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DETERMINATION OF THE MEASUREMENT AND EVALUATION OF THE DEMOCRACY AND HUMAN RIGHTS TEACHING CURRICULUM ACCORDING TO TEACHERS' OPINIONS

DETERMINACIÓN DE LA MEDICIÓN Y EVALUACIÓN DE LA DEMOCRACIA Y LOS DERECHOS HUMANOS CURRICULUM DE ENSEÑANZA SEGÚN LAS OPINIONES DE LOS ACADÉMICOS

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Abstract

It is necessity to identify the effectiveness of innovations within the education system and in educational programs through program evaluation studies. The aim of this research is to evaluate teacher opinions according to the Democracy and Human Rights curriculum, which is an optional course in Cypriot secondary schools. Qualitative methods were used as the research model. Descriptive and content analyses were conducted in the qualitative dimension of this study. Descriptive analysis has been used in this qualitative dimension by taking direct quotations from the statements of the participants in the analysis of descriptive data. It is concluded from the opinions of the teachers that they cannot use the contemporary measurement and evaluation tools in the curriculum.

Keywords

Curriculum – Democracy – Human rights – Program evaluation – Measurement and evaluation

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Introduction

Education, in addition to the cognitive development of individuals and the elevation of individuals' status in the society, provides positive development in all areas of cognitive development. For this reason, the official educational programs prepared in schools should have adequate equipment. In specific terms, in educational programs, applicability, affordability, functionality, and flexibility - individual differences between students should be emphasized, developments in technology should be applied to the education program, and technology should be integrated into the programs - social values must be preserved and transmitted to the next generation in the most effective way and developed with the aim of meeting the needs of society, the individual and the subject matter. For this reason, curriculum experts, developers and practicing teachers who develop such training programs should be sufficiently competent to evaluate the target behaviours of the learning situations that are planned according to the targets and the test cases should incorporate contemporary issues.

Accessing information in the information age can be facilitated by modern technology and, as a result of the nature of learning, education can occur" either in a programmed process or spontaneously. Education is defined as *formal* education if it is planned and programmed, if the targets are determined in advance, if the location and the place where the education will occur is specified, if the teachers are professional, if the main purpose is to provide positive behaviour and if the program development process is obligatory. On the other hand, if the objectives are not planned and programmed, if the targets are not known in advance, if the location and the venue are unknown, if the education occurs in a natural environment and if the trainers are not professionals, the education is defined as *informal* education[1].

It is necessary to evaluate the achievements of the current Democracy and Human Rights curriculum in terms of the objects, content, and learning - teaching activities and also the program evaluation in terms of the measurement and evaluation process. The evaluation of programs in terms of achievements is particularly concerned with the transformation of targeted aims into behaviour. Content should be selected from content-based evaluation, or the 'what to teach' question, and the content should be in line with the target behaviour. Evaluation of the programs in terms of learning - teaching activities is the organisation of learning situations in order to achieve the targeted types of behaviour. The key to this research is based on the need to assess the effectiveness of the programs being implemented. It is important to evaluate the program being implemented, as well as to support the missing, weak and even superior aspects of the existing system. It is important to make a thorough, comprehensive assessment of the four components of the program, namely the target, content, learning and teaching process, and assessment dimensions. The goals are the value of the product, and the evaluation of the environment in which the program is implemented. The resources of the content program are assessed in order to achieve its goals. The learning and teaching process is focused on how to transfer the goals of the program to the students. The evaluation dimension of the programs is concerned with the extent to which the program's needs are not met.

In this research, it is necessary to evaluate the Democracy and Human Rights curriculum, in order to determine and eliminate any deficiencies that are observed in the

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[1] M. Şişman, Eğitim Bilimine Giriş (Ankara: Pegem A Yayıncılık, 2007) y N. Fidan, Okulda Öğrenme ve Öğretme (Ankara: Pegem Akademi, 2012).

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current situation. This research about curriculum evaluation is designed to determine the positive and negative aspects of the programs to provide feedback to decision-making individuals who have the authority to make decisions about the program.

Importance of the Research

As a prelude to this research, it is suggested that teachers who implement the curriculum of the Democracy and Human rights course should be able to determine its effectiveness. The resulting data from the program evaluation study will provide feedback to program designers, training managers and teachers on the effectiveness of the existing curriculum of the Democracy and Human rights course. The maintenance of the existing program will ensure that if there are ineffective items, they can be reconsidered or improved, or the existing program could even be abandoned and new program development decisions will be made. It is important to present to the stakeholders how the current program should be developed and how it should be developed in the light of collected data at the end of the program evaluation. Program evaluation should be conducted scientifically and systematically and the use of the results is important. Program evaluation studies support the acceleration of educational reforms. However, it is also intended that program development specialists should have an overall perception of the level of effectiveness of the program. Another important aspect of this research is the determination of the qualifications of the Democracy and Human Rights education program and the targets attained by taking the opinions of the teachers who apply the teaching program in the Turkish Republic of Northern Cyprus and to evaluate the measurement and evaluation items of this program. Contributing to the scientific bases of education through this research will enable the program's teachers to provide constructive feedback to the program developers and the program can then be developed by redesigning the determined sections.

In summary, this study reflects the current situation of the Democracy and Human Rights curriculum, and program proposals have been developed to be presented to the relevant stakeholders in the light of the collected findings.

Purpose of the Research

The purpose of this research is to evaluate the teachers who are the practitioners of the course related to the measurement and evaluation dimensions of the Democracy and Human Rights Curriculum taught in the secondary schools in the Turkish Republic of Northern Cyprus. The sub-objective designed to achieve this general purpose is: What are the opinions of the teachers who apply the Democracy and Human Rights lessons taught in secondary education regarding the measurement and evaluation of the program?

Empirical studies on curriculum evaluation

The definition of program evaluation can vary significantly depending on the objectives of the research. According to previous research, different studies in the literature have investigated program evaluation, stakeholder evaluation and textbook evaluation.

Güven and İleri[2] stated that, although studies conducted in the 20th century showed that the evaluation of programs made with program evaluation models have increased around the world, program evaluation approaches and models have not been widely used in Turkey. Nevertheless, the origins of program evaluation studies can be traced to the 1930s. Tyler meticulously and systematically continued his evaluation work over a period of 8 years from 1932 to 1940. According to Tyler[3], effective and qualified education and training can be achieved if teaching objectives are converted into behaviour. He emphasised that the transformation of teaching objectives into successful behaviour also depends on the success of the programs implemented.

Tyler emphasizes the need for more systematic program evaluation work and the importance of program evaluation. In the year 2000, program evaluation studies started to become more systematic. Oliva[4] explained that the evaluation was conducted for two purposes; the first being teaching and the second being evaluation of the program. It is possible to evaluate the effectiveness of the strategies, methods, techniques, tools and materials used in the process of learning and teaching by examining the exam results of the students, analysing the field and pedagogical information of the instructors and evaluating the teaching. The evaluation of the program covers the whole of the teaching evaluation studies in a more comprehensive manner. Saylor et al.[5] reported that assessment could be both managerial and goal-oriented. In this respect, program development experts are asked to manage their programs in a managerial way and to determine the learning outcomes of students participating in the program using goal-oriented evaluations. According to Stufflebeam[6], education is also the process of evaluation; it gives alternative ideas that help to provide information to stakeholders. According to Worthen and Sanders[7], evaluation helps to reach a conclusion with respect to the value, the utility of the program, the suitability of its purpose, and whether it is beneficial. On the other hand, Hopkins[8], Rea-Dickens and Germaine[9] explained that the program evaluation should be systematic. In other words, the program must determine whether the goals and objectives have been achieved. This program evaluation definition is similar to Hopkins's definition. Brown's[10] definition of curriculum evaluation refers to the systematic collection and analysis of information supporting these programs, which helps to improve the missing aspects and reorganize the parts that need to be corrected, and the process of obtaining detailed and up-to-date information aims to determine the effectiveness of the program. Program evaluation studies in the field of education are part

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[2] B. Güven ve S. İleri, "Program değerlendirme kavramı ve ilköğretimde program değerlendirme çalışmalarına kuramsal bir bakış", Türkiye Sosyal Araştırmalar Dergisi, Vol: 10 num 1-2 (2006): 141-163.

[3] R. W. Tyler, Basic principles of curriculum and instruction (Chicago: The University of Chicago Press, 1975).

[4] P. F. Oliva, Developing the Curriculum (Boston: Scott Foresman and Company, 1988).

[5] J. G. Saylor; W. N. Alexander & A. J. Lewis, Curriculum plannig for better teaching and learning (New York: Holt, Rinehart and Winston, 1981).

[6] D. L. Stufflebeam, "The relevance of the CIPP evaluation model for educational accountability", Journal o f Research and Development in Education, num 5 (1971): 19-25.

[7] B. R. Worthen & J. R. Sanders, Educational evaluation: Theory and practice (Belmont: Wadsworth, 1973).

[8] D. Hopkins, Evaluation for school development (Milton Keynes: Open University Press, 1989).

[9] P. Rea-Dickens & K. Germaine, Evaluation (Oxford: Oxford University Press, 1992).

[10] J. D. Brown, Language program evaluation: A synthesis of existing possibilities. In R. K. Johnson (Ed.), The second language curriculum (pp. 222-241) (Cambridge: Cambridge University Press, 1989).

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of the process of determining whether the programs being implemented have positive behavioural changes in the targeted direction and whether they are effective.

In this context, Demirel[11] described evaluation in education as the process of obtaining detailed information about the effectiveness of the programs being implemented. Kumral and Saracaloğlu[12] argued that program evaluation should be conducted together with the training process, and indicated that each program developed through the design and testing process determines the level that both social and individual needs are met. Ertürk[13], however, does not define curriculum evaluation only as the stage of the programs. The evaluation assesses when the goals of the curriculum have been achieved and whether program development process has been completed. According to Demirel[14] and Erden[15], it is necessary to evaluate the developed programs at the application level. In the evaluation phase of programs, the information gathered by scientific methods measures only the effectiveness of the program and based on the obtained findings, the program development specialists or decision-making stakeholders can decide whether the program can be continued or not. Abma and Schwandt[16] noted that program evaluation is a systematic process. For the purpose of the planned program evaluation study, the level of meeting the needs of the society is important based on the expectations of the institution making the evaluation. Since the program obtained by applying these criteria will raise awareness about the outcome of the evaluation, it has been indicated that there is a need for information sharing.

Morrison[17] reported that the assessment is a decision-making process. Clarke[18] explained that the evaluation process does not present new knowledge, but is an objective way of presenting existing information. Primarily, the evaluation process measures how useful the programs are; it helps to make decisions about the programs. Evaluation is a scientific study and using evaluation models in this process consequently carries high importance. Thus, the assessment suggests that this strategy is a matter of judging whether it is actually improving or changing the programs. It should be beneficial for improving teaching, for achieving the purpose of the teaching as well as its functionality and usefulness. Based on the results, Guerra-Lopez[19] reported that judgments could be reached on whether expectations were met and that there might also be an action plan for the future based on the collected information. In general, it can be said that the program evaluation provides useful feedback on whether these targeted needs can be acquired. It should be remembered that information such as how information is gathered, how it is

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[11] Ö. Demirel, Eğitimde program geliştirme. Kuramdan uygulamaya (Ankara: Pegem A Yayıncılık, 2013).

[12] O. Kumral A. S. ve Saracaloğlu, "Eğitim Programlarının Değerlendirilmesi ve Eğitsel Eleştiri Modeli", Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi Vol: 1 num 2 (2011): 27-35.

[13] S. Ertürk, Eğitimde Program Geliştirme (Ankara: Edge Akademi, 2013).

[14] Ö. Demirel, Eğitimde program geliştirme…

[15] M. Erden, Eğitimde Program Değerlendirme (3. Baskı) (Ankara: Anı Yayıncılık, 1998).

[16] Abma, T. A. & Schwandt, T. A. The practice and politics of sponsored evaluations. In B. Somekh ve C. Lewin (Eds.), Research methods in the social sciences, 105–112 (London: Sage Publication, 2005)

[17] K. Morrison, Planning and Accomplishing School-Centred Evaluation (Norfolk: Peter Francis, 1993).

[18] A. Clarke, Evaluation Research: An ıntroduction to principles, methods and practice (London: Sage, 1999).

[19] I. Guerra-Lopez, Evaluating impact: Evaluation and continual improvement for performance improvement practitioners (Champaign, IL: Human Resource Development Press, 2007).

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analysed, as well as why and how information is presented are all indispensable parts of this mechanism. According to Marsh and Willis[20], information is collected and evaluated for several reasons. It is done to respond to the student needs of the current program being implemented and to improve the education – training process. Apart from this, program evaluation studies are evaluated from the point of view of clearly introducing the program, and ensuring there are clear and understandable targets before a newly developed program is implemented. It is expected that the program evaluation will primarily serve the purpose of the individuals or institutions as a result of data that is valuable, accurate, reliable and objective. Teachers who are practitioners of the program, students affected by practice, parents and administrators, and program designer's all benefit greatly from their evaluation efforts in this direction. As can be seen, there are many different definitions in the field of program evaluation mentioned above; however, in education systems, the decision-making mechanism is conducted via program evaluation. In the literature, a variety of program evaluation studies related to program evaluation have provided data. However, it is necessary to develop a new program proposal and submit it to the stakeholders by collating all of the information and findings obtained. In other words, the program should not just be evaluated without subsequent action, and if any part of the program is lacking in the evaluation, it should be improved and presented for the benefit of the stakeholders.

Doğan[21] analysed the educational process of the program evaluation, problems arising from the resources used, the ability to attain the targeted behaviour expected from students, and most importantly, the competences of the program's practitioners were compared in order to improve the missing dimensions of the program. According to Eisner[22], assessment is a process that inspects whether teachers and students meet educational and instructional needs. This supervision process involves observing the classroom atmosphere of the learning - teaching environment, examining the materials used, and determining the level of achievement of the program with the teachers and the program in the audit process obtained as a result of the program evaluation. Additionally, Eisner, unlike other evaluators, indicated that it would be appropriate to include a comparison of new and old programs in the evaluation process, in order to investigate the impact of any aspects that were removed or added.

Additionally, during the evaluation of programs, necessary information is obtained from the stakeholders, i.e. the direct users of the program. These stakeholders include parents, administrators, program development specialists, field experts, ministry staff, inspectors and supervisors. Another goal of the program evaluation is to determine solutions by assessing the effectiveness of the existing program being implemented. Varış[23] examined the general and specific objectives of the program's development, investigated whether these goals and objectives have been achieved, and then developed data collection tools based on the characteristics of both the teacher and the learner. In line with this view, Erden[24] argued that accurate, reliable and accurate information about the effectiveness of the program can only be achieved through the correct development of data collection tools.

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[20] C. J. Marsh and G. Willis, Curriculum: Alternative Approaches, Ongoing Issues. (4th ed.). (Upper Saddle River: Merrill Prentice Hall, 2007).
[21] H. Doğan, Eğitimde Program ve Öğretim Tasarımı (Ankara: Önder Matbaacılık, 1997).
[22] E. Eisner, Learning and teaching the ways of knowing (Vol. 84, No. 2) (Chicago: University of Chicago Press, 1985).
[23] F. Varış, Eğitimde Program Geliştirme. Yedinci Baskı (Ankara: Alkım Yayıncılık, 1997).
[24] M. Erden, Eğitimde Program Değerlendirme…

This is because the evaluation of programs includes the stages of program development - needs identification, target, content, learning, teaching process and evaluation. There is only one way to understand whether a program is effective and efficient, which is the evaluation process[25].

Measurement and Evaluation Dimension of Democracy and Human Rights

As mentioned above, measurement and evaluation are the main dimensions of the training program. Measurement and evaluation are important factors that that impact the program's overall goals, achievements, content, and dynamic integration with the learning-teaching process. In the dimension of measurement and evaluation in the Democracy and Human Rights course, it should be in harmony with the course objectives. The goal of this course is to teach general purpose active citizenship competencies to individuals. The measurement and evaluation dimension of the achievements made in educating students as knowledge-based, value-based active citizens through the Curriculum for Democracy and Human Rights Course should also be designed in a process-oriented and learning-centred manner, rather than a traditional approach that involves result-oriented evaluation. The measurement and evaluation activities to be used in this course should be aimed at measuring the students' active participation skills as well as measuring the levels of understanding of the basic concepts and principles of active citizenship. For this reason, measurement and evaluation activities should be planned together with learning activities at the beginning of the learning teaching process. In short, measurement and evaluation should be included in the process. In the Democracy and Human Rights course, a study using the knowledge and skills of students should adopt one of the "performance evaluation" approaches that enables the teachers to measure the cognitive, emotional and kinetic development of students as a whole. Since the contribution of each student to the learning process is valuable in evaluating performance, individual differences must be the focus. During the evaluation process, students can be encouraged to work individually or in groups according to the nature of the performance to be measured.

To summarize, the performance-based assessment and evaluation proposed in the measurement and evaluation dimension of the program is called authentic evaluation or alternative evaluation. The most obvious difference between traditional assessment and performance-based measurement and evaluation is that it is necessary to verify whether the student can use the targeted knowledge, skills, and abilities in real-life situations, and the students should provide feedback. The Ministry of Education[26] performance-based assessment approach also benefits from traditional assessment approaches. However, both evaluation approaches should be based on the level of development of the student and should be capable of evaluating the student in the most appropriate manner. Performance tasks should be given to students as individual and group work. In the Democracy and Human Rights curriculum, performance tasks in the program are given as creative performances, graphic editing, self-evaluation and peer evaluation, student product files, written tasks, presentations, and out-of-class work. In preparing the evaluation activities in the Democracy and Human Rights course, it should be consistent with the goals and achievements. The main aim of measurement and evaluation in the Democracy and Human Rights course is to measure the progress in the process of

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[25] H. Doğan, Eğitimde Program ve Öğretim Tasarımı…; S. Ertürk, Eğitimde Program Geliştirme… y C. J. Marsh and G. Willis, Curriculum: Alternative Approaches…

[26] Millî Eğitim Bakanlığı. Ortaöğretim Demokrasi ve İnsan Hakları Öğretim Programı. Talim Terbiye Kurulu Başkanlığı. Ankara. 2013.

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acquiring knowledge, values and skills that are determined in accordance with the active democratic citizenship characteristics outlined in the course's general purpose and achievements.

The data obtained at the end of the measurement provides feedback both to the teacher and to the students in order to increase the effectiveness of the teaching. Authenticity: The methods of measurement and evaluation should be focused on measuring the citizenship competences that students use in their lives as young people both at school and in their immediate surroundings. Diversity in the measurement tools: in Democracy and Human Rights courses, it is necessary to measure by means of different measurement and evaluation methods in order to determine whether the students have gained the targeted characteristics. Students' work during the semester can be tracked by recording it in their portfolio.

In this course evaluation process, students should be given opportunities to evaluate their own performance as well as those of their peers. Self-assessment is necessary. The students should assist the teacher in the measurement and evaluation process. The self-evaluation of students will not only increase their motivation, but will also contribute significantly to their independence. In this context, another activity that supports students' participation in the assessment and evaluation process involves providing them with the opportunity to think reflectively. Students will be given written assignments in order to reveal these reflective thinking skills and these assignments will be stored in their files. Thus, students are allowed to monitor their own progress in the process. The different learning styles that students have, such as multiple intelligences, are the individual differences that must be considered in the learning teaching process, and the characteristics that should be considered in the assessment evaluation process. Since all dimensions of the curriculum in the Democracy and Human Rights courses aim to bring important characteristics to the students, measurement and assessment should be an integral part of the learning teaching process, not just an activity to be performed at the end of the course.

Measurement and evaluation in Democracy and Human Rights education should allow students to explain what they understand and submit their views in writing. However, active citizenship, opinions and thoughts also need to be expressed in writing. Evaluating only classroom learning is not enough to determine how well the targeted features are gained. It is necessary to support all the teachers and administrators in the school and the families in the environment in order to determine the extent to which the pupils internalize the characteristics of this course in the school and the nearby environment and integrate them in their lives. The aim is to raise individuals who are technologically literate, who can think critically, who have a creative thinking structure, who can think analytically, observe, respect other cultures, and can achieve successful results in the globalizing world.

Method

Research Model

Interviews were used as the qualitative data collection methods in order to obtain the views of the Democracy and Human Rights teachers who are practitioners of the related course. Consequently, a semi-structured interview form was designed to reveal the teachers' views towards the program. Twelve Democracy and Human Rights teachers working in the secondary education institutions in Nicosia, Lefke, Omorfo, Karpasia,

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Famagusta, Iskele and Kyrenia were interviewed using the semi-structured interview form. The data was then analysed by content analysis. In the analysis of the research data, categorization was made by coding and individual criticisms were also made based on the opinions of the teachers.

Participants

The universe of this research consists of teachers who apply the Democracy and Human Rights teaching program in high schools. In the sample group of the research, the opinion interviews were administered on a volunteer basis to the 12 Democracy and Human Rights teachers who are practitioners of the Democracy and Human Rights lesson taught in the secondary schools in the Turkish Republic of Northern Cyprus.

Data Collection Instruments

In this study, qualitative data collection methods were used to obtain information about the Democracy and Human Rights teachers who are practitioners of the Democracy and Human Rights course. For this reason, the researcher prepared a semi-structured interview form to reveal the teachers' views towards the program. The interview forms prepared for the teachers who instruct the lessons on Democracy and Human Rights at the secondary education institutions of the Turkish Republic of Northern Cyprus were prepared by the researcher. Also, a pilot form of the interview form was finalised once the degree of understanding was examined.

Data Collection

The interviews with 12 Democracy and Human Rights teachers who teach Democracy and Human Rights courses were conducted by telephone or face-to-face interview and appointment. Particular attention was given to ensure silence in the location where the interviews were held to ensure accurate voice recordings in the interviews with the teachers. The questions in the semi-structured interview form prepared by the researcher were directed to the teachers.

Data Analysis

In the analysis of the qualitative data, the descriptive analysis method was used for the teacher interviews conducted to evaluate the secondary education of the Democracy and Human Rights teaching program being implemented. In this study, content analysis using qualitative data analysis methods was analysed and data collected using the interview technique were analysed in depth. The reason for using content analysis was to find the themes and codes that emerged at the end of the interviews. The views of the teachers interviewed with descriptive analysis were directly conveyed. In the analysis of the research data, categorization was achieved via coding and individual criticisms were also made from the opinions of the teachers. The interviews prepared for the evaluation of the Democracy and Human Rights teaching program have been carefully and repeatedly read and evaluated using the line-by-line reading technique. The data obtained from the interviews was of great significance in the process of generating the code list. After the process of coding the data via the interviews was completed, the codes obtained were collated and themes were created. The code list and themes generated were finalized by consulting experts on qualitative research. The themes and codes obtained from the content analysis of the interviews are presented in a way that the reader can understand

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by providing direct citations. Excerpts are quoted and abbreviations are used. Abbreviations are given by gender, age, etc., taking into account the number of teachers. In order to ensure that there is no discrimination, teachers are listed by abbreviations, such as Teacher 1, Teacher 2, and Teacher 3, etc.

Results and discussions

Teachers' views of the program's evaluation

There are two themes, namely "Traditional measurement and evaluation tools" and "Contemporary measurement and evaluation tools", according to the assessment items of the program. Within the first theme, the teacher opinions are categorized with four different codes and in the second theme, there are seven different codes.

Themes	Codes
Traditional measurement and evaluation tools	Multiple Choice Tests
	Critical Tests
	Completed Tests
	True - Wrong Tests
Contemporary measurement and evaluation tools	Peer review
	Self-assessment
	Student Development File
	Performance Task and Evaluation
	Oral presentation
	Interview
	Observation

Table 1
Views of the Democracy and Human Rights Teachers

In the first phase of the "traditional assessment and assessment tools", teachers expressed the opinion that the currently implemented Democracy and Human Rights instructional program uses multiple choice tests, criticized tests, complementary tests, true - false tests from the traditional assessment and assessment tools. The qualitative data obtained indicated that most of the teachers preferred traditional assessment and evaluation tools when evaluating the Democracy and Human Rights course taught in the secondary schools. Examples of the teachers' statements on traditional measurement and evaluation tools are given below:

> *"I use traditional measurement and evaluation tools to help students determine their attainment of the goals associated with this course, and the assessment questions in the book are also questions that need to be memorized."* (Teacher, 2)
> *"These findings show that contemporary measurement and evaluation tools should be considered when developing the Democracy and Human Rights curriculum."* (Teacher, 5)
> *The target behaviours involved need to be permanently tracked or skills that they can use outside of their educational life. And again, these questions are not going to increase the creativity of the students."* (Teacher, 6)

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"In evaluating the achievements of the Democracy and Human Rights curriculum with grades, the students are expected to have multiple choice, criticism, or short answer." (Teacher, 10)
"During lecture I do not evaluate student from performance assignments, because there are no recommendations in the program that can guide teachers about measurement and evaluation." (Teacher, 12)

The conclusions reached by the above-mentioned teachers are based on their preference to use traditional measurement and evaluation tools to determine whether the currently implemented Democracy and Human Rights curriculum has achieved its goals. Contrary to the findings of this research, Cansu[27] concluded that participants had a favourable opinion regarding the correctness of the evaluation dimension.

Teachers in the second theme of "Contemporary measurement and evaluation tools" are not required to conduct peer assessment, self-assessment, student development files, performance tasks, or interviews and observations from the contemporary measurement and evaluation tools as part of the evaluation of the currently implemented Democracy and Human Rights curriculum. They expressed the opinion that they used oral presentations from contemporary measurement and evaluation tools.

The qualitative data obtained indicates that most of the teachers do not prefer modern measurement and evaluation tools when evaluating the Democracy and Human Rights course taught in the secondary schools. Examples of statements on contemporary measurement and evaluation tools are given below:

"*The curriculum and book of Democracy and Human Rights is very comprehensie. The book is written like a novel. The matter would be more meaningful and clear for students if the book written in clearer."* (Teacher, 1)
"Examples of performance tasks that can be used in the course of Democracy and Human Rights lessons are rarely mentioned in the program. It may not be a guide for a teacher who has just started to teach this course." (Teacher, 3)
"I will only give written assignments to students from performance task that I can call authentic evaluation or alternative evaluation." (Teacher, 7)
"During the course, I cannot use performance tasks such as exhibitions, debates, or role-plays." (Teacher, 9)
"One of the topics that I cannot understand in the program is that information on how to ask for knowledge and skills to be acquired in the program is not given. " (Teacher, 10)
"I am only giving written tasks to students and I cannot evaluate student with authentic evaluation or alternative assessment." (Teacher, 11)
"The performance-based assessment and evaluation approach emphasizes the importance of this course in the curriculum, but it is not possible to reach every student because the classroom is crowded. For this reason, I can do group work and the score of the group is often the same as the score of the individual members." (Teacher, 12)

The opinions of the teachers who give the lesson on Democracy and Human Rights mentioned above indicate that they cannot use the contemporary measurement

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[27] T. Cansu, Anadolu Üniversitesi İlköğretimde Teknoloji Uygulamaları e-Sertifika Programının Öğrenen Görüşüne Göre Bağlam, Girdi, Süreç ve Ürün (CIPP) Modeli İle Değerlendirilmesi, Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, Eskişehir. 2010.

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and evaluation tools in the curriculum. Semenderoğlu and Gülersoy[28] suggested that, in order for the measurement and evaluation dimension to be healthy, in-service training should be given to teachers in order to introduce modern assessment tools.

Conclusion and recommendations

In this research, the opinions of the teachers who implement the program have been examined according to their views on the application dimension of the evaluation item of the program. According to the results obtained based on the answers of the teachers, those who participated in the research did not have the ability to enable the students to attain the basic critical thinking skills during the Democracy and Human Rights lesson in the product sub-dimension, and could therefore not reach the goals of the program. According to these results, it was concluded that the achievements of the current curriculum are incomplete in terms of teaching and the curriculum has not reached its goal. Thus, it reduces the interest of students in the Democracy and Human Rights lesson and it is understood that the program cannot meet the basic human rights and active citizenship needs. However, a program that is student-centred is capable of meeting the basic human rights needs of the students. In this context, the results of this study show that using the presentation strategy in the teaching of this lesson makes use of the narrative technique and does not encourage the active participation of the learner, which reduces the interest of the learners in the lesson and does not allow them to gain the necessary skills. Another result that can be determined here is that evaluation is not incorporated in the process.

According to the views of the teachers who participated in the research, it is unable to satisfy the basic historical thinking needs that should be achieved at the end of the program. On this point, the teachers who expressed negative opinions about the program being implemented reached the conclusion that the program was not effective or efficient.

It was determined that the teachers did not exactly conform to the program, such as the goals, activities and evaluation in the process. In parallel with these findings. reported that their teachers did not adhere to all phases of the program, as required by the program. It has been determined that the evaluation item of the program has not been used effectively. According to the results obtained, the targets are not applicable, the determined goals have not been achieved, the targets lack relevance, the learning-teaching process is not implemented effectively, the teachers lack sufficient knowledge or pedagogical competence, and do not use contemporary measurement and evaluation tools. It has been understood that there are problems arising from the inability to select the evaluation tools used in the measurement of the targeted knowledge and skills. In terms of recommendations, performance-based measurement assessment tools should be used instead of traditional measurement and assessment tools, performance-based tasks should be given to students, activities should be implemented on the basis of performance (such as out-of-class work, exhibitions, maps, dramas, discussion methods) that can measure whether the targeted knowledge and skills that need to be taught are gained by the students, written tasks, presentations, concept maps, creating charts and tables, self and peer assessment student product files or tasks such as projects should be given. Consequently, it is suggested that teachers who are practitioners should be trained in order to implement the program in a more effective manner. In addition, it is necessary to measure and evaluate whether the targeted achievements have been realised.

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[28] A. Semenderoğlu & A. Gülersoy, "Eski ve Yeni 4-5. Sınıf Sosyal Bilgiler Öğretim Programlarının Değerlendirilmesi", Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi, num 18 (2005): 141-152.

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