EXAMINING THE LEARNING OUTCOMES IN THE 12TH-GRADE REPUBLIC OF TURKEY REVOLUTION HISTORY AND KEMALISM CURRICULUM BASED ON THE REVISED BLOOM'S TAXONOMY

12. SINIF TÜRKİYE CUMHURİYETİ İNKILÂP TARİHİ VE ATATÜRKÇÜLÜK DERSİ ÖĞRETİM PROGRAMI'NDAKİ KAZANIMLARININ YENİLENMİŞ BLOOM TAKSONOMİSİNE GÖRE İNCELENMESİ

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Abstract

This research aimed to determine the level of the learning outcomes in the 12th-grade Republic of Turkey Revolution History and Kemalism Curriculum according to the Revised Bloom's Taxonomy. The research used a qualitative research design and the document analysis method. The source of data of the research was the Secondary Education Republic of Turkey Revolution History and Kemalism Curriculum published by the Ministry of National Education in 2018. Existing research on Bloom's Taxonomy and Revised Bloom's Taxonomy was used to determine the taxonomic levels and sub-levels of the learning outcomes. A coding rubric was prepared by the researcher to determine the noun and verb forms of the learning outcomes in order to evaluate and classify 33 learning outcomes in the 2018 Secondary Education Republic of Turkey Revolution History and Kemalism Curriculum. The data were analysed using descriptive statistics. The findings were presented in tables with frequency and percentage values. According to the research results, among 33 learning outcomes, 29 fell into the conceptual knowledge category of the knowledge dimension and four fell into the factual knowledge category of the knowledge dimension. Looking at the distribution of 33 learning outcomes across the levels of the cognitive process dimension, 19 fell into the understanding level, 11 fell into the analysing level, and 3 fell

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into the evaluating level. No learning outcome fell into the procedural and metacognitive knowledge categories of the knowledge dimension and into the remembering, applying, and creating levels of the cognitive process dimension.

Keywords: Curriculum, learning outcome, Bloom's taxonomy

Özet

Bu çalışmanın amacı 12. sınıf Türkiye Cumhuriyeti İnkılâp Tarihi ve Atatürkçülük Dersi kazanımlarının "Yenilenmiş Bloom Taksonomisi"ne göre seviyelerinin belirlenmesidir. Araştırma nitel bir araştırma olarak tasarlanmış ve doküman incelemesi kullanılarak gerçekleştirilmiştir. Araştırmanın veri kaynağını Milli Eğitim Bakanlığı'nın 2018 yılında yayınlamış olduğu Ortaöğretim T.C. İnkılap Tarihi ve Atatürkçülük Dersi Öğretim Programı oluşturmuştur. Kazanımların taksonomik düzeylerini ve alt basamaklarını belirlemek amacıyla Bloom Taksonomisi ve Yenilenmiş Bloom Taksonomisi ile ilgili araştırmalardan istifade edilmiştir. Çalışmada, 2018 yılı Ortaöğretim T.C. İnkılap Tarihi ve Atatürkçülük Dersi Öğretim Programında yer alan 33 kazanımı yenilenmiş Bloom taksonomisine göre değerlendirmek ve sınıflandırmak için araştırmacı tarafından kazanımların isim ve fiil şekillerini belirlemek için kodlama cetveli hazırlanmıştır. Elde edilen bulgular betimsel analiz kullanılarak frekans ve yüzde ile tablo haline getirilerek sunulmuştur. Araştırmanın sonuçları genel olarak değerlendirildiğinde programdaki 33 kazanımın 29'unun taksonominin bilgi boyutu/kavramsal bilgi basamağında yer aldığı, 4'ünün bilgi boyutu/olgusal bilgi basamağında yer aldığı tespit edilmiştir. Ayrıca programdaki 33 kazanımın bilişsel süreç boyutu içerisinde 19'unun anlama, 11'inin çözümleme, 3'ünün yaratma basamağında olduğu belirlenmiştir. Bilgi boyutunda işlemsel ve üstbilişsel bilgi basamağında ve bilişsel süreç basamağında hatırlama, uygulama ve yaratma düzeyinde kazanıma ise rastlanmamıştır.

Anahtar kelimeler: Öğretim programı, kazanım, Bloom Taksonomisi

INTRODUCTION

The ability of individuals to keep up with the times and acquire essential knowledge, skills, and values is undoubtedly made possible by education and training. The content of courses is of critical importance in integrating individuals into society through education and training processes. Learning outcomes specified in curricula serve as a guide to design and evaluate learning content and student experiences (Anderson & Krathwohl, 2001; Bilen, 2002; Demirel, 2012; Ertürk, 1998; Varış, 1996). Education begins with a purpose, defines learning outcomes and target behaviours in line with this purpose, continues with learning and teaching activities conducted

using various methods and techniques, and ends with evaluation (Gündüz, 2009). The purpose and relevant learning outcomes should be planned to keep up with the conditions of the time and to prepare individuals for the future. Instead of focusing on short-term solutions to save the day, learning outcomes should be designed to create individuals who adopt rational and scientific methods and are equipped for the near and distant future.

Curricula are aimed at achieving educational goals and among the main components of education. There are several definitions and classifications of curricula. Curricula are among the key elements of education planning schools. According to Demirel (2012), a curriculum provides an answer as to how to carry out education and is a sum of experiences that covers all activities related to the teaching of a course planned to be given to individuals in or out of school. Girgin (2011) defines a curriculum as a guide that informs what, why, and how to teach within the scope of a course in the learning and teaching process. Learning outcomes in curricula require classifying target behaviours that students are expected to develop during education and training activities, as well as defining them according to students' levels. Learning is not a random or irregular process and teaching is intertwined with many concepts such as educational goals and thinking (Forehand, 2010). Classifying facts from concrete to abstract, from easy to difficult, from simple to complex, and from basic to higher cognitive levels is a condition to increase the effectiveness of education and achieve meaningful learning (Sönmez, 2007).

According to forehand (2010), Bloom, as a pioneer of such classification, worked for many years to find a solution to intricate concept networks and misconceptions. Benjamin Bloom started a project, thinking that there could be a way to reduce the effort spent on devising multiple annual exams. The outcomes of the project were published in the book titled "Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain" in 1956 by Bloom and his colleagues (Bloom, 1956). This form of taxonomy is referred to as the 'Original Bloom's Taxonomy' and has so far been translated into many languages (Anderson & Krathwohl, 2014). The concept of the classification of goals was coined by Bloom and his colleagues and this classification has come to be known as Bloom's Taxonomy (Baştürk, 2014). This taxonomy has allowed educational goals to be addressed in concrete terms. This view is intended to classify educational goals from simple

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to complex and from easy to difficult in an order in which each goal is set as a prerequisite for the next goal (Dursun, 2014).

In this taxonomy, Bloom (1956) classified target behaviours into the three domains of learning hierarchically: cognitive, affective, and psychomotor. The hierarchical classification of goals has had significant implications in the field of education, and these classifications have been used as the basis for curriculum development, test design and development, course planning, and teacher training in various countries (Anderson, 2003).

The first classification was largely accepted; however, some researchers later criticized it for various reasons, and because of this criticism, new classifications have been developed (Yüksel, 2007). To fully measure higher-order cognitive skills predicted by the student-centred approach, Bloom's taxonomy was revised to address the criticism (Anderson et al., 2014; Aries et al., 2013).

A group of scientists formed by Krathwohl and his colleagues revised Bloom's taxonomy into a more applicable version by suggesting that the original taxonomy should be updated, and its missing features should be completed (Anderson & Krathwohl, 2001; Bümen, 2006; Yeşilyurt, 2012).

Grounds for revising Bloom's taxonomy:

- Developing technology and changing education systems.
- Adoption of new insights into learning. Adoption of constructive learning theory and the inability of the original taxonomy to measure metacognitive thinking skills.
- The content of the "analysis" and "evaluation" levels was not clearly defined.
- The mismatch between the taxonomy and real-life problems.
- The inability of the original taxonomy to explain individuality and dynamics in learning.
- The levels in the original taxonomy were prerequisites for each other (Arı, 2011,2013; Ayvacı &Türkdoğan, 2010; Tutkun, 2012).

The revision made to Bloom's Taxonomy is that the original unidimensional taxonomy was expanded into two dimensions including both noun (object) and verb (action) forms. The knowledge dimension consists of nouns and the cognitive process dimension consists of verbs (Anderson & Krathwohl, 2014; Yüksel, 2007). As a result of this

revision, the categories of the cognitive process dimension became more functional and traceable (Çepni et al., 2007).
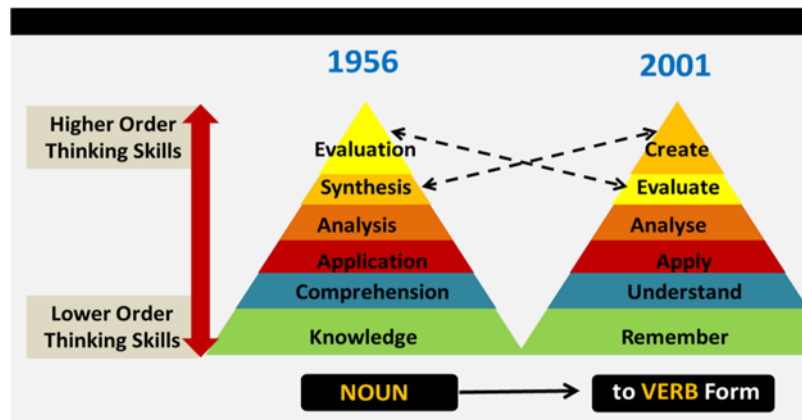

Figure 1. *Comparison of the Original Bloom's Taxonomy and Revised Bloom's Taxonomy*

(Güde, 2021)

Table 1. *Revised Bloom's Taxonomy (Anderson et al., 2001)*

The Knowledge Dimension	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyse	5. Evaluate	6. Create
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Metacognitive Knowledge						

The knowledge dimension was incorporated into the Revised Bloom's Taxonomy. This dimension is divided into 4 categories: "factual", "conceptual", "procedural", and "metacognitive". The original number of categories in the cognitive process dimension was not changed; however, three categories were renamed and the position of the two categories was changed. The "knowledge" level in the original taxonomy was replaced by "remembering", the

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"comprehension" level was replaced by "understanding", and the "synthesis" level was replaced by "creating". The creating process is preceded by the evaluating process. Thus, the criticism levelled at the original taxonomy was resolved (Krathwohl, 2002). The knowledge and cognitive process dimensions in the revised taxonomy was explained by Anderson et al. (2001) as follows:

A) The Knowledge Dimension

1. *Factual knowledge* covers the basic elements that students need to know to recognise a discipline or solve problems within a discipline. It has the following two sub-categories: *knowledge of terminology* and *knowledge of specific details and elements*. For example, knowing musical symbols or reliable sources of information relates to the category of factual knowledge.

2. *Conceptual knowledge* includes categories, classifications, and their complex and organised interrelationships. This category involves knowledge forms, conceptual knowledge schemas, and mental models. These forms, schemas, or models represent learners' knowledge of how a particular subject is organized and structured, how different pieces of information are systematically connected to each other, and how they relate to each other. For example, when a mental model is developed about why seasons occur, many ideas appear in learners' mind. Learners construct many elements in their mind, such as Earth, the sun, and Earth's rotation around the sun. This kind of conceptual knowledge is called "disciplinary knowledge". It has three sub-categories: *knowledge of classifications and categories, knowledge of principles and generalizations*, and *knowledge of theory, models, and structures*.

3. *Procedural knowledge* is about how to do something. The knowledge of how to do may be simple or complex. This category has three sub-categories: *knowledge of subject-specific skills and algorithms, knowledge of subject-specific techniques and methods*, and *knowledge of criteria for determining when to use appropriate procedures*. For example, knowledge of research methods in social studies relates to the procedural knowledge category because it is a form of knowledge of subject-specific techniques and methods.

4. *Metacognitive knowledge* refers to knowledge and awareness of one's own cognition. This category has three sub-categories:

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strategic knowledge, *knowledge about cognitive tasks*, *including appropriate contextual and conditional knowledge*, and *self-knowledge*. For example, knowledge of one's own knowledge and lack of knowledge relates to the metacognitive knowledge category because it is a form of self-knowledge.

B) The Cognitive Process Dimension

1. *Remembering* refers to the retrieval of knowledge from long-term memory. *Recognising* and *recalling* are the sub-categories. Recognising or recalling important days in U.S. history is an example of the remembering category.

2. *Understanding* involves making sense of educational messages, including verbal, written, and graphic communication. The sub-categories include *interpreting, exemplifying, classifying, summarising, inferring, comparing, and explaining*.

3. *Applying* refers to using existing knowledge in a particular situation. *Executing* and *implementing* are the sub-categories. An example of this category is determining in which cases Newton's second law is appropriate.

4. *Analysing* refers to dividing any subject or phenomenon into parts and determining how the parts relate to each other and the entire structure. The sub-categories include *differentiating, organizing*, and *attributing*. For example, determining an article writer's political views based on their perspective relates to the attributing sub-category.

5. *Evaluating* refers to judging according to certain criteria or rules. *Checking* and *critiquing* are the sub-categories. An example of evaluating is deciding which of the two methods is the best way to solve a particular problem.

6. *Creating* refers to creating a new model or structure by combining elements to create a coherent or functional whole. The sub-categories include *generating, planning*, and *producing*. For example, planning a research report on a particular historical topic or formulating hypotheses to explain an observed phenomenon is an example of creating.

The literature usually uses the Original Bloom's Taxonomy or Revised Bloom's Taxonomy to examine curricula (Aktan, 2020; Çiftçi,

2010; Filiz & Baysal, 2019; Gazel & Erol, 2012; Gezer et al., 2014; Gültekin & Burak, 2019; Özdemir et al., 2015; Yolcu, 2019), exam questions (Arseven et al., 2016; Çalışkan, 2011; Gökler et al., 2012; Karaer, 2019; Mercan, 2019; Şanlı & Pınar, 2017; Topçu, 2017; Uymaz & Çalışkan, 2019), and textbooks (Akçay et al., 2017; Candeğer, 2016; Durukan & Demir, 2017; Oran & Karalı, 2019; Sallabaş & Yılmaz, 2020; Tüm, 2016; Ulum & Taşkaya, 2019). Gezer et al. (2014) revised and examined the learning outcomes in the 8th-grade Republic of Turkey Revolution History and Kemalism Curriculum in accordance with the Revised Bloom's Taxonomy. The 12th-grade Republic of Turkey Revolution History and Kemalism Curriculum was extensively revised and updated in 2018. Against this background, this research aimed to determine the level of the learning outcomes in the 12th-grade Republic of Turkey Revolution History and Kemalism Curriculum according to the Revised Bloom's Taxonomy.

METHODS

This study used a qualitative research design and was carried out using document analysis. Document analysis involves examining written materials that comprise information about a phenomenon or situation under investigation (Yıldırım & Şimşek, 2011).

Source of Data

The source of data of the research was the Secondary Education Republic of Turkey Revolution History and Kemalism Curriculum published by the Ministry of National Education in 2018. Existing research on Bloom's Taxonomy and Revised Bloom's Taxonomy was used to determine the taxonomic levels and sub-levels of the learning outcomes.

Data Analysis

In this research, a coding rubric was prepared by the researcher to determine the noun and verb forms of the learning outcomes in order to evaluate and classify 33 learning outcomes in the 2018 Secondary Education Republic of Turkey Revolution History and Kemalism Curriculum. Learning outcomes in a curriculum consist of sentences formed with noun phrases and verbal phrases. Learning outcomes in the verb (action) form relate to the cognitive process dimension and those in the noun (object) form relate to the knowledge dimension (Anderson et al., 2014). For the analysis of the data, the relevant sources were

examined in-depth to produce an accurate description. The data were checked in light of existing research to ensure the accurate placement of the data in the taxonomy table. This was done to minimise errors caused by the researcher when classifying. This was also done to avoid any adverse situation that may occur because the taxonomy lacks certain and clear rules and classification depends on the target statement and the apprehension of the classifier (Anderson et al., 2014). The knowledge and cognitive process dimensions of the learning outcomes were identified and their position in the Revised Bloom's Taxonomy was determined. The data were also analysed by two other researchers and the interrater agreement was computed the following formula proposed by Miles and Huberman (1994): Percentage of Agreement = Agreement / (Agreement + Disagreement) x 100. The interrater reliability was found to be 82% and the analysis was considered reliable. The data were analysed using descriptive statistics. The findings were presented in tables with frequency and percentage values. Descriptive analysis is aimed at interpreting and presenting results in a systematically interpreted manner (Yıldırım & Şimşek, 2013).

Below are exemplified the analysis of some learning outcomes.

"1.4. Evaluate the consequences of World War II from the perspective of the Ottoman State and the Western States". In this learning outcome, the part "the consequences of World War II from the perspective of the Ottoman State and the Western States" is the noun phrase. Because it is concerned with the categorisation and interrelationships of knowledge, it pertains to the conceptual knowledge category of the knowledge dimension in the Revised Bloom's Taxonomy. The verb "evaluates" in the learning outcome means making judgements; thus, it pertains to the evaluating level of the cognitive process dimension.

"2.7. Connect the personality traits and activities of the important figures who contributed to the Turkish National Struggle." In this learning outcome, the part "the personality traits and activities of the important figures who contributed to the Turkish National Struggle" is the noun phrase. Because it requires knowledge of specific details and elements, it pertains to the factual knowledge category of the knowledge dimension. The verb "connect" implies analysing and attributing; thus, it pertains to the analysing level of the cognitive process dimension.

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"4.3. Comprehend the political and economic developments in the world in the interwar period." In this learning outcome, the part "the political and economic developments in the world in the interwar period" is the noun phrase. Because it requires the classification and categorical presentation of knowledge, it pertains to the conceptual knowledge category of the knowledge dimension. The verb "comprehend" refers to the ability to summarise what has been learned and to explain knowledge in long-term memory (Forehand, 2010). Thus, the verb of this learning outcome pertains to the understanding level of the cognitive process dimension.

FINDINGS

For the purpose of the study, 33 learning outcomes in the 2018 Secondary Education Republic of Turkey Revolution History and Kemalism Curriculum were analysed in accordance with the knowledge and cognitive process dimensions of the Revised Bloom's Taxonomy. Table 2 shows the results of the analysis.

Table 2. *Distribution of the Learning Outcomes across the Categories of Revised Bloom's Taxonomy*

THE KNOWLEDGE DIMENSION		The Cognitive Process Dimension					
		Remember	Understand	Apply	Analyse	Evaluate	Create
		1.	2.	3.	4.	5.	6.
A.	Factual Knowledge		2.4,		2.3, 2.7, 3.8,		
B.	Conceptual Knowledge		2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2, 7.1, 7.2, 8.1		1.1, 1.2, 1.3, 2.5, 5.2, 6.3, 7.3, 8.2	1.4, 2.6, 5.3	
C.	Procedural Knowledge						
D.	Metacognitive Knowledge						

As seen in Table 2, among 33 learning outcomes, four fell into the factual knowledge category and 29 fell into the conceptual knowledge category of the knowledge dimension. Looking at the distribution across the categories of the cognitive process dimension, 19 learning outcomes fell into the understanding level, 11 fell into the analysing level, and three fell into the evaluating level.

Table 3. *Frequency Distribution of the Learning Outcomes across the Categories of Revised Bloom's Taxonomy*

THE KNOWLEDGE DIMENSION	1. REMEMBER		2. UNDERSTAND		3. APPLY		4. ANALYSE		5. EVALUATE		6. CREATE		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
FACTUAL KNOWLEDGE	-	-	1	3.03	-	-	3	9.09	-	-	-	-	4	12.12
CONCEPTUAL KNOWLEDGE	-	-	18	54.54	-	-	8	24.24	3	9.09	-	-	29	87.87
PROCEDURAL KNOWLEDGE	-	-	-	-	-	-	-	-			-	-	-	-
METACOGNITIVE KNOWLEDGE	-	-	-	-	-	-	-	-			-	-	-	-
TOTAL	-	-	19	57.57	-	-	11	33.33	3	9.09	-	-	33	100

As seen in Table 3, among 33 learning outcomes, none fell into the remembering, applying, and creating levels of the cognitive process dimension and into the procedural and metacognitive knowledge categories of the knowledge dimension. Looking at the frequency distribution of the learning outcomes across the categories of the knowledge dimension, 12.12% were placed in the factual knowledge category and 87.87% were placed in the conceptual knowledge category. Looking at the frequency distribution across the categories of the cognitive process dimension, 57.57% were placed in the understanding level, 33.33% were placed in the analysing level, and 9.09% were placed in the evaluating level. Looking at the distribution of the learning outcomes across the intersections of the knowledge and cognitive process dimensions, among 33 learning outcomes, one (3.03%) was classified in the factual knowledge and understanding categories, 18 (54.54%) were classified in the conceptual knowledge and understanding categories, eight (24.24%) were classified in the conceptual knowledge and analysing categories, and three (9.09%) were classified in the conceptual knowledge and evaluating categories.

DISCUSSION AND CONCLUSION

This research set out to analyse the learning outcomes in the 12th-grade Republic of Turkey Revolution History and Kemalism Curriculum according to the Revised Bloom's Taxonomy. The analysis

results showed that among 33 learning outcomes, 29 fell into the conceptual knowledge category and four fell into the factual knowledge category of the knowledge dimension. Looking at the distribution of 33 learning outcomes across the levels of the cognitive process dimension, 19 fell into the understanding level, 11 fell into the analysing level, and 3 fell into the evaluating level. No learning outcome was classified in the procedural and metacognitive knowledge categories of the knowledge dimension and in the remembering, applying, and creating levels of the cognitive process dimension. The fact that the learning outcomes are mostly placed in the conceptual knowledge category suggests that the curriculum prioritises concept teaching. A relatively smaller number of the learning outcomes were placed in the factual knowledge category. A possible explanation of this result might be that factual knowledge is taught in lower grade levels because curricula are designed based on the spiral approach.

In accordance with the present results, in their analysis of the learning outcomes in the 8th-grade Republic of Turkey Revolution History and Kemalism Curriculum according to the Revised Bloom's Taxonomy, Gezer et al. (2014) found that none of the learning outcomes was classified in the remembering, applying, and creating levels of the cognitive process dimension and in the procedural and metacognitive categories of the knowledge dimension, while 45.3% fell into the evaluating level, 33.3% fell into the understanding level, 21.3% fell into the analysing level, 8% fell into the factual knowledge category, and 92% fell into the conceptual knowledge category. The present results seem to be consistent with other research which found that the conceptual knowledge category was filled with 64% of the learning outcomes in the Primary Education Social Studies Curriculum (from 4th- to 7th-grades) (Özdemir et al., 2015), with 66% of the learning outcomes in the Primary Education Science Curriculum (from 4th- to 8th-grades) (Yaz, 2015), with 62% of the learning outcomes in the Chemistry Curriculum (Zorluoğlu et al., 2017), and with 68% of the learning outcomes in the 9th-grade Geography Curriculum (Sözcü, 2019). Likewise, Filiz and Baysal (2019) analysed the learning outcomes in the 4th- to 8th-grades Social Studies Curriculum and found that most of the learning outcomes were classified in the understanding (49.55%) and analysing (26.13%) levels of the cognitive process dimension and in the conceptual (57.66%) and factual (27.03%) knowledge categories. Similarly, İlhan and Gülersoy (2019) analysed

the learning outcomes in the 10th-grade Geography Curriculum and found that 71% of the learning outcomes were placed in the conceptual knowledge category and 20% were in the factual knowledge category, while 56% were placed in the understanding level, 26% were placed in the analysing level, and 18% were placed in the evaluating level. Looking at these results together, it can be said that the learning outcomes in the curricula are mainly classified in the conceptual and factual knowledge categories of the knowledge dimension and in the understanding and analysing levels of the cognitive process dimension of the Revised Bloom's Taxonomy.

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