

THE OPINIONS OF TEACHER CANDIDATES ON EDUCATIONAL PROGRAMMES AND ITS LITERACY

ÖĞRETMEN ADAYLARININ EĞİTİM PROGRAMI VE OKURYAZARLIĞINA İLİŞKİN GÖRÜŞLERİ

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ABSTRACT

The education program has significant meanings in terms of educational processes and the quality of education, as well as the teachers or prospective teachers who use or will use education programs while teaching their lessons. The education program is an important guide that ensures planned and scheduled execution of all steps from the beginning to the end of education. Educational program literacy is another important element that ensures that this process is carried out correctly. In order for teachers to be a good curriculum literate, they must first know the concepts in the field and interpret them correctly. The education program is also the mechanism of learning experiences provided to the learner through planned activities inside and outside the school. Curriculum literacy can also be defined as having knowledge about curriculum, interpreting them, analyzing them from a critical point of view and adapting curriculum in accordance with the conditions they are in. Education program literacy therefore has to exist for teacher competencies. This research was carried out to determine the opinions of prospective teachers about the curriculum and curriculum literacy. 100 teacher candidates studying at Hatay Mustafa Kemal University Faculty of Education participated in the study. A semi-structured interview form consisting of 4 questions was used in the research in order to determine the opinions of prospective teachers. By making content analyzes regarding the data collected through the interview form, the findings and results related to the research were reached and various suggestions were made regarding the literacy of the education program based on the results obtained.

Keywords: Educational sciences, Curriculum, Education program literacy, Teachers opinions, Teacher candidate

ÖZET

Eğitim programı gerek eğitim gerekse de öğretim süreçleri bakımından oldukça önemli bir yere ve değere sahiptir. Öğretim programları bir ülkenin eğitim sisteminin temelini oluşturmaktadır. Ülkelerin eğitim programlarında, ders programlarında veya bunların uygulamalarında meydana gelen aksaklıklar ancak öğretim programlarının yenilenmesi veya düzeltilmesiyle giderilebilir.

Ülkelerin öğretim programlarının etkili ve hatasız olarak işletilebilmesi ise okullarda programı uygulayan öğretmenlere bağlıdır. Dolayısıyla tüm öğretmenlerin ve öğretmen adaylarının sınıflarda derslerini etkili olarak işleyebilmeleri için iyi bir öğretim programı okuryazarı olmaları şarttır. O halde tüm öğretmenlere hizmet içi eğitimlerle öğretmen olacak adaylara ise eğitim fakültelerinde öğretim okuryazarlığı ile ilgili ciddi anlamda uygulamalı olarak dersler ve eğitimler verilmelidir. Bu araştırma öğretmen adaylarının eğitim programı ve eğitim programı okuryazarlığına ilişkin görüşlerini tespit edebilmek amacıyla yapılmıştır. Araştırmaya Hatay Mustafa Kemal Üniversitesi Eğitim Fakültesi'nde öğrenim gören 100 öğretmen adayı katılmıştır. Öğretmen adaylarının görüşlerini tespit edebilmek amacıyla araştırmada 4 sorudan oluşan yarı-yapılandırılmış bir görüşme formu kullanılmıştır. Görüşme formu aracılığıyla toplanan verilere ilişkin içerik analizleri yapılmış analizler sonucunda araştırmaya ilişkin bulgulara ve sonuçlara ulaşılmıştır. Araştırmada, hedeflerin öğrenci seviyesine uygun olması, içeriğe bağlı olarak tüm bilgilerin devamlı güncellenmesi, bilgilerin yaparak yaşayarak öğrenmeye uygun olacak şekilde oluşturulması ve ölçme ve değerlendirmelerin hedeflere uygun olarak hazırlanması gibi sonuçlara ulaşılmıştır. Araştırmada elde edilen sonuçlardan hareketle eğitim programı okuryazarlığına ilişkin öneriler de getirilmiştir.

Anahtar Kelimeler: Eğitim bilimleri, Eğitim programı, Eğitim programı okuryazarlığı, Öğretmen görüşleri, Öğretmen adayı

1. INTRODUCTION

Educational programme describes a guide which manages planned and systematical functioning of every stage from the start of education and teaching actions until the end. Educational programme literacy is another tool that ensures the neat maintenance of this process. According to Sarıgöz & Bolat (2018), the sufficiency of knowledge in educational programme is considered as educational programme literacy for teachers.

For the purpose of making their educational and teaching programmes more efficient and of higher quality, countries perform their educational systems through pre-determined and efficiency proven guide programmes. These guide programmes that have paramount importance for educational activities are called educational programmes. Educational programmes are prepared by considering the customs and traditions, customary rules, sociocultural structures, societal values and ethical principles of societies. In other words, educational programmes convey the cultures of society to the next generations through students. However; the political, social, philosophical, economical, religious and ideological expectations of societies and some individually asked traits determined by the demands of people, and educational and teaching experiences that aims to provide individuals with such traits should definitely be defined in the educational programme, in order to avoid misunderstandings (Varış, 1996; Demirel, 1999; Olivia, 2009; Ornstein & Hunkins, 2017).

Although educational programmes are designated by considering the various social and cultural aspects of nations, another equally important issue is that these programmes should be totally comprehended and absorbed by teachers and that literacy can be attained correctly so that it could be interpreted depending upon the student (Stabback, 2016; Bayburtlu, 2015; Arı, 2010). Teachers firstly should be aware of the terms of the field wisely and then evaluate them correctly, for achieving educational programme literacy (Tekbıyık & Akdeniz, 2008). The term literacy is usually used in the same context as in the terms of competency and skills (Goodfellow, 2011). Aşıcı (2009) argues that the notion of literacy involves perception of the life being lived and the objects and occurrences within it, the understanding and assigning meaning to those in company with acts of reading and writing. Educational literacy is based on attributing meaning to the concepts dealt with in the programme faced in education and teaching activities (Coşkun, Cumaoglu & Seçkin, 2013).

Educational programme describes a system of educational experiences that provides designated activities to the learners in and out of the school (Demirel, 2017: 4). Educational programme literacy can be viewed as having knowledge of educational programmes, being able to evaluate them, and being able to adapt them to the current settings through a perspective of critical thinking (Keskin & Korkmaz, 2017).

Önal (2010) believes that some elements are necessary for the development of literacy skills. These elements are: Being able to notice the reality, talking about, and expressing it, Making sense of the environment and producing individual perception, Making use of the knowledge and producing new thoughts, Using systems, connecting them and stating new meanings out of these, Reflecting the obtained knowledge on behaviors and using it, Possessing up to date information and abilities. Literacy in a particular subject requires literacy in subjects associated to this subject.

The concept literacy constantly changes and updates depending on the needs of the society. The term literacy was loaded with different social and cultural actions and has been changing continuously over the time (Kress, 2003; Lankshear & Knobel, 2008).

Especially after the rapid changes on the field of technology, novel definements of literacy have appeared including information literacy, web literacy, media literacy, social media literacy, and digital literacy (Erdem, 2018; Bawden, 2001; Coşkun, Cumaoglu & Seçkin, 2013; Pegrum, 2010; Livingstone, 2014). However, one of the key factors on educational programme literacy is the explanation of what to teach, why teach, how to teach and when to teach, to the student (Özçelik, 1988: 4). In this sense, literacy can be used in the same effect as competency and skills (Goodfellow, 2011). Educational programmes are legal educational tools used to obtain valuable and beneficial learning outcomes to the students and to implement various social demands and governmental policies (Bolat, 2017). This tool can help solving the basic economic, cultural and social problems of the society. Educational programme is a technical document used for conveying the children the values deemed highly important by the society and expresses the policy that reflects social and communal agreement (Stabback, 2016).

Educational programme literacy allows the teacher to interpret the current situation and arrange an adaptable plan, rather than following the routine plans (Nsibande & Modiba, 2012). The term of educational programme that has key importance in learning journey, has been interpreted and accepted in distinct methods in history. Within the timeline, it has been viewed no longer merely as the list of subjects, course contents and curricula, rather it has been regarded as experiences in and out of the school, and educational guidance and targeted learning outcomes (Erdem & Eğmir, 2018). Since teachers are extremely critical in application of educational programmes, the effectiveness of educational programmes depend on the features of teachers (Özer & Acar, 2011). Ornstein & Hunkins (2014) emphasize that teachers should assume an active role on development of educational programmes in order to ensure educational programmes' continuity, completeness, and unity among subjects and levels. That is the reason why teachers are the main parties in determination of the quality of an education system within the countries (Başkan, Aydın & Madden, 2006). The objectives, contents and learning-teaching processes of educational programmes and assessment and evaluation courses may have differences and outcomes of educational systems may not always be as expected. This might prevent reaching the targets, but it can also end up attaining positive outcomes (Aslan & Gürlen, 2019). Programme literate teachers can minimize the distinction between official programme and practical programme if they read, understand and rightfully plan and apply the official/designated programme. Thus, programme literacy must be placed among the principal skills for teachers (Bolat, 2017).

The term programme literacy can help reach the goals aimed in education. Having high level of programme literacy facilitates familiarity with programme development approaches and variables that should be known in the process (Ariav, 1991).

In general, to enable better recognition and comprehension of educational programmes for teachers and to support their opinions on programmes positively, teachers should be offered extensive, contemporary and continuous training (Doğan & Yılmaz, 2013: 28).

In spite of the different views on the concept of educational programme literacy, the description of concept by Bolat (2017: 129), its benefits, and some associated examples are illustrated in Table 1.

Table 1. Competencies for Educational Programme Literacy

Objective
Understanding the purpose of target behavior
Understanding which dimension of objective the target behavior is related to
Determining the limitations of the target
Detecting the consistency among the objectives
Stating objectives fit for student's level
Stating objectives based on expected student behavior
Stating vertical objectives related to the course/subject
Stating horizontal objectives related to the course/subject
Content
Choosing content fit for the objective
Determining the fitness of content to the period of objected behavior
Examining the fitness of content for student's level
Detecting whether or not the content is related to the objectives
Stating content fit for the objectives
Designing content based on the field of subject
Enrichment of content based on the objective
Completing the deficits of content that provides targeted objective
Educational and Teaching Processes
Determining the management of teaching fit for the objective
Determining the teaching technique fit for the objective
Choosing educational material fit for the education and teaching actions
Evaluating the efficiency of education and teaching activities
Designing education and teaching processes fit for chosen teaching method
Designing education and teaching processes fit for chosen teaching technique
Designing educational material fit for educational and teaching processes
Designing educational activities fit for educational and teaching processes
Assessment and Evaluation
Choosing the assessment method fit for the objective
Choosing the evaluation method fit for the objective
Being able to read assessment tools
Interpreting the findings of assessment and evaluation
Stating questions fit for the objective
Stating evaluation parameters fit for the objective
Preparing assessment tools fit for the objective

Introductory competencies given in Table 1 might get higher in number just as new competencies may arise in time due to the nature of programme development process. These competencies can be reinforced by teachers in schools as well as in service trainings and various events offered by institutions.

2. METHOD

This study reveals a descriptive educational science research in survey model. In this research, articulation of teacher candidates' opinion on discussed educational programmes and educational programme literacy is aimed. Descriptive survey studies are preferred in cases where views, thoughts and prejudgments, if exist, related to a condition is sought for (Karasar, 2010).

2.1. Working Group of the Study

The population of this research is composed of all teacher candidates studying in Education Faculty of Hatay Mustafa Kemal University while sample is composed of 100 teacher candidates studying in departments of Psychological Counseling and Guidance (PCG) (n=34; %34), Primary School Teaching (n=18; %18), Computer Education and Instructional Technologies (CEIT) (n=27; %27), and English Teaching (n=21; %21) within Hatay Mustafa Kemal University Education Faculty. The working group of the participant teacher candidates of the study is illustrated in Table 2.

Table 2. Data related to Working Group of the Research

	Department	n	%
1	PCG	34	34
2	Primary school teaching	18	18
3	CEIT	27	27
4	English Teaching	21	21
	Total	100	100

2.2. Data Collection Tool and Data Analysis

For the purpose of obtaining opinions of teacher candidates on educational programmes and educational programme literacy, the semi-structured interview form that was developed by the researcher himself and consisting of 4 questions have been used. The questions of the interview form are:

1. What does educational programme mean in terms of education and teaching?
2. What is the significance of being educational programme literate for teachers?
3. What is the importance of educational programme components (objective, content, learning and teaching experiences, and assessment and evaluation) or dimensions in terms of education and teaching?
4. What would you do if you realize the educational programme is not suitable for your students?

The questions above were directed to teacher candidates through semi-structured interview form. The responses of teacher candidates were analyzed by content analysis to reveal their opinions.

3. FINDINGS

This section includes the questions asked to teacher candidates via semi-structured interview form and their responses to these questions.

Question 1. What does educational programme mean in terms of education and teaching?

The responses of participant teacher candidates to first question on the semi-structured interview form are presented in Table 3.

Table 3. The Meaning of Educational Programme in Terms of Education and Teaching

Category	Sub-category	n	F
Guidance	Guiding education and teaching	S25-S29-S31-S48-S52-S65-S72-S86-S90	9
	Facilitating teaching	S17-S21-S38-S44-S55-S60-S72	7
	Achieving the targets	S1-S32-S49-S58-S67-S70-S73	6
	Enabling student success	S3-S31-S59-S61-S78	5
	Displaying the content	S80-S83-S94-S100	5
Information	Information of programme	S2-S17-S18-S38-S44-S50	6
	Occupational information	S10-S23-S25-S41-S47	5
	Information of content	S14-S28-S43-S60-S66	5
	Information of teaching and learning processes	S19-S22-S77-S81	4

Examining Table 3, it is observed that teacher candidates comprehend the concept of educational programme in two categories. First category is ‘guidance’ (f=34) and the second is ‘information’ (f=20). The subcategory of ‘guiding education and teaching’ (f=9) was a prominent expression. Apart from that, the subcategories of ‘facilitating teaching’ (f=7) was in the second place and ‘achieving the targets’ together with ‘information of programme’ were in the third place. Also, when describing educational programme, the teacher candidates have referred to the statements of:

1. Enabling student success
2. Information of content
3. Occupational information
4. Information of content
5. Information of teaching and learning processes.

The opinions of some of the participant teacher candidates have been quoted as follows:

‘Educational programme guides teacher on how to perform education and teaching. By inspection of it, we can decide what to do’ (S48)

‘Educational programmes provide information about objectives and thus help the class is effective. Thus, teachers reach the knowledge of achieving the objectives.’ (S73)

‘It provides information about the profession of teaching. By following these clues, you can make it easier to handle the classroom. Educational programme provides occupational information in this sense’ (S23)

‘It informs about how to teach the topic as a teacher. You can designate teaching and learning processes with its help’ (S81)

Question 2. What is the significance of being educational programme literate for teachers?

The responses of participant teacher candidates to second question on the semi-structured interview form are presented in Table 4.

Table 4. The Significance of Being Educational Programme Literate for Teachers

Category	Sub-category	n	F
Providing information	Information of objectives	S4-S12-S24-S27-S39-S48-S89-S90-S92-S95-S96	1
	Information of contents	S9-S48-S57-S58-S72-S87	6
	Variation of methods	S18-S24-S31-S54-S59	5
	Information of assessment and evaluation	S28-S39-S42-S60	4
Occupational aid	Coming into contact with student	S3-S18-S29-S33-S37-S44-S51-S70-S72-S77	1
	Guiding student	S4-S24-S28-S57-S69-S81-S87-S100	8
Teaching and learning process	Facilitating teaching	S1-S14-S33-S41-S50-S55-S67-S74-S83	9
	Choosing the method	S20-S39-S40-S51-S52	5
	Being fit for the student	S7-S19-S66-S71	4

Examining Table 4, it is observed that teacher candidates categorize the significance of being educational programme literate for a teacher in three ways. These categories are ‘providing information’, ‘occupational aid’ and ‘helping with teaching and learning processes’. The most emphasized view reflects ‘information of objectives’ (f=11). ‘Coming into contact with student’ (f=10) is the second most prominent while ‘facilitating teaching’ (f=8) is in the third place of ranking as viewed by teacher candidates. On the other hand, the teacher candidates have stated the following views on the significance of being educational programme literate:

1. Information of content
2. Variation of methods
3. Guiding student
4. Information of assessment and evaluation
5. Choosing the method
6. Being fit for the student

The opinions of some teacher candidates related to this question are as follows:

‘A teacher can easily reach his/her targets as a literate of educational programmes’ (S89)

‘Educational programme literacy is required for reaching information on methods and techniques offered by educational programme. Teachers can attain the knowledge of methods and techniques and produce variations with this literacy’ (S39)

‘Educational programme helps facilitation of teaching by teacher with all the information related to the components of the programme. Educational programme literate teacher then can handle this issue.’ (S67)

‘Educational programme literacy tells about the most significant party of the education, the student, and helps the teacher come into contact to the student and be suitable’ (S19)

Question 3. What is the importance of educational programme components (objective, content, learning and teaching experiences, and assessment and evaluation) or dimensions in terms of education and teaching?

The responses of the participant teacher candidates to third question of the semi-structured interview form are presented in Table 5.

Table 5. The Importance of Educational Programme Components or Dimensions for Education and Teaching

Category	Sub-category	n	f
Objective	Appropriateness for student	S3-S11-S19-S18-S25-S40-S52-S54	8
	Meeting student's needs	S15-S30-S35-S52-S70-S89	7
	Being educational	S13-S21-S34-S37-S40-S52	6
Content	Scientific nature	S22-S25-S27-S31-S40-S56-S61	7
	Validity and reliability	S11-S18-S28-S40-S60	5
	Appropriateness for subject	S4-S12-S74-S83	4
Teaching and learning activities	Learning by action and experience	S23-S38-S44-S50-S61-S72-S99	7
	Student-centered	S10-S61-S75-S83-S84	5
	Allowing application	S1-S28-S57	3
Assessment and evaluation	Suitability for the objective	S27-S30-S37-S48-S49-S50-S53	7
	Suitability for the content	S12-S24-S40-S46-S52	5
	Validity and reliability	S4-S56-S61	3

Examining Table 5, it is observed that 4 different categories are formed with the responses of teacher candidates on importance of educational programmes or dimensions for education and teaching. These categories are 'objective', 'content', 'teaching and learning activities' and 'assessment and evaluation'. Based on the views of teacher candidates, the most critical component that should be present in objectives of education is 'appropriateness for student' (f=8). The sub-category of 'scientific nature' (f=7) is the most prominent view under the category of 'content'. 'Learning by action and experience' (f=7), 'being student-centered' (f=5) and 'allowing the chance of application' (f=3) views compose 'teaching and learning activities' category. Finally, 'assessment and evaluation' category is made up of 'suitability for the objective' (f=7), 'suitability for the content' (f=5) and 'validity and reliability' (f=3) views. The opinions of some of teacher candidates regarding this question are stated below:

'Objectives should be dependent upon students. If they are not, then student cannot be successful in that course, cannot adapt to the school and is left out of education and teaching process.' (S25)

'Information always changes. Up to date information should be offered. Scientific nature enables teaching of updated and recent information.' (S40)

'Teaching and learning activities in the programme should make it possible for student to learn by action and experience. The concepts learned by experience remain permanently.' (S99)

'Assessment and evaluation should be appropriate for objectives. Whatever we have in objectives should be assessed in the end of the process.' (S53)

Question 4. What would you do if you realize that the educational programme is not suitable for your students?

The responses of participant teacher candidates to fourth question on the semi-structured interview form are presented in Table 6.

Table 6. Adaptation of Educational Programme for Students

Category	Sub-category	n	f	
I would make changes	Student	Making it suitable for the level	S4-S14-S23-S38-S45-S50-S57-S61-S75-S88-S93	1
		Making learning easier	S6-S19-S23-S38-S48-S51-S75	7
		Designing based on interest	S2-S30-S38-S64-S80	5
Teaching and learning activities		Changing the methods	S6-S26-S38-S52-S56-S61-S63-S71-S75-S89	1
		Changing the content	S1-S7-S23-S38-S75	5
		Offering the chance of application	S7-S13-S32-S75	4
		Teaching with examples	S48-S57-S75	3

Examining table 6, there are two categories on the actions of teacher candidates in case they realize that educational programme is not suitable to students' level. The categories are named 'student' and 'teaching and learning activities'. Teacher candidates that state they would make changes proposed 'making it suitable for the level' (f=11) for student category and 'changing the method' (f=10) for teaching and learning activities category. Other suggestions include 'making learning easier', 'designing based on interest', 'changing the content', 'offering the chance of application' and 'teaching with examples'. The opinions of some of the teacher candidates are stated below:

'I would check whether the objective is suitable to students' level or not. Then I would question whether the content is suitable to students' level and objective. If I don't find any problems with objective and content, then I would pick methods and techniques appropriate for students.' (S23)

'I would make some changes. I would re-arrange the elements of educational programme to make it suitable to students' level.' (S61)

'I would make changes in educational programme that could make it possible for students to learn. I would rewrite the objectives and control the content. By changing the programme based on students' interest, I would make learning easier and raise students' success.' (S38)

'I would re-arrange the content considering the interest of students. The content would make learning easier, offer the chance of application and allow for teaching with examples.' (S75)

Examining the views of teacher candidates on adaptation of educational programme for students, the most discussed issues were 'making it suitable to the student', 'changing the method' and 'making learning easier'. Therefore, teacher candidates can be told to pay particular attention to making programme and learning suitable to the students' level.

4. CONCLUSIONS AND SUGGESTIONS

4.1. Conclusions

This research was carried out with volunteer students of Education Faculty of Hatay Mustafa Kemal University, from the departments of Psychological Counselling and Guidance, Primary School Teaching, Computer Education and Information Technologies, and English Teaching.

A semi-structured interview form developed by the researcher himself consisting of four questions were directed to participant teacher candidates to obtain their opinions.

Question 1. What does educational programme mean in terms of education and teaching?

The teacher candidates divided educational programme in categories such as guidance, information, facilitating teaching, achieving the objectives, occupation information, content information and teaching and learning processes. The views of participant teacher candidates on the concept of educational programme includes; it leads teachers, it provides guidance to teachers, it informs teachers about the objectives, it helps the class succeed, it provides occupational knowledge and it makes the lessons easier. An inspection of the opinions reveals that all the views are in favor of development of either the student or the teacher. Teacher candidates also regard educational programmes as efficient guides to lead them.

Question 2. What is the significance of being educational programme literate for teachers?

Teacher candidates believe that being education programme literate is significant in terms of; offering the information, occupational knowledge, knowledge of the objectives, coming into contact with student, facilitating teaching, offering the content, variation of methods, guiding students, assessment and evaluation, choosing the methods and fitness for student. According to teacher candidates, a programme literate teacher can easily reach the objectives, use the methods and techniques correctly, make learning easier, raise the academic success of students and make programme suitable to students' level.

Question 3. What is the importance of educational programme components in terms of education and teaching?

Teacher candidates regard educational programme components as being important in terms of; appropriateness for student, scientific nature, learning by action and experiences, being student-centered, offering the chance of application, suitability for the objective, suitability to the content, and validity and reliability. Teacher candidates also state that objectives should be appropriate for students' level, students should be provided with up to date information, the essence of updated and valid information should be taught to students, programme should make it possible to learn by action and experiences, assessment and evaluation should be in accordance with objectives, and in the end of the learning process only the achievement of objectives should be evaluated.

Question 4. What would you do if you realize that the educational programme is not suitable for your students?

The views of teacher candidates in case the educational programme is not suitable for their student form two categories; student, and teaching and learning activities. These categories can be further divided as making it suitable for student's level, changing the method, making learning easier, designing based on interest, changing the content, offering the chance of application, and teaching with examples. The teacher candidates mentioned that if they agree that the programme is not suitable for students, first they would check the suitability of objective and then that of content based on students' level. If no problems are found with them, then they would check methods and techniques and re-arrange the problematic points considering the level of students. Some teacher candidates point out in their responses that they could reformulate the components of the programme so that it can make learning easier, raise academic success, allows the chance of application, facilitates learning with examples and makes learning more fun.

4.2.Suggestions

Educational programmes are deeply valuable for nations' success on education and teaching and for the generations to be raised. Therefore, developed and developing countries pay particular attention to educational programmes and literacy of teachers for the sake of rightful understanding and application of these programmes.

Then, to reach the targeted level of success in education, mistakes should be minimized and preparations should be of utmost effectiveness, thereby teachers and teacher candidates can fully comprehend and apply educational programmes.

The most critical course related to educational programmes and programme literacy on universities is called Educational Programmes and Teaching course. This course should be given by the most intellectual and educated academicians to ensure that teacher candidates have thoroughly realized the content.

In service training should through relevant institutions should be provided to teachers working in schools and institutions affiliated with Ministry of National Education and feeling incompetent in educational programmes and programme literacy issues.

Leaflets and booklets should that are easily comprehensible to all teachers should be prepared by both Ministry of National Education and academicians working in relevant departments of universities and distributed, teachers should also be provided with help through founding various departments in Educational Directorate Offices.

Furthermore, for the purpose of supporting teachers in the fields of educational programme and programme literacy, and answering the questions they might have in mind, seminars, symposiums and congresses can be conducted and their awareness can be increased.

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