

## A comparative analysis of the 4th- and 5th-grade social studies curriculum according to revised bloom's taxonomy

**E. Seda Koc\***, Child Development Department, Vocational School of Health Sciences, Namik Kemal University, Tekirdag, Turkey, <https://orcid.org/0000-0003-1656-8808>

**Turgay Ontas**, Primary Education Department, Faculty of Education, Bulent Ecevit University, Zonguldak, Turkey, <https://orcid.org/0000-0003-2258-0862>

### Suggested Citation:

Koc, E. S. & Ontas, T. (2020). A comparative analysis of the 4th- and 5th-grade social studies curriculum according to revised bloom taxonomy. *Cypriot Journal of Educational Science*. 15(2), 292–304. <https://doi.org/10.18844/cjes.v15i2.4799>

Received December 5, 2019; revised March 1, 2020; accepted April 1, 2020.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, Cyprus.

©2020 United World Center of Research Innovation and Publication. All rights reserved.

### Abstract

This study, in which the distribution of the attainments of Turkey, Singapore, Hong Kong and Canada (Ontario) social studies curricula was aimed to be analysed according to the revised Bloom's taxonomy, was designed with qualitative research. A document analysis technique, which is one of the qualitative research data collection techniques, was used in the research. The data source of the research consisted of the social studies curricula of the mentioned countries, and the frequency and percentage calculation was used to show the taxonomic distributions of attainments. According to the findings obtained in the study, it was determined that the majority of the attainments in all of the social studies curricula examined in the study were commonly at the conceptual knowledge dimension and understand cognitive process. It was also found out that the social studies curriculum of Canada and Singapore was the curricula with the highest level of objectives for the higher levels.

**Keywords:** Social studies, curriculum, attainment, revised bloom's taxonomy.

\*ADDRESS FOR CORRESPONDENCE: **E. Seda Koc**, Child Development Department, Vocational School of Health Sciences, Namik Kemal University, Tekirdag, Turkey. E-mail address: [eskoc@nku.edu.tr](mailto:eskoc@nku.edu.tr)

## 1. Introduction

Social studies is a core course, in which social sciences are blended and presented with various names in many countries. This course brings together related different courses such as life sciences, human rights, democracy and citizenship. Whilst some countries implement these courses under a single name as social sciences, some countries prefer to teach as independent courses. The Ministry of National Education of the Republic of Turkey has created an inclusive definition for social studies. Accordingly, social studies course has been described as a primary education course that has been created based on the understanding of collective education, reflects social sciences and citizenship knowledge issues such as history, geography, economy, sociology, anthropology, psychology, philosophy, political science and law to help the individuals for realizing their social existence, involves the unity of learning areas under a unit or theme and searches the interaction of man with his social and physical environment in the context of past, present and future (MEB, 2005).

Social studies course is related to many branches of social sciences but mostly depends on history and geography. Since it has a curriculum structure that includes the idea of raising citizens in addition to history and geography, the fields such as sociology and political science are also used. The social studies course is generally included in 10 themes specified by the National Social Studies Council (NSSC). These are culture; time, continuity and change; people, places and environments; personal development and identity; individuals, groups and institutions; power, authority and management; production, distribution and consumption; science, technology and society; global connections and citizenship ideals and practices. The themes determined by NSSC stand out with their content covering different branches of social sciences. Due to the fact that the social studies course is an interdisciplinary course, it has a thematic structure and social science disciplines linked to each theme. When the definitions related to the social studies course are examined, it can be seen as a structure that raises effective citizenship and blends the social and human sciences (Tay, 2017).

It is known that, in different countries, the social studies course is taught with different expectations and different formats (Inan, 2014). In Turkey, social studies is thought at 4th–7th grades; in Canada, it is thought at 1st–6th grades (Tuncel & Gungor, 2011); in Singapore, it is thought in the primary school at 1st–6th grades and also in the secondary school at 1st–4th grades (Ozkaral & Mentis-Tas, 2019) and in Hong Kong, it is thought as Personal, Social and Humanities Education (Ozkaral, 2019). Depending on the governance structures of the countries, the situation of teaching social studies with the same name may vary.

Due to the nature of the curriculum, the themes in social studies courses are divided into units and learning areas. Learning areas and units also contain attainments within themselves. Attainments are the knowledge, skills, attitudes and values that students are expected to gain through planned and organised experiences within the learning process (Ata, 2006). They are the sentences that express students' learning outcomes in the social studies curriculum (SSC). The number of attainments can vary depending on the units and learning areas. Attainments can be in cognitive, affective and psychomotor domains. The cognitive domain is knowledge and mind-based; the affective domain is related to emotions, feelings and beliefs and the psychomotor field is directed to the manipulation of materials and objects (Eshun, 2013; Forehand, 2005).

Whilst developing attainments, specific learning levels are taken into account. One of these levels is the taxonomies that mean classifying stages. Taxonomies are the gradual classification of behavioural goals in education to be a precondition for each other (Sozer, 2005). The use of taxonomy in education is not limited to measurement and evaluation activities (Amer, 2006). It is also a tool used by specialists working in curriculum development during the preparation of curricula (Ari, 2018).

Whilst there are several taxonomies in the field of education, the most accepted one is the Bloom's taxonomy developed by Bloom et al. (Ari, 2013). The relationship between taxonomy and attainment gives both clues about the level of content in the cognitive domain and how the content of the activities is structured. For example, the activity of a unit, whose attainment is at the level of

remembering and the level of its activities are at the synthesis level, means attainment-content mismatch. Bloom's original taxonomy was developed in 1956. Three fundamental criticisms brought to the original Bloom's taxonomy over the years: the taxonomy had a hierarchical and cumulative structure; each cognitive process was ordered from simple to complex and had a one-dimensional classification system (Demir, 2015).

The revised taxonomy was developed within a 5-year period with a team established in 1995 under the leadership of Bloom's student Lorin W. Anderson (Ari, 2011). It was published as a book with the title 'A Classification on Learning, Teaching and Evaluation' (Anderson & Krathwohl, 2010). It is possible to summarise the differences of the revised taxonomy in three dimensions (Forehand, 2005). The first difference was in terms of changes. Although six categories remain the same, the categories have been translated from name to verb; knowing the level has been changed to remember, understand and synthesise levels which have been restructured. The second difference concerns structural change. Structurally, taxonomy has increased from one dimension to two dimensions. These two dimensions are called knowledge and cognitive. The third dimension, which is the purposeful dimension, aimed to address larger groups. However, there are also criticisms, problems and suggestions regarding the renewed Bloom's taxonomy (Bumen, 2006; Seker, 2010).

Today, mental skills are increasingly important in the learning and teaching processes. The change in the way that intelligence and talent are defined has also influenced the importance of mental skills in schools. Intelligence is seen today as a phenomenon that can develop with a number of high-level learning processes (Diveck & Molden, 2005). This situation necessitates that all the elements in the learning processes, especially the curriculum, should support the upper-level learning. Social sciences is one of the areas, where top-level thinking is used the most intensively. As it makes it possible to observe, develop and ask questions about the problems faced by individuals in their social lives, do research, explain their ideas based on their observations and researches and discuss and act based on a number of points of view (Hayirsever & Kisakurek, 2014). Therefore, it is expected that the social studies course, which is included in the social sciences, and the curriculum of this course should also provide high-level thinking skills.

Social studies curriculum combines knowledge, attitude and skills, and attainments in this curriculum are mostly cognitive and affective. When the literature is examined, it is seen that the studies about the renewed Bloom's taxonomy in social studies course are very limited (Demir, 2015; Eker & Kuuk, 2020; Gazel & Erol, 2012; Ozdemir, Altiok & Baki, 2015; Tarman & Kuran, 2015). With the findings of this study, which examined the taxonomic structure of the attainments of Turkey, Canada, Singapore and Hong Kong social studies curricula, the deficiencies in the literature are tried to be eliminated; and the analysed curricula of the social studies course were tried to be evaluated with an international approach. Through the findings obtained in the study, also it was tried provide feedback to improve the SSC in terms of high-level skills.

## **2. Methodology**

This study, in which the distribution of the social studies curricula attainments of Turkey, Singapore, Hong Kong and Canada (Ontario) was examined according to the Bloom's taxonomy, was designed with qualitative research. A document analysis technique, which is one of the qualitative research data collection techniques, was used in the research. The data source of the research consisted of social studies lesson curricula of these countries. Whilst obtaining the documents, the official websites of the countries were examined, and the current social studies curricula were reached.

Since the names of the curricula are frequently used in the study, the abbreviation of SSC has been used in some places to avoid repetition. The learning outcomes in the curricula are named in different ways: 'attainment' expression preferred in Turkey SSC and 'objective' expression in the other three curricula. Accordingly, the words preferred in the curricula were used throughout the study for the countries. To examine the curricula of the countries, attainment/objective examination and taxonomic

relationship table was developed by researchers. In this study, an attainment checklist was created for the analysis of curricula. Accordingly, the curricula were first examined, respectively, by the researchers independently. In the qualitative research studies, statements such as credibility, accuracy of results and competence of the researcher are preferred instead of validity and reliability (Krefting, 1991), and there are many methods used to increase credibility. These are prolonged involvement, participant confirmation and peer debriefing (Holloway & Wheeler, 1996). In this study, by comparing the findings of two researchers, a table showing the step, to which the attainments belong, was created. The attainments with disagreement were presented to three experts, and their opinions were taken. After the expert opinions, the tables were rearranged. In the analysis of the data, a document analysis technique was used, and the frequency and percentage calculation was preferred to show the taxonomic distributions of attainments.

### 3. Findings

In this study, first, the 2018 Social Studies Curriculum of Turkey was analysed. In the curriculum, there are seven learning areas that are common for the 4th and 5th grades, and the attainments are presented under these learning areas. Findings regarding the mentioned attainments are shown in Table 1.

**Table 1. The taxonomic distribution of attainments in the 2018 Turkey SSC**

Knowledge dimension	Cognitive process												Total	
	Remember 1		Understand 2		Apply 3		Analyse 4		Evaluate 5		Create 6			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Factual knowledge A	0	0	7	12.72	0	0	2		0	0	0	0	9	16.29
Conceptual knowledge B	1	1.81	20	36.36	1	1.81	1	1.81	1	1.81	0	0	24	43.61
Procedural knowledge C	0	0	4	7.27	4	7.27	0	0	0	0	1	1.81	9	16.35
Metacognitive D	2	3.63	8	14.48	1	1.81	0	0	1	1.81	1	1.81	13	23.53
Total	3	5.44	39	70.59	6	10.89	3	5.44	2	3.62	2	3.62	55	100

As shown in Table 1, there are 55 attainments in the 4th- and 5th-grade levels of the cognitive field in the 2018 SBDOP. Almost half of the curriculum attainments ( $f = 24, 43.61\%$ ) are within the conceptual knowledge dimension, and the vast majority ( $f = 20, 36.36\%$ ) of the attainments within this dimension are in understand dimension. The metacognitive knowledge dimension is another dimension with relatively large attainments ( $f = 13, 23.53\%$ ). Similarly, it is seen that the attainments in this dimension mostly take place at the level of understand ( $f = 8, 14.48\%$ ).

When the other knowledge dimensions in taxonomy are examined, there are seven attainments in factual knowledge dimension at the understand level. It is remarkable that there are nine attainments at understand, apply and create levels of procedural knowledge. When the attainments in the four dimensions of knowledge are considered as a whole, it is seen that the significant majority of the attainments ( $f = 39, 70.59\%$ ) are at the understand level, and the levels with the minimum number of attainments are evaluate and create (to gains each). Accordingly, it can be said that the 2018 Turkey SSC is sufficient in terms of gaining skills and behaviours belonging to the first step of the cognitive process but has some deficiencies in terms of gaining skills and behaviours in the upper steps of the taxonomy.

In this study, besides the examination of the 2018 SSC, the 2005 SSC, which had been implemented for nearly 13 years, was analysed, and the similarities and differences between the current curricula were tried to be determined. In the 2005 curriculum which consists of eight learning areas common for the 4th and 5th grades, the attainments are presented within these learning areas. The findings regarding the taxonomic analysis of the mentioned attainments are shown in Table 2.

**Table 2. The taxonomic distribution of attainments in the 2005 Turkey SSC**

Knowledge dimension	Cognitive process													
	Remember		Understand		Apply		Analyse		Evaluate		Create		Total	
	1	2	3	4	5	6	f	%	f	%	f	%	f	%
Factual knowledge	3	3.57	10	11.9	0	0	1	1.19	0	0	0	0	14	16.66
A														
Conceptual knowledge	6	7.14	44	52.38	1	1.19	0	0	3	3.57	0	0	54	64.28
B														
Procedural knowledge	1	1.19	4	4.76	6	7.14	0	0	0	0	0	0	11	13.09
C														
Metacognitive	0	0	4	4.76	0	0	0	0	0	0	1	1.19	5	5.95
D														
Total	10	11.9	62	73.8	7	8.33	1	1.19	3	3.57	1	1.19	84	100

When Table 2 is analysed, it is seen that a significant majority ( $f = 54, 64.28\%$ ) of the 84 attainments in the 2005 SSC is included in the conceptual knowledge dimension. The number of attainments in the factual and procedural knowledge dimension is very close ( $f = 14/f = 11$ ), and the minimum number of attainments ( $f = 5, 5\%$  and  $95\%$ ) in the curriculum is included in the metacognitive knowledge dimension. When the attainments included in the curriculum are analysed in terms of cognitive process dimension levels, it is observed that the highest attainments ( $f = 62, 73.8\%$ ) are included in the understand level, as in the 2018 SSC, and only one attainment pertains for each level of analyse and create levels, which are the high levels of the taxonomy.

When the data in Tables 1 and 2 are considered as holistic, it is seen that the attainments of the understand level in the 2018 and 2005 curricula constitute a significant majority of the curricula with very close rates (70.59%–73.8%). Nevertheless, the rate of attainments in the 2005 SSC at the remember level (11.09%) is significantly higher than that of the 2018 SSC (5.44%). On the other hand, it is seen that the ratios of the attainments for apply and analyse step in 2018 SSC (10.89%–5.44%) are higher. In the light of all these data, it can be concluded that, in the 2018 and 2005 curriculum, commonly it is focused on the acquisition of the behaviours of understand level; although the proportions of the attainments of the high-level cognitive levels are not sufficient for both curricula, the 2018 SSC has a relatively competent structure.

In this study, to make a more comprehensive and international evaluation of the social studies course, the curricula of different countries were also examined. In the education system of Hong Kong, which is the first of these countries, there is no course named as social studies lesson, but ‘Personal, Social and Humanities Education’ course is very close to social studies. In this study, the curriculum of this course is handled.

In the curriculum of this course, the learning steps are classified as key levels, and the grades between 4 and 6 are included in key level 2. Learning objectives at the mentioned key level are not separated according to class levels, and the common learning objectives are included for all three classes. These learning objectives are presented under three headings such as ‘knowledge and

understanding, skills and values and attitudes’ in six strands, which is similar to the learning areas in the Turkey SSC. Since the objectives presented under the title of ‘values and attitudes’ belong to the affective domain, they were not included in the scope of the study. All of the objectives in the title of ‘knowledge and understanding’ strand, and also, the objectives under the title of ‘skills’ belonged to the cognitive domain were examined. The related findings are shown in Table 3.

**Table 3. The taxonomic distribution of objectives in the Hong Kong SSC**

Knowledge dimension	Cognitive process												Total	
	Remember 1		Understand 2		Apply 3		Analyse 4		Evaluate 5		Create 6			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Factual knowledge A	1	2.38	1	2.38	0	0	0	0	0	0	0	0	2	4.76
Conceptual knowledge B	0	0	26	61.88	0	0	1	2.38	0	0	0	0	27	64.28
Procedural knowledge C	0	0	5	11.9	4	9.5	0	0	1	2.38	1	2.38	11	26.16
Metacognitive D	0	0	0	0	2	4.76	0	0	0	0	0	0	2	4.76
<b>Total</b>	<b>1</b>	<b>2.38</b>	<b>32</b>	<b>76.16</b>	<b>6</b>	<b>14.26</b>	<b>1</b>	<b>2.38</b>	<b>1</b>	<b>2.38</b>	<b>1</b>	<b>2.38</b>	<b>42</b>	<b>100</b>

As shown in Table 3, more than half of the objectives ( $f = 27, 64.28\%$ ) in the Hong Kong SSC are included in the conceptual knowledge dimension. After this dimension, most of the objectives ( $f = 11, 26.16\%$ ) are in the procedural knowledge dimension; the factual and metacognitive knowledge dimensions contain two targets for each. Considering the cognitive processes levels, in which these objectives belong, the understand level covers a significant majority of the objectives ( $f = 32, 76.16\%$ ), where there are six objectives in the apply level, and there is one objective for each of the high-level levels such as analyse, evaluate and create. According to these findings, it can be said that the Hong Kong SSC is sufficient in terms of achieving the objectives of the factual knowledge dimension and understand level, but it has significant deficiencies in terms of the upper levels of the cognitive process.

The Canadian social studies curriculum is another curriculum examined in the study. In this curriculum, learning objectives are presented under two learning areas coded as A and B. In each of these learning areas, there is one general learning objective named as ‘overall expectations’ and subsequent subobjective named as ‘specific expectations’ associated with this general objective. The objectives included in the program are also subjected to a cognitive classification as practice, questioning and understanding, and they are numbered from 1 to 3. Learning areas are divided into sublearning areas according to these cognitive classifications, and all the objectives are systematically presented within the framework of this classification. For example, ‘People and Environment: Canada’s Political and Physical Regions’, which is the 4th-grade B learning area, is divided into three different cognitive steps and related sublearning areas. For the application area, a sublearning title titled ‘Industrial Development and Environment’ has been created, and the general objective for this area has been coded as B1 and the subobjectives were presented as B1.1, B.1.2, B.1.3.... The findings related to the curriculum are shown in Table 4.

**Table 4. The taxonomic distribution of objectives in the Canada SSC**

Knowledge dimension	Cognitive process												Total	
	Remember 1		Understand 2		Apply 3		Analyse 4		Evaluate 5		Create 6			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Factual knowledge A	1	1.21	6	7.31	0	0	0	0	0	0	0	0	7	8.52
Conceptual knowledge B	0	0	48	58.53	0	0	2	2.43	3	3.65	0	0	53	64.61
Procedural knowledge C	0	0	6	7.31	7	8.53	7	8.53	1	1.21	1	1.21	22	26.79
Metacognitive D	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>1.21</b>	<b>60</b>	<b>73.15</b>	<b>7</b>	<b>8.53</b>	<b>9</b>	<b>10.96</b>	<b>4</b>	<b>4.86</b>	<b>1</b>	<b>1.21</b>	<b>82</b>	<b>100</b>

As shown in Table 4, the vast majority ( $f = 53, 64.61\%$ ) of the objectives in the Canadian SSC are included in the conceptual knowledge dimension. After this dimension in the curriculum, most of the objectives ( $f = 22, 26.79\%$ ) are included in the procedural knowledge dimension. In the curriculum, there is no target in the metacognitive knowledge dimension. When the objectives in the cognitive process levels are considered, it is seen that the understand level stands out with a significant number of objectives ( $f = 60, 73.15\%$ ). In the curriculum, besides there are objectives for each cognitive process level, another feature that draws attention is the fact that there is only one objective included in each level of remember and create.

In the Singapore SSC, which is the last program examined in the study, the learning objectives are presented under three separate headings such as information, skill and value outputs. Since the objectives presented under the heading values output from these titles belong to the affective domain, the learning objectives included in the first two other titles were examined in the study. The related findings are shown in Table 5.

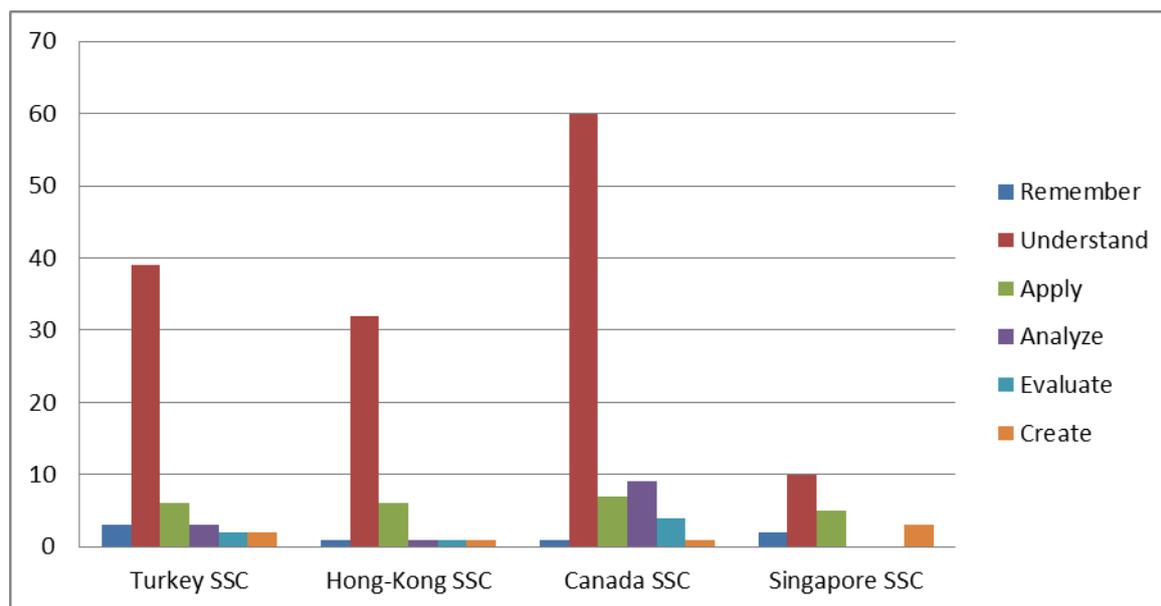
**Table 5. The taxonomic distribution of objectives in the Singapore SSC**

Knowledge dimension	Cognitive process												Total	
	Remember 1		Understand 2		Apply 3		Analyse 4		Evaluate 5		Create 6			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Factual knowledge A	2	10	2	10	0	0	0	0	0	0	0	0	4	20
Conceptual knowledge B	0	0	7	35	0	0	0	0	0	0	0	0	7	35
Procedural knowledge C	0	0	1	5	5	25	0	0	0	0	3	15	9	45
Metacognitive D	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>2</b>	<b>10</b>	<b>10</b>	<b>50</b>	<b>5</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>15</b>	<b>20</b>	<b>100</b>

As shown in Table 5, there are a total of 20 objectives for the 4th- and 5th-grade levels in the Singapore SSC, where the minimum number of objectives is included in the curriculum examined in the study. The majority of these objectives belong to procedural and conceptual knowledge

dimensions, respectively (9/7), but there is no target of metacognitive information dimension. When the cognitive process steps are considered, it is seen that half of the objectives in the curriculum are included in the understand level, and the analysis and evaluation steps do not include any objectives. Despite these deficiencies, more than one ( $f = 3$ ) target expressions belonging to the create level, which is the highest level of cognitive step in taxonomy, can be expressed as the prominent strength of the curriculum.

To compare curricula in a more concrete way in terms of taxonomy, data on the cognitive process dimension are presented in graphic form (Graphic 1).



**Graphic 1. The distribution of the attainments/objectives in the curricula according to the cognitive process levels of the taxonomy**

As can be seen in the graph, the attainments/objectives of the understand level in all of the curricula examined in the study constitute the numerical majority in the programs. The highest objective ( $f = 60$ , 73.15%) of this level is included in the Canada SSC, but considering the total number of objectives included in the curricula, the Hong-Kong SSC is more intense in the objectives of understand ( $f = 32$ , 71.16%) somehow. The Singapore SSC, on the other hand, is the curriculum, in which the targets of the said step are included in the minimum number and proportion. Another remarkable finding for the curriculum is the attainments/objectives of the upper levels. It is concluded that the highest percentage of the objectives at analysis and evaluation levels is in the Canada SSC; any objective at these steps is not included in the Singapore SSC, but the highest number and proportion ( $f = 3$ , 15%) of the create step, which is the highest level of the taxonomy, are included in this curriculum. In line with all these findings, although there are some deficiencies in terms of the taxonomic distribution of attainments/objectives for all of the curricula, it can be said that the Singapore and Canada SSCs have a relatively more qualified structure in terms of achieving high-level cognitive process objectives.

#### 4. Discussion and conclusion

The concept of taxonomy, which can be defined in its simplest form as a ‘whole set of rules based on a gradual classification’, is widely used in many different fields including education. Taxonomy is a very suitable method in education, especially for the classification of the objectives and the realisation of these objectives, because the sorting of the objectives is provided whilst using taxonomy (Anderson

et al., 2014). Although there are different methods used in the taxonomic classification of objectives/attainments in education, the most widely used amongst cognitive classifications were made by Bloom for the first time in 1956 and revised in 2001. In this study, the attainments in the 2018 Turkey SSC were analysed according to the mentioned revised taxonomy. To make a comparative evaluation, except for the taxonomic analysis of the attainments, the current curriculum was compared with the previous curriculum of Turkey and the curricula of different countries.

According to the findings obtained in the study, it was determined that the majority of the attainments in the 2018 Turkey SSC took place in the conceptual knowledge dimension and understand cognitive process. When the high-level steps of taxonomy are taken into consideration, it has been concluded that the total number of attainments in the curriculum at analyse, evaluate and create levels is about 12% compared to the overall curriculum. When the attainments in the 2005 curriculum, which is the previous curriculum of the social studies course, are examined in taxonomic terms, it has been determined that, similarly, conceptual knowledge dimension and the understand level are the stages with the most attainments, there are no attainment at the analysis level and the attainments in the upper level correspond to approximately 6% in total. In the light of these findings, it has been concluded that the most significant difference between the 2018 and 2005 SSC is that the rate of attainments for the upper level of taxonomy has increased in the 2018 curriculum. Accordingly, since the taxonomic structure of the 2018 curriculum has been strengthened slightly compared to the previous curriculum (6%), the current distribution still concentrates on the attainments of the lower level (88%) and does not have a homogeneous content; it will be correct to say that the deficiencies that have been made continue with decreasing in the 2018 SSC.

When the relevant literature is examined, Eker and Kuuk, in their study (2020), reached similar conclusions by examining the 5th-grade social studies achievements. The results of their study indicated that attainments of the 5th-grade SSC are mostly focused on the phase of 'comprehension' (36.63%) in the cognitive process dimension. Buyukalan and Baysal (2019) also stated similar results in their studies, in which they examined the attainments of 4th–8th social studies according to the Bloom's taxonomy. Accordingly, they concluded that the majority of the attainments in the curriculum were in the factual and conceptual knowledge levels, and the most attainment is in understand and analyse levels in the cognitive process dimension. Burak and Gultekin (2019) discussed only the 4th-grade attainments in 2018 SSC in their studies; they stated that the majority of the attainments at this level were mostly in the factual and conceptual knowledge steps, and the majority of the attainments in the curriculum were in the lower level thinking areas. Considering the 2005 SSC study results, it can be seen that Ozdemir et al. (2015) concluded that the attainments of 4th–7th levels were mostly at 'conceptual and factual knowledge (about 85%), and in terms of cognitive process dimension, a significant part of the attainments (about 66%) was included in the 'understand and analyse' levels. Gazel and Erol (2012) stated, in their studies, in which they analysed the attainments of the 7th-grade social studies course according to the previous version of the Bloom's taxonomy, that the attainments were mostly at the level of understand of the cognitive field and expressed this as an important deficiency in the name of the curriculum. Besides, in the report published by Education Reform Initiative (ERG, 2017), for the curriculum of different courses, 'the expressions of attainment that exceed the cognitive area's knowledge level, which will require the use of higher-order thinking skills, are few'. It was underlined that this situation, which was expressed for the social studies course, was a general deficiency.

Apart from the Bloom's taxonomy, which is the most used taxonomy in progressive classification of attainments/objectives, different classification types can also be used. Gezer and Ilhan (2015) examined the attainments of 4th–8th grades of social studies course according to one of them, SOLO taxonomy. They stated that there was a partial increase in the attainments in the curriculum compared to the cognitive levels of SOLO taxonomy towards upper classes; however, they included that this increase was not sufficient for the spiral structure and effectiveness of the curriculum. Karadag and Kaya (2017) analysed the 4th-grade attainments in primary school curricula according to another taxonomy, Marzano's taxonomy. They concluded that the majority of the attainments in the

SSC are in the cognitive system, and a number of gains in the individual system are the upper levels of taxonomy. They determined that it was quite inadequate. As can be seen, the results of the study, in which the attainments in the SSC according to Bloom and other taxonomies are analysed taxonomically, support the results obtained in this study.

Ozturk and Otluglu (2002), who evaluated the social studies course as a curriculum, defined this course as 'a citizenship curriculum that integrates the findings of the social sciences, simplifies them according to the students' levels and aims to provide students with the knowledge, skills, attitudes and values that they will need in adapting to social life and producing solutions to social problems' and they highlighted the role of the course in acquiring high-level skills and behaviours that students are expected to use in their daily lives. Similarly, for all of the curricula developed by MEB, the expression of 'curricula integrated with other disciplines and values, skills and competencies with other disciplines and daily life, which provide meaningful and permanent learning, is associated with sound and previous learning' (MEB, 2018) was used, and the functions of the curriculum in teaching complex behaviours that require a high level of mental skills are mentioned. When the attainments in the 2018 SSC are evaluated from this perspective, it can be said that the curriculum is not competent enough to gain high-level behaviours expressed by MEB. It is believed that the inclusion of the attainments at the lower levels in the curriculum is a major obstacle in reflecting the constructivist approach and student-centred education approach, which has been emphasised since 2004. Especially, remember and understand levels mostly meet the attainments and behaviours that indicate the experiences that the teacher can be effective. For this reason, it can be said that the attainments in the higher levels of the Bloom's taxonomy are more suitable for the nature of the approaches that are based on active learning, especially the constructivist approach. Although each of the items included in the curriculum is decisive in organising and implementing the learning processes with the desired quality, the attainments of the curriculum have the greatest impact on the efficiency of learning, as they are the main reference point considered in the preparation of all content, learning-teaching experiences and assessment-evaluation activities. In other words, each element in the learning processes takes place through the attainments in the curriculum. For this reason, it is thought that by reviewing the deficiencies determined for the 2018 SSC and increasing the efficiency of the curriculum not only will help to develop the efficiency of the curriculum but also it will make important contributions to the organisation of other curriculum elements in a systematic structure in line with these attainments and to reach the curriculum completely to the defined structure.

When the studies of the curriculum of different courses are examined, it is seen that there are similar results. In his study, Aktan (2020) determined that the 1th-4th-grade course outcomes in the primary school mathematics curriculum are concentrated in lower levels such as practice, understanding and remembering, which includes low-level cognitive steps. Duman and Arslan (2017) concluded that the attainments in the logic course curriculum are outside the two dimensions (creation dimension and metacognitive knowledge dimension). Gezer et al. (2014) determined that 92% of the attainments correspond to the conceptual knowledge and 8% of the factual knowledge dimensions correspond to the knowledge dimension of the taxonomy history course. Dursun (2014) found that the 2013 YGS mathematics questions are predominantly applied through Bloom's cognitive steps. In his study, Eroglu (2013) determined that 54.7% of the grammar attainments of Turkish lessons were included in the 'remember' and 'understand' step of the cognitive field and 45.3% of them in the 'practice' step. Oner Sunkur and Gezer (2013) determined that the attainments of science course were insufficient in terms of senior levels. In their study, Ari and Gokler (2012) determined that the attainments of science and technology lessons were mostly in a lower level of cognitive steps. Ayvaci and Turkdogan (2010) concluded that the written examination questions used in science and technology lessons are at the level of 55% recall and knowledge. As can be seen, the deficiencies determined for the social studies course are also valid for the curricula of different courses.

In the study besides the curriculum of Turkey, social studies curricula of Hong Kong, Singapore and Canada have also been examined. When the objectives in the curricula of these countries examined, it

has been concluded that, similar to the Turkey SSC, the most objective was in the conceptual knowledge dimension and the cognitive step of understand in all three curricula.

Considering the objectives at the top level, it has been determined that the Canadian and Singapore SSC are the curricula with the highest proportion of these objectives with close ratios (about 16%/15%). Furthermore, it has been concluded that the Singapore SSC is the curriculum with the highest number of create level, which is the highest level, and the Hong Kong SBDP is the curriculum with the lowest rate (7%) of the high-level objectives.

One of the factors that lead to Turkey's education policies is the low scores, which has been received in international examinations. With the acceptance of the inadequacy in the international arena and researching how this inadequacy can be overcome, the way of organizing and innovating in education was made (Duru & Korkmaz, 2010). For this reason, it can be said that the results obtained by examining the education policies and practices that have been implemented, especially in countries with successful scorecards in international examinations, such as PISA, TIMMS and PIRLS, contain important feedbacks for our country. When the results obtained in this study are evaluated with the same point of view, it is thought that the objectives in the SSC, such as Canada and Singapore, can be strengthened taxonomically, and the final point that can be reached at the end of the process can be increased through these attainments. It is predicted that curriculum revision proposed to be done in this way also helps to convert the attainments based on the theory to a practice-based structure and it will facilitate the acquisition of high-level thinking skills, which are amongst the twenty-first century skills emphasised throughout the curriculum developed by TTKB (Head Council of Education and Morality).

In this study, it has been found out that the taxonomic distribution of the objectives in Hong Kong has been found to be more senior than Turkey SSC. Hong Kong is located on a lot owned by Turkey's ranking in international assessment results. This suggests that other factors that affect success in education should also be examined.

Although there are many factors that we can list under the headings of students benefiting from education, the qualifications of the parents of the students or the variables in the school environment, one of the most important factors determining the achievement of the objectives in the curriculum is undoubtedly the teachers who are the implementers of the curricula. For this reason, it is thought that the investigation of other factors that are effective in the implementation of curriculum and teacher qualifications through different studies will contribute to a holistic evaluation and to make the results obtained in this study more meaningful.

## References

- Aktan, O. (2020). İlkokul Matematik Öğretim Programı Dersi Kazanımlarının Yenilenen Bloom Taksonomisine Göre İncelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 48, 15–36. Retrieved from <https://dergipark.org.tr/tr/pub/pauefd/issue/51705/523545>
- Amer, A. (2006). Reflections on Bloom's revised taxonomy. *Electronic Journal of Research in Educational Psychology*, 4(1), 213–230.
- Anderson, L. W., Krathwohl, D. R. (2010). In P. W. Airasian, K. A. Cruikshank, R. E. Mayer, P. R. Pintrich, J. Raths, M. C. ve Wittrock (Eds.), *Oğrenme Öğretim ve Değerlendirme ile İlgili bir Sınıflama*. (Cev: D. A. Özcelik). Ankara, Turkey: PegemA.
- Ari, A. (2011). Bloom'un gözden geçirilmiş bilisel alan taksonomisinin Türkiye'de ve uluslararası alanda kabul gorme durumu. *Kuram ve Uygulamada Eğitim Bilimleri*, 11(2), 749–772.
- Ari, A. (2013). Bilisel alan sınıflamasında yenilenmiş Bloom, SOLO, Fink, Dettmer taksonomileri ve uluslararası alanda tanınma durumları. *Usak Üniversitesi Sosyal Bilimler Dergisi*, 6(2), 259–290.
- Ari, T. (2018). *2015 ve 2017 ortaokul Türkçe öğretim programlarındaki kazanımların yenilenmiş Bloom taksonomisine ve öğretmen görüşlerine göre incelenmesi* (Yayımlanmamış yüksek lisans tezi). Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Gaziantep, Turkey.

- Ari, A. & Gokler, Z. S. (2012). İlkogretim fen ve teknoloji dersi kazanimlari ve SBS sorularinin yeni Bloom taksonomisine gore degerlendirilmesi. X. *Ulusal Fen Bilimleri ve Matematik Egitimi Kongresi, Nigde*, 1(2), 114–133. doi:10.17522/nefmed.22297
- Ata, B. (2006). Hayat Bilgisi ve Sosyal Bilgiler Ogretimi. In C. Ozturk (Ed.), *Sosyal Bilgiler Ogretim Programi icinde* (pp. 71–83). Ankara, Turkey: Pegem A Yayıncılık.
- Ayvaci, H. S. & Turkdogan, A. (2010). Yeniden yapılandırılan Bloom taksonomisine gore fen ve teknoloji dersi yazili sorularinin incelenmesi. *Turk Fen Egitimi Dergisi*, 7(1), 13–25. doi:10.17121/ressjournal.302
- Bumen, N. T. (2006). Program gelistirmede bir donum noktası: Yenilenmiş Bloom taksonomisi. *Egitim ve Bilim*, 31(142), 3–14.
- Burak, D. & Gultekin, M. (2019). 4. Sinif Sosyal Bilgiler Dersi Ogretim Programi Kazanimlarinin Bloom ve Revize Bloom Taksonomilerine Gore Incelenmesi. *Sosyal Bilimler Dergisi*, 9(18), 121–140. doi:10.31834/kilissbd.597408
- Buyukalan, F. S. & Baysal, S. (2019). Sosyal Bilgiler Dersi Ogretim Programi Kazanimlarinin Revize Edilmiş Bloom Taksonomisine Gore Analizi. *Inonu Universitesi Egitim Fakultesi Dergisi*, 20(1), 234–253. doi:10.17679/inuefd.435796
- Canada Ontario Primary Social Studies Syllabus. (2013). Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>
- Demir, P. (2015). *Yenilenmiş Bloom taksonomisi'ne gore 2005 yili sosyal bilgiler ogretim programinda yer alan kazanimler ve seviye belirleme sinav sorulari* (Yuksek lisans tezi). Ondokuz Mayıs Üniversitesi, Samsun, Turkey. doi:10.19129/sbad.223
- Diveck, C. S. & Molden, D. C. (2005). Self-Theories: Their impact on competence motivation and acquisition. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 122–140). New York, NY: Guilford Publications.
- Duman, E. Z. & Arslan, A. (2017). 2009 Mantik dersi ogretim programi kazanimlarinin Bloom'un yenilenen taksonomisi acisindan degerlendirilmesi. *Egitim ve Ogretim Arastirmalari Dergisi*, 6(1), 11–18. doi:10.14527/9786052416266.08
- Dursun, A. (2014). *YGS 2013 matematik sorulari ile ortaogretim 9. sinif matematik sinav sorularinin Bloom taksonomisi ve ogretim programlarina gore degerlendirilmesi* (Yuksek lisans tezi). Istanbul Aydin Üniversitesi, Istanbul, Turkey. doi:10.12973/jesr.2014.4os2a
- Eker, C. & Kuuk, O. (2020). 5. Sinif sosyal bilgiler dersi ogretim programinda yer alan kazanimlarin guncelleştirilmiş Bloom taksonomisine gore incelenmesi. *Turkish Studies - Education*, 15(1), 113–125. doi:10.29228/TurkishStudies.30253
- ERG. (2017). *Egitim reformu girisimi'nin Milli Egitim Bakanligi taslak ogretim programlari inceleme ve degerlendirmesi*. Retrieved from <http://www.egitimreformugirisimi.org/wpcontent/uploads/2017/03/ERG'NIN-MEB-TASLAK-OGRETİM-PROGRAMLARIİNCELEME-VE-DEGERLENDİRMESİ-SON.pdf> doi:10.1501/egifak\_0000000310
- Eroglu, D. (2013). *6, 7, 8. sinif Turkce calisma kitaplarindaki dilbilgisi sorulari ve kazanimlarinin yenilenmiş Bloom taksonomisine gore degerlendirilmesi* (Yuksek lisans tezi). Baskent Üniversitesi, Ankara, Turkey. Retrieved from <https://doi.org/10.31463/aicusbed.581301>
- Eshun, I. (2013). Domain of educational objectives social studies teachers' question emphasise in senior high schools in Ghana. *Journal of Education and Practice*, 4(4), 185–196.
- Filiz, S. B. & Baysal, S. B. (2019). Sosyal Bilgiler Dersi Ogretim Programi Kazanimlarinin Revize Edilmiş Bloom Taksonomisine Gore Analizi. *Inonu Universitesi Egitim Fakultesi Dergisi*, 20(1), 234–253.
- Forehand, M. (2005). Bloom's taxonomy: orginal and revised. In *Emerging persceptives on learning, teaching, and technology* (e-Book). Retrieved from <https://go.aws/2RZaDEs>
- Gazel, A. A. & Erol, H. (2012). İlkogretim 7. Sinif Sosyal Bilgiler Ders Programindaki Kazanimlarin Taksonomik Acidan Degerlendirilmesi. *Kuramsal Egitimbilim Dergisi*, 5(2), 202–222.
- Gezer, M., Sahin, I., Oner Sunkur, M. & Meral, E. (2014). Sinif Turkiye Cumhuriyeti Inkilap Tarihi ve Ataturkculuk Dersi Kazanimlarinin Revize Edilmiş Bloom Taksonomisine Gore Degerlendirilmesi. *Bartın University Journal of Faculty of Education*, 3(1), 433–455. Retrieved from <https://dergipark.org.tr/tr/pub/buefad/issue/3814/51183>

- Hayirsever, F. & Kisakurek, M. A. (2014). Sosyal bilgiler ders kitabının, ilköğretim programında kazandırılması hedeflenen beceriler açısından değerlendirilmesi. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 4(8), 23–42. doi:10.31704/ijocisc8s1.
- Holloway, I. & Wheeler, S. (1996). *Qualitative research for nurses*. Oxford, UK: Blackwell Science Ltd.
- Hong-Kong Personal, Social & Humanities Education Curriculum. (2017). Retrieved from <https://www.edb.gov.hk/en/curriculum-development/ks/pshe/curriculum-documents.html#3206>
- Inan, S. (2014). Sosyal bilgiler eğitimi: Nedir, ne zaman ve neden?: Tanımlar, tarihi kökenleri ve açıklamalar. In S. Inan (Ed.), *Sosyal Bilgiler Eğitime Giriş: Kavramlar, Yaklaşımlar, Etkinlikler içinde* (pp. 1–21). Ankara, Turkey: Pegem A Yayıncılık.
- Karadağ, R. & Kaya, S. (2017). Marzano Taksonomisi'ne Göre İlkokul Programlarındaki Kazanımların Değerlendirilmesi: Bir Durum Çalışması. *Kuramsal Eğitimbilim Dergisi*, 10(2), 220–250.
- Krefting, L. (1991). Rigor in qualitative research: the assessment of trustworthiness. *The American Journal of Occupational Therapy*, 45(3), 214–222.
- MEB. (2018). *Sosyal bilgiler dersi öğretim programı* (ilkokul ve ortaokul 4, 5, 6 ve 7. sınıflar). Ankara, Turkey. doi:10.22464/diyalektolog.257
- Milli Eğitim Bakanlığı. (2005). *İlköğretim Sosyal Bilgiler Dersi Öğretim Programı* (pp. 4–5). Sınıflar.
- Oner Sunkur, M. & Gezer, M. (2013). *Fen bilimleri dersi kazanımlarının revize edilmiş Bloom taksonomisine göre analizi*. 4th International Conference on New Horizons in Education (INTE), 25–27 Haziran 2013, Roma, İtalya. doi:10.17679/inuefd.435796
- Ozdemir, S. M., Altiok, S. & Baki, N. (2015). Bloom'un yenilenmiş taksonomisine göre sosyal bilgiler öğretim programı kazanımlarının incelenmesi. *Eğitim ve Öğretim Araştırmaları Dergisi*, 4(3), 363–375. doi:10.17679/inuefd.435796
- Ozkaral, T. C. (2019). Küresel ısınma ve iklim değişikliği konusunun Türkiye, Kanada (Ontario) ve Hong Kong sosyal bilgiler öğretim programlarında karşılaştırmalı olarak incelenmesi. *International Journal of Education Technology and Scientific Researches*, 4(8), 1–14.
- Ozkaral, T. C. & Mentis-Tas, A. (2019, Ekim). *Türkiye ve Singapur Sosyal Bilgiler Öğretim Programlarının Değerler Açısından Karşılaştırmalı Olarak İncelenmesi* (p. 3). İstanbul, Turkey: Uluslararası Eğitim ve Değerler Sempozyumunda sunulan bildiri. Retrieved from <https://bit.ly/2RYRthX>
- Oztürk, C. & Otluoğlu, R. (2002). *Sosyal bilgiler öğretiminde edebî ürünler ve yazılı materyaller*. Ankara, Turkey: Pegem A Yayıncılık.
- Seker, H. (2010). Bloom'un taksonomisinden, bilisel süreç boyutlarının sınıflandırılmasına doğru revize edilen taksonomi üzerine. *Cukurova Üniversitesi Eğitim Fakültesi Dergisi*, 3(39), 1–9.
- Singapore Primary Social Studies Syllabus. (2012), Retrieved from [https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/humanities/files/2012-social-studies-\(primary\)-syllabus.pdf](https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/humanities/files/2012-social-studies-(primary)-syllabus.pdf)
- Sozer, E. (2005). Öğretimde planlama ve değerlendirme. In M. Gültekin (Ed.), *Öğretimde amaçlar ve düzenlenmesi içinde* (pp. 31–44). Eskişehir, Turkey: Anadolu Üniversitesi Yayınları.
- Tarman, B. & Kuran, B. (2015). Examination of the cognitive level of questions in social studies textbooks and the views of teachers based on bloom taxonomy. *Educational Sciences: Theory and Practice*, 15(1), 213–222. doi:10.12738/estp.2015.1.2625
- Tay, B. (2017). 2005 sosyal bilgiler dersi öğretim programı ile 2017 sosyal bilgiler dersi taslak öğretim programının karşılaştırılması, *International Journal of Eurasia Social Sciences*, 8(27), 461–487.
- Tuncel, G. & Gungör, B. A. (2011). Kanada. C. Oztürk (Ed.). *Farklı ülkelerin sosyal bilgiler öğretim programları içinde* (pp. 301–326). Ankara, Turkey: Pegem A Yayıncılık.