An Evaluation of the Private High School Curriculum in Turkey

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Abstract

This study aims at evaluating curricula of private high schools in line with opinions of teachers working at the related high schools, and identifying any related problems. Screening model is used as a quantitative research method in the study. The "element-based curriculum evaluation model" is taken as basis for evaluation of the curricula. 163 teachers working at private high schools participated in the study. The data were obtained through the survey titled "evaluation of curricula in the context of curricular elements", which was developed by researcher. According to the findings obtained from the research, it was found out that the teachers who participated in the study took part in all curricular elements (achievements, content, conditions of learning and evaluation) at average level. The difference between average group scores of the participant teachers regarding achievement, content and conditions of learning by the variables of gender, years of service and learning area was found statistically insignificant.

Key Words: Curriculum evaluation, element-based evaluation, private high school, high school curriculum, teacher opinions.

1. Introduction

It can be stated that the recent changes at global level, diversification of knowledge and skills needed, the recent changes in philosophies of education, new studies emerging in curriculum development, and new approaches observed in learning and teaching have all brought along the requirement for an evaluation of the existing curricula. Evaluations on curricula allow an increase in the effectiveness of education and improvement of curricula, eliminating their shortcomings. Open systems continuously obtain inputs and transform them into outputs as they interact with their surrounding environment (Aytan, 2014; Hodgetts, 1975). In this respect, open systems are more adaptive to innovations as structures sensitive to change, development and growth. Closed systems, on the other hand, do not provide room for change as they do not allow feedbacks which would help identification of deficiencies and errors. Therefore, closed systems are less sensitive to environmental changes (Owens, 1981). Similarly, a curriculum needs feedbacks to be received at certain periods and requires evaluations to be performed on basis of such feedbacks so that they can become adaptive and sensitive to changes.

Ornstein and Hunkins (2009) describe curriculum evaluation as a process performed in order to gather feedbacks that are needed for the effectiveness of the curriculum in the process of deciding whether to accept, change, or totally eliminate the existing curriculum. Demirel (2013) emphasizes that curriculum evaluation involves determining whether there are any elements that fall short of meeting the needs in the implementation process or that prevent achievement of the targets, or identifying to which elements of the curriculum the problems, if any, are related, and applying necessary corrections. Erden (1998) describes curriculum evaluation as the process of collecting data about the effectiveness and efficiency of the curriculum by means of different assessment tools, interpreting the obtained data by comparing them with the criteria and reaching a decision on the quality and effectiveness of the curriculum. Whereas, Tan (2006) indicates that only a particular number of assessment and evaluation practices can provide an understanding of the efficiency of evaluation in terms of ability of an applied curriculum to realize planned achievements. Eisner (1998) suggests that development and evaluation of a curriculum will be more effective when, instead of considering only the difference between the first and the final tests, perceptions of the stakeholders taking part in the implementation of the curriculum are ascertained and their suggestions are received.

Changes and developments in fields of science and technology in the modern world have brought along the requirement for a transformation, making it necessary both for individuals and the society, to gain new knowledge and skills and to question existing curricula with a view to realize the achievements needed at this point. As for curricula, a number of changes have been deemed necessary for certain aspects of them such as achievements, content, conditions of learning and evaluation in frame of principles which are of importance for modern philosophies of education and educational theories (Demirel, 2013).

The evaluation model taken into consideration in this study is the "Element- Oriented Curriculum Evaluation Model" suggested by Erden. In addition, Erden (1998) describes curriculum evaluation as considering and scrutinizing basic flaws and deficiencies in curricula. Erden stated that curriculum evaluation in

frame of the level of access by having regard to the difference between the preliminary and the final tests can provide us only with the information about general effectiveness of the curriculum but cannot provide any feedbacks on deficiencies and errors related to curricular elements. Erden indicated that effectiveness levels of curricula can be addressed with a broad perspective only if all elements of the curriculum are examined.

According to Ekşioğlu and Taşpınar (2014), the element-oriented curriculum evaluation model has been chosen because of the fact that the elements of content and conditions of learning provide us with information about whether the objectives can be achieved by applying this model, and that, on the other hand, evaluation criteria of the applied curriculum allow an assessment of whether theme and teaching process of the curriculum can enable assessment of the level of achievements. Erden (1998) states that ; "a number of questions must be answered in this model in terms of evaluation of general and specific objectives, evaluation of content, evaluation of conditions of learning, conditions of testing, and evaluation of relationships between curricular elements. Erden indicated that the mentioned questions can help identifying potential problems which may emerge during the design and implementation of curricula.

The basic purpose of this study is to evaluate the curriculum applied at private high schools in academic year 2015 - 2016. For this purpose, answers are sought for the following questions:

1. What are the opinions of private high school teachers about the purpose, content, conditions of learning, and evaluation of a curriculum?
2. Is there a significant difference by gender between the opinions of private high school teachers about the purpose, content, conditions of learning and evaluation of a curriculum?
3. Is there a significant difference by years of service between the opinions of private high school teachers about the purpose, content, conditions of learning and evaluation of a curriculum?
4. Is there a significant difference by learning area between the opinions of private high school teachers about the purpose, content, conditions of learning and evaluation of a curriculum?

2. Method

2.1 Research design

Screening model is used in this study. Screening models are the research models which aim at describing a case as it is (Karasar, 2008). The "Element- Oriented Curriculum Evaluation Model" developed by Erden was taken into consideration in terms of curriculum evaluation during the course of study. By this way, an exhaustive evaluation was performed on curricular elements, which are achievements, content, conditions of learning and evaluation.

2.2. Study group of research

The study group of this research consists of teachers working at private schools in Istanbul province in academic year 2015 - 2016. 163 teachers selected by simple random sampling constitute the sample group. According to the simple random sampling method, all elements in the population have equal and independent chance of being selected (Karasar, 2008). The private high school teachers selected teach in the following learning areas: mathematics, geography, foreign language, history, History of Turkish Revolution and Ataturk's Principles, physics, chemistry, biology, religious culture and ethics, Turkish language and literature, philosophy. These learning areas are grouped in two categories as science (mathematics, biology, physics, chemistry) and social studies (geography, foreign language, history, History of Turkish Revolution and Ataturk's Principles, religious culture and ethics, Turkish language and literature, philosophy) (Karatas & Oral, 2015; Kaya, 2015). Demographic profile data of the 163 participant teachers are as follows:

Table 1. Demographic data of teachers

Variables	Groups	Frequency (n)	Percentage (%)
Gender	Female	48	29,4
	Male	115	70,6
	Total	163	100,0
Years of Service	1-10 Years	40	24,5
	11 Years and over	123	75,5
	Total	163	100,0
Learning Area	Science	55	33,7
	Social Studies	108	66,3
	Total	163	100,0

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The distribution of teachers by gender is as follows: 48 teachers are female (29,4%) and 115 are male (70,6%). The distribution of teachers by years of service is as follows: 40 teachers (24,5%) have been working for 1-10 years and 123 teachers (75,5%) have been working for 11 years and over. The distribution of teachers by learning area is as follows: 55 teachers (33,7%) are teaching science and 108 (66,3%) are teaching social studies.

2.3. Data collection tool

The Likert type Scale with 5 choices is used in this study (Schedule 1). The survey consists of two parts. The part related to demographic data contains questions about gender, years of service and learning areas of the participant private high school teachers, and descriptions of the purpose and subject of the study. The second part contains the field in which the participant teachers convey their opinions about the objectives, content, conditions of learning, and evaluation of the curriculum. Primarily, a literature review was made during the development of survey; information consistent with the objective of research was collected in a data pool and efforts were made to determine the questions of survey in line with the information obtained. At this point, necessary support was provided by three experts specialized in modern educational theories, constructivism and curriculum evaluation, respectively; the number of items in the survey, which was 35 during the draft stage, was arranged as 30 in line with the assessments and suggestions of the mentioned experts. Following this stage, three experts from the department of Curriculum and Instruction, Yildiz Technical University, were referred to for their opinions with regard to validation of the scope and view of the survey; the numbers of items in the survey were determined as 27 in frames of the feedbacks given.

The survey prepared for evaluation of private high school curricula by teachers contains 27 questions, including 5 questions concerning achievements of the curriculum, 6 questions concerning content of the curriculum, 11 questions concerning conditions of learning of the curriculum, and 5 questions concerning evaluation of the curriculum. The survey is prepared by using the Likert type scale with five choices; the curricular elements which include achievements, content, conditions of learning and evaluation consist of independent sub-items.

2.4. Data collection process

The prepared survey was applied to teachers working at private high schools randomly selected across Istanbul province in January and February 2016. Necessary appointments were made with the selected sample schools, and related certificates of permit were submitted to principals and teachers. The participant teachers were provided with explanations about necessary actions and points to consider during the evaluation of survey. Data related to evaluations performed by the teachers were transferred to digital media and the processes were continued on electronic environment.

2.5. Analysis of data

The data obtained during the research were analyzed by using SPSS (Statistical Package for Social Sciences) for Windows 22.0. Number, percentage, mean, standard deviation were used as descriptive statistical methods in evaluation of data.

A 1 to 5 rating scale is used in evaluation. The scale has a 4-point range. This range was divided into five equal parts as follows: 1.00- 1.79 = "very low", 1.80- 2.59 = "low", 2.60- 3.39 = "medium", 3.40-4.19 = "high", 4.20-5.00 = "very high". T-test was used in comparison of quantitative continuous data between two independent groups. The findings obtained were evaluated at a confidence interval of 95% and significance level of 5%.

3. Findings

This section contains the findings obtained upon analysis of data collected from the participant teachers by means of the scale for the solution of research problems. Explanations and comments were made in respect of the findings obtained.

Table 2. Opinions of private high school teachers on curricular elements

	N	Mean	Stand. Dev.	Min.	Max.
Achievements	**163**	**3,031**	**0,619**	**2,000**	**4,400**
Achievements have been identified by considering affective and kinetic development of students as well as their cognitive development.	163	3,209	0,933	1,000	5,000
Achievements have been emphasized by having regard to creative skills of students in addition to their critical skills.	163	2,822	0,942	1,000	5,000
Knowledge and skills which students are expected to acquire are at an adequate level as they may need throughout their lives.	163	3,356	0,873	2,000	5,000
Students' achievements such as comprehension, implementation, and evaluation are considered important in addition to knowledge.	163	2,656	1,151	1,000	5,000
Achievements which will allow students to find and discover knowledge instead of making knowledge readily available for them are included in the curriculum.	163	3,110	1,012	2,000	5,000
Content	**163**	**3,210**	**0,592**	**2,000**	**4,500**
Subject matters allow students to acquire skills of understanding, analyzing, and synthesizing knowledge instead of making knowledge readily available for them.	163	2,791	1,080	1,000	5,000
Subject matters allow, in addition to critical skills, the improvement of the competence to deliver a product.	163	3,160	0,860	1,000	5,000
Documents are accompanied by visual elements.	163	3,491	0,939	1,000	5,000
Content involves development of affective and psychomotor skills of students in addition to their cognitive skills.	163	2,951	1,035	1,000	5,000
Subject matters require mutual interaction rather than making information readily available for the student.	163	3,356	1,004	1,000	5,000
Annual academic calendar does not allow subject matters to be healthily discussed.	163	3,509	1,330	1,000	5,000
Teaching process	**163**	**3,093**	**0,685**	**2,180**	**4,730**
The existing conditions allow the teaching activities in the curriculum.	163	3,245	0,994	1,000	5,000
Classes are continued under the guidance of the teacher with convenient hints on the subject matter, rather than making information readily available, throughout the teaching process.	163	2,724	0,983	1,000	5,000
Active participation of the student is ensured by means of various methods and techniques throughout the teaching process.	163	2,939	1,041	2,000	5,000
The teaching process is maintained as a dialogue instead of a monologue.	163	3,233	1,028	2,000	5,000
The teaching process provides room for practice rather than memorized knowledge.	163	2,865	1,034	1,000	5,000
With different teaching methods and technical practices, students are enabled to acquire various knowledge and skills.	163	2,902	0,995	1,000	5,000
Practices performed allow achievements in social and affective as well as cognitive domains.	163	2,755	1,031	1,000	5,000
Practices encourage students to act in concert for a common goal, not to compete.	163	3,000	1,094	1,000	5,000
The approach displayed by the teacher fosters development of the student's critical skills.	163	3,393	0,773	2,000	5,000
Active participation of students is ensured by means of clues.	163	3,442	0,976	1,000	5,000
The teaching process is capable of ensuring active participation of students without experiencing anxiety.	163	3,528	1,062	1,000	5,000
Evaluation	**163**	**3,140**	**0,830**	**1,800**	**5,000**
Different assessment and evaluation practices are employed for different achievements.	163	3,184	0,925	2,000	5,000
In addition to exam data, the student's performance during the process is also taken into consideration in the evaluation.	163	3,663	1,107	1,000	5,000
In addition to cognitive achievements, affective and psychomotor skills are also evaluated.	163	2,816	1,061	1,000	5,000
Students' comprehension, implementation and evaluation skills are sufficiently evaluated as well as their level of recalling knowledge.	163	3,012	1,018	2,000	5,000
Students' developments are evaluated in many aspects by means of assessment tools.	163	3,025	1,116	1,000	5,000

The participant teachers' opinions on the element of "**achievements**" were found out to be at a moderate level (3,031 ± 0,619). When the statements regarding achievements are examined, it is seen that the teachers provide a moderate level (3,209 ± 0,933) of agreement with the statement "Achievements have been identified by considering affective and kinetic development of students as well as their cognitive development", a moderate

level (2,822 ± 0,942) of agreement with the statement "Achievements have been emphasized by having regard to creative skills of students in addition to their critical skills", a moderate level (3,356 ± 0,873) of agreement with the statement "Knowledge and skills which students are expected to acquire are at an adequate level as they may need throughout their lives", a moderate level (2,656 ± 1,151) of agreement with the statement "Students' achievements such as comprehension, implementation, evaluation are considered important in addition to knowledge", and a moderate level (3,110 ± 1,012) of agreement with the statement "Achievements which will allow students to find and discover knowledge instead of making knowledge readily available for them are included in the curriculum".

The participant teachers' opinions on the element of "**content**" were found out to be at a moderate level (3,210 ± 0,592). When the statements regarding content are examined, it is seen that the teachers provide a moderate level (2,791 ± 1,080) of agreement with the statement "Subject matters allow students to acquire skills of understanding, analyzing, synthesizing knowledge instead of making knowledge readily available for them", a moderate level (3,160 ± 0,860) of agreement with the statement "Subject matters allow, in addition to critical skills, the improvement of the competence to deliver a product", a high level (3,491 ± 0,939) of agreement with the statement "Documents are accompanied by visual elements", a moderate level (2,951 ± 1,035) of agreement with the statement "Content involves development of affective and psychomotor skills of students in addition to their cognitive skills", a moderate level (3,356 ± 1,004) of agreement with the statement "Subject matters require mutual interaction rather than making information readily available for the student", and a high level (3,509 ± 1,330) of agreement with the statement "Annual academic calendar does not allow subject matters to be healthily discussed".

The participant teachers' opinions on the element of "**teaching process**" were found out to be at a moderate level (3,093 ± 0,685). When the statements regarding teaching process are examined, it is seen that the teachers provide a moderate level (3,245 ± 0,994) of agreement with the statement "The existing conditions allow the teaching activities in the curriculum", a moderate level (2,724 ± 0,983) of agreement with the statement "Classes are continued under the guidance of the teacher with convenient hints on the subject matter, rather than making information readily available, throughout the teaching process", a moderate level (2,939 ± 1,041) of agreement with the statement "Active participation of the student is ensured by means of various methods and techniques throughout the teaching process", a moderate level (3,233 ± 1,028) of agreement with the statement "The teaching process is maintained as a dialogue instead of a monologue", a moderate level (2,865 ± 1,034) of agreement with the statement "The teaching process provides room for practice rather than memorized knowledge", a moderate level (2,902 ± 0,995) of agreement with the statement "With different teaching methods and technical practices, students are enabled to acquire various knowledge and skills", a moderate level (2,755 ± 1,031) of agreement with the statement "Practices performed allow achievements in social and affective as well as cognitive domains", a moderate level (3,000 ± 1,094) of agreement with the statement "Practices encourage students to act in concert for a common goal, not to compete", a moderate level (3,393 ± 0,773) of agreement with the statement "The approach displayed by the teacher fosters development of the student's critical skills", a high level (3,442 ± 0,976) of agreement with the statement "Active participation of students is ensured by means of clues", and a high level (3,528 ± 1,062) of agreement with the statement "The teaching process is capable of ensuring active participation of students without experiencing anxiety".

The participant teachers' opinions on the element of "**evaluation**" were found out to be at a moderate level (3,140 ± 0,830). When the statements regarding evaluation are examined, it is seen that the teachers provide a moderate level (3,184 ± 0,925) of agreement with the statement "Different assessment and evaluation practices are employed for different achievements", a high level (3,663 ± 1,107) of agreement with the statement "In addition to exam data, the student's performance during the process is also taken into consideration in the evaluation", a moderate level (2,816 ± 1,061) of agreement with the statement "In addition to cognitive achievements, affective and psychomotor skills are also evaluated", a moderate level (3,012 ± 1,018) of agreement with the statement "Students' comprehension, implementation and evaluation skills are sufficiently evaluated as well as their level of recalling knowledge", and a moderate level (3,025 ± 1,116) of agreement with the statement "Students' developments are evaluated in many aspects by means of assessment tools".

Table 3. Average scores of opinions on curricular elements by gender

	Group	N	Mean	Stand. Dev.	t	p
Achievements	Female	48	2,963	0,545	-0,908	0,365
	Male	115	3,059	0,647		
Content	Female	48	3,125	0,559	-1,179	0,240
	Male	115	3,245	0,605		
Teaching Process	Female	48	3,057	0,597	-0,436	0,663
	Male	115	3,108	0,721		
Evaluation	Female	48	3,138	0,739	-0,024	0,981
	Male	115	3,141	0,868		

As a result of the t-test performed to find out whether the average scores of teachers taking part in the survey display a significant difference by the variable of gender, the difference between average group scores was found statistically insignificant (p>0,05).

Table 4. Average scores of opinions on curricular elements by years of service

	Group	N	Mean	Stand. Dev.	t	p
Achievements	1-10 Years	40	2,905	0,596	-1,484	0,140
	11 Years and over	123	3,072	0,623		
Content	1-10 Years	40	3,171	0,569	-0,475	0,635
	11 Years and over	123	3,222	0,602		
Teaching Process	1-10 Years	40	3,075	0,664	-0,192	0,848
	11 Years and over	123	3,099	0,695		
Evaluation	1-10 Years	40	2,985	0,801	-1,363	0,175
	11 Years and over	123	3,190	0,836		

As a result of the t-test performed to find out whether the average scores of teachers taking part in the survey display a significant difference by the variable of years of service, the difference between average group scores was found statistically insignificant (p>0,05).

Table 5. Average Scores of Opinions on Curricular Elements by Learning Area

	Group	N	Mean	Stand. Dev.	t	p
Achievements	Science	55	2,949	0,598	-1,203	0,231
	Social Studies	108	3,072	0,628		
Content	Science	55	3,185	0,548	-0,380	0,705
	Social Studies	108	3,222	0,616		
Teaching Process	Science	55	3,018	0,646	-0,996	0,321
	Social Studies	108	3,131	0,705		
Evaluation	Science	55	3,091	0,755	-0,537	0,592
	Social Studies	108	3,165	0,868		

As a result of the t-test performed to find out whether the average scores of teachers taking part in the survey display a significant difference by the variable of learning area, the difference between average group scores was found statistically insignificant (p>0,05).

4. Discussion, Conclusion and Suggestions

According to this study, it was seen that the private high school teachers had a moderate level (3,119 ± 0,682) of opinions regarding all curricular elements (achievements, content, conditions of learning and evaluation). It was found out that the opinions related to only 5 out of 27 statements were at a "high" level while the opinions related to 22 statements were at a "moderate" level. It was observed that teachers provided a high level of opinions on 2 out of 6 statements in the element of content, on 2 out of 11 statements in the element of conditions of learning, and on 1 out of 5 statements in the element of evaluation. The results obtained show us that the fundamental principles related to philosophy of education and educational theories taken into consideration in determination of new curricula have not been adequately adopted by implementers, and there are concerns about the curricula as to their ability to ensure realization of the mentioned achievements. Moreover, the research carried out by Kösterelioğlu and Özen (2014) revealed that the classroom teachers provided a "moderate" level of opinion about the curricular elements of achievement, content and evaluation. Kandemir (2016) found that teachers' opinion about the curricular elements of achievement, content, conditions of learning and assessment and evaluation is at the level of "neither agree not disagree" in frame of the 5-point Likert type scale. However, the results obtained in this research are seen to contradict with the results of the survey held by Köse (2011), in which teachers, students and school principals displayed a considerably positive approach towards the new curricula. The difference between average group scores of the participant teachers regarding elements of achievement, content and conditions of learning by the variables of gender, years of service and learning area was found statistically insignificant (p>0,05).

The difference between average group scores of the participant teachers regarding elements of achievement, content, teaching process and evaluation by the variable of gender was found statistically insignificant (p>0,05). It can be argued that female and male teachers at the related private high schools do not have differing opinions on curricula. According to the study performed by Memişoğlu (2012) regarding 4-5 curricula on social studies, no significant difference was found between opinions of teachers by gender. Similarly, the study performed by Berkant (2012) revealed that there was no significant difference between opinions of female and male teachers on the curricula.

The difference between average group scores of the participant teachers regarding elements of achievement, content, teaching process and evaluation by the variable of years of service was found statistically insignificant (p>0,05). It can be stated that the groups which are classified by years of service at the related private high schools do not have differing opinions on the curricula. The study carried out by Kandemir (2016) also found no significant difference between groups by professional seniority. Whereas, on the contrary to the aforementioned studies, the study carried out by Şimşek and Adıgüzel (2010) yielded different results. The study revealed that there is a significant difference between opinions of groups of schools principals and classroom teachers, which are classified by professional seniority, on elementary curricula; the group with the highest level of perception and adoption was found out to be the group consisting of teachers with 11-15 years of professional seniority.

The difference between average group scores of the participant teachers regarding elements of achievement, content, teaching process and evaluation by the variable of learning area was found statistically insignificant (p>0,05). Accordingly, it can be stated that groups which are classified as science and social studies at the related private high schools do not have differing opinions on curricula. As a result of the study performed by Aslan and Aydin (2015), the difference between arithmetical averages of the groups by the variable of learning area was found insignificant.

Students are expected to acquire an utmost level of the knowledge and skills which are within scope of achievements in the curricula (Aydin, 2012). On this regard, it can be argued that the teachers' moderate level of agreement on the curricula implemented at private high schools points out to challenges both in terms of the curricula and their implementers. A curriculum which is perceived to be at a moderate level cannot be expected to allow achievements to be made. Moreover, it can be said that the actors implementing the curriculum may have difficulties in terms of competence in fulfilling the requirements of curricular elements and displaying the expected performance.

Considering the results obtained from this study revealing that teachers at private high schools provided a moderate level of agreement with the curricular elements, it seems necessary that the curricular elements should be reviewed and, on the other hand, teachers' capabilities of displaying the performance as required by the curricular elements should be questioned. At this point, it is suggested that the curricular elements should be reviewed in frame of the principles of constructivism, modern educational theories and fundamental achievements which are of importance for the national education. In addition, teachers should be provided with

necessary support so that they will be able to fulfill the requirements of curricular elements and achieve the utmost level of competence in the implementation of the curricular elements. In this respect, teachers should be provided with opportunities for the development of their competence in transforming the theoretical knowledge into practice, ensuring active participation of students, evaluating the process rather than the output, employing different methods of evaluation in the evaluation process, and place more emphasis on the teaching process than the content.

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SCHEDULE 1

Survey for Evaluation of Private High School Curricula on Basis of Curricular Elements

Dear Participants,

This survey aims at evaluating the curricular elements of private high schools on basis of teachers' opinions. We hope that the findings to be obtained will ensure the mentioned curricula to yield more effective and efficient results.

For this purpose, you are kindly requested to take your time to share your opinions with us by ticking the option which matches your opinion. Thank you for your contributions.

Dr. Dolgun Aslan

Gender: Female (1) ; Male (2)

Years of Service: (1) 1-10 years; (2) 11 years and over

Learning Area: (1) Science (mathematics, biology, physics, chemistry)

(2) Social studies (geography, foreign language, history, History of Turkish Revolution and Ataturk's Principles, religious culture and ethics, Turkish language and literature, philosophy)

Evaluation based on curricular elements, items related to teachers' opinions	Strongly disagree (1)	Disagree (2)	Partially agree (3)	Agree (4)	Strongly agree (5)
Statements Regarding the Element of Achievements					
Achievements					
Achievements have been identified by considering affective and kinetic development of students as well as their cognitive development.					
Achievements have been emphasized by having regard to creative skills of students in addition to their critical skills.					
Knowledge and skills which students are expected to acquire are at an adequate level as they may need throughout their lives.					

Students' achievements such as comprehension, implementation, and evaluation are considered important in addition to knowledge.					
Achievements which will allow students to find and discover knowledge instead of making knowledge readily available for them are included in the curriculum.					
Content					
Subject matters allow students to acquire skills of understanding, analyzing, and synthesizing knowledge instead of making knowledge readily available for them.					
Subject matters allow, in addition to critical skills, the improvement of the competence to deliver a product.					
Documents are accompanied by visual elements.					
Content involves development of affective and psychomotor skills of students in addition to their cognitive skills.					
Subject matters require mutual interaction rather than making information readily available for the student.					
Annual academic calendar does not allow subject matters to be healthily discussed.					
Teaching Process					
The existing conditions allow the teaching activities in the curriculum.					
Classes are continued under the guidance of the teacher with convenient hints on the subject matter, rather than making information readily available, throughout the teaching process.					
Active participation of the student is ensured by means of various methods and techniques throughout the teaching process.					
The teaching process is maintained as a dialogue instead of a monologue.					
The teaching process provides room for practice rather than memorized knowledge.					
With different teaching methods and technical practices, students are enabled to acquire various knowledge and skills.					
Practices performed allow achievements in social and affective as well as cognitive domains.					
Practices encourage students to act in concert for a common goal, not to compete.					
The approach displayed by the teacher fosters development of the student's critical skills.					
Active participation of students is ensured by means of clues.					
The teaching process is capable of ensuring active participation of students without experiencing anxiety.					
Evaluation					
Different assessment and evaluation practices are employed for different achievements.					
In addition to exam data, the student's performance during the process is also taken into consideration in the evaluation.					
In addition to cognitive achievements, affective and psychomotor skills are also evaluated.					
Students' comprehension, implementation and evaluation skills are sufficiently evaluated as well as their level of recalling knowledge.					
Students' developments are evaluated in many aspects by means of assessment tools.					