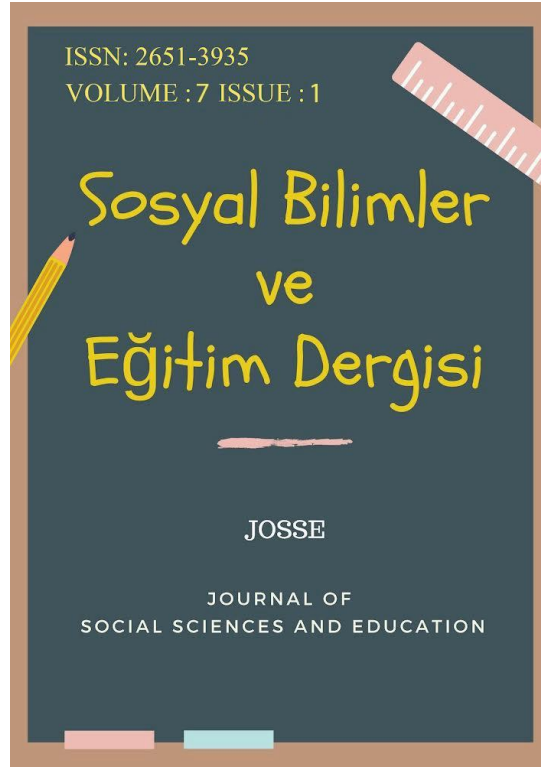


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**Examination of the Activities in the 5th Grade Turkish Textbook in Terms of Digital Competence\***

*\*This study was produced from the paper presented at the International Symposium on 6. Yıldız International Social Sciences Congress held on December 12-13, 2019.*

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## **Examination of the Activities in the 5th Grade Turkish Textbook in Terms of Digital Competence<sup>1</sup>**

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### **Abstract**

In this study, the activities in 5th grade Turkish textbook were examined in terms of digital competence. The case study design, one of the qualitative research designs, was used in the research. In this context, an attempt was made to reveal the adequacy of the activities in the textbook in terms of digital competence. For this purpose, a list of criteria was created by the researcher. The data was obtained through document analysis using the criteria list from the activities in this textbook. Descriptive analysis technique was used to interpret the data. As a result of the findings obtained from the analysis of the data, it was determined that examined only 12 of the 329 activities and 41 of the 128 preparatory studies were capable of measuring digital competence. Although thirty-two percent of the preparatory studies fill the gap of activities in terms of directing students to internet resources, it has been determined that they mostly measure the "access to information" item, while other items are measured very little or not at all. Since access to information alone will not be sufficient to gain digital competence, it has been concluded that the activities in this textbook are not sufficient in terms of digital competence.

**Keywords:** Digital competence, activity, Turkish textbook, Turkish Qualifications Framework, textbook

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## **Introduction**

The Turkish education system aims to raise individuals equipped with the necessary knowledge, skills and behaviors around our values and competencies. Our values are the sum of the principles that reflect the perspective of the curriculum and are nourished by yesterday and extend to today and tomorrow. Competencies are given in the The Turkish Qualifications Framework (TQF) as follows:

1. Communication in native language
2. Communication in foreign languages
3. Mathematical competence and core competencies in science/technology
4. *Digital competence*
5. Learning to learn
6. Social and civic competencies
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression (MEB, 2019, pp. 4-5).





Digital competence, one of these competencies, is defined as the safe and critical use of information society technologies in an individual's working life, daily work and communication with other people (MEB, 2019, p. 5). Two important concepts are included here: “safe” and “critical”. It is not directly stated that "... is the use of information society technologies". Because not all information on the internet is reliable. The information obtained needs confirmation from many sources. The same can be said for technological tools. When using them, life safety must be ensured first. Criticism or critical thinking covers another important point. Critical thinking constitutes an important dimension of the mental processes, strategies and presentations used in easy access to information and problem solving (Semerci, 2000; Sternberg, 1999).





German Federal Minister of Education and Research Prof. Dr. Johanna Wanka (BMBF, 2017) defines digital competence as “An indispensable cultural skill for a person to lead his/her own life independently, just like reading, writing and calculating.” Looking at this definition, it can be seen to what extent the importance and impact of digital competence is. The aim of the Turkish course curriculum is to ensure that students who complete secondary school develop the competencies they gained in primary school and become individuals who have acquired basic level skills and competencies in TQF and discipline-specific areas. When we look at the issue from the perspective of digital competence, it is expected that the student

will have acquired this competence in primary school and will continue to develop it in secondary school, high school and higher education. This competence should be supported through basic skills such as *access to information and using computers to evaluate, store, produce, present and exchange information, as well as participating in common networks and communicating via the internet* (MEB, 2019, p. 5). *Access to information* can be defined as accessing information using a computer, phone, tablet, internet or other technological devices. *Evaluation of information* is the evaluation and interpretation of the information obtained with a critical approach. *Storing information* means storing the information obtained in a computer environment, in the device's memory, in the cloud and similar environments for future use. *Information production* is the production of new information based on the information obtained. *Presentation of information* is the presentation/publication of accessed or produced information in the classroom/electronic environment. *Information exchange* is the sharing of new information based on presented or published information.

The European Commission has created a framework text it calls DigComp. In this context, it is stated that being digitally competent is a duty for the 21st century citizen. Offering a tool to improve citizens' digital competencies, DigComp provides eight competency levels and usage examples in DigComp 2.1. These eight competence levels are explained under the metaphor of “learning to swim in the digital ocean” (European Commission, 2017, pp. 14-15):

**Figure 1.** Learning to Swim in The Digital Ocean

Foundation		Intermediate	
Level 1	Level 2	Level 3	Level 4
 <ul style="list-style-type: none"> <li>✚ Simple Tasks</li> <li>✚ With Guidance</li> <li>✚ Remembering</li> </ul>	 <ul style="list-style-type: none"> <li>✚ Simple Tasks</li> <li>✚ Autonomy and with Guidance where Needed</li> <li>✚ Remembering</li> </ul>	 <ul style="list-style-type: none"> <li>✚ Well-defined and Routine Tasks, and Straightforward Problems</li> <li>✚ On My Own</li> <li>✚ Understanding</li> </ul>	 <ul style="list-style-type: none"> <li>✚ Tasks, and Well-Defined and Non-Routine Problems</li> <li>✚ Independent and According to My Needs</li> <li>✚ Understanding</li> </ul>
Advanced		Highly-Specialised	
Level 5	Level 6	Level 7	Level 8

			
<ul style="list-style-type: none"> <li>✚ Different Tasks and Problems</li> <li>✚ Guiding others</li> <li>✚ Applying</li> </ul>	<ul style="list-style-type: none"> <li>✚ Most Appropriate Tasks</li> <li>✚ Able to Adapt to Others in a Complex Context</li> <li>✚ Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>✚ Resolve Complex Problems with Limited Solutions</li> <li>✚ Integrate to Contribute to The Professional Practice and to Guide Others</li> <li>✚ Creating</li> </ul>	<ul style="list-style-type: none"> <li>✚ Resolve Complex Problems with Many Interacting Factors</li> <li>✚ Propose New Ideas and Processes to The Field</li> <li>✚ Creating</li> </ul>

*Source: European Commission, 2017, pp. 14-15*

In DigComp 2.1, it is also stated that digital competence consists of the combination of five competencies: *information and data literacy, communication and collaboration, digital content creation, security and problem solving*, and these are explained one by one according to the levels in the table above (European Commission, 2017, p. 9).

In UNICEF's report titled "Children in a Digital World" published in 2017, the main argument is that every child should be able to benefit from the opportunities offered by the digital world and protect themselves from online risks. Digital technologies have changed children's lives and their chances in life. Digital technology can create a radical change in the lives of disadvantaged children if used correctly and accessible to every individual. In addition, if access is not expanded, it may lead to new situations that prevent children from realizing their potential. The following key issues are also mentioned in the report:

- Digital technology has a strong potential for quality and comprehensive education. Besides, it cannot fix the mistakes in the education system on its own. In this regard, it needs to be supported by competent teachers, motivated students and a healthy pedagogic approach.
- Individuals with internet access can make their voices heard by using social media tools, videos, hashtags, blogs and other types of tools. These individuals are also aware of the potential of the digital tools they use to help them access information and provide solutions to problems affecting their society.
- Digital technologies are increasingly used to help the most disadvantaged groups in the world. Information and communication technologies are used to increase communication and information sharing, facilitate digital cash

transfers, and create new types of data that children and families in emergency situations can benefit from (UNICEF, 2017).

Another organization that carries out studies on digital competence is the DQ Institute. DQ Institute (DQI) is an international think tank dedicated to setting global standards for digital intelligence education, outreach, and policies (DQ Institute, 2019). Digital Intelligence (DQ) is a comprehensive set of technical, cognitive, meta-cognitive and socio-emotional competencies, based on universal moral values, that enable individuals to face challenges and use the possibilities of digital life. DQ has three levels, eight domains and twenty-four competencies consisting of knowledge, skills, attitudes and values:

*Level 1 – Digital Citizenship:* Ability to use digital technology and media in safe, responsible and ethical ways.

*Level 2 – Digital Creativity:* The ability to be part of the digital ecosystem and create new knowledge, technology and content to turn ideas into reality.

*Level 3 – Digital Competitiveness:* The ability to solve global challenges, innovate and create new opportunities in the digital economy by driving entrepreneurship, jobs, growth and impact (DQ Institute, 2019).

**Figure 2.** 2019 Digital Intelligence (DQ) Framework



Source: DQ Institute, 2019

Turkcell, in cooperation with DQ Institute, brought the Digital Intelligence Project to Turkey. The content, which enables children between the ages of 8-12 to gain a digital

identity by playing games, can be accessed free of charge both through the mobile application and the website. On this platform, which has 10 hours of educational content, children can receive education alone or under the supervision of a teacher/parent. The platform aims to provide children with the following eight digital competencies:

1. Creating a digital citizenship identity
2. Screen time management
3. Dealing with cyberbullying
4. Cyber security management
5. Personal security management
6. Critical thinking
7. Digital footprint
8. Digital empathy (Turkcell, 2019).

As can be seen, digital competence includes children's use of online resources both reliably and effectively. The child who accesses information will evaluate this information with a critical approach, and if the information is useful, he will store the information for later use. Then, they will produce their own information and share it with others, exchanging information. The processes will progress gradually from simple to complex. Digital safety and security will always be taken into consideration when the child communicates, collaborates, creates digital content and solves problems. Through these processes, a digital identity of the child will be created. Digital competence; media literacy, digital literacy and critical digital literacy should not be considered separately from information literacy, digital skills and information skills, internet skills, information and communication skills, twenty-first century skills and technology skills (Ilomäki et al., 2011, p. 5). These areas serve as steps for the child to gain digital competence. The more firmly you step on the steps, the stronger the competence you will gain. Learning digital skills should not only be treated as a separate subject, but should be included in the teaching of all subjects. Developing digital competence using the Internet and information technologies should start as early as possible, for example in primary education, by learning to use digital tools critically, securely and creatively within the boundaries of safety, security and privacy. Teachers need to be equipped with digital competencies to support this process (Ala-Mutka et al., 2008, p. 5).

Textbooks are tools that enable education and training to be carried out systematically and also have important functions in gaining competencies. According to the Directive on

Examination and Evaluation of Textbooks and Educational Tools (MEB, 2007), textbooks have the following qualifications:

- It includes reading texts that nourish students in terms of national, moral, human, spiritual and cultural values, guide them in fulfilling their duties and responsibilities towards the Republic of Turkey, which is a democratic, secular and social state of law, and make them love course subjects related to these values.
- It is in accordance with the general aims and basic principles of Turkish National Education and the aims of the educational institution to which the book addresses.
- It complies with the issues related to Ataturk's Principles and Revolutions, curriculum and decisions taken by the board.
- It contributes to democracy, human rights and cultural and universal values.
- It emphasizes how to produce knowledge.
- *It promotes the effective and efficient use of information technology.*
- It develops and sustains the social, moral, cultural and historical values of the Turkish society.
- It covers the knowledge, skills and competencies that the curriculum aims to provide.
- It contains different perspectives on the subject, away from prejudices and normative propositions.
- It does not carry any damaging elements to individuals, institutions and organizations.
- It focuses on the student under the guidance of the teacher in all kinds of activities.
- It takes into account the interests, abilities and needs of students in the preparation and organization of topics.

As can be seen, one of the qualities that textbooks should have is that *they encourage students to use information technology effectively and efficiently*. In this way, it is thought that students' digital competencies will improve. Both the texts selected for the textbook and the activities included in the books must serve this purpose. In this study, the activities in Anittepe Publishing's 5th grade Turkish textbook were examined in terms of digital competence.



## **Method**

### **Model**

Case study design, one of the qualitative research models, was used in the research. Situations can appear in various forms. An individual, an institution, a group, or an environment can be examples of situations to be studied. Case studies can be conducted with a quantitative or qualitative approach. In both approaches, the aim is to produce results regarding a specific situation (Yıldırım & Şimşek, 2016, p. 73). In the research, it was tried to reveal the adequacy of the activities in the textbook in terms of digital competence.

### **Examination Object**

The object of investigation of the research was Anıttepe Publishing's 5th grade Turkish textbook (Çapraz Baran & Diren, 2019), which was accepted as a textbook by the Board of Education for 5 years starting from the 2019-2020 academic year.

### **Limitations**

The research was limited to the activities in the Anıttepe Publishing Turkish 5th Grade Coursebook and examining these activities in terms of digital competence with the criteria list developed by the researcher.

### **Data Collection Tools**

The data was obtained through document review using the criteria list developed by the researcher from the activities in this textbook. In qualitative research, document review can be a stand-alone data collection method or can be used with other data collection methods. Which documents can be used as data sources is closely related to the research problem. In a research related to education, textbooks can be used as data sources (Yıldırım & Şimşek, 2016, pp. 189-190). The headings in the criteria list were obtained from the keywords (*access to information, evaluation of information, storage of information, production of information, presentation of information and exchange of information*) related to digital competence in the TQF (2015). Expert opinion was sought for the developed criteria list. There are a total of 6 items in the criteria list.

### Collection of Data and Analysis

Descriptive analysis technique was used to interpret the data. The aim of this type of analysis is to present the findings to the reader in an organized and interpreted form. The data obtained for this purpose are first described systematically and clearly. These descriptions are then explained and interpreted, cause-effect relationships are examined and some conclusions are reached. Associating and interpreting the emerging themes and making future predictions may also be among the dimensions of the comments made by the researcher (Yıldırım & Şimşek, 2016, p. 239). The findings obtained from the activities were first added to the criteria list and tabulated. Then, the expressions in the table were tried to be explained and interpreted by giving examples from the book. Based on the comments obtained, conclusions were reached.

### Findings

The findings regarding the textbook examined within the scope of the research are as follows:

**Table 1**

*Findings Regarding the Activities of the Text “I Want a Homeland”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
1. THEME: INDIVIDUAL AND SOCIETY	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	11. Activity	-	-	-	-	-	-
	12. Activity	-	-	-	-	-	-

When the twelve activities belonging to the text "I Want a Homeland", the first text of the first theme "Individual and Society", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 1, it can be seen that none of the activities in this text measure digital competence. At the end of the activities, students were asked to prepare a telephone conversation sample in preparation for the next lesson, but no information was given on how to prepare it. Therefore, this study was not evaluated within the scope of digital competence.

**Table 2**

*Findings Regarding the Activities of the Text "Goodbye, Bye Bye"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
1. THEME: INDIVIDUAL AND SOCIETY	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the nine activities of the second text of the same theme, "Goodbye, Bye Bye", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 2, it can be seen that none of the activities in this text measure digital competence. In preparation for the next lesson, students were asked to prepare a speech stating the importance of guests in Turkish culture and the place of hospitality in social life. Students were asked to support their speeches with visuals about hospitality. Students will access images related to hospitality - via the internet - by typing the relevant word into the search engine. This study can be evaluated within the scope of "Access to Information".

**Table 3**

*Findings Regarding the Activities of the Text "Hospitality is Traditional in Anatolia"*

Access to	Evaluation	Storage of	Production	Presentation	Exchange of
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		Information	of	Information	of	of	Information
			Information		Information	Information	
1. THEME: INDIVIDUAL AND SOCIETY Text: Hospitality is Traditional in Anatolia	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	+	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	+	-

When the eight events of the third text of the same theme, "Hospitality is Traditional in Anatolia", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 3, it can be seen that one of the activities in this text measure digital competence. In the 6th activity, questions about the text taken from a website were asked: "Which website was this text taken from?", "Which websites do you use when doing your research?" and "Can you trust the information on every website? Explain." Questions such as these were asked. This activity can be evaluated within the scope of "Evaluation of Information". In the preparation for the text, the students were asked to present their previously prepared speeches indicating the importance of the guest in Turkish culture and the place of hospitality in social life. This study, together with the previous preparatory study, can be evaluated within the scope of both "Access to Information" and "Presentation of Information".

**Table 4**

*Findings Regarding the Activities of the Text "First Lesson"*

		Access to	Evaluation	Storage of	Production	Presentation	Exchange of
		Information	of	Information	of	of	Information
			Information		Information	Information	
1. THEME: INDIVIDUAL AND SOCIETY Text: First Lesson	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10.	+	+	-	-	-	-

Activity						
11. Activity	-	-	-	-	-	-
12. Activity	-	-	-	-	-	-
13. Activity	-	-	-	-	-	-
Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the thirteen activities of the last text of the same theme, "First Lesson", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 4, it can be seen that the 10th activity has a structure that can measure digital competence. In this activity, students were asked to watch a cartoon on EBA - by providing a link - and then they were asked to write the messages given in this cartoon. Students will access the cartoon via the link provided, then evaluate the cartoon they watch and deduce the messages given. This activity can be evaluated within the scope of "Access to Information" and "Evaluation of Information". In preparation for the next lesson, students are asked to research the Turkish women who showed heroism in the War of Independence, and also take pictures, photographs, etc. showing the heroism of Turkish women. They were asked to find it and bring it to the classroom. This study can also be evaluated within the scope of "Access to Information".

**Table 5**

*Findings Regarding the Activities of the Text “Mustafa Kemal's Oxcart”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>2. THEME: NATIONAL STRUGGLE AND ATTITUDE</b>	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	11. Activity	-	-	-	-	-	-
	Preparatory Study for the Text	+	-	-	-	-	+
	Preparatory	+	-	-	-	-	-

Work for  
the Next  
Lesson

When the eleven activities belonging to the text titled " Mustafa Kemal's Oxcart ", the first text of the second theme, "National Struggle and Atatürk", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 5, it can be seen that none of the activities measure digital competence. As a preparation for the text, students were asked to share with their friends the images they found about Turkish women who showed heroism in the War of Independence. Students will exchange information by sharing the images they find on the internet with their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In preparation for the next lesson, students were asked to research Atatürk's aphorisms reflecting his patriotism and leadership qualities. This study can also be evaluated within the scope of "Access to Information".

**Table 6**

*Findings Regarding the Activities of the Text “Battle of Dumlupınar”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
2. THEME: NATIONAL STRUGGLE AND ATATÜRK	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	Preparatory Study for the Text	+	-	-	-	-	+
	Preparatory Work for the Next Lesson	+	+	-	-	-	-

When the ten events of the second text of the same theme, "Battle of Dumlupınar", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 6, it can be seen that no activity measures digital competence here either. As a preparation for the text, students were asked to share the aphorisms of Atatürk they researched and found with their friends. This study, together with the previous preparatory

study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In the preparation for the next lesson, the students were asked to research poems about the Gallipoli War, collect information about the Nusrat Mine Ship, organize a virtual trip to Çanakkale through the given website, and take notes on their impressions. This study can be evaluated within the scope of "Access to Information" and "Evaluation of Information".

**Table 7**

*Findings Regarding the Activities of the Text "Night of March 6, 1915"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
2. THEME: NATIONAL STRUGGLE AND ATATÜRK	Text: Night of March 6, 1915						
	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	11. Activity	-	-	-	-	-	-
	12. Activity	-	-	-	-	-	-
	13. Activity	-	-	-	-	-	-
	Preparatory Study for the Text	+	+	-	-	+	+
Preparatory Work for the Next Lesson	+	-	-	-	-	-	

When the thirteen events of the third text of the same theme, "Night of March 6, 1915", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 7, it can be seen that no activity measures digital competence here either. As a preparation for the text, students were asked to share their observations during their virtual visit to Çanakkale with their friends. Again, within the scope of the preparation study, the students were asked what they learned thanks to the virtual trip and were asked to explain their thoughts on obtaining information from different sources. The students were asked what they learned about the Nusrat Mine Ship and were asked to share what they learned with their friends. Finally, the students were asked to read the poems they

memorized about Çanakkale in class. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information", "Evaluation of Information", "Presentation of Information" and "Exchange of Information". In preparation for the next lesson, students were asked to do research on the night of July 15 in newspapers, magazines and websites. This study can also be evaluated within the scope of "Access to Information".

**Table 8**

*Findings Regarding the Activities of the Text "A July Night"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
2. THEME: NATIONAL STRUGGLE AND ATATÜRK	Text: A July Night						
	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	Preparatory Study for the Text	+	-	-	-	-	+
Preparatory Work for the Next Lesson	+	-	-	-	-	-	

When the eight events of the last text of the same theme, "One July Night", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 8, it can be seen that no activity measures digital competence here either. As a preparation for the text, students were asked to share the results of their research on the night of July 15 with their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In preparation for the next lesson, students were asked to research associations and foundations aimed at protecting the environment and come to them. This study can also be evaluated within the scope of "Access to Information".



**Table 9**

*Findings Regarding the Activities of the Text "This River is Ours"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
3. THEME: NATURE AND THE UNIVERSE	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	+	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	11. Activity	-	-	-	-	-	-
	12. Activity	-	-	-	-	-	-
	13. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the twelve activities of the text called "This River is Ours", which is the first text of the third theme, "Nature and the Universe", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 9, it can be seen that one activity measures digital competence here. In the 8th activity, regarding the text taken from a website, "Can we trust the above information taken from the internet? Why?", "Which sites do you use when doing research on the internet?" and "How do you understand the reliability of the websites you use?" Questions such as these were asked. This activity can be evaluated within the scope of "Evaluation of Information". However, these questions are the same as the questions in the 6th activity of the third text of the first theme, "Individual and Society", and the third text, "Hospitality is Traditional in Anatolia". Instead of asking the questions that the student had already answered several weeks ago without changing them again, different questions could have been asked or the form of the question could have been changed. In the preparation study for the next lesson, students were asked to collect information about Evliya Çelebi and Seyahatname. This study can be evaluated within the scope of "Access to Information".

**Table 10**

*Findings Regarding the Activities of the Text “Okland Island”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>3. THEME: NATURE AND THE UNIVERSE</b>	<b>Text: Okland Island</b>	1. Activity	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	Preparatory Study for the Text	+	+	-	-	-	+
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the ten activities of the second text of the same theme, "Okland Island", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 10, it can be seen that no activity measures digital competence here. As a preparation for the text, the students were asked what they had learned about Evliya Çelebi and Seyahatname and asked them to tell it to their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information", "Evaluation of Information" and "Exchange of Information". In preparation for the next lesson, students were asked to learn what to do during an earthquake and to research which country Kobe is in. This study can also be evaluated within the scope of "Access to Information".

**Table 11**

*Findings Regarding the Activities of the Text “Earthquake”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>3. THEME: NATURE AND</b>	<b>Text: Earthquake</b>	1. Activity	-	-	-	-	-
		2. Activity	-	-	-	-	-
		3. Activity	-	-	-	-	-
		4. Activity	-	-	-	-	-

5. Activity	-	-	-	-	-	-
6. Activity	-	-	-	-	-	-
7. Activity	-	-	-	-	-	-
8. Activity	-	-	-	-	-	-
9. Activity	-	-	-	-	-	-
10. Activity	-	-	-	-	-	-
11. Activity	-	-	-	-	-	-
Preparatory Study for the Text	+	+	-	-	-	+
Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the eleven activities of the third text of the same theme, "Earthquake", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 11, it can be seen that no activity measures digital competence here either. As a preparation for the text, the students were asked what they learned in their research about what to do during an earthquake and were asked to share the information they gained about Kobe with their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information", "Evaluation of Information" and "Exchange of Information". In preparation for the next lesson, students are asked to find proverbs and sayings about the importance of trees and learn their meanings, listen to the song "Seeds for Saplings" and memorize the lyrics, search the number of trees planted in 2017 on the Ministry of Forestry's website and in which region these trees were planted and find the address of the ministry's website. They were asked to take notes in the notebook. This study can also be evaluated within the scope of "Access to Information".

**Table 12**

*Findings Regarding the Activities of the Text "Don't Cut It"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>3. THEME: NATURE AND THE ENVIRONMENT</b>	Text: Don't Cut It						
	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	+	+	-	-	-	-
9. Activity	-	-	-	-	-	-	

10. Activity	-	-	-	-	-	-
11. Activity	-	-	-	-	-	-
12. Activity	-	-	-	-	-	-
Preparatory Study for the Text	+	-	-	-	-	+
Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the twelve activities of the last text of the same theme, "Don't Cut It", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 12, it can be seen that the 8th activity has a structure that can measure digital competence. In this activity, students are asked to write down the information they researched on the Ministry of Forestry's website. This activity can be evaluated within the scope of "Access to Information" and "Evaluation of Information". As a preparation for the text, students were asked to share with their friends the proverbs and sayings they researched about the importance of trees. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In preparation for the next lesson, students were asked to research the main motifs used in Turkish carpets and rugs and to bring the motifs they found to the class. This study can also be evaluated within the scope of "Access to Information".

**Table 13**

*Findings Regarding the Activities of the Text “Rug”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information	
<b>4. THEME: OUR NATIONAL CULTURE</b>	<b>Text: Rug</b>	1. Activity	-	-	-	-	-	
		2. Activity	-	-	-	-	-	
		3. Activity	-	-	-	-	-	
		4. Activity	-	-	-	-	-	
		5. Activity	-	-	-	-	-	
		6. Activity	+	+	-	-	-	+
		7. Activity	-	-	-	-	-	-
		8. Activity	-	-	-	-	-	-
		9. Activity	-	-	-	-	-	-
		10. Activity	-	-	-	-	-	-
		Preparatory Study for the Text	+	+	-	-	-	+

When the ten activities belonging to the text called "Rug", the first text of the fourth theme, "Our National Culture", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 13, it can be seen that the 6th activity has a structure that can measure digital competence. In this activity, some works on Turkey's World Heritage list are given and students are asked to go to "<http://www.kultur.gov.tr/>" and fill in the blanks in the information of the works. In the continuation of the same activity, they were asked to research two of our cultural heritages included in the World Heritage List and share the results with their friends. Finally, students were asked whether they trusted the information received from the address given and why. This activity can be evaluated within the scope of "Access to Information", "Evaluation of Information" and "Exchange of Information". As a preparation for the text, the students were asked what the main motifs used in Turkish carpets and rugs were and asked to share the motifs they brought with their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information", "Evaluation of Information" and "Exchange of Information".

**Table 14**

*Findings Regarding the Activities of the Text “The Motherland or Silistre”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>4. THEME: OUR NATIONAL CULTURE</b>	Text: The Motherland or Silistre						
	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the nine activities of the second text of the same theme, "The Motherland or Silistre", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 14, it can be seen that the activities do not measure digital competence. In preparation for the next lesson, students were asked to do research on the

naming tradition in Turkish culture and Dede Korkut Stories. This study can be evaluated within the scope of "Access to Information".

**Table 15**

*Findings Regarding the Activities of the Text “Boğaç Han”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
4. THEME: OUR NATIONAL CULTURE	Text: Boğaç Han						
	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	Preparatory Study for the Text	+	-	-	-	+	-

When the nine activities of the third text of the same theme, "Boğaç Han", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 15, it can be seen that no activity measures digital competence here either. In the preparation study for the text, the students were asked to tell what they learned about the naming tradition in the Turkish culture they researched and the Dede Korkut Stories. This study can be evaluated within the scope of "Access to Information" and "Presentation of Information".

**Table 16**

*Findings Regarding the Activities of the Text “Ali Kuşçu”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
4. THEME: OUR NATIONAL	Text: Ali Kuşçu						
	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-

5. Activity	-	-	-	-	-	-
6. Activity	-	-	-	-	-	-
7. Activity	-	-	-	-	-	-
8. Activity	-	-	-	-	-	-
9. Activity	-	-	-	-	-	-

When the nine activities of the last text of the same theme, "Ali Kuşçu", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 16, it can be seen that no activity measures digital competence.

**Table 17**

*Findings Regarding the Activities of the Text "The Watchman in the Children's Garden"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>5. THEME: CITIZENSHIP</b>	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the ten activities of the text called "The Watchman in the Children's Garden", the first text of the fifth theme, "Citizenship", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 17, it can be seen that no activity measures digital competence here either. In the preparation for the next lesson, students were asked to get information about what a conscious consumer is like from their family elders, books, newspapers and the internet. This study can be evaluated within the scope of "Access to Information".

**Table 18**

*Findings Regarding the Activities of the Text “Conscious Consumer”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>5. THEME: CITIZENSHIP</b>	Text: Conscious Consumer						
	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	11. Activity	-	-	-	-	-	-
Preparatory Work for the Next Lesson	+	-	-	-	-	-	

When the eleven activities of the second text of the same theme, "Conscious Consumer", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 18, it can be seen that no activity measures digital competence here either. In preparation for the next lesson, students were asked to compile sayings about freedom. This study can be evaluated within the scope of "Access to Information".

**Table 19**

*Findings Regarding the Activities of the Text “Freedom”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>5. THEME: CITIZENSHIP</b>	Text: Freedom						
	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
7. Activity	-	-	-	-	-	-	



8. Activity	-	-	-	-	-	-
9. Activity	-	-	-	-	-	-
10. Activity	+	+	-	+	-	+

When the ten activities of the third text of the same theme, "Freedom", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 19, it can be seen that the 10th activity has a structure that can measure digital competence. In this activity, students are asked to form groups with their friends and write a poem about freedom as a group, using the aphorisms they have researched about freedom (trying to use the concepts of being unbiased, fair decision-making and being impartial). This activity, together with the previous preparatory work, can be evaluated within the scope of "Access to Information", "Evaluation of Information", "Production of Information" and "Exchange of Information".

**Table 20**

*Findings Regarding the Activities of the Text "Street"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>5. THEME: CITIZENSHIP</b>	<b>Text: Street</b>	1. Activity	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the nine activities of the last text of the same theme, "Street", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 20, it can be seen that none of the activities measure digital competence. In preparation for the next lesson, students were asked to do research on the plays Hacivat and Karagöz. This study can be evaluated within the scope of "Access to Information".

**Table 21**

*Findings Regarding the Activities of the Text “Karagöz is Learning Politeness”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>6. THEME: HEALTH AND SPORTS</b>	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	11. Activity	-	-	-	-	-	-
	Preparatory Study for the Text	+	-	-	-	-	+
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the eleven activities belonging to the first text of the sixth theme, "Health and Sports", called "Karagöz is Learning Politeness" were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 21, it can be seen that no activity measures digital competence here either. As a preparation for the text, students were asked to share their research results on the plays Hacivat and Karagöz with their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In preparation for the next lesson, students were asked to do research on first aid. This study can also be evaluated within the scope of "Access to Information".

**Table 22**

*Findings Regarding the Activities of the Text “Chitlembik”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>6. THEME: HEALTH AND SPORTS</b>	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	+	+	-	-	-	-
	4. Activity	-	-	-	-	-	-

5. Activity	-	-	-	-	-	-
6. Activity	+	+	-	-	-	-
7. Activity	-	-	-	-	-	-
8. Activity	-	-	-	-	-	-
9. Activity	-	-	-	-	-	-
Preparatory Study for the Text	+	-	-	-	-	+
Preparatory Work for the Next Lesson	+	-	-	-	-	-

When nine and one activities belonging to the second text of the same theme, "Çitlembik", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 22, it can be seen that the 3rd and 6th activities have a structure that can measure digital competence. In the 3rd activity, students were asked to watch the video about the tourniquet in the link given, and then asked, "Is the first aid given in the text you read a tourniquet?" "Explain why." and "Write down the part that caught your attention the most while watching the video." questions were asked. This activity can be evaluated within the scope of "Access to Information" and "Evaluation of Information". In the 6th activity, a link was given and students were asked to watch the video in the link. Then, "What is the message of the ad? What are the benefits of this advertisement to society? "Explain." The question was asked. This activity can also be evaluated within the scope of "Access to Information" and "Evaluation of Information". As a preparation for the text, students were asked to share their research on first aid with their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In the preparation for the next lesson, students were asked to find graphs and tables reflecting the importance of doing sports and bring them to the class. This study can also be evaluated within the scope of "Access to Information".

**Table 23**

*Findings Regarding the Activities of the Text "Sports and Our Body"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>6. THEME: HEALTH AND Text: Sports and Our Body</b>	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-

6. Activity	-	-	-	-	-	-
7. Activity	-	-	-	-	-	-
8. Activity	-	-	-	-	-	-
9. Activity	-	-	-	-	-	-
10. Activity	+	+	-	-	+	-
Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the ten activities of the third text of the same theme, "Sports and Our Body", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 23, it can be seen that the 10th activity has a structure that can measure digital competence. In this activity, students are asked to use the sports-related graph and table they found in the previous preparation study by writing an article explaining their thoughts about the importance of doing sports. This activity can be evaluated within the scope of "Access to Information", "Evaluation of Information" and "Presentation of Information". In preparation for the next lesson, students were asked to collect information about the sports they like. This study can also be evaluated within the scope of "Access to Information".

**Table 24**

*Findings Regarding the Activities of the Text “Rabbit and Tortoise”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information	
<b>6. THEME: HEALTH AND SPORTS</b>	<b>Text: Rabbit and Tortoise</b>	1. Activity	-	-	-	-	-	
		2. Activity	-	-	-	-	-	
		3. Activity	-	-	-	-	-	
		4. Activity	-	-	-	-	-	
		5. Activity	-	-	-	-	-	
		6. Activity	-	-	-	-	-	
		7. Activity	-	-	-	-	-	
		8. Activity	-	-	-	-	-	
		9. Activity	-	-	-	-	-	
		10. Activity	-	-	-	-	-	
		11. Activity	-	-	-	-	-	
		12. Activity	-	-	-	-	-	
		Preparatory Study for the Text	+	-	-	-	-	+
		Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the twelve activities of the last text of the same theme, "Rabbit and Tortoise", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 24, it can be seen that none of the activities measure digital competence. As a preparation for the text, students were asked to share the information they acquired about their favorite sports with their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In the preparation for the next lesson, the students were asked to find examples from Turkish and world fairy tales that were about kindness and bring them to the class. This study can also be evaluated within the scope of "Access to Information".

**Table 25**

*Findings Regarding the Activities of the Text "Who Knows the Value of Goodness?"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>7. THEME: VIRTUES</b>	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	+	+	-	+	+	-
	10. Activity	-	-	-	-	-	-
	11. Activity	-	-	-	-	-	-
	12. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the twelve activities of the text "Who Knows the Value of Goodness?", which is the first text of the seventh theme, "Virtues", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 25, it can be seen that the 9th activity has a structure that can measure digital competence. In this event, students are asked to give a speech about "The importance of kindness in social life" and to give examples from Turkish and world fairy tales in their speeches and to remember to use words according to their meanings. This activity, together with the previous preparation work, can be evaluated

within the scope of "Access to Information", "Evaluation of Information", "Production of Information" and "Presentation of Information". In preparation for the next lesson, the students were asked to research and submit proverbs and sayings that express respect for elders. It is also stated that they should benefit from books, magazines and websites in order to use information sources effectively. This study can also be evaluated within the scope of "Access to Information".

**Table 26**

*Findings Regarding the Activities of the Text "Respect for Elders"*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>7. THEME: VIRTUES</b>	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	11. Activity	-	-	-	-	-	-
	Preparatory Study for the Text	+	-	-	-	-	+
	Preparatory Work for the Next Lesson	+	+	-	-	-	-

When the eleven activities of the second text of the same theme, "Respect for Elders", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 26, it can be seen that none of the activities measure digital competence. As a preparation for the text, students were asked to share their research on respect for elders with their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In the preparation for the next lesson, the students were asked to research poems about the joy of life, write them in their notebooks, and memorize one of the poems they liked. This study can be evaluated within the scope of "Access to Information" and "Evaluation of Information".

**Table 27**

*Findings Regarding the Activities of the Text “Joy of Living”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information	
<b>7. THEME: VIRTUES</b>	<b>Text: Joy of Living</b>	1. Activity	-	-	-	-	-	
		2. Activity	-	-	-	-	-	
		3. Activity	-	-	-	-	-	
		4. Activity	-	-	-	-	-	
		5. Activity	-	-	-	-	-	
		6. Activity	-	-	-	-	-	
		7. Activity	-	-	-	-	-	
		8. Activity	-	-	-	-	-	
		9. Activity	-	-	-	-	-	
		10. Activity	-	-	-	-	-	
		11. Activity	-	-	-	-	-	
		Preparatory Study for the Text	+	-	-	-	+	-
		Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the eleven activities of the third text of the same theme, "Joy of Living", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 27, it can be seen that no activity measures digital competence here either. As a preparation for the text, students were asked to read the poem they memorized about the joy of life to their friends. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Presentation of Information". In the preparation for the next lesson, students were asked to find proverbs and sayings explaining the importance of sharing and being united. This study can also be evaluated within the scope of "Access to Information".

**Table 28**

*Findings Regarding the Activities of the Text “Let's Share”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>7. THEME: VIRTUES</b>	<b>Text: Let's Share</b>	1. Activity	-	-	-	-	-
		2. Activity	-	-	-	-	-
		3. Activity	-	-	-	-	-
		4. Activity	-	-	-	-	-

5. Activity	-	-	-	-	-	-
6. Activity	-	-	-	-	-	-
7. Activity	-	-	-	-	-	-
8. Activity	-	-	-	-	-	-
9. Activity	-	-	-	-	-	-
Preparatory Study for the Text	+	-	-	-	-	+
Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the nine activities of the last text of the same theme, "Let's Share", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 28, it can be seen that no activity measures digital competence here either. As a preparation for the text, students were asked to share with their friends the proverbs and sayings they found about the importance of sharing. This study, together with the previous preparatory study, can be evaluated within the scope of "Access to Information" and "Exchange of Information". In preparation for the next lesson, students were asked to research what the barcode system does. This study can also be evaluated within the scope of "Access to Information".

**Table 29**

*Findings Regarding the Activities of the Text “Barcode”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
<b>8. THEME: SCIENCE AND TECHNOLOGY</b>	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	+	+	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	-	-



When the ten activities belonging to the "Barcode" text, the first text of the eighth and last theme, "Science and Technology", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 29, it can be seen that the 4th activity has a structure that can measure digital competence. In this activity, students are given internet news about some areas where barcodes are used in a table - along with their links - and they are asked to write the areas where barcodes are used opposite these news and discuss their contributions to daily life. This activity can be evaluated within the scope of "Access to Information" and "Evaluation of Information". In the preparation for the next lesson, students were asked to research the positive and negative aspects of social media. This study can also be evaluated within the scope of "Access to Information".

**Table 30**

*Findings Regarding the Activities of the Text “Social Media Affects Your Psychology”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
8. THEME: SCIENCE AND TECHNOLOGY	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	9. Activity	-	-	-	-	-	-
	10. Activity	+	+	-	+	+	-
	11. Activity	-	-	-	-	-	-

When the eleven activities of the second text of the same theme, "Social Media Affects Your Psychology", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 30, it can be seen that the 10th activity has a structure that can measure digital competence. In this activity, students are asked to make a speech about the positive and negative aspects of social media based on the news articles and research they have read. This activity can be evaluated within the scope of "Access to

Information", "Evaluation of Information", "Production of Information" and "Presentation of Information".

**Table 31**

*Findings Regarding the Activities of the Text “Intelligent Transportation Systems”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
8. THEME: SCIENCE AND TECHNOLOGY Text: Intelligent Transportation Systems	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-
	Preparatory Work for the Next Lesson	+	-	-	-	-	-

When the eight activities of the third text of the same theme, "Intelligent Transportation Systems", were considered in terms of digital competence, the findings in the table above were obtained. Based on the table 31, it can be seen that none of the activities measure digital competence. In preparation for the next lesson, students were asked to find sayings explaining the importance of science. This study can also be evaluated within the scope of "Access to Information".

**Table 32**

*Findings Regarding the Activities of the Text “Aziz Sancar”*

		Access to Information	Evaluation of Information	Storage of Information	Production of Information	Presentation of Information	Exchange of Information
8. THEME: SCIENCE AND TECHNOLOGY Text: Aziz Sancar	1. Activity	-	-	-	-	-	-
	2. Activity	-	-	-	-	-	-
	3. Activity	-	-	-	-	-	-
	4. Activity	-	-	-	-	-	-
	5. Activity	-	-	-	-	-	-
	6. Activity	-	-	-	-	-	-
	7. Activity	-	-	-	-	-	-
	8. Activity	-	-	-	-	-	-

Preparatory Study for the Text	+	+	-	+	+	-
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When the eight activities of the last text of the same theme, "Aziz Sancar", were considered in terms of digital competence, the findings in the table above were obtained. Based on the Table 32, it can be seen that no activity measures digital competence. In the preparation study for the text, students were asked to write down what the word "science" evokes in their minds and to express their thoughts about the importance of science based on your associations. It was stated that students could benefit from the sayings they brought to the classroom in their speeches. This study can be evaluated within the scope of "Access to Information", "Evaluation of Information", "Production of Information" and "Presentation of Information".

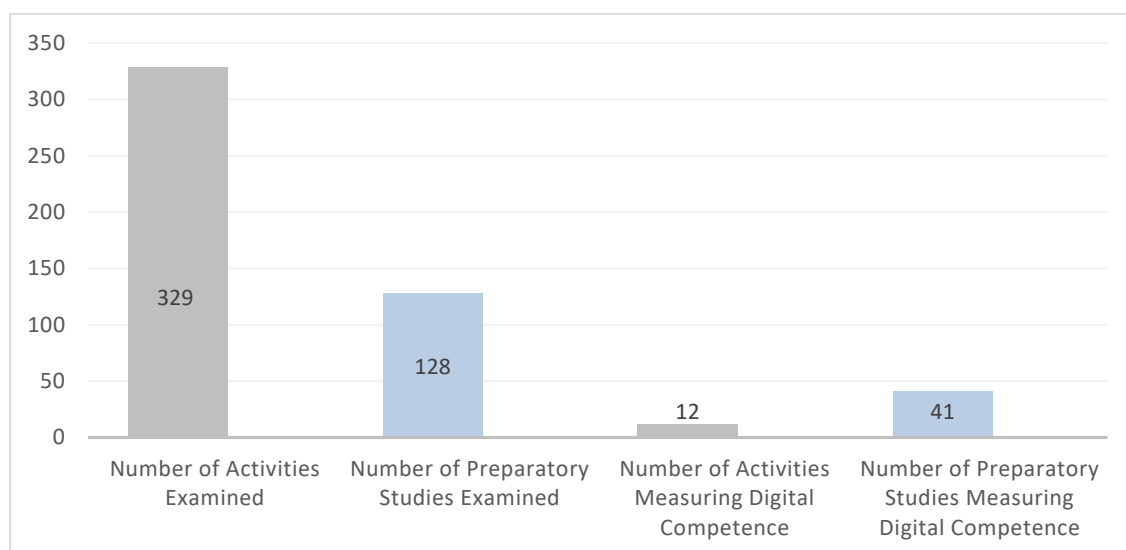
Looking at the general view of the activities examined, the findings in the table below were obtained:

**Table 33**

*Overview of Reviewed Activities*

Number of Activities Examined	329
Number of Preparatory Studies Examined	128
Number of Activities Measuring Digital Competence	12
Number of Preparatory Studies Measuring Digital Competence	41

It is possible to see these findings graphically as follows:



**Graphic 1.** *Overview Graphic of Examined Activities*

Only four percent of the 329 activities examined, which is twelve of them, have measured digital competence. This is a very low rate. Considering that the ages of 8-12 are a critical period in terms of digital competence, this identified situation may be one of the obstacles to gaining this competence. In contrast, thirty-two percent of the 128 preparatory studies, which is forty-one of them, have measured digital competence. The distribution of these activities and preparation activities that measure digital competence according to themes and how many of them are collected under which items can be seen in the tables below:

**Table 34**

*Distribution of Activities and Preparatory Studies Measuring Digital Competence by Themes*

<b>Themes</b>	<b>Number of Activities</b>	<b>Number of Preparatory Studies</b>
Theme 1: Individual and Society	2	3
Theme 2: National Struggle and Ataturk	-	8
Theme 3: Nature and Universe	2	7
Theme 4: Our National Culture	1	3
Theme 5: Citizenship	1	3
Theme 6: Health and Sports	3	7
Theme 7: Virtues	1	7
Theme 8: Science and Technology	2	3

**Table 35**

*Distribution of Activities and Preparatory Studies Measuring Digital Competence by Items*

	<b>Access to Information</b>	<b>Evaluation of Information</b>	<b>Storage of Information</b>	<b>Production of Information</b>	<b>Presentation of Information</b>	<b>Exchange of Information</b>
<b>Number of Activities</b>	10	12	-	3	3	2
<b>Number of Preparatory Studies</b>	40	7	-	1	5	13

Based on the Table 34 and Table 35, it can be seen that the activities measuring digital competence fall within the scope of "Access to Information" and "Evaluation of Information" items. It is noteworthy that the preparatory work remains within the scope of the "Access to Information" item. No activity or study has measured the item "Storage of Information", and "Production of Information", one of the most important items of digital competence, has been neglected. In this context, it can be stated that the activities and preparatory work evaluate digital competence more within the scope of "Access to Information".

## **Results and Discussion**

In this research, 329 activities and 128 preparatory studies in Anıttepe Publishing's 5th grade Turkish textbook were examined in terms of digital competence. According to the findings, it was determined that only 12 of 329 activities and 41 of 128 preparatory studies were capable of measuring digital competence. Although thirty-two percent of the preparatory studies fill the gap of activities in terms of directing students to internet resources, it has been determined that they mostly measure the "Access to Information" item, while other items are measured very little or not at all. "Access to Information" constitutes the first stage of the student gaining a digital identity. By adding other stages to this, a real digital competence is gained. The accessed information is evaluated and inferences are made, and the information is stored in the computer environment, in the device's memory, in the cloud, etc. for future use. Based on the information accessed, new information is produced and presented. New information is shared based on the information presented. Therefore, "Access to Information" alone will not be sufficient to gain digital competence. Based on this information, it has been concluded that the activities in this textbook are not sufficient in terms of digital competence.

Şimşek (2022) found that although digitalization and digital competencies were mentioned in the updated programs, digital competency was not included sufficiently in the textbooks, and other sub-skills, including a small number of digital competencies related to digital literacy and digital security, were not mentioned except in a single text. In addition, he stated that in order to gain the digital competencies mentioned in the Turkish curriculum, digital competencies in the text, activities, preparation questions, preparation for the next lesson and visuals should be processed and taught in Turkish textbooks. These findings are consistent with the results obtained from this research. In the textbook examined, the problems identified were that digital competence remained at the level of access to information, that the activities were not structured for digital competence, and that digital competence was generally tried to be gained through preparatory studies. In this context, the activities in Turkish textbooks need to be designed taking digital competence into consideration.

Maden et al. (2018) in their research where they evaluated the 5th grade Turkish textbook in the context of digital literacy, they found that concepts such as computer, technology, internet and media were rarely included in the theme related to digital environments, and that there was a deficiency in using science and technology while teaching

language skills and establishing a connection between them. Based on this, it has been stated that technology and digital literacy need to be given more importance in the preparation of texts and activities. These results are consistent with the results obtained from this research. It can be said that the activities in the textbook examined within the scope of this research are not competent in the context of digital competence. It was determined that there was a lack of basic skills such as using computers, participating in common networks via the internet and communicating on the basis of activity on access to information, evaluation, production, presentation, sharing and storage of information; on the basis of the preparatory study on evaluating, producing, presenting, sharing and storing information. Textbooks are primary teaching materials. Therefore, the competence of textbooks within the current curriculum is very important. Turkish textbooks need to be structured by taking into consideration the students' acquisition and development of the competencies included in the program.

In their research where they examined Turkish textbooks in the context of competencies, Kana and Kiler (2021) found that there was no balanced distribution among competencies. It has been determined that digital competence is not included in the 6th and 7th grade texts, and digital competence, initiative/entrepreneurship and communication competencies in foreign languages are included in the least number of books. As a matter of fact, the data obtained from this research also support these findings. Cao et al. (2023) found that there is a positive relationship between digital competence and language proficiency. Participants with higher digital proficiency were found to achieve better language learning outcomes compared to those with lower digital proficiency. Based on this and the results obtained from this research, it can be stated that integrating digital competence into the educational environment is of critical importance for language learning processes.

It is unthinkable that students who are digital natives are subjected to an education that is isolated from digital competencies. In order for students' digital competencies to be evaluated, they must reach an acceptable level in these competencies. This can be achieved through an education curriculum that starts from primary school and extends to university (Pérez-Escoda & Rodríguez-Conde, 2015). In addition to the curriculum, textbooks must also be competent in terms of digital competence. However, as a result of the study, it was determined that there were deficiencies in this regard. Based on this, including digital competence in textbooks in addition to educational curricula is important for the development of students' digital competence skills. Çelikoğlu et al. (2022) found that digital competence was included very little in science and mathematics textbooks, and the content remained

mainly at the "Access to Information" level. In the research, it was stated that a digital competence framework for our country should be created in order to fill the basic gaps between learning objectives and textbooks in the context of digital competence and to create content related to the dimensions. These results are consistent with the results obtained from this research. In this research, it was determined that the activities in the Turkish 5th grade textbook were limited to the "Access to Information" article and were insufficient in terms of other dimensions of digital competence. It is thought that the idea of creating a digital competence framework for our country will be useful in this context.

In their research, Geçgel et al. (2020) found that teachers and students had deficiencies in terms of digital competence. In addition, it was stated that the texts in Turkish textbooks should contribute to students' awareness of digital competence and that texts suitable for the change in technology should be included in the textbooks. These suggestions can be made based on the results obtained from this research. The more importance is given to digital competence in a digitalizing world, the more digital competences of students will increase. In this context, it would not be wrong to say that this competence should be included more in textbooks. Based on the results obtained, it is thought that it will be beneficial for the future of education to evaluate and create the texts, activities, preparatory studies and visuals in Turkish textbooks in the context of digital competence.

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