

A Comparative Analysis of Assessment and Evaluation Exercises Included in Geography Textbooks Written According to the 2005 Secondary Education Geography Curriculum and Textbooks of the Former Curriculum in Turkey

Okan Yasar *

Canakkale Onsekiz Mart University

Abstract

This study conducts a comparative analysis of the assessment and evaluation exercises in the geography textbooks written according to the Secondary Education Geography Curriculum for 2005 in Turkey with those in the former geography textbooks. In this respect, firstly, the assessment and evaluation studies included in geography textbooks written according to the former and the new geography curriculum have been analysed in quantitative and qualitative terms, then the development of the new curriculum in terms of assessment and evaluation studies and their application dimension have been identified. The study has showed that assessment and evaluation studies in geography textbooks written according to the 2005 secondary education geography curriculum had more effective characteristics in terms of their quality and the inclusion of different assessment and evaluation tools and methods compared to assessment and evaluation studies in the textbooks of the former program.

* Okan Yasar is an associate professor of Geography Education at Canakkale Onsekiz Mart University. His contact details: Canakkale Onsekiz Mart University, Faculty of Education, 17100 Canakkale Phone: +90 286 217 13 03/3017, E-mail: okany@comu.edu.tr

Introduction

In Turkey, the secondary education geography curriculums were changed in 1924, 1941, 1974, 1983, 1987, 1992, 1997 and 2005 (Tas, 2005a, p.35; 2005b, pp. 317-318; Doganay, 1989; Engin, Akbas and Yavuz, 2003). It is seen that secondary education geography curriculums have been changed frequently since 1983. This is because geography curriculums used since 1983 have not brought any improvements in terms of distribution of issues, subject integrity, contents and distribution of subjects to the classes. In this respect, we see that required studies for a comprehensive change in the geography curriculum have been undertaken within secondary education subject programs since 2002 in Turkey. We believe that recent programs movements observed in the Far East, North America (in 1994 in the USA) and European Union countries are the important factors that have caused changes in secondary education geography curriculums. Moreover, developments that occurred in socio-economic areas in Turkey and considerations as to the education norms and targets of the European Union are the other important factors that affected the decision for the changes in the program. During the period leading to the preparation of the 2005 secondary education geography curriculum, evaluations as to the targeted acquisitions for previous curriculums and obtained products have been made by examining previous geography curriculums in all their elements.

In respect of following the changing and developing world and evaluating it correctly, curriculum have great importance in order that they can be improved continuously and individuals can be educated as conscious citizens. In this context, the 2005 Geography Curriculum aims that the students should be able to achieve a geographical consciousness and point of view concerning Turkey and the world that will equip them so that they can use it in their daily lives. This new curriculum has been prepared in order to be taught under the geography course beginning from the ninth until the twelfth grades every year.

The program has a reconstructive foundation with a student-centered and spiral structure. Issue orderings have not been made for the acquisitions determined in the geography course curriculum. Acquisitions have been analyzed sequentially. A content ordering foreseen by the acquisitions was observed in the program. The teacher, provided that acquisitions were realized, would act around the sub-titles formed according to the content with predetermined frames by considering environment characteristics, interests, needs and expectations of the student group, their level of readiness and pre-information. (Talim Terbiye Kurulu Baskanlığı, Geography Course Curriculum, 2005, pp. 6-7 and 16).

The developed geography course curriculums have been arranged according to learning areas, acquisitions and teaching activities. In this curriculum, not only classroom activities but also a great many extra-class activities have been included by taking the students' experiences into consideration within the process of instruction and learning. In the curriculum, it is intended that the students should be able to establish a connection with their own knowledge and real life with assessment and evaluation studies and produce various solutions that they encounter. In the geography curriculum, it is essential that not only the students' learning products but also their learning processes be evaluated. According to the results obtained, the

teachers are given the possibilities of changing the classroom activities as well. “*Evaluation in this program is not a tool for discovering what students do not know but a tool for analyzing what students do know.* Teachers should evaluate how students construct information and the level of development in their upper mental skills by utilizing tools and methods such as observation, performance tasks, self-evaluation forms, student product files (portfolio), projects, posters, and rating scales” (Talim Terbiye Kurulu Başkanlığı, Geography Course Curriculum, 2005, pp.39-45). They also evaluate the process and results by using multiple-choice, matching, short answer and open-end tests.

The fact that geographical textbooks were put into the basic resources and course materials prepared according to the curriculum applied before 2005 has made the teaching and learning process considerably dependent on textbooks as well. Yet, the function of the textbooks prepared according to the year 2005 geography curriculum has changed. “Because this program takes student centered approaches as its base and encourages students to ask questions, research and make planning and asks them to construct and interpret information by making it meaningful. On examination of the geography textbooks prepared according to the former program, it seems that subjects are given in units towards helping students gain objectives and attitudes. In the 2005 program, development of mental maps together with activity examples and acquisitions in every learning area in grades 9, 10, 11 and 12 and usage of these in real life constitute the main purposes of the program” (Demiralp, 2007, p.378). The textbooks prepared according to 2005 secondary education geography course curriculum are regarded as one of the materials which support the learning and teaching process and are evaluated within this framework.

The textbooks should give teachers and students the opportunity for self-evaluation. While the assessment and evaluation studies in secondary education geography textbooks prepared according to the former curriculum evaluate only the product of learning, secondary education geography textbooks prepared according to 2005 program evaluate and assess not only the product of learning but also the learning process of students. However, suitable assessment and evaluation methods covered in books aim at monitoring the development of the individual. In other words, the attempts to monitor information, attitude and skill development in the individual are made. In addition, the new program provides students to observe, develop and evaluate their self-development as it covers alternative assessment and evaluation methods.

Assessment and evaluation studies in geography textbooks written according to 2005 program comprise of three sections. These are 1- “before we start” questions given in the context of *preparation studies*, 2- “Participation in-class activities”, “participation in-group activities”, “performance tasks” and “project” designed in the context of *mid-section evaluation studies*, 3-Chapter-subject end evaluation studies comprised of various tests (multiple choice, short answer, true-false tests). Thus, when we start with questions dealing with the subject, we identify the level of readiness of students for the subject, mid chapter/subject activity, task and project, and we not only monitor and evaluate the product of learning but also the learning processes of students. Their life skills are followed through observation forms and development files (portfolio). The learning product is evaluated through chapter/subject and evaluation activities. Thus, the new program textbooks differ

from the former ones, providing an opportunity to the students for self-evaluation with recently acquired information and skills.

Table 1

Distribution of acquisitions in 2005 Geography Curriculum according to Classes and Learning Areas

	Grade 9	Grade 10	Grade 11	Grade 12	Total	Percentage Total (%)
Learning Area	<i>Number of Acquisitions</i>					
Natural Systems	15	7	4	3	29	19.7
<i>Human Systems</i>	3	10	7	4	24	16.3
<i>An Areal Synthesis: Turkey</i>	7	13	10	12	42	28.6
<i>Global Environment: Regions and Countries</i>	3	3	6	9	21	14.3
<i>Environment and Society</i>	3	3	14	11	31	21.1
Total	31	36	41	39	147	100.0

Source: MEB Talim Terbiye Kurulu Başkanlığı Geography Course Curriculum, 2005: 79-173

Table 1 shows the distribution of acquisitions according to classes and learning areas in the 2005 geography curriculum. At the same time, these gain numbers show the amount of acquisitions and areas where assessment and evaluation will take place. Thus, the learning area having the highest gain number is “An Areal Synthesis: Turkey” and the area having the least number of acquisitions is “Global Environment: Regions and Countries”. However, the number of acquisitions according to the class level increases from grade 9 (31 acquisitions) to grade 12 (41 acquisitions).

Even though there have been numerous studies done regarding the qualities that need to be present in textbooks in terms of physical, visual and instructional design and language and teaching explanation characteristics, it is not possible to have a similar view for the assessment and evaluation studies in textbooks. Some of the studies that have been done on assessment and evaluation issues in textbooks include Clarke & Gipps (2000), Hibbard et al. (1996), Kent et al. (1996), Kilic & Seven (2002), Kucukahmet (2003), Linn & Gronlund (1995), Noonan & Duncan (2005), Popham (2000), Sibley (2003), Stiggins (1994), Tomal & Senol (2007), Oosterhorf (1994), Yasar (2005) and Wiggins (1998). However, there are a limited number of studies that cover evaluation issues regarding assessment and evaluation sufficiencies in secondary education geography textbooks in Turkey. In this respect, the present article provides a comparative analysis between assessment and evaluation studies covered in geography textbooks prepared according to the revised 2005 secondary education geography curriculum and those in geography textbooks prepared according to the former program. Developments in the new program from the

assessment and evaluation point of view, their application aspect and possible problems that may be experienced in this application have been discussed and related recommendations have been made.

Purpose of the Study

The aim of this study is to reveal the innovation and practical dimension of the new curriculum in terms of assessment and evaluation exercises by performing a comparative analysis of the assessment and evaluation exercises in the geography textbooks written according to the geography education curriculum for secondary education before 2005 with those written according to the geography curriculum for 2005. This article will both seek answers to the sub-problems which constitute the outlines of the study are listed below.

1. Are the assessment and evaluation exercises in the geography textbooks written according to the secondary school geography curriculum for and before 2005 sufficient to evaluate both the learning product and learning process?

2. Are the questions in the geography textbooks of both curriculums sufficient in number? Are different assessment instruments included sufficiently?

3. Do the assessment tools allow assessing development of affective and psychomotor skills in addition to the cognitive capabilities?

4. Do the assessment and evaluation exercises in the geography textbooks of both curriculums make it possible to monitor development and self-assessment of the students?

5. To what extent do the geography textbooks of both curriculums include assessment and evaluation exercises that aim at determining whether or not the students have necessary capabilities in terms of knowledge, attitude and skills?

6. Are the geography textbooks of both curriculums so arranged as to improve skills of the students such as critical thinking, problem-solving and interpretation?

7. Are the process evaluation techniques such as portfolio, performance work, observation form, concept map, and result evaluation techniques besides the traditional result assessment techniques covered?

8. Are the factors concerning assessment arranged by taking into consideration to the principles and techniques of assessment-evaluation? Answers to all the sub-problems above are sought in the article.

Methodology

The study is descriptive, using the comparative scan model. The article is a qualitative study in that it determines and explains by way of examples the problems of assessment and evaluation in the textbooks written according to the secondary education geography curriculum for the year 2005 and those written according to the previous curriculum. It is a quantitative study as well in that it describes the quality of the assessment instruments and methods and questions in the geography textbooks of

both curriculums quantitatively by means of numbers in terms of the criteria of assessment and evaluation. Furthermore, Bloom taxonomy is also included in the study.

The analyzed textbooks comprise the geography textbooks prepared according to 2005 secondary education geography curriculum and geography textbooks prepared according to pre-2005 secondary education geography curriculum. These include books written by a commission upon the request of the Ministry of National Education or were prepared by the private sector following the inspection by the Ministry of National Education. All books, in the context of the examination, have been analyzed as to whether or not they included various and sufficient assessment and evaluation studies regarding the development of information, attitudes and skills both in their own respect and within their respective programs. In the assessment of acquisitions, an evaluation has also been made in terms of the qualities of the assessment tools (Table 4).

Assessment and Evaluation in Secondary Education Geography Textbooks

The assessment and evaluative studies which the year 2005 geography curriculum covers are different from the assessment and evaluative studies of the previous curriculums. In this new curriculum, not only product learning but also the evaluation of students' learning process is assessed. "The 2005 geography curriculum provides the opportunity to monitor the development of students by its assessment and evaluation studies and thus also provides ideas as to the development of information, attitudes and skills which students are expected to form. In addition to providing information regarding students' self development, it also informs teachers about the possible problems that may be experienced during the process in a timely manner so that the required precautions can be taken" (Cografya Dersi Ogretim Programı, 2005 Programı, 2006, p. xxiv). Thus, the 2005 geography curriculum has embraced student-centered teaching and learning strategies which take into account personal differences. For this reason, the assessment and evaluation studies covered by the program provide a multiple evaluation opportunity in order for them to present their information, skills and attitudes.

The assessment and evaluation dimension of the 2005 secondary education geography curriculum is reflected in textbooks within the frame of the stages below.

Process Evaluation

There has been no study on geography textbooks written according to pre-2005 geography curriculum regarding the evaluation process. In a research done by Yasar (2005, pp.26-27) on the assessment and evaluation studies in geography textbooks written according to pre-2005 geography curriculum, it was stated that "in none of the books examined were there mid unit/chapter questions. Exclusion of activator, developer and reinforcer questions, which are mid unit/chapter questions is an important deficiency in terms of assessment and evaluation studies. Moreover, the questions do not provide the possibility to students for self-evaluation".

The new curriculum aims at enabling students to gain not only basic information and skills and general skills such as critical thinking, creative thinking,

communication skills, problem solving skills, decision making skills, information technology skills, but also mapping skills, observation skills, field work skills, geography questioning skills, tables, graphics and diagram preparation and interpretation skills, time perception skills, perception of change and continuity skills and evidence using skills which are all peculiar to geography. Therefore, in order to evaluate whether students gain the information and skills, use of assessment and evaluation approaches based on performance which provides the possibility to observe these acquisitions is a must in addition to traditional assessment and evaluation tools.

Before studying the assessment and evaluation studies in geography textbooks written according to 2005 geography curriculum, it should be mentioned that evaluation of the new program in terms of process evaluation reveals that the theoretical infrastructure of the program was designed very well and that there exist an practical dimension to it. "For instance, posters and projects may be more effective in helping students explain the positive and negative aspects of their environment, and drawing tables and schemes may be more effective in comparing similar and different properties of various places. Therefore, evaluation should be made with tools that are suitable for the fine points of the learning process. However, a variety of assessment instruments and methods have been incorporated to support the teaching-learning process. For example, with a view to getting clues about the assessments and decisions they will make, teachers use observation forms for participation of the students in the activities performed at the time of teaching of the course, group assessment forms to ensure their participation in the group activities and self-evaluation forms for self-understanding of the students with respect to what skills they have gained by the end of the units" (Cografya Dersi Ogretim Programı, 2005 Programı, 2006, pp. 45-46).

Process evaluation involves studies completed by students in the learning and teaching process such as projects, performance tasks, analysis studies, presentations etc. and evaluations and observations of in class activities. In order to evaluate the development of a student during this process, student product files (portfolios) should be used. A student product file is the file in which a student gathers selected examples from studies undertaken during one semester. The product selection process should be monitored by the teacher. Students should explain why they choose these specific products to be included in their product files. Studies included in student product files should be evaluated by using the "student product file (portfolio) evaluation form" and other scaled forms.

The new geography curriculum, at the same time, stipulates performance-based assessment and evaluative studies. The performance-based assessment and evaluative studies are called original evaluation or alternative evaluation by experts. "Performance tasks are used in evaluating presentation and practical abilities for certain information and skills. Performance tasks enable the evaluation of the process or the product. Examples of performance tasks include creative performances (exhibitions, magazines, newspapers, notice boards, model preparation, and role playing), written processes (research reports, articles, essays, answering open-ended questions, projects), presentations, out of class studies (gathering information about the subject to be discussed, article reading, doing interviews, material preparation to

use in the activity)” (Talim Terbiye Kurulu Baskanlığı, History Course Curriculum, 2007, pp.11-14).

In order to get a reliable result from performance-based assessment and evaluative studies, it is necessary that feedback should be carried out about students’ performances. “Every performance task must be matched with a rating scale (rubric) for a successful evaluation. Students take a sample of their performance task and the rubric. Thus, students direct their studies accordingly during the evaluation process knowing what are expected of them (Cografya Dersi Ogretim Programı, 2005 Programı, 2006, p.57-58).

Result Evaluation

Evaluation studies in textbooks written according to the former geography curriculums were designed to evaluate solely the product of learning. The year 2005 program, on the other hand, covers not only the process evaluation but also result evaluation. “Result evaluation” is the process of making a decision regarding the product of learning by making observations on the acquisitions obtained by the students at the end of the learning teaching process. For this purpose, tests that include true-false, multiple choice, matching, open-ended, and short-answer questions may be used. Suitable tests are identified by examining the learning areas of acquisitions and skills in units. The question prepared should be appropriate to acquisitions and skills, scope validity should be obtained in the selection of questions and reliability and practicability of questions should be attained. Evaluation questions should be directed towards application and knowledge should be provided to students regarding the meanings of points in questions. Another important factor that needs to be considered here is that giving marks to students is not the only objective when evaluating students. The teacher should identify the deficiencies regarding the acquisitions of students and take precautionary steps to prevent them, and should also provide information to students about their self- developments. This will enable the teacher and student to use the evaluation process as a learning tool.

The final element of the curriculum is evaluation. Successful application of the program becomes questionable when no or insufficient evaluation has been made, because it is possible through evaluation that one may observe the achieving level for the identified targets, and reasons for failing to realize certain objectives and discovering problematic elements (Kilic & Seven, 2002, p.70). Assessment and evaluation studies in geography textbooks comprise of three sections: 1- Preparation studies carried out at the beginning of units, 2- Chapter/subject evaluation studies in the context of process evaluation, 3- Chapter/subject end evaluation studies in the context of result evaluation.

Having examined the assessment and evaluation aspect of the secondary education 2005 geography curriculum above, we shall now discuss assessment and evaluation studies in secondary education geography textbooks prepared according to the 2005 and pre-2005 programs.

Preparation studies “while enabling the revision of advance information also form the basis for learning new information. Cognitive and sensory introduction attitudes that students have are important in showing students how well they have

learned the related chapters and what conditions are required to learn at that specific level. Another point that needs to be mentioned here is that the preparation questions should include observable and measurable attitudes. The number of question and studies should be arranged in a way that would not take excessive amount of students' times. They should be directed towards concrete and realizable attitudes. Besides this, preparation questions should relate to needs, daily lives, and the close environment of students. Studies that provide the development of critical thinking in students should be included" (Kilic & Seven, 2002, p.71-73). In short, preparation studies should have qualities that direct students to thinking and research. Preparation questions which do not have the above qualities will be far from motivating students to towards learning areas/subjects.

Mid-evaluation questions are also included in textbooks in the presentation of subjects. These mid evaluation questions given during the discussion of subjects comprise activator, reinforcer, developer and research questions. "The learning area or mid subject evaluation forms the base of process evaluation in the new program. In addition to traditional assessment tools used in process evaluation, sample forms and scales have been provided in order to measure students in the teaching process. These forms may be used in evaluating the cognitive, sensory, or psycho motor skills of students or certain modifications can be made in accordance with the purpose. These forms or scales may help identify the areas where students have sufficiencies and insufficiencies based on the criteria. If there are insufficiencies, precautionary steps should be taken to remove them" (Cografya Dersi Ogretim Programı, 2005 Programı, 2006, p.57-58). However, process evaluation provides students with information about their self development. It provides an opportunity to identify difficulties experienced by the students and to see the problems. This type of questions given in the presentation of the subjects not only increases the level of participation by the students but also contributes to learning significantly. The teacher should effectively plan what type of questions should be asked in which sections and apply them when required (Yasar, 2005, p.12).

Unit/chapter end questions in secondary education geography textbooks provide traditional assessment tools and learning areas or chapter end questions should also enable the assessment of skills of students in

1. Understanding entity and the relations of entities with each other, relations with the human-natural environment, events that emanate from these relations, and the distribution, connection and causal relations between these events,
2. Enabling them to make descriptions, samplings, and comparisons and establish causal relations,
3. Analyzing events, thoughts and feelings, but not explaining them,
4. Combining details obtained by analysis to help understand the entire unit,
5. Understanding concepts relating to the relations between the natural environment, human environment, and natural-human environment,

identifying main and supportive ideas and expressing these verbally or in written forms (Yasar, 2005, p.12).

Before moving to a new learning area at the end of a learning area/chapter in textbooks, an evaluation should be made in order to identify whether or not targeted acquisitions have been obtained. “This evaluation provides the opportunity for the teacher to question the quality of the teaching-learning process and to identify and correct deficiencies. There are questions aimed at measuring the product of learning at the end of units in geography textbooks according to the former program. However, these questions usually fail to assist students in making self evaluations, because, no feedback is provided to the students regarding their level of success after giving correct answers to a certain number of questions” (Yasar, 2005, p.11). On the other hand, assessment and evaluation studies in the new program secondary education geography textbooks not only provides information to students about their self development but also presents assessment and development tools and methods to students that are required in improving and developing themselves. Therefore, inclusion of evaluation scales which specify the meaning of marks obtained in new program textbooks increases the success of the book in assessment and evaluation.

The following section of our study will examine, in quantitative and qualitative terms, the assessment and evaluation dimension of three textbooks which were randomly selected from geography textbooks written according to the former program, and all textbooks written according to the 2005 program (a total of three books, one for each grade 9, 10 and 11). Then a comparative analysis will be presented as to what degree the above mentioned principles are satisfied in textbooks of each program.

Comparison of assessment and evaluation characteristics of textbooks written according to 2005 secondary education geography curriculum and three textbooks selected on a random sampling basis from textbooks written according to pre 2005 secondary education geography curriculum (Table 2) provides us with the below results:

a- While there were 12 units and 58 “preparation questions” in the textbook titled “High School Geography”, (the first book in Table 2) which was written according to the pre 2005 geography curriculum and which covers subjects of “General Geography and Turkish Regional Geography”, there were 103 “evaluation questions” at the end of units. These unit evaluation questions comprised 88 open-ended questions, which may be answered orally or in writing, and 15 short-answered tests. There are also 61 “preparation questions” in 8 units and 141 unit end evaluation questions in the textbook titled “Human and Economic Geography of Turkey” (second book in Table 2), which was taught as an elective subject in various high school types according to the previous program. These unit evaluation questions comprised 131 open-ended questions, which may be answered orally or in writing, and only 10 short-answer tests. There are 9 units in the “Geography of Countries” book, which is taught in various high schools. There are 34 preparation questions in these units. There are 59 unit end evaluation questions in the book. These unit evaluation questions included in the book comprised 51 open-ended questions, which may be answered orally or written, and 8 short-answer tests.

Table 2

Unit Evaluation Question Types and Taxonomic Values of Preparation Questions and Unit/Chapter end Questions included in Textbooks Covered in The Study

SEQUENCE NUMBER	TEXTBOOK TITLE	TOTAL UNIT NUMBER	The Number Of Preparation Questions	TAXANOMIC VALUES OF PREPARATION QUESTIONS							TOTAL OF UNIT EVALUATION QUESTIONS	QUESTION TYPES OF UNIT EVALUATION				TAXANOMIC VALUES OF UNIT END QUESTIONS									
				Cognitive						Sensory		Psycho-Motor	Written Exams	Multiple-Choice test	Short Answer Questions	True-False Questions	Matching Type Questions	Cognitive						Sensory	Psycho-Motor
				Information	Comprehension	Application	Analysis	Synthesis	Evaluation									Information	Comprehension	Application	Analysis	Synthesis	Evaluation		
1	High School Geography (Sirri Erinc)	12	58	20	28	10				103	88		15				61	36	4	2					
2	Human and Economic Geography of Turkey (Ertugrul Erdogan-Dogan Aydin)	8	61	20	37	2		2		141	131		10				105	30		5		1			
3	Geography of Countries (Yusuf Erdogdu)	9	34	16	13	5				59	51		8				48	11							
TOTAL			153	56	78	17		2		303	270		33				214	77	4	7		1			
4	Secondary Education Geography 9 E. Oruc, B. Guncegoru, G. Muslu, A. Pural, A. Aydin, E. Uysun, H. M. Gorer, M. Turedi, Z. Cakir	8	44	16	23	3		2		219	40	54	75	45	5	113	95	6	2		3				
5	Secondary Education Geography 10 A. Gultepe, S. Kilicarslan, N. Yenmez, B. Turoglu, B. Atici, B. Firat, D. Yildirim, M. Isler, S. Zeytcioglu	11	59	18	31	1	4	2	3	270	66	60	68	76		125	138		5	1	1				
6	Secondary Education Geography 11 A. Gultepe, B. Guncegoru, S. Kilicarslan, A. Pural, A. Aydin, B. Turoglu, D. Yildirim, H. M. Gorer, S. Zeytcioglu	8	73	27	39		2	2	1	2	298	109	82	56	51	168	115	1	10	2		2			
TOTAL			176	61	93	4	6	4	1	7	787	215	196	199	172	5	406	348	7	17	3	4	2		

There are a total of 153 preparation questions in the three geography textbooks selected on a random sampling basis out of the books written according to pre-2005 secondary education geography curriculum, and the average number of preparation questions per book is 51. The number of books which have a value lower than this average is one. The number of unit evaluation questions in books examined is 303. Thus, the average number of unit evaluation questions per book is 101. The number of books which have a value lower than this average is one. The number of preparation questions and unit evaluation questions in these books are at a satisfactory level. On the other hand, none of these books examined included unit/in content (mid) questions. In this respect, it is seen that textbooks did not include any activator, reinforcer, developer and research questions. This is one of the most important deficiencies in these books in terms of assessment and evaluation studies.

b. There are 8 chapters in “Secondary Education Geography 9” textbook written according to the secondary education 2005 geography education program. Within these chapters, there are 44 “before we start” questions in the context of preparation questions. There are 219 questions in assessment and evaluation studies given at the end of chapters. These evaluation questions comprise 40 open ended questions, which may be answered orally or written, 54 multiple choice tests, 75 short-answer questions, 45 true-false tests, and 5 matching type questions. There are 11 chapters in the textbook titled “Secondary Education Geography 10”. While there are 59 preparation questions within the chapters, the number of evaluation questions given at the end of chapters is 270. These questions comprise 66 open-ended questions, 60 multiple choice tests, 68 short-answer tests and 76 true-false tests. There are 8 chapters in the textbook titled “Secondary Education Geography 11”. 73 preparation questions are included in these chapters. There are 298 questions in assessment and evaluation studies given at the end of chapters. These questions comprise 109 open ended questions, 82 multiple choice tests, 56 short-answer questions, 51 true-false tests, and 5 matching type questions. It is seen that the number of preparation questions has increased in geography textbooks written according to the 2005 curriculum. In addition, it is also observed that chapter-end questions have increased in qualitative terms and the type of tests used has been varied.

There are a total of 176 preparation questions in three geography textbooks written according to the 2005 secondary education geography curriculum, and the average number of preparation questions per book is 58.6. The number of books which have a value lower than this average is one. The total number of unit evaluation questions in these books is 787. The number of books which have lower value than this is one. Thus, the average number of evaluation questions per unit is 29. The number of preparation questions per unit and unit end evaluation questions in these books are at a satisfactory level. Context validity is observed in terms of the number of questions. In addition, while there were not any mid evaluation questions in books written prior to 2005, mid evaluation tools and methods which enable students to improve and evaluate their cognitive, sensory and psycho-motor skills are included in books written after 2005 (Table 3). In this respect, the inclusion of activator, reinforcer, developer and research questions in presentation of content in 2005 geography textbooks increases the success of the new curriculum books in terms of assessment and evaluation.

c. As can be seen in Table 2, examination of taxonomic values in the three books written according to the former curriculum reveals that questions are gathered in the information, comprehension, and application steps of the cognitive area. Similarly, it is also seen that unit-end questions are mostly written in the information and comprehension steps of the cognitive area. On the other hand, it is seen that both the preparation questions and unit end questions in books written according to 2005 program have improved in qualitative terms. In addition, it can be said that preparation questions and unit end questions have focused on the information and comprehension steps of the cognitive area and that a relatively balanced distribution is observed in the upper steps of the cognitive area. In addition, sensory area questions have also taken place. There are also the questions at the application stage of the cognitive area and the questions that enable the assessment of psycho-motor attitudes in the mid evaluation studies of the new curriculum textbooks.

The fact that the mid-evaluation questions in geography textbooks written according to 2005 secondary education geography curriculum have been included not only has enabled the evaluation of the teaching learning process but also has provided the evaluation of sensory and psycho-motor skills in addition to cognitive skills. Some of the mid-evaluation tools and methods included in the books examined within the context of the new curriculum are “project”, “performance tasks”, “concept maps”, “out of class activities”, “internet research”, “field study”, “applications of geographic information systems”, and “analysis studies”. In this respect, the new program aims at evaluating not only the product of learning but also the process of learning. Some of the forms and scales that have been developed in order to assist teachers in evaluating students in the teaching process include “Graded marking Key”, “Performance Task Evaluation Scale”, “Self Evaluation Form of Students”, “Group Evaluation Form”, “Student Observation Form”, “Project Evaluation Scale”, “Student Product File (Portfolio) Evaluation Form”, and “Oral Presentation Graded Marking Key”. A holistic approach has been taken in assessment and evaluation studies in the new program geography textbooks. This aspect of the new curriculum aims at removing the deficiencies of assessment and evaluation studies that existed in the former curriculum books.

Table 3
Mid Chapter/Section Evaluation Analysis in Textbooks Covered in the Study

SEQUENCE NUMBER	TEXTBOOK TITLE	THE NUMBER OF TOTAL UNIT/CHAPTERS	THE NUMBER OF TOTAL MID-EVALUATION TOOLS AND METHODS	TOOLS AND METHODS OF MID EVALUATION								
				Project Work	Out of Class	Performance tasks	Concept Maps	In Class Activities	Internet Researches	Field Studies	GIS Applications	Analysis Work
1	High School Geography	12	-									
2	Human and Economic Geography of Turkey	8	-									
3	Geography of Countries	9	-									
4	Secondary Education Geography 9	8	157	2	26	1	1	123	1	3		
5	Secondary Education Geography 10	11	130	2	26	9		87			1	5
6	Secondary Education Geography 11	8	105	2	20	4		76	1	2		
TOTAL			392	6	72	14	1	286	2	5	1	5

Even though the amount of information in the geography textbooks written according to the 2005 curriculum as to how the activities to evaluate the success of students should be applied is sufficient, it is obvious that there will be a time problem (weekly course hours increase in the Social Sciences and Turkish-Mathematics departments from the Xth grade on.) in terms of application of these activities, because, it seems impossible to perform the activities listed on Table 3 in two lesson hours per week within crowded classes.

Having analyzed mid unit/chapter assessment and evaluation studies, we shall now analyze the qualities of unit/chapter end questions given in each book (books 1 and 4 in Table 2), selected on a random sampling basis, of two programs, in terms of assessment and evaluation criteria. These qualities have been ranked as “none”, “partly”, “average”, “good” and “very good”. Thirteen questions listed on the Table 4 have been marked as none (zero points), partly (1 point), average (2 points), good (3 points) and very good (4 points). Thus the average value of the related book has been obtained by adding all points given to thirteen questions and dividing them by the number of questions.

A careful examination of Table 4 shows that first book listed out of all secondary education geography textbooks, is very well designed in terms of its suitability to the age and level of students and its quality. It can also be considered average in terms of the number of questions and its content in developing the critical thinking, problem solving, decision making and interpreting skills of students and in encouraging students to research and in problem solving and evaluations. On the other hand, there are only partial sufficiencies in questions in terms of having variety, inclusion of different assessment types, preparation of activities in connection with real life and having explanations as to how these activities can be applied to students

having different learning styles. Furthermore absence of sample observation forms, product files (portfolio), performance tasks, concept maps and self evaluation forms to evaluate students, and the absence of explanatory information regarding the application of other question types and answer keys to these questions are important deficiencies, which should not occur in a textbook in order to undertake assessment and evaluation studies. As a result, the book presents PARTLY (1.38) the quality required in terms of its suitability for assessment and evaluation criteria.

Table 4

The Qualities of The Textbooks Named As Secondary Education “High School Geography” and “Secondary Education Geography 9” in Terms of Their Assessment and Evaluation Criteria

CRITERIA 1, 2,3	BOOK WITH SEQUENCE NO 1					BOOK WITH SEQUENCE NO 4				
	NONE	PARTLY	AVERAGE	GOOD	VERY GOOD	NONE	PARTLY	AVERAGE	GOOD	VERY GOOD
ASSESSMENT AND EVALUATION	0	1	2	3	4	0	1	2	3	4
The Suitability of questions to the age and level of students				X					X	
The Variety of questions, inclusion of different assessment types		X								X
The Number of questions			X							X
The Quality of questions				X					X	
The Arrangement of assessment and evaluation studies in a way to develop critical thinking, problem solving, decision making and interpreting skills			X							X
Encouragement level of questions for students to research and problem solving			X							X
Having sample observation forms to evaluate students	X									X
Includes process evaluation techniques such as product file (portfolio) performance task, observation form, concept map, and self evaluation forms in addition to traditional result evaluation techniques		X								X
Includes evaluation questions at the end of each unit or section to measure whether the student has gained information, skill, value, attitude and sufficiencies regarding the issues			X							X
Elements of evaluation have been arranged by taking into account principles and techniques of assessment and evaluation			X						X	
Includes explanations regarding the preparations of activities in connection with the daily lives and how these can be applied to students having different learning styles		X								X
Provides explanatory information regarding the application of tests and other question types	X									X
Includes answer keys to questions	X						X			
AVERAGE			1.38 (PARTLY)						3.54 (VERY GOOD)	

When we examine Table 4, we observe that chapter end questions in the book with sequence number four, which was written according to the new curriculum, has contents that would develop the critical thinking, problem solving, decision making and interpretation skills of students. In general, questions have been designed in a

very effective way in terms of inclusion of process evaluation techniques such as student product files (portfolios), performance tasks, concept maps and self evaluation forms in addition to having preparation questions that would encourage them in problem solving and research. Moreover, inclusion of evaluation questions at the end of each chapter which enable assessment as to whether or not students have obtained the information, skills, values, attitudes and sufficiencies regarding the issues, and inclusion of explanations as to how these activities could be applied to students with different learning styles are two other factors in considering the effectiveness of these questions. In addition the fact that there is explanatory information on how use the tests and other question types and sample observation forms for student evaluation makes the design of the book (sequence number four) very effective. Questions in this book have also been designed well in terms of suitability of questions to the age and level of students, and arrangement by taking into account assessment and evaluation principles and techniques. On the other hand, the fact that answer keys to questions are partially included in the book is an important deficiency. As a result, the book is at a VERY GOOD (3.54) level in terms of its suitability to assessment and evaluation criteria.

Finally, the following points have been obtained after comparing the taxonomic values (Table 5) of the preparation, mid evaluation and unit end assessment and evaluation questions in chapters named "Migration in Turkey" included in textbooks with sequence numbers "two" and "five", which were selected on a random sampling basis out of former and new textbooks where the same issues had been discussed.

Even though the chapters named "Migration in Turkey" is included in textbook number two, which was written according to the former program and book number five written according to the 2005 geography curriculum present similarities in terms of their main titles, the discussion style of the issues shows differences. As can be observed on Table 5, only questions related to the information and comprehension stages of the cognitive area have been included in both the preparation questions and unit end evaluation questions in the chapters of these two books examined. While there are no questions to assess developments at the upper stages of the cognitive area in neither the preparation questions nor the unit end evaluation questions in book number two, none of the questions are related to the upper stages of the cognitive area in book with sequence number five. However, Table 2 shows that there are questions related to the upper stages of the cognitive area in other chapters. It is also seen that there are questions to assess the developments in the lower stages of the cognitive area in both the preparation questions and unit end questions in chapters of these two books. It seems very clear that there is an insufficiency in questions of the application stages of the cognitive area. There are no mid unit questions in book number two. Exclusion of activator, developer and reinforcer questions in the presentation of issues is an important deficiency in terms of mid evaluation. However, this deficiency has been corrected in geography textbooks written according to 2005 curriculum. Mid evaluation studies included in book number five (Table 5) comprise activities to be included in students product files, performance tasks, crosswords and brainstorming. These tools which aim at developing psycho motor and sensitive sufficiencies in addition to forming sufficiencies in the upper stages of the cognitive area also attempt to undertake

process evaluation. In these process evaluations, students are asked to do practical work, thus enabling them to access and construct information themselves.

Table 5

The Taxanomic values of The Preparation Questions, Mid-Evaluation and Unit End Assessment and Evaluation Questions in Chapters Named “Migrations in Turkey” From Textbooks With Sequence Numbers “Two” and “Five”

PREPARATION QUESTIONS <i>(Book Sequence Number 2)</i>	TAXANOMIC VALUES	PREPARATION QUESTIONS <i>(Book Sequence Number 5)</i>	TAXANOMIC VALUES
1. Search reasons for the increase or decrease in population of your place of living and environment	Comprehension	1. Are there any people coming to your area by migration? Identify the main reasons for their migration. Try to specify the reasons of migration by discussion ideas generated in class.	Knowledge + Comprehension + Knowledge
2. Are there any people migrating to your region or from your region? Search which one is higher and reasons pertaining to it.	Knowledge + Comprehension	2. Are there any people in your environment who has been to overseas and migrated there? What are the main reasons for their migration? Discuss.	Knowledge + Comprehension
3. Search which cities are the migrants in villages or suburbs in your area mainly going to and reasons that force these people to migrate.	Knowledge + Comprehension		
4. Search the main reasons why people in your area migrate overseas (if any) and their main purposes for migration.	Comprehension		
MID EVALUATION STUDIES		MID EVALUATION STUDIES	
		1. Does your city receive migrants or send migrants? Discuss possible reasons. (Brainstorming)	Knowledge + Comprehension
		2. Identify reasons of migration by using information you have gathers from above interviews and write down the attractive and distractive factors of migration. (Activity)	Comprehension
		Why do people in the photograph leaving their places? How long do you think they will stay there? What will they do there? (Activity)	Analysis + Synthesis
		Some of the cities where more than 20 % of people in rural areas have migrated from between 1990 and 2004 include “Tunceli, Sinop, Kastamonu, Kırşehir”dir. Select one city and conduct an example analysis. Analyze employment and economy of the region and identify the reasons for migration. (Performance Task)	Synthesis + Evaluation
		Complete the crossword by using below definitions. (Crossword)	Comprehension + Application
UNIT END ASSESSMENT AND EVALUATION STUDIES		CHAPTER END ASSESSMENT AND EVALUATION STUDIES	
1. What are the means that lead to population increases or decreases? Explain shortly.	Comprehension	A. Specify the below statements as true or false by marking (x) next to them. (True-False Test)	
2. Describe the effects of family education level on number of children.	Comprehension	1. Female population in cities where there is immigration is low.	Comprehension
3. Generally, number of children in family decreases as the income level increases. What are the reasons for this?	Knowledge	2. There is no effect of immigration in the rate of population increase in Turkey.	Comprehension
4. What are the major factors that led to a rapid increase in our population after the 1950s?	Knowledge	B. Fill in the blanks below?	
5. What are the general reasons for migration?	Knowledge	1. The reason as to why the rate of male population in Istanbul is higher than female population is	Comprehension
6. What are the main types of internal migration in our country?	Knowledge	2. Settlements where usually rather nomadic societies stay and put up a tent is called	Comprehension
7. What is seasonal migration and what are the main types?	Knowledge	C. Answer the below multiple choice question.	
8 Which type of geographical conditions lead to a half-nomadic life style?	Knowledge	1. City population increases in Turkey has shows a higher rate between 1927-2000 than village population. Which of the below factors are more effective in this higher rate of population increases in cities.	
9. What are the main reasons of migration from rural areas to cities in our country?	Knowledge	a) Low rate of infant deaths	Comprehension
10. Internal migration in our country is usually directed towards big cities. Why?	Comprehension	b) Increase in married population	
11. What are the reasons and results of migration to Turkey from other countries?	Comprehension		

12. What are the reasons and properties of migration to other countries in Turkey?	Comprehension	c) Increase in average life span d) Population increase via immigration
13. What is brain drain and what are the major reasons and results of brain drain?	Knowledge + Comprehension	e) Improved health conditions
14. Describe the effect of industrialization on the population increases.	Comprehension	

Assessment and Evaluation Problems in Secondary Education Geography Textbooks

“Evaluation is an integral part of education and teaching. It can be analyzed through assessment and evaluation to show, whether the programs have showed desired success, whether students have developed the expected knowledge, skills and attitudes, and whether desired class and school developments have taken place” (Geography Course Curriculum, 2005 Program, 2006, p. xxiv). In addition, the new curriculum presents alternative methods in addition to ordinary assessment and evaluation methods and tools and provides and expansion in self-development and evaluation for students.

The following consequences have been obtained when a survey has been carried out towards assessment and evaluation studies in secondary education geography textbooks, written according to the former curriculum:

- 1- Scope validity is not observed on a sufficient scale in evaluation questions given at the end of units,
- 2- It is seen that true-false tests, short answered tests, and multiple choice tests in textbooks are considerably insufficient,
- 3- Questions for comprehension, application, analysis, and synthesis stages of the cognitive area are not adequately covered in evaluation questions,
- 4- Questions assessing sensory and psycho motor efficiencies are given insufficient place in evaluation questions,
- 5- Questions in the information stage of the cognitive area based on memorizing are heavily discussed whereas questions which would lead students to think, solve problems and research are covered on a much lower scale,
- 6- only in two books out of ten examined, answers of multiple choice tests are given place in related books,
- 7- In all books examined there have been no mention for mid-evaluation studies. (Yasar, 2005, p.23)

In the light of the analysis made up to this point, it is seen that assessment and evaluation studies in secondary education geography textbooks based on the 2005 curriculum have removed all seven problems, which are given above (Tables 2, 3 and 4). However, certain problems are still observed regarding the assessment and evaluation studies in secondary education geography textbooks prepared according to the new curriculum. These problems, however, are different from those observed in former curriculum books. The new curriculum is not only a program that assesses and

evaluates the product of learning but also evaluates the learning process. This situation is observed in textbooks in the form of activities directed towards assessing student's success. However, it is obvious that a time problem will be experienced in the application of activities such as performance tasks, project product files, in class and outside activities and concept maps, which go into the student product files, because the geography course is given only two hours per week (except for Social Sciences and Turkish-Mathematics Departments.) in secondary school education in this grade. It appears impossible to undertake and monitor in class and outside the activities listed in Table 3. In addition to this, it is also clear that the absence of coordination between activities that aim at evaluating the success of student and the examination system (multiple choice tests) used for placing students in universities, will not create sufficient interest in these activities among students preparing for universities. The current examination system in Turkey for accepting students in universities is not in accordance with evaluation activities that require research. In this case, either the course hours should be increased or the number of activities should be reduced. Furthermore, in addition to excessive class sizes, having two hours per week will cause certain problems in carrying out all activities.

It is seen that only one in three geography textbooks examined in the context of the former curriculum had a question measuring sufficiencies regarding psycho-motor areas. Questions measuring sensory sufficiencies were not observed. "Questions in the information stage of the cognitive area based on memorizing and covering questions which would lead students to think, solve problems and research on a much lower scale is an important deficiency in terms of making a healthy assessment and evaluation. Only one thirds of the questions included "what for, how and why", questions, which would require students to make interpretations. This type of question however, should constitute the majority in the geography textbooks, because, the principles of association and causal connection are the two main principles of geographic thought" (Yasar, 2005, p. 23-24). Mid-term evaluation studies in the secondary education geography textbooks of the in 2005 curriculum include activities such as performance tasks, projects , concept maps, and analysis studies where students may express their own feelings and thoughts and present certain knowledge, skills and impressions in practice. In this way, students are pushed towards activity and development of their sensory and psycho-motor skills in addition to upper cognitive sufficiencies. Furthermore, overcrowded classes lead to problems in performing and monitoring the activities properly and completely.

Conclusion and Recommendations

It is seen that assessment and evaluation studies in geography textbooks written according to the 2005 secondary education geography curriculum are better designed in terms of both quality and references to different assessment and evaluation tools and methods compared to assessment and evaluation studies in textbooks of the former curriculum. On the other hand, it is also observed in the textbooks written according to the former program that while the majority of questions in the unit end evaluation parts included questions for the information and comprehension stages of the cognitive areas in terms of their taxonomic characteristics, only a limited number of questions were directed to the application stage of the cognitive areas. However, it is seen that preparation questions and questions given at the end of sections in the new curriculum textbooks provided

opportunities for the monitoring of all stages of the cognitive area in terms of their taxonomic characteristics. Even though there were a limited number of questions aiming at developing sensory and psycho-motor behaviors in the former curriculum textbooks, the number of studies aiming at developing and assessing sensory and psycho motor sufficiencies in mid chapter/subject assessment and evaluation studies of the new curriculum textbooks are satisfactory.

The new curriculum includes various mid evaluation tools and methods as it aims at not only at assessing and evaluating the product of learning but also the process of learning, which was not the case in the former program textbooks. The inclusion of activator, reinforcer, developer and research questions in mid chapter/subject increases the success of the new curriculum books in assessment and evaluation studies. It is also seen that unit end evaluation questions in the new curriculum textbooks included in our study had a very high standard in terms of assessment and evaluation criteria. The new curriculum textbooks aim at evaluating sensory and psycho motor skill development in addition to cognitive skills, while they also provide evaluation for the teaching and learning process. It is seen that the majority of the problems experienced in assessment and evaluation studies of the former program textbooks have been removed and alternatives have been introduced. The fact that not only experts in the field but also curriculum development experts, assessment and evaluation experts, and guidance and psychological counseling experts were included in the writing process of the textbooks contributed to this success significantly.

The following are recommendations regarding solutions to possible problems that may be experienced in the assessment and evaluation studies of the new curriculum textbooks.

1. Mid chapter/subject assessment and evaluation studies in new curriculum textbooks involve numerous activities such as performance tasks, project product files, in and out of class activities, and concept maps. It seems impossible to carry out all these activities in a period of two course hours per week. For this reason, weekly course hours should be revised according to evaluation activities. Either weekly course hours should be increased or the number of activities should be reduced to an amount that can be successfully completed.
2. The incompatibility between the evaluation activities and the examination system used in placing students in universities should be corrected. Moreover, the absence of parallelism between activities that aim at evaluating the learning process and the examination system (multiple choice tests) preferred for placing students in universities will not create sufficient interests in them by the secondary education students preparing for universities.
3. Teachers should receive in-service training regarding the assessment and evaluation activities introduced by the new curriculum. Teachers who have grown accustomed to traditional assessment instruments of the education product will be successful at the start of using the new

process evaluation instruments and methods (projects, performance works, concept maps, in-course activities, etc.) only by keeping them informed via in service training.

4. It is compulsory to provide feedback to students about their exam marks and studies included in student product files. In addition to this should also be informed as to what deficiencies they have in their product file activities and how they can be overcome. Care should be given that the feedback should be of a guiding, encouraging and reinforcing character. If the teachers are only concerned with announcing exam marks and do not take advantage of the benefits of the feedback, they may not be aware of what issues the students have learnt sufficiently or insufficiently.

References

- Bloom, B. (1956) *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York.
- Bloom, B. S., Hastings, J. T. & Madaus, G. F. (1971) *Handbook on Formative and Summative Evaluation of Student Learning*, New York: McGraw Hill.
- Bloom, B. (1979) *İnsan Nitelikleri ve Öğrenme*. (Çeviren: D. Ali Özçelik). Ankara: Milli Eğitim Yayınevi.
- Clarke, S. & Gipps, C. (2000) *The Role of Teachers in Teacher Assessment in England 1996-1998*, Evaluation and Research in Education, Vol. 14, No:1.
- Coğrafya Dersi Öğretim Programı, 2005 Programı (2006). Ankara: Gazi Kitabevi (kitap formatı).
- Demiralp, N.(2007) Coğrafya Eğitiminde Materyaller ve 2005 Coğrafya Dersi Öğretim Programı, Kastamonu: Kastamonu Eğitim Dergisi, 15 (1): 373-384.
- Doğanay, H.(1989) Coğrafya ve Liselerimizde Coğrafya Öğretim Programları, Ankara: Coğrafya Araştırmaları, Atatürk Dil ve Tarih Yüksek Kurumu Yayını, Coğrafya Bilim ve Uygulama Kolu, Cilt:1, Sayı:1
- Erdoğan, E., & Aydın, D. (2003) *Türkiye'nin Beşeri ve Ekonomik Coğrafyası*. İstanbul: Doğan Yayıncılık.
- Erdoğdu, Y. (2002) *Liseler İçin Ülkeler Coğrafyası*, Ankara: SEK Yayınları.
- Engin İ. Akbaş, Y. ve Gençtürk, E. (2003) I. Coğrafya Kongresinden Günümüze Liselerimizde Müfredat Programlarındaki Değişimler. Ankara: Milli Eğitim Dergisi Sayı:157, Milli Eğitim Basımevi.
- Erinç, S. (2003) *Lise Coğrafya*. İstanbul: Altın Kitapları Yay.
- George, W.M. (1998) *Social Studies and The Elementary School Child*. New Jersey: Prentice Hall, Merill.
- Grahm, A. (1986) *Elementary Social Studies Texts: An Authr-Editor's Point of View*. Social Education Policy Center, Ed 232 941 (50-55)

- Gültepe, A. ve Diğerleri. (2007a) *Ortaöğretim Coğrafya 10*, Milli Eğitim Bakanlığı Yayınları No: 4246, Ankara: Semih Ofset.
- Gültepe, A. ve Diğerleri. (2007b) *Ortaöğretim Coğrafya 11*, Milli Eğitim Bakanlığı Yayınları No: 4419, Ankara: Evren Yayıncılık A.Ş.
- Hibbard, K. Michael, et al. (1996) *A Teacher's Guide to Performance-Based Learning and Assessment*, Alexandria VA: Association for Supervision and Curriculum Development.
- İşman, A., & ESKİCUMALI, A. (1999) *Eğitimde Planlama ve Değerlendirme*. Adapazarı: Değişim Yayınları.
- Katz, E. (1984) *Federalism in Secondary School American History and Government Textbooks*.(in) Teaching About American Federal Democracy, edited by Stephen L. Schechter, Philadelphia: Center for the Study of Federalism at Temple University, ED 248 161.
- Kent, A., et al., (1996) *Geography in Education*. New York: Cambridge University Press.
- Kılıç, A., & Seven, S., (2002) *Konu Alanı Ders Kitabı İncelemesi*, Ankara: PegemA Yayıncılık.
- Korkmaz, A., (2001) *İlköğretim Ders Kitaplarında Ölçme ve Değerlendirme*. Prof. Dr. Leyla Küçükahmet (Ed.). Konu Alanı Ders Kitabı İnceleme Kılavuzu. Ankara: Nobel Yayın Dağıtım.
- Kutlu, Ö.(1999) İlköğretim Okullarındaki Türkçe Ders Kitaplarındaki Okuma Parçalarına Dayalı Olarak Hazırlanmış Sorular Üzerine Bir İnceleme. Eğitim ve Bilim, Cilt:23 (111).
- Küçük, S. (2002) Örgün Eğitim İkinci Kademe Türkçe Öğretiminde Ölçme ve Değerlendirme Çalışmalarında Karşılaşılan Güçlükler. Ankara: Milli Eğitim Dergisi, Sayı:153-154.
- Küçükahmet, L. (2003) *Eğitim Programlarında Ders Kitabının Yeri*, Prof. Dr. Leyla Küçükahmet (Ed.). Konu Alanı Ders Kitabı İnceleme Kılavuzu. Ankara: Nobel Yayın Dağıtım.
- Küçükahmet, L. (2004) *Öğretimde Planlama ve Değerlendirme*. Ankara: Nobel Yayın Dağıtım.
- Lambert, D. and Balderstone, D. (2000) *Learning to Teach Geography in The Secondary School: A Companion to School Experience*, London and New York: Routledge/Falmer. N.110.
- Linn, R.L. & Gronlund, N.E. (1995) *Assessment and Assessment in Teaching(7th ed.)*. New Jersey: Prentice-Hall.
- Lorber, M.A.& Pierce, W.D. (1990) *Objectives, Methods and Evaluation for Secondary Teaching*. New Jersey: Prentice Hall.
- Noonan, B.& Duncan, C.R. (2005) *Peer and Self –Assessment in High Schools. Practical Assessment, Research & Evaluation, A Peer –Reviewed electronic journal, Vo.10, N.:17.*

- Petterson et al., (1991) *The Use of Verbo-Visual Information Teaching of Geography-Views from Teachers*. The 23rd Annual Conference of the International Visual Literacy Association, Washington.
- Popham, W.J. (2000) *Classroom Assessment: What Teachers Need to Know*, Needham Heights, Publishers. MA: Allyn and Bacon.
- Price, R.D. (1981) *Textbook Dilemma in the Social Studies*, The Social Studies 57 (21-23). Howard D. Mehlinger (Ed), Government Textbooks(in) Teaching About the Constitution in American Secondary Schools, Washington.
- Rawling, E. (1996) *The Impact of The National Curriculum on School-Based Curriculum Development in Secondary Geography*, Geography in Education, viewpoints on Teaching and Learning. Cambridge: Cambridge University Press.
- Savage, T.V. & Armstrong, D. G. (1999) *Effective Teaching in Elementary Social Studies*. 4th Edition. New Jersey: Prentice Hall.
- Shannon, P., (1982) Some Subjective Reasons For Teachers Reliance on Commercial Reading Materials. *Reading Teacher*, 36 (884-889).
- Sibley, S. (2003) Professional Development for Teachers Teaching and Assessing Skills in Geography. *United Kingdom*: Cambridge University Press, .N.63.
- Stiggins, R.J. (1994) *Student-Centered Classroom Assessment*, New York: Macmillan Publishing Company.
- Şahin, C., ve Diğerleri, (2001) *Konu Alanı Ders Kitabı İnceleme Kılavuzu*, Ankara: Nobel Yayın Dağıtım.
- Talim Terbiye Kurulu Başkanlığı. (2005) "*Coğrafya Dersi Öğretim Programı*, Ankara: Milli Eğitim Bakanlığı, Talim Terbiye Kurulu Başkanlığı (www.ttkb.meb.gov.tr).
- Talim Terbiye Kurulu Başkanlığı (2007) *Tarih Dersi Öğretim Programı*, Ankara: Milli Eğitim Bakanlığı, Talim Terbiye Kurulu Başkanlığı (www.ttkb.meb.gov.tr).
- Tas H. I. (2005a) Geographic Education in Turkish High Schools. *The Journal of Geography*; Jan/Feb; 104, 1; ProQuest Education Journals pg. 35.
- Tas, H.I. (2005b) Cumhuriyetin Kuruluşundan Günümüze İlköğretim II. Kademe ve Liselerde Coğrafya Dersi ve Müfredatının Değişimi. *Doğu Coğrafya Dergisi*, (10)14:313-330.
- Thomas P.R. & Jennifer T.N. (2000) *Classroom-Ready Activities For Teaching History and Geography in Grades 7-12*. London: Allyn and Bacon.
- Thorndike, R.M. et al., (1991) *Assessment and Evaluation in Psychology and Education*. Macmillan Publishing Company.
- Tomal, N. & Şenol, E. (2007) Lise 1. Sınıf Coğrafya Öğretim Programının Öğretmenlerce Değerlendirilmesi, Ankara: MEB Milli Eğitim Dergisi, Sayı:175.
- Oral, B.(2005) *Ders Kitaplarının Öğretim Programlarına Uygunluğu*, Özcan Demirel ve Kasım Kiroğlu (Ed.), Konu Alanı Ders Kitabı İncelemesi, Ankara: PegemA Yayıncılık.

- Oruç, E. ve Diğerleri, (2007)*Ortaöğretim Coğrafya 9*, İstanbul: Milli Eğitim Bakanlığı Yayınları No:4245,
- Oosterhof, A.(1994) “*Classroom Applications of Educational Assessment*. New York: Merrill, an Imprint of Macmillan Publishing Company, USA.
- Özgen, B. (1987) *Türkiye’de Ders Kitapları Sorunu ve Çözüm Yolları*. Eğitim ve Bilim. Ocak 1993(49) Özçelik, D. A. (1982). *Test Hazırlama Kılavuzu*. Ankara: ÖSYM Yay.
- Yiğitarıslan (Gözkaya), D. (1995) *Öğretmen ve Öğrenci Gözüyle Ders Geçme ve Kredi Sistemine Göre Tarih 1 Ders Kitabının Değerlendirilmesi*. Ankara: Gazi Üniversitesi Sosyal Bilimler Enstitüsü (Yayınlanmamış Yüksek Lisans Tezi).
- Yaşar, O. (2005) Türkiye’de Okutulan Orta Öğretim Coğrafya Ders Kitaplarında Ölçme ve Değerlendirme Çalışmalarına Yönelik Karşılaştırmalı Bir Yaklaşım. *International Journal of Progressive Education*, Volume 1, Number:2
- Wiggins, G. (1998) *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*, Jossey-Bass, San Francisco, California.

Notes:

- ¹ The below resources have been used in reference to criteria issues: Yel, S. (2001). *Ders Kitabı İncelemesi (Örnek Bir Çalışma)*. (Editör: Prof. Dr. Leyla Küçükahmet). Konu Alanı Ders Kitabı İnceleme Kılavuzu. Ankara: Nobel Yayın Dağıtım, s.173
- ² Milli Eğitim Bakanlığı, (2006). *Ders Kitapları ile Eğitim Araçlarının İncelenmesi ve Değerlendirilmesine İlişkin Yönerge*”, Ankara: Milli Eğitim Bakanlığı Tebliğler Dergisi, Cilt:69, Sayı:2589, s.1128
- ³ Demirel, Ö. ve Kiroğlu, K. (2005). *Konu Alanı Ders Kitabı İncelemesi*. Ankara: PegemA Yayıncılık, s.31