Analysis of "From Good Examples in Education to Original Practices" Projects of Istanbul Directorate of National Education in the Scope of Values*

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Abstract

The project "From Good Examples In Education To Original Practices" of İstanbul Directorate of National Education, with the application rate of studies from 39 districts increasing every year is an indicator of the teachers' for learning and growing demand for developing innovative applications that directly concern educational fields. In order to think with the aim of education, to make efforts and to disseminate original activities with an exemplary attitude, out of a total of 5 thousand 119 applications, 111 were able to stay at the exhibition stage in the projects of 2019-2020 consisted in the categories of effective teaching, special education, science and technology, culture, art and sports, environment and school aesthetics. The purpose of this study was to determine which values were included in the 111 Projects that were eligible to be exhibited from 39 districts within the scope of the "Good Examples in Education to Original Practices" project of the İstanbul Provincial Directorate of National Education and how much they were included. The values contained in the projects were presented in tables and the value discourses were

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directly exemplified by quotations. As a result of the research, the most common value expressions in the projects are cooperation, unity, diligence , responsibility,happiness, love, respect, while the least seen values are honesty, hospitality, national and religious holidays, cleanliness, peace, and humility.

Keywords: Good examples in education, practices, values.

İstanbul İl Milli Eğitim Müdürlüğü'nün "Eğitimde İyi Örneklerden Özgün Uygulamalara" Projelerinin Değerler Kapsamında İncelenmesi

Öz

İstanbul İl Millî Eğitim Müdürlüğünün "Eğitimde İyi Örneklerden Özgün Uygulamalara" projesi; 39 ilçeden çalışmaların her yıl artış gösteren başvuru oranı ile öğretmenlerin öğrenmeye ve eğitim alanlarını doğrudan ilgilendiren inovasyona açık uygulamalar geliştirmeye olan talebin arttığının bir göstergesidir. Eğitim hedefiyle düşünmek, çaba göstermek ve örnek tutumla özgün faaliyetleri yaygınlaştırmak amacıyla 2019-2020 projeleri etkin öğretim, özel eğitim, bilim ve teknoloji, kültür, sanat ve spor, çevre ve okul estetiği kategorisinde toplam 5 bin 119 başvurunun 111'i sergi aşamasına kalabilmiştir. Bu çalışmanın amacı; İstanbul İl Millî Eğitim Müdürlüğünün "Eğitimde İyi Örneklerden Özgün Uygulamalara" projesi kapsamında 39 ilçeden sergilenmeye hak kazanan 111 Projede hangi değerlere ne kadar yer verildiği tespit edilmeye çalışılmıştır. Projelerde yer alan değerler tablolar halinde sunularak değer söylemleri doğrudan alıntılarla örneklendirilmiştir. Araştırma sonucunda Projelerde en çok görülen değer ifadeleri işbirliği, birlik, titizlik, sorumluluk, mutluluk, sevgi, saygı olurken; en az görülen değerler ise dürüstlük, misafirperverlik, milli ve dini bayramlar, temizlik, barış, tevazudur.

Anahtar Kelimeler: Eğitimde iyi örnekler, uygulamalar, değerler.

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Introduction

Values are generally expressed as valuable, expensive, extraordinary matters in our language[1], as well as meaningful, wise, useful attitudes and thoughts in terms of concept[2]. Values are the main principles guiding attitudes[3] and they are a strong belief order giving the final direction to the behaviour chosen individually and socially against undesirable attitudes or creating a special mood[4]. Values, which are accepted by a large part of a society, shaped by the historical background of it, and the reason why it can stand up qualitatively and be sustained into the future, are the preserved beliefs and behaviours adopted by a society[5]. To put in a nutshell, value is the abstract measure determining the nature of something, the worth of something, the precious and useful feature[6]. Values education, on the other hand, can be explained as all of the studies applied with the aim of gaining values to those who want to learn. Value as a whole is the principles and standards of a society, an organization or a person. It is the basic beliefs motivating a person[7]. Value is a concept that is effective in choosing one of the available options. Professionalists accept values as a crucial variable mostly affecting decision-making step[8]. According to Schwartz[9], values are guiding principles in an individual's life, values are cognitive structures offering an important role in leading a person to a correct behaviour. (as cited in)[10]. Values that people cares about determine their perspective towards events and situations and guide their preferences.

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1   T.D.K., *Türk Dil Kurumu Sözlüğü*, 2019.

2   Mahmut Balcı, *Değerleri Yaşatmak ve Değerler Sözlüğü*, 2014.

3   Ruth Deakin Crick, "Değerler ve Öğrenme: Farklı Kavramlar mı, Madalyonun İki Değişik Yüzü mü?", *International Conference on Values Education*, 2012, p. 196-202

4   Milton Rokeach, *The Nature Of Human Values*, 4th ed., Newyork, The Free Press, 1973.

5   Sadık Tural, *Kültürel Kimlik Üzerine Düşünceler*, Ankara, Ecdad Yayınevi, 1992.

6   Kadir Ulusoy - Bülent Dilmaç*, Değerler Eğitimi*, 4th ed., Ankara, Pegem Akademi, 2016.

7   Semih Bilge - Durdane Küçükaycan, "Maliye Bölümü Öğrencilerinin Yaşam Değeri Yönelimlerini Oluşturan Faktörlerin Belirlenmesi Üzerine Bir Araştırma" , *Sosyal ve Beşeri Bilimler Dergisi*, 5 (1), 2013, s. 419-431.

8   Narayan Krishna Prabhu, "Human Values In Education: Reflecting On The Core", *Educational Research*, 2 (12), 2011, s. 1727- 1732;
Safiye Sarıcı Bulut, "Gazi Eğitim Fakültesi Öğrencilerinin Değer Yönelimleri", *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 1(3), 2012, s. 216-238.

9   Shalom H. Schwartz, "Universals in the Contentand Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries"*, Advances in Experimental Social Psychology*, (içinde), der. M. P. Zanna, vol. 25, NY, AcademicPress, 1992, p. 1-65.

10   İbrahim Kısaç - Zülfü Turan, "Ortaöğretim Öğrencilerinin Değer Yönelimleri", *Değerler Eğitimi Dergisi*, 13 (29), 2015, s. 495-509.

Values education has been provided since ancient times, albeit in different ways. Because one of the goals of education is to raise people who are beneficial to society. Individuals who are useful to society are expected to be respectful and firmly committed to their values. However, treating values education as a separate field or increase in supply has taken place in the last fifty years[11].

Value is explained as the tendency to choose one particular event over another. They are understandings referencing attitudes and enabling them to be judged. In addition, values demonstrate the wishes, choices, desired and undesired situations by naming what people see as important[12]. Values are the most important phenomena that can be taught and learned, are passed on to generations through education and enable to raise individuals who are beneficial to their family, environment and the whole humanity[13]. Value education helps possibilities and opportunities distinguishing humans from other creatures, namely all human specific activities, to be performed in accordance with goals[14]. According to Rokeach[15], the pioneer of the researchers conducting scientific research on values, values bear the traces of culture, societies, organizations and personality. The first classification on values was applied by Rokeach[16]. Rokeach divides values into two as terminal and instrumental. Instrumental values are accepted as a means to reach final values.

While "a comfortable life, an exciting life, inner peace, true friendship, freedom, and happiness" can be cited as examples to terminal values, values such as "ambition, cheerfulness, courage, obedience, kindness, responsibleness" can be presented as examples to instrumental values [17].

When we consider values education, the main purpose of education is to enable societies and individuals to know themselves and to reach happiness and well-being[18]. Another important issue in the education of a child is the necessity

11 Fehmi Demir, "Değer Öğretimi Yaklaşımlarına Göre Hayat Bilgisi Dersinde Değerler Eğitimi", (Yayımlanmamış Doktora Tezi), İnönü Üniversitesi Eğitim Bilimleri Enstitüsü, Malatya, 2018, s. 20.

12 Ali Rıza Erdem, "Üniversite Kültüründe Önemli Bir Unsur: Değerler", *Değerler Eğitimi Dergisi*, 1 (4), 2003, s. 55-72.

13 Fatma Elif Kılınç, *Okul Öncesi ve İlkokul Döneminde Değerler Eğitimi*, Eğiten Kitap Yayınevi, 2015.

14 Kadir Ulusoy - Bülent Dilmaç*, Değerler Eğitimi*, Ankara, Pegem Akademi, 2015.

15 Milton Rokeach, *a.g.e.*

16 Milton Rokeach, *a.g.e.*

17 İbrahim Kısaç - Zülfü Turan, *a.g.e.*

18 İbrahim Türk, "Değerler Eğitiminde Saygı", (Yayımlanmamış Yüksek Lisans Tezi), Gaziosmanpaşa Üniversitesi Sosyal Bilimler Enstitüsü, Tokat, 2009.

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to consider national and moral values. In an age when having national values and culture is not considered crucial, it should be an indispensable duty for us to raise our children with these values [19].

Values education aims for children to acquire basic values that will be beneficial to themselves and the society in accordance with their psychological, cognitive and social development. Values education includes embracing human values, raising people who are at peace with themselves and their environment, and preserving the social order, while minding the education of responsibility, love and character [20].

Teaching values is conducted with a program and planning in institutions. It is necessary to follow a certain method in order to reach the goals regarding the values. It is impossible to achieve success unless a method or system is followed while values are presented to children [21]. MoNE published Values Education Directive in 2011 regarding the values that should be taught to children. Values Education Directive: Article 3 - This regulation was prepared on the basis of Basic National Education Law Number 1739, Article 5 of Pre-School Education Institutions Regulation, Clause c of the 5th article of Vocational and Technical Education Regulation, the provisions of the Regulation on Primary Education Institutions numbered 229 of the Ministry of National Education, Board of Education, Clauses b and c of the 5th article of Regulation on Secondary Education Institutions, Ministry of National Education Guidance and Psychological Counselling Services Regulation, Strategic Plan of the Ministry of National Education, Strategic Plan of the Provincial Directorate of National Education, 18th National Education Council Workshop Report, and Circular No. 2010/53 (First Course).

In the 2023 Education Vision, schools are defined as a living space and places adding value to the value judgments and add happiness to the happiness judgments of each child. For this reason, the good examples and projects prepared in the school have a great impact in terms of taking values as a subject and content and students' adopting them.

From Good Practices in Education to Original Practices Project aims at sharing good examples in our schools, being aware of these examples, and by iden-

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19 Hatice Tuba Yaldız, "Masalların Çocuk Eğitimi Açısından İncelenmesi", (Yayımlanmamış Yüksek Lisans Tezi), Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya, 2006.

20 Mehmet Zeki Aydın - Şebnem Akyol Gürler, *Okulda Değerler Eğitimi*, 2012.

21 Ülker Şen, "Millî Eğitim Bakanlığının 2005 Yılında Tavsiye Ettiği 100 Temel Eser Yoluyla Türkçe Eğitiminde Değerler Öğretimi Üzerine Bir Araştırma", (Yayımlanmamış Yüksek Lisans Tezi), Gazi Üniversitesi, Ankara, 2007.

tifying original studies and bringing them to the forefront, ensuring that all government institutions take them as a model. It is important that the good examples displayed in the exhibition bring the educational stages to a higher quality or eliminate a deficiency.

According to national education and training activities, The Good Practices in Education Exhibition[22], which will share the good examples presented as a result of the studies carried out in all state schools/institutions, be aware of these examples, enable institutions take them as a model by determining and highlighting original studies, aims to group educators who want to share their good examples and also it aims these educators to influence each other. Basically, with the excitement of sharing and disseminating good examples, it is aimed for our teachers to develop their own educational environments about good examples and original practices in education, as well as to encourage, share and disseminate original activities in the field of education by rewarding them with the exhibition process. The terms of application formed with these goals aims at increasing the quality of the examples to be exhibited, in other words, increasing the learning opportunities of the participants.

Goals of the project;

1. Providing an opportunity to combine different fields by disseminating the best examples created as a result of the practice in educational regions (schools-organizations) that do not have R&D infrastructure,

2. Increasing the quality of services provided by stakeholders and suppliers contributing to and serving the institution during the education and training stage,

3. Increasing the motivation of students, teachers, managers, parents and suppliers to improve themselves and to set better examples throughout educational practices,

4. Utilizing human resources at the maximum level by introducing different and new applications, ensuring the accurate and efficient use of public resources,

5. Directing the works of organizations serving voluntarily to the school, such as parent-teacher association, alumni association and non-governmental organizations (NGO),

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22   MEB, *Eğitimde İyi Örneklerden Özgün Uygulamalara*, 2020.

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6. Opening the way for the auxiliary staff of schools/institutions and their suppliers to contribute more to the educational stages,

7. Spreading good examples by implementing them for the first time in Istanbul. The application conditions created within this framework aim to increase the quality of the examples to be exhibited, thus increasing the learning opportunities of the participants. Project topics include projects appropriate for the following categories.

Topics of the Project;

1. Original Teaching Practices: In original teaching activities, unconventional questioning and creative production are needed by preventing repetition of patterns. Showing courage to rethink existing activities involves discussing the various aspects, expansions, meaning and consequences of the teaching and learning phase. Applications are received in this category for studies in the fields of in-class practices, development of school culture, teacher training, school governance, and educational materials for the implementation of teaching practices in a more versatile/creative way.

2. Culture, Art and Sports: Culture, art and sports activities are of enormous significance in order to create consciousness and awareness preparing our students so far and for the future because the multidimensional development of our students cognitively, emotionally, and physically can only be possible in this way. On the other hand, attention needs to be focused on students' discovering the culture and art capacity of their region, learning local foods, games and folklore. Applications are received in this category for studies enabling educational organizations to get acquainted with out-of-school learning areas such as science centres and museums, art centres, library, bookstore, theatre, cinema, exhibition hall, techno parks, universities and sports clubs.

3. Science and Technology Practices: In the changing world conditions, it is of great importance that children comprehend science and technology today and in the future, and be aware of the stages of invention/discovery. In this regard, children should not only follow the developments in science and technology, but also need to be supported in their skills such as creativity, teamwork and taking responsibility in order to reveal their own talents. Example practices for students to acquire and implement scientific skills can range from technology use and social media coding to STEM applications. Applications are received in this category

for projects, practices and material samples contributing to the support of practices increasing awareness in the field of Science and Technology.

4. Special Education: It is crucial to create a special point of view that does not separate our young people with special needs from their peers and support the culture of living together in our education system, and to ensure its effectiveness. Applications are received in this category for studies aiming at providing opportunities for special education students to reveal their own abilities and improving inclusive education, supporting students to acquire life skills according to their level of needs and types, and aiming at increasing the quality of services for students who need special education through in-school and out-of school activities and creating a quality learning space for them.

5. Environment and School Aesthetics: Schools should aim to provide an aesthetic sensibility that will reflect on the individual's whole life, thoughts and personality, with behavioural sensitivity, perception of beauty, and the artistic and aesthetic aspect added to the activities. Applications are received in this category for studies enabling schools, classrooms and all educational areas to be organized/improved in an aesthetic way, namely adding a new dimension to schools, and studies not distinguishing between nature and people and aiming to turn what they learn from nature into a solution for a problem with reference to the practices such as environmental awareness, creative and innovative solutions for the consequences of climate change, waste management, renewable energy sources, recycling, energy saving (MEB, 2020).[23]

Method

Document analysis includes the analysis of written materials containing information about the facts or events aimed to be examined (Yıldırım & Şimşek, 2016)[24]. In this study, the data were obtained by document analysis method and subjected to content analysis. The projects "From Good Practices in Education to Original Practices" were examined by using 10 Root Values of the Ministry of Education, Culture-Specific National Values, UNESCO Values List, Living Values List, Rokeach's Value Classification as a checklist. The frequencies of the values were determined according to the density of their presence in the projects.

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23 MEB, *a.g.e.*

24 Ali Yıldırım - Hasan Şimşek, *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*, Ankara, Seçkin Yayıncılık, 2016.

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Sub-goals were determined in the research. Inclusion of values in the titles of the project, the relation between the gender of the teacher managing the project and the values used, and how often the values were included were expressed in tables.

The aim is to arrive at concepts and relationships that can explain the collected data. For this purpose, the collected data should be conceptualized first, then organized logically according to the emerging concepts, and the themes explaining the data should be determined accordingly (Yıldırım & Şimşek, 2011).[25] For this purpose, the themes and categories of the research were determined by the Principal Researcher and the categories and sub-categories were controlled by 3 independent field experts. In cases of disagreement, expert opinions were consulted and consensus was reached. The results of the evaluation were calculated with the formula that Reliability = Agreement/ Agreement+ Disagreement.

 Content analysis ensures that the obtained raw data is made concrete by creating a certain framework by making sense of it, and by arranging it after the themes are determined, by revealing the codes and categories. The analyses were carried out by repeatedly reading and creating tables for the themes. Three different evaluations were made by three Field Expert researchers, and codes and themes were created so that a validity and reliability in accordance with the qualitative research design was tried to be ensured [26].

Values code to guide findings categories and the texts describing the projects were transferred to the "MAXQDA12" program, which is a qualitative data analysis program in computer environment, and frequency distribution analyzes were made [27].

Participants

A total of 5 119 applications were made in the categories of effective education, culture, arts and sports, science and technology, special education, environment and school aesthetics in 2019-2020 projects with the aim of thinking, working and setting an example for education and spreading original practices in the same process; however, only 111 of them were able to make it to the exhibition stage. 111 projects examined in accordance with the main problem of the research

25   Ali Yıldırım - Hasan Şimşek, *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*, Ankara, Seçkin Yayıncılık, 2011.

26   Ali Yıldırım - Hasan Şimşek, *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*, Ankara, Seçkin Yayıncılık, 2008;
   Mahmut Balcı, *Değerleri Yaşatmak ve Değerler Sözlüğü*, 2011.

27   Maxqda, 2017; https://www.maxqda.com

formed the sample of the research. Categories of Effective Education (55), Culture, Art and Sports (27), Science and Technology (6), Special Education (13), Environment and School Aesthetics (10) were taken as basis.[28]

Data Collection Tools

By determining values among 10 Root Values of the Ministry of Education (justice, fellowship, honesty, self control, patience, respect, love, responsibility, patriotism, benevolence), Culture-Specific National Values (family, traditions, cultural heritage, hospitality, national and religious holidays, Turkish, places), UNESCO Values List (giving importance to unity of family, diligence, solidarity, aesthetics, hospitality, cleanliness, patriotism, benevolence), Living Values List (peace, honesty, tolerance, cooperation, humility, happiness, freedom, respect, love, responsibility, sincerity, unity) and Rokeach's Value Classification (courtesy, friendship), content evaluation form was created and expert opinion was received. Two values that are the same in the content form were removed from the list and written once (Giving Importance to Unity of Family, Solidarity, Hospitality, Patriotism, Benevolence were removed from the UNESCO Values List. Honesty, Respect, Love and Responsibility were removed from the Living Values List.

Results

Table 1. Identification of the Projects Comprising the Sample Group

	Inclusion of Values in the Title	The person preparing the project
Included	36	
Not included	75	
Female		80
Male		29
Team		2
Total	111	111

In 111 Projects entitled to be exhibited, 80 of them were prepared by female teachers, 29 were prepared by male teachers and 2 were prepared by a team. Among 111 projects, values were included in the title of 36 of them. As a result of the research, it was found that very few projects included values in the titles, while all projects included values in their content. The names of the projects are as follows:

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28 MEB, *a.g.e.*

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The Kid Who Will Be a Man, Healthily with My Family at My School, I am happy if I belong, Letter from My Kindergarten Teacher to My Primary School Teacher, If My Mom Is Strong, I Am Strong, Hanging Favour, The Scribes of the Century are Writing, Atbil: Atan Değil Bilen Kazanır, From Waste to Classroom Recycling Adventure, Free Stem, I am in too, Science Ambassadors, From Science to Art, My Riddle Treasure, Invest A Smile, The Happiness Bank, One Sip of Water, A Lifetime of Health, I am an individual-I am aware of my social responsibilities, We Read Together, The Gems Compete in Goodness, Chose Letter Write Together, Çarpino, Drop by Drop Becomes A Hope, Sports Time with Dart, Tales From Grandpa and Grandma, My Grandfather's Story My Father's Folk Song, Sea Shells, Effective Teaching with Earthquake Simulator, Resfebe with Idioms, Digital Natives Learn English, Attention! My Hat Contains Stories, Green Screen Ar & Vr in nLanguage Teaching, Doctors of Nature, Touching Nature, Weaving Hands-Reading Tongues, See Me on My Wall, Hear What I Will Tell-Let My Hands Have a Voice, Interactive Kids, Effective School Competent Child, My home is My school, Stranger in My House, Mothers Making a Difference, I Realize-I Protect Biodiversity, I'm different-You're different; Ready for Empathy?, Fun With Qr Code, Bridge Between Past and Future, Saving My Future, Class of the Future, Traditional Children's Games, Rainbow, When Dreams Come True, Life Is Beautiful With Me, Treasure Chest, Every Child Is a Musical Note, Reading and Drawing My Story, Inventor Teachers, I'm Surrounded by Tales, Medicine: Remedy for Patients-Punishment to Nature, Up-Down-Having Fun, For My Sibling, Journey to Myself, Improve Yourself-Change the Future, Who is Afraid of Mathematics?, Small Pens Big Dreams, Little Hands Great Expectations, Library at My Home- My Future at The Library, Learnıng Through Games, Let's Speak English, I'm Discovering Mathematics- See What I'm Learning, Corresponding Books, Mini Instrument Museum, Tiny Steps Great Artists, I'm Your Guest-Enrich Me, My Inventor Father at School, Games and Toys from Grandmother to Grandchildren, My School is World, Reading is Worth Everything, I'm Playing With Excitement-My Classroom is in The Open Area, Game in Game, Children Who Can Learn and Teach, I Am Learning While Having Fun, Self-Confidence Chair, Phylosophia: Entertaining Philosophy, Math with Puzzle, My Brand on the Shelves, Dance of Colours, Dresses in Pictures, My Robot Has Lots of Emotions-No Obstacles to Coding, Badge Coloured School Rich Education Design, Real Not Virtual, Tales in the Chest, Let My Voice Become Your Book, Sycamore Shadow in My Classroom, The Name of My Class is a Part of Nature, Produce Worm Fertilizer Consume Organic Food, History Workshop, A Person from History, Taste-Touch-Smell-You'll Absolutely Love, Technology-Story-Science-Have Fun As You Learn, Technological Mathemati-

cs: Technomath, Themed Break Concerts, Hands Producing from Seed, People Producing Tomorrow, My Life Skills, Don't Give Up on Me, My Life Skills, Different Lives-Same Needs "Happiness", Write-Direct-Stage, Seven Regions Seven Folk Songs, Yunus Emre Science Ambassadors, Generation Z is Learning with Fun, Combined Exercise Program for Mentally Handicapped People.

Table 2. Numerical Distribution of the Values in the Examined Projects

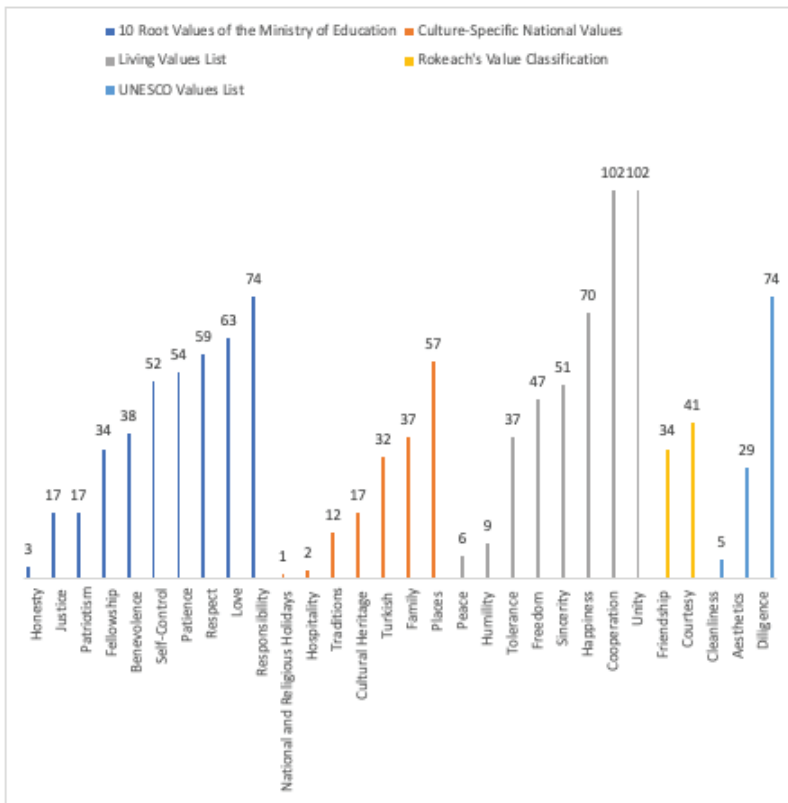| Values	10 Root Values of the MEB	Culture-Specific National Values	UNESCO Values List	Living Values List	Rokeach's Value Classification
Justice	17				
Fellowship	34				
Honesty	3				
Self-Control	53				
Patience	54				
Respect	59				
Love	63				
Responsibility	74				
Patriotism	17				
Benevolence	38				
Family		37			
Traditions		12			
Cultural Heritage		17			
Hospitality		2			
National and Religious Holidays		1			
Turkish		32			
Places		57			
Diligence			74		
Aesthetics			29		
Cleanliness			5		
Peace				6	
Tolerance				37	
Cooperation				102	
Humility				9	
Happiness				70	
Freedom				47	
Sincerity				51	
Unity				102	
Courtesy					41
Friendship					34

Figure 1. Numerical Distribution of the Values in the Examined Projects

When Table 2 is examined, it is seen that there are 31 different values in 111 projects in the sample group. These values directly or indirectly appear in all projects by the numbers specified in the numerical data in the table. Although the frequencies for each value are included in Table 1, here is the expression of the seven values seen the most in the projects as percentages: cooperation: 102 (%); unity: 102 (%); diligence: 74 (%), responsibility: 74 (%); happiness: 70 (10.54%), love: 63 (%), respect: 59 (%). Examples of direct quotations regarding the values of cooperation, unity, diligence, responsibility, happiness, love and respect, which are the most common in the projects, are as follows:

The expression including the value of cooperation; "We identified twenty learning outcomes with our parents in order to make the positive behaviours taught in schools continued at home, as well. In our learning outcomes, we aimed to control the socialization of our students and the use of technological devices preventing communication within the family. We prepared a behaviour board for

each student. We printed two different labels as positive and negative behaviours. Thanks to our project, we saw that with the strengthening of the relationship between the students' home and school, they got good results even in the subjects that they had difficulty with."

The expression including the value of unity; "It was observed that the project helped students to produce, to evaluate what they produced, to think about what they could do with the materials at hand, and to create environmental awareness. In the whole school, the project starting with the question of "What tree should our class be named?", continued with gardening activities."

The expression including the value of diligence; "In this context, the aim was to raise individuals who were willing to develop projects and make inventions by making experiments and who acted in accordance with scientific processes while doing these activities. It was aimed at training students as individuals who knew Turkish and Muslim scientists who were successful in many fields in the past, and accepted them as role models for themselves. In this way, it was pointed out that exemplary individuals who would enable us to look to the future with confidence, and who would think and do what they thought, would not give up the struggle against difficulties, adopt honesty, and be diligent could be raised.

The expression including the value of responsibility; "The project is based on transforming the tests, which visually impaired students need in preparation for the entrance exams to high schools, into an 'audio library' with audio recordings prepared by visually not impaired students. The project was built with a two-way interaction. On the one hand, we set out with the aim of creating an audio library for visually impaired students, thus achieving equal opportunities in education, and on the other hand, raising awareness and empathy for disabled individuals".

The expression including the value of happiness; "Families came with materials just for good, without knowing for whom they were. We established a favour workshop in the form of a store. Children sometimes received their needs and sometimes their rewards for their hard work. They made their own decisions. Our children did not feel cold this winter. Not only the one who got help but also the one who helped was happy. Our students shared the pleasure of helping with their families."

The expression including the value of love; "The project provided the following: Students at risk felt valued, loved the school, strengthened ties with the counsellor and peers, felt through drama". The expression including the value of

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respect; "This project was designed and implemented in order to gain students a positive attitude towards reading books. For this purpose, students' grandparents were contacted and they were asked to tell stories to the students."

The expression including the value of respect; "The project aims to help students in the risk group who have adaptation and discipline problems to show tolerance, empathy, solidarity, cooperation, awareness and respect for cultural diversity, respect for different points of view, to overcome prejudices and reconciliation through cultural and artistic activities and help them display an amendable manner by requiring them to illustrate the school walls."

Conclusion, Discussion and Suggestions

It was decided that the applications made as a team would not be accepted in accordance with the article "Individuals or schools/institutions can apply in more than one category. The names of at most two (2) people can be included in the applications." in the Good Examples Directive Guide 2020[29]. Projects prepared by teachers working in multidisciplinary fields together can create more original and good examples. It is recommended to allow team projects in order for the preparation and conduct of projects spend more efficiently.

The least included values in the projects are National and Religious Holidays, hospitality, cleanliness and peace. Akbalık [30] stated that the value of hospitality was not encountered in the works examined in terms of educational elements in the field of values education.

Kısaç and Turan [31] determined in their study on the "Value Orientations of Secondary Education Students", that when evaluated in terms of grade level, 9th graders attached more importance to scientific and aesthetic values, while 12th graders attached more importance to religious values. Accordingly, it can be stated that as students get older, they attach more importance to religious values. According to the findings of gender variable, it was determined that male students attached more importance to scientific and political values than girls, while female students attached more importance to religious values than boys. It is noteworthy that female students prefer religious values more. In fact, when the average scores are examined, the highest average of men is also in

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29   MEB, *Eğitimde İyi Örneklerden Özgün Uygulamalara*, 2020.

30   Hakkı Akbalık, "Değerler Eğitimi Bağlamında Hacı Bektaş-i Veli'nin Eserlerinde Yer Alan Eğitsel Unsurlar", (Yayımlanmamış Yüksek Lisans Tezi), Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü, Erzurum, 2015, s. 112.

31   İbrahim Kısaç - Zülfü Turan, *a.g.e.*

religious values. However, it was determined that the average of the girls was very close to the highest score that could be obtained from the relevant subscale. As a result of the fact that the number of projects on National and Religious Holidays is low and the more importance is given to them as getting older, it may be thought that the upper age group may be more enthusiastic in projects on this subject.

Aktan and Kılıç [32] determined in their research named "The Situation of Supporting the Values in Social Studies Curriculum by Values in 100 Main Works" that among the values found in the social studies curriculum, the values of love, benevolence, respect, aesthetics and freedom were the most common values, respectively. Among the values included in the social studies curriculum, the values of scientificness, giving importance to being healthy, tolerance, peace and independence were the least included in the books that were examined in detail. Among the values determined in the analysed books with local and foreign authors, there was no value supporting the values of independence, aesthetics, hospitality, giving importance to being healthy and cleanliness from the values included in the Social Studies Curriculum.

Kumbasar [33] found out that when the number and content of the messages were examined, Muzaffer İzgü›s novels were sufficient for the values of being fair, giving importance to family unity, diligence, solidarity, honesty, hospitality, freedom, respect, love, responsibility, cleanliness, benevolence; whereas, they were deemed insufficient in terms of the values of friendship, peace, scientificness, tolerance, giving importance to being healthy, and patriotism. Within the scope of our study, while values of peace, scientificness and tolerance are among the values least supported by other values, there is no value supporting the value of giving importance to being healthy.

Since the number of projects related to these values is low, teachers can be informed for further preparation and points can be obtained by including the values in the scoring matrix in the evaluation criteria. In the study where Yılar [34] examined the texts of Turkish course books, it was stated that the concepts of 'human

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32 Osman Aktan - Abdurrahman Kılıç, "Sosyal Bilgiler Öğretim Programındaki Değerleri 100 Temel Eserde Bulunan Değerlerin Destekleme Durumu", *Değerler Eğitimi Dergisi*, 13 (30), 2015, s. 7-68.

33 Ezgi Kumbasar, "Muzaffer İzgü'nün Romanlarının Değerler Eğitimi Açısından İncelenmesi", (Yayımlanmamış Yüksek Lisans Tezi), Karadeniz Teknik Üniversitesi, Trabzon, 2011.

34 Rabia Yılar, "İlettiği Değerler Açısından İlkokul Türkçe Ders Kitaplarındaki Metinler Üzerinde İncelemeler", *Journal of Bayburt Education Faculty*, 11(2), 2016, s. 491-506.

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relations' were the most frequently used concepts in the 3rd grade Turkish course book. It was also stated that while course books were created, although some values were considered important, some values were not included at all and some values were included less than they should be [35]. In addition, it was determined that the most frequently emphasized concepts of value in course books were love, benevolence, patriotism, sharing and respect, and those rarely included in course books were peace, patience, self-respect, compassion, our elders, justice, loyalty and tolerance [36].

Şen [37] stated in her study on teaching values in Turkish education through 100 Basic Works Recommended by the Ministry of National Education in 2005 that while the most common values encountered in books were love, sensitivity, benevolence, respect and responsibility, the least represented values in books were independence, giving importance to health, peace, scientificness and freedom. In Şen's [38] study, where the texts in the sixth grade Turkish course books were examined in terms of the value they conveyed, it was stated that while the values of love and patriotism were the most common values in the texts, peace, giving importance to family unity, hospitality, and cleanliness were determined as the least conveyed values.

Aktan and Padem [39] stated in their study, where they examined the values in the reading texts used in the primary school social studies course book that values of responsibility, love, benevolence and solidarity were the most common values in reading texts, while values of giving importance to being healthy, cleanliness and patriotism were the least common values in reading texts. Besides, values of independence, honesty, aesthetics, tolerance and hospitality were not included in the reading texts. The results of the study support our research in terms of the values included the most and least.

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35 Rabia Yılar, *a.g.e.*

36 Alper Kaşkaya - Tacettin Duran, "İlkokul Türkçe Ders Kitaplarının Değer Aktarımı Açısından İncelenmesi", *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 7 (2), 2017, s. 417-441.

37 Ülker Şen, "Millî Eğitim Bakanlığının 2005 Yılında Tavsiye Ettiği 100 Temel Eser Yoluyla Türkçe Eğitiminde Değerler Öğretimi Üzerine Bir Araştırma", (Yayımlanmamış Yüksek Lisans Tezi), Gazi Üniversitesi, Ankara, 2007.

38 Ülker Şen, "6. Sınıf Türkçe Ders Kitaplarındaki Metinlerin İlettiği Değerler Açısından İncelenmesi", *Uluslararası Sosyal Araştırmalar Dergisi,* 1/5, 2008, s. 763-779.

39 Serkan Padem - Osman Aktan , "İlköğretim 5.Sınıf Türkçe Ders Kitabında Yer Alan Metinlerde Yer Alan Değerler", *Düzce Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, yıl 4, sayı 2, 2014.

Doğan and Gülüşen [40] found out in their research, where they analysed the texts in Turkish course books in terms of values, that the texts were not sufficient in conveying values. National values (30) and responsibility (24) are the most common values, while the least common are animal love (3) and hospitality (3) values. It was concluded that in order to execute an effective value education in Turkish lessons, values should be distributed more evenly to texts and that these values should be organized with activities.

Kaygana, Yapıcı, and Aytan [41] Textbooks used in lessons are also one of the most strategic materials used in value education. Textbooks should have a fiction that will enable value education. In this context, Turkish textbooks are expected to have the role of a value education guide.

Özenç and Orhan-Karsak [42] suggested in their research, where they examined the situation of including national and cultural concepts in the first and second grade Turkish course books of primary school that the distribution of national and cultural concepts should be re-examined in the first and second grade Turkish textbooks, and the concepts that were less or were not included in the texts should be distributed in a balanced way.

Ayvalıoğlu [43] applied the Rokeach Values Survey to 1409 American participants and 151 Turkish participants. In the order of values, the three most important values for Turkish participants in terms of purposeful values were "national security", "family security" and "religious maturity". For American participants, the three most important values were listed as "a world in peace", "family security" and "freedom". When the priorities were listed in terms of instrumental values; for Turkish participants, "self-control", "responsibility" and "courage" were the top three values; while, for American participants the values of "honesty", "responsibility" and "ambition" were in the top three (as cited in Durmuş)[44].

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40 Bahar Doğan – Ayşe Gülüşen, "Türkçe Ders Kitaplarındaki (6-8) Metinlerin Değerler Bakımından İncelenmesi", *Sosyal Bilimler Dergisi*, 1 (2), 2011, s. 75-102.

41 Mehmet Kaygana, - Şenay Yapıcı- Talat Aytan, "Türkçe Ders Kitaplarında Değer Eğitimi", *The Journal of Academic Social Science Studies*, 6 (7), 2013, s. 657-669.

42 Emine Gül Özenç - Hanife Gülhan - Orhan Karsak, "İlkokul Birinci ve İkinci Sınıf Türkçe Ders Kitaplarında Milli ve Kültürel Kavramlara Yer Verilme Durumu", *Değerler Eğitimi Dergisi*, 17 (37), 2019, s. 349-379.

43 Namık Ayvalıoğlu, "A Comparison Of Turkish And American Value Systems", *Psikoloji Çalışmaları,* 17, 1989, s. 85-100.

44 Çiğdem Durmuş, "Değerlerin Meslek Grupları Açısından İncelenmesi", (Yayımlanmamış Yüksek Lisans Tezi), Marmara Üniversitesi Sosyal Bilimler Enstitüsü, 1996.

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In conclusion of the research, the most common value expressions in the projects are cooperation: unity: ; diligence: , responsibility: ; happiness: , love: , respect, while the least seen values are Honesty, Hospitality, National and Religious Holidays, Cleanliness, Peace, and Humility.

From these findings, the researcher proposes that:

- In order for values education to be permanent and significant, the classroom, school and family environments must have a positive atmosphere. Schools and families should collaborate in value education.

- The preparation of projects with the values that are least included in the projects which are Honesty, Hospitality, National and Religious Holidays, Cleanliness, Peace, Humility, should be encouraged.

- The results of the Project products that have been prepared should be exhibited in more places and in ways that more people can see them.

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