Examination of Educational Films Suggested by MEB to Teachers from the Perspective of Measurement and Evaluation *

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Abstract

Seeking new approaches on in-service trainings, The Ministry of National Education has recently developed a number of vocational training programs in order to increase teachers' pedagogical formation skills. The films with educational content covered by this study have been suggested to teachers in those programs. Through these films, teachers are expected to gain new perspectives in a pedagogical sense and to recall existing ones. The relationship between the film outputs and the social behavior is a matter of curiosity. This study intended to examine the films proposed by the Ministry of National Education for teachers within the scope of the 'vocational study program' in terms of the elements of measurement and evaluation and the sub-texts they contain. Research was conducted in qualitative research design. Document analysis used in the research, The study evaluates the educational content of the films that were suggested to the teachers within the scope of September 2017 Professional Study Program which was created to increase the knowledge and skills of teachers and administrators working in pre-school, primary and secondary education institutions by the General Directorate of Teacher Training and Development of Ministry of National Education. In collecting data, a Film Evaluation Form which was developed by the researchers under 26 themes was used. Given that the films recommended by MoNE to teachers have already been watched by the majority of teachers, it is inevitable for teachers to be affected from the scenes, content and sub-texts in the educational content consciously/unconsciously and to acquire new patterns of behavior. Another important point, however, is that these well-known and popularized film are also watched by parents. They affect not only the teachers, but also behaviors of the students and parents. The result of the research, points to the fact that these films, which are proposed to teachers as part of in-service training, can lead to the acquisition of negative behaviors in view of measurement and evaluation and that they have implicit messages that can create negative perception.

Key Words: Measurement and evaluation, films with educational content, document analysis, content analysis.

INTRODUCTION

In its general sense, education is defined as the process of creating desired behavioral change in an individual in a planned and programmed manner (Ertürk, 1972; Sönmez, 2004) and as a system it consists of four elements (Demirel, 2005; Fitz-Gibbon & Morris, 1989). These four elements can be defined as inputs, process, outputs / products and control / evaluation. Whether the individual achieves the desired behavior or not is rendered possible by evaluation process. Measurement and evaluation are of great importance in terms of monitoring, controlling and improving the process (Demirel, 2005). It also provides more systematic and objective evidence for educational decisions (Linn & Gronlund, 1995). The determination of the behaviors to be acquired by individuals via education process can be insufficient from time to time with the conventional measurement and evaluation approaches. After the information acquired by individuals, different measurement techniques may be required to measure the skills that they gain through practice (Turgut & Baykul, 2010; Yıldırım, 1999). Considering the traditional and complementary measurement and evaluation approaches, it is possible to measure / evaluate the knowledge, skills and abilities of individuals more effectively and reliably by means of the diversity and quality of the tools. However, it is observed that teachers are insufficient from time to time in view of their measurement and evaluation skill which is one of the essential teacher

competencies. The studies conducted in this field indicated that teachers consider measurement and evaluation activities as important (Anılan, Anagün, Atalay & Kılıç, 2016; Duban & Küçükyılmaz, 2008) but they also indicated that they have problems related to the measurement and evaluation process and that they lack the knowledge and skills in this area (Adıyaman, 2005; Anıl & Acar, 2008; Anılan et al., 2016; Bal, 2009; Çakan, 2004; Çoruhlu, Nas & Çepni, 2009; Duban & Küçükyılmaz, 2008; Evin-Gencel & Özbaşı, 2013; Gelbal & Kelecioğlu, 2007; Gömleksiz & Bulut, 2007; Güven, 2008; Kilmen, Akın Kösterelioğlu & Kösterelioğlu, 2007; Özenç, 2013; Güneş, Dilek, Hoplan, Celikoglu & Demir, 2010; Yanpar, 1992; Yapıcı & Demirdelen, 2007). In other words, most of the teachers state that they can use different measurement and evaluation approaches when they have sufficient knowledge and yet they cannot find an exemplary role model for these practices and that there is no one to guide them (Güneş et al., 2010). Also, teachers think that in-service training is not enough about the use of measurement and evaluation approaches and effective in-service training should be given to them (Anıl & Acar, 2008; Çakan, 2004; Gelbal & Kelecioğlu, 2007; Temel, 1991; Yanpar, 1992). They also emphasize the need to focus on practical examples in these in-service trainings (Anıl & Acar, 2008; Anılan et al., 2016; Güneş et al., 2010). Stiggns (2001) also emphasizes the same, positing that the lack of teacher skills in using different measurement and evaluation approaches is due to their low competencies resulting from the insufficiency of pre-service training.

The Ministry of National Education, which has been looking for new approaches for in-service trainings, has established vocational training programs (and updated the existing ones as well) in recent years in order to increase teachers' pedagogical formation skills. Films with educational content have been proposed to teachers in one of these programs. Through these films, teachers are expected to gain new perspectives in the pedagogical sense and to recall the existing ones.

The relationship between the outputs of films and the behavior of society is a matter of curiosity. One of the first studies on this subject was the study named "From Caligari to Hitler: A Psychological History of the German Film" by Siegfried Kracauer in 1947 (Güçhan, 1993). It is possible to deal with the relationship between cinema and society in two ways. On one hand, cinema is a mirror of the psychological, sociological, cultural, historical, political, social and economic structure of the society (Tolon, 1978). In other words, cinema is a product of social structure (Armağan, 1992). On the other hand, social behavior is also influenced by cinema. Films are one of the important sources for the dissemination of social information. However, it can be said that societies can reproduce themselves through films (Diken & Laustsen, trans. 2011; Özer, 2004; Yakar, 2013). Considering all media tools including films, visual and audio materials can have an impact on society's behaviors and thoughts. Audiences can develop different behaviors due to the explicit and implicit messages contained in the media (Şahin, 2011). According to Metz (1985), each image is a sentence in itself (as cited in Sivas, 2012).

Like all mass media, films are a powerful and non-formal educational resource (Güçhan, 1993). In his book "We're in the Money: Depression America and Its Films" (1971), Andrew Bergman (American writer, screenwriter and director) posited that one of the most important contributions of American cinema to American education was to teach that its own institutions have enough power to correct a mistake and to do the right thing, and that this contribution was made by reflecting success and hope on the screen (as cited in Güçhan, 1993).

When the relationship between the mass media and the society is examined, Raymond Williams' _Flow Theory_ for television takes part in the related literature as an important point of view to take into account. Williams in "Television, Technology and Cultural Form" introduced a critical perspective with his flow theory to the relationship between television and society. According to Williams' theory, (Şentürk, 2009), all programs of a television channel have a conscious planning and the program contents can have effects on social perception and can transform the values of a society. Though TV is considered as a large narration tool, this large tool actually consists of small messages / narratives (Serttaş, 2014). _Cultivation Theory_ which was introduced by George Gerbner in the 1970s, is based on the fact that viewers realize learning without being aware of the stimuli that are presented to them through the media. Gerbner described this 2 directional / dimensional learning as "Society is the

message" in 1974 and discussed it in that work with the same title (Gerbner, 1974). Gerbner states that the educative function of the stories in television is hidden within the thought _what most people do, what they think_. However, according to this theory, the degree of education varies based on frequency of exposure to a given message (Ercan & Demir, 2015). The symbolic environment exposed by mass media is interpreted as collective consciousness.

Films, both with their themes and scenes, leave sometimes indelible and permanent traces in the human memory over the years (Budak, 1986). Birkök (2008), emphasing the idea _seeing is believing_, states that the films are a better tools in understanding complex information than texts. In addition to this, knowledge transfer can be realized through behavioral models as well as formal education. With the development of technology, individuals are constantly exposed to visual media. With the widespread use of social media tools, film scenes can be shared for many purposes. Visual media addresses multiple sensory organs. Therefore, it makes learning something easier and it is more attractive for individuals.

The fact that individuals develop behavior in the light of the visual elements that they encounter brings with it another question. What messages do these visual elements contain? Considering the dimension of measurement and evaluation, the activities used in films, the effects of these activities on students, teacher behaviors and the similar elements will inevitably affect the audiences (especially the teachers in the in-service training as target audience) consciously / unconsciously. Having both positive and negative impact on audiences, what kind of content do these elements have or what messages do they contain? In the related literature, it is seen that film studies are carried out from a variety of perspectives focusing on education (Akcan & Polat, 2016; Akıncı-Yüksel, 2015; Beldağ & Kaptan, 2017; Hamarat, Işıtan, Özcan & Karaşahin, 2015; Kalaycı, 2015; Kaşkaya, Ünlü, Akar & Özturan-Sağırlı, 2011; Polat, 2011; Polat & Akcan, 2017; Yakar, 2013; Yıldırım, Tüzel & Yıldırım, 2016). However, there are not many studies examining the films from the perspective of measurement and evaluation (ME) activities. The remarkable study was done by Doğan in 2017 on the Hababam Sınıfı series. Even though the aim of the films is not to give educational messages to the audience, teachers, students and families encounter elements that are related to learning in these educational films. In this study, the films proposed by the Ministry of National Education for teachers within the scope of the vocational study program have been examined in view of the elements of measurement and evaluation, and of their sub-texts.

METHOD

The present research is a qualitative research which aims to examine the elements of educational content which are proposed by MoNE by teachers. Document analysis has been used in the research. Document analysis can be defined as the collection of visual and written materials (Sönmez & Alacapınar, 2013). It is the analysis of materials containing information about the facts and events intended to be investigated. These materials alone can be the data collection tool of a research. The biggest advantages of visual materials such as film, video and photography are that they can be monitored repeatedly by the researchers and that non-verbal expressions like (gestures and mimics, body language, facial movements, etc.) can be retained to be searched by other researchers (which might increase reliability and validity) (Yıldırım & Şimşek, 2016).

Study Material

In the study, educational materials which have been proposed to increase the pedagogical formation skills of teachers used as study materials. This study evaluated the films proposed by the General Directorate of Teacher Education and Development of MoNE to increase the knowledge and skills of teachers and administrators who are working in preschool, primary and secondary education institutions. These films with educational content have been proposed for teachers within the scope of Vocational Study Program which was formed in September 2017 (MEB, 2017). Since a film was re-listed in the original list of 30 films, and since three films were excluded from the study because they

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were documentaries, the remaining 26 films were included in this study. The list of films is given in Table 1.

Table 1. List of Films with Educational Content Recommended by MoNE

Original Name	Turkish Name	Release Date	Country	Runtime (min.)
1.3 Idiots	3 Aptal	2009	Hindistan	170
2. AmericanTeacher	-	2011	ABD	81
3. Billy Elliot	-	2001	İngiltere, Fransa	110
4. The First Grader	Birinci Sınıf	2010	İngiltere, ABD, Kenya	103
5. Good Will Hunting	Can Dostum	1997	ABD	126
6. Monsieur Lazhar	Canım Öğretmenim	2011	Kanada	94
7. Hababam Sınıfı		1974	Türkiye	90
8. Hababam Sınıfı Dokuz Doğuruyor		1979	Türkiye	88
9. Hababam Sınıfı Güle Güle		1981	Türkiye	78
10. Hababam Sınıfı Sınıfta Kaldı		1975	Türkiye	91
11. Hababam Sınıfı Tatilde		1977	Türkiye	93
12. Hababam Sınıfı Uyanıyor		1976	Türkiye	94
13. İki Dil Bir Bavul			Türkiye, Hollanda	81
14. The Emperor's Club	İmparatorlar Kulübü	2002	ABD	109
15. Black	Kara	2005	Hindistan, ABD	122
16. Takhtesiah (Blackboards)	Kara Tahta	2000	İran, İtalya, Japonya	85
17. Les Choristes	Koro	2004	Fransa Almanya İsviçre	97
18. The Blind Side	Kör Nokta	2009	ABD	129
19. Être et Avoir / To Be and To Have	Olmak ve Sahip Olmak	2002	Fransa	104
20. Dead Poets Society	Ölü Ozanlar Derneği	1989	ABD	128
21. Freedom Writers	Özgürlük Yazırları	2007	ABD	123
22. Patch Adams	-	1998	ABD	115
23. Mr. Holland's Opus	Sevgili Öğretmenim	1995	ABD	143
24. EntreLesMurs (The Class)	Sınıf	2008	Fransa	128
25. Half Nelson	Tepetaklak Nelson	2006	ABD	106
26. Taare Zameen Par	Yerdeki Yıldızlar	2007	Hindistan	165

Data Collection

In order to collect data, a Film Observation Form developed by the researchers was used. Firstly, the study of the related literature was reviewed and similar studies were investigated in the preparation of the form. As a result of the investigations, certain themes were created primarily by the researchers. The main themes are as follows: the use of traditional measurement and evaluation approaches, the use of complementary evaluation approaches and the testing / examination environment. A draft form was created in accordance with the themes determined and it was checked to see in terms of functionality by the researchers and two observers selected by the researchers from the field of measurement and evaluation in the evaluation of a particular film. Later, all the evaluators examined the same film again, concomitantly. In the light of the scenes in the film, the themes were discussed and elaborated. The researchers then watched three more films in due consideration of these themes and re-examined the themes in order to determine whether they were suitable for the intended purposes or not, whether they were able to reveal the sub-texts or not, and whether they have an appropriate scope or not, and revised them. In addition to determining whether ME is used or not, the themes focus also on the issues such as the content and the type of evaluation method used, the effect of ME on the student psychology and behavior, what behaviors can be implicitly acquired through it and what messages it can give, and on the level of mental skills it addresses to. Five different films were determined by the researchers and the coding reliability was calculated by the final form. Compliance / similarity of all coding and determinations were calculated as percentage and obtained as .84. In the literature, the reliability among the raters is expected to be over .70 (Tavşancıl & Aslan, 2001). The

fact that the films can be watched again and again is a factor that increases the internal validity of the research. The Film Observation Form used in the study is presented in Appendix 1.

Data Analysis

Content analysis method was used to analyze the data collected in the study. Content analysis can be defined as the description of the basic contents of the research items and the sub-messages they contain (Cohen, Manion & Morrison, 2007). In other words, Content analysis can be defined as a reading for identifying the items that affect the individual unconsciously (Bilgin, 2006). While conducting content analysis in the research, themes were formed primarily and they were updated in the research process in accordance with the nature of qualitative research. Themes are supported by direct quotations.

RESULTS

When the films within the scope of the study have been examined, it is seen that the film 3 Idiots has been formed in a different concept as it displays a critical viewpoint for the educational activities. Leaving aside this film, it can be said that the scenes in the other films focusing on measurement and evaluation are quite few and these scenes are sloppy or arbitrary. Although the films proposed by the MoNE have pedagogical scenes / content, they do not contain a large number of items in view of the field of measurement and evaluation. Although there are many scenes related to education and training in these educational films, the lack of scenes in the field of measurement and evaluation may mean that the control mechanism is given less importance in terms of evaluation, as in real life. After examining the measurement and evaluation elements of the films with the data collection tool, 26 themes initially formed were merged into 12 main themes and discussed in line with these main themes. The 12 themes created are as follows;

1. Use of traditional and complementary measurement and evaluation approaches

2. Use of reward and punishment in ME activities

3. Use of questions to measure lower-level and higher-level skills in ME activities

4. Exam preparation and scoring process

5. Conditions of Examination Environment

6. Praising lower-level and higher mental skills

7. Use of questions that do not conform to the ME standards in the ME activities

8. Giving feedback to students at the end of the ME activities

9. The effect of me activities on student attitudes and behaviors

10. Praising the use of information in daily life

11. Use of me activities for competition

12. Cheating in ME activities

Findings on the Use of Traditional and Complementary Measurement and Evaluation Approaches

When the scenes with the ME activities was observed, it was seen that the traditional evaluation approaches were frequently used in clearly disclosed scenes, and a total of 21 scenes of this type were noted, mostly with written and verbal examinations, and the matching and true false tests were not seen in any of them (Table 2).

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Table 2. Frequencies Related to the Use of Traditional and Complementary Measurement and Evaluation Approaches

	Observed	Not Observed	Number of Observed Scenes
Traditional Evaluation Approaches			
Items containing written response	9	17	16
Items containing oral response	7	19	11
Items containing multiple choice	2	24	5
Items containing short answer	3	23	6
Items with matching	0	26	0
Items containing true false	0	26	0
Complementary Evaluation Approaches	2	24	2

The sample dialogues in the films indicating the use of the traditional evaluation approach are as follows;

"Sit down. Pull out your papers. I am to give you a written test!" - Hababam Sınıfı

"Name an American composer. …. How do you know what key a concerto is in?" - Mr. Holland's Opus

"Tell me! Philosophers of the first epoch! …. Tell me my kid, who are these Balkan states?" - Hababam Sınıfı Uyanıyor

In the films, the questions in the examination papers do not appear in detail. Although traditional evaluation approaches are frequently used, only 2 films out of 26 show complementary evaluation approaches. These scenes are the entry of a student into an interview room for the acceptance to a ballet school in the film Billy Elliot, and a self-assessment of a student's own work in Freedom Writers. Since the school is located in a disadvantaged area, it is seen that the main aim of the teacher is to involve children in school life. It should expressly be noted that the complementary evaluation approaches are limited only in 2 special cases in these 2 films. Traditional approaches, such as written / oral exams, multiple-choice tests, short-response tests, and matching tests, focus more on the product and are weaker in evaluating the learning process. Complementary evaluation approach, however, is a process of evaluation that examines how the student understands and uses the information, transforms his / her existing knowledge into a product or activity or how he solves the problems in daily life, and how he uses the knowledge and skills to solve these problems (Pamukçu, 2015). What is expected in formal education is the use of different measurement and evaluation tools that will compensate for the limitations and disadvantages of traditional approaches. Excessive use of traditional measurement and evaluation approaches in films with educational themes can create a perception that student performance is always evaluated in that way. It is possible to evaluate the performance of a student, along with the traditional paper-pen tests, by following the behaviors of him in the classroom and outside the classroom, by observing his / her performance in the process, by measuring his / her interest and attitudes and by involving him in the process, from a larger perspective (Gelbal & Kelecioglu, 2007). When the studies in the related literature are examined, it is seen that teachers are rather using traditional approaches to measure and evaluate student achievement (Anıl & Acar 2008; Belet & Sağlam, 2015; Fidan & Sak 2012; Gelbal & Kelecioğlu, 2007; Yaman, 2011). When the teachers, who are accustomed to using traditional measurement and evaluation approaches, often see the similar approaches in film scenes, it may create a sense of self confidence in them to the effect that they are doing the right thing, which in turn may hinder the possibility of self-criticism.

Findings on the Use of the Reward and Punishment Elements in the ME Activities

Of the 26 films, only one of the films contains two reward scenes. This film is the Emperor's Club. The children and adults were given a crown as a reward for being the winners.

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ME activities were rather used as punishment in four films in five different scenes and as a threat in some of them. For example, in one scene, the final exam was used as a threat by a teacher and the exam was prepared for the purpose of punishing the student. The teacher's line is as follows;

"You're gonna get job only when you pass in final exams. .... But this time I'm gonna set the paper for exam" - Three Idiots

Similarly, in another film, the teacher decides to apply an unscheduled examination after the students' inappropriate behaviors and uses the test as a punishment.

"You ribalds! You are playing leapfrogging in the classroom? Remove the books, pull out your sheets. I am giving you a written test" - Hababam Sınıfı

Although the use of reward and punishment in education is considered to be an old method, it is frequently used in today's education system. Class discipline should be provided for an effective learning environment where students can express themselves by respecting each other, teachers can reach out to all students in an atmosphere of cooperation and trust among individuals. What is important at this point is that the concept of discipline should not remain as a class and school rule determined by the teachers or the school administration; it should, rather, encompass an environment in which students can develop their self-discipline. Considering that the reward and punishment element is related to the behaviorist school, it is possible for individuals to develop self-discipline with only the careful use of reward and punishment. The first step to be taken in order for the measurement and evaluation studies to produce valid and reliable results is to determine the purpose for which the test will be used. Exceeding the predetermined purpose in measurement and evaluation may lead to inaccurate results, affecting validity and reliability negatively. Reward and punishment must be considered independently. It is very likely that the measurement activities which are used as punishment and threat elements in film scenes can be normalized by the viewers.

Findings on the Use of Questions to Measure Lower-Level and Higher-Level Skills in ME Activities

When examining the scenes with ME activities, it has been observed that both the written and the oral questions are mostly of a nature to measure the learning at the knowledge level. In almost all of the scenes (9 films, 17 scenes) where the exam questions are pronounced, it is observed that the teachers test their students at the knowledge level. It is obvious that the characteristics that are intended to be measured by teachers are more in the knowledge and recalling level, which is the lowest level of learning. This can lead to a perception that the examinations are used to measure only at the level of knowledge/recalling. The use of questions only at the level of knowledge/recalling in ME activities may cause learning to remain at memorization level, and may prevent learners from using knowledge in new situations, in their daily lives.

Written and oral exam questions, and questions used in competitions in Hababam Sınıfı series, the interview for entrance to a university in Black and the two quiz shows in Emperor Club are the examples of scenes where lower-level skills are measured. The sample lines taken from these films are as follows;

> Write down! Question 1: Digestive system in mammals. Question 2: Give three examples of parasitic species. Question 3: The structure of ectoplasm. …. What is the date of Preveze Sea Battle? Name the parties. …. What happens if two molecules collide in the atomic reactor? …. With what forces did the Ottoman army set off for the siege of Vienna? …. How did the Patrona Halil revolt start? …. In what neighborhood and on what date did the biggest fire in Istanbul occur? …. Who became the king of Spain after Franko died? - Hababam Sınıfı Uyanıyor

"How many oceans are there in the world?" - Black

> Which emperor sought to return all power to the Senate, only to garner even greater power? …. Who introduced the modern/professional army to Rome? …. Of the first eight emperors, which name is omitted from the following list? …. What year was the

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Roman army crushed at Lake Trasimene? …. Who was the last emperor of the Western Empire? – Emperor's Club

"Name the dates of the establishment and demolition of the Anatolian Feudal States." - Hababam Sınıfı Güle Güle

"How did Marshal Ney die?" - Chorus

Contrary to the abundance of knowledge level questions observed in the scenes concerning ME activities, high level mental skills have been taken into consideration in only two scenes that question the reasoning skills of the students. It is observed that these questions are the questions that measure the interest and emotions that take individual differences into account, not the level of their learning. These questions, which aim to measure high level mental skills, were seen in the dance interview in Billy Elliot and in the interview with a student having both vision and hearing impairment for acceptance into a university. This gives a message to the audience that the questions that measure high-level mental skills can be used only in special cases. Some examples of these scenes are given below.

"Can you tell us why you first became interested in the ballet? …. Was there any particular aspect of the ballet, which caught your imagination? …. What does it feel like when you're dancing? …. What does knowledge mean to you?" - Billy Elliot

"If we are in India, on which side will America be? …. Why do you want to study?" - Black

In today's world where the means of access to knowledge have increased and developed rapidly, education is expected to raise individuals who know the ways of accessing to information, check the accuracy thereof, adapt it to new situations, interpret the events in a cause effect relationship, create a new product, and to produce solutions to problems, rather than merely memorizing the given information. The way to achieve this goal can be possible not by employing activities at the knowledge, comprehension and application levels, but by activities developing the students' ability to analyze, synthesize and evaluate the related subjects. The fact that teacher characters in films use questions about lower-level mental skills in their ME related activities can be interpreted by the viewers to the effect that teachers generally attach importance to bookish knowledge. In addition, that the low-level mental skills can be measured relatively easily may result in the misconception that teachers' task of measuring is an easy job. However, preparing a qualified exam is a difficult and painful process especially in measuring high level mental skills. The scenes in the films can create the impression that teachers' responsibility for measurement and evaluation is very easy and insignificant.

Findings Related to Exam Preparation and Scoring Process

When the films are examined, the first thing that stands out about the examination preparation and scoring process is that there are scenes which can create a perception that the teachers prepare and score exams very easily. In relation to the previous theme, teachers appear to be giving instant exams with questions mostly measuring the lower-level mental skills which can be interpreted as though exams can easily and quickly be given at any time. In the films, there is no scenes related to the preparation of the exams or the exam questions are promptly given by the teacher without use of any resource. For example, in Hababam Sınıfı, the teacher gives the exam by asking the random questions that come into his mind as soon as he enters the classroom. As it is understood from these scenes, the students have not been informed of these exams. The most common and typical of such scenes are as follows;

Take out your papers, I will give you an exam. …. Take your papers out, I am giving you a written exam. …. Remove the books! I am giving you a written exam. …. Sit down. Take out your papers and pencils! I will give you an exam - Hababam Sınıfı Uyanıyor

As can be seen from the examples above, it is shown that the exams can be planned instantly and the questions can be easily and randomly created by the teachers. In parallel with the process of exam

preparation, there are also scenes to make the audiences think that teachers can easily and subjectively score the performances without using any scoring keys. Following line from the Hababam Sınıfı is an example to that;

"Zero to all Hababam class and your score is 10" - Hababam Sınıfı Tatilde

Another example of a scene where exam preparation and scoring are influenced by the emotions and thoughts of the teachers who act subjectively is in the Emperor's Club. In the film, it is seen that a teacher gives an undeserved high mark to a failing and mischievous student just to increase his motivation.

Developing a tool that ensures valid and reliable measurement requires preparation. A test prepared by the teacher is expected to meet the following requirements: The purpose of the examination and the desired competence should be clearly set, and an appropriate test format with a table of test specifications along with an item pool should be prepared with a view to ensure the length and the form of the test is appropriate for the desired target. Skipping the specified stages for various reasons may result in tests that are not appropriate for the purpose, which, in return, may cause miscalculation or incorrect measurements of the desired competence. The scoring of exams also requires labor. Erroneous scoring is a factor that reduces the reliability of measurement results. Well-prepared answer keys, in which the criteria are clearly expressed and the boundaries of which are clearly drawn, contribute to the objective scoring of the raters. Yet, in the films, it is seen that an objective scoring tool is not used in the scenes where students are evaluated and the exams are scored, and that the scoring process can be done with the instant decision of the teachers. This may lead to the idea in the minds of the viewers that the examinations are hastily and negligently prepared and scored.

Findings on the Application Conditions of Examinations

Nine films and 14 stages display the conditions of application. Only three of them reflect positive scenes and rest of them reflect negative scenes. When the scenes reflected on the screen are examined, the messages that the viewers can get are that the exam environments and the application conditions are sloppy, they do not match the principles of measurement and evaluation and that the students are not respected and they are treated as insignificant. Teachers disturbing the students by walking on the desks, teachers reading a newspaper or sleeping during the exam, teachers constantly shouting at and warning the students against cheating during the exam in a noisy way, students entering the classroom noisily during the exams, students distorting the attention of the teacher with a variety of stories / schemes to sabotage the effectiveness of the exam and similar other examples show how far the exam conditions are from the ideal measurement and evaluation principles.

To get valid and reliable measurement results, examination environments should be suitable and qualified for the preparation and scoring processes. Reliability, in its most general definition, is the degree of refinement of the measurement results from random errors (Crocker & Algina, 1986). Insomnia, fatigue, lack of attention, reluctance to answer questions, lack of experience, success of chance, cheating, mode of expressions of the items and directives in the exam, difficulty of the items, discriminative quality of the items, examination environment, exam duration, etc. are some of the factors leading to random errors. One of the most important of these factors is the test environment. It should be suitable for the students to be able to demonstrate the best of their performances in such a way to ensure a valid measurement. Yet, in the scenes of the films, it is seen that the results of the ME activities are performed in environments where many factors of error are likely to interfere, and that both teachers and students are frivolous. Such adversary conditions can lead to erroneous results for the exams and reduce their reliability and validity. The abundance of inappropriate scenes and the lack of appropriate scenes of examination may create a notion in the audience that the environment is insignificant in the measurement and evaluation process and that examinations can be conducted in any way under any condition.

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Findings Concerning Lower and Higher Level Mental Skills

While praise for behaviors at knowledge and recall level is seen in five films, only one film contains a praise for a high level mental skill. In the seven scenes identified, the teacher / manager / the inspector praise the students for memorizing some words, a skill pertaining to knowledge level. An example of a line is in Hababam Sınıfı:

"Bravo! You have memorized the book as is." - Hababam Sınıfı

On the other hand, in an interview scene in Black a student is applauded after he has answered a series of questions requiring higher level of mental skills. This scene praising a student with "bravo" and "perfect!" is the only praise scene for a high-level mental skill.

When this theme is examined together with the themes that include the use of questions measuring lower and higher skills, it can be said that these educational films highlight only the importance of the questions that measure lower-level skills and create a perception in the audience to the effect that memorizing a book as-is is of high importance.

Findings Regarding the Use of Questions Non Conformant to ME Activities

Although some films have not examined under this theme due to the fact that the examination papers and exam questions are not clearly shown in them, in most of the ME activities of the films wherein the questions are revealed; it is seen that there are scenes which can create a misconception on teachers to the effect that they can ask a broad and unclear range of questions with no conceivable principles and purposes in their minds. The exemplary lines in the films are given below;

"Tell! Philosophers of the First Age. …. Write! Question 1. Digestive system in mammals" - Hababam Sınıfı Uyanıyor

"Tell! The philosophy and society. …. Question 1. The Era of Murat IV." - Hababam Sınıfı

"National Literary movements?" - Hababam Sınıfı Sınıfta Kaldı

While measuring the cognitive, affective and psychomotor behaviors of the students, the measurement tool is required to be suitable for the purpose, to be able to address the structure to be measured and to be able to make the valid measurements accordingly. Therefore, when preparing the items of measurement instruments used in performance measurements; maximum care should be exercised to make sure that they are clear, understandable, concrete, corresponding to and measuring a single structure, being understood by each student in the same way, having a particular and clear frame, and be answerable in sufficient time. Compliance with these principles is indispensable for a qualified measurement and evaluation while preparing both open-ended and multiple-choice items, regardless of the type of the item. It is observed that the questions asked by the teachers in the films are prepared indiscriminately by not following all of the principles of the field.

Findings Related to Providing Feedback to Students at the End of the ME Activities

The term feedback is defined as the explanation related to how much the learner learns the target, what his deficiencies are and what path he can follow to complete the missing parts in his learning (Joyce, Weil & Calhoun, 2000 as cited in Çevikbaş, 2018). Feedback can be provided in a variety of ways. According to Erişen (1997), positive feedback and correction behaviors involve checking the previous learning, correcting the missing points and mistakes, asking clear and explicit questions to ensure target behavior, simplifying the unclear questions and re-asking, replying the students with concrete, clear and comprehensible answers, giving the students sufficient time to think about the questions asked, informing the student on the accuracy or inaccuracy of his answers by showing him the missing points, giving the other students the opportunity to find the wrong or missing answers, giving the students the opportunity to give feedback and clues to each other, presenting the class inaccuracies and missing points without specifying student name and correction in the case that there is no time for

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the instructor to help them individually, etc. The feedback enables the teacher to determine which points are missing in the activity and to communicate these deficiencies to the students. The feedback and corrections taken into consideration by the student improve his self-awareness, prevent him from repeating the same mistake and ensure that he gains a variety of perspectives. Considering the fact that information is a set of meaningful data built on one another, it is necessary to provide feedback for individuals with incomplete and incorrect learning in his build up process in order to realize the new learning fully. The findings in the related literature reveal that the effective oral feedback given by the teachers influences the students' academic achievement and it has a higher impact on the development of the higher cognitive awareness of the students as compared to traditional teaching (Çetin, 2014). Failure to give feedback on the results of the examination may prevent students from seeing what points they are missing or learning incorrectly and it may result in doing the same mistakes.

None of the films examined shows any feedback activity except for the score announcement. This situation does not correspond to the feedback behavior that supports the change and development of individuals and it sets a negative example to the teachers in the audience.

Findings on the Effect of ME Activities on Student Attitudes and Behaviors

In the films examined within the scope of the study -5 films and 11 scenes -ME activities are reflected as though they are vital activities, creating tension / fear and sorrow on students.

Considering examples from the scenes; students are shown to make a course to prayers and consecration to get better results in their final exams:

"Oh cow-god! .... Just, just get me passing marks. God ... God. God. I'll offer 100RS per month. Surely God! Promise!"- Three Idiots

A student who fails in his project assignment commits suicide due to having future anxiety and feeling of failure. - Three Idiots

One student flees from school because he hasn't done his math homework. Throughout the whole film, this student is reflected in fear and anxiety in every ME activity. - The Stars on the Ground

At the end of an examination, the second-best student gets upset and cries because he could not be the best. - Three Idiots

The student who gets the result of the examination gets nervous for the result in a frightened manner and when he sees that he passed it, he cries with the relief of emotional tension. - Billy Elliot

When the students find out that they passed the exam, they act as if it is of vital importance, displaying excessive happiness and excitement. - Three Idiots, Billy Elliot, Black

A student who is nervous about the exam, thinking that his performance was bad, inflicts violence on another student due to his nervousness. - Billy Elliot

As it can be understood from the scenes, the ME activities in the films are reflected as activities that cause fear and anxiety and stress for students. It has been seen that ME activities are not a tool but a goal, and are shown as the factors that affect not only the academic life but also the relationships with the family members. Another negative effect of measurement activities on the audiences is that students act as though any means to achieve a goal is justifiable. In the scenes, the students who see the evaluation activities as competition, become ambitious and develop behaviors to try all the means to get a prize. These explicit and implicit messages in film scenes have the potential to have adverse effects on the behavior of the students and teachers who are in audiences.

Findings Regarding the Praise for the Use of Information in Daily Life

None of the films shows any element of the use of the learned material in daily life in the context of the ME activities. Looking at the educational goals of today's world, students are expected to be grown

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as individuals who can apply the skills they have learned in school in their daily lives and who can solve problems. In this respect, the measurements are actually expected to be made on real life situations. Considering this theme, along with the theme of praise for low-level and high-level mental skills, it can be said that the scenes in the films do not reflect high-level mental skills and to daily life skills relating to them.

Findings on the Use of ME Activities for Competition / Contest

In the films, the activities of ME have been reflected (4 films, 7 scenes) as competition elements. There are scenes and dialogues that can create the perception that the exams and exam results are a mere element of competition and that rivalry is an intrinsical quality of the exams. For example, in a scene of Three Idiots, the students were seated for a photo shoot in order of their success levels, and a student is compared to his siblings and classmates through his exam scores in Stars on the Ground. In addition, the films are abound with scenes where the students are competing to get the top place in the exams. In the scenes, the teachers / managers and the families display inciting and encouraging behaviors. Examples of the lines in these scenes are as follows:

"Rajan Damodhran always stood first in the class." - Taare-Zameen-Par / The Stars on the Ground

"Sir, Is it compulsory to sit acccording to our ranks? …. Anyone here in this batch to honour this pen? …. Nobody remembers the man who ever came second!" -Three Idiots

Film scenes reflected are in line with one of the major criticisms voiced in the education system in Turkey: Both the limitations of the traditional measurement and evaluation approaches and the high number of the population demanding education along with the low level of employment in the field seem to have created a competitive atmosphere in the educational system. Although selection as one of the objectives of the assessment involves the element of competition, it is essential that assess and improve the skills of the students' rather than having them competes with each other. The fact that the test scenes reflected in the films are of a competitive nature can cause the audience to give such a meaning into the measurement and evaluation activities.

Findings Related to Cheating in ME Activities

In 7 films, 9 scenes of cheating are seen to contain some elements which might create the perceptions to the effect that cheating is normal, that the cheater can gain prestige, and that cheating might be excused by the teacher. Particularly in the scenes belonging to the series of Hababam Sınıfı, cheating is reflected as an act that is usual for the students and it is an inseparable natural component of the exams. In the film Emperor Club, which is one of the films having a cheating scene, the student who participates in the quiz contests at both children and adults level cheats in both of the competitions and it is stated in the film that copying is normal or even necessary under the current life conditions. Obviously, cheating is a factor that reduces the validity and reliability of the measurement results. Cheating is described by Cizek & Wallack (2017) as an act to obtain an unfair gain / advantage before, during or after a test or homework. It is possible to measure the desired property according to its purpose by minimizing the negative elements such as cheating. When students are asked not to make a recourse to cheating within the scope of formal education, a moral behavior is implicitly expected from them, as well. Yet, the popular scenes of the films showing the act of cheating as excusable and pleasant can make the audiences normalize it and can create the notion that it is a behavior which is worth praising.

DISCUSSION and CONCLUSION

In the study, the scenes - related to the measurement and evaluation activities - of 26 films with educational content have been evaluated. These films have been proposed by the Ministry of National Education to the teachers. The scenes in the films have been studied both in view of measurement and

evaluation principles and of the way the measurement and evaluation activities are handled in them. Scenes have been examined under the following themes: teachers' use of traditional or complementary evaluation approaches, use of questions in measuring lower and high level mental skills; praise of these skills, the use of skills in daily life, the use of evaluation activities as reward / punishment or as competition, the use of inappropriate questions in the activities, the effects of activities on student attitudes and behaviors, the preparation of examinations, implementation and grading processes, giving feedback to students after the exam, and cheating.

A variety of studies have been conducted on the effect of visual and auditory media on the perceptions of individuals/societies (Budak, 1986; Couldry, 2000; Gerbner, 1974; Güçhan, 1993; Kaşkaya et al., 2011; Kontaş, 2016; Samsel & Perepa, 2013; Sivas, 2012; Şahin, 2011; Şentürk, 2009). In a study, Lin (2002), states that films are effective in ensuring the development of students' attitudes and motivations as well as in making learning permanent. In a similar way, according to the results of a study by Kontaş (2016), films - with educational themes - have an important contribution in the development of positive and negative attitudes for teachers. The fact that visual media appeals to more than one sensory organ and that it is easily accessible with the widespread use of technology make it attractive to individuals as it also facilitates better learning. Based on the assumption that the films recommended by MoNE to teachers are watched by the majority of teachers, it is inevitable for teachers to be affected by the scenes, content and sub-texts of these films voluntarily or involuntarily, and to develop a behavior. Another important point, however, is that these films have become favorite films also for the parents and students. So, they affect not only the teachers, but also the attitudes of the students and parents. It is seen that the teacher characters prepare the questions hastily and score them very easily with no conceivable criteria in the scenes. Teachers' acts of giving arbitrary or instantaneous exams, scoring without using a scoring key subjectively in favor of or against certain students, giving no feedback to the students after the exams can be normalized by the audiences. In a similar way, the reflections, in the scenes, of test environments which are not conformant to the principles pertaining to measurement and evaluation, of students being disturbed, of negligence of students' cognitive and affective development, and the reflections of tests for which validity and reliability factors are not taken into consideration can lead the audiences to the misconception that the students' performance can be measured under any circumstance and that the testing environments are of no importance. The scenes in the films can create the impression that teachers' responsibility for measurement and evaluation is of no significance at all.

As a result of the research, it is seen that mostly the traditional evaluation approaches have been used in the scenes involving ME activities. Relatively less use of complementary evaluation approaches in formal education reflects in the cinema as well, and the tools like structured grid, portfolio and graded scoring key are not found in the films. The types of exams that the teacher figures reflect on the screen are rather written/oral examinations and multiple choice tests which are used in conventional education system. That the traditional approach tends to evaluate the product rather than the process is reflected on the scenes as well. The learning required to be measured by the teachers remains in the recall and comprehension level and the scenes related to the measurement of high-level mental skills are insufficient. None of the films examined have any scene to reflect the use of knowledge in everyday life. The absence of these elements can create a perception in the audience that the skill which is important in the school setting is nothing but memorization. However, what is actually expected from the students in a school is that they should be able to turn the knowledge into practical skills, and their skills to abilities by using their own potential. The elements of praise for the lower-level mental skills in the scenes can reinforce the perception that these skills are more important than high-level mental skills, and that only memorization can bring success and praise. One of the striking results of the study is the use of ME activities for a goal other than their own. These activities are just a means of control mechanism for a program. It is a mechanism to check whether the program objectives have been achieved. However, in the films examined, it is seen that they are carried out in order to punish the students and they are even used as threats. There is a possibility that the viewer will normalize such behaviors upon seeing these scenes in the films. ME activities have not been implemented with the correct approaches and with their real purpose but as activities that create fear and anxiety in some scenes, affecting the individuals' own and family lives as well as their social relationships with the

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environment. Since many similar examples are encountered in real life as well, this situation is very worrisome. The process of measurement and evaluation which, in fact, should be seen as a natural part of the educational process is perceived as a vital activity by students and families and thus it deviates from its real goal due to the misconceptions built in their minds. Misconception of the ME process and its goal in reality might be an outcome of these and similar other films showing it as a race process where competition prevails. Teachers' use of exams and their results as a competitive element in some scenes may also mean normalization of that misconception. It is seen in many scenes that cheating is also normalized and the students who cheat in the exams can gain prestige, and be excused by the teachers.

The research, after content analysis, has revealed the implicit messages of these films, which are suggested to teachers as part of in-service training, in terms of the concepts of Measurement and Evaluation and it has shown how these implicit messages can affect teachers, parents and students. The visual elements that the viewers are exposed to are tried to be examined rather than the intentions of the stories or scenarios. Therefore, the results of the research should not be interpreted as a critique of the films but as a set of perceptions and notions that these films can create in the audience. Also, the findings of the research on the elements in the films do not provide dependable evidence to the effect that these elements can lead to negative behavioral changes in teachers, students and families as the audience. While it is undeniable that these films would contribute to the teachers in the pedagogical sense and in many other ways, it will be appropriate to monitor / scrutinize them with an awareness of the sub-texts of the scenes in terms of the concepts of measurement and evaluation.

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Appendix A. Film Observation Form

Original name:	
Turkish name:	
Release year:	
Country:	
Runtime:	

In the film, the scene related to measurement and evaluation activities	☐ observed	☐ not observed

Themes	Y/N	Number of Observed Scenes	Time of Observation of (the Scene)	Annotations
1. Use of written exams for ME				
2. Use of oral exams for ME				
3. Use of multiple-choice tests for ME				
4. Use of short-response tests for ME				
5. Use of matching tests for ME				
6. Use of true false tests for ME				
7. Use of complementary measurement tools for ME				
8. Use of interviews for ME				
9. Use of reward element for ME				
10. Use of penal clause for ME				
11. Use of questions at the recall / knowledge level in ME				
12. Use of questions to measure high-level mental processes in ME				
13. Exam preparation process (easy, difficult etc.)				
14. Exam scoring process (easy / difficult, objective / subjective, etc.)				
15. Application of examinations (environment, conditions of application, duration etc.)				
16. Use of questions that do not conform to the ME principles in examinations				
17. Giving feedback to students at the end of ME				
18. Effect of ME activities on student attitudes and behaviors				
19. Compliments on the knowledge / recall behavior				
20. Praise for high-level mental skills				
21. Compliments on the use of information in daily life				
22. Use of ME in competition				
23. Use of ME activities as a target, not as a means				
24. Number of ME activities (Number of exams faced by students, etc.)				
25. Use of ME activities for a certificate / diploma				
26. Cheating				
Quotes				
Related Theme Code	**Quote**			

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