



**Citation:** Coşkun, S., Bulut, M., Çınar, H., Şahin, H., Bulut, Ö., Yılmaz, Ö. G., Yılmaz, M. H., & Akgün, H. (2025). Evaluation of the 2024 human rights, citizenship, and democracy curriculum outcomes based on Bloom's Taxonomy. *International Journal of Scholars in Education*, 8(1), 1-10. <https://doi.org/10.52134/ueader.1655577>

## Evaluation of the 2024 Human Rights, Citizenship, and Democracy Curriculum Outcomes Based on Bloom's Taxonomy

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**Abstract:** This study aims to evaluate the cognitive process skills of the learning outcomes in the 2024 4th Grade Human Rights, Citizenship, and Democracy Curriculum. As part of the Türkiye Yüzyılı Maarif Modeli, curricula have been updated, and in this context, learning outcomes and process components have replaced traditional achievement statements in the new curricula. In this study, process components were considered as learning outcomes, and the 34 process components in the 2024 Human Rights, Citizenship, and Democracy Curriculum were analyzed based on Revised Bloom's Taxonomy. Employing a qualitative research approach, a descriptive analysis was conducted using the two-dimensional matrix developed by Anderson and Krathwohl (2021). The findings indicate that the curriculum predominantly focuses on lower-order cognitive processes. The most frequently emphasized cognitive process is "Understanding" (35.1%), which includes objectives aimed at students' acquisition of conceptual knowledge. However, "Applying" (11.7%), "Analyzing" (23.8%), "Evaluating" (11.7%), and "Creating" (11.7%) were found to be less emphasized. Regarding the knowledge dimension, the learning outcomes are mostly concentrated on "Factual Knowledge" (44.1%) and "Conceptual Knowledge" (35.1%). The relatively lower proportions of "Metacognitive Knowledge" (14.8%) and "Procedural Knowledge" (5.9%) suggest that students' critical thinking and problem-solving skills are not sufficiently supported. In conclusion, the 2024 Human Rights, Citizenship, and Democracy Curriculum is structured to facilitate students' acquisition of fundamental citizenship knowledge but exhibits limitations in fostering higher-order cognitive processes.

**Keywords:** Human Rights, Citizenship and Democracy, Cognitive Process Skills, Revised Bloom's Taxonomy, Learning Outcomes, Primary Education.

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## Introduction

In Turkey, citizenship education is generally regarded as a shared outcome of multiple subjects at all levels of education. However, the most explicit course dedicated to citizenship education at the primary level is the 4th Grade Human Rights, Citizenship, and Democracy Course. Broadly speaking, citizenship education aims to cultivate "good citizens," equipping individuals with citizenship rights and responsibilities while fostering essential values and skills required by contemporary society. Over time, numerous fundamental changes have been made in the implementation of this course, leading to the development, transformation, and modification of curricula that adapt to the needs of the era. Most recently, in 2024, all curricula were restructured within the framework of the Türkiye Yüzyılı Maarif Modeli, including the Human Rights, Citizenship, and Democracy Curriculum. Although the 2018 updated curriculum is still in use, starting from the 2024-2025 academic year, 1st-grade students have begun utilizing the new curricula. Consequently, by the 2027-2028 academic year, the revised Human Rights, Citizenship, and Democracy curriculum will also come into effect.

The Ministry of National Education (MoNE) emphasizes that the new curriculum aims to cultivate effective citizens who are self-aware, equipped with the skills required by contemporary conditions, sensitive to their surroundings, committed to democratic values, and capable of contributing to both their country and the world (MoNE, 2024). Unlike previous curricula, the 2024 program redefines the concept of "good citizens" as "active citizens," describing them as individuals who are knowledgeable, skilled, and value-oriented, socially conscious, democratic, and engaged in national and global issues.

Active citizenship can be defined as the ability of individuals to exercise their rights consciously, fulfill their responsibilities, and demonstrate sensitivity to social issues in democratic societies (Hoskins & Mascherini, 2009; Kerr, 1999; Türkoğlu & Dağlı, 2017). This concept not only encompasses law-abiding citizens but also individuals who participate in decision-making processes, engage in critical thinking, and contribute to social cohesion (Kıncal & Işık, 2003; Westheimer & Kahne, 2004). Therefore, an active citizen should not merely be an informed individual but one who possesses and effectively applies higher-order thinking skills. In this context, a crucial question arises regarding how well the new curriculum reflects the definition and objectives of active citizenship. A review of the existing literature revealed that no studies have yet examined whether the new curriculum incorporates active citizenship principles or fosters higher-order thinking skills. However, İneç (2024) conducted a study evaluating the new curriculum from a children's rights perspective. This highlights the need for further research investigating whether the 2024 curriculum integrates active citizenship and employs higher-order cognitive skills. Program evaluation is a systematic process used to determine the effectiveness of educational programs, identify strengths and weaknesses, and implement necessary improvements (Stufflebeam & Shinkfield, 2007). This process involves various data collection and analysis methods (Fitzpatrick, Sanders, & Worthen, 2011). One of the primary tools used for evaluating curricula is the examination of learning outcomes (Demirel, 2012; Gültekin & Burak, 2019). Various techniques can be employed to assess programs based on learning outcomes, with Bloom's Taxonomy being one of the most widely used models (Bümen, 2006).

Bloom's Taxonomy, originally developed in 1956, classifies learning objectives into three domains: cognitive, affective, and psychomotor (Bloom, 1956). However, due to advancements in educational sciences, it was revised by Anderson and Krathwohl (2001) to form the Revised Bloom's Taxonomy, which provides a more dynamic approach to assessing learning processes.

Revised Bloom's Taxonomy consists of two main components:

1. Cognitive Process Dimension: This dimension categorizes learning into six levels:
  - Remembering: Retrieving previously learned information.
  - Understanding: Comprehending, explaining, or interpreting information.
  - Applying: Using knowledge in different contexts.

- Analyzing: Breaking down information to identify relationships.
  - Evaluating: Assessing the accuracy or validity of information.
  - Creating: Generating new ideas or solutions based on existing knowledge (Anderson & Krathwohl, 2001).
2. Knowledge Dimension: This dimension classifies learning content into four categories:
- Factual Knowledge: Terminology, specific facts, and basic details.
  - Conceptual Knowledge: Principles, models, and relationships between theories.
  - Procedural Knowledge: Methods, techniques, and problem-solving strategies.
  - Metacognitive Knowledge: Awareness and regulation of one's learning processes (Krathwohl, 2002).

By analyzing curriculum learning outcomes through Revised Bloom's Taxonomy, researchers can determine the distribution of cognitive processes and knowledge types within educational programs. This analysis is crucial for understanding whether a curriculum fosters lower-order cognitive skills (remembering, understanding, and applying) or higher-order thinking skills (analyzing, evaluating, creating) (Büyükalın Filiz & Yıldırım, 2019; Doğan & Burak, 2018; Erol, 2021; Gökçek & Korkmaz, 2018; Öztürk & Demir, 2019; Türkmen & Dönmez, 2020). A review of the literature reveals numerous studies examining learning outcomes from various curricula using Revised Bloom's Taxonomy.

For example, Benli-Özdemir, Yılmaz, and Selvi (2024) compared the 2018 and 2024 Science Curricula in terms of environmental education, concluding that the 2024 curriculum includes more higher-order thinking objectives. Similarly, Yaralı (2024) analyzed 2023 Life Skills I and II courses and found that they predominantly focus on lower-order cognitive skills. Likewise, Oçak and Uzel (2024) examined the 2018 Biology Curriculum and determined that its learning outcomes were primarily centered on lower-order cognitive processes. Additionally, studies in various subject areas such as Social Studies, Turkish, Religious Education, and Mathematics have conducted similar analyses (Burak, 2017; Büyükalın Filiz & Yıldırım, 2019; Doğan & Burak, 2018; Erol, 2021; Gökçek & Korkmaz, 2018; Gültekin & Burak, 2019; Öztürk & Demir, 2019; Türkmen & Dönmez, 2020). Specifically, in the context of Human Rights, Citizenship, and Democracy, Burak and Topkaya (2021) examined the 2018 curriculum, concluding that most learning outcomes targeted lower-order cognitive skills.

Given the lack of research evaluating the 2024 Human Rights, Citizenship, and Democracy Curriculum based on Revised Bloom's Taxonomy, this study aims to contribute to curriculum evaluation efforts in light of the Türkiye Yüzyılı Maarif Modeli. Additionally, the findings of this study are expected to provide guidance for curriculum designers, educators, and policymakers in structuring effective citizenship education that aligns with the active citizenship framework. This study seeks to answer the following research questions:

- How are the learning outcomes in the 2024 Human Rights, Citizenship, and Democracy Curriculum distributed across the Cognitive Process Dimension?
- How are the learning outcomes in the 2024 Human Rights, Citizenship, and Democracy Curriculum distributed across the Knowledge Dimension?

## Methodology

### Research Design

This study was designed using a qualitative research approach and the document analysis technique, in line with the study's purpose and research questions. Document analysis is a qualitative research method that involves systematically examining written materials related to the phenomenon under investigation based on specific criteria (Yıldırım & Şimşek, 2014). The implementation of this technique followed the document analysis stages proposed by Yıldırım and Şimşek (2014), ensuring a structured research process. Accordingly, the research process was conducted in two main phases, adhering to Foster's (1995) five-stage model for document analysis:

- Accessing Documents
- Verifying Authenticity
- Understanding and Interpreting Documents
- Analyzing Data
- Using Data
- The study was carried out in two main stages:
- Accessing and Defining the Characteristics of the Documents
- Examining and Analyzing the Documents
- Each stage of the research process is described in detail below.

### Accessing Documents and Document Characteristics

This phase was conducted following Foster's (1995) approach to document analysis, which includes accessing documents, verifying their authenticity, and understanding and interpreting them. The primary document used in this study was the 2024 4th Grade Human Rights, Citizenship, and Democracy Curriculum, officially released by the Ministry of National Education (MoNE) in Turkey. The document was obtained from MoNE's Türkiye Yüzyılı Maarif Modeli online system on February 2, 2024 (<https://tymm.meb.gov.tr/upload/program/2024programvat4Onayli.pdf>).

The curriculum consists of four learning domains containing 13 learning outcomes. Within these learning domains, 34 process components are defined (MoNE, 2024). Unlike previous curricula, where learning outcomes were explicitly stated, the updated 2024 curriculum introduces the term process components instead of traditional learning outcomes. In this study, these 34 process components were considered as learning outcomes and served as the primary data source for analysis.

### Document Examination and Data Analysis

The 34 process components included in the 2024 Human Rights, Citizenship, and Democracy Curriculum were analyzed using Revised Bloom's Taxonomy, focusing on both the Cognitive Process Dimension and the Knowledge Dimension. The analysis was conducted using the two-dimensional matrix developed by Anderson and Krathwohl (2001) (see Table 1).

**Table 1.**  
**Two-Dimensional Matrix of Knowledge and Cognitive Process Dimensions**

	Cognitive Process					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Knowledge						
Factual	A1	A2	A3	A4	A5	A6
Conceptual	B1	B2	B3	B4	B5	B6
Procedural	C1	C2	C3	C4	C5	C6
Metacognitive	D1	D2	D3	D4	D5	D6

Anderson and Krathwohl's (2001) two-dimensional matrix enables a systematic classification of learning outcomes based on cognitive processing levels and knowledge types. The first dimension of the matrix categorizes the cognitive processing skills targeted by the learning outcomes into six hierarchical levels:

- Remembering (retrieving previously learned information)
- Understanding (comprehending and interpreting information)

- Applying (using knowledge in practical situations)
- Analyzing (breaking down concepts into components)
- Evaluating (judging the validity of information)
- Creating (generating new ideas or solutions)

The second dimension of the matrix classifies knowledge types into four categories:

- Factual Knowledge (basic concepts, terminology, and specific details)
- Conceptual Knowledge (principles, theories, and relationships between concepts)
- Procedural Knowledge (methods, strategies, and techniques)
- Metacognitive Knowledge (awareness and control of one's learning processes)

Using this matrix, a learning outcome can be simultaneously classified in terms of both the cognitive skills it requires and the knowledge type it addresses. In this study, the 34 process components (considered as learning outcomes) in the Human Rights, Citizenship, and Democracy Curriculum served as the units of analysis. These process components were examined using the Revised Bloom's Taxonomy matrix developed by Anderson and Krathwohl (2001). A descriptive approach was adopted in the analysis, ensuring that learning outcomes were classified according to their cognitive process and knowledge dimensions.

During the analysis, a semantic examination of each process component was conducted.

- The action verb in the learning outcome was categorized based on the cognitive process dimension.
- The remaining context of the statement was classified under the knowledge dimension (Burak & Topkaya, 2021).

Following this classification, the final categorizations were determined based on inter-coder agreement among the researchers, ensuring the validity of the analysis. The detailed categorization of each process component is presented in Appendix 1.

## Findings

In this study, the 2024 4th Grade Human Rights, Citizenship, and Democracy Curriculum learning outcomes were analyzed using Revised Bloom's Taxonomy. The distribution of learning outcomes across the cognitive process dimension and knowledge dimension is presented in Table 2.

**Table 2.**  
**Distribution of Learning Outcomes in the Human Rights, Citizenship, and Democracy Course across the Knowledge and Cognitive Process Dimensions**

Knowledge	Cognitive Process					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual	İHVD.4.2.1.a	İHVD.4.1.3.b	İHVD.4.4.1.b	İHVD.4.1.3.a	İHVD.4.4.2.d	İHVD.4.4.3.c
	İHVD.4.2.1.b	İHVD.4.2.3.c	İHVD.4.4.1.c	İHVD.4.2.3.a		
		İHVD.4.3.1.b		İHVD.4.3.4.b		
		İHVD.4.3.4.a		İHVD.4.4.3.b		
		İHVD.4.4.2.a				

<b>Conceptual</b>	İHVD.4.1.2.c	İHVD.4.2.1.c	İHVD.4.1.2.a	İHVD.4.2.1.ç	İHVD.4.3.4.c
	İHVD.4.2.2.b		İHVD.4.2.2.a	İHVD.4.2.1.d	
	İHVD.4.2.3.b		İHVD.4.3.1.a		
	İHVD.4.4.3.a		İHVD.4.4.2.b		
<b>Procedural</b>		İHVD.4.4.1.a			
<b>Metacognitive</b>	İHVD.4.1.3.c			İHVD.4.4.2.ç	İHVD.4.1.2.b
	İHVD.4.2.2.c				İHVD.4.4.2.c
	İHVD.4.3.1.c				

As shown in Table 2, the 34 learning outcomes are distributed across all four knowledge dimensions. Specifically, 15 learning outcomes fall under the Factual Knowledge category, 12 outcomes are classified as Conceptual Knowledge, only 1 outcome is categorized under Procedural Knowledge, and 6 outcomes belong to the Metacognitive Knowledge dimension.

In terms of the cognitive process dimension, the analysis indicates that 2 learning outcomes correspond to Remember, 12 outcomes to Understand, 4 outcomes to Apply, 8 outcomes to Analyze, 4 outcomes to Evaluate, and 4 outcomes to Create. This distribution demonstrates that the majority of learning outcomes focus on lower-order cognitive processes, with fewer instances of outcomes that encourage higher-order thinking skills. The descriptive findings regarding the distribution of learning outcomes across these dimensions are presented in Table 3.

**Table 3.**  
**Descriptive Distribution of Learning Outcomes in the Human Rights, Citizenship, and Democracy Course across Knowledge and Cognitive Process Dimensions**

Cognitive Process	Knowledge									
	Factual		Conceptual		Procedural		Metacognitive		Total	
	n	%	n	%	n	%	n	%	n	%
<b>Remembering</b>	2	5.9	-	-	-	-	-	-	2	5.9
<b>Understanding</b>	5	14.8	4	11.7	-	-	3	8.9	12	35.1
<b>Applying</b>	2	5.9	1	2.9	1	2.9	-	-	4	11.7
<b>Analyzing</b>	4	11.7	4	11.7	-	-	-	-	8	23.8
<b>Evaluating</b>	1	2.9	2	5.9	-	-	1	-	4	11.7
<b>Creating</b>	1	2.9	1	2.9	-	-	2	5.9	4	11.7
<b>Total</b>	15	44.1	12	35.1		2.9	6	17.9	34	100

As presented in Table 3, the distribution of learning outcomes across the cognitive process dimension reveals that 5.9% (n=2) fall under Remember, 35.1% (n=12) under Understand, 11.7% (n=4) under Apply, 23.8% (n=8) under Analyze, 11.7% (n=4) under Evaluate, and 11.7% (n=4) under Create. This indicates that 53.7% (n=18) of the learning outcomes focus on lower-order cognitive processes, while 46.3% (n=16) target higher-order cognitive processes.

In terms of the knowledge dimension, 44.1% (n=15) of the learning outcomes are categorized as Factual Knowledge, 35.1% (n=12) as Conceptual Knowledge, 2.9% (n=1) as Procedural Knowledge, and 17.9% (n=6) as Metacognitive Knowledge.

## Conclusion and Discussion

In this study, the learning outcomes of the 2024 4th Grade Human Rights, Citizenship, and Democracy Curriculum were examined based on Revised Bloom's Taxonomy to evaluate their

distribution across cognitive process and knowledge dimensions. The analysis of the 34 learning outcomes in the cognitive process dimension revealed that the majority were concentrated in the "Understand" category. According to Anderson and Krathwohl (2001), the Understand level involves grasping, explaining, or interpreting information. This indicates that the curriculum places greater emphasis on fostering students' comprehension, explanation, interpretation, and providing examples in the context of human rights, citizenship, and democracy. Furthermore, more than half of the outcomes in the cognitive process dimension were categorized under lower-order thinking skills—Remember, Understand, and Apply. However, 46% of the learning outcomes were found to be at the higher-order cognitive levels, including Analyze, Evaluate, and Create. This suggests a relatively balanced distribution between lower- and higher-order cognitive skills. Notably, a significant portion of the higher-order thinking skills was concentrated in the Analyze category, indicating that the curriculum effectively aligns with its stated goal of cultivating critical-thinking and questioning individuals (MoNE, 2024).

The distribution of learning outcomes in the knowledge dimension shows that most were categorized as Factual Knowledge (44.1%) and Conceptual Knowledge (35.1%). In contrast, Procedural Knowledge (2.9%) and Metacognitive Knowledge (17.9%) were represented to a much lesser extent. The limited presence of procedural and metacognitive knowledge outcomes suggests that the curriculum may not sufficiently support students' ability to regulate their own learning processes and engage in deep thinking. However, Human Rights, Citizenship, and Democracy is not the sole subject responsible for citizenship education. In this regard, a more comprehensive analysis in conjunction with the Social Studies curriculum—which also aims to develop well-informed and responsible citizens (Gültekin & Burak, 2019)—could provide a more holistic perspective. Additionally, the strong emphasis on factual and conceptual knowledge may reflect an intentional pedagogical approach, prioritizing the acquisition of fundamental concepts and factual information. A review of the literature reveals that Burak and Topkaya (2021) conducted a similar analysis of the 2018 Human Rights, Citizenship, and Democracy curriculum, reporting that the majority of learning outcomes were concentrated in the Understand category, with a strong focus on lower-order cognitive processes and a similar emphasis on factual and conceptual knowledge. Compared to the previous program, the increase in higher-order thinking skills in the 2024 curriculum suggests a positive shift aligned with the Türkiye Yüzyılı Maarif Model. However, the knowledge dimension distribution in both studies remained consistent, indicating a continued focus on factual and conceptual learning in both curricula.

When comparing the findings of this study with previous research analyzing other subject curricula (Burak, 2017; Büyükalın Filiz & Yıldırım, 2019; Doğan & Burak, 2018; Erol, 2021; Gökçek & Korkmaz, 2018; Gültekin & Burak, 2019; Öztürk & Demir, 2019; Türkmen & Dönmez, 2020), it is evident that the 2024 Human Rights, Citizenship, and Democracy curriculum places a greater emphasis on higher-order thinking skills. While most prior studies examined the 2018 curricula, the findings suggest that the Türkiye Yüzyılı Maarif Model represents a shift toward promoting critical and creative thinking. This underscores the need for further research and analysis to fully understand the impact of the new educational framework. However, based on the current findings, it can be argued that the new curriculum places greater emphasis on fostering analytical, evaluative, and creative thinking skills, reinforcing the Türkiye Yüzyılı Maarif Model's commitment to nurturing inquisitive, innovative, and research-oriented individuals.

## **Recommendations**

Based on the findings of this study, the following recommendations are proposed for the future development and implementation of the Human Rights, Citizenship, and Democracy curriculum:

### **1. Enhancing Higher-Order Thinking Skills**

- Future revisions of the curriculum should further strengthen learning outcomes that promote higher-order cognitive skills such as Evaluation and Creation.
- More learning activities that foster critical thinking, problem-solving, and decision-making should be incorporated into the curriculum.

### **2. Expanding Metacognitive and Procedural Learning Opportunities**

- The curriculum should be updated to include more learning outcomes that develop procedural and metacognitive skills, enabling students to reflect on their learning processes and apply their knowledge to real-world scenarios.
- Activities that promote self-regulated learning, inquiry-based approaches, and experiential learning should be encouraged.

### 3. Interdisciplinary Integration with Social Studies

- Given that citizenship education is a multidisciplinary field, Human Rights, Citizenship, and Democracy should be analyzed in conjunction with the Social Studies curriculum to ensure a comprehensive approach to civic education.
- Future research should explore the alignment between these subjects and their combined impact on students' civic knowledge and competencies.

### 4. Further Research and Comparative Analyses

- Comparative analyses between the 2018 and 2024 curricula should be conducted across different disciplines to assess the overall impact of the Türkiye Yüzyılı Maarif Model.
- Additional studies should evaluate the effectiveness of the new curriculum's implementation in classrooms.

### 5. Teacher Training and Professional Development

- Given that teachers will begin implementing the updated curriculum in the coming years, professional development programs should be organized to support them in effectively integrating student-centered teaching strategies (e.g., collaborative learning, case studies, project-based learning, and alternative assessment methods).
- Workshops, seminars, and in-service training sessions should be designed to familiarize teachers with the revised curriculum and equip them with innovative pedagogical strategies to maximize student engagement.

In summary, while the 2024 curriculum reflects a positive shift toward developing higher-order thinking skills, it still maintains a strong emphasis on factual and conceptual knowledge acquisition. To further enhance the curriculum, future revisions should focus on integrating more metacognitive and procedural learning objectives, interdisciplinary collaboration with Social Studies, and ongoing teacher training programs.

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## Appendix 1

- İHVD.4.1.1. Çocuk olmanın özelliklerini belirleyebilme
- İHVD.4.1.2. Çocuk haklarıyla ilgili kanıta dayalı olarak oluşturduğu ürünü paylaşabilme
- İHVD.4.1.2.a Verilen kanıtlara dayanarak çocuk haklarına ihtiyaç duyulma sebeplerini tespit eder. (B4)
- İHVD.4.1.2.b Tespitleri bağlamında kendi çocuk hakları sözleşmesini oluşturur. (D6)
- İHVD.4.1.2.c Çocuk Hakları Sözleşmesi'nin maddelerini sözlü veya görsel olarak yeniden ifade eder. (B2)

İHVD.4.1.3. İnsan olmanın getirdiği temel hak ve özgürlükleri yorumlayabilme

İHVD.4.1.3.a İnsan olmanın getirdiği temel hak ve özgürlükleri örnekler üzerinden inceler. (A4)

İHVD.4.1.3.b İnsan olmanın getirdiği temel hak ve özgürlükleri bağlamdan kopmadan yazılı veya sözlü olarak ifade eder. (A2)

İHVD.4.1.3.c İnsan olmanın getirdiği temel hak ve özgürlükleri kendi cümleleri ile ifade eder. (D2)

İHVD.4.2.1. Eşitlik kavramının anlamını sorgulayabilme

İHVD.4.2.1.a Eşitlik kavramı ile ilgili merak ettiklerini tanımlar. (A1)

İHVD.4.2.1.b Eşitlik kavramı hakkında sorular sorar (5N1K). (A1)

İHVD.4.2.1.c Eşitlik hakkında farklı kaynaklardan bilgi toplar. (B3)

İHVD.4.2.1.ç Eşitlik hakkında edindiği bilgilerin doğruluğunu kontrol eder. (B5)

İHVD.4.2.1.d Eşitlik hakkında topladığı bilgiler üzerinden çıkarım yapar. (B5)

İHVD.4.2.2. Adalet ve eşitlik arasındaki ilişkiyi yorumlayabilme

İHVD.4.2.2.a Adalet ve eşitlik kavramları arasındaki ilişkiyi inceler. (B4)

İHVD.4.2.2.b Adalet ve eşitlik kavramları arasındaki ilişkiyi bağlamdan kopmadan, sözlü veya görsel olarak ifade eder. (B2)

İHVD.4.2.2.c Adalet ve eşitlik kavramlarını kendi hayatından örnekler vererek ifade eder. (D2)

İHVD.4.2.3. Fırsat eşitliğinin anlamını yorumlayabilme

İHVD.4.2.3.a Fırsat eşitliğine ilişkin durumları inceler. (A4)

İHVD.4.2.3.b Fırsat eşitliğinin önemini sözlü, yazılı veya görsel olarak ifade eder. (B2)

İHVD.4.2.3.c Fırsat eşitliği ile ilgili yakın çevresinden örnekler verir. (B2)

İHVD.4.3.1. Vatandaş olmanın getirdiği hak ve özgürlükleri yorumlayabilme

İHVD.4.3.1.a Vatandaş olmanın getirdiği hak ve özgürlükleri örnekler üzerinden inceler. (B4)

İHVD.4.3.1.b Vatandaş olmanın getirdiği hak ve özgürlükleri sözlü, yazılı, görsel vb. şekillerde ifade eder. (A2)

İHVD.4.3.1.c Vatandaş olmanın getirdiği hak ve özgürlükleri kendi hayatından örnekler kullanarak yeniden açıklar. (D2)

İHVD.4.3.2. Etkin vatandaş olmanın gerektirdiği sorumlulukları belirleyebilme

İHVD.4.3.3. Dijital vatandaşlığın gerektirdiği özellikleri belirleyebilme

İHVD.4.3.4. Etkin bir vatandaş olarak toplumsal yardımlaşma faaliyetleri ile ilgili fikir üretebilme

İHVD.4.3.4.a Toplumsal yardımlaşma faaliyetlerinin önemini fark eder. (A2)

İHVD.4.3.4.b Toplumsal yardımlaşma faaliyetlerine ilişkin örnekleri inceler. (A4)

İHVD.4.3.4.c Toplumsal yardımlaşma faaliyetleriyle ilgili fikir üretir. (B6)

İHVD.4.4.1. Grup çalışmalarında karar alma süreçlerine katılarak grup dinamiğini sağlayabilme

İHVD.4.4.1.a Yakın çevresindeki dâhil olduğu grup ile aldığı ortak kararlar doğrultusunda görev paylaşımı yapar. (C3)

İHVD.4.4.1.b Dâhil olduğu grupta aldığı görevleri yerine getirerek gruba katkı sağlar. (A3)

İHVD.4.4.1.c Dâhil olduğu grupta ekibin diğer üyelerine yardım ederek gruba katkıda bulunur. (A3)

İHVD.4.4.2. Grup arkadaşları ile farklı fikirler hakkında müzakere edebilme

İHVD.4.4.2.a Yakın çevresinde dâhil olduğu gruplarda yer alan üyelerin kendisinden farklı düşünebileceğini fark eder. (A2)

İHVD.4.4.2.b Yakın çevresinde dâhil olduğu gruplarda yer alan üyelerin düşüncelerindeki ortaklıkları ve farklılıkları karşılaştırır. (B4)

İHVD.4.4.2.c Yakın çevresinde dâhil olduğu gruplarda yer alan üyelerin farklı görüş ve düşünceleri doğrultusunda ortak amaç üzerinde uzlaşmak için çözüm arar. (D6)

İHVD.4.4.2.ç Yakın çevresinde dâhil olduğu gruplarda yer alan üyelerin farklı görüş ve düşüncelerini dikkate alarak ortak amaca göre kendi görüşünü gözden geçirir. (B5)

İHVD.4.4.2.d Yakın çevresinde dâhil olduğu gruplarda yer alan üyelerin farklı görüş ve düşüncelerini dikkate alarak grubun ortak amaçlarını savunur. (B5)

İHVD.4.4.3. Seçme ve seçilme hakkı konusunda fikir üretebilme

İHVD.4.4.3.a Seçme hakkının toplumsal yaşam için önemini fark eder. (B2)

İHVD.4.4.3.b Seçme ve seçilme hakkıyla ilgili yakın çevresindeki deneyimleri inceler. (A4)

İHVD.4.4.3.c Seçme ve seçilme hakkının yaşantısındaki farklı alanlara uygulanması hususunda fikir üretir. (A6)