Conceptual	-	6	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Questions with Short Answer	9	Factual	9	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Open-Ended	7	Factual	1	-	-	-	-	-
			Conceptual	-	5	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	1
	Structured Grid	6	Factual	6	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Matching	5	Factual	5	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Word Association	2	Factual	2	-	-	-	-	-
			Conceptual	-	-	-	-		
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	*39*							
4. Ataturkism and Mod-	Multiple Choice	11	Factual	-	-	-	-	-	-
			Conceptual	-	11	-	-	-	-

Unit	Question Type		Cognitive						
ernizing Turkey			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Questions with Short Answer	9	Factual	9	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Structured Grid	6	Factual	6	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Matching	6	Factual	6	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Open-Ended	3	Factual	-	-	-	-	-	-
			Conceptual	-	3	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Word Associa-tion	2	Factual	2	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	*37*							
5. Efforts of Democrati-zation	Questions with Short Answer	7	Factual	7	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Multiple Choice	6	Factual	1		-	-	-	-
			Conceptual	-	5	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Open-Ended	4	Factual	-	-	-	-	-	-
			Conceptual	-	4	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Matching	4	Factual	4	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	*21*							
6. Turkish Ataturk Era Foreign Policy	Questions with Short Answer	16	Factual	12		-	-	-	-
			Conceptual	-	4	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Multiple Choice	5	Factual	1	-	-	-	-	-
			Conceptual	-	4	-	-	-	-
			Procedural	-	-	-	-	-	-

			Metacognitive	-	-	-	-	-	-
	Open-Ended	2	Factual	-	-	-	-	-	-
			Conceptual	-	2	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	23							
7. **Atatürk's Death and After**	Questions with Short Answer	5	Factual	5	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Open-Ended	5	Factual	1	-	-	-	-	-
			Conceptual	-	4	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Semantic Analysis Table	5	Factual	-	-	-	-	-	-
			Conceptual	-	5	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Multiple Choice	5	Factual	-	-	-	-	-	-
			Conceptual	-	5	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	20							

When Table 3 is examined, It is seen that questions types of "open-ended", "short answer", "matching", "structured grid", "semantic analysis table", "crossword", "word association" and "diagnostic branching tree" were used in the assessment and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbook. Considering the types of questions used, it can be said that alternative / contemporary evaluation methods are used in the MNE coursebook. Considering the number of questions, it is seen that usually questions with short answer and multiple choice questions are frequently included. When the total number of questions is considered, the highest number of questions are included in the second unit, i.e. the "National Awakening" unit, and the least number of questions are in the 7th unit, i.e. "Atatürk's Death and After" unit. It is seen that the questions were generally prepared in the "factual" and "conceptual" dimensions according to the knowledge dimension of the revised taxonomy. In the cognitive dimension, on the other hand, it is possible to say that the questions were prepared according to the "remembering" and "understanding" categories.

Example 1. Semantic Analysis Table

B. Some statements are given in the table below about the social, cultural and economic conditions of the city of Salonica in the late Ottoman Era. Tick (X) next to the space related to the statement.

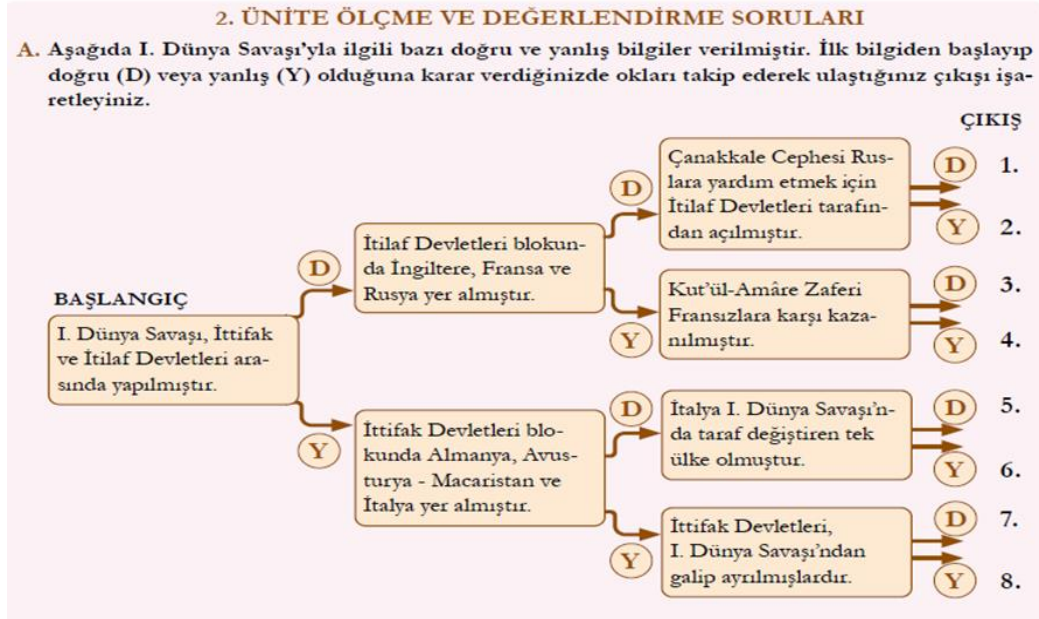| Features of the city of Salonica	Social	Cultural	Economic
Different nations lived together.			
It had a busy port.			
It was a multinational city.			
It enjoyed a rich media environment.			
It was a place open to different views.			

Example 2. Structured Grid

4th unit and evaluation questions

A. Answer the questions based on the reforms conducted in different fields given in the table below. Write your answers in the spaces provided.

a.Law on unity of education	b.Abolition of the Ministry of Religion and Foundations	c.Turkey Economic Congress
ç.Surname Act	d.Dress Code	e.Alphabet Reform
f.Abolition of The Sultanate	g.Turkish Language Society	h.Abolition of the Caliphate
ı.People's Schools	i.Civil Code	j.Turkish Historical Society
k.Cabotage Law	l.Closure of dervish lodges	m.Proclamation of Republic

1. What are the letters indicating the reforms made in the political domain?

   ……………………………………………………………………………………………

2. What are the letters indicating the reforms made in the educational and cultural domain?

   ………………………………………………………………………………………….

3. What are the letters indicating the reforms made in the social domain?

   ………………………………………………………………………………………….

4. What are the letters indicating the reforms made in the economic domain?

   ………………………………………………………………………………………….

5. What are the letters indicating the reforms made in the field of law?

   ………………………………………………………………………………………….

6. Which of the following reforms above were implemented by the 1st Assembly? State their letters.

   ………………………………………………………………………………………….

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Example 3. Diagnostic Branching Tree

A.   Some correct and incorrent information about World War I was given below. Beginning with the first information, follow the arrows which you deem to be true (T) and false (F) and tick the exit you reach.

Start

 World War I was fought between the central powers and the Entente Powers.

 T-The Entente Powers included England, France and Russia.

-T-The Dardanelles Front was opened by the Entente Powers to help Russians-
T 1st exit

                                                                        F 2nd exit

-F-The Kut'ül Amare Victory was won against the French   T3rd
exit   F4th
exit

 F-The Central Powers included Germany, Austria-Hungaria and Italy.

-T-Italy was the only country that changed sides in World War I   T
5th exit

                                                                    F 6th exit

-F-The Central Powers were the victors of World War I.   T   7th
exit

F 8th exit

2. Findings about the Distribution of the Testing and Evaluation Questions in the 8th Grade T.R. History of Revolution and Ataturkism Course book prepared by NEV Kitap According to the Units and Question Types

Tablo 4: Distribution of the Testing and Evaluation Questions in the 8th Grade T.R. History of Revolution and Ataturkism Course book prepared by NEV Kitap

Name of Unit	Question Types		Cognitive Dimension / Knowledge Dimension	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1. A Hero is Born	Questions with Short Answer	6	Factual	6	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Multiple Choice	5	Factual	2	-	-	-	-	-
			Conceptual	-	3	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	True-False	4	Factual	4	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Open-Ended Question	4	Factual	-	-	-	-	-	-
			Conceptual	-	4	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	19	Factual						
2. National Awakening	Questions with Short Answer	14	Conceptual	14	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Open-Ended	4	Conceptual	-	-	-	-	-	-
			Procedural	-	4	-	-	-	-
			Metacognitive	-	-	-	-	-	-
				-	-	-	-	-	-
	True-False	4	Factual	4	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Multiple Choice	4	Factual	1	-	-	-	-	-
			Conceptual	-	3	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
	Total	26	Factual						
3. A National Epic: Either Independence or Death	Multiple Choice	10	Conceptual	1	-	-	-	-	-
			Procedural	-	9	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Questions with	6	Conceptual	6	-	-	-	-	-

	Short Answer		Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	True-False	6	Conceptual	6	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Open-Ended	4	Conceptual	-	-	-	-	-	-
			Procedural	-	4	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Total	26	Conceptual						
4. Ataturkism and Modernizing Turkey	Open-Ended	8	Procedural	1	-	-	-	-	-
			Metacognitive	-	7	-	-	-	-
				-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Multiple Choice	8	Conceptual	2	-	-	-	-	-
			Procedural	-	6	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	True-False	5	Conceptual	5	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Questions with Short Answer	4	Conceptual	4	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Total	25	Conceptual						
5. Efforts of Democratization	Open-Ended	6	Procedural	2	-	-	-	-	-
			Metacognitive	-	4	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	Multiple Choice	6	Procedural	2	-	-	-	-	-
			Metacognitive	-	4	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	True-False	5	Procedural	5	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
				-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Questions with Short Answer	5	Conceptual	5	-	-	-	-	-
			Procedural	-	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
	Total	22	Conceptual						
6. Turkish Ataturk Era Foreign Policy	Multiple Choice	12	Procedural	5	-	-	-	-	-
			Metacognitive	-	6	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	1	-	-
	Open-Ended	7	Procedural	2	-	-	-	-	-
			Metacognitive	-	5	-	-	-	-

Unit	Question Type	No.	Knowledge Dimension						
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	True-False	6	Procedural	6	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	Questions with Short Answer	5	Procedural	5	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	Total	30	Procedural						
7. Atatürk's Death and After	Open-Ended	7	Metacognitive	4	-	-	-	-	-
				-	3	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	Multiple Choice	6	Procedural	2	-	-	-	-	-
			Metacognitive	-	4	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	True-False	5	Procedural	5	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	Questions with Short Answer	5	Procedural	5	-	-	-	-	-
			Metacognitive	-	-	-	-	-	-
			Factual	-	-	-	-	-	-
			Conceptual	-	-	-	-	-	-
	Total	23	Procedural						

When Table 4 is examined, it is seen that "open-ended", "multiple choice", "true-false" and "short answer questions" are used in the testing and evaluation questions of the 8th grade T.R. History of Revolution and Ataturkism textbook. When the question types are examined, it is possible to say that a different publishing/the other publishing house uses traditional testing tools. When the distribution of question types is considered, it is seen that generally multiple choice and open-ended question types are higher in number than the other question types. Considering the total number of questions, the highest number of questions was in the 6th unit, i.e. "Atatürk Era Turkish Foreign Policy" unit, and the fewest number of questions was in the 1st unit, i.e. "A Hero is Born". The questions are generally prepared according to the "factual" and "conceptual" dimensions in the knowledge dimension of the revised taxonomy. No question was prepared according to the "procedural" sub-dimension of the knowledge dimension. In the "metacognitive" dimension, on the other hand, there is one multiple choice question in the 6th unit, i.e. "Atatürk Era Turkish Foreign Policy".

Example 1. Short Answer Questions

B. "Şemsi Efendi Mektebi, Mahalle Mektebi, Şam, Halep, Selanik Askerî Rüştiyesi, İttihat ve Terakki Cemiyeti, 31 Mart Olayı, Harp Akademisi, Harp Okulu, Vatan ve Hürriyet Cemiyeti, Kafkas Cephesi, Derne ve Tobruk"

Aşağıdaki cümlelerde boş bırakılan noktalı yerlere yukarıda verilen kelimelerden uygun olanı yazınız.

1. Atatürk, ... sınavlarına gizlice girerek kazanmış ve bu okulu başarıyla bitirmiştir.
2. Mustafa Kemal, Manastır Askerî İdadisini başarı ile tamamlayarak İstanbul'da .... girmiştir.
3. İkinci Meşrutiyet'in ilanından sonra meşrutiyet karşıtları tarafından .... çıkarılmıştır.
4. Atatürk ilk askerî başarısını .... ve .... kazanmıştır.
5. Atatürk'ün ilk görev yeri, merkezi .... olan V. Orduya bağlı Süvari Alayı idi.

Example 2. True False Question

Ç. **Aşağıdaki ifadelerden doğru olanların başına "D", yanlış olanların başına "Y" yazınız.**

1. (......) Birinci Dünya Savaşı'nın en önemli nedenlerinden biri de sanayileşen ülkelerin ham madde ve pazar arayışlarıdır.
2. (......) Osmanlı Devleti, kaybetmiş olduğu toprakları yeniden elde etmek için Birinci Dünya Savaşı'nda Rusya'nın yanında yer aldı.
3. (......) Paris Barış Konferansı'nda İzmir ve Batı Anadolu toprakları İtalya'ya verildi.
4. (......) Misak-ı Millî kararları Osmanlı Mebusan Meclisi tarafından alındı.

3. Findings about the Examination of the Testing and Evaluation Questions in the 8th grade T.R. History of Revolution and Ataturkism Textbook prepared by MNE According to Revised Bloom Taxonomy

Table 5: Distribution of the Testing and Evaluation Questions in the 8th grade T.R. History of Revolution and Ataturkism Textbook prepared by MNE According to Revised Bloom Taxonomy

Unit	Levels/Categories	Number of Questions
	Remembering	21
	Understanding	17
	Applying	-
1. A Hero is Born	Analyzing	-
	Evaluating	-
	Creating	-
	Total	38
2. National Awakening	Remembering	59
	Understanding	7

	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	66
3. A National Epic : Either Independence or Death	Remembering	27
	Understanding	11
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	1
	Total	39
4. Ataturkism and Modernizing Turkey	Remembering	23
	Understanding	14
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	37
5. Efforts of Democratization	Remembering	12
	Understanding	9
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	21
6. Turkish Ataturk Era Foreign Policy	Remembering	13
	Understanding	10
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	23
7. Atatürk's Death and After	Remembering	6
	Understanding	14
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	20

When Table 5 is examined, it is seen that the testing and evaluation questions in the T.R. History of Revolution and Ataturkism textbook are generally prepared at the level of remembering and understanding. Although no questions were encountered at

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the level of analyzing, evaluating, and applying, one question out of 244 questions examined was prepared at the level of creating. Of the questions examined, one example for each cognitive process dimension is given below.

✓ **Question for the remembering level:**

Which of the following events occurred before and after Mustafa Kemal's resignation from his military service on 8-9 July 1919?

    A) After Havza Circular, before Amasya Circular

    B) After landing in Samsun, before Havza Circular

    C) After Amasya Circular, before Erzurum Congress

    D) After Erzurum Congress, before Sivas Congress (MNE, 2019 p.87)

The reason why the above question is at the remembering level is that it requires students to remember a historical event that occurred on the relevant dates. In the "remembering" step, which is a sub-dimension of the remembering dimension, the student searches for information in long-term memory and brings this information to the document that processes it (Demirel, 2017). In the sample question, it was asked which of the events given in the question occurred before and after the resignation of Mustafa Kemal on 8-9 July 1919. Therefore, students were asked to bring the events in the relevant history from long-term memory to procedural memory in a chronological manner. Therefore, it is included in the remembering level.

✓ **Question for the remembering level:**

In the "French Declaration of Human and Citizen Rights" published with the French Revolution, it was stipulated that freedom should be to individuals and independence to nations. It was explained that every community possessing the qualities of a nation had the right to establish its own independent state. This situation led to the fragmentation and disintegration of empires that included different nations. The Ottoman State was adversely affected by the nationalism movement due to its multinational structure and the attacks of European states, and entered a process of disintegration.

Based on the information given, please write down the reasons why the Ottoman Empire was adversely affected by the nationalism movement? (MNE, 2019 p.33)

The reason why the above question is at the level of understanding is that students are asked to write down the reasons for a specific event or phenomenon. In the "explanation" step, which is a sub-step of the understanding level, students are expected to be able to explain a cause and effect related to an event or phenomenon (De-

mirel, 2017). Since the sample question asked the students about the reasons for the negative impact of the nationalism movement on the Ottoman Empire, it was included in the understanding level.

✓ **Question for the level of creating:**

If you were in the place of the people in the picture, how would you address the future with your emotions then and what advice would you give to future generations? Please state. (MNE, 2019 p.125)

The reason why the question on the left is at the creating level is that the students are asked to creatively devise a unique piece of advice. In the "production" step, which is a sub-step of the creating level, individuals are expected to design an original product (Demirel, 2017). In the question, the students are asked to give advice for the future by putting themselves in the places of the people in the visual. For this reason, it was included in the level of creating questions.

4. Findings Regarding the Examination of the Testing and Evaluation Questions in the T.R. History of Revolution and Ataturkism Textbook prepared by NEV Kitap According to the Revised Bloom's Taxonomy

Table 6: Distribution of the Testing and Evaluation Questions in the T.R. History of Revolution and Ataturkism Textbook Prepared by NEV Kitap According to the Revised Bloom's Taxonomy

Unit	Levels/Categories	Number of Questions
1. A Hero is Born	Remembering	12
	Understanding	7
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	19
2. National Awakening	Remembering	19
	Understanding	7
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-

	Total	26
3. A National Epic: Either Independence or Dath	Remembering	13
	Understanding	13
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	26
4. Ataturkism and Modernizing Turkey	Remembering	12
	Understanding	13
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	25
5. Efforts of Democratization	Remembering	13
	Understanding	9
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	22
6. Atatürk Era Foreign Policy	Remembering	18
	Understanding	11
	Applying	-
	Analyzing	1
	Evaluating	-
	Creating	-
	Total	30
7. Atatürk's Death and After	Remembering	16
	Understanding	7
	Applying	-
	Analyzing	-
	Evaluating	-
	Creating	-
	Total	23

When Table 6 is examined, it is seen that the testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbook are often at the level of remembering and understanding. In the 171 questions examined, no questions were found at the level of applying, evaluating and creating. In the 6th Unit, i.e. "Atatürk Era Turkish Foreign Policy" unit, 1 question was prepared for the level of analysing. A sample question is given below for each cognitive process dimension from the investigated questions.

✓ **Question for the remembering level:**

Which of the following cities is Atatürk's first place of duty where he was appointed as Staff Captain?

A) Istanbul

B) Thessaloniki

C) Damascus

D) Tripoli (p.33)

The reason why the above question is at the remembering level is that the students were asked in which city was the first post where Atatürk was appointed as Staff Captain. In this question, students were not to explain their interpretative statements or the reasons for an event in any way; they were only to bring the information in the long-term memory to the working memory. This question is about the "remembering" level, which is a lower level of the remembering level.

✓ **Question for the Understanding Level:**

As a result of the Eskişehir - Kütahya Wars, the Turkish army retreated to the east of the Sakarya River. In the National Assembly, those who believed in Mustafa Kemal wanted him to lead the army. On August 5, 1921, the Turkish Grand National Assembly accepted both the assignment of the post of commander in chief to Mustafa Kemal and his authority to use of all the powers of the Assembly. Using these powers, Mustafa Kemal met the needs of the army. The Greeks suffered a heavy defeat in the war that began in Sakarya.

Which of the following inferences cannot be made based on this information?

A) Preparations were started for the establishment of a regular army.

B) The needs of the army were met before the Battle of Sakarya.

C) The Turkish army was successful in the war.

D) Deputies in the parliament supported Mustafa Kemal, whom they trusted. (p. 102)

The reason why the above question is at the level of understanding is that students are asked how not to draw a conclusion from a given paragraph. One of the lower steps of the level of understanding is "inferencing" or "deducation" (Demirel, 2017; Krathwohl, 2002). Therefore, the question was classified as belonging to the level of understanding.

✓ **Question for the analysing level:**

- In order to remove the international commission, which was an obstacle to its sovereignty in the Straits, Turkey tried to solve the problem by taking it the League of Nations.

- Turkey left the decision to join the motherland to the will of the people of Hatay.

1. Universal - Egalitarian

II. Negotiating - Peaceful

III. Oppressive - Expansionist

Which path do these developments prove that Turkey follows to solve its problems?

A) Only I

B) II

C) II and III

D) I, II, and III (page 190)

The reason why the above question is in the "analysis" dimension is that students are presented with two pieces of information in this question and asked to provide a connection at this point. In the "organization" sub-level of the analysing dimension, students try to establish a systematic and consistent connection among the presented pieces of information (Demirel, 2017). For this reason, the question is handled in the "analysing" dimension.

5. Findings Regarding the Analysis of the Testing and Evaluation Questions in the T.R. History of Revolution and Ataturkism Course Book Prepared by the Ministry of National Education According to the Sub-Dimensions of the Revised Bloom's Taxonomy

Table 7: Distribution of the Testing and Evaluation Questions in the MNE 8th Grade T.R. History of Revolution and Ataturkism Course Book The According to the Sub-Dimensions of Revised Bloom's Taxonomy

Cognitive Process Dimension	Unit						
	1	2	3	4	5	6	7
	f	*f*	*f*	*f*	*f*	*f*	*f*
Remembering	21	59	27	23	12	13	6
- Recognizing	1	5	1	10	4	-	-
- Recalling	20	54	26	13	8	13	6
Understanding	17	7	11	14	9	10	14
- Interpreting	-	1	2	1	3	4	2
- Exemplifying	5	-	-	1	-	-	5
- Classifying	-	-	1	-	-	1	1
- Summarizing	11	5	8	12	5	3	6
- Inferring	-	1	-	-	1	2	-
- Comparing	1			-			
- Explaining							
Applying	0	0	0	0	0	0	0
- Executing							
- **Benefiting**	-	-	-	-	-	-	-
- **Implementing**							
Analysing	0	0	0	0	0	0	0
- Differentiating							
- Organizing	-	-	-	-	-	-	-
- Attributing/							
- Analysing							
Evaluating	0	0	0	0	0	0	0
- Checking	-	-	-	-	-	-	-
- Critiquing							
Creating	0	0	1	0	0	0	0
- Generating	-	-	-	-	-	-	-
- Planlanning							

	1	2	3	4	5	6	7
- Producing			1				
Total	38	66	39	37	21	23	20

Knowledge Dimension	Unit						
	1	**2**	**3**	**4**	**5**	**6**	**7**
	f	*f*	*f*	*f*	*f*	*f*	*f*
Factual	21	44	27	23	11	17	11
Conceptual	17	12	11	14	10	6	9
Procedural	-	-	-	-	-	-	-
Metacognitive	-	-	1	-	-	-	-

When Table 7 is examined, it is seen that the testing and evaluation questions aimed for the remembering level in the MNE book are frequently prepared at the "recalling" sub-level in the cognitive process dimension. It can be said that in the questions at the level of understanding, questions are often prepared for the "inferencing" level. In the understanding level, it is possible to see questions belonging to the sub-steps of "interpreting", "exemplifying", "classifying", "summagrizin" and "explaining". A question in the 3rd unit at the level of creating is in the "producing" level of the relevant category. In the knowledge dimension, the questions are mostly prepared factually and conceptually. While no questions are encountered in the procedural knowledge dimension, one question is included in the metacognitive knowledge dimension. Among the analyzed questions, the highest number of factual questions is included in the second unit. The highest number of questions in the conceptual knowledge dimension is included in the 1st unit.

6. Findings Regarding the Analysis of Testing and Evaluation Questions in the T.R. History of Revolution and Ataturkism Course Book Prepared by Nev Kitap According to the Sub-Dimensions of Revised Bloom's Taxonomy

Table 8: The Distribution of Testing and Evaluation Questions in the 8th Grade T.R. History of Revolution and Ataturkism Course Book Prepared by Nev Kitap According to the Sub-Dimensions of Revised Bloom's Taxonomy

Cognitive Process Dimension	Unit						
	1	**2**	**3**	**4**	**5**	**6**	**7**
	f	*f*	*f*	*f*	*f*	*f*	*f*
Remembering	12	19	14	12	13	18	16

	1	2	3	4	5	6	7
- Recognizing	-	-	-	-	-	-	-
- Recalling	12	19	14	12	13	18	16
Understanding	7	7	12	13	9	11	7
- Interpreting	4	2	-	5	2	2	-
- Exemplif-ying	-	-	-	-	-	-	-
- Classifying	-	-	-	-	-	-	-
- Summari-zing	3	3	8	6	4	6	2
- Inferring	-	-	-	-	-	-	-
- Comparing	-	2	4	2	3	3	5
- Explaining							
Applying	0	0	0	0	0	0	0
- Executing							
- Benefiting							
- Implemen-ting	-	-	-	-	-	-	-
Analysing	0	0	0	0	0	1	0
- Differentia-ting						-1	
- Organizing	-	-	-	-	-	-	-
- Attributing/							
- Analysing							
Evaluating	0	0	0	0	0	0	0
- Checking	-	-	-	-	-	-	-
- Critiquing							
Creating	0	0	0	0	0	0	0
- Generating							
- Planlanning	-	-	-	-	-	-	-
- Producing							
Total	19	26	26	25	22	30	23
Knowledge **Dimension**	**Unit**						
	1	**2**	**3**	**4**	**5**	**6**	**7**
	f	*f*	*f*	*f*	*f*	*f*	*f*

Factual	12	19	12	12	14	18	17
Conceptual	7	7	8	14	8	11	6
Procedural	0	0	0	0	0	0	0
Metacognitive	0	0	0	0	0	1	0

When Table 8 is examined, it is seen that the testing and evaluation questions in the textbook prepared by Nev Kitap are in the "remembering" level in the cognitive process dimension. No questions were found in the "recognizing" level, which is the lower level of the remembering level. In the questions prepared for the level of under-standing, the highest number of questions were prepared for the "inferencing" sub-level. At the understanding level, it is seen that while questions were prepared for the sub-**levels** of "interpreting" and "explaining", no questions were prepared for the "ex-emplifying", "classifying" and "summarizing" sub-**steps**. The question in the 6th unit at the analysing level was prepared for the "organizing" sub-level of the relevant level. In the knowledge dimension, it is seen that the questions were mostly prepared accord-ing to the factual and conceptual knowledge dimensions. While no questions were en-countered in the procedural knowledge dimension, one question was included in the metacognitive knowledge dimension. Among the examined questions, the highest number of questions in terms of factual knowledge was prepared in the second unit. In the conceptual knowledge dimension, on the other hand, the highest number of ques-tions was included in the 4th unit.

Discussion, Conclusion and Recommendations

When the findings of this study, which aimed to examine the testing and evalu-ation questions in the T.R. History of Revolution and Ataturkism textbooks according to revised Bloom taxonomy, were evaluated, it was found that the distribution of the number of testing and evaluation questions in the MNE's 8th grade T.R. History of Revolution and Ataturkism textbook differed according to the units, and that the high-est number of questions was in the "National Awakening" (64) unit whereas the fewest number of questions was in " Atatürk's Death and After" unit (20). In addition, when the types of testing and evaluation question were examined, it was seen that there were different types of questions in the units in line with the constructivist approach. In the light of these findings, it can be said that considering the variety of question types used, contemporary evaluation methods were used in the testing and evaluation in the the MNE's T.R. History of Revolution and Ataturkism textbook. However, although there were a large variety of question types in testing and evaluation, it can be said that the necessary importance was not given in the book to the testing and evaluation ques-tions belonging to the higher levels (application, analysis, evaluation, creation) of re-

vised Bloom taxonomy.

On the other hand, when the results of the distribution in the number of testing and evaluation questions in the 8th grade T.R .History of Revolution and Ataturkism course book prepared by Nev Kitap, it was seen that the most questions were in the "Ataturk Era Turkish Foreign Policy" unit, whereas the fewest questions were observed in the unit "A Hero Is Born". When the total number of questions was considered, it was concluded that the number of questions in the textbook of the Ministry of National Education (244) was higher than the number of questions in the book of the other publishing house (171). 8th grade T.C. When the testing and evaluation question types in the 8th grade T.R. History of Revolution and Ataturkism course book were examined, it was seen that there was no variety in terms of evaluation question types, and that generally multiple choice and open-ended question types were used. In this respect, it is possible to say that the book belonging to the other publisher used in the course uses traditional evaluation methods compared with the textbook of MNE. It is possible to see similar studies in the literature. For example, it is seen that in a study where Candeğer (2016) examined the testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism course book, the author reached a similar result. Ataş and Güneş (2020) revealed in their studies that science examination questions were at the level of remembering and understanding, which belonged to the cognitive process dimension, whereas in the knowledge dimension, the questions were mostly at the level of factual knowledge. There are also related studies in chemistry and geography textbooks that include results similar to this finding (Üner, Akkuş, and Kormalı, 2014; Geçit and Yarar, 2010).

When we look at the levels of testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbooks belonging to MNE according to revised Bloom taxonomy, it is seen that almost all of the testing and evaluation questions are at the "**Reminding/remembering**" and "Understanding" level. Another important finding in the book is that the applying, analysing, and evaluating levels of revised Bloom taxonomy are not encountered among the evaluation questions, but that only 1 question was prepared in accordance with the level of creating in the 3rd unit (A National Epic: Either Independence or Death). Based on the contemporary testing and evaluation approach, the fact that the levels of the questions are at the **reminding/remembering** and understanding levels and that not enough evaluation questions were included in accordance with the other higher order categories in the taxonomy can be considered as an important shortcoming of the book. On the other hand, when the levels of the testing and evaluation questions in the T.R. History of Revolution and Ataturkism textbook prepared by the other publishing house were examined according to the revised Bloom taxonomy, it was found that most of the evaluation questions

were at the level of "Remembering" and "Understanding", similar to the textbook of the MNE. It was determined that among the testing and evaluation questions, no questions were encountered in the implementing, evaluating and creating levels in all units, and that there was only 1 question at the level of analyzing in the Atatürk Era Turkish Foreign Policy unit.

When the relevant studies in the literature are examined, it is seen that the conclusion reached in Candeğer (2016)'s study, where the author aimed to examine the testing and evaluation questions in the T.R. History of Revolution and Ataturksim textbooks, indicating that most of the questions were at the level of "remembering" and "understanding", examination purposes for which testing and evaluation questions the study "Recall" and "understanding", and the results in Gezer, Falcon, Sunkar and Meral (2014)'s study, in which they aimed to investigate the acquirements included in the 8th Grade Turkish Republic History of Revolution and Ataturkism Curriculum according to the Revised Bloom Taxonomy, indicating that the acquirements were mostly at the levels of evaluating (45.3 %), understanding (33.3 %) and analysing (21.3 %) are in support of the findings reached in this study. In addition, the finding reached in a study by Şimşek (2010), who examined the level and quality of the questions in high school history textbooks in terms of their effects on students' asking questions, indicating that most of the questions in the history books are at the knowledge level according to Bloom Taxonomy is similar to the finding of this study. Likewise, Topçu (2017), who examined the T.R. History of Revolution and Ataturkism questions in the TEOG examinations, found that 143 (89 %) of the 160 history questions asked in the 2013-2014, 2014-2015, 2015-2016 and 2016-2017 academic years were at the level of understanding, 13 (8.1 %) were at the level of remembering and only 4 of them (2.5%) were at the level of analyzing. In addition, Ekinci and Bal (2019) concluded that LGS question types measured only cognitive processes in the applying and analysing steps of the revised Bloom Taxonomy. In a different study, Çintaş Yıldız (2015) found that middle school Turkish lesson exam questions were predominantly at the level of conceptual knowledge in the knowledge dimension, and at the level of understanding in the cognitive process dimension. Arseven, Şimşe, and Güden (2016) analyzed the geography course written exam questions according to revised Bloom taxonomy. As a result of the their study, it was revealed that questions belonging to the lower level cognitive domain, which were in the first 3 levels, were preferred in the written exams, and that the questions in the last three steps and those belonging to the higher order cognitive domain were quite few. Oran and Karalı (2019) investigated the 7th grade social studies textbook evaluation questions and found that the questions were mostly prepared at the knowledge level.

When the results obtained in the study were evaluated in general, it was con-

cluded that in terms of the distribution of the testing and evaluation questions in the 8th grade T.R. History of Revolution and Ataturkism textbooks, which belonged to MNE and NEV publishing house, the number of testing and evaluation questions in the units differed in both books; there was a large variety of question types in the MNE's textbook; MNE's book included more alternative testing and evaluation tools than the book prepared by a private publishing house; the levels of the evaluation questions were mostly at the level of remembering and understanding according to the revised bloom taxonomy, and that higher order questions (applying, analysing, creating and evaluating) were not adequately covered. Considering the place and importance of testing and evaluation in recognizing the student, seeing the deficiencies, determining student success, and evaluating the effectiveness of the learning-teaching process, it is necessary to use contemporary assessment methods and diversify the evaluation questions in the book.

Based on the results of the study, the following suggestions can be made:

• Unit evaluation questions can be revised based on revised Bloom taxonomy.

• Testing and evaluation questions suited to all levels of the revised Bloom taxonomy can be included in the textbook.

• The types of the testing and evaluation questions in the textbook can be diversified.

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