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Shaking the Trees: The Psychology of Collecting in U.S. Newspaper Coverage of the College Admissions Process

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Abstract

A frame analysis was conducted to explore themes in recent coverage by print journalists of the college application process, with special attention paid to the use by reporters of “keywords, stock phrases, stereotyped images, sources of information, and sentences that provide reinforcing clusters of facts or judgments” (Entman, p. 52) about this experience. The analysis revealed checklist, panic, hunt, and packaging frames as the experience was reduced to prospective students collecting attractive experiences and cobbling them together into a compelling package. Through these frames, journalists and the experts they consult urge students to focus solely on how their experiences will make them more attractive to universities acting clearly as collectors. All of the parties involved in the college admissions process are collectors, at least as described by journalists. Students are persuaded that they must begin their collecting early, as early as junior high school. College recruiters and admissions counselors collect worthy students for their institutions.

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Introduction

There is little disagreement about the importance of a college education to the development of a career. A college degree increases one's earning power. Individuals who obtain college degrees earn \$23,000 per year more than those who have only their high school diplomas (Olemacher, 2006). Nearly 70 percent of high school seniors in 2005 enrolled in the nation's colleges and universities, according to the National Center for Educational Statistics (www.nces.ed.gov). This figure jumped from 49 to 67 percent between 1972 and 1997, dropped to 62 percent in 2001 before rebounding four years later. Enrollment in college, reported the National Association of College Admissions Counselors (NACAC), is at an all-time high, with more than 16 million students enrolled in 2005 (www.nacacnet.org). Fueled in part by increased use of online applications (49 percent of students applied online in 2005, up from 43 percent the year before), nearly three-fourths of the nation's colleges and universities report receiving more applications than in the previous year. Although many colleges and universities claim to be more selective when it comes to admissions than in the past, 70 percent of students who apply to four-year institutions are accepted, NACAC noted.

Yet it seems as though students and parents are misreading these statistics, at least if reports in the news media are to be believed. The dialogue about the process of applying to college is charged with urgency. Armed with well-intended guidebooks and laptops, high school juniors and seniors feverishly piece together the lists of schools to which they will apply. They take expensive SAT prep courses; they make their applications literally bulge with the extracurricular activities that they believe admissions officials are looking for. Friends, counselors, and the news media tell them not to be discouraged (and their parents not to panic) if they don't get into an Ivy League school; there are many second-tier "hidden gems" out there.

Perhaps, as the noted media critic Neil Postman might have argued, this approach stems from the overemphasis placed by universities – and echoed by parents – on seeing the university experience as little more than a set of tools that will enable a student to get a job. Postman lamented the lack of core ideas at the heart of "modern secular education" (1992, p. 186). Most courses of study, he claimed, subject a student to a "meaningless hodgepodge of subjects." Instead of teaching students to think critically, we send out into the world "a technocrat's ideal – a person with no commitment and no point of view but with plenty of marketable skills," Postman contended. There is no "purpose, meaning, and interconnectedness in what they learn" (p. 186).

Assigning blame for these developments is not the purpose of this research. But to sustain our current system of higher education requires that the nation's colleges and universities nurture an ideology that encourages students to view obtaining an education as a string of disparate acquisitions. They are persuaded to treat gaining an education as though they were putting together a collection of items. This is especially evident, the current study contends, during the application process. The news media are a significant contributor to the entrenchment of that ideology, and it is the discursive approach taken by reporters who cover the rush to get into college that is at the heart of my research.

Hither and Thither

The French semiotician Jean Baudrillard (1996) contended that we collect in order to reconnect to the past, to “divinity, to nature, to primitive knowledge” (p. 76). Items in a collection represent to the collector “absolute reality” and “symbolize an inward transcendence, that phantasy of a centre-point in reality which nourishes all mythological consciousness, all individual consciousness – that phantasy whereby a projected detail comes to stand for the ego, and the rest of the world is then organized around it” (p. 79). Taken together, the items in a collection help us navigate through our experiences. They enable us to exert control over events. In some cases, Baudrillard argued, the items and the act of collecting become so important that we “become” our collections.

Items in a collection “express dynamic processes within people, among people, and between people and the total environment,” argued Csikszentmihalyi and Rochberg-Halton (1981, p. 43). The self is a reflection of the things with which we interact. Things “embody goals, make skills manifest, and shape the identities of their users” (p. 2). It would be impossible to try and make sense of “all the feelings, memories, and thoughts that constitute what one is;” To facilitate this task, we use “representations that stand for the vast range of experiences that make up and shape the self.” We attend to an item – or a piece of information – purposively, selecting it from all available information. “When attending to something, we do so in order to in order to realize some intention,” Csikszentmihalyi and Rochberg-Halton contended (p. 5). Social systems are built on these “structures of attention,” which are shared among their members. Collectors make up one such system. The goals of the group shape the selves of those who make up the system, they argued.

Of particular importance to this research is their notion that an object becomes “charged” when we invest our psychic energy in it. Such an investment comes with a cost; we lose part of our ability “to experience the world, to process information, to pursue goals” (p. 8) when we invest energy in an object “to the exclusion of other possibilities.” Windsor (1994) argued that the collector’s perception of the world is at once “fragmented” and “changeable.” We pursue a disconnected series of objects that are, when taken together, the keys to our happiness. “In this state the attention is drawn hither and thither between different objects of desire without being nourished by the underlying unity experienceable from within,” he noted (p. 49).

Baudrillard (1996) asserted that items in a collection have two functions: “to be put to use and to be possessed.” Bal (1994) speculated that what is actually at work is a series of “confrontations” between “subjective agency informed by an attitude” (p. 100). We can use objects, as discussed earlier, to “exert control over the real world” (1994, p. 8). Compiling and owning the items in a collection suggests that we wish to “assert” ourselves “as an autonomous totality outside the world.” Thus, there is clear intent in the compilation of items. Often, as Bal explained, the intent is to convey the impression that our “past” is more than the sum of its parts (p. 99). We want desperately to create a compelling story about ourselves through these items, argued Susan Pearce (quoted in Bal, p. 103).

When an item no longer has a function, or use value, it “takes on a strictly subjective status: it becomes part of a collection” (Baudrillard, p. 86). All objects are roughly the same. This is a problem for collectors: they seek items for their collection knowing there is a nearly endless string of items left to collect. The only satisfaction comes from collecting more – the “hunt,” as collectors call it. An item is not fully realized until it is part of a collection. To remain empowered, collectors must in essence “reacquire” the items; the solidity of the item – its history, the sentimental narrative behind its acquisition – is left to “dissolve in the presence of the newly acquired weight of the characteristics the commodity shares with other goods” (Baudrillard, 1996, p. 70). A Marxist might argue that the use value of a collectible disappears, leaving behind only its exchange value. The item no longer has a core set of traits; instead, it is removed from its context, defined fluidly, according to the desires of a collector. Susan Pearce would call this “fetishistic” collecting (quoted in Windsor, p. 50). Pearce believed that one can also engage in systematic collecting (acquiring objects to create a collection with a clear ideological flavor) and souvenir collecting (acquiring objects because of their ability to help us remember the past).

Clusters of collectors become “centers of accumulated energy,” according to Csikszentmihalyi and Rochberg-Halton (p. 35). They are carried away by the “essential force of the clan,” a force that gives them their sense of purpose. They differentiate themselves, rather than integrating themselves and their passion, threatening the links between the self and the “vast purposes of the environment,” as Csikszentmihalyi and Rochberg-Halton contend. They pursue control – and sustain connectedness with the collecting community – “at the expense of relatedness with other purposes” (p. 39).

As suggested earlier, the psychology of collecting is relevant to the present study because students receive a great deal of information about applying for college from a variety of sources: high school counselors, college admissions professionals, guidebooks, websites, and the news media. Much of this information, it is argued here, is rooted in an ideology that encourages prospective college students to treat the application process – and, later, the act of attending college, though this is beyond the scope of this paper – as a series of discrete transactions with the aim of acquiring and possessing information, information whose only use is to ensure that the student will go on to obtain a good job.

Exploring this assertion revolves around these research questions: What frames emerge from newspaper coverage of the college application process? What is the preferred reading of the application process suggested by these frames? Do journalists suggest through these frames that prospective college students treat applying to college as an act of collecting?

Method

A frame analysis was performed in April 2007 on articles about the college application process that appeared in U.S. newspapers between September 2006 and March 2007. The newspapers whose work is included in the study come from all parts of the country, ensuring that the experiences of a variety of students, at least as described by journalists, were explored. During this period, the rush of students to

apply to colleges and universities is at its most feverish. Students have typically completed their on-campus visits, and have turned their attention to applications.

A series of Lexis-Nexis searches produced 36 articles. Articles were included in the analysis only if the college application was the focus of the story. This was determined by examining the story headlines. If the word “application” appeared in the headline, or the headline talked of the application process, the story was obtained for analysis. Articles were read several times, with detailed notes taken on each one. Frames emerged from repeated reading of the articles and notes.

Frame Analysis

Frames direct attention to certain aspects of a news story. Some scholars argue that frames even suggest to us how we should view a story – the “preferred reading” of the facts. Noted sociologist Erving Goffman (1974) wrote that a frame is a “principle of organization which governs events – at least social ones – and our subjective involvement in them” (p. 11). Frames enable us to “locate, perceive, identify, and label a seemingly infinite number of concrete occurrences” (p. 21). We use frames to make sense of the world around us. Journalists create news frames to help them “simplify, prioritize, and structure the narrative flow of events (Norris, 1995, p. 357). As Oscar Gandy (2001) explains, frames “are used purposively to direct attention and then to guide the processing of information so that the preferred reading of the facts come to dominate public understanding” (p. 365).

Jamieson and Waldman (2002) contended that frames are “the structures underlying the depictions that the public reads, hears, and watches” (p. xii). Framing takes place when journalists “select some aspects of a perceived reality and make them more salient in a communicating text” (Entman, 1993, p. 52). By attempting to organize experiences for readers, journalists “highlight some bits of information about an item that is the subject of communication, thereby elevating them in salience” (p. 53). Bennett (2005) argued that journalists tend to deploy “episodic” frames that revolve around the personalization of events, more often than “thematic” frames, through which journalists can systematically explore an issue, and explore its place in a broader social or political context (pp. 213-214). Through their reporting, Paul D’Angelo claimed, journalists provide “interpretive packages” of the positions of parties who have a political investment in an issue. In so doing, journalists “both reflect and add” to what Gamson and Modigliani (1987) call the “issue culture” of a topic.

The focus of the current study was the use by reporters of “keywords, stock phrases, stereotyped images, sources of information, and sentences that provide reinforcing clusters of facts or judgments” (Entman, p. 52) about the college application experience. The variety of sources called on by journalists to provide perspective and expertise was also examined. Journalists select sources because they are credible, and believe that even a longstanding frame has value because it contains “a range of viewpoints that is potentially useful” to our understanding of an issue (D’Angelo, 2002, p. 877). One tendency in the work of reporters stands out right away: four of the stories analyzed for this paper were written by high school students (Natividad, 2006, Altman, 2007, Glueck, 2007, Vecchio, 2007) who were mounting their own efforts to gain admission to college. An “independent college admission

advisor” wrote two of the stories (Levy-Prewitt, 2007a, 2007b). In these instances, journalists decided that first-person perspective, despite its attendant lack of objectivity, was more valuable to readers than objective coverage of this issue.

Like many scholars who have performed frame analyses, D’Angelo (2002) cautioned that a frame can limit our understanding of a subject or an issue, echoing Entman (1991), who claims that the ideas contained in frames can push out, or marginalize, competing interpretations of events. “While framing does not eliminate challenges to the dominant story line, it subverts their influence by diminishing their salience” (p. 21). In his well-known book, *The Whole World is Watching*, Todd Gitlin (1980) argued that frames are “persistent patterns of cognition, organization, and presentation, of selection, emphasis, and exclusion, by which symbol-handlers routinely organize discourse, whether verbal or visual” (p. 7). Frames give shape to what parts of a story are told, what parts are given prominence, which sources are used, what groups are marginalized through their portrayal as deviant or illegitimate, and what words are used to describe the parties to a story.

Each of the frames that emerged from the analysis of the news articles will now be described in turn.

The Checklist

Many of the articles reviewed for this analysis revolve around an unmistakable *checklist* frame. With the help of guidance counselors, independent consultants, and college admissions representatives, reporters compile lists of the elements students must acquire or achieve if they have a reasonable expectation of getting into a desired college or university. Journalists suggest that students have only begun to see these achievements and experiences as a collector would a desired item. Bal noted that we see ourselves as a collector “when a series of haphazard purchases or gifts suddenly become a meaningful sequence” (1994, p. 101).

Coverage suggests that this realization happens sooner, perhaps as early as junior high school, for students than in the past. Excellent grades in the hardest possible courses, extracurricular activities, glowing letters of recommendation, a compelling essay – students should now pursue these items with the zeal, or “eagerness” (Bal, p. 102) of a collector endeavoring to enhance a collection. “It’s college application crunch time,” wrote Johnson (2006). “Tests should be taken, letters of recommendation written, transcripts requested, the decision between attending an in-state v. out-of-state school made.”

High school juniors should first ask, “what is it that colleges are looking for?” (Vrieling, 2006) and then set off to find it. Students are properly prepared only after they have cobbled together the “perfect combination” of these elements. A personal statement in which allows “the real you to shine through” is also a key step; journalists suggest it should be easy to sum up one’s personality and experiences in a few hundred words. Even self-awareness is something to be collected, packaged, and displayed. A high school counselor quoted by Alijentera (2006) let readers know that “students are forced to learn a lot about themselves when they are filling out college applications, answering questions, and writing essays.”

Students are urged not to delay in completing their applications (journalists often include in their stories calendars with key deadlines as a reminder to students), in part to diffuse the tension that students so often feel during this time in their lives. “You’ve got to prepare for your final crack at the SAT, decide whether it’s worth the gamble of applying early admission, put the finishing touches on the applications – all the while trying to snag the best grades in impressive classes,” wrote Berman (2006, p. 12). In the lead to an October 2006 article, a reporter for the *Seattle Post-Intelligencer* remarked that a local high school senior “has the raw material for a strong college application: a Washington Mutual internship, good grades, and a spot on the varsity baseball team” (Nyhan, 2006, p. B1).

Students should gain meaningful experience in a few extracurricular activities rather than try to pad their resume with a list of activities in which they have limited involvement, suggest reporters. Glueck (2006) quoted an admissions representative from Boston College as saying, “We want students to be passionate about their activities, and we want to see a willingness to follow through on them.” Go the proverbial extra mile, suggests Stevenson (2006, p. A7) by fashioning your own extracurricular activities. “Colleges are looking for self-starters,” he writes. But in the previous story, written by a junior at a Kansas City-area high school junior, another admissions rep reminds students that even a comprehensive list of these activities is less important “than a good transcript.”

And even when an admissions representative or consultant urges students to “be themselves” or to find a subject for which they feel genuine passion, journalists still frame these comments as containing just another element that a student must feverishly try to collect in the allotted time. “Colleges want something original and they want you to be you,” Hill (2006, p. D1) wrote in the *Tulsa World*. A truly creative extracurricular project or an essay based on a compelling or extremely emotional personal experience is of the same value as strong SAT scores or a gushing recommendation from a former teacher. “It is hard,” one student told Alijentera (2006) about her quest to find the right experience on which to base her personal essay, “getting to the word count and it is difficult to find the right experience.” Any experience, so long as it has the characteristics sought after by an admissions representative, will do, journalists suggest.

Recall Windsor’s contention that the attention of a collector totally immersed in the pursuit of an object is “drawn hither and thither between different objects of desire without being nourished by the underlying unity experienceable from within” (p. 49). At this stage of the process, it does not matter so much which college one wants to attend, journalists write, so long as the student collects an advantageous array of grades and activities, and spreads his or her admissions net widely, and over the “right” schools – those schools imbued by this collecting community with such overwhelming significance.

The same would hold true for students, noted Schevitz, who waited until they learned whether they were granted early admission to send out another round of applications. Students interviewed by Schevitz suggested that while procrastination was one cause for the delay, students also still had to manage school and extracurricular activities – or, in the terms emerging from our discussion, ensure that their collection continued to be enticingly packaged.

Panic

Journalists convey the impression that the application process is extremely stressful by deploying a *panic* frame. The phrase “crunch time” is a favorite of these reporters. This approach suggests an image of collectors visiting flea markets, attending auctions, and using online websites like eBay, all to track down their supposed treasures. “Stressed out” (Stevenson, 2006, p. A7) students sag under the “increasingly feverish pressure” to complete their applications and gain entry into at least one or two of the hallowed institutions on their “wish lists” (Pope, 2006). One student told Tuinstra (2006) that he was “baffled” by the process. Journalists suggest that students, especially those who put off compiling their materials, will spend sizable chunks of time – time otherwise spent enjoying, or enduring, holidays with family, on vacation, or just hanging around – frantically trying to catch up while at the same time managing the workload from their classes. “The clock is ticking,” wrote a reporter for the *South Florida Sun-Sentinel* (Johnson, 2006).

A high school senior from Florida “sat at the computer typing furiously” as his mother and sister decorated their home for Christmas (Sanchez, 2006, p. BS1). For high school seniors, suggested Fabiano (2006), application deadlines hang over their heads “like a dark cloud,” as if their hopes will be permanently dashed, and their lives ruined, if these deadlines are not met. Hill sets the scene faced, she suggests, by numerous college students across the country: “It’s midnight. Empty Red Bull cans cover every inch of the floor, and you are sitting in front of your computer, watching the computer blink.”

Several journalists heightened the tension by choosing to write “staccato” leads for their stories. In a staccato lead, three or four words, short phrases, or sentences are strung together that produce a noticeable rhythm (www.ewritersplace.com). Later paragraphs in the story contextualize the string of thoughts for the reader. For example, Pope (2006) wrote, “SAT tutors. High-priced essay coaches. Over-the-top parents who make selecting a college feel like a matter of life and death.” He suggests that this urgency is felt more by parents in certain admissions “hot spots” in the northeastern and western United States.

Glueck’s (2006) approach was a bit more sanguine: “Yup, it’s that time of year again – time for seniors to sweat over obscure essay questions, time for juniors to fret over the PSAT, time for college fairs and college applications.” Most often, however, the tone of coverage is far more foreboding. A high school senior writing for a California newspaper referred to the admissions process as a “jungle,” which tests a student’s ability to navigate its “murky waters.” An article in the Chattanooga Times Free Press (Natvidad, 2006, p. E1) described the typical senior year as a “labyrinth of dates and deadlines.”

Like college admissions representatives, journalists tend to reduce high school to a mad dash to collect the experiences needed to impress the colleges of their choice. Eric Stern of the Sacramento Bee began an October 2006 story with a staccato lead that conveys a clear sense of the tension felt by high school juniors as they struggle to complete their applications:

Mailboxes stuffed with glossy college brochures like credit card applications. The jockeying and jeering over the latest *U.S. News and World Report* rankings. Cafeteria lunch tables turned into information booths at college fairs. The last-chance retaking of SATs. (p. B1).

Stern suggests that this period for high school students is one of “panic and uncertainty.” He quotes a college-bound high school senior who has applied to three Ivy League schools: “All the pain and suffering...everything comes down to this” (Stern, 2006). Not only are students “clamoring” for the few available spots in a class; Stern conveys the impression that university admissions officials are themselves engaged in collecting suitable students. They want to know why a student wants to attend. “Let us feel like you’re writing to us,” an admissions representative said (Woodward, 2006). “That really helps make a case.”

A 17-year-old student told Woodward (2006) that thinking about applying “is a little overwhelming.” Navas (2006, p. 16), writing in *The Oregonian*, suggested that students “roll out the coffee, eyedrops and Wite-Out” in order to properly prepare for the “long nights in the next two months during peak season” for applications. Panic is also clearly felt by parents. Reporters often suggest that parents bring the panic on themselves by not acting soon enough to properly package their child. Stephanie Dunnewind of the *Seattle Times* (2006) practically shouted in her lead, “It’s senior year, and your child can’t tick off a list of prestigious awards and leadership activities to fill out his/her college application? Start panicking!”

Dunnewind eased off in the following paragraph, but then informed parents that, according to the college admissions guides (that they are urged to buy), they were either irresponsibly uninvolved in the admissions process, or overprotective, “lacking confidence in your child’s abilities.” The proper role, say experts quoted in her story, is that of “travel agent.” Parents map the route to admission, then let the child go – but only if the parent buys the book that calls for this approach. But don’t allow too much time pass before your son or daughter consults the map. “All summer, I was like, ‘I have to start someday,’ ” a high school senior told Woodward. “It’s kind of daunting. Slowly and in baby steps, I worked my way up to it.” Not the recommended course, according to admissions officials: “Dive right in and the sooner the better” in order to maximize the student’s chances of being admitted to the college of their choice.

Even the ubiquitous college fair is often the scene for panicked parents and overwhelmed students to act out part of this drama, journalists note. “Parking was chaotic, with visitors crowding cars onto the school’s lawns and in no-parking lanes to create spots,” Gordon wrote for the *New York Times*. Journalists suggest they should be more prepared for the experience – they should become, as the *Boston Globe* suggested in an editorial, “educated and savvy consumers” (“Blinded By,” 2006).

The Hunt

The “travel agent” role identified by Dunnewind is a key element in the *hunt* frame that emerges from coverage of the application process. Parents and students fan out across the country, in hopes of collecting critical information and crucial face-to-

face contacts at a college fair or during a campus visit. Journalists emphasize that these journeys are vital to securing a slot at a good college.

Just as peripatetic are the admissions representatives who staff admissions fairs and application events. It may be helpful to think of admissions representatives as appraisers. They travel from place to place, estimating the value of college applicants to the universities, which then, in essence, collect the students who will yield a well-rounded, accomplished student body. A *Boston Globe* editorial (2006) suggested that tuition increases, in the end, only bring universities more “collectible” (my use of the word) students thanks to the willingness of well-heeled (and not so well-heeled) parents to foot the increased bill. Admissions representatives exude as much zeal as students, constantly keeping track of their progress. Frey (2006) reported a warning from the University of Washington to students that they should continue to get good grades, even during senior year. Just as a collector monitors the market for an item, “UW checks students’ final grades and confirms their course work by reviewing their high school transcripts” (p. B1).

Like parents and students, admissions representatives make up a “center for accumulated energy” whose task is to collect the kind of applicants most desired by their university. “I travel from one end of the state to the other,” said a representative of the College Foundation of North Carolina, who had just attended an online college application event. Ensuring that more than 100 students successfully completed their applications was worth the travel, and the at times chaotic interaction with them, she said (Abernethy, 2006). A journalist described the chaos: “Seven seniors huddled together comparing an impressive list of colleges they’d applied to,” he wrote in the article’s lead. School officials and admissions counselors “descended” on their high school to field questions. But the chaos is worth it, suggested Abernethy. The “end-product – more than 100 students with multiple college applications completed – had administrators and admissions counselors heralding a chance in Greene County’s mindset,” he wrote.

What’s troubling is the treatment of the student as a commodity to be collected. A college consultant told Pope (2006) that universities have become quite skilled at “going out and shaking the trees around the country.” When a top school “goes to your city and has a dog and pony show, that does rustle up interest among the sophisticated students,” he said.

Universities have simplified the hunt – and extended their reach – by creating an array of online application tools. “Web-savvy teens are downloading applications, sending messages to admissions staff and taking virtual campus tours – all to ease the load of paperwork, deadlines, and time investment,” wrote Hsuan (2006, p. 12). Bringing these tools to bear on the application process is reminiscent of how the process of collecting was forever changed by the advent of eBay – without the actual auction, of course. At Ramapo College, writes Fabiano (2006), admissions counselors hold “Immediate Decision Days,” where students can “submit applications, participate in an on-site admissions interview, and receive a decision – all within a few hours.” This streamlined approach calls to mind watching the popular PBS series *Antiques Roadshow* – bring your child and get an on-the-spot appraisal from our experts.

Journalists tell of parents and students wandering dutifully, but sometimes confusedly, from one college fair to another, some of which are very well attended and include admissions representatives from top schools. Stern conveyed a sense of “the hunt” by describing parents “swarming” to these events. Stern described one parent’s incredulous reaction to the more than 300 booths set up at a college fair in California. “There was nothing like this when Stevenson decided to go to California State University, Hayward. His daughter, a junior at Granite Bay High School, already is immersed in a search for the best college,” Stern wrote.

Very late in his article, Stern quotes a parent whose children looked beyond the Ivy League and found happiness at smaller schools by pursuing courses of study in which they were truly interested. Still, the fear of parents overtakes their desire to help their children find their true passion. “I think parents are still in true panic mode right now,” the parent told Stern. More than any other group whose behavior was dissected by these reporters, parents seem to be the most consumed by the “essential force of the clan” described by Csikszentmihalyi and Rochberg-Halton. Said one admissions consultant to Berman (2006, p. 12): “The parents are crazy and they are making each other crazier and crazier, investing more and more money and time into their child’s chances of gaining acceptance to a top college. Each year I think it can’t get any worse, but it does.” Journalists tend to attribute the craziness to a desire for status. For many parents, writes, Pope (2006), “a child at a big-named school is especially valuable social currency.” It seems reasonable to argue that parents are just as often act unselfishly as they help their children.

Parents urge their children to view every experience as a possible stepping-stone to getting into a better college. In short, they urge their children to embark on hunts of their own. “Summer is your child’s chance to win the edge,” the author of a how-to admissions guide told Dunnewind (2006). “Downtime should provide constructive fun.” In an earlier paragraph, the author noted that families seeking to send one of their own to college are “less concerned about independence and more focused on family collaboration as a way to beat the competition.” In short, they urge parents to turn their families into the “centers of accumulated energy” described by Csikszentmihalyi and Rochberg-Halton (p. 35). The search – the “hunt” as described by several students quoted in these articles – seems to give parents a skewed sense of purpose. But the investment of energy detailed by reporters comes at an unexplored cost: damaging the student’s desire to simply experience the world.

Dunnewind interviewed the authors of a book who took issue with creating an environment for students filled with “spiraling pressure and angst.” But in order to partake of this wisdom, readers of the article would have to go out and buy the book – add it to their collection of admissions-related materials. The article concluded with a list of suggested behaviors for parents who don’t want to cross the line separating “I’m a supportive parent” from “we’ll do anything to get in.”

Often, suggest journalists, students who procrastinate – who aren’t for the moment defined by the destination of their applications – must reengage, even if it means giving up time that they could spend doing purportedly more enjoyable things. Schevitz (2006) led an article with a description of lagging students who would be “holed up” during their holiday breaks because they hadn’t mailed out their applications. Some would certainly be “taking along laptops on ski trips” in order to

correct the problem. One parent's hunt took her on a flight from Los Angeles from Oakland to make sure that she submitted her daughter's application on time. She was greeted at the admissions department by a pile of applications.

Packaging

Journalists suggest that students eyeing colleges should properly *package* themselves. A collection must, after all, be properly and engagingly displayed. "We're looking for the total package," said a Northwestern University official (Glueck, 2006). This frame differs slightly from the *checklist* frame discussed earlier in that the focus is on how students promote themselves using the items they have so feverishly collected. As with all of the behaviors discussed in this paper, the significance of attractive packing should start at a young age.

Fabiano's (2006) description of Eric, a New Jersey high school senior, seems taken right from an online dating service: he "heaves a mean shot-put, plays in the marching band, and is active in student government." And his platform during a recent run for student government? "I'm an everyday guy," he told Fabiano. Eric joined 40 other high school seniors at Ramapo College's "Immediate Decision Day." Joanna claimed that she "nailed" her interview with a Ramapo official. An essential element of a successful package, stress journalists, is being yourself – or at least convincing an admissions official that you believe you can be yourself at his or her university.

Eric's personal essay was fairly standard, Fabiano suggested. He wrote about the struggle to lose weight in order to recapture his health, and his effort to keep the weight off. But in the interview, he revealed to a Ramapo official that he really wants to "open his own pudding shop." He cited a general lack of pudding shops in our cities and towns. "But keep it on the down-low," Eric reportedly told the beguiled official. Reading Fabiano's story, and others like it, reveals a distinct *American Idol* flavor. "Let the competition begin," wrote Navas (2006, p. 16).

To create a compelling package, according to journalists, now usually requires parents to spend exorbitant sums of money to hire one of what seems to be a growing number of independent admissions counselors, tutors, and coaches. A tutor interviewed by Berman (2006) confirmed the importance of this relatively new tactic. "I'd say that on average, at least 60 percent of the high school students in private school have some kind of tutor," the former marketing executive said. A doctoral candidate reported being inundated with requests from parents for assistance. "I actually can't keep up with demand," the doctoral candidate told Berman. The parent of an eighth-grader wanted the candidate's help preparing for the SAT's. "I giggled and told her that for the grand 'ol rate of \$1,000 an hour I could begin working with her daughter next week. I was kidding. She wasn't."

Stevenson (2006) continued the dating service theme: "Every application should have a consistent message. Emphasize a distinctive persona." He concluded: "give readers a unique tagline to remember you by." It is as if students are being asked to compile copy for a Sotheby's auction brochure. Admissions officials place little emphasis on what students actually learned from, or how they were impacted by, the experiences in their applications. Subheadings used in a story by Emerson (2006)

included, “Quality over Quantity”; “It’s Not Who You Know”; and “Don’t Be Cute.” A student interviewed by Churnin (2006) offered similar packaging advice: “Pace yourself,” “specialize,” and “save money.” This “tips” approach embraced by journalists supports the claim by Csikszentmihalyi and Rochberg-Halton (1981, p. 8) that the aggressive pursuit of objects damages our ability to “experience the world, to process information, to pursue goals.” The experience of high school juniors and seniors is reduced to collecting attractive experiences – not enjoying them – and cobbling them together into a compelling package. They invest all of this energy, Windsor suggests, “to the exclusion of other possibilities” (p. 49). Through these frames, journalists and the experts they consult urge students to focus solely on how their experiences will make them more attractive to universities acting clearly as collectors.

Journalists also instruct students not to see their lives, now and in the future, as integrated wholes, but as a series of “fragmented” and “changeable” events, as Windsor suggests (p. 49). Worrying incessantly about “the perfect blend” (Churnin, 2006) of experiences prevents students from truly learning anything from them, or pursuing a path in life that enables them to see the unity in the experiences. A few educators do, however, seem to regret subjecting students to this much stress so soon. One guidance counselor, interviewed by Hill (2006, p. B1), said he wanted his students to “freely explore their possibilities without feeling any more anxious than is absolutely necessary.” His fervent hope is that “they enjoy their senior year, college, and the rest of their lives.” Such a sentiment is rare in the coverage explored here.

Conclusions

All of the parties involved in the college admissions process are collectors, at least as described the journalists whose work is analyzed here. The collecting mindset must be adopted if students and parents are to deal effectively with the heightened sense of urgency advanced in these frames. Parents, regardless of income level, are urged to buy the correct books, visit the requisite number of fairs, and to think of their son or daughter’s college experience as just one more piece of social currency that they can place on their own “shelf.” Once only seen in areas where the better schools are located, the “admissions anxiety” (Pope, 2006) now grips parents in all parts of the country – “regions that had been relatively sheltered from such pressure.” Students from poorer families can take advantage of a range of workshops (Nyhan, 2006, p. B1) and use new online tools to ensure that they can be part of the process – and experience the pressure along with their wealthier classmates.

Students are persuaded that they must begin their collecting early, as early as junior high school. They must set out to zealously collect the “right” achievements and experiences – those that will coalesce into a package attractive to their desired college destinations. The experience consumes them; rarely do journalists talk about life beyond the application process. The value of an experience is measured by how much it can enhance the package so assiduously constructed by parents and students. Journalists suggest that these experiences are all roughly the same, in terms of what they contribute to the student’s chances of gaining admission. The meaning of the events, the history behind them, “dissolves,” as Baudrillard would suggest, as the importance of the event to the overall package becomes clear.

College recruiters and admissions counselors collect worthy students for their institutions. They travel just as much as parents and students do, like collectors in search of the next great flea market or tag sale. They have set the market conditions, and now seek to capitalize. They too have created a compelling story about their institutions, based on their arrangement of attributes and experiences purportedly desired by parents and students. All three groups show all of the signs of being the “centers of accumulated energy” described by Csikszentmihalyi and Rochberg-Halton. The checklist, panic, hunt, and packaging frames seen in the work of reporters suggest that the experiences (for the students), information (for the parents), and the students themselves (for the admissions representatives) are, like objects sought by a collector, “charged” by the amount of energy invested by these groups in their searches. They are swept away by the “essential force of the clan.”

As with any frames, competing impressions of the college application experience are not made available to the reader. A more nuanced view of the application experience does not appear in these stories. By relying on these frames, reporters do not expose readers to the fullest possible range of experiences and information. Their work encourages a limited understanding of what happens during this time in a student’s life. Certainly there must be college students out there for whom the application experience is less than a frantic, ultra-competitive nightmare. Certainly there must be parents who do not obsessively buy guide books, meticulously plan trips to a laundry list of college fairs, and seek the “right” college for their child only so they can affix a university’s bumper sticker to their cars. Journalists have chosen not to write extensively about these parents, opting instead to sustain an ideology that suggests this segment of the college application is filled with angst and panic for, and tinged by the avarice of, all concerned.

Communication researchers should explore news media coverage of other stops on the college journey to determine if this ideology is sustained by journalists as students navigate the college experience.

It is also hoped that this research will cause educators, admissions officers, and parents to reexamine the admissions process and reduce the amount of pressure placed on students as they file their applications. A good start would be to discontinue the practice (engaged in by all three groups) of telling teenagers that selecting the “right” college will solely determine their future success. Obtaining a degree from nearly any accredited institution is often enough to secure employment or set the student on the path to achieving his or her goals. Lessening the influence of business leaders on the development and direction of college curricula – undertaken so that their businesses will be populated by a theoretically inexhaustible supply of properly trained individuals – would go a long way toward adjusting the perception of students that college is far more than a bridge to a job. Teachers at all levels can assist in this endeavor by discouraging their charges from referring to their time in school as a “career” in and of itself.

Students should also be given the space to enjoy their classes and a narrowed range of extracurricular activities, rather than being encouraged to accumulate – or “collect” – these activities solely to augment their applications. The student “packaged” by parents and high school teachers and counselors and “hunted” by admissions officers often only vaguely resembles the student who arrives on a college

campus, such is the degree of packaging that occurs during the admissions process. As hackneyed as it might sound, students should be encouraged to pursue courses of study for which they have, or believe they will develop, a passion. Application materials, particularly their essays, should reflect this passion, and be true to the student's identity, not follow a predetermined script, as was the case with the son of a friend who asked the author to review his application essay before submitting it to the large private college in Pennsylvania which he now attends after a frantic tour of universities and the compilation of a startlingly long list of schools to which he considered applying.

The essay was replete with references to how hard the student worked, and the obstacles he had overcome during high school – all very predictable. The author urged the young man to consider rewriting the essay to better reflect the witty, intelligent, well rounded person he had become. Tell them about a defining moment or describe a significant mistake, the author suggested. The young man gratefully thanked the author for his advice, but went on to revise and submit the “hard work” essay expected by his parents – and the university admissions office.

If nothing else comes of this research, the author hopes that students will be encouraged to see the application process as a time for zeroing in on a passion rather than meeting the expectations of sets of individuals who are engaged in their own forms of “collecting.”

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Media and Teaching about the Middle East

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Abstract

This qualitative study was conducted in 2006-2007 and found that teachers relied on a variety of readily available media to stay informed about the Middle East and used some of them in their teaching. Teachers tried to explain to their students that every Middle Eastern Muslim is not a terrorist and Iraq was not behind the 9/11 terrorist attacks. The guiding questions were: (1) What are the sources of news that teachers use to teach about the Middle East? (2) How do teachers use the media to teach about the Middle East in the post 9/11 schools? Semi-structured interviews were used to gather data and teachers' instructional plans were examined. The Uses and Gratification theory provided the conceptual framework and data were analyzed using the grounded theory.

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Introduction

The purpose of this paper is to present the influence of media on what and how high school social studies teachers teach about the Middle East, a region that is constantly featured in the news. Despite all the talk about the importance of the Middle East, people and politics of that region remain a mystery to most Americans. Social studies teachers find themselves at the forefront of introducing the Middle East to their students and try to contextualize the stream of violent reports from Iraq, Afghanistan, and Palestine.

In order to gain an initial understanding of the intersection of media and the Middle East in social studies classrooms, a qualitative study was conducted in 2006-2007 that included ten high school social studies teachers in Washington State. Data were collected through semi-structured interviews and analyzed using the grounded theory approach. This study deployed the uses and gratification theory to understand what and why teachers used media materials in their lessons.

Uses and Gratification Theory

A primary purpose of this study has been to investigate teachers' use of information from television, radio, newspapers, internet, and other sources for their own use and find out the reasons for incorporating some portions of what they learn into their lessons about the Middle East. It is important to acknowledge that before these adults chose to become teachers, they were consumers of news and had developed certain dispositions toward certain sources of information. The uses and gratification theory (U&G) has been used by many social scientists to study newspaper, radio, television, and internet use by people (Owen, 1991; Ruggiero, 2000; Chatman, 1991; Alrajehi, 2003). This theory was popular with scientists who studied early voting behavior. According to Owen (1991) "It grew out of analyses of readership and viewership conducted during the 1930s, 1940s, and 1950s" (P. 3). Therefore, it is an appropriate theory that can be applied to teachers' curriculum decisions, because U&G is situated in a social context and is "concerned with explanations of the antecedents and consequences of audience use of the media and media content" (Dobos, 1992, p. 29). According to this theory, media use is "a rational, goal oriented activity" (Liebes, 2003, p. 48). In this paper, media and mass media are assumed to be synonymous. In the realm of mass communication and entertainment, mass media includes an array of institutions that are involved in producing films, television and radio programs, magazines and newspapers, in addition to things like emails, and internet that have become popular today. When U&G is applied to social studies teachers' curriculum decisions, it assumes that teachers make rational decisions when choosing what to teach from the range of information available to them.

U&G has five basic assumptions. First, the audience "is assumed to be goal directed" and active (Katz et al., 1974, p. 21). In the context of teachers' media use, this means that teachers decide what sources of information to tap into, what magazines to read, and so on. Second, the initiative to use a medium like television for information or entertainment lies with the audience member. In other words, teachers use television and not the other way around. Third, "The media compete with other sources of need satisfaction" (p. 22). The level of media consumption varies

with the range of needs individuals have. For example, some teachers may watch two hours of television news per day while others may watch only two hours per week. Fourth, people are capable of expressing themselves and saying what they want in specific situations. For example, Brandon, one of the teachers in this study, read the online British publication, *The Independent* and looked for articles about the Middle East politics that were written by Robert Fisk. Fifth, “Value judgments about the cultural significance of mass communication should be suspended while audience orientations are explored on their own terms” (Katz et al., p. 22). Thus, U&G can be useful in explaining people’s behavior in a variety of situations, including teachers, when they make curriculum decisions.

There are several empirical studies that have utilized U&G (Greenberg, 1974; Brown et al., 1974; Kline et al., 1974; McLoed and Becker, 1974). Some researchers have argued that because this theory relies upon individuals’ self reporting, such data are suspect, because people cannot be trusted to accurately identify “their own feelings and behavior” (Infante et al., 2003, p. 282). Keeping this criticism in mind, we still can learn a lot about teachers’ media use and their rationales for consuming certain news.

Media has shown to have a powerful influence over individuals. Starr (2004) argues that World War I served as a turning point in highlighting the importance of control over “communications circuits” as code-making and code-breaking became increasingly more complicated (p. 222). Starr argues that during this period “Mass propaganda, while hardly new, developed into a far more substantial enterprise, aimed at mobilizing a state’s own citizens, demoralizing the enemy, and swaying the public in neutral countries” (p. 222). By World War II, Hollywood giants of Disney and Warner Bros. were producing propaganda films for the war effort. *Cartoons Go To War* is the name of one such films that features a rabbit, two ducks, and a host of other characters showing how people can help the war effort (Baker, 1995).

Today, Hollywood and television are much more sophisticated in the way they craft and present their movies and news programs. Jack Shaheen’s book and his movie by the same name, *Reel Bad Arabs: How Hollywood Vilifies a People* provides a powerful example of this phenomenon. The Hollywood produced movie *300* is another powerful example of such vilification that targets Iranians. The Iranian American community and the Iranian Parliament protested strongly about this gross misrepresentation of history (Farrokh, 2007; *Iran expects UNESCO to condemn measures distorting its history*, 2007; Sarmast, 2007; *Iranian-Americans Rally against movie 300 in New York*, 2007).



Figure 1: Iranian Americans during the Norooz Parade in New York City, March 25, 2007. This photo was published in Payvand.com. Copyright Holder: NetNative.com, Reprinted with Permission. (Source: <http://www.payvand.com/news/07/mar/1311.html>)

In one of my classroom visits, one of the teachers in this study (Mindy) told me that over half of her students had seen this movie and liked it. Clearly, the influence of this movie on young minds is more powerful than a few paragraphs that students may find in their textbooks about the ancient Iran. The political backdrop is worthy of note. There has been a continued absence of direct diplomatic relations between Iran and the United States since 1979. Also, the Bush Administration claims that Iran is building a nuclear bomb (Tremblay, 2007). Mr. Bush's rhetoric about "World War III" if Iran possesses the necessary knowledge to produce nuclear weapons is another indication of the seriousness of this political dilemma in the U.S.-Iran relations (President Bush threatens World War III, 2007). Continued U.S. sanctions on Iran point to a hostile attitude toward an old ally that is not benefiting either sides (Parsi, 2007).

Focusing on how the news media behaved during the post 9-11 terrorist attacks, Domke (2004) argues that the media did not challenge President Bush's "War on Terror" rhetoric as his Administration carefully crafted a moral argument that reflected the conservative religious views. Others who have studied media present a similar argument (Massing, 2005). Domke believes that the news media play a "crucial role...in the everyday process of shaping people's perceptions of reality" (2004, 183). We can see that other actors like the terrorist sympathizers and extremist groups are producing their own videos and broadcasting them on various websites or getting exposure through television stations like *Al-Jazeera* (Nasrawi, 2006; Worth, 2008). In other words, the monopoly of defining "news" has been broken and "news" has become more competitive and controversial.

Television and internet as visual mediums are clearly powerful and influential tools for mass communication and propaganda purposes (McLuhan, 1994; Carey, 1992). Management of news is a fact of political life, as documented by release of the recent video-tape of Saddam's execution. The official version that I watched on CNN Headline News was shown several times and it was silent. It ended at the point where the noose was placed around Saddam's neck. However, the unauthorized version had sound and provided more details of the execution (Burns, 2007). Another example is the controversy over the detention of 15 British marines and sailors by Iran in March 2007 (UK sailors detained 0.5 km inside Iranian waters, embassy confirms, 2007). Iran claimed that the British forces violated Iranian sovereignty by entering into

Iranian waters and the British argued that they were operating in the Iraqi side of Arvand Rud. The news conferences that were staged by both the Iranian and British regimes indicate the importance of managing the news (Panja, 2007). These examples confirm O’Heffernan’s (1993) argument that media have accelerated the pace of international politics today and politicians are under increasing pressure to quickly respond to issues.

Today’s teachers are also under pressure to answer their students’ questions about the fast-paced developing stories that are reported in the news (Kaviani, 2006). The reality of teaching environment is such that teachers have limited time to surf the net for up-to-date information about the Iraq war, the Israeli-Palestinian conflict, and other issues related to the Middle East. Nonetheless, many teachers try to expose their students to competing viewpoints on multitude of issues. For example, Risinger (2006) recommends teachers to visit the web site associated with the Islamic Republic of Iran and warns the reader that the web site is a “truly anti-U.S. site” where teachers can read and listen “to the reasoning of why Iran should be able to design and build nuclear power plants” (p. 36). Having this type of access to information allows teachers to do away with outdated textbooks when it comes to teaching about today’s Middle East. In addition, there are internet-based radio sources that teachers can use to identify and hear competing viewpoints on important historical, political, ecological, social, and economical issues.

As for the influence of television in society, Cortes (2005) considers it to be so powerful that our sense of free will gets overwhelmed. He believes that even if social studies were to be eliminated from school curriculum, American children would continue to receive social studies lessons through the mass media. He acknowledges the complex role of media in our society and its influence on social studies curriculum. The tragic death of Sergio Pelico, a 10-year-old boy who died by hanging himself from a bunk bed was attributed to him mimicking the execution of Saddam Hussein (Rendon, 2007). This tragic and unusual suicide by a fifth grader illustrates the power and influence of media on young people.

In light of the examples provided, it is necessary to acknowledge the susceptibility of individuals to news and call for a rigorous media literacy curriculum. The perspectives that news present and the values they advance are not neutral. When people choose to be informed, they become vulnerable to influences that may reinforce or challenge their thinking. Teachers and students are not immune from media’s influences (Otto, 2005). Classroom discussions that are about a given headline news is a manifestation of media’s agenda-setting power. How teachers use such information is worthy of investigation. Next, let us review the sampling and data sources before discussing the findings.

Rationale for the Selection of Teachers

The theoretical sampling intended to maximize opportunities to compare events while looking for similarities among them (Strauss and Corbin, 1998). For this study, I chose a sample of ten secondary public school social studies teachers who taught about the Middle East in their Contemporary World Problems, U.S. History, or World History classes and some of them had additional training about the Middle

East, too. Pseudonyms are used to protect the identities of these teachers (see Table 1).

Table 1

Social Studies Teachers Interviewed for This Study

Teachers	Basic Background Information
Bob	38-years old, male, White, with a BA in sociology and MA in education. Bob teaches 9 th grade in an urban high school and has 7 years of teaching experience.
Amber	53-years old, female, White, MA in international studies. Amber teaches U.S. and World History classes in an urban high school and has 19 years of teaching experience. She has extra training on Middle East.
Mindy	36-years old, female, White, MA in education. Mindy teaches Contemporary World Problems in a rural high school. She has 13 years of teaching experience and has extra training on Middle East.
Laura	28-years old, White, female, MA in Education, has 6 years of teaching experience in a rural school. Laura teaches senior classes of Global Studies and American Studies.
Brandon	42-years old, White, male, MA in education, has 9 years of teaching experience and teaches in an urban alternative high school. Brandon teaches Contemporary World History to seniors.
John	43 years old, White, male, MA in education, has taught for 9 years, and teaches Contemporary World Problems and geography in an urban high school.
Fred	40 years old, White, male, BA in geography ecosystems and almost done with his MA degree in education. Fred has been teaching for 8 years and teaches history classes in a rural school district.
Larry	37 years old, White, male, BA in history and political science, has been teaching history in a private Catholic school in an urban school. He has extra training on Middle East.
Sherry	42 years old, African American, female, has a BA in history and French, and almost done with her MA degree in Education. She teaches 9 th grade World History and 12 th Grade US Government. She teaches in an urban high school.
Rose	37 years old, White, female, teaches 9 th and 10 th grade World History and US government courses. She has a BA in International Studies with a focus on foreign policy, peace, and diplomacy. She has 7 years of teaching experience in an urban school.

Data sources came primarily from audio-recorded and transcribed interviews and teachers' instructional materials. Grounded theory and constant comparative method were used to analyze the data (Glaser and Strauss, 1999). The conceptual framework of needs and gratification theory ran through the entire analytical portion of the study. According to the grounded theory method, differences and similarities among the participants in sample selection can lead to the discovery of new

categories. A more diverse sample of teachers was chosen based on the location of schools (urban, rural), their training about the Middle East, and their differences in socio-economic backgrounds. On the other hand, by focusing on the similarities, the differences among teachers were minimized when I chose teachers based on their content area (Middle East) that they taught. Similarities in teachers' responses to a set of questions verified the existence of particular categories that could be supported by the data. It was through the similarities that initial categories were generated and my findings illustrate the result of that process. Next, let me illustrate the process of data analysis.

The first teacher interview was with Laura and involved questionnaire, think-aloud task, and additional questions about teacher's role and related issues. I began to code and analyze the transcribed data from this audio-recorded interview. Laura came from a conservative Republican family and saw herself as a "democrat." She explained how little her students knew about the Middle East and what they often knew were mostly inaccurate negative information. She said:

So they come to class with this image of the Middle East being completely poverty-stricken and everybody lives in sand huts and all of these people are planning attacks on the U.S. and that's their, I mean when they think Middle East if I could get into their heads I think that's the vision that they would have, not the wonderful parts about it.

This was an important piece of data that was distinct from what she had talked about before. Therefore, I coded this piece of data as "Students Closed-Minded" and put them under the category of "Challenges Teachers Face." Consistent with the constant comparative method, everything in the data that was similar to this piece of information was coded accordingly and grouped together.

As I moved on to the subsequent teachers, I took this category with me to see if it would repeat again. It did. In other words, I was looking for similarities in subsequent teachers' responses. For example, Brandon said: "A lot of them [students] don't have a bloody clue what's going on" and later specified that his students see the Middle East as a violent place where Arabs are engaged in killing each other. He summarized his students' thinking this way: "It's a bunch of Arabs killing one another." The third teacher interviewed was Fred and he also mentioned the stereotyped image that his students had of the Middle Eastern people: they wore turbans and were all Muslims. He said, "...that every person in the Middle East wears a turban. Every person in the Middle East is a Muslim. Every Muslim from the Middle East is a terrorist. The usual stuff here in the good old U.S. of A." Similar comments were echoed by other teachers like Bob who talked about how his students referred to the Middle Eastern men as "the rag-heads that are trying to kill us." These data were so similar that I grouped them under the same category. Of course, as the transcription of each new teacher interview was being analyzed, I continued to search for new categories. Many of the categories were similar enough that were combined together to make the management of data feasible. For example, these teachers taught map skills, the Iraq war, the Israeli-Palestinian conflict, and other topics. I combined all of these into "What Teachers Teach."

In phase three, I combined the significant and relevant categories and reduced them to what later became my main findings. In this delimiting phase, findings were solidified and the need for modifications decreased as the list of categories stopped growing, reflecting theoretical saturation of data. Consequently, I set aside categories that did not integrate well. For phase four, Instead of offering hypotheses or writing a general theory, I simply discussed the common responses by these teachers in this study in the next section.

As the person responsible for this study, it is important to acknowledge my background and my influence on the interpretation of the data.

I was born into a Zoroastrian family in Tehran, Iran and came to the United States in 1979, after the Iranian Revolution. The Middle East and particularly Iran have been my interest. As a former social studies teacher with 13 years of classroom and administrative experiences I identified with my subjects in this study and could relate to what they were sharing with me about their students and their curriculum. I understood the challenges they faced when their students asked them questions about the news of the day.

In addition, I was hearing stories from my Iranian American friends about the negative experiences some of their children were having in schools in the Puget Sound area after 9-11-2001 terrorist attacks on the United States. In one case, my friend asked for some advice about what to do in a case where his nine year old son was questioned by his teacher in front of the class: "You are a Muslim! Tell me why did the Muslim terrorists attack the United States?" Asking a nine year old boy to speak for terrorists and Islam is a daunting task! Similarly, I, as a math and social studies teacher at that time, was experiencing very uncomfortable situations at my workplace too. This research exposes the negative stereotyping that continues to exist in schools to varying degrees.

Findings

Perhaps not surprising, the analysis revealed that the media influenced these social studies teachers' curriculum decisions. It also revealed that most of their students already had negative images of the Middle Eastern people and that region. Teachers tried to undo this negative stereotyping. The final section of this paper discusses the implications of this study on education.

Using Media as Curriculum Materials

Consistent with the uses and gratifications theory, teachers in this study consumed a variety of print and electronic media to stay informed about the world events and used some of them in their lessons (see Table 2). They consumed the news according to their own preferences and provided context and background for the topics they taught. The big news of the day was brought into their classrooms to generate interest and to be learned as content knowledge.

Table 2

Newspapers, Magazines, and Radio Programs Used by Teachers

<u>Teachers</u>	<u>Personal Use of News</u>
Bob	New York Times, Seattle Times, Seattle PI, Time magazine, National Public Radio (NPR)
Amber	Seattle Times, Seattle Post Intelligencer, NPR
Mindy	Seattle Times, New York Times, Economist, Newsweek, Time, New Yorker, NPR
Laura	New York Times, New York Times Learning Network, "The Week", Newsweek, NPR
Brandon	Seattle Post Intelligencer, Seattle Times, Financial Times, Wall Street Journal, King County Journal, New Yorker, Atlanta
John	New York Times, Wall Street Journal, NPR, Democracy Now 91.3 FM, POD casts (i-tunes, Al Franken Show)
Fred	Seattle Times, New York Times, News Sources like CNN, CBS online, NPR
Larry	Christian Science Monitor, Mosaic TV for news from the Middle East, Foreign Affairs, Foreign Policy Magazine, The Atlantic Monthly, New York Times, NPR
Sherry	YES Magazine, The Economist, New York Times, Guardian, Afrique (in French), Africa and the Middle East, Rethinking Schools, NPR
Rose	PBS, Local News, New York Times, Seattle Times, The Economist

Media provided rich sources of materials for these teachers. It is common to find the Contemporary World Problems (CWP) classes are without a regular textbook. Therefore, high school teachers are compelled to use other sources of information as curriculum materials. Specific examples in Table 3 show what these teachers used to teach about the Middle East. In this paper, I will focus on six of these teachers to illustrate what media they used and how their background influenced what they taught.

Table 3

Teachers' Television, Videos, and Internet Used for Teaching

<u>Teachers</u>	<u>Television Programs, Videos, and Internet Sources</u>
Bob	Videos: Promises, Osama, 20 Years Old in the Middle East (This video is about Hejab) New York Times, Google or CIA Fact Book, Lonely Planet
Amber	Television: Assign a specific program like the 6 o'clock news, PBS

	programs, Videos: CNN for Iraq War New York Times, German Newspapers, Web Sites for Cartoons, Google, images online
Mindy	Frontline: “Looking For Answers”, Frontline: “Islam” Web Sites about Terrorism, BBC News, CQ Researcher
Laura	PBS, Major News Broadcasts (NBC/CBS – Major News Clips), Video: Frontline “Muslim Rage” by Thomas Friedman
Brandon	Television: CNN Student News Videos: Prentice Hall video on the Middle East, Thomas Friedman documentary on 9-11-2001 and the Wall separating Israelis and Palestinians in Palestine. New York Times, New York Review of Books, The Guardian, Juancole.com, Informed Comment
John	Link TV, PBS, NOW (a PBS Program), documentaries
Fred	News Sources like CNN, CBS, PBS Frontline, 60 Minutes, Google News, Lexis-Nexis online data source, various Journal articles Videos: “The Century” Narrated by Peter Jennings/ABC
Larry	Christian Science Monitor, New York Times, Mosaic TV (News footage from the Middle East) National Public Radio (Transcripts), Middle East Media Research Institute(English translated speeches) Video: Living Islam (BBC)
Sherry	PBS, CBC (Canada), BBC World News, UW-ERIC, Peace Corp Listserv, Critical Teacher Listserv, Rethinking Schools, Fulbright Lesson Plans, Friends of Morocco, NPR, PBS.org, French Language Sources, Choices Curriculum (Brown University) Videos: prefers videos that have subtitles and are produced in Africa or the Middle East, Battle of Algiers, Time Life Legacy the Lost Civilizations Series, Islam in America, and movies about religions
Rose	Pro-Quest data base, World Press Review, Al-Jazeera Online, iEARN Web Site, Choices Curriculum (Brown University) Videos: Documentaries and films like Promises, Battle Ground: 21 Days on the Empire’s Edge, And Paradise Now

John, who came from a conservative Republican background, was a self-proclaimed “left-winger” who was anti-war and felt an affinity with the underdog and the oppressed people. He had travelled to Europe, Canada, and South America and was interested in an anthropological take on what was going on in the Middle East. He wanted to help his students appreciate the people of the Middle East and their traditions without attaching negative labels to what they studied. He questioned the motives and legitimacy for the invasion of Iraq and his lessons reflected his values. He described one of his typical lessons: “Here’s an article, go read it at home and then come back, and we talk about it, or we’d read in class.” For his senior class, articles from print and electronic sources made up most of his curriculum. He said, “...in my senior class, that’s probably how I’d spend 70 percent of the class, the other 30 percent is them researching a topic and then presenting information, the kind of more

group type work.” In John’s case, majority of the class time was spent on reading articles and talking about them.

John also used documentary videos for about “20 minutes at a time” on topics that he had chosen for his lessons. He taped some of the *History Channel* shows and PBS’s *NOW* programs. He considered the PBS’s *NOW* programs to be more sophisticated than the *History Channel* shows and a bit above the grasp of his students. However, he justified using them in his class by arguing that those programs were “more the level” he was “trying to get them [his students] to think at.” John did not like the *Military Channel* on cable station and considers it “disturbing that we have a channel devoted to blowing stuff up, you know, like it says a lot about America that we have a channel devoted to the military.”

Fred, who taught in a technologically-rich school, was an avid computer user. He considered himself a pacifist and opposed the Iraq War. He felt that his own undergraduate educational experiences did not prepare him well enough about the Middle East. He used the internet to visit various web sites to learn about events in the Middle East. He exposed his students to various sides of the Iraq War debate and used newspaper editorials (pro and con) to teach about this controversial topic. He said, “I use the Internet to get those articles and I’m always looking for new articles.” Fred’s students completed a “magazine project” too where they spent about a week and a half on researching a topic related to the Middle East and presented their work to class. His students began their magazine projects by looking up information on the internet and finding maps and pictures from the region. As Fred described:

So they do a contents page where they describe what the article is about. So it’s almost like an annotation of what an article would be about on certain topics in the Middle East and they have to find that information on the Internet.

Fred made PowerPoint presentations on various topics like “terrorism” and used them to create interest in his classes. In the context of the post 9-11, it is understandable how misinformation may spread and take a life of its own. For example, prior to the invasion of Iraq, the current Bush Administration alleged that Iraq and 9-11 terrorist attacks were linked (Poll: 70% believe Saddam, 9-11 link, 2003). This research found that teachers were frustrated to find most of their students still believing that Iraq was responsible for the 9-11 attacks.

All the teachers in this study complained about the lack of a good comprehensive textbook about the current Middle East that would be appropriate for their students. For Fred, this meant relying on CNN, as “a middle of the road” political orientation news agency, plus using other documentary programs like *Frontline*. In addition, he used online sources of news like *MSNBC* because they had “a lot of articles” about the Middle East for his students. He taught about the Iraq war because about ten percent of his students joined the military and his students had a high level of interest about the situation in Iraq and the Middle East. As a pacifist, he viewed using the news as a way of getting his students to think about the seriousness of waging wars. He wanted his students to truly understand that the consequences of wars are death and destruction. Fred also used internet news sources to create

assignments for his students that discussed the importance of oil and the tragic sides of the Israeli Palestinian conflict.

Another teacher, Mindy, used stories from the news to keep her students excited about learning. She credited her travel experiences and some of the people she had met in her life as the key influences that shaped her “internationalist” worldview. She believed that the United States could not isolate itself from the rest of the world and needed to see things from other peoples’ perspectives too. Consequently, she taught with a goal of exposing her students to viewpoints that were not heard in the mainstream media and went beyond a surface treatment of an issue. This meant that when she taught about the Israeli-Palestinian conflict, she exposed her students to the viewpoints of the Israelis and the Palestinians. When her students dismissed Iran’s current President Ahmadinejad, as “crazy” and Nassrollah’s Hamas as the leader of a terrorist organization, she encouraged them to go beyond the label and dig deeper to investigate the facts and try to see things from new perspectives. Mindy’s sense of her role was closely tied to using up-to-date news when teaching about the Middle East. Mindy believed that it was “all about trying to build context...to understand what’s really happening in the world today.”

Another teacher, Laura who was raised in a middle class family came from a small homogeneous White community of about fourteen thousand people. She had not travelled abroad and felt that her own high school education did not prepare her to understand the Middle East politics because of the lack of exposure to diverse people and ideas when she was growing up. She was determined to give her students the opportunities necessary to experience diverse viewpoints through inquiry, discussion, and other effective teaching methods that were not lecture based.

Laura taped the *NBC Nightly News* and played clips of it in her class because she believed that the power of “connection by visual” should be used in addition to reading about an event. She believed that her students could better understand the lesson and its connection to their out-of-school world. For example, Laura included Dubai in her Middle East unit “just because of the Dubai ports deal” that was getting extensive coverage in the national media and the local press. Her students could learn about it in the news. Eventually Dubai gave control of its port operations to an American company and the leaders of the United Arab Emirates considered this controversy as a sign of “racism and hypocrisy” that discouraged future investments in the United States (Watson, 2006). In her lesson, Laura showed pictures of a ski resort in Dubai and asked her students to guess what they were looking at and if they could locate it. Her students thought that the pictures showed Vegas. She wanted her students to see citizens of the United Arab Emirates as regular human beings who had a lot in common with the Americans. Her goal was to “get the kids to care” and break the negative stereotype that her students had of the Arabs. Here we see the uses and gratification theory in action when she selects this story about Dubai to not only teach content knowledge, but also help students develop a broader perspective to shatter negative stereotyping of the Middle Easterners.

Brandon, who came from a working class background, identified with the democrats who opposed the invasion of Iraq. He challenged the false perception that there was a link between Iraq and the terrorists who attacked the United States on September 11, 2001. In his lesson, he reviewed the Bush Administration’s reasons for

going to war with Iraq and discredited the legitimacy of the invasion and discussed the consequences of that policy decision for the Middle East and the United States. He said, "Gulf War, I just basically go over it, the reasons why we went in there: Weapons of Mass Destruction so called. The alleged link between al-Qaeda and Iraq. I just sort of blow that apart." He explained that he did not go "too much in-depth" because his students would lose interest. In addition, he was concerned that the articles written on this issue were beyond the reading and comprehension range of his students. To mediate this situation, Brandon used recorded television news to teach. He said, "We watch *CNN Student News* everyday, it's a ten minute news program." This program airs every weeknight at 12:12 A.M. during the school year. Brandon taped the shows daily and used them for his next day's class. Brandon taught in an alternative high school that was designed for students who had not been successful in a regular public school setting. After the morning announcements, he started his class by showing the taped news program. Worksheets and answer keys were provided via CNN website. His rationale for taping the shows was that his students were not "big readers" and this was a way for him to inform them about important world events. From time to time, he provided more information on a particular conflict and involved his students in a discussion about the pros and cons of the U.S. foreign policy and the roots of various conflicts in the world, including the Middle East. He also used the *CNN Student News* daily. Brandon Said,

...as a way to make sure that they arrive promptly, 'cause we've had tardiness issues. So if they arrive late they don't get credit for it, and if they don't get credit for it then they have to make up the work on Wednesday.

In this case, we see the news program being used to encourage student attendance and expose them to a summary of some news that they would have otherwise missed. In addition, Brandon used selective news clips from the Middle East to talk with his students about the unresolved conflicts between the Israelis and the Palestinians.

Amber was an experienced teacher and considered herself to be a "news junkie." She watched the local news, national news (CNN), and PBS news regularly. Amber had a large collection of videos that she had accumulated over her 20 years of teaching. For her Contemporary World Problems class, she used newspaper and magazine articles and surfed the internet for news that "pushed the button." She looked for current high profile controversial issues that had graphic images and made a deliberate effort to include them in her lessons. She believed that images were very important in telling a story because students could "grasp really easily" what was going on. Her students visited a photo bank of images on the internet, showing Muslim women in various degrees of body covering and they compared those images to clothing for traditional Catholic women and other religious groups in the Middle East and Europe. She tried to show the similarities among them and explained how traditions influenced fashion and in turn, the Islamic fashion could be seen as a form of political statement. She also taught about the Iraq war, and the ongoing conflict between the Israelis and the Palestinians "because they're in the news and kids need to be able to understand what they're listening to."

PBS *Frontline* special, *the Muslim Rage*, narrated by Thomas Freedman, and other PBS documentaries were favorite sources of information that informed these

teachers and their students about the Middle East. On the whole, *Frontline* programs on the Middle East were popular among these teachers. Fred summed up the feeling of these teachers the best when he said, "PBS *Frontline* has a couple of really good ones on Iraq this year that are just awesome." All the teachers interviewed listened to the NPR radio news. They also complained about not having enough time to cover the Middle East the way they really wanted to.

These examples of teachers' media use not only show the important role print and electronic sources of information play in providing content and context for what teachers teach, but also highlights the influence of their own background on what and how they teach too. Teachers serve as mediators between the news and the adolescent youth by socializing them into the world of politics. The incorporation of news programs like *CNN Student News* as an updateable curriculum material show their effective reach into social studies classrooms where captive audiences consume the news that teachers have allowed into their classrooms. Teachers select what they want their students to know and provide explanations to help their students make sense of complex issues.

Knowledge is not neutral and these teachers' explanations of the events in the world are influenced by their beliefs. The quality of mediation that occurs in the classrooms between the videos and students influences what students get out of such lessons. Depending on a teacher's own political stance on the Middle East conflicts, we can expect the views presented by the videos to be reinforced or challenged.

"Every Muslim from the Middle East is a terrorist."

Teachers in this study tried to counter their students' negative stereotyped image about the Middle East. I was struck by the unanimous opinion expressed by these teachers about their concerns for the "ignorance and misguided information" their students had about the Middle East and the idea that "Saddam Hussein launched the 9/11 attacks." How can this state of ignorance be explained in terms of media influence on people?

Postcolonial media theory scholars argue that the legacy and domination of colonialism and imperialism in the world hinges upon successful representation of noble and competent Western countries versus weak and incompetent non-Western countries (Said, 1978, 1981; Suleiman, 2001; Foucault, 2001; Fernandez, 1999). In short, in order for the Western-centric worldview to take hold, oppressive knowledge in all its forms need to be internalized by people in order to ensure the domination of one over another. When skin color or other characteristics become the factor to negatively stereotype certain people in the Middle East, one can argue that Orientalism has triumphed.

The Middle East appears to baffle many people. For example, on November 8, 2006, the outgoing Defense Secretary Donald Rumsfeld, referring to the situation in Iraq claimed that the American public simply did not understand the situation there (Baldor, 2006). The teachers I interviewed expressed a similar dilemma. However, they were dismayed by the existence of such persistent ignorance among their students. Laura who taught in a town with a population of about 14,000 people, considered her students to be "fairly close-minded." She attributed that to the lack of

exposure her students had to news “from a Middle Eastern perspective.” She argued that this “lack of quality understanding of culture” was due to the perceptions students had picked up from their families. Laura believed that her students were not “cognitively capable of disagreeing with their parents” and consequently adopted their parents’ stance on issues as the legitimate one. Laura considered her responsibility to “teach” her students about other ideas and perspectives, because if she did not, they would “probably go on living like that.”

Laura considered the “complexity of Middle East” a deterrent to her students’ ability to understand that region; particularly because it was so “detached from the realities they live.” Laura said that she heard frequently from her students: “Who cares? Why do we need to care about them?” and “Let’s just go bomb them all.” This situation motivated her to use the Dubai story to show her students another side of the Middle East and move beyond the stereotypes.

Fred who taught in an affluent (middle to upper middle class) school district with 80% white student population believed that his students were not exposed to alternative viewpoints at home and they had a negative image of the Middle Eastern people. He considered negative stereotyping to be the number one challenge he faced when teaching about the Middle East. Fred said:

Number one, stereotype, absolutely! The stereotype is that every person in the Middle East wears a turban. Every person in the Middle East is a Muslim. Every Muslim from the Middle East is a terrorist. The usual stuff here in the good old U.S. of A.

Lack of background knowledge about the Middle East by students was seen as another major concern that Fred had about his students that led him to challenge their thinking by assigning roles that allowed them to be “journalists for a world affairs magazine.” For this assignment, students worked in teams of three or four to report on an issue or a personality from the Middle East and presented their magazine cover to the class.

Sherry was an African American who had spent a few years as a Peace Corp volunteer in Africa. She taught in an urban high school that served students with low socio-economic status. She said that she did not like hearing from her students this question: “Why do they hate us?” She would explain to her students, “That’s not the focus of my teaching, but getting at what’s happening in the contemporary era, is.” She exposed her students to other viewpoints by using primary documents and foreign films. She emphasized map skills and highlighted the contributions of the early African and Middle Eastern civilizations to human development, before teaching about contemporary problems.

Bob, who also taught in an urban high school that served lower socio-economic status students, was encountering a similar problem. In a class discussion, his students were saying: “Those are the rag-heads that are out trying to kill us!” This was a teachable moment for Bob. Bob, ideally, wanted to give his students articles written about the Middle East that were from *The Economist* magazine. However, he did not; because his students had low reading skills. They ended up talking about the situation in Iraq and students did some research on the history of that country.

Brandon, who taught at an alternative high school, expresses a similar problem and to counter his students' ignorance, he required them to "find two news articles from a reputable newspaper, news magazine, or the internet" that he had chosen. He provided a variety of web sites to his students and an easy to follow format that students used for nine weeks to create a "Press Book."

Bob remembered how his views on the Middle East changed by a course he took as a college student. He said, "... I read the book about how the Middle East really isn't all desert, and that's how Hollywood has painted it, or how the Middle East does have cultural diversity, how it's not this one group of people living across the Middle East." At this point in his career, he was encountering a persistent ignorance about the Middle East that appeared to be part of the dominant culture. To counter this ignorance, he showed the film *Promises* and provided a variety of readings about the religions in the Middle East, the Code of Hammurabi, and other old and contemporary issues related to that region.

Rose taught in an urban high school and said that her students came to class with the image of the Middle East as "pretty much violence and desert." She was "happy" when she saw her students' perceptions changed and they started learning about "people's faces, modern cities, variety of cultures and countries there."

These examples show that teachers in this study are faced with a situation where their students do not know much about the Middle East and what they know is negative stereotyped information. This is consistent with the image of the Middle East as a place where oil and religious extremism are found (Wiseman, 2006). These teachers tried to broaden their students' understanding of a few key conflict of interest issues that continue to cause violence and destruction in some parts of the Middle East. To what extent these teachers' efforts are successful, in light of the constant reports of car bombings and killing that happen in Iraq, is questionable. The lack of political will, lack of trust, and absence of compromise to reach lasting peaceful solutions to outstanding grievances in the Middle East will only brew more violence for years to come and the image of Muslim terrorists will not erase any time soon from the public consciousness.

Implications

This study suggests that the persistent ignorance about the Middle East and the negative stereotyping are reflections of the dominant culture and the media plays a major role in perpetuating this phenomenon. We have seen examples of the effective reach of the media into American schools where social studies teachers are mediating between the headline news of the day and their students. In order to better understand the nature of teachers' mediation (enforcing the news or interrogating it) further studies are needed.

Through the lens of uses and gratifications theory we have seen what teachers self report about their media consumption. In addition, we have seen the influences of their background and experiences on their news selection as curriculum. This study has clearly shown that these social studies teachers are fighting an uphill battle in their classrooms to replace the superficial stereotyping of the Middle Eastern people and culture with a new knowledge that is grounded in promoting understanding and

taking multiple perspectives that may include Middle Eastern views as well. The lasting effect of these teachers' efforts is uncertain at best.

Demystifying the Middle East appears to be a herculean task for teachers in a 24/7 news environment that reports negatively about the Middle East. Are social studies teachers engaged in a futile effort to teach about a cradle of human civilization that is mystified beyond reason and comprehension?

Some have good reasons to feel discouraged after seeing years go by with no lasting peace agreements between the Israelis and the Palestinians and worry about escalating violence in Afghanistan and Iraq or even be alarmed about a potential military conflict between Iran and Israel or the United States. What happens in the Middle East has ramifications in places like Indonesia that has the largest Muslim population outside the Middle East (Hunt, 2006). Indeed, the big picture appears to be gloomy.

The silver lining in this picture is the fact that these social studies teachers take their work seriously and promote inquiry to uncover the roots of the problem that are buried in the sensationalized headline news of the day. Teachers' ability to access and interrogate official and unofficial knowledge, whether it comes from the White House or foreign web sites, is an important pillar of democracy that ought to be safeguarded in these uncertain times. Social studies teachers continue to interpret and explain the news to their students as best as they understand the situation. Implied in their work, these teachers promote informed decision making that are essential for effective citizenship in a liberal democracy. So long as inquiry for the truth is not sacrificed in favor of a dogma, whether in the classroom or at the United Nations Security Council by Americans, then there is hope for advancing the cause of liberal democratic education in the United States.

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A Comparative Analysis of Assessment and Evaluation Exercises Included in Geography Textbooks Written According to the 2005 Secondary Education Geography Curriculum and Textbooks of the Former Curriculum in Turkey

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Abstract

This study conducts a comparative analysis of the assessment and evaluation exercises in the geography textbooks written according to the Secondary Education Geography Curriculum for 2005 in Turkey with those in the former geography textbooks. In this respect, firstly, the assessment and evaluation studies included in geography textbooks written according to the former and the new geography curriculum have been analysed in quantitative and qualitative terms, then the development of the new curriculum in terms of assessment and evaluation studies and their application dimension have been identified. The study has showed that assessment and evaluation studies in geography textbooks written according to the 2005 secondary education geography curriculum had more effective characteristics in terms of their quality and the inclusion of different assessment and evaluation tools and methods compared to assessment and evaluation studies in the textbooks of the former program.

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Introduction

In Turkey, the secondary education geography curriculums were changed in 1924, 1941, 1974, 1983, 1987, 1992, 1997 and 2005 (Tas, 2005a, p.35; 2005b, pp. 317-318; Doganay, 1989; Engin, Akbas and Yavuz, 2003). It is seen that secondary education geography curriculums have been changed frequently since 1983. This is because geography curriculums used since 1983 have not brought any improvements in terms of distribution of issues, subject integrity, contents and distribution of subjects to the classes. In this respect, we see that required studies for a comprehensive change in the geography curriculum have been undertaken within secondary education subject programs since 2002 in Turkey. We believe that recent programs movements observed in the Far East, North America (in 1994 in the USA) and European Union countries are the important factors that have caused changes in secondary education geography curriculums. Moreover, developments that occurred in socio-economic areas in Turkey and considerations as to the education norms and targets of the European Union are the other important factors that affected the decision for the changes in the program. During the period leading to the preparation of the 2005 secondary education geography curriculum, evaluations as to the targeted acquisitions for previous curriculums and obtained products have been made by examining previous geography curriculums in all their elements.

In respect of following the changing and developing world and evaluating it correctly, curriculum have great importance in order that they can be improved continuously and individuals can be educated as conscious citizens. In this context, the 2005 Geography Curriculum aims that the students should be able to achieve a geographical consciousness and point of view concerning Turkey and the world that will equip them so that they can use it in their daily lives. This new curriculum has been prepared in order to be taught under the geography course beginning from the ninth until the twelfth grades every year.

The program has a reconstructive foundation with a student-centered and spiral structure. Issue orderings have not been made for the acquisitions determined in the geography course curriculum. Acquisitions have been analyzed sequentially. A content ordering foreseen by the acquisitions was observed in the program. The teacher, provided that acquisitions were realized, would act around the sub-titles formed according to the content with predetermined frames by considering environment characteristics, interests, needs and expectations of the student group, their level of readiness and pre-information. (Talim Terbiye Kurulu Baskanlığı, Geography Course Curriculum, 2005, pp. 6-7 and 16).

The developed geography course curriculums have been arranged according to learning areas, acquisitions and teaching activities. In this curriculum, not only classroom activities but also a great many extra-class activities have been included by taking the students' experiences into consideration within the process of instruction and learning. In the curriculum, it is intended that the students should be able to establish a connection with their own knowledge and real life with assessment and evaluation studies and produce various solutions that they encounter. In the geography curriculum, it is essential that not only the students' learning products but also their learning processes be evaluated. According to the results obtained, the

teachers are given the possibilities of changing the classroom activities as well. “*Evaluation in this program is not a tool for discovering what students do not know but a tool for analyzing what students do know.* Teachers should evaluate how students construct information and the level of development in their upper mental skills by utilizing tools and methods such as observation, performance tasks, self-evaluation forms, student product files (portfolio), projects, posters, and rating scales” (Talim Terbiye Kurulu Başkanlığı, Geography Course Curriculum, 2005, pp.39-45). They also evaluate the process and results by using multiple-choice, matching, short answer and open-end tests.

The fact that geographical textbooks were put into the basic resources and course materials prepared according to the curriculum applied before 2005 has made the teaching and learning process considerably dependent on textbooks as well. Yet, the function of the textbooks prepared according to the year 2005 geography curriculum has changed. “Because this program takes student centered approaches as its base and encourages students to ask questions, research and make planning and asks them to construct and interpret information by making it meaningful. On examination of the geography textbooks prepared according to the former program, it seems that subjects are given in units towards helping students gain objectives and attitudes. In the 2005 program, development of mental maps together with activity examples and acquisitions in every learning area in grades 9, 10, 11 and 12 and usage of these in real life constitute the main purposes of the program” (Demiralp, 2007, p.378). The textbooks prepared according to 2005 secondary education geography course curriculum are regarded as one of the materials which support the learning and teaching process and are evaluated within this framework.

The textbooks should give teachers and students the opportunity for self-evaluation. While the assessment and evaluation studies in secondary education geography textbooks prepared according to the former curriculum evaluate only the product of learning, secondary education geography textbooks prepared according to 2005 program evaluate and assess not only the product of learning but also the learning process of students. However, suitable assessment and evaluation methods covered in books aim at monitoring the development of the individual. In other words, the attempts to monitor information, attitude and skill development in the individual are made. In addition, the new program provides students to observe, develop and evaluate their self-development as it covers alternative assessment and evaluation methods.

Assessment and evaluation studies in geography textbooks written according to 2005 program comprise of three sections. These are 1- “before we start” questions given in the context of *preparation studies*, 2- “Participation in-class activities”, “participation in-group activities”, “performance tasks” and “project” designed in the context of *mid-section evaluation studies*, 3-Chapter-subject end evaluation studies comprised of various tests (multiple choice, short answer, true-false tests). Thus, when we start with questions dealing with the subject, we identify the level of readiness of students for the subject, mid chapter/subject activity, task and project, and we not only monitor and evaluate the product of learning but also the learning processes of students. Their life skills are followed through observation forms and development files (portfolio). The learning product is evaluated through chapter/subject and evaluation activities. Thus, the new program textbooks differ

from the former ones, providing an opportunity to the students for self-evaluation with recently acquired information and skills.

Table 1

Distribution of acquisitions in 2005 Geography Curriculum according to Classes and Learning Areas

	Grade 9	Grade 10	Grade 11	Grade 12	Total	Percentage Total (%)
Learning Area	<i>Number of Acquisitions</i>					
Natural Systems	15	7	4	3	29	19.7
<i>Human Systems</i>	3	10	7	4	24	16.3
<i>An Areal Synthesis: Turkey</i>	7	13	10	12	42	28.6
<i>Global Environment: Regions and Countries</i>	3	3	6	9	21	14.3
<i>Environment and Society</i>	3	3	14	11	31	21.1
Total	31	36	41	39	147	100.0

Source: MEB Talim Terbiye Kurulu Başkanlığı Geography Course Curriculum, 2005: 79-173

Table 1 shows the distribution of acquisitions according to classes and learning areas in the 2005 geography curriculum. At the same time, these gain numbers show the amount of acquisitions and areas where assessment and evaluation will take place. Thus, the learning area having the highest gain number is “An Areal Synthesis: Turkey” and the area having the least number of acquisitions is “Global Environment: Regions and Countries”. However, the number of acquisitions according to the class level increases from grade 9 (31 acquisitions) to grade 12 (41 acquisitions).

Even though there have been numerous studies done regarding the qualities that need to be present in textbooks in terms of physical, visual and instructional design and language and teaching explanation characteristics, it is not possible to have a similar view for the assessment and evaluation studies in textbooks. Some of the studies that have been done on assessment and evaluation issues in textbooks include Clarke & Gipps (2000), Hibbard et al. (1996), Kent et al. (1996), Kilic & Seven (2002), Kucukahmet (2003), Linn & Gronlund (1995), Noonan & Duncan (2005), Popham (2000), Sibley (2003), Stiggins (1994), Tomal & Senol (2007), Oosterhorf (1994), Yasar (2005) and Wiggins (1998). However, there are a limited number of studies that cover evaluation issues regarding assessment and evaluation sufficiencies in secondary education geography textbooks in Turkey. In this respect, the present article provides a comparative analysis between assessment and evaluation studies covered in geography textbooks prepared according to the revised 2005 secondary education geography curriculum and those in geography textbooks prepared according to the former program. Developments in the new program from the

assessment and evaluation point of view, their application aspect and possible problems that may be experienced in this application have been discussed and related recommendations have been made.

Purpose of the Study

The aim of this study is to reveal the innovation and practical dimension of the new curriculum in terms of assessment and evaluation exercises by performing a comparative analysis of the assessment and evaluation exercises in the geography textbooks written according to the geography education curriculum for secondary education before 2005 with those written according to the geography curriculum for 2005. This article will both seek answers to the sub-problems which constitute the outlines of the study are listed below.

1. Are the assessment and evaluation exercises in the geography textbooks written according to the secondary school geography curriculum for and before 2005 sufficient to evaluate both the learning product and learning process?

2. Are the questions in the geography textbooks of both curriculums sufficient in number? Are different assessment instruments included sufficiently?

3. Do the assessment tools allow assessing development of affective and psychomotor skills in addition to the cognitive capabilities?

4. Do the assessment and evaluation exercises in the geography textbooks of both curriculums make it possible to monitor development and self-assessment of the students?

5. To what extent do the geography textbooks of both curriculums include assessment and evaluation exercises that aim at determining whether or not the students have necessary capabilities in terms of knowledge, attitude and skills?

6. Are the geography textbooks of both curriculums so arranged as to improve skills of the students such as critical thinking, problem-solving and interpretation?

7. Are the process evaluation techniques such as portfolio, performance work, observation form, concept map, and result evaluation techniques besides the traditional result assessment techniques covered?

8. Are the factors concerning assessment arranged by taking into consideration to the principles and techniques of assessment-evaluation? Answers to all the sub-problems above are sought in the article.

Methodology

The study is descriptive, using the comparative scan model. The article is a qualitative study in that it determines and explains by way of examples the problems of assessment and evaluation in the textbooks written according to the secondary education geography curriculum for the year 2005 and those written according to the previous curriculum. It is a quantitative study as well in that it describes the quality of the assessment instruments and methods and questions in the geography textbooks of

both curriculums quantitatively by means of numbers in terms of the criteria of assessment and evaluation. Furthermore, Bloom taxonomy is also included in the study.

The analyzed textbooks comprise the geography textbooks prepared according to 2005 secondary education geography curriculum and geography textbooks prepared according to pre-2005 secondary education geography curriculum. These include books written by a commission upon the request of the Ministry of National Education or were prepared by the private sector following the inspection by the Ministry of National Education. All books, in the context of the examination, have been analyzed as to whether or not they included various and sufficient assessment and evaluation studies regarding the development of information, attitudes and skills both in their own respect and within their respective programs. In the assessment of acquisitions, an evaluation has also been made in terms of the qualities of the assessment tools (Table 4).

Assessment and Evaluation in Secondary Education Geography Textbooks

The assessment and evaluative studies which the year 2005 geography curriculum covers are different from the assessment and evaluative studies of the previous curriculums. In this new curriculum, not only product learning but also the evaluation of students' learning process is assessed. "The 2005 geography curriculum provides the opportunity to monitor the development of students by its assessment and evaluation studies and thus also provides ideas as to the development of information, attitudes and skills which students are expected to form. In addition to providing information regarding students' self development, it also informs teachers about the possible problems that may be experienced during the process in a timely manner so that the required precautions can be taken" (Cografya Dersi Ogretim Programı, 2005 Programı, 2006, p. xxiv). Thus, the 2005 geography curriculum has embraced student-centered teaching and learning strategies which take into account personal differences. For this reason, the assessment and evaluation studies covered by the program provide a multiple evaluation opportunity in order for them to present their information, skills and attitudes.

The assessment and evaluation dimension of the 2005 secondary education geography curriculum is reflected in textbooks within the frame of the stages below.

Process Evaluation

There has been no study on geography textbooks written according to pre-2005 geography curriculum regarding the evaluation process. In a research done by Yasar (2005, pp.26-27) on the assessment and evaluation studies in geography textbooks written according to pre-2005 geography curriculum, it was stated that "in none of the books examined were there mid unit/chapter questions. Exclusion of activator, developer and reinforcer questions, which are mid unit/chapter questions is an important deficiency in terms of assessment and evaluation studies. Moreover, the questions do not provide the possibility to students for self-evaluation".

The new curriculum aims at enabling students to gain not only basic information and skills and general skills such as critical thinking, creative thinking,

communication skills, problem solving skills, decision making skills, information technology skills, but also mapping skills, observation skills, field work skills, geography questioning skills, tables, graphics and diagram preparation and interpretation skills, time perception skills, perception of change and continuity skills and evidence using skills which are all peculiar to geography. Therefore, in order to evaluate whether students gain the information and skills, use of assessment and evaluation approaches based on performance which provides the possibility to observe these acquisitions is a must in addition to traditional assessment and evaluation tools.

Before studying the assessment and evaluation studies in geography textbooks written according to 2005 geography curriculum, it should be mentioned that evaluation of the new program in terms of process evaluation reveals that the theoretical infrastructure of the program was designed very well and that there exist an practical dimension to it. "For instance, posters and projects may be more effective in helping students explain the positive and negative aspects of their environment, and drawing tables and schemes may be more effective in comparing similar and different properties of various places. Therefore, evaluation should be made with tools that are suitable for the fine points of the learning process. However, a variety of assessment instruments and methods have been incorporated to support the teaching-learning process. For example, with a view to getting clues about the assessments and decisions they will make, teachers use observation forms for participation of the students in the activities performed at the time of teaching of the course, group assessment forms to ensure their participation in the group activities and self-evaluation forms for self-understanding of the students with respect to what skills they have gained by the end of the units" (Cografya Dersi Ogretim Programı, 2005 Programı, 2006, pp. 45-46).

Process evaluation involves studies completed by students in the learning and teaching process such as projects, performance tasks, analysis studies, presentations etc. and evaluations and observations of in class activities. In order to evaluate the development of a student during this process, student product files (portfolios) should be used. A student product file is the file in which a student gathers selected examples from studies undertaken during one semester. The product selection process should be monitored by the teacher. Students should explain why they choose these specific products to be included in their product files. Studies included in student product files should be evaluated by using the "student product file (portfolio) evaluation form" and other scaled forms.

The new geography curriculum, at the same time, stipulates performance-based assessment and evaluative studies. The performance-based assessment and evaluative studies are called original evaluation or alternative evaluation by experts. "Performance tasks are used in evaluating presentation and practical abilities for certain information and skills. Performance tasks enable the evaluation of the process or the product. Examples of performance tasks include creative performances (exhibitions, magazines, newspapers, notice boards, model preparation, and role playing), written processes (research reports, articles, essays, answering open-ended questions, projects), presentations, out of class studies (gathering information about the subject to be discussed, article reading, doing interviews, material preparation to

use in the activity)” (Talim Terbiye Kurulu Baskanlığı, History Course Curriculum, 2007, pp.11-14).

In order to get a reliable result from performance-based assessment and evaluative studies, it is necessary that feedback should be carried out about students’ performances. “Every performance task must be matched with a rating scale (rubric) for a successful evaluation. Students take a sample of their performance task and the rubric. Thus, students direct their studies accordingly during the evaluation process knowing what are expected of them (Cografya Dersi Ogretim Programı, 2005 Programı, 2006, p.57-58).

Result Evaluation

Evaluation studies in textbooks written according to the former geography curriculums were designed to evaluate solely the product of learning. The year 2005 program, on the other hand, covers not only the process evaluation but also result evaluation. “Result evaluation” is the process of making a decision regarding the product of learning by making observations on the acquisitions obtained by the students at the end of the learning teaching process. For this purpose, tests that include true-false, multiple choice, matching, open-ended, and short-answer questions may be used. Suitable tests are identified by examining the learning areas of acquisitions and skills in units. The question prepared should be appropriate to acquisitions and skills, scope validity should be obtained in the selection of questions and reliability and practicability of questions should be attained. Evaluation questions should be directed towards application and knowledge should be provided to students regarding the meanings of points in questions. Another important factor that needs to be considered here is that giving marks to students is not the only objective when evaluating students. The teacher should identify the deficiencies regarding the acquisitions of students and take precautionary steps to prevent them, and should also provide information to students about their self- developments. This will enable the teacher and student to use the evaluation process as a learning tool.

The final element of the curriculum is evaluation. Successful application of the program becomes questionable when no or insufficient evaluation has been made, because it is possible through evaluation that one may observe the achieving level for the identified targets, and reasons for failing to realize certain objectives and discovering problematic elements (Kilic & Seven, 2002, p.70). Assessment and evaluation studies in geography textbooks comprise of three sections: 1- Preparation studies carried out at the beginning of units, 2- Chapter/subject evaluation studies in the context of process evaluation, 3- Chapter/subject end evaluation studies in the context of result evaluation.

Having examined the assessment and evaluation aspect of the secondary education 2005 geography curriculum above, we shall now discuss assessment and evaluation studies in secondary education geography textbooks prepared according to the 2005 and pre-2005 programs.

Preparation studies “while enabling the revision of advance information also form the basis for learning new information. Cognitive and sensory introduction attitudes that students have are important in showing students how well they have

learned the related chapters and what conditions are required to learn at that specific level. Another point that needs to be mentioned here is that the preparation questions should include observable and measurable attitudes. The number of question and studies should be arranged in a way that would not take excessive amount of students' times. They should be directed towards concrete and realizable attitudes. Besides this, preparation questions should relate to needs, daily lives, and the close environment of students. Studies that provide the development of critical thinking in students should be included" (Kilic & Seven, 2002, p.71-73). In short, preparation studies should have qualities that direct students to thinking and research. Preparation questions which do not have the above qualities will be far from motivating students to towards learning areas/subjects.

Mid-evaluation questions are also included in textbooks in the presentation of subjects. These mid evaluation questions given during the discussion of subjects comprise activator, reinforcer, developer and research questions. "The learning area or mid subject evaluation forms the base of process evaluation in the new program. In addition to traditional assessment tools used in process evaluation, sample forms and scales have been provided in order to measure students in the teaching process. These forms may be used in evaluating the cognitive, sensory, or psycho motor skills of students or certain modifications can be made in accordance with the purpose. These forms or scales may help identify the areas where students have sufficiencies and insufficiencies based on the criteria. If there are insufficiencies, precautionary steps should be taken to remove them" (Cografya Dersi Ogretim Programı, 2005 Programı, 2006, p.57-58). However, process evaluation provides students with information about their self development. It provides an opportunity to identify difficulties experienced by the students and to see the problems. This type of questions given in the presentation of the subjects not only increases the level of participation by the students but also contributes to learning significantly. The teacher should effectively plan what type of questions should be asked in which sections and apply them when required (Yasar, 2005, p.12).

Unit/chapter end questions in secondary education geography textbooks provide traditional assessment tools and learning areas or chapter end questions should also enable the assessment of skills of students in

1. Understanding entity and the relations of entities with each other, relations with the human-natural environment, events that emanate from these relations, and the distribution, connection and causal relations between these events,
2. Enabling them to make descriptions, samplings, and comparisons and establish causal relations,
3. Analyzing events, thoughts and feelings, but not explaining them,
4. Combining details obtained by analysis to help understand the entire unit,
5. Understanding concepts relating to the relations between the natural environment, human environment, and natural-human environment,

identifying main and supportive ideas and expressing these verbally or in written forms (Yasar, 2005, p.12).

Before moving to a new learning area at the end of a learning area/chapter in textbooks, an evaluation should be made in order to identify whether or not targeted acquisitions have been obtained. “This evaluation provides the opportunity for the teacher to question the quality of the teaching-learning process and to identify and correct deficiencies. There are questions aimed at measuring the product of learning at the end of units in geography textbooks according to the former program. However, these questions usually fail to assist students in making self evaluations, because, no feedback is provided to the students regarding their level of success after giving correct answers to a certain number of questions” (Yasar, 2005, p.11). On the other hand, assessment and evaluation studies in the new program secondary education geography textbooks not only provides information to students about their self development but also presents assessment and development tools and methods to students that are required in improving and developing themselves. Therefore, inclusion of evaluation scales which specify the meaning of marks obtained in new program textbooks increases the success of the book in assessment and evaluation.

The following section of our study will examine, in quantitative and qualitative terms, the assessment and evaluation dimension of three textbooks which were randomly selected from geography textbooks written according to the former program, and all textbooks written according to the 2005 program (a total of three books, one for each grade 9, 10 and 11). Then a comparative analysis will be presented as to what degree the above mentioned principles are satisfied in textbooks of each program.

Comparison of assessment and evaluation characteristics of textbooks written according to 2005 secondary education geography curriculum and three textbooks selected on a random sampling basis from textbooks written according to pre 2005 secondary education geography curriculum (Table 2) provides us with the below results:

a- While there were 12 units and 58 “preparation questions” in the textbook titled “High School Geography”, (the first book in Table 2) which was written according to the pre 2005 geography curriculum and which covers subjects of “General Geography and Turkish Regional Geography”, there were 103 “evaluation questions” at the end of units. These unit evaluation questions comprised 88 open-ended questions, which may be answered orally or in writing, and 15 short-answered tests. There are also 61 “preparation questions” in 8 units and 141 unit end evaluation questions in the textbook titled “Human and Economic Geography of Turkey” (second book in Table 2), which was taught as an elective subject in various high school types according to the previous program. These unit evaluation questions comprised 131 open-ended questions, which may be answered orally or in writing, and only 10 short-answer tests. There are 9 units in the “Geography of Countries” book, which is taught in various high schools. There are 34 preparation questions in these units. There are 59 unit end evaluation questions in the book. These unit evaluation questions included in the book comprised 51 open-ended questions, which may be answered orally or written, and 8 short-answer tests.

Table 2

Unit Evaluation Question Types and Taxonomic Values of Preparation Questions and Unit/Chapter end Questions included in Textbooks Covered in The Study

SEQUENCE NUMBER	TEXTBOOK TITLE	TOTAL UNIT NUMBER	The Number Of Preparation Questions	TAXANOMIC VALUES OF PREPARATION QUESTIONS							TOTAL OF UNIT EVALUATION QUESTIONS	QUESTION TYPES OF UNIT EVALUATION				TAXANOMIC VALUES OF UNIT END QUESTIONS									
				Cognitive						Sensory		Psycho-Motor	Written Exams	Multiple-Choice test	Short Answer Questions	True-False Questions	Matching Type Questions	Cognitive						Sensory	Psycho-Motor
				Information	Comprehension	Application	Analysis	Synthesis	Evaluation									Information	Comprehension	Application	Analysis	Synthesis	Evaluation		
1	High School Geography (Sirri Erinc)	12	58	20	28	10				103	88		15				61	36	4	2					
2	Human and Economic Geography of Turkey (Ertugrul Erdogan-Dogan Aydin)	8	61	20	37	2		2		141	131		10				105	30		5		1			
3	Geography of Countries (Yusuf Erdogdu)	9	34	16	13	5				59	51		8				48	11							
TOTAL			153	56	78	17		2		303	270		33				214	77	4	7		1			
4	Secondary Education Geography 9 E. Oruc, B. Guncegoru, G. Muslu, A. Pural, A. Aydin, E. Uysun, H. M. Gorer, M. Turedi, Z. Cakir	8	44	16	23	3		2		219	40	54	75	45	5	113	95	6	2		3				
5	Secondary Education Geography 10 A. Gultepe, S. Kilicarslan, N. Yenmez, B. Turoglu, B. Atici, B. Firat, D. Yildirim, M. Isler, S. Zeytcioglu	11	59	18	31	1	4	2	3	270	66	60	68	76		125	138		5	1	1				
6	Secondary Education Geography 11 A. Gultepe, B. Guncegoru, S. Kilicarslan, A. Pural, A. Aydin, B. Turoglu, D. Yildirim, H. M. Gorer, S. Zeytcioglu	8	73	27	39		2	2	1	2	298	109	82	56	51	168	115	1	10	2		2			
TOTAL			176	61	93	4	6	4	1	7	787	215	196	199	172	5	406	348	7	17	3	4	2		

There are a total of 153 preparation questions in the three geography textbooks selected on a random sampling basis out of the books written according to pre-2005 secondary education geography curriculum, and the average number of preparation questions per book is 51. The number of books which have a value lower than this average is one. The number of unit evaluation questions in books examined is 303. Thus, the average number of unit evaluation questions per book is 101. The number of books which have a value lower than this average is one. The number of preparation questions and unit evaluation questions in these books are at a satisfactory level. On the other hand, none of these books examined included unit/in content (mid) questions. In this respect, it is seen that textbooks did not include any activator, reinforcer, developer and research questions. This is one of the most important deficiencies in these books in terms of assessment and evaluation studies.

b. There are 8 chapters in “Secondary Education Geography 9” textbook written according to the secondary education 2005 geography education program. Within these chapters, there are 44 “before we start” questions in the context of preparation questions. There are 219 questions in assessment and evaluation studies given at the end of chapters. These evaluation questions comprise 40 open ended questions, which may be answered orally or written, 54 multiple choice tests, 75 short-answer questions, 45 true-false tests, and 5 matching type questions. There are 11 chapters in the textbook titled “Secondary Education Geography 10”. While there are 59 preparation questions within the chapters, the number of evaluation questions given at the end of chapters is 270. These questions comprise 66 open-ended questions, 60 multiple choice tests, 68 short-answer tests and 76 true-false tests. There are 8 chapters in the textbook titled “Secondary Education Geography 11”. 73 preparation questions are included in these chapters. There are 298 questions in assessment and evaluation studies given at the end of chapters. These questions comprise 109 open ended questions, 82 multiple choice tests, 56 short-answer questions, 51 true-false tests, and 5 matching type questions. It is seen that the number of preparation questions has increased in geography textbooks written according to the 2005 curriculum. In addition, it is also observed that chapter-end questions have increased in qualitative terms and the type of tests used has been varied.

There are a total of 176 preparation questions in three geography textbooks written according to the 2005 secondary education geography curriculum, and the average number of preparation questions per book is 58.6. The number of books which have a value lower than this average is one. The total number of unit evaluation questions in these books is 787. The number of books which have lower value than this is one. Thus, the average number of evaluation questions per unit is 29. The number of preparation questions per unit and unit end evaluation questions in these books are at a satisfactory level. Context validity is observed in terms of the number of questions. In addition, while there were not any mid evaluation questions in books written prior to 2005, mid evaluation tools and methods which enable students to improve and evaluate their cognitive, sensory and psycho-motor skills are included in books written after 2005 (Table 3). In this respect, the inclusion of activator, reinforcer, developer and research questions in presentation of content in 2005 geography textbooks increases the success of the new curriculum books in terms of assessment and evaluation.

c. As can be seen in Table 2, examination of taxonomic values in the three books written according to the former curriculum reveals that questions are gathered in the information, comprehension, and application steps of the cognitive area. Similarly, it is also seen that unit-end questions are mostly written in the information and comprehension steps of the cognitive area. On the other hand, it is seen that both the preparation questions and unit end questions in books written according to 2005 program have improved in qualitative terms. In addition, it can be said that preparation questions and unit end questions have focused on the information and comprehension steps of the cognitive area and that a relatively balanced distribution is observed in the upper steps of the cognitive area. In addition, sensory area questions have also taken place. There are also the questions at the application stage of the cognitive area and the questions that enable the assessment of psycho-motor attitudes in the mid evaluation studies of the new curriculum textbooks.

The fact that the mid-evaluation questions in geography textbooks written according to 2005 secondary education geography curriculum have been included not only has enabled the evaluation of the teaching learning process but also has provided the evaluation of sensory and psycho-motor skills in addition to cognitive skills. Some of the mid-evaluation tools and methods included in the books examined within the context of the new curriculum are “project”, “performance tasks”, “concept maps”, “out of class activities”, “internet research”, “field study”, “applications of geographic information systems”, and “analysis studies”. In this respect, the new program aims at evaluating not only the product of learning but also the process of learning. Some of the forms and scales that have been developed in order to assist teachers in evaluating students in the teaching process include “Graded marking Key”, “Performance Task Evaluation Scale”, “Self Evaluation Form of Students”, “Group Evaluation Form”, “Student Observation Form”, “Project Evaluation Scale”, “Student Product File (Portfolio) Evaluation Form”, and “Oral Presentation Graded Marking Key”. A holistic approach has been taken in assessment and evaluation studies in the new program geography textbooks. This aspect of the new curriculum aims at removing the deficiencies of assessment and evaluation studies that existed in the former curriculum books.

Table 3
Mid Chapter/Section Evaluation Analysis in Textbooks Covered in the Study

SEQUENCE NUMBER	TEXTBOOK TITLE	THE NUMBER OF TOTAL UNIT/CHAPTERS	THE NUMBER OF TOTAL MID-EVALUATION TOOLS AND METHODS	TOOLS AND METHODS OF MID EVALUATION								
				Project Work	Out of Class	Performance tasks	Concept Maps	In Class Activities	Internet Researches	Field Studies	GIS Applications	Analysis Work
1	High School Geography	12	-									
2	Human and Economic Geography of Turkey	8	-									
3	Geography of Countries	9	-									
4	Secondary Education Geography 9	8	157	2	26	1	1	123	1	3		
5	Secondary Education Geography 10	11	130	2	26	9		87			1	5
6	Secondary Education Geography 11	8	105	2	20	4		76	1	2		
TOTAL			392	6	72	14	1	286	2	5	1	5

Even though the amount of information in the geography textbooks written according to the 2005 curriculum as to how the activities to evaluate the success of students should be applied is sufficient, it is obvious that there will be a time problem (weekly course hours increase in the Social Sciences and Turkish-Mathematics departments from the Xth grade on.) in terms of application of these activities, because, it seems impossible to perform the activities listed on Table 3 in two lesson hours per week within crowded classes.

Having analyzed mid unit/chapter assessment and evaluation studies, we shall now analyze the qualities of unit/chapter end questions given in each book (books 1 and 4 in Table 2), selected on a random sampling basis, of two programs, in terms of assessment and evaluation criteria. These qualities have been ranked as “none”, “partly”, “average”, “good” and “very good”. Thirteen questions listed on the Table 4 have been marked as none (zero points), partly (1 point), average (2 points), good (3 points) and very good (4 points). Thus the average value of the related book has been obtained by adding all points given to thirteen questions and dividing them by the number of questions.

A careful examination of Table 4 shows that first book listed out of all secondary education geography textbooks, is very well designed in terms of its suitability to the age and level of students and its quality. It can also be considered average in terms of the number of questions and its content in developing the critical thinking, problem solving, decision making and interpreting skills of students and in encouraging students to research and in problem solving and evaluations. On the other hand, there are only partial sufficiencies in questions in terms of having variety, inclusion of different assessment types, preparation of activities in connection with real life and having explanations as to how these activities can be applied to students

having different learning styles. Furthermore absence of sample observation forms, product files (portfolio), performance tasks, concept maps and self evaluation forms to evaluate students, and the absence of explanatory information regarding the application of other question types and answer keys to these questions are important deficiencies, which should not occur in a textbook in order to undertake assessment and evaluation studies. As a result, the book presents PARTLY (1.38) the quality required in terms of its suitability for assessment and evaluation criteria.

Table 4
The Qualities of The Textbooks Named As Secondary Education “High School Geography” and “Secondary Education Geography 9” in Terms of Their Assessment and Evaluation Criteria

CRITERIA 1, 2,3	BOOK WITH SEQUENCE NO 1					BOOK WITH SEQUENCE NO 4				
	NONE	PARTLY	AVERAGE	GOOD	VERY GOOD	NONE	PARTLY	AVERAGE	GOOD	VERY GOOD
ASSESSMENT AND EVALUATION	0	1	2	3	4	0	1	2	3	4
The Suitability of questions to the age and level of students				X					X	
The Variety of questions, inclusion of different assessment types		X								X
The Number of questions			X							X
The Quality of questions				X					X	
The Arrangement of assessment and evaluation studies in a way to develop critical thinking, problem solving, decision making and interpreting skills			X							X
Encouragement level of questions for students to research and problem solving			X							X
Having sample observation forms to evaluate students	X									X
Includes process evaluation techniques such as product file (portfolio) performance task, observation form, concept map, and self evaluation forms in addition to traditional result evaluation techniques		X								X
Includes evaluation questions at the end of each unit or section to measure whether the student has gained information, skill, value, attitude and sufficiencies regarding the issues			X							X
Elements of evaluation have been arranged by taking into account principles and techniques of assessment and evaluation			X						X	
Includes explanations regarding the preparations of activities in connection with the daily lives and how these can be applied to students having different learning styles		X								X
Provides explanatory information regarding the application of tests and other question types	X									X
Includes answer keys to questions	X						X			
AVERAGE			1.38 (PARTLY)						3.54 (VERY GOOD)	

When we examine Table 4, we observe that chapter end questions in the book with sequence number four, which was written according to the new curriculum, has contents that would develop the critical thinking, problem solving, decision making and interpretation skills of students. In general, questions have been designed in a

very effective way in terms of inclusion of process evaluation techniques such as student product files (portfolios), performance tasks, concept maps and self evaluation forms in addition to having preparation questions that would encourage them in problem solving and research. Moreover, inclusion of evaluation questions at the end of each chapter which enable assessment as to whether or not students have obtained the information, skills, values, attitudes and sufficiencies regarding the issues, and inclusion of explanations as to how these activities could be applied to students with different learning styles are two other factors in considering the effectiveness of these questions. In addition the fact that there is explanatory information on how use the tests and other question types and sample observation forms for student evaluation makes the design of the book (sequence number four) very effective. Questions in this book have also been designed well in terms of suitability of questions to the age and level of students, and arrangement by taking into account assessment and evaluation principles and techniques. On the other hand, the fact that answer keys to questions are partially included in the book is an important deficiency. As a result, the book is at a VERY GOOD (3.54) level in terms of its suitability to assessment and evaluation criteria.

Finally, the following points have been obtained after comparing the taxonomic values (Table 5) of the preparation, mid evaluation and unit end assessment and evaluation questions in chapters named "Migration in Turkey" included in textbooks with sequence numbers "two" and "five", which were selected on a random sampling basis out of former and new textbooks where the same issues had been discussed.

Even though the chapters named "Migration in Turkey" is included in textbook number two, which was written according to the former program and book number five written according to the 2005 geography curriculum present similarities in terms of their main titles, the discussion style of the issues shows differences. As can be observed on Table 5, only questions related to the information and comprehension stages of the cognitive area have been included in both the preparation questions and unit end evaluation questions in the chapters of these two books examined. While there are no questions to assess developments at the upper stages of the cognitive area in neither the preparation questions nor the unit end evaluation questions in book number two, none of the questions are related to the upper stages of the cognitive area in book with sequence number five. However, Table 2 shows that there are questions related to the upper stages of the cognitive area in other chapters. It is also seen that there are questions to assess the developments in the lower stages of the cognitive area in both the preparation questions and unit end questions in chapters of these two books. It seems very clear that there is an insufficiency in questions of the application stages of the cognitive area. There are no mid unit questions in book number two. Exclusion of activator, developer and reinforcer questions in the presentation of issues is an important deficiency in terms of mid evaluation. However, this deficiency has been corrected in geography textbooks written according to 2005 curriculum. Mid evaluation studies included in book number five (Table 5) comprise activities to be included in students product files, performance tasks, crosswords and brainstorming. These tools which aim at developing psycho motor and sensitive sufficiencies in addition to forming sufficiencies in the upper stages of the cognitive area also attempt to undertake

process evaluation. In these process evaluations, students are asked to do practical work, thus enabling them to access and construct information themselves.

Table 5

The Taxanomic values of The Preparation Questions, Mid-Evaluation and Unit End Assessment and Evaluation Questions in Chapters Named “Migrations in Turkey” From Textbooks With Sequence Numbers “Two” and “Five”

PREPARATION QUESTIONS (Book Sequence Number 2)	TAXANOMIC VALUES	PREPARATION QUESTIONS (Book Sequence Number 5)	TAXANOMIC VALUES
1. Search reasons for the increase or decrease in population of your place of living and environment	Comprehension	1. Are there any people coming to your area by migration? Identify the main reasons for their migration. Try to specify the reasons of migration by discussion ideas generated in class.	Knowledge + Comprehension + Knowledge
2. Are there any people migrating to your region or from your region? Search which one is higher and reasons pertaining to it.	Knowledge + Comprehension	2. Are there any people in your environment who has been to overseas and migrated there? What are the main reasons for their migration? Discuss.	Knowledge + Comprehension
3. Search which cities are the migrants in villages or suburbs in your area mainly going to and reasons that force these people to migrate.	Knowledge + Comprehension		
4. Search the main reasons why people in your area migrate overseas (if any) and their main purposes for migration.	Comprehension		
MID EVALUATION STUDIES		MID EVALUATION STUDIES	
		1. Does your city receive migrants or send migrants? Discuss possible reasons. (Brainstorming)	Knowledge + Comprehension
		2. Identify reasons of migration by using information you have gathers from above interviews and write down the attractive and distractive factors of migration. (Activity)	Comprehension
		Why do people in the photograph leaving their places? How long do you think they will stay there? What will they do there? (Activity)	Analysis + Synthesis
		Some of the cities where more than 20 % of people in rural areas have migrated from between 1990 and 2004 include “Tunceli, Sinop, Kastamonu, Kırşehir”dir. Select one city and conduct an example analysis. Analyze employment and economy of the region and identify the reasons for migration. (Performance Task)	Synthesis + Evaluation
		Complete the crossword by using below definitions. (Crossword)	Comprehension + Application
UNIT END ASSESSMENT AND EVALUATION STUDIES		CHAPTER END ASSESSMENT AND EVALUATION STUDIES	
1. What are the means that lead to population increases or decreases? Explain shortly.	Comprehension	A. Specify the below statements as true or false by marking (x) next to them. (True-False Test)	
2. Describe the effects of family education level on number of children.	Comprehension	1. Female population in cities where there is immigration is low.	Comprehension
3. Generally, number of children in family decreases as the income level increases. What are the reasons for this?	Knowledge	2. There is no effect of immigration in the rate of population increase in Turkey.	Comprehension
4. What are the major factors that led to a rapid increase in our population after the 1950s?	Knowledge	B. Fill in the blanks below?	
5. What are the general reasons for migration?	Knowledge	1. The reason as to why the rate of male population in Istanbul is higher than female population is	Comprehension
6. What are the main types of internal migration in our country?	Knowledge	2. Settlements where usually rather nomadic societies stay and put up a tent is called	Comprehension
7. What is seasonal migration and what are the main types?	Knowledge		
8 Which type of geographical conditions lead to a half-nomadic life style?	Knowledge	C. Answer the below multiple choice question.	
9. What are the main reasons of migration from rural areas to cities in our country?	Knowledge	1. City population increases in Turkey has shows a higher rate between 1927-2000 than village population. Which of the below factors are more effective in this higher rate of population increases in cities.	
10. Internal migration in our country is usually directed towards big cities. Why?	Comprehension	a) Low rate of infant deaths	Comprehension
11. What are the reasons and results of migration to Turkey from other countries?	Comprehension	b) Increase in married population	

12. What are the reasons and properties of migration to other countries in Turkey?	Comprehension	c) Increase in average life span d) Population increase via immigration
13. What is brain drain and what are the major reasons and results of brain drain?	Knowledge + Comprehension	e) Improved health conditions
14. Describe the effect of industrialization on the population increases.	Comprehension	

Assessment and Evaluation Problems in Secondary Education Geography Textbooks

“Evaluation is an integral part of education and teaching. It can be analyzed through assessment and evaluation to show, whether the programs have showed desired success, whether students have developed the expected knowledge, skills and attitudes, and whether desired class and school developments have taken place” (Geography Course Curriculum, 2005 Program, 2006, p. xxiv). In addition, the new curriculum presents alternative methods in addition to ordinary assessment and evaluation methods and tools and provides and expansion in self-development and evaluation for students.

The following consequences have been obtained when a survey has been carried out towards assessment and evaluation studies in secondary education geography textbooks, written according to the former curriculum:

- 1- Scope validity is not observed on a sufficient scale in evaluation questions given at the end of units,
- 2- It is seen that true-false tests, short answered tests, and multiple choice tests in textbooks are considerably insufficient,
- 3- Questions for comprehension, application, analysis, and synthesis stages of the cognitive area are not adequately covered in evaluation questions,
- 4- Questions assessing sensory and psycho motor efficiencies are given insufficient place in evaluation questions,
- 5- Questions in the information stage of the cognitive area based on memorizing are heavily discussed whereas questions which would lead students to think, solve problems and research are covered on a much lower scale,
- 6- only in two books out of ten examined, answers of multiple choice tests are given place in related books,
- 7- In all books examined there have been no mention for mid-evaluation studies. (Yasar, 2005, p.23)

In the light of the analysis made up to this point, it is seen that assessment and evaluation studies in secondary education geography textbooks based on the 2005 curriculum have removed all seven problems, which are given above (Tables 2, 3 and 4). However, certain problems are still observed regarding the assessment and evaluation studies in secondary education geography textbooks prepared according to the new curriculum. These problems, however, are different from those observed in former curriculum books. The new curriculum is not only a program that assesses and

evaluates the product of learning but also evaluates the learning process. This situation is observed in textbooks in the form of activities directed towards assessing student's success. However, it is obvious that a time problem will be experienced in the application of activities such as performance tasks, project product files, in class and outside activities and concept maps, which go into the student product files, because the geography course is given only two hours per week (except for Social Sciences and Turkish-Mathematics Departments.) in secondary school education in this grade. It appears impossible to undertake and monitor in class and outside the activities listed in Table 3. In addition to this, it is also clear that the absence of coordination between activities that aim at evaluating the success of student and the examination system (multiple choice tests) used for placing students in universities, will not create sufficient interest in these activities among students preparing for universities. The current examination system in Turkey for accepting students in universities is not in accordance with evaluation activities that require research. In this case, either the course hours should be increased or the number of activities should be reduced. Furthermore, in addition to excessive class sizes, having two hours per week will cause certain problems in carrying out all activities.

It is seen that only one in three geography textbooks examined in the context of the former curriculum had a question measuring sufficiencies regarding psycho-motor areas. Questions measuring sensory sufficiencies were not observed. "Questions in the information stage of the cognitive area based on memorizing and covering questions which would lead students to think, solve problems and research on a much lower scale is an important deficiency in terms of making a healthy assessment and evaluation. Only one thirds of the questions included "what for, how and why", questions, which would require students to make interpretations. This type of question however, should constitute the majority in the geography textbooks, because, the principles of association and causal connection are the two main principles of geographic thought" (Yasar, 2005, p. 23-24). Mid-term evaluation studies in the secondary education geography textbooks of the in 2005 curriculum include activities such as performance tasks, projects , concept maps, and analysis studies where students may express their own feelings and thoughts and present certain knowledge, skills and impressions in practice. In this way, students are pushed towards activity and development of their sensory and psycho-motor skills in addition to upper cognitive sufficiencies. Furthermore, overcrowded classes lead to problems in performing and monitoring the activities properly and completely.

Conclusion and Recommendations

It is seen that assessment and evaluation studies in geography textbooks written according to the 2005 secondary education geography curriculum are better designed in terms of both quality and references to different assessment and evaluation tools and methods compared to assessment and evaluation studies in textbooks of the former curriculum. On the other hand, it is also observed in the textbooks written according to the former program that while the majority of questions in the unit end evaluation parts included questions for the information and comprehension stages of the cognitive areas in terms of their taxonomic characteristics, only a limited number of questions were directed to the application stage of the cognitive areas. However, it is seen that preparation questions and questions given at the end of sections in the new curriculum textbooks provided

opportunities for the monitoring of all stages of the cognitive area in terms of their taxonomic characteristics. Even though there were a limited number of questions aiming at developing sensory and psycho-motor behaviors in the former curriculum textbooks, the number of studies aiming at developing and assessing sensory and psycho motor sufficiencies in mid chapter/subject assessment and evaluation studies of the new curriculum textbooks are satisfactory.

The new curriculum includes various mid evaluation tools and methods as it aims at not only at assessing and evaluating the product of learning but also the process of learning, which was not the case in the former program textbooks. The inclusion of activator, reinforcer, developer and research questions in mid chapter/subject increases the success of the new curriculum books in assessment and evaluation studies. It is also seen that unit end evaluation questions in the new curriculum textbooks included in our study had a very high standard in terms of assessment and evaluation criteria. The new curriculum textbooks aim at evaluating sensory and psycho motor skill development in addition to cognitive skills, while they also provide evaluation for the teaching and learning process. It is seen that the majority of the problems experienced in assessment and evaluation studies of the former program textbooks have been removed and alternatives have been introduced. The fact that not only experts in the field but also curriculum development experts, assessment and evaluation experts, and guidance and psychological counseling experts were included in the writing process of the textbooks contributed to this success significantly.

The following are recommendations regarding solutions to possible problems that may be experienced in the assessment and evaluation studies of the new curriculum textbooks.

1. Mid chapter/subject assessment and evaluation studies in new curriculum textbooks involve numerous activities such as performance tasks, project product files, in and out of class activities, and concept maps. It seems impossible to carry out all these activities in a period of two course hours per week. For this reason, weekly course hours should be revised according to evaluation activities. Either weekly course hours should be increased or the number of activities should be reduced to an amount that can be successfully completed.
2. The incompatibility between the evaluation activities and the examination system used in placing students in universities should be corrected. Moreover, the absence of parallelism between activities that aim at evaluating the learning process and the examination system (multiple choice tests) preferred for placing students in universities will not create sufficient interests in them by the secondary education students preparing for universities.
3. Teachers should receive in-service training regarding the assessment and evaluation activities introduced by the new curriculum. Teachers who have grown accustomed to traditional assessment instruments of the education product will be successful at the start of using the new

process evaluation instruments and methods (projects, performance works, concept maps, in-course activities, etc.) only by keeping them informed via in service training.

4. It is compulsory to provide feedback to students about their exam marks and studies included in student product files. In addition to this should also be informed as to what deficiencies they have in their product file activities and how they can be overcome. Care should be given that the feedback should be of a guiding, encouraging and reinforcing character. If the teachers are only concerned with announcing exam marks and do not take advantage of the benefits of the feedback, they may not be aware of what issues the students have learnt sufficiently or insufficiently.

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The Pedagogy of Oppression: A Brief Look at 'No Child Left Behind' (Chinese Translation)

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Abstract

The driving forces behind the recent educational policies of the No Child Left Behind Act passed in 2001 are neoliberal social and economic policies that favour outsourcing and downsizing methods of production in the name of flexibility and efficiency. Under the neoliberal economic model, schools must perform similarly to corporate entities. Just as the Dow Jones stock indices measure the performance of companies and represent the pulse of Wall Street, so too the Adequate Yearly Progress Report (AYP) measures and ranks the performance of public schools. One of the most pernicious results of the No Child Left Behind Act is that states can now indefinitely close or restructure “underperforming schools,” those that fail to meet the requirements established by the AYP.

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压迫的教授法

浅论“不让任何一个孩子掉队”

彼德·麦克拉伦

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当前在公共教育领域内以标准化为基础的运动，其起源可以追溯到二十世纪的早期。当时以Ellwood Cubberley为代表的众多“课程理论家”曾尝试着通过开发一种科学的方法来设计课程，以使学校课程满足美国经济发展与需求。从上世纪五十年代到七十年代的冷战动荡时期，“回到基础”运动在“教师教育项目”及教育学研究生院方面得到了很大的发展。这项运动的支持者决心使学校课程的设置不仅反映美国社会统治阶级的意识形态和政治观点，而且能使学生在日益增长的军事工业复合体中服务，以抵抗所谓的共产主义者的威胁。

1983年发表的名为“危险中的民族”的一篇报道是教育改革历史中的一个重要里程碑，因为同亚洲欧洲的对手相比美国经济的弱势表现，而这篇报道正是抨击了学校在其中发挥的作用。

与2001年通过的“不让任何一个孩子掉队”教育策略，其背后的驱动力是新自由主义社会和经济政策更倾向于外包和以效率为名义的缩小化规模生产。在新自由主义经济模式的背景下，学校必须发挥同企业相似的功效。就如同道琼斯工业指数衡量公司的业绩和

华尔街的脉搏。同样“完全年度报告”衡量评估公立学校的状况。

“不让任何一个孩子掉队”的负面影响之一是州政府可以无限制的关闭或重建设没有达到“完全年度报告”标准的“状况不佳的那些学校”。

过分的强调考试导致了应试教育的症结。严格的义务制度，对有色人种学生的教条的教学，对标准化考试狂热的推崇（Jonathan Kozol曾将其誉为“绝望策略”——不平等的产物）这些在二十世纪九十年代中期以后大量的出现。但是这种趋势产生了什么？正如Kozol所指出的，二十世纪九十年代以后，白人学生和黑人学生的差距越来越被拉大，与此同时我们经历了学校系统中在种族隔离制度一度取消后重新实行的种族隔离（当法庭也开始不顾及布朗协议的条款）。这也导致了Kozol称作的“种族隔离教育”。Kozol在报告中写道在美国大地区（有着最多黑人和拉丁裔学生的地区）48%的高中学校里不到一半的九年级学生能够在四年中毕业。从1993到2002年高中学生中不到一半的九年级班中能在四年中从学校毕业的人数有75%的增长。纽约州94%的以白人学生为主的地区中，80%的学生可以在四年中从高中毕业。6%的以黑人和拉丁裔学生为主的地区中，这个比例要少的多，大约只有40%。纽约州有120所高中（注册学生中有将近200,000少数族裔学

生)，Kozol曾观察到只有不到60%的九年级学生能完成十二年级。

再新自由主义决议摇摆不定的时候，“不让任何一个孩子掉队”决议渐渐的将进步主义的教育策略从“平等”转化到“足够”。“高标准”和“高要求”的辞令已经取代了中立或左翼教育学者低密度的社会公正性决议。Kozol揭露了以前用来解释有色人种学生学习成绩不良的原因的概念性结构。作为每天必行的惯例，学校用Kozol叫做“自动催眠的口号”来提升学生的道德标准。学校鼓励那些被定义为学习成绩不良的有色人种学生强化记忆一些短语，比如说“我行！”“我很聪明！”或“我很自信！”，来提升他们的自信心和促进他们的学习成绩。

Kozol指出研究者需要做的研究不仅仅是有关贫穷和压迫的“心理作用”来找出学生面临的社会问题。他曾讨论到，作为一个社会，我们需要提供更多的社会服务，比如说医疗卫生，就业机会，来提高城市社区孩子的生活水平。

今天城市学校的组织形式以工厂生产线的原则进行。Kozol指出，“提高考试成绩”，“社会道德提升”，“目标绩效”，“时间管理”，“成功主导”，“自主写作”，“义务谈话”，“积极倾

听”和“零噪音”组成了公立学校演讲的主导话题。大多数城市公立学校采取了商业和市场化的“工作为主题”和管理化概念，而且已成为学校课堂教学中常出现的词汇。在这种“以市场化的课堂里”，学生进行“谈判”，“签协议”，对自己的学习有“所有权”。在许多教室里，学生可以自愿成为“铅笔经理”，“肥皂经理”，“门经理”，“线经理”，“时间经理”和“外套经理”。在许多四年级的教室里，老师通过“收入图表”记录学生的作业情况。在这些学校里老师被称作“教室经理”，校长被称作“教学楼经理”，学生则被称作“学习经理”。通常学生被视作“财产”，“投资”，“生产单位”或“球队队员”。学校则将学生需要学习的技能和知识视作将在教育市场消费的“商品”和“产品”。在当前“不让任何一个孩子掉队”的改革背景下，教师被视作“有效率的技师”去使用“严格Skinnerian检验”方法和技术来管理和教授教室内的学生。Kozol曾写道在这种以市场主导的公立教育模式下，公立学校的教师被视作“楼层管理者”，“教室的工作是将‘添加的价值’灌输给被低估的学生”。

让教育改革论者感到羞愧的是应试风潮在大多数城市公立学校大区成上升的趋势。在一些地区，标准化考试在幼儿园就已开始施行。一部分公立学校被迫从学校课程中减少甚至取消美术和音乐教

育。其他的学校则减少或全部取消休息 / 午休时间。大多数公立学校现在有考试协调员。比如在汇报情况的学校教室里学校管理者鼓励教师教授学生应试技巧和策略。洛杉矶联合校区已经开发了自己的学期制评估性考试，测试学生的数学，科学，社会学和英文。整个地区每隔两个月测试学生一次。我们被告知这类地区评估性考试的目的是让学生在春季末的全州标准化考试中取得更好的成绩。在教职员工发展会议上，大多数的时间是用来讨论分享有效的应试方法和策略，或回顾全州考试标准。教师们也鼓励去参加讨论会和会议来学到更多方法使得教学工作能达到州标准。

当标准化的课程和标准化的考试日益增大贫穷地区和富裕地区的差距时，工人阶级和少数族裔的学生继续被放到职业技能课程和那些只教生活技能或在零售、服务行业的基础培训课程。更让人心痛的是许多高中女学生被放到缝纫和美容班里。众所周知，在今天这些课对于那些要上大学的学生来说不会有很大的作用。更有讽刺意味的是，正当我们目睹这种工厂模式的教育产生了相反的功效的时候，工人阶级的学生不久以前原本希望去工作的那些工厂正在离开这个国家，以逃脱工会的监督和工人高额的医疗福利。

“不让任何一个孩子掉队”法案的条款已经除去了那些阻碍军方从高中生中招收新兵的障碍，尤其是那些无辜的城市公立学校中有色人种学生。军方采取不正当的新兵招收举措和策略来诱使高中生入伍，比如到教室游说，每周打电话给有意愿的高中生来施加压力让他们参军。其他的方式包括开翰诺威吉普到学校大声播放希普霍普音乐，发放免费的体恤衫、贴纸。让人感到遗憾的是军方在每一个有可能参军的高中生身上花费13,000美元，这同一个孩子在纽约公立学校系统内接受教育一年的花费相同。与其相对应，许多学生，老师和校长组织起地区性或全国性的联盟，比如说“反校园军国主义联盟”抵抗军队在社区内学校招收新兵的行为。近期，坐落东洛杉矶在拉丁裔工人阶层社区的罗斯福高中（被誉为全国海军新兵入伍第一校）的“学校领导委员会”通过了一项决议来限制在他们学校的新兵招收活动。

如果这一切还不够糟的话，以公共教育为代价国防预算支出持续增长。在2002-2003年度预算中，于去年相比国家税收猛降220亿美元。布什政府免除房地产税的决议将使得另有100亿美元税收的损失。布什政府的社会经济政策已经给公共教育带来了灾难性的后果，使得校区削减教学项目和相关服务。正如David Goodman写道：

全国的学校在经受着经费削减的折磨。在加利福尼亚，3,800名的教师和9,000名学校员工去年收到了解雇通知书，地区减少了购买课本、夏季课程、校车、维修、体育、学生报刊、选修课程的等支出。在堪萨斯有一半的校区减少了学校员工；有几个校区甚至改为每周四天工作制；堪萨斯有50所学校对学生的部分课外活动收费。在密歇根，针对天赋学生的基金下降了95%；纽约布法罗在去年被迫关闭了8所学校，减少了600个教师职位。

面对经费短缺不足以支持现存的教学项目，许多教学区被迫与企业合作来迅速进入盈利性教育市场。比方说麦当劳近期采取的一个新策略来宣传针对高利润少儿市场的产品。这是在众所周知的名誉损害诉讼案之后。这场诉讼指的是“麦当劳名誉损害案”，及近期的电影“我是巨无霸”也引发了有关麦当劳食品加工和处理会很大程度增加儿童肥胖和其他健康问题的伦理和道德问题。Nancy Hellmich报道到：为了恢复快餐连锁店日益衰落的公众形象和增加其市场占有率，麦当劳决定投资投资公立学校的体育教学项目。在31,000所公立学校里超过七百万的学生同意参加麦当劳的“运动通行证”活动。这项活动由许多多元文化体育活动，包括澳大利亚式的“回旋飞镖高尔夫”，日本的“道如玛跌倒”，荷兰的“荷兰式篮球运动”。学生每完成完成这些活动中的一项能够在通行证上得

到印有麦当劳图案的图章。据麦当劳的首席市场运营官Bill Lama介绍，“运动通行证”活动的目的是教育学生“健康饮食的重要性”和“保持运动”。这样在策略上精心策划的方案使得麦当劳不仅从过去多年来负面的公众形象中恢复，而且能够在公立学校中建立了更多连锁店。

在过去的二十年中有许多反对新自由主义的运动和反对游行，其中也不乏反对公共教育的运动。这些运动中也有反全球化运动，移民权力运动，在法国反对新自由主义劳动立法大游行，阿根廷的工厂夺权运动，查韦斯在委内瑞拉和莫拉斯在玻利维亚的胜利，等等。这些运动相反促进了这些由社会运动，激进组织，工会，社区激进主义分子和致力于反对全球资本主义和美国帝国主义的普通市民所组成的联盟的成长。

大多数此类运动这种将新自由主义视作疾病所表现出来的迹象而不是一种疾病。但是在理解资本主义本质上存在着不足，即没有看到通过马克思主义分析理解是唯一可行的途径。因此每一步至关重要是需要批判性教授法，当然包括激进教育运动，在每一步能推进参与者来思考和行动。

Miscellany

Scope of the IJPE

International Journal of Progressive Education (IJPE) (ISSN 1554-5210) is a peer reviewed interactive electronic journal sponsored by the International Association of Educators and in part by the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. IJPE is a core partner of the Community Informatics Initiative and a major user/developer of the Community Inquiry Laboratories. IJPE takes an interdisciplinary approach to its general aim of promoting an open and continuing dialogue about the current educational issues and future conceptions of educational theory and practice in an international context. In order to achieve that aim, IJPE seeks to publish thoughtful articles that present empirical research, theoretical statements, and philosophical arguments on the issues of educational theory, policy, and practice. IJPE is published three times a year in four different languages; Chinese, Turkish, Spanish and English.

The IJPE welcomes diverse disciplinary, theoretical, and methodological perspectives. Manuscripts should focus critical pedagogy, multicultural education, new literacies, cross-cultural issues in education, theory and practice in educational evaluation and policy, communication technologies in education, postmodernism and globalization education. In addition, the *Journal* publishes book reviews, editorials, guest articles, comprehensive literature reviews, and reactions to previously published articles.

Editorial/Review Process

All submissions will be reviewed initially by the editors for appropriateness to IJPE. If the editor considers the manuscript to be appropriate, it will then be sent for anonymous review. Final decision will be made by the editors based on the reviewers' recommendations. All process -submission, review, and revision- is carried out by electronic mail. The submissions should be written using MS-DOS or compatible word processors and sent to the e-mail addresses given below.

Manuscript Submission Guidelines

All manuscripts should be prepared in accordance with the form and style as outlined in the American Psychological Association Publication Manual (5th ed.). Manuscripts should be double-spaced, including references, notes, abstracts, quotations, and tables. The title page should include, for each author, name, institutional affiliation, mailing address, telephone number, e-mail address and a brief biographical statement. The title page should be followed by an abstract of 100 to 150 words. Tables and references should follow APA style and be double-spaced. Normally, manuscripts should not exceed 30 pages (double-spaced), including tables, figures, and references. Manuscripts should not be simultaneously submitted to another journal, nor should they have been published elsewhere in considerably similar form or with considerably similar content.

IJPE Co-Sponsors & Membership Information

International Association of Educators is open to all educators including undergraduate and graduate students at a college of education who have an interest in communicating with other educators from different countries and nationalities. All candidates of membership must submit a membership application form to the executive committee. E-mail address for requesting a membership form and submission is: members@inased.org

*There are two kinds of members - voting members and nonvoting members. Only the members who pay their dues before the election call are called Voting Members and can vote in all elections and meetings and be candidate for Executive Committee in the elections. Other members are called Nonvoting Members.

*Dues will be determined and assessed at the first week of April of each year by the Executive Committee.

*Only members of the association can use the University of Illinois Community Inquiry Lab. In order to log into the forum page, each member needs to get an user ID and password from the association. If you are a member, and if you do not have an user ID and password, please send an e-mail to the secretary: secretary@inased.org .

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Electronic Access to the IJPE

All issues of the International Journal of Progressive Education may be accessed on the World Wide Web at: <http://www.ijpe.info/> (Note: this URL is case sensitive).