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## Evaluation of an in-service education program on “Armenian claims” using Eisner’s educational expertise/criticism model

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### Abstract

Teachers’ participation in activities that will positively affect their professional development is of critical importance in terms of educational processes and the improvement of teacher quality. In-service education programs have important roles in increasing both the efficiency of educational processes and teacher quality. This study aims to evaluate the topic of “Armenian claims” included in the Information Seminar In-Service Education Program for Department head teachers of History and Social Studies Teachers organized by the Turkish Ministry of National Education, Board of Education and Discipline on November 11-13, 2022. The population of the study consisted of 81 history and 81 social studies department head teachers from the 81 provinces of Türkiye for a total of 162 department head teachers. The sample of the study consisted of 52 history and social studies department head teachers selected with the criterion sampling method. Eisner’s educational expertise and criticism model was used in the analysis and the study was designed as qualitative research. A semi-structured interview form about Armenian claims was administered to selected history and social sciences department head teachers after they participated in the in-service education program. The data obtained were subjected to content analysis using the MAXQDA 2022 package program and were then evaluated thematically. After the in-service education program, the history and social studies department head teachers stated that their level of knowledge about the Armenian claims increased, they had learned new and surprising information, and they would make changes to their lectures. The participants expressed positive opinions about the efficiency of the in-service program. In-service education activities provide history and social studies teachers with opportunities to further their professional development. This research shows the positive changes in both knowledge levels and course teaching on Armenian claims among the participants after an in-service education program.

**Keywords:** Armenian claims, Eisner, in-service education, expertise/criticism model, department head teachers

## Introduction

Education entails processes of bringing about desired changes in individuals’ behavior intentionally and through their own experiences (Özmen and Ekiz, 2001: 2). Teachers and the teaching profession form the basis of the concept of education. The quality of teachers and the teaching profession determines the quality of education and academic success. In this respect, teachers both influence and are influenced by the education process. Being both influential and influenced imposes many responsibilities on teachers. Responsibilities such as being a role model within the groups they belong to, lifelong learning, and effective communication show that teaching requires expertise and differs from other professions in this sense. To develop such a comprehensive profession that includes many elements and to increase its quality with each passing day, it is of great importance to follow the developments in this profession on a global scale, to remain aware of innovations, and to benefit from good practice examples (Yenel, 2021: 18). It can be argued that education contributes to social development when there are qualified and sincere teachers. If the teachers and the teaching profession of a country do not achieve sufficient strength and quality, progress cannot be realized even if that country has the best education system and the highest educational goals (Akyüz, 2019: 442).

Preparation for the teaching profession is not limited to preservice education at universities; it is a lifelong process. The Turkish Ministry of National Education annually organizes many in-service education activities that teachers from different branches can benefit from (Aktekin, 2019: 417-418). The Regulation on In-Service Education for Ministry of National Education Personnel defines in-service education activities as “professional development activities organized centrally or locally through face-to-face or distance education for the central, provincial, and overseas personnel of the Ministry of National Education and the education personnel working in private education institutions.” Article 5 (1) paragraph (b) of the same regulation is based on the principles of “considering the professional development needs of the personnel in the planning of in-service education activities” and paragraph (h) is based on the principles of “monitoring the professional development of the personnel participating in in-service education activities” (“Milli Eğitim Bakanlığı”, 2022).

The purpose of in-service education is to provide professionals with knowledge, skills, and attitudes relevant to their responsibilities. In this process, individuals acquire knowledge, skills, and attitudes that were lacking in their preservice education and also have opportunities to improve themselves (Keleşoğlu and Yiğit, 2017: 167). Mustafa Kemal Atatürk said the following in a speech at dinner after the General Congress of the Teachers’ Union in Ankara on August 25, 1924:

Although the programs must be precise and clear, their effectiveness and fruitfulness depend on their implementation in our schools by our capable, aware, and devoted teachers with great care and devotion. This is what I will especially request from you. Your success will be the success of the Republic (as quoted by Ata, 2005: 85).

Explaining that the teacher factor should not be forgotten in education, as emphasized by Atatürk, Ata further stated that in-service education provided by the Ministry of National Education

for history and social studies teachers would be quite useful (Ata, 2005: 85). History and social studies teachers should be aware of academic and educational innovations in history education and be willing to implement those innovations in their classrooms (Özbaş, 2019: 410-412).

The ability to recognize the value of an educational program requires the determination of the degree to which goals are achieved and the quality of the education, the effectiveness and efficiency of the strategic planning and materials, the advantages and disadvantages of the process, and the satisfaction levels of all stakeholders of the institution. In this context, program evaluation is the process of collecting data on the effectiveness of an educational program through observations and with various measurement tools, comparing and interpreting the data obtained with criteria that serve as markers of the effectiveness of the program, and making decisions about the effectiveness of the program (Karsak, 2018: 162-164). Program evaluation models offer different evaluation processes based on scientific foundations, values, experiences, world views, and philosophies. Approaches have been developed based on different philosophical and scientific paradigms in the evaluation of such programs (Özüdoğru and Adıgüzel, 2016: 26). Table 1 shows possible approaches to curriculum evaluation. Which of these models and approaches program planners will choose depends on their consideration of the approaches adopted for the program that will be developed (Demirtaş, 2022: 36).

Table 1

Approaches to Program Evaluation<sup>1</sup>

<b>Representative</b>	<b>Approach</b>	<b>Sample models</b>
Gredler (1996)	Utilitarian Intuitive/pluralistic	Differences approach, CIPP, purpose-independent educational criticism model, enlightening evaluation model
Cronbach (1982)	Scientific Humanitarian	Stake's countenance model, Stufflebeam's CIPP model, educational criticism model, enlightening evaluation model
Scriven	Intrinsic Result-oriented	Educational criticism model, enlightening evaluation model, Tyler model, differences approach
Fitzpatrick, Sanders, and Worthen (2004)	Goal-oriented Governance Consumer Connoisseur Participant	Tyler model, Metfessel-Michael program evaluation model, CIPP, UCLA model, Scriven's checklists, educational criticism model, needs-responsive appraisal model, enlightening appraisal model

Table 1 shows that Elliot W. Eisner's educational criticism model, introduced in the 1970s, is embraced by Grendler's intuitive/pluralist, Cronbach's humanistic, Scriven's intrinsic, and Fitzpatrick, Sanders, and Worthen's connoisseur approaches. According to the intuitive/pluralist evaluation approach, a program does not have a single value. The value of a program is perceived differently by different stakeholders for different purposes and in different ways. Each stakeholder has different experiences of the program and all these experiences are important in the evaluation of the program. Heuristic evaluators collect data to assess the impact of a program on individuals or small groups. A set of criteria is used to determine the value of the program. All participants affected

<sup>1</sup>Adapted from Özüdoğru and Adıgüzel (2016: 26).

by the program, except external evaluators, give their opinions on the quality of the program. In the humanistic approach, the participants are not seen as purely quantitative research subjects, and the program is evaluated based on qualitative data, taking into account the social and cultural environment in which the program is implemented. According to the internal evaluation approach, evaluation criteria are not defined, and evaluators try to answer the question of how effective the program is (Özüdoğru and Adıgüzel, 2016: 27). Eisner’s educational critique model also includes the characteristics of the connoisseur evaluation approach developed by Fitzpatrick, Sanders, and Worthen. This approach assumes that the connoisseur who will perform the evaluation has the ability to conduct an in-depth analysis. The special expertise and sensitivity of the evaluator are concepts that reflect the basic logic of the model (Yıldız and Sarıtepeci, 2013: 522).

In the educational criticism model of Elliot W. Eisner, who developed the educational expertise and criticism model for the evaluation of educational programs, rich and qualified educational experiences are at the forefront (Özdemir, 2009: 137). According to Eisner, evaluation in education has five major functions: 1) to define and diagnose, 2) to review the program, 3) to compare, 4) to identify needs in advance, and 5) to determine the achieved goals (Kumral and Saraçaloğlu, 2011: 31-32). Eisner defined the evaluation process as comprising four steps: “description,” “interpretation,” “evaluation,” and “thematization.” In the description stage, the aim is to create a picture in the eyes of the reader. The description should facilitate the understanding of positive or negative situations in the school or classroom. In the interpretation stage, it is necessary to make sense of what was presented in the description stage and to focus on how and why it happened. In the third stage, evaluation, it is important to assess the educational process as it exists. In this step, the educational inaccuracy or correctness of student work and classroom activities is determined. The final stage of the educational criticism model is thematization. Themes are the prominent features of a situation, or a person and they emerge through the filtering of the situations that are encountered (Keleşoğlu and Yiğit, 2017: 168). In this model, which is based on qualitative study methods, the purpose of program evaluation is not only to reveal the achieved and unachieved goals but also to reveal the effects of the program on employees and students (Yıldız and Sarıtepeci, 2013: 522).

In Türkiye, Batı and Bümen (2007) addressed basic epidemiology, Yücel (2009) addressed reading, Kumral (2010) addressed classroom teaching, Köse (2011) addressed elementary mathematics, Sıcak and Arsal (2013) addressed fifth-grade science and technology lessons, Gündoğdu et al. (2016) addressed marketing, Erdoğan and Gürol (2016) addressed ninth-grade health, and Kaysı, Bavlı, and Gürol (2017) addressed the curricula of vocational school courses, all according to Eisner’s educational criticism model. The following studies were also produced in this field in Türkiye: Özdemir (2009), “Program Evaluation in Education and Examination of Studies on Evaluation of Educational Programs in Türkiye”; Kumral and Saraçaloğlu (2011), “Evaluation of Educational Programs and Educational Criticism Model”; Yıldız and Sarıtepeci (2013), “A Review on Educational Software in Light of Program Evaluation Models”; Özüdoğru and Adıgüzel (2016), “Enlightening Program Evaluation Model”; Keleşoğlu and Yiğit (2017), “Evaluation of Innovative History Teaching In-Service Education Program Based on Teachers’ Opinions”; Karsak (2018), “An Overview of Expertise Oriented Evaluation Model in the Scope of Program Evaluation in Education”; and Mutluer and Gürol (2022), “Evaluation of Home Education Program According to Eisner’s

Educational Expertise and Criticism Model” Between 2018 and 2023, seven master’s theses and one PhD dissertation were prepared to evaluate curricula in Türkiye based on Eisner’s educational criticism model, including a study by Canbaz (2023) on preschool education, by Öz (2022) on Turkish lessons, by Göçer (2020) on information technologies and software, by Demirtaş (2022) on middle school music, by Özden (2019) on English lessons, by Çelik (2018) on English in secondary school, and by Çetin (2018) on seventh-grade English curricula.

Furthermore, it can be observed that studies conducted outside of Türkiye using the educational criticism model have mostly been in the fields of medicine and art. Nouri and Farsi (2018), Sheikalipour et al. (2016), Khanipour et al. (2017), Shadidi et al. (2014), Service (2014), Little (2010), Kastelic (2008), Kime (2008), and Austin (2004) used Eisner’s educational criticism model in their studies as cited by Göçer(2020: 56-60).

Turkish-Armenian relations first began as a result of Çağrı Bey’s campaigns in Eastern Anatolia. During the reign of Sultan Melikşah, Armenians were not allowed to practice their beliefs and culture, and the Armenian Patriarchate was represented by a single authority (Bakar, 2009: 7; Halaçoğlu, 2006: 15-16). From the reign of Fatih Sultan Mehmet to the reign of Mahmut II, Ottoman Armenians lived a quiet life in Türkiye and engaged in trade and industry (Çiçek, 2016: 13-14). The ideas of independence and nationalism that spread with the French Revolution in the late 18th century also affected the people living in the Ottoman lands, and Russia, England, and France intervened in the national independence efforts that occurred in the Balkans (Günay, 2021: 162). The independence of the Balkan countries with the support of Russia brought the Ottoman Armenians closer to Russia and other great powers (Günay, 2021: 277; Gürün, 1985: 126; Bozkurt, 1996: 97).

Ottoman Armenians assisted Russian soldiers during the Ottoman-Russian War of 1877 (McCarthy, 2014: 29; Günay, 2022: 9-13) and established societies and committees such as the Dashnaksutyun Committee, the Hunchak Revolutionary Party, and the Armenekan Committee in pursuit of independence. As a result of the activities of these committees, many revolts broke out in the Ottoman Empire between 1890 and 1914 (Uras, 1976: 452). With the beginning of the First World War, the Hunchaks and Dashnaks opened recruitment offices and started massacring Muslims in cooperation with Russian soldiers (Bakar, 2009: 68), as well as deserting from the Ottoman army and carrying out guerrilla activities behind Ottoman lines (Zürcher, 2019: 142). Following an uprising in Van on April 15, 1915, and massacres of the civilian population, the Ottoman Empire closed down the Armenian political parties and committees on April 24, 1915, and arrested Armenian opinion leaders who were active against the state (Bakar, 2009: 68). Deputy Commander-in-Chief Enver Pasha sent a secret letter to Interior Minister Talat Bey on May 2, 1915, stating that the Armenian centers of rebellion in Van should be neutralized (Çiçek, 2005: 37-41). Upon this letter, Talat Pasha sent instructions to the governors of Erzurum, Bitlis, and Van on May 9, 1915, stating that the Armenians in the south of Erzurum, Van, and Bitlis should be removed from their places of residence (Özdemir, Turan, Çalık, and Halaçoğlu, 2010: 63) and resettled in the south of Mosul Province, Zor Sanjak, and Urfa Sanjak (Tetik, 2005: 55). With a 34-article directive dated June 10, 1915, the property of the deported Armenians was taken under protection (Akyılmaz, 2019: 35). At the end of March 1918, the Ottoman government started working on the return of those subjected to deportation (Atnur, 2019: 41-45).

Although the variety and number of sources within the framework of general information on Armenians and the events of 1915 in Türkiye are quite high, the scarcity of appropriate studies for teachers and students in the field of education is striking. The first of these few studies in the field of education is titled “Teaching the Armenian Question in Lessons on Turkish Republic History of Revolution and Kemalism” by Metin (2007) and it addresses how the “Armenian claims” should be handled in history teaching. It also includes a unit design as a guide for history and social studies teachers, which they can implement in their own classes. In a comparative study titled “A Comparative Research on the Views and Knowledge Levels of 8th Grade Primary School Students on the Armenian Question: The Examples of İstanbul and Kars”, Kop (2009) compared the views and knowledge of eighth-grade students in different parts of the country. A study titled “1915 Events in Armenian History Textbooks” by Bozkuş (2015) contains remarkable information in terms of the narration of the events of 1915 in history textbooks used in Armenian schools. In a study titled “Addressing the Issue of Armenians in History Textbooks Published in 2018 and Social Memory” by Günay (2019), attention is drawn to the sensitive points that history teachers should pay attention to in their lectures on Armenian claims. In a study titled “Knowledge and Consciousness Level of Higher Education Youth in Türkiye on the Armenian Question” conducted by Ertan (2003) on Armenian claims in higher education, the opinions of students in higher education on Armenian claims were interpreted using a questionnaire. In studies titled “History Education in Türkiye and Armenia: Criticism and Alternatives” by the History Foundation (Bilmez et. al. (Eds.), 2019), “Propagandas and Education on the Armenian Question” by Avcı, “The Armenian Question in Our Curricula in the 100th Year of the Armenian Deportation” by Tonga (2015), “The Armenian Question and Deportation in High School History Teaching in Türkiye (1950-2015)” by Turan (2015), and “Social Studies Education and the Armenian Question within the Scope of Peace Education” by Avcı and Murat (2015), Armenian issues in education and school curricula were discussed. The number of domestic studies approaching the 1915 Armenian events from an educational perspective should be expanded. For this reason, the Armenian claims, which have wide problematic grounds, need to be studied more academically in the field of education (Kop, 2016: 128).

In this study, an in-service education program involving an information seminar, which was planned and implemented by the Ministry of National Education’s Board of Education and Discipline for provincial chairs of history and social studies teachers, was evaluated based on the opinions of the participating chairs and answers to the following questions were sought:

- What are the opinions of teachers regarding the sufficiency of their knowledge about Armenian claims before they received in-service education at the department head teachers of History and Social Studies Teachers’ Information Seminar?
- What are the opinions of teachers regarding knowledge that changed after the department head teachers of the History and Social Studies Teachers’ Information Seminar?
- What are the opinions of teachers regarding surprising information they heard for the first time in the department head teachers of the History and Social Studies Teachers’ Information Seminar?

- What are the opinions of teachers regarding changes in their teaching processes for this subject after the department head teachers of the History and Social Studies Teachers' Information Seminar?
- What are the opinions of teachers regarding the efficiency of the department head teachers of the History and Social Studies Teachers' Information Seminar?

It was anticipated that the findings of this study would be important in terms of showing the positive changes expected to occur in the level of knowledge of the participating history and social studies department head teachers on Armenian claims after this in-service education program and the positive changes expected to occur in their teaching processes, thus contributing to the field.

## Method

### Study Design

This research, which was conducted by considering the opinions of department head teachers of history and social studies teachers, was planned as a qualitative study. Such studies are conducted to reveal the effectiveness of programs implemented in educational processes and how successful they are (Özdemir, 2009: 137). The present study was based on the educational criticism model, one of the program evaluation models developed by Eisner. A qualitative research design was utilized in the study. In qualitative research, several types of data are used: environmental data on social, psychological, cultural, and physical characteristics; process-related data on what is going on in the research process and how it affects the research group; and data on the perceptions of the research group regarding what they think about the process (Yıldırım and Şimşek, 2004). Efforts were made to evaluate the program by obtaining the opinions of provincial chairs of history and social studies teachers who participated in the in-service education program about the program and then presenting those opinions by thematizing them.

### Study Group

On November 11-13, 2022, a total of 162 department head teachers, including one history and one social studies council chair from each province in Türkiye, participated in the Department head teachers of History and Social Studies Teachers' Information Seminar organized by the Turkish Ministry of National Education's Board of Education and Discipline in Erzurum. The population of the study thus consisted of 81 history and 81 social sciences department head teachers from the 81 provinces of Türkiye. The sample of the study consisted of 52 history and social sciences department head teachers selected by the criterion sampling method. The method of the study was qualitative research, the data acquisition technique was document analysis, the data analysis technique was content analysis, and the sampling method was criterion sampling. In the criterion sampling method, all situations that meet a set of criteria determined by the researcher or prepared in advance are studied (Yıldırım and Şimşek, 2006: 112). The participants of the in-service education program were determined by the Ministry of National Education. In the process of collecting the data for this study, it was ensured that participation in the study was undertaken on a voluntary basis.



The study was prepared in accordance with all relevant ethical and copyright rules. The Gazi University Ethics Commission approved the study on 07.02.2023 with decision number E-77082166-604.01.02-595588.

### **Implementation of the in-service education program for the department head teachers of History and Social Studies Teachers’ Information Seminar**

The content of the in-service education program designed for department head teachers of history and social studies teachers was developed by the Turkish Ministry of National Education’s Board of Education and Discipline. The in-service education program was implemented over the course of three days for eight hours a day. In this program, eight academics gave lectures in two sessions, one before noon and one in the afternoon each day.

### **Data Collection Tools**

In order to evaluate the in-service education program considered in this study, a semi-structured teacher interview form titled “The Importance of In-Service Education Courses in the Processing of Special Subjects” prepared by the researchers with open-ended questions was used. During the preparation of this data collection tool, the relevant literature was reviewed to ensure content validity. The data collection tool was formed from a question pool and finalized by obtaining expert opinions. The chosen questions for the interview form were as follows:

1. Before receiving in-service education about Armenian claims, did you feel that your knowledge was sufficient?
2. Did your knowledge change after this program? If so, what knowledge? Can you briefly tell us about it?
3. Was there any information that you heard for the first time in this program that surprised you?
4. Do you think you will make any changes in the way you teach this subject to your students after attending this program? If so, could you briefly tell us about them?
5. Would you say that this course was productive for you?

### **Data analysis**

In qualitative research, large amounts of data obtained from different sources such as observations, interviews, and document analysis are first examined and coded, and then the results are synthesized by taking the coding into account. Generally, descriptions are used in qualitative research instead of statistical analyses. In qualitative data analysis, content analysis is usually performed, and organizing, summarizing, and interpreting the collected data are considered among the basic processes of analysis (Büyüköztürk et. al., 2019: 258). The MAXQDA 2022 package program was used for the analysis.

## **Results**

The findings of this research consisted of two main parts: demographic results and the results generated by thematizing the data obtained from the interview form based on content analysis.

## Demographic results

Table 2

Demographic Data of the Department Head Teachers Participating in the Study

		N	%
<b>Type of settlement unit where the school is located</b>	Province center	34	65
	District center	15	29
	Town	3	6
<b>Type of school</b>	Anatolian high school	21	40
	Vocational high school	9	17
	Science high school	2	4
	Social sciences high school	3	6
	Science and art center	1	2
	Middle school	14	21
	Imam-hatip high school	2	4
<b>Gender</b>	Female	7	13
	Male	45	87
<b>Education</b>	Bachelor's degree	28	54
	Master's degree	23	44
	PhD	1	2
<b>Branch</b>	History	38	73
	Social studies	14	27
<b>Undergraduate program</b>	Faculty of Education	25	48
	Faculty of Arts and Sciences	20	38
	Faculty of Literature	7	13
<b>Years of service</b>	1-10 years	11	21
	11-20 years	12	23
	21-30years	21	40
	31-40 years	8	15
<b>Age</b>	25-35 years	7	13
	35-45 years	17	33
	45-55years	23	44
	55-65 years	5	10

Table 2 shows that 7 of the 52 department head teachers who participated in the in-service activities and were voluntarily involved in the present study were women (13%) and 45 were men (87%). Twenty-five of the department head teachers had graduated from the Faculty of Education, 20 from the Faculty of Science and Literature, and 7 from the Faculty of Literature. In terms of years of service, there were 11 chairs with 1-10 years of service, 12 with 11-20 years of service, 21 with 21-30 years of service, and 8 with 31-40 years of service. Twenty-eight of the participants had a bachelor's degree, 23 had a master's degree, and 1 had a Ph.D. degree. The types of schools they worked in included Anatolian high schools (21), middle schools (14), vocational and technical Anatolian high schools (9), social sciences high schools (3), science high schools (2), imam-hatip high schools (2), and a science and art center (1). The age ranges of the history and social sciences department head teachers were 45-55 years (23), 35-45 years (17), 25-35 years (7), and 55-65 years (5). Thirty-three of

the provincial chairs worked in a provincial center, 15 in a district center, and 3 in a town. Fourteen of the participants were social studies and 38 were history department head teachers.

### **Thematic results**

The main themes and codes were created in line with the opinions of the participants. The results are presented using tables showing the codes, themes, and direct quotations.

### **Results regarding the sufficiency of the prior knowledge of department head teachers of history and social studies teachers about Armenian claims before the in-service education program.**

Table 3

Sufficiency of the Prior Knowledge of Department Head Teachers of History and Social Studies Teachers About Armenian Claims Before the In-Service Education Program

<b>Theme</b>	<b>Code</b>	<b>f</b>
<b>Sufficiency of their knowledge of Armenian claims before the in-service education program</b>	Insufficient	25
	Sufficient	16
	Partially sufficient	11

Table 3 shows that the department head teachers of history and social studies teachers gave answers in the form of “sufficient,” “insufficient,” and “partially sufficient” regarding whether their level of knowledge about Armenian claims was sufficient before the in-service education program. Some of the statements coded within the theme of “sufficiency of knowledge about Armenian claims before the in-service education program” of the provincial department chairs of history and social studies teachers are as follows:

- TİZB<sup>2</sup> 2 Yes.
- TİZB 3 I think my knowledge was sufficient even before the education.
- SBİZB<sup>3</sup> 8 Yes.
- SBİZB 9 Yes.
- TİZB 25 I did a special study on this subject. Therefore, I can say that I have a sufficient level of knowledge.
- SBİZB 1 Although I graduated from the Faculty of Education as a history teacher, my knowledge about Armenians, before I received the in-service education, was insufficient.
- TİZB 1 Insufficient.
- TİZB 4 Insufficient.
- SBİZB 3 No.
- TİZB 14 Unfortunately, no.
- SBİZB 2 There was general information, but here I learned more detailed information.
- TİZB 5 We had some readings. It was not entirely satisfactory in terms of the validity and depth of the subject matter.
- TİZB 13 There was general information.
- TİZB 15 It was partially sufficient.

<sup>2</sup> TİZB: Code for provincial council chairs of history

<sup>3</sup> SBİZB: Code for provincial council chairs of social studies

- SBİZB 5 It was partially sufficient.  
TİZB 16 Partially sufficient.  
TİZB 17 It was not sufficient enough.  
TİZB 21 I had a certain level of background as I had done a special study on the subject and had made presentations for groups.  
TİZB 26 Mostly yes.  
TİZB 28 Partially.  
TİZB 37 I thought it was enough because I was working in this field, but I realized that I lacked a lot.

**Results regarding the changes in the knowledge of department head teachers of history and social studies teachers after the in-service education program.**

Table 4

Changes in the Knowledge of Department Head Teachers of History and Social Studies Teachers After the In-Service Education Program

Theme	Code	f
	Level of knowledge increased	31
	Legal aspects of the Armenian claims	20
	Committee of Union and Progress-Armenian relations	14
	Detailed learning	14
	Temporary law of deportation	12
	The level of knowledge did not change	10
	Impact of Armenians in the First World War	6
	Minority law in the Ottoman Empire	6
	Yeniköy Treaty	6
	Different perspectives	4
	Statistical information	4
	Concept of Millet-i Sadıka (loyal nation)	4
	Emval-i Metrüke (Abandoned Properties)	2
Changes in knowledge about Armenian claims after the in-service education program	Commissions	2
	Diaspora	2
	The economic situation of Ottoman Armenians	2
	Expression of deportation	2
	Those returning from deportation	2
	Diseases	2
	Armenian revolts	2
	Increased awareness of the Armenian question	2
	Foreign inspectorates established in Eastern Anatolia	2
	Property claims	2
	Caucasus Front	2
	Armenian migrations to the Konya region	2
	Number of Armenians who returned	2
	Number of Armenians who emigrated	2
	Propaganda	1
	Foundations established by Armenians	
	Battle of Sarıkamış	

Table 4 shows that the opinions of the department head teachers of history and social studies teachers regarding the changes in their knowledge as a result of the in-service education program were primarily related to topics such as the legal dimension of the Armenian claims, Committee of Union and Progress-Armenian relations, Emval-i Metrüke Commissions, the battle of Sarıkamış, the concept of Millet-i Sadıka, diaspora, the economic situation of Ottoman Armenians, the expression of deportation, and the number of Armenians who emigrated. Some of the statements coded within the theme of “changes in knowledge about Armenian claims after the in-service education” of the provincial department chairs of history and social studies teachers are as follows:

TİZB 14 I learned that the Armenian claims predate the events of 1915, that Armenians were not actually a millet-i sadıka (loyal nation), and that it is mostly the diaspora that perpetuates the Armenian claims as a problem.

TİZB 1	Yes. I learned the details of the events. I learned to look at these events from a global perspective. Textbooks on this subject should be made sufficient; in-service education should be provided to teachers and academics. There should be a state policy on this issue.
SBİZB 4	The course was extremely helpful. I learned some detailed information.
TİZB 17	The accuracy of my knowledge has not changed, [but] I learned more in detail.
SBİZB 12	I realized that some of the details and legal aspects are important.
SBİZB 1	In addition to the information, I learned in my readings, I certainly gained new information. I learned new information such as the fact that the Committee of Union and Progress cooperated with the Dashnaktsutyun Party in the parliament during the Second Constitutional Monarchy period, that the Hunchaks had mostly socialist ideas, that many of the Armenians arrested with the deportation law regained their freedom in a short time, and that missionaries were also assisted with the relocation and resettlement.
TİZB 2	New additions to parliamentary resolutions, Turkish-Armenian relations today.
SBİZB 2	I thought that our country was not expressing itself sufficiently in the international arena on the Armenian claims, but I learned that this was wrong.
TİZB 3	There was no change in my knowledge. Naturally, I learned new information, but in general terms, I learned new information to support my existing knowledge on a subject that I know chronologically.
TİZB 5	I learned new and refreshed information. The awareness-raising comments of our professors were very effective.
SBİZB 3	My knowledge about the Armenian claims has increased.
TİZB 10	Yes.
TİZB 13	My knowledge has become more systematic and describable.
TİZB 22	I gained new information. My existing knowledge did not change.
TİZB 27	I have come to better understand the need for a more detailed assessment of the Armenian claims.
TİZB 32	Yes, I learned more about the subject.
SBİZB 11	Yes.
TİZB 36	Yes, my knowledge has changed. I gained more detailed information about the legal aspects of the case, the various activities of Armenians in Anatolia, and the relocation process.
TİZB 38	I learned more comprehensive and new information about the proportional status of the population by cities, the exaggerated information from foreign sources to the detriment of our country, the issue of property and land, the legal dimension of the incident, and some official correspondence.

**Results regarding information that the department head teachers of history and social studies teachers heard for the first time in the in-service education program and found surprising.**

Table 5

Information That the Department Head Teachers of History and Social Studies Teachers Heard for the First Time and Found Surprising in the In-Service Education Program

<b>Theme</b>	<b>Code</b>	<b>f</b>
<b>Surprising information heard for the first time in the in-service education program</b>	There was some surprising information heard for the first time	31
	Legal aspects of Armenian claims	
	Zeytun Rebellion	14
	No surprising information was heard for the first time	10
	The forced alliance between the Committee of Union and Progress and the Armenians	10
	Yeniköy Treaty, foreign inspectorates	6
	Missionary activities	6
	Role of Armenians in the Battle of Sarıkamış	6
	Status of non-Muslims in the Ottoman Empire	4
	Ideologies of the Hunchak and Dashnak Committees	4
	Armenian gangs	4
	ECtHR verdicts	4
	Armenian women and orphans	2
	Armenians during the reign of Sultan Selim I	2
	Exile of the Arabs	2
	Compensation paid by Türkiye to the USA	2
	Kurdish-Circassian-Armenian relations	2
	Minister of Foreign Affairs during the Balkan War	2
	Role of Western states in the Armenian events	2
	Detailed knowledge of institutions and events	2
	Statistical information	2
	Uruguayan Parliament first to accept the Armenian claims	2
	Armenian archive photographs	2
Private properties in the Ottoman Empire	2	
The problem with using the word “deportation”	2	
White Book	2	
Bitlis on fire	2	
Relationship between the Committee of Union and Progress and Armenian societies	2	

Table 5 shows that the opinions of the history and social studies teachers regarding information that they heard for the first time and found surprising were particularly related to the legal dimension of the Armenian claims, the Zeytun Rebellion, the forced alliance of Armenians with the Committee of Union and Progress, Armenian women and orphans, Armenians during the reign of Sultan Selim I, the exile of Arabs, compensation paid by Türkiye to the USA, the role of Armenians in the battle of Sarıkamış, Kurdish-Circassian-Armenian relations, private properties in the Ottoman Empire, and missionary activities. Some of the statements coded within the theme of “surprising information heard for the first time in the in-service education” of the provincial department chairs of history and social studies teachers are as follows:

TİZB 6 Yes, indeed. I was surprised to hear that the Foreign Minister during the Balkan Wars was Gabriel Noradunkyan.

TİZB 31 I was very interested in the photographs from the Armenian archive.

- SBİZB 2 I was surprised to learn that Armenians persecuted not only Turks but even their people.
- TİZB 29 Especially the Armenian gang formation methods and the legalization of the Hunchak and Dashnak groups in Ottoman politics. On the other hand, how today's Armenian society clings to these claims to get rid of the divisions it has fallen into... the lawsuits filed today, and their aims were surprising, as well.
- TİZB 34 I learned that Uruguay was the first parliament to recognize the Armenian claims.
- TİZB 3 February 8, 1914: Establishment of the Eastern Anatolia Reform Inspectorate Organization was established with the Yeniköy Treaty. The role of the blockage of the Bitlis-Van route by Armenians in the defeat of Sarıkamış. Our payment of compensation to the USA in 1934 for the properties of Americans remaining in Türkiye, the deportation of 30,000 Arabs from Syria to Kütahya, information on what happened to Armenian properties, Sultan Selim I brought 200 Armenians from Tabriz and 500 Armenians from Cairo to İstanbul, the Hafirlik tax.
- SBİZB 3 Armenian claims.
- TİZB 15 The fact of the sectarian division of today's Armenians is one of the main factors behind the persistence of the Armenian claims. The fact that their own higher minds want to use the claims of things that did not happen as a milestone for ossifying their national identity.
- SBİZB 7 Yes. Legal aspects of the Armenian claims and the decisions of the ECtHR.
- TİZB 25 I have now learned that the alliance between the Committee of Union and Progress and the Dashnak Society was much deeper and that the legal dimension of the issue could pose a serious threat to Türkiye.
- TİZB 35 I learned about the legal aspects of it, and I was relieved to see that legally, the Armenian claims would not achieve much. I was very impressed by the fact that the Ottoman state had such a planned, programmed, rule-bound policy regarding the administration of non-Muslim subjects. The fact that the Turkish state tried to govern a community that was not of its religion in such a planned, programmed, and fair manner, and offered them living space, was a civilized form of governance that was far ahead of its time. Considering how the Christian states in Europe approached non-Christian subjects in the same period, the Ottoman state's way of governance was very civilized, far ahead of that century.

**Results regarding the intentions of the department head teachers of history and social studies teachers to make changes in the teaching of the subject after the in-service education program.**

Table 6

Intentions of the Department Head Teachers of History and Social Studies Teachers to Make Changes in the Teaching of the Subject After the In-Service Education Program

Theme	Code	f
Planned changes in teaching after the in-service education program	More detailed explanation method	27
	Thinking of making changes in teaching	15
	Not planning to make any changes to the teaching	13
	Up-to-date teaching	8



Information on the political structure of the period	8
Historical and legal aspects of the Armenian claims	6
Preparing visual presentations	4
Missionary activities	4
Transfer of knowledge acquired in the in-service education program	4
Raising awareness	4
Approaches from different perspectives	4
Using the concept of “compulsory migration” instead of “deportation”	4
Comparing domestic and foreign sources	2
Diaspora activities	2
Assigning project and performance tasks	2
Statistical information from official documents	2
Information on Armenian members	2
Drawing attention as a national issue	2
Armenian atrocities	2
Briefing about propaganda	2

Table 6 shows that the opinions of the provincial chairs of history and social studies teachers regarding changes in the teaching of the subject after the in-service education program were particularly related to topics such as more detailed explanation methods, historical and legal aspects of the Armenian claims, up-to-date teaching, preparing visual presentations, comparing domestic and foreign sources, providing information about the political structure of the period, diaspora activities, assigning project and performance tasks, using statistical information from official documents, and addressing missionary activities. Some of the statements coded within the theme of “changes in teaching after in-service education” of the provincial department chairs of history and social studies teachers are as follows:

- SBİZB 2 Yes, I plan to explain the Armenian claims in more detail rather than superficially.
- TİZB 3 Considering the level of the students, I will continue to explain the roles, especially in the Sarıkamış tragedy by adding new information in the same way according to their levels without going into too much detail in academic terms.
- SBİZB 3 Yes, I will elaborate more on this topic.
- SBİZB 4 Yes, I will. I will discuss it in more detail.
- TİZB 13 I plan to transform the Armenian claims and their reflections in the present day into a two-lecture presentation of 40+40 minutes.
- TİZB 17 Yes. I plan to explain the Armenian claims in more detail.
- SBİZB 9 Yes, I will address the issue in more detail.
- TİZB 21 Yes. I will try to address the issue with a group of students who have a special interest in history, emphasizing private property and the lawsuits that have been filed.
- TİZB 23 Yes. Of course, I will address it when it is appropriate within the course. For instance, we will talk about issues such as law in the Ottoman Empire, the Turks’ homelandization of Anatolia, and Armenians in Anatolia.
- SBİZB 10 Yes, I plan to discuss the Armenian claims in more detail.

- TİZB 31 Yes, I think so. I will be able to give more details about the areas of rebellion, the state's point of view on this issue, and why they were sent to safe zones.
- TİZB 33 I will not use the term "deportation" as much as possible. I will elaborate on the issue of returnees and the restitution of property to returnees. I will emphasize the ongoing lawsuits and bring up the change of tactics of the other side.
- TİZB 35 Yes, I will. I will explain that the Ottoman state always, despite everything, tried to find the fairest, most rational solutions to solve problems in good faith. The Ottoman state had many painful experiences with the Greek, Serbian, and Bulgarian revolts and their subsequent independence from the Ottoman Empire. When the Armenians tried to follow the same path, the state, being experienced enough in this matter, did not allow them to break away from the Ottoman Empire and become independent. Armenian gangs, who rejected all the peaceful solution proposals of the Ottoman state administration and tried to intimidate the state and the nation with their incessant acts of terrorism, were fought against.
- SBİZB 1 While explaining the Armenian claims to my students, I will tell them that Armenians were a party to World War I before it started, that Armenians were already in agreement with the Entente states through the Hunchak and Dashnaksutyun parties and that it was as a result of this situation that they were affected by the war. I plan to emphasize that Armenians prepared for massacres and conflicts by purchasing more weapons than the Ottoman Empire acquired before the war started.
- TİZB 5 Of course. From now on, I will not only focus on the historical but also the legal and political aspects of the events.
- TİZB 12 I will explain Ottoman politics and unions in the electoral system.
- TİZB 34 Yes, I will. I will pay more attention to the political structure of the period.

**Results regarding the opinions of the department head teachers of history and social studies teachers on the efficiency of the in-service education program.**

Table 7

Efficiency of the In-Service Education Program According to the Participating Department Head Teachers of History and Social Studies Teachers

Theme	Code	f
The efficiency of in-service education program	Efficient	49
	Partially efficient	3

Table 7 shows that the department head teachers of history and social studies teachers replied either "efficient" or "partially efficient" when asked for their opinions about the efficiency of the in-service education program. No participants described the in-service education program as being inefficient. Some of the statements coded within the theme of "efficiency of the in-service education program" of the provincial department chairs of history and social studies teachers are as follows:

- SBİZB 1 Yes, it helped me to approach the Armenian claims from a broader perspective. I better understood that if these claims are not taken seriously enough on the Turkish

- agenda, we may also be exposed to claims regarding Pontic Greek, Assyrian, Chaldean, Kurdish, Arab, and other such populations.
- TİZB 1 It was definitely productive, but such programs should be made a policy, they should be planned. Maybe in-service programs should be given to teachers at intervals.
- TİZB 2 I would say so, yes. It should be organized at certain intervals; I attended a former course on this subject here in 2005.
- SBİZB 2 Yes, I realized that my knowledge was insufficient. I think I supplemented my missing information with the presentations made by the professors, so it was productive.
- TİZB 3 It was productive to examine in depth the conference panel-style information sharing done academically by academics who work in the field and have publications, distancing themselves from the course curriculum... I revised my field knowledge by expanding it on a single subject. My motivation increased.
- TİZB 4 Yes, indeed. I want such events to be organized frequently.
- TİZB 5 It was definitely productive. We learned a lot and I had the opportunity to refresh a lot of my knowledge.
- TİZB 7 Yes, we have refreshed our knowledge.
- SBİZB 4 It was very productive; I hope it continues to be so.
- TİZB 13 Yes, it was very productive, thanks to those who contributed.
- TİZB 14 Yes, absolutely, I would like to see more and more of these and similar in-service education seminars.
- TİZB 15 Of course. I think I encoded it in a way that I will remember for a long time, maybe never forget.
- SBİZB 5 I was amazed by the orderliness of the Ottoman state understanding, I was proud of my ancestors once again. It was very productive.
- SBİZB 6 Yes. It was really productive.
- TİZB 19 It was simply marvelous. One can describe all the beautiful things about the subject with this one word. I really want to express my gratitude to all participants.
- SBİZB 9 100%.
- TİZB 20 Yes, but when you consider the distance, we traveled (1200 km and 18 hours of bus travel just to get there), I can say that it was very tiring because the time span was narrow and intense.
- TİZB 21 Yes. I would also like to say that I attach great importance to professional digital content (presentations, documentaries, short films, public service announcements, etc.) being prepared and put into service by experts.
- SBİZB 10 It was very productive.
- TİZB 25 Definitely yes. Thank you for everything.
- TİZB 27 I think it was definitely productive.
- TİZB 29 I can say that it was fantastically productive. It is obvious that it was prepared as a result of serious labor and planning. It couldn't have been better. Thank you very much.
- TİZB 31 Yes, definitely.
- SBİZB 8 Partially.
- TİZB 24 I refreshed my knowledge.
- TİZB 26 Partially, yes.

## Conclusion

In this study, an in-service education program titled “Department head teachers of History and Social Studies Teachers’ Information Seminar” organized by the Turkish Ministry of National Education’s Board of Education and Discipline in Erzurum on November 11-13, 2022, was evaluated using Eisner’s educational expertise and criticism model. After the in-service education program, 52 of the 162 history and social sciences department head teachers who had voluntarily participated in the program were interviewed regarding the efficiency of the seminar. The answers received from those interviews were evaluated by qualitative content analysis and coding and thematization were performed with the MAXQDA 2022 package program.

Social studies curricula in Türkiye were re-prepared according to a new approach in the 2004 academic year and history curricula and textbooks were similarly re-prepared in the 2007 academic year. It was aimed to provide students with multi-perspective approaches in history courses, such as approaches centered on problem-solving, high-level learning skills, empathy, chronological thinking, connections between past-present-future, critical perspectives, and evaluations of historical events from different points of view (Akça, 2010: 95). In a study conducted by Günel in the 2013-2014 academic year at Atatürk University’s Kazım Karabekir Faculty of Education, Department of History Teaching, with the participation of 32 fourth-year students, the preservice teachers stated the Armenian/deportation question was the most controversial and sensitive subject that they encountered. Controversial and sensitive subjects require questioning, versatility, and more use of evidence than other subjects in school curricula (Günel, 2018: 421). History teachers need to help their students understand the complexities of the world by focusing on controversial issues and equipping them with the intellectual tools to examine such issues in an unbiased and balanced way (Phillips, 2019:123). The most important problem that history teachers face in teaching controversial and sensitive topics is the lack of education. It is important to provide history teacher candidates with education and support for the teaching of these issues during their undergraduate education and to continue that education throughout their professional lives within-service education activities (Günel and Kaya, 2016:63).

Program evaluation involves the interpretation of programs based on scientific research methods, taking into account the intended learning outcomes of the educational program in question. Based on Eisner’s educational criticism model, program evaluation studies have been conducted in the field of education in Türkiye and the fields of medicine and art abroad. For example, in a study by Keleşoğlu and Yiğit (2017), an in-service education program for 40 history teachers working in the Turkish province of Muş was evaluated using Eisner’s educational criticism model. As a result of the study, it was reported that the practices applied during that in-service education program had positive effects on the participating history teachers. Teachers who participated in this innovative in-service education program for history teaching stated that they could practically apply the teaching methods and techniques presented to them in the program in their classrooms.

The Turkish Ministry of National Education has implemented various in-service education programs, such as the Unfounded Genocide Seminar for history teachers in 2002 (2 days for 104

history teachers), the Formateur Course for Evaluating the Events of 1915 for social studies and history teachers in 2008 (5 days for 200 social studies and history teachers), and the Formateur Course for Evaluating the Events of 1915 for social studies and history teachers in 2009 (5 days for 200 social studies and history teachers). More recently, an in-service education program that included the Armenian claims was implemented on November 11-13,2022, for provincial social studies and history teachers. With the exception of the most recent program conducted by the Ministry of National Education, program evaluations of these in-service education activities were not conducted using Eisner’s model. This study is the first of its kind in that regard.

The participants of the present study were department head teachers of history and social studies, and 25 of them (48%) stated that their knowledge regarding the Armenian claims was insufficient before receiving this in-service education. While 16 participants stated that their previous knowledge was sufficient, 11 participants stated that it was only partially sufficient. This shows that there were deficiencies in the previous knowledge of these department head teachers and such knowledge should be supplemented through in-service education activities. After completing the education program, the provincial department chairs reported that there was a change in their level of knowledge about the Armenian claims. The changes in knowledge of these department head teachers of history and social studies were particularly related to the concepts of *millet-i sadıka* (loyal nations), the economic situation of Ottoman Armenians, the *Emval-i Metrûke* Commissions, property claims, the number of Armenians who migrated and returned, relations between the Committee of Union and Progress and Armenian organizations, and the Ottoman Armenian population. The following topics were emphasized by the council chairs in terms of the knowledge that they gained: private property in the Ottoman state, the Zeytun Rebellion, missionary activities, the forced alliance between the Unionists and Armenians, Kurdish-Circassian-Armenian relations, the Yeniköy Treaty, the role of Armenians in the battle of Sarıkamış, ECtHR verdicts, and Armenian archive photographs.

The participating history and social studies department head teachers stated that they were planning to make changes in their teaching after this in-service education program. After the completion of the program, the participants reported that they would update their lectures, include visual presentations, and conduct their lectures in more detailed and awareness-raising ways. They also added that they would provide information about the political structure of the period, make use of statistical information from official documents, compare domestic and foreign sources, and inform their students about missionary activities. Regarding the efficiency of the in-service education program, 49 participants stated that the in-service education was very efficient. Three other provincial chairs evaluated the efficiency of the in-service education programs as “partial.” None of the participants evaluated the in-service education program as being inefficient.

The provincial chairs also stated that there was a lack of knowledge on issues such as the *Emval-i Metrûke* Commissions, missionary activities, the forced alliance between the Committee of Union and Progress and Armenians, the Zeytun Rebellion, the role of Armenians in the battle of Sarıkamış, the temporary law on deportation, and the concept of *millet-i sadıka*, which are all essential points for an understanding of the Armenian claims. This deficiency highlights the fact that

insufficient information is conveyed to students about the Armenian claims in their history and social studies courses. This deficiency should be addressed through the provision of in-service education activities that address the Armenian claims. It is also necessary that history and social sciences students who are still in the process of completing their undergraduate degrees be given education about the Armenian claims at their universities.

The 2022 guidelines for in-service education activities of the Turkish Ministry of National Education's General Directorate of Teacher Training and Development state that "the main purpose of in-service education is to positively affect the professional development of teachers and to contribute to their professional development." The in-service education program evaluated in this study was provided on November 11-13, 2022, and titled "Department head teachers of History and Social Studies Teachers' Information Seminar." It was described as productive by most of the department head teachers who participated in the study and they largely stated that it contributed positively to their professional development. The department head teachers also stated that their level of knowledge about the Armenian claims increased, they learned new and surprising information, and they would make changes in their teaching. This indicates that the Ministry of National Education achieved the expected goals with this in-service education program. It is recommended that in-service education programs such as these be repeated at more frequent intervals, both for council chairs and for other teachers.

History and social studies teachers should be sensitive to the events that have deeply affected their national history and they should consider different perspectives and the spirit of the time while explaining such events to students. For instance, history and social studies teachers should be able to convey to their students the realities of World War I, which is a very important subject for the history of both the Ottoman state and the world, and the levels of influence of all states and nations that participated in the war. History and social studies teachers should pay attention to explaining the facts about the Armenian claims, which were brought to the agenda 50 years after the actions of the Ottoman state during World War I and are still reverberating today, by sharing the correct perspective with their students.

As a result of this study, it was observed that department head teachers of history and social studies became more aware of the Armenian claims. The participating council chairs stated that they would make serious changes to both the style of their teaching and the contents of their courses to create historical awareness of the subject among their students. Sensitive periods in history must be conveyed to students by their teachers with the necessary care and importance for historical realities to be understood and interpreted correctly by future generations.

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