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Views of Academicians Regarding a Curriculum for Immigrants in Turkey [a]

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Abstract: This study aims to examine the ideas of curriculum experts in the context of grounded theory regarding the development of curriculums for immigrants related to the program development stages and elements. The design of the research is qualitative research consisting of grounded theory blended with the interview technique. In this context, the semi-structured focus group interview was conducted in a perspective in which the constructivist grounded theory was adopted and a non-probability sampling method was used to determine the population. The analysis process consists of three stages, from initial coding (findings section) to focus coding (discussion section) to theoretical coding (conclusion section). Since it is appropriate to have an appropriate number of eight participants in the focus group study, as one Associate Professor, seven experts having PhD. Summing up eight participants or experts were selected as the sample of the study. When the theoretical codes are examined, it will be possible to conclude that the thoughts include the struggle for the social cohesion of immigrant children from partially disadvantaged backgrounds.

Keywords: Migration, immigrant, grounded theory, curriculum development.

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Akademisyenlerin Göçmenlere Dönük Bir Eğitim Programı Hakkındaki Görüşlerinin İncelenmesi

Öz: Bu çalışmada göçmenlere dönük bir eğitim programı açısında hedeflenen program geliştirme aşamaları ve ögeleriyle ilgili göç bağlamında alan uzmanlarından göç programlarıyla ilgili fikirlerini gömülü teori bağlamında incelemeyi amaçlamaktadır. Araştırmanın tasarımı görüşme tekniği ile harmanlanmış gömülü teoriden oluşan nitel bir araştırmadır. Bu bağlamda yarı yapılandırılmış odak grup görüşmesi, yapılandırmacı gömülü teorinin benimsendiği bir perspektifte ve popülasyonun belirlenmesinde olasılık dışı örnekleme yönteminin kullanıldığı bir modele göre yapılmıştır. Analiz süreci, ilk kodlamadan (bulgular bölümü) odak kodlamaya (tartışma bölümü), teorik kodlamaya (sonuç bölümü) kadar üç aşamadan oluşmaktadır. Odak grup görüşmesinde uygun sayının sekiz kişi olması uygun olduğundan, program geliştirme alanında 1 Doçent, 7 Dr. Olmak üzere 8 alan uzmanı çalışmanın örneklemi olarak seçilmiştir. Kuramsal kodlar incelendiğinde düşüncelerin kısmen dezavantajlı geçmişlerden gelen göçmen çocukların sosyal uyumu için mücadeleyi içerdiği sonucuna varmak mümkün olacaktır.

Anahtar Kelimeler: Göç, göçmen, gömülü teori, eğitim programı geliştirme.

Introduction

Migration can be defined as the displacement of people for political, economic, geographical and personal reasons. Migration throughout the World has gained speed with the impact of industrialization and the emergence of urbanization. Sometimes migration flows occurring in terms of the horizontal and vertical movements brought social, economic and cultural issues in many aspects (Koçak and Terzi 2012). Recent civil wars in the Middle East and the emerging economic problems have brought out the immigration phenomenon in the context of refugees in the EU. This case might be more deteriorated with the possible arrival of thousands of migrants coming from at the Greek border. In the last five years, especially with the arrival of Syrian immigrants, the phenomenon of immigration has come to the fore more than ever before.

Migrants bring many social, educational and economic problems as well as many advantageous situations (Seydi 2013). One of the main problems related to migration is education because refugees and immigrants having different cultural backgrounds as well as speaking different languages may encounter many difficulties such as cultural conflicts, worklessness, ghettoization. Hence, all issues are somehow related to education because what makes humans having a particular identity is education. Required qualifications for finding a job are related to education. Accommodating oneself to a particular culture is also related to education.

The concrete handling and discussion of education policies specific to immigrants in the world were only at the beginning of the 2000s (Coşkun and Emin 2018, 4). At this point, the concept of intercultural education comes to fore. Öncul (2000) defines the concept of "intercultural education" as "education to reduce the real or potential tensions, prejudices, and privileges between cultures and to tolerate cluster disagreements with constructive programs and ensure their equal participation in community life".

Although the measures are taken or needed to be taken to benefit migrant children from school protection and education opportunities are increased, there are many obstacles to benefit them from educational services and even worse of this is that most of these children do not have access to education. The obstacles of refugees in this context can be listed as follows (Eren 2019, 216):

1- Education is not considered a priority due to difficult economic living conditions,

2- Difficulty in accessing education, lack of educational institution in their surroundings or nearby, or documentation and registration problems even if they can access,

3- Uncertainty in their status due to the prolonged immigration period,

4- Language and cultural conflicts,

5- The quality of education provided for immigrants is low, not meeting their needs,

6- Low expectation of teachers regarding the capacities of immigrant children,

7- Unrealistic high expectations of the school and teachers from families,

8- Educational materials are not suitable and there are not sufficient and qualified translation sources in their language.

9- There is no curriculum developed for the educational needs of immigrants.

With the strain of change and with the need to find a compromise for the sense of contact with immigrants and refugees, the curriculums should be constantly tailored and new curriculums should be developed based on these demands. In this context, education programs should be examined in the context of migration and immigrants. According to Coşkun (2016), in order to develop an additional curriculum for different groups particularly for immigrants:

a) Social institutions (family, school, leisure areas, the business world, historical development, etc.) in the country where immigrants live should be examined in detail and needs should be determined in the first phase.

b) In the second stage, the characteristics of different groups should be interpreted under the light of statistical data. Because the numerical size of the target group is one of the determining factors in educational activities.

c) In the third stage, in line with theoretical knowledge and practical experiences, specific projects for implementation should be developed and implemented. The results of all these projects should be discussed by those who are closely interested in the subject.

d) In light of the data to be obtained in the fourth stage, a draft program should be developed.

e) The draft program should be put into practice according to the location of the target group.

Many studies are investigating emigrational problems in an educational context. For example, Stewart's book (2005) explains and analyzes the economic and employment demands of recent and recognizable immigrants into the U.s. He often discusses the consequences of pressures on educational and training organizations and services frequently unprepared for the challenge posed to them by newcomers. Similarly, Adams and Kirova (2006) explore the difficulties encountered by immigrant girls, parents, and educators while engaging with each other in school and discusses specific obstacles and achievements in educational environments worldwide in coping with these issues. At this point, in this study, the issue of how to shape the curriculums to develop an additional training program for different groups come to fore for overcoming such educational challange. Although there are many studies in the field of literature in the context of education and migration, it is thought that this study will contribute to the field literature since it is one of

the first studies in the field of curriculums in the context of migration.

Aim

Curriculum development has a very complex and inexplicable dynamic structure requiring to focus on planning, needs analysis, goal, content, educational situations and evaluation processes. In this study, it aims to get an idea about migration programs from field experts in curriculum and development area in the context of migration-related to the targeted program development stages and elements.

In this context, answers to the following questions were sought:

1- What are the views of experts in the curriculum development for immigrants regarding needs assessment approaches?

2- What education philosophy do academicians and experts prefer in a curriculum related to immigrants?

3- Which curriculum designs or designs do curriculum experts prefer in a curriculum prepared for immigrants?

4- What are the views of academicians for a curriculum developed for immigrants in terms of distant, general and special goals?

5- What are the views of academicians for a curriculum developed for immigrants according to Bloom's taxonomy, which is cognitive, affective and psychomotor aims?

6- What content editing approach do academicians and experts in the education program field want to be focused on a curriculum developed for the immigrants?

7- What are the views of academicians for a curriculum developed for immigrants according to curriculum content?

8- Which elements do academicians give importance in curriculum learning experiences dimension?

9- According to which evaluation approach or approaches

do academics and experts in the education program field focus on evaluating a program about immigrants?

Methodology

In this study, methodological research design, data collection technique, data analysis technique, sample selection technique, limitations and validity, and reliability were tried to be clearly described in order to ensure reliability and validity of the research (Figure 1).
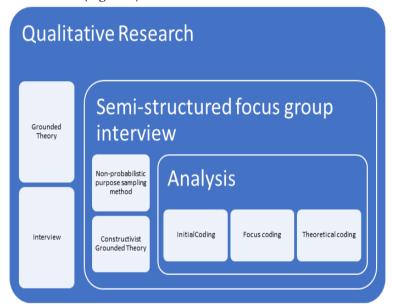

Figure 1. General methodology of the research

As given in Figure 1, the design of the research is qualitative research consisting of grounded theory blended with interview technique. The semi-structured focus group interview was used in this regard as a model where the constructivist grounded theory was adopted and a non-probabilistic sampling method was used for determining the population. The analysis consists of three stages beginning from initial coding (findings section) to focus coding (discussion section) to theoretical coding (conclusion section).

Research Design

The qualitative research design was used in the research. Qualitative research can be defined as a research in which qualitative data collection techniques such as observation, interview, and document analysis are used, and a qualitative process is pursued to reveal perceptions and events realistically and holistically in the natural environment (Yıldırım and Şimşek, 2008). In this context, the main purpose of qualitative research is to understand, interpret and analyze with a holistic perspective. Hence our study includes five features in this regard given as below (Fraenkel, Wallen and Hyun, 2012, 427):

1- Natural settings are the primary basis of knowledge and the analyst is the main instrument in this qualitative research.

2- Qualitative statistics are obtained in the form of words rather than figures.

3- The process, as well as the product is concerned by the researcher.

4- The analysis was analyzed inductively.

5- How experts make sense out of the emigrational curriculum is a major concern to this study.

Research Method

The research was carried out based on grounded theory. The grounded theory aims to produce a paradigm because the current problem was not answered by the current hypotheses and theories. This can be achieved by an inductive method by gathering data (Morse 2001), Because a theory is "grounded" in the data, it offers a more detailed interpretation than a hypothesis taken off the shelf, which is relevant to the case, functions, in reality, is sensitive to people and may reflect all the nuances that are currently present. For example, current hypotheses may be of no use to specific groups in the analysis of other student communities (e.g. children with attention disorders) (Creswell 2012, 423). Therefore, this study is based on grounded theory because the theoretical foundations of general education

programs are explored by targeting special groups, ie migrants, whose needs are not met or ignored.

Data Collection Method

Semi-structured Focus Group Interview technique was used to collect data in the research. The Focus Group Interview is a tool for qualitative analysis where a community of people is selected and asked regarding their thoughts or views on a particular subject. The setting is open and members can speak to each other openly. The main purpose of using an interview technique is to try to understand people's experiences and how they make sense of these experiences. Therefore, the focus is on the ideas and thoughts of the participants. In qualitative research, three types of data are collected as environment, process, and perceptions. In this study, data related to perceptions were collected. Interviewing is a very powerful method used to reveal people's perspectives, subjective experiences, feelings, values, and perceptions (Yıldırım and Şimşek 2008). Focus group discussion is also used as a contextual tool in order to achieve a detailed understanding of social issues. This approach is designed to gather data from a randomly chosen community of individuals instead of a statistically valid population survey (Nyumba and Wilson, at all. 2018).

The interview technique can be applied in three different ways, unstructured, structured and semi-structured. In the semi-structured interview technique, the researcher prepares the interview protocol containing the questions that he plans to ask in advance. However, depending on the flow of the interview, the researcher can direct the flow of the interview with different sides or sub-questions (Türnüklü 2000). Semi-structured interviews are ideal because the interviewer has already developed an appreciation of what occurs in the area. Nonetheless, as a part of the traditional approach to problems, researchers will ensure that there is no danger of loss of meaning as a consequence of imposing a standard way of asking questions. Therefore, a semi-structured interview technique

was used in this study. In this framework, the semi-structured interview form based on the views of experts in the curriculum and instruction field as well as qualitative designs was used as a measurement tool.

Population

As with many qualitative research methods, the sample size will be relatively small in this study. This is since qualitative studies are an in-depth and detailed research method (Yıldırım and Şimşek 2008). In studies where interview technique is used, the main purpose is not to generalize the information obtained from the sample studied to the population represented by the sample, but to generalize to people who have similar or in-kind characteristics to the ones studied in reverse (Türnüklü, 2000). For this reason, the non-probabilistic purpose sampling method was chosen. According to Charmaz (2006, 14), the first step in data collecting is to figure out where rich data can be gathered. As it is by the accumulation of solid, rich data that we can establish a powerful established theory. For a successful study, discovering rich data offers valuable details. The sense of rich data is full, accurate and condensed data. This represents the opinions, feelings, priorities, behavior of the actors. In this regard, it was thought that rich data regarding a curriculum for immigrants can be found among the experts, especially in curriculum and development area. Therefore academicians are the best candidates exploring such rich data fort he analysis. Therefore the sample consists of 1 Associate Professor, experts having PhD in curriculum and development field.

Data Analysis Technique

First of all, the constructivist approach that has been articulated by Charmaz (1990, 2000, 2006) as a philosophical position was preferred in order to analyze the data (Creswell 2012, 430). Charmaz (1995) says that researchers have to go beyond the surface in locating sense in the results, in pursuit of ideals, attitudes, and philosophies and in challenging their hidden signifi-

cances. It is believed that the relationship between the researcher and the participants "produces both the evidence and hence the interpretations found and identified by the researcher."This approach more focuses on the meanings ascribed by participants in a study. It more focuses on the views, values, beliefs, feelings, assumptions, and ideologies of individuals than in gathering facts and describing acts. Hence main aims are to reveal "what it means to develop a curriculum for immigrants" (Creswell 2012, 430). It asserts that as researchers, it seems we are a part of the community we are researching and gathering the details. From our previous and current experiences with individuals, perceptions and study methods, we develop our ideas (Gardner, Fedoruk and McCutcheon 2012, 69) Therefore researcher in this study examines the data by continuous analysis of results, first with results, contrasting them in codes and groups, as well as further data. This ongoing study compared to the area facilitates the final theorization of the researchers ' interactions (Mills, Bonner and Francis 2006).

The grounded methodology allows the researchers first to break down data by transparent coding and then reassemble it more abstractly and conceptually. Knowing the need to explain the philosophy, constructivist theorists look for meaning in data that goes beyond the surface, study, and challenge implicit interpretations regarding ideals, attitudes, and ideologies. In coding for these reasons, Charmaz proposed that we use ' action codes ' so that our coding is similar to the interactions of participants, thereby providing a stronger understanding of their language (Mills, Bonner, and Francisn 2006). According to this fact, there are three steps used for the coding process:

In the initial coding phase, questions like"What are the data of this study?", "What does the data suggest?", "From whose eyes?" are focused. The first coding encourages the researcher to think and thus leads to the emergence of new concepts (Arık and Arık 2016). In this respect, codes are given in bold characters in the findings section.

In the second phase as focus coding, the aim is to choose the most frequently repeated or most important codes in the previous coding step to extract data crowd. Focus coding is to choose which of the previous coding is more analytical in order to categorize the data. Some implicit situations occur at this stage in the previous stage, so events that were not fully understood in the previous one can be understood here (Arık and Arık 2016). In this regard, focus coding is done by visualizing the codes in the discussion section.

Finally, the theoretical coding phase shows how fixed codes are related to each other as hypotheses to integrate into theory. Theoretical coding is an advanced stage of the coding phase that follows the codes chosen by the researcher throughout the second coding (Arık and Arık 2016; Charmaz 2006, 63). Theoretical coding was done in the conclusion section to reveal grounded theory in this respect.

Limitations of the Research

Research limitations can be examined in four parts in terms of time, method, sampling, and theory.

- Time limitations: The research is limited to half an hour meetings in a month in the period of 01-12-2016/31-12-2016 in 2016.

- Methodological limitations: The research is limited to the method prepared according to the qualitative research designs where the data was collected through a semi-structured interview, and the data was analyzed through grounded theory.

- Sample Limitations: The sample is limited to 8 academics, who attend Gazi University, Ondokuz Mayıs University, Selcuk University.

- Theoretical Limitations: The research is theoretically limited to a four-legged structure that deals with the curriculums as Tyler's rationale, with goals, content, educational experiences and evaluation.

Lastly, the main limitation of this research is that it was on-

ly interviewed by academicians in curriculum and development departments rather than expanding it with the expert in migration studies.

Validity and Reliability

Internal validity: It is the suitability of the mechanism followed to show the revealed truth, The ideas of literature have been introduced for the intent of improving the coherence of research, and questions were also prepared for a four-legged structure based on Tyler's rationale. Data were also compared with related literature studies and the process of surveying was used to diversify data collection. More than one researcher has been included in the research fort he analysis of the data.

External validity: It is the transferability of the results obtained to similar groups or environments. The research procedure, the scenario, the approach, and questions were explained in depth to increase transferability. The results were recorded in-depth and the empirical validation was improved by describing how the scientist obtained the findings.

Internal reliability: Whether other researchers can achieve the same results using the same data. For this, the data collected was tried to be presented directly with a descriptive approach. The data were tried to be collected in a detailed and appropriate manner as required by the research questions.

External validity: It is the transferability of findings to specific classes or conditions. The research procedure, the scenario, the approach, and questions were explained in depth to increase transfers. The tests were recorded in-depth and the empirical validation was improved by describing how the scientist obtained the findings.

The Role of the Researcher: In this study, the researcher tried to become a natural part of the research process by trying to be close to the sources of information, talking with the related people, making observations, analyzing the related documents and getting to know the subject closely (Yıldırım 1999).

Findings (Focus Codes)

The views of academics and experts in the curriculum development for immigrants regarding needs assessment approaches

When Figure 2 is examined, it is seen that the participants adopt the most democratic approach.
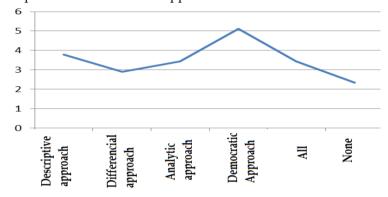
Figure 2. Distribution of the views of the participants in terms of need approaches

Participant A emphasized that he chose the democratic approach by saying "Determining the current situation correctly has priority for the program I will prepare in this case.". Therefore, he underlines *the objectivity* with the democratic approach in this regard.

The second participant indicates *the significance of the views of the dominant groups* within the society hence supporting firstly democratic approach by stating "A democratic approach should be preferred based on the idea that considering the wishes of the   dominant group (the nation of which it belongs) is necessary for the integration of immigrants. It is now imperative to determine the need for possible situations in the future and to take measures with flexible programs before possible problems arise. Because more flexible programs are needed nowadays, where cross-cultural transitions, where the borders stretch day by day, increase compulsory or   optional.   In

this respect, secondly, the analytical approach should be taken as a basis."

Participant C emphasizes the *individual differences* by stating "Although immigrants always appear from the same culture and the same community, every immigrant individual   is different from one another in our society".

Participant D preferred a descriptive approach by emphasizing the *dynamic nature of situations* by saying   "The   descriptive approach because I think it will be necessary to reveal the needs of immigrants in   detail according to the current conditions and conditions."

Participant E defends the democratic approach by the *important role of non-governmental organizations* by stating "Democratic approach is a need determination approach in which non-governmental organizations are   more   effective.   UNICEF, Mıgratıon Management, etc; I think it is more logical to prepare the program   based on the experience of immigrants."

Participant F emphasized *the participation of all groups* in such a curriculum by stating "In the democratic approach, it is aimed to collect data not only from one group but from all groups that will be affected by the program."

Participant G underlines *the importance of individual interviews* by saying "The face-to-face data process that will be carried out to handle the needs in-depth will enable the   identification of the needs more clearly"

Participant H emphasizes *the significance of the views of the dominant groups* by saying "Democratic approach must be chosen because it will be welcomed from the society that will provide the resources and the views of dominant groups must be taken into consideration"

As a result, it is seen that the participants attach importance to the participation of dominant groups or large sections of society, individual differences, the dynamism of conditions and objectivity in the choice of approach.

The views of academics and experts in the curriculum development for immigrants regarding educational philosophy

When Figure 3 is examined, it is seen that the participants mostly adopt the reconstructionism in terms of philosophy. The theory of social reconstructionism stresses the emphasis on social problems, and a vision for a sustainable world and a stronger global democracy. Reconstructionist teachers focus on curricula that stress the aim of education as social transformation.
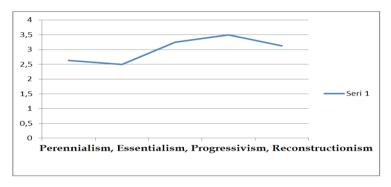

Figure 3. Distribution of the views of the participants in terms of educational philosophy

Participant A emphasized *freedom* by stating "I do believe it is right to free the student in all education systems, not just immigrants."

Participant B defends firstly by emphasizing the importance of *idealism* by stating "The aim should be to train idealist individuals with a universal, intellectual understanding that provides harmony with life. Therefore, Permanence must be taken as a basis. Secondly, to ensure democracy, reconstruction can be accepted by considering social development."

Participant C underlined the importance of *solving social problems* by stating "As a contemporary approach, I would prefer the reconstructive philosophy to facilitate progressive and social adaptation, as well as to solve the social problems they will experience."

Participant D underlined the importance of *cultural adaptation* by stating "Thanks to the reconstructive philosophy, the characteristics of that society must be reflected for the immigrants to adapt to the place where they settled. Immigrants need to change culturally and socially. However, this should not be perceived as assimilation, but there must be cultures provided that their cultural values are preserved. I chose essentialism in second place because; I think it is more appropriate for immigrants to have a well-prepared education due to the psychosocial situation."

Participant E underlined *a student-centered democratic approach* by stating "Due to the student-centered approach of progressive philosophy and the understanding of democratic education…"

Participant F emphasized the significance of the *individual-centered approach* that they have by stating "The reason I prefer progressive and reconstructive is that they focus primarily on the individual. Secondly their flexible structure. Because if we are talking about the transformation of society, continuous needs will arise in the process. These needs cannot be met without a flexible structure. Another reason is that they have democratic approaches and give importance to experience."

Participant G emphasized on *a new philosophy* by stating "A community that has joined a new society and new participation must go through a new philosophical formation"

Participant H focused on *individual needs* by stating "Individual needs must be considered first".

As a result, it is seen that participants attach importance to individual differences and needs, democracy and intellectual education, social transformation, and change in the choice of philosophy.

The views of curriculum experts for a curriculum prepared for immigrants in terms of curriculum designs

When Figure 4 is examined, it is seen that the participants

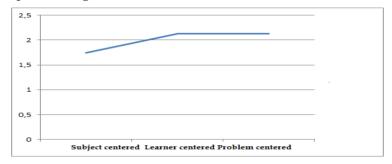adopt the most learner and problem-centered program development design.

Figure 4. The views of curriculum experts for a curriculum prepared for immigrants in terms of curriculum designs

Participant A emphasized that he adopted a learner-centered program design, but this would not happen due to *financial means* by indicating that "I do not believe that especially in immigrant education, a program with a financial potential can be prepared by taking the student to the center and preparing conditions accordingly. If the conditions of the country and the financial possibilities were better, a learner-centered program would, of course, be made."

Participant B defended a problem-centered approach because of their *k* by asserting "By taking the problems of the individual to the center, starting from the issues that are thought to be needed from living conditions, they should primarily be problem-centered. Secondly, with a teacher-centered approach, the subject-centered approach in which subjects, lessons, disciplines, and relationships between them can be preferred."

Participant C also supported problem-centered design due to *their special problems* by indicating "I care about having a student-centered design, but I would focus on problem-centering because I thought it was more important to solve the special problems of immigrants."

Participant D supported the problem-centered approach

due to *adaptation problems* by indicating "It is a problem for them to come to a different culture and they must solve problems for them to live. They have to solve the problems they will be involved in every respect, cultural harmony, social harmony, school achievements, and working lives."

Participant E defended learner-centered approach due to their *disadvantages* by claiming "I think that there should be a learner-centered structure in order to reverse these disadvantages in the   training program for immigrants who are already considered disadvantaged."

Participant F emphasized the development of *adaptation skills to society* and the importance of *individual needs*.

Participant G underline the *adaptation to society* by indicating "Individuals should be able to produce solutions for the problems they face in the newly joined society."

Participant H emphasized the need for a problem-centered approach to *adapt them to society* or a learner-centered approach as *individuals' needs* should be taken into account.

As a result, it is seen that participants attach importance to the importance of individual needs and their ability to adapt to society and to solve problems in this context.

The views of academicians for a curriculum developed for immigrants in terms of distant, general and special goals

When Figure 5 is analyzed, it is seen that the participants are mostly concerned with distant goals.
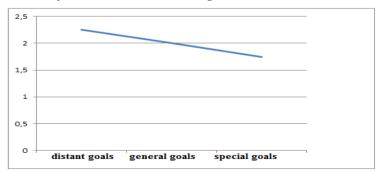
Figure 5. The views of academicians for a curriculum developed for immigrants in terms of distant, general and special goals

Participant A emphasized that it is not *realistic* to focus on distant targets by saying "I do not know how accurate distant targets can be determined in another country for immigrants".

Participant B had chosen an approach where distant objectives were the basis for *development* by asserting "Based on an understanding that will contribute to the peace of the society and support social and cultural development, general goals should be set in such a way that the priority is to be distant targets, thereby increasing the achievement of the distant goal."

Participant C emphasized the importance of distant goals in the context of *general education policy* by asserting "First of all, it is very important that the country complies with the general education policy."

Participant D indicated distant goals with the emphasis of *adaptation of immigrants to society* by asserting "The distant target should be taken into consideration to adapt to the country they come from.".

Participant E emphasized the *elimination of the disadvantages of immigrants* in the long term and emphasized distant goals.

Participant F emphasized the importance of distant goals to *adapt them to the society*.

Participant G underlined the importance of distant targets with the emphasis of *long term achievements* "Gains cannot be expected in the short term.".

Participant H emphasized distant goals in terms of the *adaptation of immigrants to society*.

As a result, it is seen that the participants give importance to long-term decisions and goals in immigration education in general.

The views of academicians for a curriculum developed for immigrants according to Bloom's taxonomy, which is cogni-

tive, affective and psychomotor goals

When Figure 6 is examined, it is seen that the participants are mostly concerned with the goals in the affective domains.
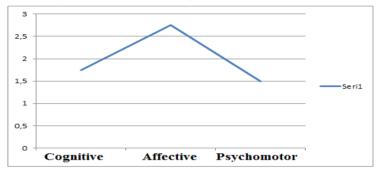

Figure 6. Preferences of academicians in terms of taxonomic field.

Participant A emphasized that focusing on the *emotions of immigrants* is more realistic in terms of individual needs by stating "There are people in distress. The affective features that will be given to these people should be given too much attention, otherwise problematic individuals might start to stumble across our streets."

Participant B stated that cognitive goals should be basic with the emphasis of *knowledge* by indicating "Information first, then emotional satisfaction."

Participant C emphasized that emotions are important in overcoming adaptation problems by saying "I think that the affective level should be weighted to overcome the adaptation problems."

Participant D emphasized focusing on affective features in terms of adaptation to society by saaying "The fact that affective goals are dominant is important for their positive attitude towards change."

Participant E emphasized the affective features for teaching *universal values* by saying "I think it is important to bring some common values to students, to raise awareness on certain issues".

Participant F emphasized the importance of the affective domain in order *to adapt* them to the society.

Participant G emphasized that it is not correct to choose aims without clarifying the *achievements* by saying "Achievements should be adopted first".

Participant H emphasized that the *affective domain* may be more important in terms of adaptation to society and the situation of immigrants…

As a result, participants generally gave importance to the affective domain due to the psychological problems experienced by immigrants, however, one participant said that it would not be right to comment on goals setting without clarifying the achievements, and one participant mentioned the importance of the cognitive field because knowledge is the basis of everything.

The views of academicians for a curriculum developed for immigrants according to curriculum content editing approaches

When Figure 7 is examined, it is seen that the participants mostly adopt inquiry-centered content editing design.
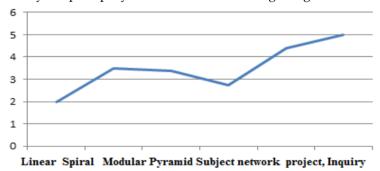
Figure 7. The views of academicians for a curriculum developed for immigrants according to curriculum content editing approaches

Participant A emphasized the importance of the subject in content design, so that the content design may *change according to different disciplines* by stating "I think that an attitude that changes according to the lesson should be preferred here. The

same   approach cannot be demonstrated in mathematics and art courses. But for the core courses, the spiral   curriculum content may be appropriate."

Participant B underlines the importance of modular curriculum content design in *a flexible, interrelated, meaningful but fragmented way* by stating "Learning topics should be divided into modules that are organized in units in a flexible, interrelated,   meaningful but fragmented way. Besides, the topics are presented concerning each other and can be   used in the core approach due to its flexible structure."

Participant C emphasized that *cognitive development* is important by saying "I will focus on the inquiry-centered approach as it will highlight higher the student questions and problems."

Participant D emphasized the *solution of social problems* by saying "An inquiry-oriented content editing approach can be used to solve social problems."

Participant E emphasized *experience* by saying "I thought it would benefit students to work together and interact, and I preferred it because it focused on experience."

Participant F emphasized *skill development*.

Participant G stated, "Content should be developed based on their needs." S/he emphasized that *the needs* should be determined.

Participant H emphasized the modular content editing approach due to immigrants' *needs* such as finding a job and *adapting in society*.

As a result, participants considered that content design may vary according to different disciplines, should be flexibile, cognitive development, prepare students for solving social problems, encourages interaction and collaboration, skill development, and it should be based on needs.

The views of academicians for a curriculum developed for immigrants according to curriculum content

When Figure 8 is examined, it is seen that the participants mostly adopt the inquiry centered activity item.
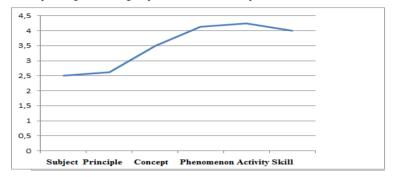

Figure 8. The views of academicians for a curriculum developed for immigrants according to curriculum content

Participant A emphasized the effect of *philosophical preferences* on the selection of content elements by stating "This is the choice that fits my educational philosophy."

Participant B emphasizes *improving skills* by "Immigrants are a disadvantaged group in their community. The roles and responsibilities that change with the migration process lead to changes such as loss of roles or gaining new roles for each of the family members, so children with the highest group of language learning skills should acquire skills to support their roles in the family while they are being educated. For example, children who lead the family's use of health services should gain advocacy as well as language skills"

Participant C emphasized that *principles* are important in terms of problem-solving skills by indicating "Principle learning can reveal rules that can be a solution especially for specific problems."

Participant D emphasized that *activities are the most beneficial* element for students by saying "I think that activity-based education will be more beneficial for students."

Participant E "emphasized the importance of activities in terms of *process management* by saying, "I think it is more instructive to manage the event-oriented process."

Participant F emphasized the effectiveness of activities in terms of *taxonomic fields and learning*. "Activities have the greatest impact on both cognitive, affective and psychomotor domains and are the most useful for learning." He

Participant G emphasized *gaining skills* by saying "It is important that they can acquire skills."

Participant H emphasized the importance of *skills* because of their needs such as finding a job and *adapting to society*.

As a result, it is seen that the participants generally comment on the content items in terms of the importance of skills in terms of adaptation to the society, its facilitation of learning, the factors that provide taxonomic fields and its effectiveness in learning, process management, and its usefulness in terms of society.

The views of academicians for a curriculum developed for immigrants according to the arrangement of learning experiences

When Figure 9 is examined, it is seen that the participants mostly adopt the element of learner characteristics.
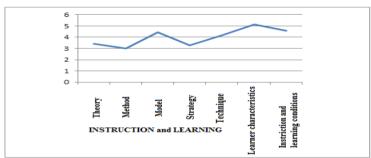

Figure 9. The views of academicians for a curriculum developed for immigrants according to arrangement of learning experiences

Participant A emphasized that *learner autonomy* is not sufficient in the learning environment by stating "I think that only the learning autonomy didn't sufficiently affect the learning environment."

Participant B stated that the physical environment should

be based on a *theoretical basis* by stating "Based on the principles of teaching principles and methods, a choice was made from theory to physical environment."

Participant C emphasized that *the strategy* is important in terms of learner features and implicit program by underlying "The strategy is important because first of all, the culture of immigrants should be recognized, and the educational methods and environment that do not comply with this culture should be arranged sensitively to the culture".

Participant D emphasized the view that *the learner characteristics* are basic by stating "The environment and learner characteristics should be more decisive than all."

Participant E emphasized the view that *learner's characteristics* are basic by expressing "I don't think the rest will be effective without knowing the learner characteristics."

Participant F emphasized that learning should be based according to *the learner characteristics* by stating "Learning is an individual activity, so learner characteristics are important."

Participant G emphasized that the characteristics of the process are determined by *the learner characteristics* by stating "The process is determined according to the characteristics of the learner." He.

Participant H emphasized facilitating learning by mentioning that *the learning environment* is the most effective element in learning as well as *the learner characteristics*.

As a result, it is seen that the participants generally comment on the program's practical access to individuals, theoretical foundations, and individual needs, to facilitate learning, individual opinions in learning.

Views of participants according to curriculum evaluation approach

When Figure 10 is examined, it is seen that the participants adopt a humanistic evaluation approach.
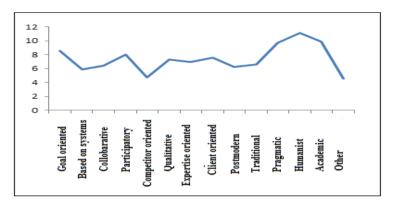
Figure 10. Evaluation approaches accorrding to views of academicians

Participant A emphasized *the aims* by stating "In my opinion, determining how far I have reached my goal is important for the evaluation of the   program."

Participant B underlines the *dynamic nature of the curriculum* by stating "I would prefer the systems-based evaluation approach that makes the decision-making process functional   for the continuous collection and improvement of information about the program, although   it is oriented towards a human-based goal."

Participant C emphasized *goals* by indicating "Assessing how far the set goals have been achieved will be more useful in the program for   immigrants".

Participant D emphasized the *participation of learners* in the evaluation process, *teachers' participation* in the evaluation process and the product by remarking "I would prefer humanist, customer-oriented, participatory, collaborative approaches. Because it is important to evaluate education in terms of students. The opinions and observations of the teachers   who   apply the training are important. Besides, it is important to evaluate behavior and outcomes after training, as in the Kirkpatrick assessment model."

Participant E emphasized the *holistic approach* in assessment by remarking "Because I thought it should be needed a more holistic approach to program evaluation."

Participant G emphasized the *needs and the process* by remarking "The process that meets their needs is reshaped."

Participant H emphasized the *problems of immigrants* by saying "Humanitarian problems experienced by immigrants should be approached in a humanist way".

As a result, the participants generally appear to comment on accessibility, dynamism, the involvement of teachers and students in assessment, and product, integrity, needs, and processes.

Discussion

Education is an important tool for immigrants to adapt to new environments and living conditions and to stand out from past negative life experiences. Although the measures are taken or to be taken to benefit migrant children from school protection and education opportunities are increased, there are still many obstacles for them to benefit from such educational opportunities (Eren, 2019). Education of immigrants is one of the major policy areas that we need to progress with concrete and decisive steps to allow a lost generation in Turkey. At this point, correct detection of problems and determination of appropriate policies accordingly will make the steps to be taken sustainable for the benefit of both immigrants and the host community (Coşkun ve Emin, 2018:). In this context, a discussion of how an education program for immigrants can be abstract and principally is important for concrete steps to be taken in the future.

One of the fundamental principles for the creation of the curriculum is that a successful educational plan would be focused on students' needs research. Procedures used to collect knowledge on the desires of learners are known as a need analysis. Needs analysis as a separate and essential aspect of the school program preparation process originated during the 1960s as an aspect of the curriculum improvement method strategy and as part of the dominant theory of educational ac-

countability (Richards, 2001). There are fundamentally four approaches for the needs analysis of the curriculums as The Differential Approach, The Democratic Approach, The Analytic Approach, The Descriptive Approach. In this context, as a result of the discussions related to such a program, it is seen that the participants adopt the most democratic approach. The democratic approach allows for the identification of needs through the needs of superior or dominant groups. By superior and dominant groups, it is meant to include superior and dominant groups in the analysis process, considering the principles of the pluralist democracy, not the majoritarian (Erdoğan and Güler 2017). This is in line with what Coşkun (2016) emphasized the development of additional educational programs for different groups. According to this, in the first stage it should be noted social institutions in Turkey (family, school, those evaluation areas, the business world, historical development, etc.) a detailed manner should be examined It can be said that the participants have similar opinions. It is also seen that participants attach importance to the participation of dominant groups or large sections of society, individual differences, the dynamism of conditions and objectivity in the choice of approach.

As can be seen in figure 11 participants value individual differences and participation of all groups in the society in terms of needs analysis approaches.
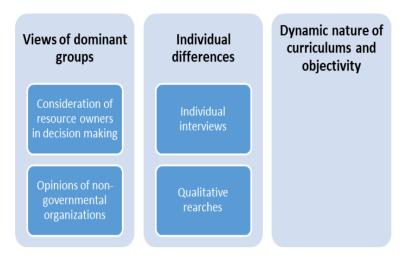
Figure 11. Focus codes of the academicians in the context of developing curriculum for immigrants in terms of needs analysis approaches

It is seen that the participants mostly adopt the reconstructive philosophy. It is seen that participants attach importance to individual differences and needs, democracy and intellectual education, social transformation, and change in the choice of philosophy. The theory of social reconstructivism centers on solving socioeconomic problems and on a vision for a sustainable world and inclusive democracy. Social re-constructivists claim that systems have to be modified to resolve injustice and strengthen human rights. It reflects on contentious global topics and using public affairs as a springboard for the cycle of learning. Re-constructivists teachers rely on a program under which the purpose of education is social change.

As can be seen in Figure 12 socio-cultural approach which is sensitive to individuals' needs was emphasized by participants.
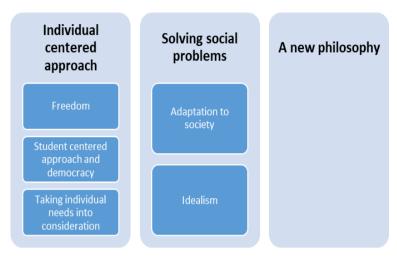
Figure 12. Focus codes of the academicians in the context of developing curriculum for immigrants in terms of educational philosophy

It is seen that the participants adopt the most learner and problem-centered program development design. It is seen that the participants attach importance to the importance of individual needs and their ability to adapt to society and to solve problems in this context. This finding can be said to be similar to the qualitative study of Topsakal, Merey, and Keçe (2013) on the education and learning rights and problems of their children who migrated to Van. Topsakal, Merey, and Keçe (2013) stated that children of immigrant families (according to administrators, class and branch teachers) generally did not sufficiently benefit from the equality of opportunity in education; they have the right to education, but generally cannot benefit from this right adequately. These children have also the problem of adapting to school. They found that these children were influenced by the city culture and are alienated from their family as a result of migration.

As can be seen in figure 13, participants underline the adaptation, specific problems, and needs.
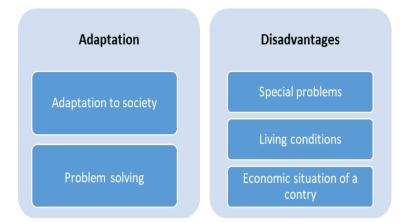
Adaptation

Adaptation to society

Problem solving

Disadvantages

Special problems

Living conditions

Economic situation of a contry

Figure 13. Focus codes of the academicians in the context of developing curriculum for immigrants in terms of curriculum deveopment designs

Participants seem to be mostly concerned with distant goals. Participants are generally seen to attach importance to long-term decisions and goals in immigration education.

As can be seen in figure 14, the participant emphasizes the adaptation, development dimensions in a realistic context in terms of goals of education.

Adaptation

Social adaptation

Achievements

Development

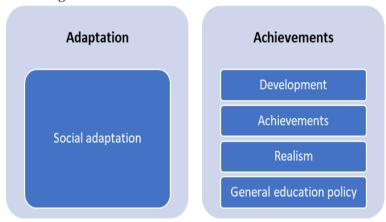Achievements

Realism

General education policy

Figure 14. Focus codes of the academicians in the context of developing curriculum for immigrants in terms of goals of the curriculum.

Participants are seen to be mostly concerned with their goals in the affective domain step. Participants generally gave importance to the affective domain due to the psychological

problems experienced by immigrants, however, one participant said that it would not be right to comment on goal setting without clarifying the achievement, and one participant mentioned the importance of the cognitive field because knowledge is the basis of everything. Bilgen (2001) found that major depression is a common anxiety disorder and alcohol dependence in immigrants. Kastan (2015) found that teachers reported about 2 times more neurotic problems in immigrant children than their non-living peers. In addition to school failure, it was also stated in the study that there are problems with nail eating, wetting, and stuttering among immigrant children. In this context, it can be said in his literature that he supports that immigrant families have both cognitive and affective problems in their children.

Most of the participants support affective domains that are sensitive to their adaptation, emotions, and values without disregarding the cognitive dimension (figure 15).
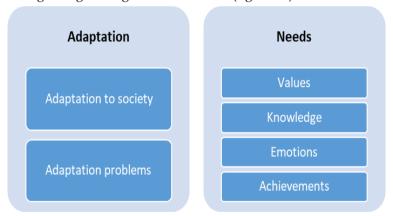

Figure 15. Focus codes of most of the participants support affective domains

It is seen that the participants mostly adopt inquiry-oriented content editing design. Participants generally considered that content design may change according to different disciplines, but it should be flexible, integrated and meaningful supporting cognitive development and be open to solve social problems. It also includes interaction and collaboration, skill development, and should be based on needs. It is seen that the

participants mostly adopt the inquiry centered content item. In a study conducted by Eskicumalı and Eroğlu (2001), it was found that students' problem-solving abilities differ according to the income level of the family. According to the study of Hacıfazlıoğlu, Karaırmak ve Öztabak (2015) in four disadvantaged regions receiving immigrant immigration, the average problem-solving ability of students with low-income families was medium, while the average of the children of high-income families was high. In this context, it can be said that the literature focuses on problem-solving and inquiry centered education with low-income level and indirectly an education in this direction for immigrant families.

Figure 16 shows that participants support the idea that immigrants should improve themselves in many areas due to the curriculum editing strategies that will be used.

Social dimension

Solution to social problems

Adaptation to society

Development

Cognitive development

Skills

Experience

Collobarative working skills

The nature of discipline

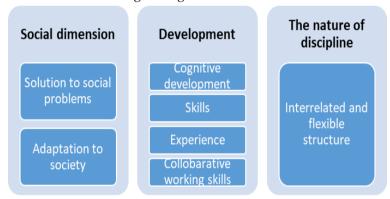Interrelated and flexible structure

Figure 16. Focus codes of participants in terms of content editing strategies for a curriculum developed for immigrants

It is seen that the participants generally comment on the content items in terms of the importance of skills in terms of adaptation to the society, its facilitation of learning, the factors that provide taxonomic fields and its effectiveness in learning, process management, and its usefulness in terms of society.

As given in Figure 17, views of participants focus on theories and skills in terms of different taxonomies.
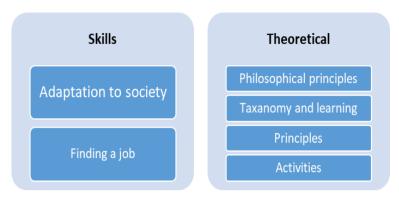
Figure 17. Focus codes of participants in terms of content for a curriculum developed for immigrants

It is seen that the participants generally comment on the learner characteristics, program's practical access to individuals, theoretical foundations and individual needs, to facilitate learning, individual opinions in learning according to the arrangement of learning experiences.

Views of participants focus on the learner and learning sensitive approach relied on theoretical basis in terms of arranging learning experiences (Figure 18).
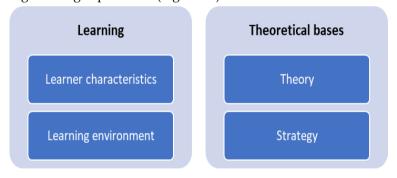

Figure 18. Focus codes of participants in terms of the arrangement of learning experiences

The participants generally appear to comment on aims, dynamism, the involvement of teachers and students in assessment, and product, integrity, needs, and processes. Views of participants focus on the goals and dynamic nature of the curriculum in terms of the evaluation process (Figure 19).
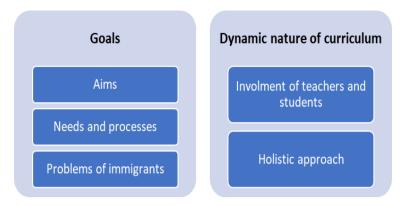
Figure 19. Views of participants in terms of evaluation approaches.

Conclusion (Theoretical Codes)

The emphasis of the democratic approach in the needs analysis of the experts shows that they consider the general context. The general context reflects the political, socio-economic and cultural framework that directly or indirectly affects the functioning of the education system. This includes considering the normative framework, opportunities, and cultural values. In this context, cultural values are of great importance and can form the basis of curriculum development (Demeuse and Strauven, 2016, 23). However, underlining philosophically reconstruction shows that a structure that aims to reproduce existing cultural values is advocated. The fact that the experts emphasize a learning and problem-centered approach in program design indicates that they adopt a child-centered innovative discourse (Demeuse and Strauven, 2016, 16).

In the context of the goals, the participants' focus on adaptation, development, and emotions indicates that they focus on student needs as citizens and potential employees, but it seems that they ignore the needs of the organizations and the society that can employ students in the future (Demeuse and Strauven, 2016, 23).

Considering the opinions of the experts in terms of content, it can be said that the students have an understanding that they

are effective in increasingly constructing the information. Accordingly, content is not a goal, it is a resource to mobilize students. This problem refers to a training program that includes projects, focuses on students' daily life experiences and opens the school to the community, based on competencies that promote individual autonomy and collaboration (Demeuse and Strauven 2016, 110).

Experts referred to humanistic discourse during the evaluation phase. Accordingly, the purpose of evaluation is to develop human values. In this context, it can be said that the ultimate aim of education is to adopt a culture, that is, a neutral and general culture. It can be said that contemporary humanitarian discourse aims to balance a person's lifelong development, to take into account expectations and abilities and to recognize that this is normal, and to create a platform that can unite people around a shared set of values that are adopted by stakeholders beyond differences, cultural and particular identities. (Demeuse and Strauven 2016, 19).
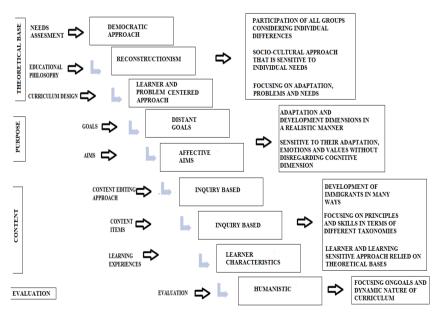

Figure 20. Grounded theory for a curriculum developed for immigrants

When the theoretical codes (Figure 20) are examined, it will be possible to conclude that the thoughts include the struggle for the social cohesion of immigrant children from partially disadvantaged backgrounds. However, it was observed that most of the participants did not refer to the problems experienced by immigrants and refugees in terms of equal opportunities in education and implicit program. It was observed that the participants emphasized the development of a program that would involve the participation of all groups in the society in general. It has been argued that such a program should have a structure that focuses more on distant goals and places more emphasis on affective goals. While emphasizing the dynamical nature of educational programs in a humanistic context, it was observed that content based on discovery and learning features was advocated.

Suggestions

Training program elements and suggestions in the context of immigration:

- The individual needs of immigrants should be taken into account,

- The opinions of different groups in immigrant education in the society should   be taken into account,

- The affective problems of immigrants should be taken into account,

- The necessary skills and problem-solving skills in the process of adaptation to the society of immigrants should be taken into account

- It can be said that a flexible migration program that facilitates and provides   learning can be considered in an education program that can be developed   for immigrants.

Recommendations for future scientific studies:

- Similar studies can be quantitatively analyzed for different variables using   questionnaires, scales or inventory.

- Similar studies can be carried out using different qualitative research patterns, methods, data collection techniques or analysis techniques.

- Qualitative, quantitative or mixed pattern studies can be done using different   samples (students, occupational groups, immigrants, politicians, etc.).

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