

# **The Place of New Geography Curriculum in Developing Students' World Perception**



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# The aim of the presentation

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- An analysis of the 2005 geography curriculum of Turkey with particular attention to `world perception` that is aimed to be developed in students.



# What we will talk about

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- Changes brought with 2005 curriculum
- How 'world perception' constructed in the curriculum



# Changes brought with 2005 curriculum

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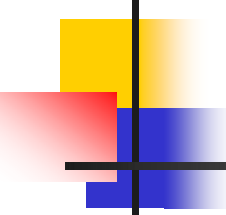
- Structural changes (Changes in the names of geography lessons and their credits)
- Content
- Teacher qualities and pedagogical approaches
- Resources and materials



# Structural changes

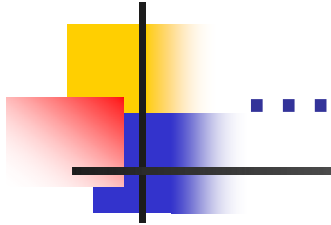
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# Changes in the names of geography lessons and their credits



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- Previously, geographical content was fragmented and delivered under following classes:
  - ***general geography***
  - ***physical geography of Turkey***
  - ***human and regional geography of Turkey*** and
  - ***world geography.***



- With the new curriculum, geography education is delivered under the name of 'geography' in all years to develop a holistic geographic consciousness in students
- Previously geography was a core and compulsory subject only in year 9 but it is now compulsory for both year 9 and 10 students.
- Credits allocated to geography classes are also increased from ..... To .....

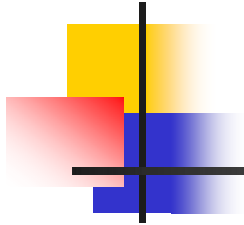


# Content

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Previously,

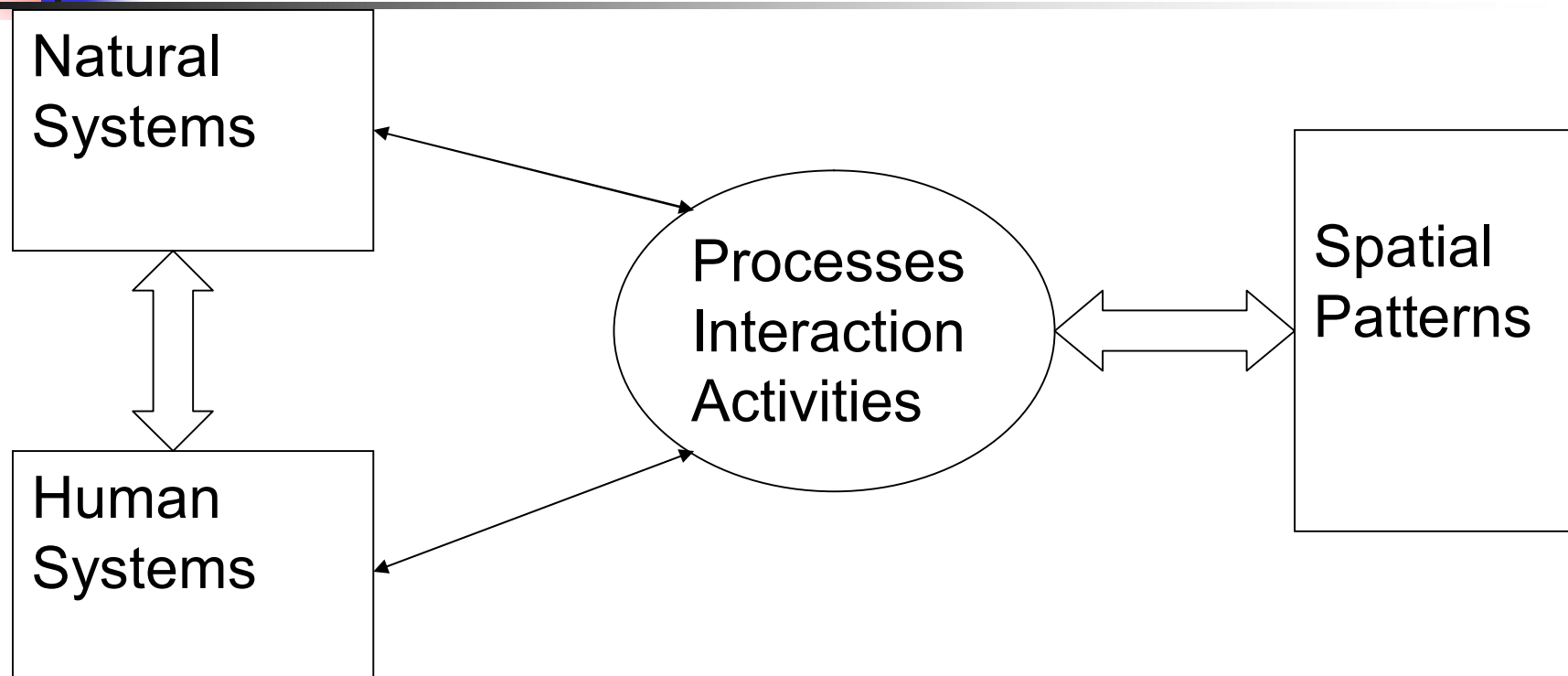
- the geography curriculum had a 'factual' nature
- It was not up-dated for a long time
- Too much theory- lack of application to real life
- links between natural and human systems were usually treated independently
- The issue of attitudes and values
- Physical geography oriented
- Human geography issues-topics were limited and usually limited with Turkey
- No GIS applications



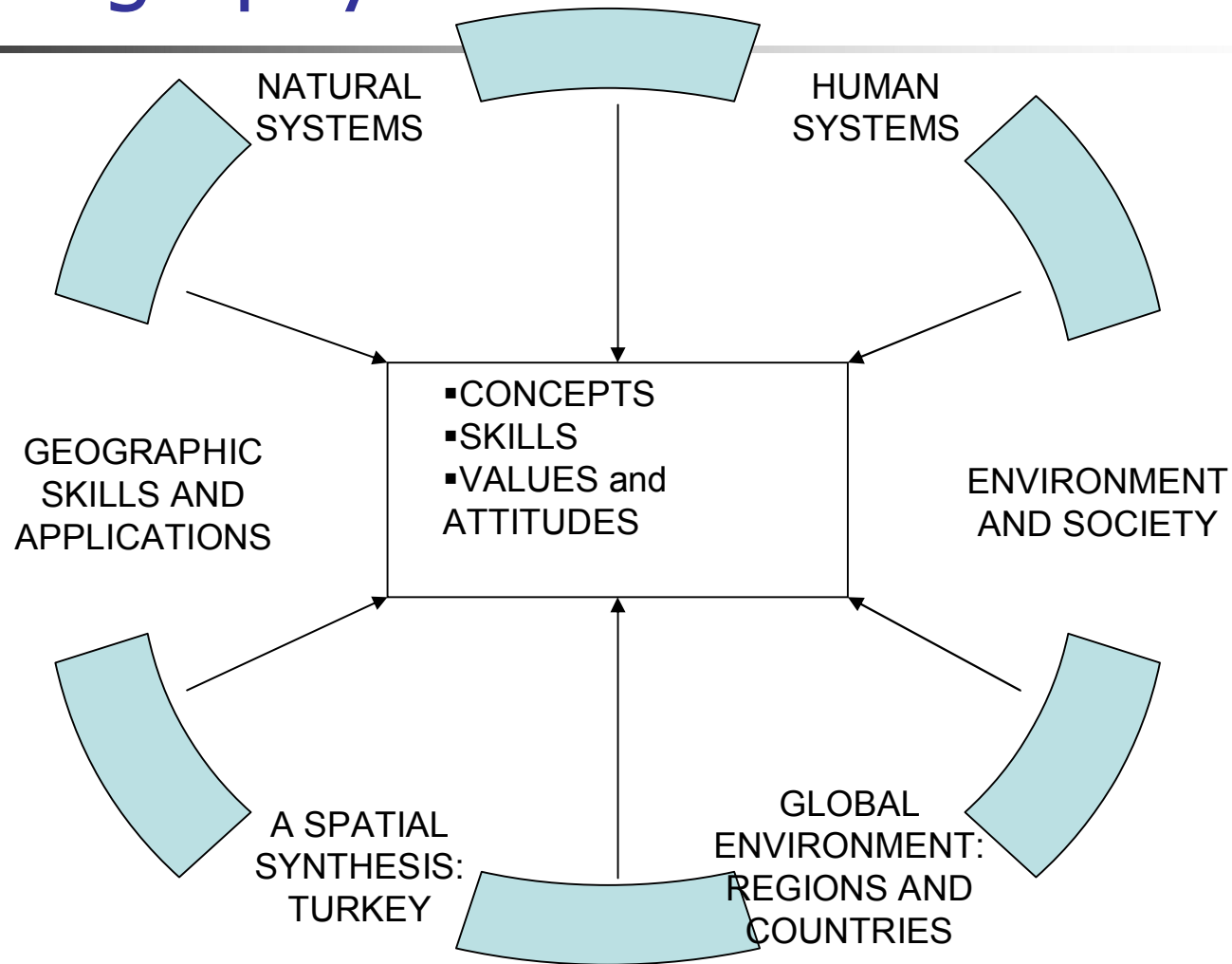
- the 2005 curriculum has, the first and foremost, changed *geographic perspective* as follows:

**geography as a mean to make individuals to be aware of some natural, social and political issues and debates within the context of local, national and global scales, forming attitudes, beliefs and values about those issues and being able to construct well-balanced citizens.**

# Geographic Perspective in the 2005 Curriculum



# Learning Areas (themes) in the 2005 Geography Curriculum





# What's changed in content

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- A balanced geographical content in terms of physical and human geography
- A contemporary perspective of geographic knowledge (location analysis of regions and countries, political geography, global perspective)
- Skills (both general and geographic skills- map, field skills as well as communication, analysis, creativity etc.)
- GIS applications and analysis
- Attitudes and values



# Teacher Qualities and Pedagogical Approaches

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Previously,

- The curriculum had a teacher-centred structure (teacher-centered/dominated classrooms)
- In fact, the classes were usually based-on textbook pedagogy that even teachers were not much active
- Mainly dictation (transmission of facts)
- Non-effective teacher professional development



# What's brought with the new curriculum

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- It brought some standards for teachers that they need to have certain qualities in terms of subject content knowledge and pedagogic content knowledge
- The implementation of the curriculum is largely left to teachers. teachers are given autonomy to consider factors such as concepts, patterns, principles, values and skills which are worth teaching, length of the course, time available, and available resources.
- Teachers are required to develop some skills that requires technical abilities such as GIS (geographic information systems) and fieldwork skills



# Pedagogy

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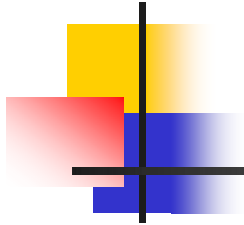
- 'Constructivist'
- Activity-based and student-centered
- Adopts a multiple intelligence perspective
- Brings new understanding of assessment- teachers are required to do both formative and summative assessments



# Resources/materials

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- Previously, the only material that was usually used in the classes was textbooks.
- However, the new curriculum provides opportunities for teachers to use various resources and materials both inside and outside classroom applications.



- Since the curriculum's structure provides GIS, multi-media, Internet and fieldwork applications and that it is activity-based, the use of various resources and materials become a necessity.
- It provides opportunities for project-based studies that student are supposed to produce their own work and portfolios
- It supports wide range of primary and secondary resources and materials. For example, in many objectives students are required to develop skills of using evidence. This will lead student to bring various materials from nature to the classroom.



## By sum

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2005 curriculum provides students with a 'constructivist' framework through which students should be able to question things, apply theory into practice, use up-to-date real world data and construct a 'world perception' of their own (NGC, 2005).



# Geography and world perception

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The study of geography represents the human endeavour to know more about themselves and the world around them (NGC, 2005).

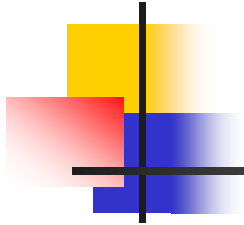
[the curriculum aims to] 'develop a world perception in students by perceiving, understanding and evaluating the world with respect to systems, processes and patterns that created by nature and humans through different scales from one's locality to global' (NGC, 2005).



# What is geography?

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- Geography primarily aims to develop an understanding, skills, values and attitudes in students with regard to nature and humans.
- This means that the scope of geography is quite wide that geography's interests are based both on natural and social sciences.
- But the reason for geography to be more special among other subjects is the fact that **it has a key role to understand and make sense of the today's world.**



- 2005 geography curriculum has a content that provides students an understanding of places we live and times on the axis of past and today.
- It also provides necessary skills to transfer this understanding to the future.
- Moving from this point, it is aimed to develop in students a perception and understanding of our world and the responsibility for a common future.
- This is achieved by developing students' sense of scale in the contexts of local to global.
- Such spatial scaling is organised differently with respect to grade levels in the curriculum. For example, while objectives of year 9 syllabus focuses more on near environment, the focus shifts on world regions and global issues in year 10, 11 and 12.

# students are expected to develop followings for gaining a world perception:



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- use space effectively by understanding the various aspects of nature and humans
- understand the interactions between human and the nature
- care environment and be responsible for the future
- commit themselves to their values
- have responsibility to protect the world and humanity
- understand ecologic, economic, social and politic relations that result from the processes of human and nature
- to understand the interactions between people and places across the world (NGC, 2005)