NICHE APPROACHES IN A CHANGING WORLD

EDITED BY
Dr. Rana ÖZYURT KAPTANOĞLU

AUTHORS
Profesor Veysel YILMAZ
Assoc. Prof. Dr. Aybeniz AKDENİZ AR
Assoc. Prof. Erkan ARI
Assoc. Prof. Dr. Ümit SORMAZ
Assist. Prof. Dr. Eda GÜNEŞ
Assist. Prof. Dr. İbrahim TURAN
Assist. Prof. Dr. Sibel SÜ ERÖZ
Assist. Prof. Dr. Merve TUNCAY
Assist. Prof. M. Murat TURGUT
Assist. Prof. Dr. Serdar Vural UYGUN
Dr. Meryem Berrin BULUT
Dr. M. Büşra ENGİN ÖZTÜRK
Dr. Rana ÖZYURT KAPTANOĞLU
Res. Assist. Mustafa YILMAZ
Wisam A. SAMARAH

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E mail: iksadyayinevi@gmail.com
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66	Тарихи Сана	Қожакеева П.Т....[et.al.]	Atatürk Üniversitesi Merkez Kütüphane Z. F. Fındıkoğlu Salonu	D16.9T2692018 0214765
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20.01.2020

İlgili Makama,

İksad Yayınevi 2014 yılından itibaren uluslararası düzeyde düzenli olarak faaliyet yürütmektedir. Yayınladığımız kitaplar Türkiye ve birçok ülkede yükseköğretim kurumlarında dijital ve fiziksel ortamda katolaglanmaktadır. **Üniversitelerarası Kurul Başkanlığı'nın 19.11.2019 tarihli** tanımına göre "Tanınmış Uluslararası Yayınevi" kategorisinde yer almaktadır.

Bilgilerinize arz ederim.

Sefa Salih BİLGİRİCİ
Yayın Grup Başkanı

20.01.2020

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Bilgilerinize arz ederim.

Sefa Salih BİLDİRİCİ
Yayın Grup Başkanı

CHAPTER 4

TECHNOLOGY-ENHANCED EDUCATION AS A SOLUTION TO THE PROBLEMS OF HISTORY TEACHING IN TURKEY[1]

Assist. Prof. Dr. İbrahim TURAN[2]

[1] This article is extracted from the authors' PhD dissertation titled "Student Readiness for Technology-Enhanced History Education in Turkish High Schools".

[2] İstanbul Üniversitesi Cerrahpaşa, Hasan Ali Yücel Eğitim Fakültesi, Türkçe ve Sosyal Bilimler Eğitimi ABD, İstanbul, Türkiye. ibrahim.turan@istanbul.edu.tr

INTRODUCTION

Since the day of foundation, the Turkish Republic has aiming to reach the level of first World countries. After all of these years and reforms, it seems that Turkey hasn't been able to fulfill her national goal yet. In 2004 this unfortunate failure has been accepted and proclaimed by Tayyip Erdogan that Turkey has failed in her transition process from a traditional agricultural society to an industrialized one.[3] Moreover, Turkey also faces the danger of lagging behind the information age. Therefore, as early as in 2004 during the 2nd Council of Informatics (November 2004), former Prime Minister Erdogan has set a new objective for the Turkish nation:

> Our new goal is to become an information society… A new educational reform is needed to fulfill this transition, which will be based on innovative thinking and production instead of memorization…Computer literacy will become an important part of formal education… Our goal is to train 500,000 new informatics manpower in the next ten years.

The way to an information society passes through technology-enhanced education in which various media and computer-related technologies are used in classrooms to support teaching and learning. The use of educational technology to support learning would revolutionize the traditional education system. It could expand learning resources, increase flexibility to reach out to students with various learning styles,

[3] http://www.bilisimsurasi.org.tr

and it also would have a positive effect on motivation and achievement (Reeves, 1998). The use of educational technologies in classroom activities and including technology literacy into the curriculum can help to establish what is called “the information society.”

Today, technology is fully integrated with our daily lives. This involvement had changed our lifestyles as well as the way we communicate, receive information, and learn, particularly for the younger generation. To meet these changes and make education more relevant to the younger generation’s lifestyle, many countries are using educational technology to create effective learning environments for their students. They emphasize technology literacy in the curriculum and spend huge amounts of money to put new technological materials in classrooms. Despite their expenses, these materials are necessary for technology-enhanced education, because of they:

- arouse interest and stimulate learning,
- connect new information with what has been learned previously,
- relate the subject matter to students’ life experiences,
- provide opportunities for students accessing and evaluating information,
- respond to pressing needs of society,
- enable students to portray the world as they see it,
- condense information for ease of understanding,
- increase self-instruction (Hackbarth, 1996).

1. TECHNOLOGY-ENHANCED EDUCATION

Technology-enhanced education connects learners of all ages and learning resources through educational technology, including, but not limited to TV, VCR, radio, projector, personal computer, CD-ROM, the Internet, cellular phone, and other audiovisual or interactive tools that can be used in the process of education. Technology-enhanced education opens remarkable new avenues for learning and skills development. Today, information and communication technologies offer the possibility of radical changes within the school framework in which schools can fulfill their aims and missions. In this new framework, technology can be a vital new tool for schools in helping individuals to develop their learning, critical and creative thinking skills.

"Educational technology" is a term widely used in the field of education (and other areas), but it is often used with different meanings. The word "technology" is used by some to mean “hardware” or “software” but for those working in the field, technology is “a systematic process of solving problems by scientific means” (Ely, 1993). Therefore, educational technology properly refers to a particular "approach" to achieving the ends of education. "Instructional technology" refers to the use of such technological processes specifically for teaching and learning (Ely, 1993). Other terms, such as "instructional development" or "educational media," which refer to particular parts of the field, are also used by some to refer to the field as a whole (Ely, 1993). Educational technology is not just a list of technological devices used

in the classroom, but it is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning" (Seels & Richey, 1994). The Association for Educational Communications and Technology (AECT) defines educational technology as:

> Educational technology is a term widely used in the field of education (and other areas), but it is often used with different meanings. The word technology is used by some to mean hardware--the devices that deliver information and serve as tools to accomplish a task--but those working in the field use technology to refer to a systematic process of solving problems by scientific means. Hence, educational technology properly refers to a particular approach to achieving the ends of education (n.p.).[4]

The notion of educational technology has been introduced in the 20th century and gained attention especially during and after the Second World War. During the war, several psychologists and educators were called on to conduct research and develop audio-visual materials to train soldiers. Some of these researchers continued to work in the area of educational technology to solve instructional problems in general education (Dick, 1987). The USSR's launching of Sputnik in 1957 started a series of events that would eventually have a major impact on instructional technology. In response to the launching of Sputnik, the United States government, shocked by the success of the Soviet effort,

[4] www.aect.org

poured millions of dollars into improving math and science education in the United States. The first instructional technology-based materials developed with the government funds were usually developed by subject matter experts without an extensive study on their effects on students. However, a few years later it was discovered that many of these materials were not particularly effective (Reiser, 2001).

During the 1970s, instructional technology became so popular all over the world from business to the military that many institutions developed an interest in the instructional design process. In the mid-1970s, several branches of the United States military adopted an instructional design model, universities created instructional development centers to improve the quality of their instruction, many graduate programs were created in instructional technology, and finally many nations, such as South Korea, Liberia, and Indonesia, saw the benefits of using instructional technology to solve instructional problems in their countries (Reiser, 2001).

1.1. Why Technology-enhanced Education?

Research shows that successful technology-rich schools generate impressive results for students, including improved achievement; higher test scores; improved student attitude, enthusiasm, and engagement; richer classroom content; and improved student retention and job placement rates. Among the hundreds of studies that show positive benefits from the use of technology, the two most referenced studies are those funded by the U.S. Department of Education and

Apple Computer, Inc. The first, a U.S. Department of Education-funded study of nine technology-rich schools, concluded that the use of technology resulted in educational gains for all students regardless of age, race, parental income, or other characteristics.[5] The second, a 10-year study ACOT, supported by Apple Computer, Inc., concluded that students provided with technology-rich learning environments "continued to perform well on standardized tests but were also developing a variety of competencies not usually measured. Students explored and represented information dynamically and in many forms; became socially aware and more confident; communicated effectively about complex processes; became independent learners and self-starters; and knew their areas of expertise and shared that expertise spontaneously."[6] The benefits of the use of technology in education are well known not only by researchers and educators but also the by general public, perceptions verified by a Microsoft / Intelliquest a public survey conducted in 1995. The results of this public survey show that:

- 89% of parents (84% of the general population) believe computer skills are important to educational success.
- 86% of computer-using children believe computer skills are important to getting good grades in school.
- 92% of children think computer skills will help them earn higher salaries in future jobs.

[5] www.inet.ed.gov
[6] http://www.apple.com/education

- 77% of teachers (67% of the general public) think computers help each child learn at his/her own pace.
- 61% of Americans (56% of teachers) believe that computers help develop children's creativity.[7]

Reeves's (1998) study of examining fifty years of educational research shows us that technology-use in schools has positive effects on teaching and learning. Reeves's extensive review revealed that:

- "Television has a positive effect on students' learning and school achievement especially with programs that were produced for instructional purposes, as long as students watch less than two hours of TV in a day.
- Computers motivate students and students who use computers as tutors get higher scores on standardized achievement tests.
- Compared with traditional instruction, students can complete a given set of educational objectives in less time with computer-based instruction.
- Educational technology materials provide students an opportunity to involve actively in the learning process "rather than absorbing representations preconceived by others.
- Educational technology materials support reflective thinking which is necessary for meaningful learning.
- Educational technology materials enable "mindful, challenging learning rather than the effortless learning

[7] Importance of Technology. http://www.nsba.org/sbot/toolkit/tiol.html

promised but rarely realized by other instructional innovations."

- The use of educational multimedia programs as cognitive tools engages many skills in learners such as: "project management skills, research skills, organization and representation skills, presentation skills, and reflection skills" (Reeves, 1998, p. 3).

1.2. Benefits of Technology-enhanced Education

A review of the literature on this topic (and related topics such as technology-rich environments, educational technology, instructional technology, etc.) helps us narrow down the areas that generally benefit from technology-enhanced education:

- active learning/learning by doing (study at your own pace and on your own time),
- teaching content better,
- reaching out to students with different learning styles, skills, needs, cultural backgrounds,
- motivation.

1.2.1. Active Learning

Active learning can be defined as instructional activities involving students in doing activities and reflecting upon what they are doing (Bonwell and Eison,1991). According to Connor at al (1996) active learning is a "hands-on and minds-on involvement in the learning process." Bonwell and Eison (1991) go into more depth with these

descriptions of active learning and define active learning as a learning process that promotes:

- More students involved in classroom activities rather than just listening,
- More emphasis on skill development rather than transmitting information,
- More student involvement in higher-order thinking (e.g., reflection, synthesis, evaluation, problem-solving, and application),
- Greater emphasis on students' exploration of their attitudes and values (Bonwell & Eison, 1991).

The use of active learning techniques in the classroom is vital because of their powerful impact on students' learning. Research shows that there is a significant correlation between how much people are involved in the learning process and how much they remember as time passes. For example, students who actively involved in classroom activities by giving a speech, participating in a discussion or simulation, etc., tend to remember 70%-90% of what they said or did after two weeks. Whereas, students who passively involve in classroom activities by reading, listening and watching tend to remember only 10%-30% of what they read, heard, and saw after two weeks (Dale, 1969).

Several studies have shown that students prefer strategies promoting active learning to traditional lectures. Research evaluating students' achievement has demonstrated that active learning methods are “comparable to lectures in promoting the mastery of content but

superior to lectures in promoting the development of students' skills in thinking and writing" (Bonwell and Eison,1991). Furthermore, some cognitive research has shown that "a significant number of individuals have to learn styles that are better served by other pedagogical techniques other than lecturing" (Bonwell and Eison, 1991). According to the National Council for the Social Studies (1994), an effective way to engage students actively in 'authentic problem-tackling or decision-making context' is to incorporate technology into the social studies classroom. As for the essential nature of guiding learning and using technology to effectively engage learners, two leading educators have stated:

> Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves (Chickering & Gamson, 1987, p. 3).

1.2.2. Teaching Content Better

For decades educators and experts in history have recommended methods that go beyond text and teacher-centered instruction to engage students actively in history courses. Despite these recommendations, traditional teacher/text-centered instruction still dominates history instruction. Over-reliance on textbooks, worksheets and lectures failed to stimulate students' interest and support higher-level cognitive goals

(Goodland, 1984). Due to the falling behind in educational reform efforts, students' achievement and historical knowledge are very low in history courses (Nash, at all, 1997; Wineburg, 2001). Technology can expand learning resources and open the classroom to the world. Computers and the Internet are the new gateways for teaching and learning. Instructors can use the Internet to find new resources and to share ideas with other teachers. Also, with the help of computer-related technologies, the content could be presented in various ways that teachers could not provide with traditional methods. By varying, the methods in instruction teachers can teach the content better and fulfill their teaching objectives.

1.2.3. Reaching Out to Students with Different Learning Styles, Skills, Needs, and Cultural Backgrounds

Students possess a variety of learning styles, but not every style is present to the same degree. Only about one-third of young people have a single dominant learning style, one-third have two, one-third have no clear preference (Lemire, 1995). Based on genetic background, parents' child-rearing practices, educational experiences, career, and social interactions some learning style preferences are better developed and more relied on. The other preferences somewhat stay ineffective, but they can be easily activated with sufficient support and exercise. Due to the nature of multi-media devices involved, a technology-enhanced teaching model can provide more ways of addressing the different learning styles than traditional teaching methods (Gardner 1983). By doing so, it provides students a chance to exercise their nondominant

learning style preferences. Diaz and Cartnal (1999), compared students in a traditional instruction setting with those in a technology-enhanced setting. Those in the technology-enhanced settings were less dependent on their dominant learning styles as learners. That data sets the stage for a middle-ground approach to the appropriate relationship between technology and learning style. This middle ground is illustrated in the work of Ross and Schulz (1999) in which they examined the relationship between the learning style and online education. They report that online education can enhance different learning and thinking styles of students. They provide numerous illustrations of how an online course might structure information to make it compatible with the needs of various types of learners.

As stated before technology-enhanced environments provide various ways or tools for the presentation of information and the structuring of class activities or assignments to meet students' learning style preferences. Below is a list of the intelligence as defined by Gardner (1983) and the educational technology tools that can be used to help students improve these intelligences.[8]

Verbal/Linguistic intelligence: This intelligence addresses oral and written communication skills. Word processing, audio & video recording, web broadcasting, and communication (such as e-mail and internet messaging) programs can be used in the classrooms to help students improve their verbal/linguistic intelligences.

[8] http://www.nsba.org/sbot/toolkit/tiol.html

Logical/mathematical intelligences: This intelligence is defined as logical, mathematical and analytical thinking skills. Videos or math and science software can be used to graphically illustrate the concepts.

Visual/spatial intelligence: This intelligence is defined as the ability to understand the world through what we see and imagine and to express ideas through the graphic arts. Paint programs, camcorders & movie-making programs, and virtual tours can be used in the classrooms to address this intelligence.

Bodily/kinesthetic intelligence: This intelligence is defined as the ability to learn and express oneself through physical activities. Educational games, robot construction and programming, and virtual tours can be used in classroom activities to address this intelligence.

Musical intelligence: The ability to understand, appreciate, perform, and create music by voice or instruments or dance. Dance teaching games and videos, music creating and editing software, and audio recording software can be included in classroom activities to address this intelligence.

Interpersonal intelligence: The ability to work, communicate and understand other people. Email and internet messaging programs can be used in the classroom to address this intelligence.

Intrapersonal intelligence: The ability to act based on self-knowledge and making decisions based on an accurate picture of oneself. Video diaries, videotaped interviews, and multimedia portfolios can be included in classroom activities to address this intelligence.

1.2.4. Motivation

Research shows that student motivation and performance improves when instruction is adapted to student learning preferences and styles. For example, when computers were used in history classes, students demonstrated increased motivation and recall and took less time to complete the unit (Yang, 1992). Educational technology helps motivate the student because it engages student enthusiasm and lets the student become actively involved in the education process. Active participation in the process of education is core to establishing a connection between the learner and the subject matter. Wlodkowski (1984) described six steps to motivate learners in a time continuum model. The model identifies two steps to be used at the beginning of instruction, another two in the middle of instruction, and two at the end to enhance learning. Those six steps are;

2. Ascertaining student needs,
3. Ascertaining student attitudes toward learning,
4. Creating stimulating instructional events,
5. Paying attention to the classroom's effect,
6. Providing assessment and recognition of personal competence,
7. Reinforcement for future learning whether self-directed or institutionally guided (Wlodkowski, 1984).

Implementation of Wlodkowski's motivation steps requires a radical change in the traditional teacher role, in which teachers would no longer be instructors, but they become the facilitators for students. High-quality facilitation is necessary to optimize students' learning

experiences (Fox *et al*., 2001). Rolfe (1993) states that the facilitator's role in any educational program requires the setting up of a physical, social and psychological environment appropriate for learners. This environment can be best created by technology enhancement. In a technology-enhanced environment, teachers must be equipped not only with skills of facilitation but also with the skills required to use information technology and confidence to use various educational technology tools. With these facilitation skills and the use of technology skills, teachers can accomplish the "six steps of motivation" easily.

2. Critiques of Technology-Enhanced Education

Despite its benefits stated above and the optimism expressed by research and government documents, there are also many criticisms of the use of media and technology in education. A cover story of *The Atlantic Monthly* entitled "The Computer Delusion" illustrates a critical view of technology in education, beginning with this opening sentence:

> There is no good evidence that most uses of computers significantly improve teaching and learning, yet school districts are cutting programs – music, art, physical education – that enrich children's lives to make room for this dubious nostrum, and the Clinton Administration has embraced the goal of "computers in every classroom" with credulous and costly enthusiasm (Oppenheimer, 1997, p.45).

Cuban (1986) states that research examining the effectiveness of media and technology in schools can be traced back to almost eighty years and

yet many questions about the value and impact of these approaches remain unanswered. Consider the following two quotes:

> Bringing the electronic media into the schools could capitalize on the strong motivation qualities that these media have for children. Many children who are turned off by school are not turned off by one or another of the electronic media; quite the opposite. An educational system that capitalized on this motivation would have a chance of much greater success. I think it would also make education more tied to the real world... Each medium has its profile of cognitive advantages and disadvantages, and each medium can be used to enhance the impact of others (Greenfield, 1984, p.178).

> All in all, the media's symbolic forms and computers' afforded activities often have skill-cultivating effects. However, to claim that these effects are specific to any one medium or media attribute is difficult..... There is a growing consensus that past media comparison, media attributes, and motivation studies indicate that media do not influence whether someone learns from instruction. Learning seems to result from factors such as task differences, instructional methods, and learner traits (including attitudes) but not the choice of media for instruction (Clark, 1992, p.806).

Greenfield's (1984) comment on "e*ach medium has its profile of cognitive advantages and disadvantages"* is true for any type of instructional method. Even the most criticized method, lecturing, has

both advantages and disadvantages. Then what seems to make educational technology popular among other instruction methods may be the effect of modern life on people. As you can see in the following section, life-style and culture have an important impact on learners' learning style preferences.

2.1. Cultural Issues in Technology-Enhanced Education

Culture can be viewed, very broadly, as the beliefs, philosophy, observed traditions, values, perceptions, and patterns of action performed by individuals and groups. In this broad view, culture has a role in education which can be seen in the learning style preferences of students from different cultures. Recent developments in educational technologies have led some instructional designers to claim that technological tools are now available for culturally sensitive instructional design (Chen et al., 1999). The influence of culture on learning style preferences should be regarded as a significant concern in the design of technology-enhanced learning systems. It has been included as one of the five essential foundations of effective student-centered learning environments. The other foundations are psychological, pedagogical, technological, and pragmatic (Chen and Mashhadi, 1998, quoted by Chen et al., 1999). Recognizing cultural differences is essential to meeting students' educational needs as well as to building trust between the teacher and the learner. The existence of trust will positively affect various aspects of education such as motivation, discipline, engagement, and reinforcement. It is also especially important for technology-enhanced education to design

appropriate (culturally sensitive) instruction and to buy the right equipment to support it. As stated by Harkrider;

> There is often a natural tendency to accept that rapidly emerging technology itself is the empowering agent. Quite the opposite is true. A computer is simply a tool that offers us expanded and alternative modes of communication. The computer does not generate meaning but simply provides the mode of transportation. Humans create 'reflective space' for sharing ideas and generating solutions to challenges (Harkrider, 1999).

Are these cultural differences and preferences being accepted and considered in the process of educational technology? Unfortunately, most of the time the answer is, NO! McIsaac (1993) points out that media materials and services are often inappropriately used without sufficient recognition of the recipient is a cultural setting.

CONCLUSION

Today schools are trying to educate the generation of the information age. We all know how fast the technology is changing, and as educators, most of us, somehow, can adapt to these changes. But the generation that we deal with is not adapting to those changes, they live with them; they grow with them. Today more than the majority of adolescents in the USA (ages 13-18) have access to computers, cell phones, and game consoles.[9] Also, adolescents (ages 12-18) are the ones that use the

[9] Born to be Wired: The Role of New Media for Digital Generation; A new Media Landscape Comes of Age: Executive Summary. Yahoo and Carat Interactive, July 2003 (Press Relase). Available at: http://biz.yahoo.com/bw/030724/245198_1.html

Internet more often than any other age group in the USA.[10] So technology is a part of their lifestyle now. No wonder they expect to see and use the same technology at school. Technological developments spread much faster than educational revolutions. Therefore, like the youth all over the world, Turkish youth are being involved with various technological materials more and more in their daily lives, and they want to see these technological materials being used in their schools. The use of educational technology is not only necessary to meet the young generation's needs or to make the educational process more relevant to their lifestyle, but it also necessary to revolutionize the educational process itself.

Technology-enhanced education can widen access to information, increase flexibility, motivation, and achievement. Information technology can change instructional methods and materials that can be used to facilitate learning. The nature of technology-enhanced learning also provides the potential to change teacher and student roles in the educational process. In this role shift, the teacher will have a facilitating role rather than transmitting facts and students will become active participants in the learning process rather than an observer. Such a shift has the potential to enhance student learning and to bring satisfaction for teachers. However, the planning and implementation of technology-enhanced learning require attention if it is to be a comprehensive learning experience. We need well-planned and appropriately research-

[10] Bailey, J., (2003). Students in todays schools. Avaliable at: http://nationaledtechplan.org

supported approaches to technology-assisted education to create a meaningful and complete learning experience for students. At the same time, we need to consider the diversity of the students to accommodate all learners' learning preferences. Otherwise just filling up schools and classrooms with technological instruments will develop only space and funding problems not a revolution in the educational process. This situation will make things much harder for the Turkish educational system since it is already dealing with infra-structure and funding problems.

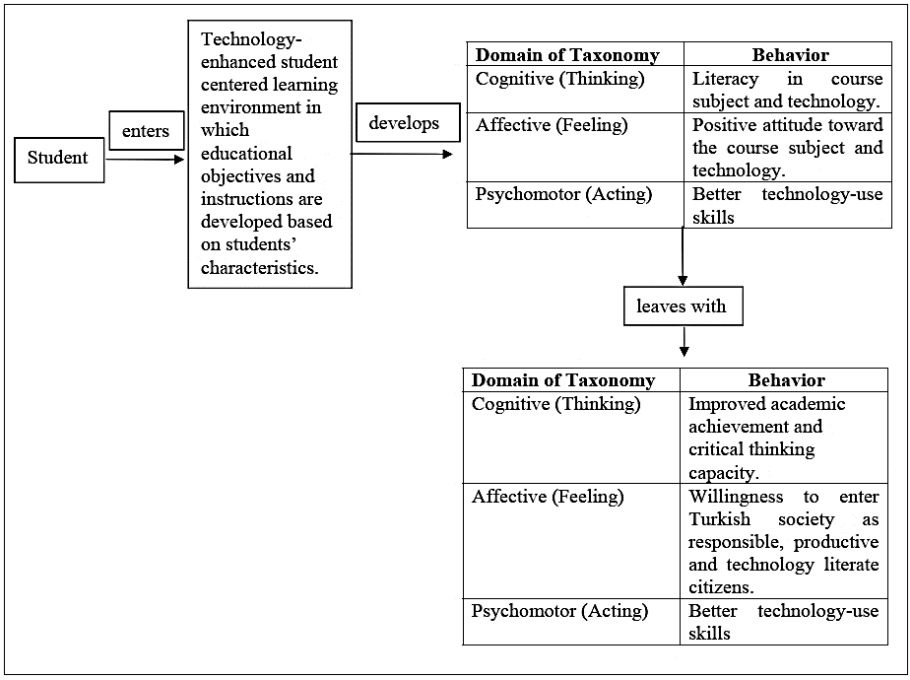

Figure 1. Educational Objectives of Technology-Enhanced Student-Centered Education

Figure 1 portrays a model for creating a technology-enhanced, student-centered learning environment that tries to realize educational objectives addressing all three domains of educational objectives (cognitive, affective and psychomotor). The technology-enhanced, student-centered learning environment given in this model has been created based on the three main factors of student achievement: 1) Student characteristics, 2) Curriculum and standards, and 3) Instructional methods and materials. Figure 1 model takes into account all three taxonomies of educational objectives while establishing an interconnection between the taxonomies of educational objectives and students' learning styles in a technology-enhanced education environment. All three domains of educational objectives are needed for broad-based student education. Plus, taking all three domains into account when developing educational objectives will support student achievement. For example, any curriculum programs may fail in the area of student motivation and involvement if the affective domain is not taken into account (Atman, 1971). Educational technology plays two roles in this model. First, it assures that students will reach the goal of technology literacy. And second, by enriching classroom instruction it helps students develop cognitive, affective and psychomotor abilities at the same time. Finally, learning styles leads toward success in this model, since it makes this model fit students' characteristics.

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