

ANALYSIS OF GEOGRAPHY ATTAINMENTS IN THE SOCIAL SCIENCES CURRICULUM OF TURKEY ACCORDING TO THE REVISED BLOOM'S TAXONOMY

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ABSTRACT

The purpose of this study is to examine and compare geography attainment targets in the 6th and 7th grade Social Studies Curriculum according to the Revised Bloom's Taxonomy. Document analysis, one of the qualitative research methods, was used. The 6th and 7th grade geography attainment targets of the 2018 Social Studies Curriculum were analysed using a descriptive analysis technique. Twenty-two attainment targets for geography in the Social Studies Curriculum were examined using the Revised Bloom's Taxonomy. It has been concluded that geography attainment targets in the Social Studies Curriculum of Turkey are generally at the lower level of thinking or cognition. This study reveals that metacognitive levels are not reflected for geography in the Turkish Social Sciences curriculum. Paying attention to these metacognitive criteria during curriculum updates may contribute to the development of high-level cognitive skills for students. In this way, teachers can focus on higher-level critical thinking skills in geography in secondary schools.

Keywords: attainment targets of geography, social studies, the Revised Bloom's Taxonomy, Turkey.

INTRODUCTION

The field of geography is a discipline that is integrated with special attainments into many different lessons according to the level of the students in secondary schools. This situation shows how necessary the

discipline of geography is for life. Geography is a discipline associated with the social sciences and science in general. It has found a place for itself in life sciences, social studies and science and technology courses in primary education programmes throughout Turkey. At the 7th grade level in Turkey, Geography is a discipline that is integrated into the Social Sciences curriculum which includes information about our country and general geographical studies (Kızılçaoğlu, 2006, p. 83).

Geography, which is one of the main elements of Social Studies, explains the relationship between humans and nature (Atalay, 2005, p. 1). Geography studies all the activities of a person related to their environment and how a person adapts to the environment. While it studies the effect of humans on the physical environment, on the other hand, it also focuses on the effects of physical environments on human life (Üçışık & Demirci, 2002). Geography helps individuals study, interpret and make sense of the maps they encounter in their daily life (Kızılçaoğlu, 2006, p. 100).

Students are expected to know different geographical places in the world, starting from the environment they live in, the lifestyles of people in these places and the relationship of these differences with geography (Kızılçaoğlu & Taş, 2007; Dönmez, 2021). In geography lessons, it will be more likely for students to exhibit the desired behaviour when they are in an educational environment where they can share their ideas and see their peers' different points of view (Demirkaya, 2008).

There is an important link between social studies and geography, because geography is a discipline that brings geographical awareness about our country and our world, perceiving space as well as understanding the importance of nature and instilling the consciousness of homeland. (Meydan, 2013). Considering the content and the group of students it addresses, the most appropriate course that geography teaching can be given is the Social Studies Curriculum (Öner & Memişoğlu, 2018).

The Ministry of National Education (MoNE) (2018), according to its specific aims, states that the student is expected to know the geographical features of the world, starting from their immediate environment, understand the relationship between humans and the environment, develop the ability to perceive space, know the importance and limitations of the natural environment and resources, and be sensitive to the country and global agenda. The geographical skills included in the 2018 Social Studies Curriculum are map literacy, environmental literacy, observation, space perception, drawing and interpreting table, graphs and diagrams, detecting time and chronology, detecting change and continuity, location analysis and use of evidence (Çiftçi & Akça, 2019).

The 2018 Social Studies Curriculum includes geography-related attainments in the fields of culture and heritage, people, places and environments, production, distribution and consumption as well as global connections learning. Geography and geography-related topics are covered in these learning areas supported by geographical skills and values.

The culture and heritage learning area has a structure on the topic of history, but it has a wide range of topics that it touches on, including all the

elements of our national culture and the protection and development of these elements (MoNE, 2018).

People, places and environments is a geography-based learning area aimed at providing students with environmental knowledge as well as skills and values necessary for human life. Its aim is to showcase the interaction of humans with the environment, to understand the causes and consequences of this interaction and to give a perspective on the future (MoNE, 2018).

Another aim is to educate conscious consumers and entrepreneurial individuals in the field of production, distribution, and consumption learning. It is expected that the student will learn and develop the resources involved in the national economy, the protection of these resources, the economic situation of the place where they live. In addition, students are expected to get to know the professions and know their characteristics (MoNE, 2018).

In the field of global connections learning, the curriculum aims to train effective citizens who follow the global agenda, are aware of developments, can cope with the problems they face, in order for students to keep up with the pace of development in the world. It is one of the subjects of the learning field that students see the cooperation and competition among countries and evaluate these relations (MoNE, 2018). Responsibility, sensitivity to the natural environment and sensitivity to cultural heritage constitute the geographical-based values of the curriculum; spatial perception, using maps, location analysis, drawing and interpreting tables, graphic diagrams, decision making, research are geographical skills of Social Studies Curriculum (MoNE, 2018). These learning areas, which include geography-related attainments, are an important factor in the development of students' geographical skills.

By examining the attainments in the educational programs, the goals that are expected to be achieved if the programme is implemented are embodied. For this purpose, many taxonomies are used in the study of programmes through acquisitions (Gültekin & Burak, 2019). Many taxonomies have been developed to make it easier to determine attainments in programme development, and the most interesting of them has been Bloom's Taxonomy (Bümen, 2006). The developed Bloom's Taxonomy can be used as a systematic tool for the measurement and evaluation stage when classifying attainments, transforming attainments into behaviour in the student and effectively designing the learning process (Gültekin & Burak, 2019). Measurement and evaluation techniques prepared in accordance with a taxonomy will provide convenience to the teacher, as well as improve the student's high-level skills and prevent questions from being concentrated around certain steps (Büyükalın-Filiz, 2009).

In order to analyse the taxonomic level of geography attainments in the 2018 Social Studies Curriculum, the following subproblems will be answered in this research:

1. What are the cognitive distributions of geography attainments in the sixth grade of the 2018 Social Studies Curriculum according to the Revised Bloom's Taxonomy?

2. What are the cognitive distributions of geography attainments in the seventh grade of the 2018 Social Studies Curriculum according to the Revised Bloom's Taxonomy?

THE IMPORTANCE OF THIS RESEARCH

At various times in history, the Social Sciences curriculum has been brought to the forefront of education in Turkey. Since the 1950s, it has come to the forefront more often with the name "Social Studies" and its interdisciplinary structure. At different times, there have been periods when geography, history and citizenship courses were taught separately. Geography has been an important component of the Social Studies course both during the interdisciplinary approach periods and during the periods when it was taught separately on a branch-based basis.

Duran emphasised that, in different studies since the Ottoman period, one of the most important problems of geography education in Turkey is considered as a lesson based on rote learning, where the names of mountains, plains, rivers and cities are memorised, as well as the production quantities of various products according to the regions, and that the geography lesson should not be like this (Sağdıç, 2020, p. 407, citing from Duran, 1915, pp. 2-3). It is known that these current problems in geography teaching are based on an important historical background (Sağdıç, 2020). This rote-based teaching of geography makes geography a lesson that is unpleasant, dull, difficult to understand, and consists of a lot of statistical information (Şahin, 2003). It is considered that it is important to benefit from the 1992 International Charter in Geographical Education in order to increase the quality of geography education in Turkey, turning from rote-based learning into a skill- and structure-based inquiry, research and problem solving (Artvinli & Kaya, 2010).

Concerns about geographic ignorance usually focus on people's inability to locate cities, countries, and rivers on a world map, and geographic instruction is often equated with conveying information about remote parts of the world. From this perspective, it may have been a surprise to some that geography had relevance to many of the critical issues facing society in the late twentieth century (National Research Council, 1997). Geography is no longer approached in the modern world as a lesson that memorises the characters of places and locations and some of their usual characteristics in the form of a series. In the past, it was thought that geography was a lesson that made people memorise place names, but today, it is believed that only individuals who are well-educated in geography can produce solutions to almost all social, natural and economic problems, especially in developed countries (Artvinli, 2007, pp. 2-3, citing from National Research Council, 1997).

Nowadays, the importance of competent individuals in combating natural disasters, who know the geographical features, natural resources, economic, political, historical and cultural characteristics of the place where they live as well as the world, is great. Geographical knowledge is also

necessary for these competencies. In the Social Studies course, where events are evaluated in the context of the past, present and future, the above-mentioned knowledge is instrumental. Is it possible not to use the discipline of geography when addressing issues such as why Mesopotamia was chosen as an area for settling in? Why there are no architectural monuments left from the civilisations established in Mesopotamia today? Or why the Turks adopted Anatolia as a homeland and not another place? (Karatekin & Sönmez, 2016).

Therefore, geography lessons should be transformed from being activities of memorising mountains, rivers and city names, as was the case in the past, and should be more student-centred. In this sense, how this course and its subjects are taught to students in the Social Studies course, which is the integrated course in which geography courses are taught the first time, is of great importance. It may be naturally observed that geography lessons, which are based on “memorisation” in geography subjects taught in secondary school, are perceived in this way at the high school level due to student prejudices. It should be considered that geography lessons taught by making young minds at the secondary school level memorise or by asking students to repeat information may have harmful effects on the perception of geography in the future.

For these reasons, there is a need to address this situation by conducting various research on the level of education that students receive in geography lessons, which they encounter for the first time in secondary school, and whether it is based on memorisation. In order to determine this, it may be necessary to investigate a number of aspects, from the way the lessons in secondary school are taught, the teaching methods, the teachers taking the course, the classes and learning environments, to whether these environments encourage rote-based education or student-centred, process-oriented and skill-based education. However, before all this, it is necessary to know what the tendency of high-level cognitive level and low-level cognitive level is in terms of content, by considering the geography attainments in the Social Studies Curriculum from this perspective. Revealing the nature of the geography attainments is crucial because everything which is to be organised from this point forward, for example textbooks, examples of activities, process-oriented and skill-based activities, etc., will be shaped entirely in the light of these attainments.

For all these reasons, the attainments of the geography course in the 2018 Social Studies Curriculum were selected as the subject of this study at the last two grade levels (Grade 6 and Grade 7), just before moving to high school. The geography attainments were examined according to the cognitive process of the Revised Bloom's Taxonomy.

THE REVISED BLOOM'S TAXONOMY

Bloom's cognitive field taxonomy, published in 1956, consists of six levels, and these levels are sorted in a hierarchical order, from easy to difficult. These categories are knowledge, understanding, application, analysis,

synthesis and evaluation (Krathwohl, 2002, p. 212; Michael & Coffman, 1956, p. 401). The use of taxonomy can help to obtain a point of view on highlighting certain behaviours for a particular training plan (Bloom et al., 1956, p. 2).

Although Bloom's Taxonomy has been criticised on various grounds, it has been the basis of many teaching programmes in recent years (Ormell, 1974, p. 3). Due to these criticisms, it was updated and revised by Bloom's colleagues and students in 2001. There are two reasons for this revision. The first one is to bring the taxonomy back on the agenda of educators and keep it up to date, and the other is to ensure that this taxonomy captures today's understanding of education based on developments in the world (Bümen, 2006; Tutkun et al., 2015; Önlü, Tatan & İbret, 2020).

The steps of the original Bloom's Taxonomy have been included in the form of names. Based on the verbs used by teachers during the lesson, the structure of the attainments and lesson plans, it was believed that the verbs were more suitable for the steps and were changed in the Revised Bloom Taxonomy (Anderson et al., 2018).

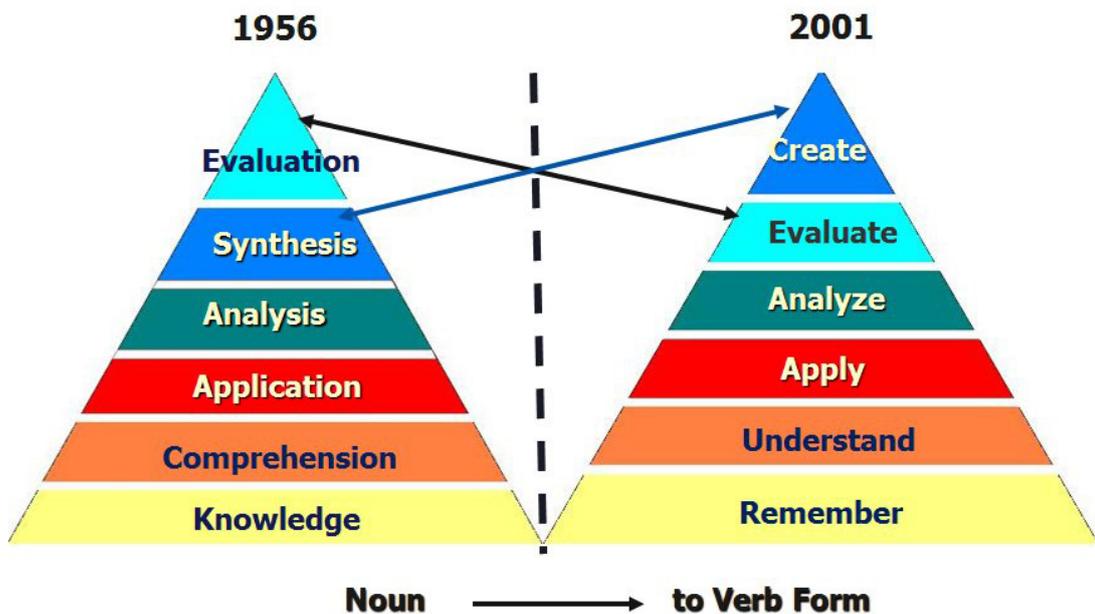


Fig. 1. The pyramid of comparison of BT and RBT (Wilson, 2001)

Along with this revision, a new dimension has been added to the taxonomy. The cognitive field is organised into two dimensions, as the information dimension and the cognitive process. The metacognitive level of knowledge has been added to the information dimension section (Tutkun et al., 2015). In Table 1, the dimensions of information and cognitive processes are included together, and it is now the main table of taxonomy. It is possible to solve the tasks involved in the teaching process such as attainments, teaching activities and evaluation according to this table (Anderson et al., 2018).

Table 1. The Revised Bloom's Taxonomy (Krathwohl, 2002, p. 214)

| | Level of Cognitive Process | | | | | |
|----------------------------------|----------------------------|-------------------|--------------|----------------|-----------------|---------------|
| | <i>Remember</i> | <i>Understand</i> | <i>Apply</i> | <i>Analyse</i> | <i>Evaluate</i> | <i>Create</i> |
| <i>Dimensions of Information</i> | | | | | | |
| <i>Phenomenon</i> | | | | | | |
| <i>Concept</i> | | | | | | |
| <i>Operational</i> | | | | | | |
| <i>Metacognitive</i> | | | | | | |

METHODOLOGY

In this study, a qualitative research approach was used. Qualitative researchers can use many data collection methods such as individual interviews, focus group interviews, document reviews and observation. While these resources provide a wide range of information about the problem, they also require a wide time frame to study (Özden & Saban, 2019).

In this study, the document review technique was used in the process of collecting data. Document analysis allows the researcher to obtain the data they need in qualitative research without making observations or interviews. However, when used in combination with other data collection methods, it will increase the validity of the study and will provide data diversity (Yıldırım & Şimşek, 2018).

In order to increase the reliability of data sources in document analysis, the opinion of an expert or other researcher should be taken into consideration when analysing data. According to Frechtling (2002, p. 59), document analysis is advantageous in terms of being cost-free, tracking changes in the process and not having a shortage of time, but it may be disadvantageous in terms of accessing limited information, verifying sources and determining their suitability for research.

The data sources of this research consist of the geography attainments at the 6th and 7th grades in the Social Studies Curriculum published by the Ministry of National Education in 2018. The 6th and 7th grade geography attainments in the 2018 Social Studies Curriculum were determined by taking the opinions of two geography educators and one social studies teacher. The attainments in the curriculum were examined according to the Revised Bloom's Taxonomy, and a comparison was made about which taxonomic level they were. In this study, the obtained documents were analysed using descriptive analysis. In descriptive analysis, the data sources of the research are examined and interpreted according to predetermined themes. Direct quotations are often included in this type of review. The purpose of the descriptive analysis is to edit the information obtained and present it to the reader. The cause-effect relationship is examined by the researcher and some conclusions are reached (Yıldırım & Şimşek, 2018).

Table 2. The key table used in the classification of attainments according to the levels of the cognitive process of the Revised Bloom's Taxonomy

| Levels | Features | Skills |
|--|---|--|
| Remember Recognition | Restoring information from long-term memory | Remember Define List Transfer Express Match Memorise One-on-one counting Save |
| Understanding Interpretation Explanation Illustration Classification Inference Attribution | Extracting meaning from previous information | Edit Define it in detail Expressing it in different words Illustrate Detecting Discuss Comment Summarise Translation |
| Application Making Benefit | Making a transaction or taking advantage of it according to a given situation | Calculate Task Solve Use Make changes on Create Making an estimate Develop |
| Analysis Decomposition Organisation Examination | Separating a whole into parts, determining the relationship between the parts with each other and the whole of the material | Distinguish Query Making the accounting Compare Categorise Reaching a solution Discuss |
| Evaluation Control Criticising | To make a conclusion about the event or materials within a certain criterion | Testing Judge Find Making suggestions Creating a hypothesis Check |
| Creation Formation Planning Production | Creating a functional structure in a layout | Configure Convert Create Develop Design Joint work Design Making a model Negotiating |

Source: Ari, 2013, p. 263; Anderson et al., 2018, pp. 86-88; Ulum, 2017, pp. 101-103.

FINDINGS

Place in the 2018 Social Studies Curriculum distribution of 6th classroom geography attainments according to the cognitive process steps of the Revised Bloom's Taxonomy

The 2018 Social Studies Curriculum was examined for geography. For the first sub-problem of the research, the Grade 6 geography attainments were analysed according to the Revised Bloom's Taxonomy (RBT). The findings of the Grade 6 geography attainments using RBT are shown in Table 3 below.

Table 3. 2018 SSC distribution of grade 6 geography attainments according to Revised Bloom's Taxonomy

| Attainments of geography in the 6th grade | Learning areas | The cognitive process levels |
|--|---------------------------------|------------------------------|
| The student (S/he): SS.6.2.1. Makes inferences about the geographical, political, economic and cultural characteristics of the first Turkic states established in Central Asia. | | Understand |
| SS.6.2.4. Analyses the process of Turks' denizenship in Anatolia in the context of the 11th and 13th centuries. | Culture and Heritage | Analyse |
| SS.6.2.5. Explains the role of historical trade routes in political, cultural and economic relations between societies. | | Understand |
| SS.6.3.1. Defines the geographical location of continents, oceans and our country using concepts related to location. | | Remember |
| SS.6.3.2. Examines the landforms, climatic features and vegetation on the relevant maps of the main physical geography features of Turkey. | People, Places and Environments | Understand |
| SS.6.3.3. Shows the basic human geography characteristics of Turkey on the relevant maps. | | Apply |
| SS.6.3.4. Makes inferences about climate characteristics based on human life in different natural environments of the world. | | Understand |
| SS.6.5.1. Associates economic activities with the resources of our country. | Production, Distribution and | Understand |

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| | | |
|---|--------------------|---------|
| SS.6.5.2. Analyses the effects of unconscious consumption of resources on human life. | Consumption | Analyse |
| SS.6.5.3. Prepares investment and marketing project proposals taking into account the geographical features of Turkey. | | Create |
| SS.6.7.1. Analyses the cultural, social, political and economic relations of our country with the Turkish Republics and neighbouring states. | | Analyse |
| SS.6.7.2. Analyses the economic relations of our country with other countries. | Global Connections | Analyse |
| SS.6.7.3. Analyses the roles that our country has taken on in the international arena depending on the political, military, economic and cultural characteristics it has. | | Analyse |

In the 2018 Social Studies Curriculum, there are 34 social studies attainments at the 6th grade level. When these attainments were examined by taking the expert opinion, it was determined that 13 attainments were related to the discipline of geography. It is observed that these geography attainments are included in the learning areas called culture and heritage; people, places and environments; production; distribution and consumption, and global connections. These 13 geography attainments are shown in Table 3. According to it, the attainments were examined, and their cognitive processes were determined. According to the data in Table 3, it has been observed that geography attainments are included in the level of remembering (n = 1), understanding (n = 5), application (n = 1), analysis (n = 5), and creation (n = 1). It is noteworthy that no attainment is included in the evaluation level. It has been observed that in these attainments, students generally aim to develop their thinking skills such as interpretation about a situation or subject, making inferences, and establishing relationships between events.

Place in the 2018 Social Studies Curriculum distribution of grade 7 geography attainments according to the cognitive process steps of the Revised Bloom's Taxonomy

The second sub-problem of the study relates to Grade 7 in the 2018 Social Studies Curriculum. The geography attainments were examined according to the RBT and the findings are showcased in Table 4.

Table 4. 2018 SSC distribution of 7th classroom geography attainments according to the Revised Bloom's Taxonomy

| Attainments of geography in the 7th grade | Learning areas | The cognitive process levels |
|--|--|------------------------------|
| The student (S/he): SS.7.2.3. Understands the processes that forced the Ottoman Empire to change in connection with developments in Europe. | Culture and Heritage | Understand |
| SS.7.3.1. Through case studies, makes inferences about the factors affecting settlements from the past to the present. | | Understand |
| SS.7.3.2. Interprets the demographic characteristics of Turkey based on the factors affecting the distribution of the population in Turkey. | People, Places and Environments | Understand |
| SS.7.3.3. Discusses the causes and consequences of migration through case studies. | | Understand |
| SS.7.5.1. Explains the importance of soil in production and management with examples from the past and present. | Production, Distribution and Consumption | Understand |
| SS.7.5.2. Evaluates the effects of developments in production technology on social and economic life. | | Evaluate |
| SS.7.7.1. Gives examples of international organisations of which Turkey is a member. | | Understand |
| SS.7.7.2. Recognises the economic regions and organisations with which Turkey is in a relationship. | Global Connections | Remember |
| SS.7.7.4. Develops ideas and suggestions for solving global problems together with his/her friends | | Create |

Social Studies Curriculum includes 31 attainments at 7th grade level. When these attainments were examined by consulting an expert, it was determined that nine attainments were related to the discipline of geography. It has been observed that the attainments are included in the learning areas called culture and heritage, people, places and environments, production, distribution and consumption, and global connections. In Table 4, it was observed that geography attainments were included in the

following steps: remembering (n = 1), understanding (n = 6), evaluation (n = 1), and creation (n = 1). The steps of the cognitive process of application and analysis have not been found. The concentration of attainments in the understanding category indicates that they are usually aimed at improving students' skills, such as comments, inferences about a situation, and summarising an event.

A study of Grade 6 and Grade 7 geography attainments in the 2018 Social Studies Curriculum concluded that there were 22 geography attainments. It is observed that the geography attainments included in the 2018 Social Studies Curriculum are usually part of the understanding step. Out of a total 22 geography attainments, 11 are included in the understanding step. The understanding step is a cognitive step based on developing skills that require students to interpret the information provided, to make a judgement about the information they have learned, seen, read, and to explain the content. At the understanding stage, students are expected to extract meanings verbally, in writing or graphically, from the teaching tools used during the lesson and the information provided. Students build new knowledge on top of their previous knowledge (Anderson et al., 2001, p. 70).

There are two attainments in the remembering step. The remembering step is the state of fetching information from metacognitive thinking. Meaningful learning is necessary for solving problems and using it in more complex situations. Recognition and remembering are associated with cognitive processes (Mayer, 2002, p. 626). Since this level develops the skills for memorisation, it is considered positive that it takes place in a small number. On the other hand, the fact that the attainments of the application, analysis, evaluation, and creation levels are not represented even in a small number may suggest insufficiency in ensuring that the students are active.

It was observed that there were more attainments towards improving the lower cognitive levels at both grades. Those with high-level thinking skills are most often on the steps of analysis, evaluation, and creation. The Grade 6 and Grade 7 geography attainments belonging to high-level thinking skills are very few. At this grade, there are two metacognitive thinking skills attainments. It has been determined that there are no gains in the application and analysis steps in the classes. In this sense, it can be said that there is an uneven distribution between levels. It has been concluded that there are many expressions for lower-level thinking skills such as "says, orders, defines, summarises, explains, comments, examines, associates, etc." in the attainments.

When the Grade 6 and Grade 7 geography attainments were examined according to RBT, it was determined that the cognitive step mostly belonged to understanding, which is a lower-level thinking skill in the 2018 Social Studies Curriculum. It has been determined that there are only eight attainments for higher-level thinking skills.

In line with the changing educational philosophy in 2005 in Turkey, the Social Studies Curriculum was updated both in 2005 and 2018, and the

textbooks were renewed according to these changes. However, according to the results of this research, when the said curriculum is examined in terms of geography attainments, it is observed that the attainments in which the student can be active are not included.

DISCUSSION

In this part of our paper, a discussion occurs about how the results of the study of the 2018 Social Studies Curriculum document can be compared with other studies in the field.

With the adoption of the constructivist approach, it has been a matter of curiosity to question whether students are active in the educational environment and to what extent the attainments in the educational programmes are in harmony with the adopted understanding. In comparison to the 2005 Social Studies Curriculum, the learning areas decreased in the 2018 Social Studies Curriculum (Öztürk & Kafadar, 2020). In the study conducted on the draft curriculum of the Social Studies course prepared in 2017, it was concluded that the Social Studies section is the same as the 2005 curriculum in terms of purposes (Gürel, 2017, p. 243). In the Social Studies Curriculum, updated in 2018, there is also a general decrease in the number of attainments compared to the previous programme (Önlen et al., 2020, p. 10). In another study on the decrease of attainments in the curriculum, it was concluded that although there was a decrease in the number of attainments numerically, the intensity remained in terms of content (Çoban & Akşit, 2018, p. 503). It is important to see the differences between the changing educational programmes in terms of understanding how the philosophy of the constructivist approach is reflected in our understanding of education and textbooks.

A study conducted to examine the attainments in the 2005 and 2018 Social Studies Curriculum according to the Revised Bloom's Taxonomy showed while the cognitive process dimensions of the Renewed Bloom's Taxonomy of the attainments in the 2018 Social Studies Curriculum increased in order to develop high-level cognitive skills in the 5th and 7th grades, it was insufficient in the high-level attainments at the 6th grade (Önlen et al., 2020). It was concluded that the evaluation level is relatively less represented than the analysis and creation levels in the geography attainments in this study and in some other studies for the 2018 Social Studies Curriculum (Arı & İnci, 2015; Cangüven, 2019).

In another study on curricula, it was concluded that the attainments in the 2018 Social Studies Curriculum were generally aimed at low-level thinking skills, and the highest level of attainment was at the stage of understanding (Büyükalın-Filiz & Baysal, 2019, p. 251). From this point of view, the findings in both studies generally are similar to each other, but different results were found in three of the 6th and 7th grade geography attainments compared to Büyükalın-Filiz and Baysal (2019, pp. 247-249) and other cognitive processes.. These attainments are reflected in the

“SS.6.3.2. (S/he) examines the landforms, climatic features, and vegetation on the relevant maps from the main physical geography features of Turkey”, “SS.6.5.1. Associates economic activities with the resources of our country” and “SS.7.5.2. Evaluates the effects of developments in production technology on social and economic life”.

Büyükalan-Filiz and Baysal (2019, pp. 247-249) describe the distribution of these attainments to the cognitive process level of RBT such as for SB.6.3.2 application level, for SB.6.5.1 analysis level and for SB.7.5.2 analysis level. In this study, in which the geography attainments in the 2018 Social Studies Curriculum were examined, the cognitive level of understanding was chosen for the attainment of SB.6.3.2, the cognitive level of understanding for SB.6.5.1 and the cognitive level of evaluation for SB.7.5.2. were selected. There are also studies belonging to different disciplines in which the attainments in educational programmes are examined according to the Updated Bloom Taxonomy. In many of these studies, it has been concluded that high-level thinking skills (analysis, evaluation, creation) are fewer than lower-level thinking skills (remembering, understanding, applying) (Tuncil-Can, 2017, p. 48; Zorluoğlu, Şahintürk & Bağrıyanık, 2017, p. 11; Aslan-Efe & Efe, 2018, p. 8; Çakmak, Kaçar & Bulut, 2018, p. 154; Çerçi, 2018, p. 80; Kuzu, Çil & Şimşek, 2019, p. 142; Sözcü & Aydınöz, 2019, p. 49; Avcı, Aslangiray & Özyalçın, 2021, p. 657). In the study in which the geography attainments included in the 10 Classroom Geography Course Curriculum were examined according to RBT, it was concluded that the geography attainments included in the programme were concentrated in the lower-level cognitive stages of RBT (İlhan & Gülersoy, 2019, p. 21).

As it can be seen, there is a similarity between the results of studies examining curriculum attainments in different disciplines according to the RBT, and the distribution of 6th and 7th grade geography attainments in the 2018 Social Studies Curriculum, examined in this research, to cognitive process steps of the RBT. On the other hand, there is a study with dissimilar results. The attainments of Turkish Republic History of Revolution and Kemalism course curriculum were analysed according to the RBT and, as a result, the rate of high-level cognitive attainments is bigger than the rate of lower-level cognitive attainments (Gezer et al., 2014).

The Revised Bloom’s Taxonomy, which is used in many evaluation stages, has also been used in the classification of exam questions. According to the findings obtained in the studies, it was found that the questions were usually aimed at lower-level skills, and it was concluded that the most important steps of remembering, and understanding were included in them. It has been determined that teachers usually ask questions by heart. Although the branches have changed, the attitude has not changed; it has been observed that the habit of lower-level steps has been maintained in measurement and evaluation activities (Ayvacı & Türkdoğan, 2010, p. 22; Arı & İnci, 2015, p. 44; Arseven, Şimşek & Güden, 2016, p. 255; Şanlı & Pınar, 2017, p. 957).

In the study conducted by Yılmaz and Gazel (2017, p. 183) and Oran and Karalı (2019, p. 98), the evaluation questions were examined according

to the RBT and similar results were found, and it was seen that the evaluation questions for lower-level thinking skills were more than others. Although the course disciplines and the data sources examined are different in the research of the literature, the findings in these studies are generally compatible. This may indicate that although our curriculum has been updated at certain periods for each discipline, it has not reached the expected level in terms of acquisition. It is generally seen that there are attainments written for lower-level thinking skills and textbook activities prepared in accordance with these attainments, textbook evaluation questions, and written exam questions.

SUGGESTIONS

Based on results from this research, the following suggestions arise for researchers and curriculum developers. It can be ensured that the attainments in the Social Studies Curriculum are reconsidered with a perspective that both fulfils the requirements of the constructivist approach and develops high-level thinking skills, which are important for raising active citizens for the future. In this way, it is possible to eliminate the main negative reasons in the transfer of geography attainments from a structure that encourages a rote learning approach in the secondary school years to a structure that encourages a process-based and skill-based teaching structure. It can be ensured that the attainments in the curriculum consist of those suitable for every cognitive level of RBT.

It is recommended to pay attention to a balanced distribution of cognitive process levels while writing attainments suitable for each cognitive level. In this way, it can be ensured that teachers address students with different levels of readiness (how much they are ready to learn the subject) in a classroom. Apart from geography, other attainments in the Social Studies Curriculum can also be examined according to both the knowledge dimension and the cognitive process dimension of RBT.

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