

TEACHER EDUCATION CURRICULA CHANGE: FACULTY MEMBERS'  
PERCEPTIONS AND FACTORS INFLUENCING THEIR PERCEPTIONS

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ÖZGE AYDIN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY  
IN  
THE DEPARTMENT OF EDUCATIONAL SCIENCES, CURRICULUM AND  
INSTRUCTION

OCTOBER 2023



Approval of the thesis:

**TEACHER EDUCATION CURRICULA CHANGE: FACULTY MEMBERS' PERCEPTIONS AND FACTORS INFLUENCING THEIR PERCEPTIONS**

submitted by **ÖZGE AYDIN** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Educational Sciences, Curriculum and Instruction, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Sadettin KİRAZCI  
Dean  
Graduate School of Social Sciences

Prof. Dr. Zeynep HATIPOĞLU-SÜMER  
Head of Department  
Department of Educational Sciences

Prof. Dr. Ahmet OK  
Supervisor  
Department of Educational Sciences

**Examining Committee Members:**

Prof. Dr. Paşa Tevfik CEPHE (Head of the Examining Committee)  
Gazi University  
Department of Foreign Language Education

Prof. Dr. Ahmet OK (Supervisor)  
Middle East Technical University  
Department of Educational Sciences - Curriculum and Instruction

Assoc. Prof. Dr. Yeşim ÇAPA-AYDIN  
Middle East Technical University  
Department of Educational Sciences – Curriculum and Instruction

Assoc. Prof. Dr. Pervin Oya TANERİ  
Middle East Technical University  
Department of Educational Sciences – Curriculum and Instruction

Assoc. Prof. Dr. Gülçin TAN-ŞİŞMAN  
Hacettepe University  
Department of Educational Sciences – Curriculum and Instruction





**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

**Name, Last Name:** Özge AYDIN

**Signature:**

## ABSTRACT

### TEACHER EDUCATION CURRICULA CHANGE: FACULTY MEMBERS' PERCEPTIONS AND FACTORS INFLUENCING THEIR PERCEPTIONS

AYDIN, Özge

Ph.D., The Department of Educational Sciences, Curriculum and Instruction

Supervisor: Prof. Dr. Ahmet OK

October 2023, 292 pages

The present study aspired to reveal faculty members' perceptions on curriculum change in teacher education together with the factors influencing their perceptions. Faculty members' roles, responsibilities, and curricular practices while developing, revising, or implementing curricula changes were also investigated besides their perceived knowledge and skills in curriculum and instruction subsequent to the delegation of authority to Faculties of Education or Educational Sciences.

The participants were 41 faculty members who were working at 13 different departments at 13 different faculties representing the seven geographical regions of Türkiye. The study utilized a semi-structured individual interview protocol developed after an extensive literature review, expert opinions, and piloting. The interviews were transcribed verbatim and subjected to content analysis via MAXQDA 2022.

The findings of the study indicated that faculty members tended to either embrace or resist curricula changes depending on characteristics of the change, contextual and external factors. In the event of a curriculum change, faculty members were expected

to serve as a researcher-observer, pathfinder in curriculum development, lifelong learner, team player, cherisher of teacher education and its curricula, and defier of hardships. Moreover, faculty members employed certain top-down and bottom-up curricular practices at faculties. As for the final step, their perceived knowledge and skills were summarized under the themes of curriculum development notion, instructional planning, and curriculum evaluation.

It is expected that these findings may shed light on forthcoming curriculum development efforts at faculties, provide critical reflections on HEC's delegation of authority and implications for faculty members' professional development needs in the field of curriculum and instruction.

**Keywords:** Curriculum change, teacher education, faculty members, delegation of authority, curriculum and instruction.

## ÖZ

### ÖĞRETMEN EĞİTİMİNDE PROGRAM DEĞİŞİMİ: ÖĞRETİM ÜYELERİNİN ALGILARI VE BU ALGILARI ETKİLEYEN FAKTÖRLER

AYDIN, Özge

Doktora, Eğitim Bilimleri, Eğitim Programları ve Öğretim Bölümü

Tez Yöneticisi: Prof. Dr. Ahmet OK

Ekim 2023, 292 sayfa

Bu çalışma, öğretim üyelerinin öğretmen eğitiminde program değişikliğine bakış açılarını ve bu bakış açılarını etkileyen faktörleri ortaya koymayı amaçlamaktadır. Yetkinin Eğitim ve Eğitim Bilimleri Fakülteleri'ne devredilmesinin ardından, öğretmen yetiştirme programlarını geliştirirken, yeniden düzenlerken veya uygularken, öğretim üyelerinin rollerinin, sorumluluklarının ve yaptıkları çalışmaların incelenmesinin yanı sıra eğitim programları ve öğretim alanında algıladıkları bilgi ve becerilerinin ortaya çıkarılması hedeflenmiştir.

Katılımcılar, Türkiye'nin yedi coğrafi bölgesini temsil eden 13 farklı fakültede 13 farklı bölümde görev yapmakta olan 41 öğretim üyesidir. Çalışmada, kapsamlı bir alan yazın taraması, uzman görüşleri ve pilot uygulamanın ardından geliştirilen yarı yapılandırılmış bir bireysel görüşme protokolü kullanılmıştır. Görüşmeler, dikte edilmiş ve MAXQDA 2022 aracılığıyla içerik analizine tabi tutulmuştur.

Araştırmanın bulguları göstermiştir ki öğretim üyeleri, değişimin kendi özelliklerine, bağlamsal ve dış etkenlere bağlı olarak program değişikliklerini benimseme veya onlara direnme eğilimindedirler. Program değişikliği esnasında, öğretim üyelerinin, araştırmacı-gözlemci, program geliştirmede yol gösterici, takım oyuncusu, öğretmen eğitimi ve onun programını önemseyen, yaşam boyu öğrenen ve zorluklara meydan okuyan bir rol oynamaları beklenmektedir. Ayrıca, öğretim üyeleri fakültelerde tepeden-alta ve tabandan-tepeye olmak üzere belirli program uygulamalarını hayata geçirmektedirler. Son adımda ise program geliştirme kavramı, öğretimi planlama ve program değerlendirme temaları altında öğretim üyelerinin algılanan bilgi ve becerileri özetlenmiştir.

Bu bulguların fakültelerde gelecekteki program geliştirme çabalarına ışık tutması, YÖK'ün yetki devrine önemli yansımalar sağlaması ve öğretim üyelerinin eğitim programları ve öğretim alanındaki mesleki gelişim ihtiyaçlarına yönelik çıkarımlarda bulunması beklenmektedir.

**Anahtar Kelimeler:** Program değişimi, öğretmen eğitimi, öğretim üyeleri, yetki devri, eğitim programları ve öğretim.

*To my beloved brother, Emre Aydın...*

## ACKNOWLEDGMENTS

I have always been attracted to the glamour of this adage: “The difference between who you are and who you want to be is in what you do.” Although this is an arduous path to be pursued, good things come to those who never give up without a fight. Today, after lots of sacrifices, I feel so glad that I have reaped the harvest of my long-term efforts and taken another step to my new self. ☺ Because I strongly believe that love of learning is the guide of life, I am aware of the fact that the completion of this dissertation is just a short break in my journey. But still, I have to admit that I need some freedom to wake up in the morning with no remorse for having slept well at night, and put a check mark next to the other items on my bucket list. Maybe for all these reasons, I have to thank myself first for keeping swimming in high-seas with my intrinsic motivation, and not letting Özge down in the end ☺

This road could be horrendous without the presence of my supervisor, Prof. Dr. Ahmet Ok. I have been privileged enough to learn countless things from his academic wisdom and diligence on my way to become a better teacher and researcher. Therefore, I would like to express my deepest gratitude to Ahmet Hocam for guiding me with endless patience and providing invaluable feedback throughout all these years. Moreover, I would like to thank my examining committee members Prof. Dr. Paşa Tevfik Cephe, Assoc. Prof. Dr. Yeşim Çapa-Aydın, Assoc. Prof. Dr. Pervin Oya Taneri, and Assoc. Prof. Dr. Gülçin Tan-Şişman for their constructive criticism and precious comments during my dissertation defense where I felt really happy and proud. Herein, I would like to express my special appreciation for my thesis monitoring committee members Assoc. Prof. Dr. Yeşim Çapa-Aydın and Assoc. Prof. Dr. Gülçin Tan-Şişman who contributed to this study to a great degree through their valuable questions and suggestions, which broadened my academic horizon. Gülçin Hocam, I am also grateful to you for your continuous encouragement and smiling face that always keeps my heart warm. I will always remember your e-mails arriving late at night and recommending a brand-new article in relation to my study. I feel so lucky to have met and worked with you ☺

Also, I would like to thank to the Scientific and Technological Research Council of Türkiye (TÜBİTAK) for the scholarship (2211/A) provided during this doctoral dissertation. Furthermore, I am indebted to the faculty members who voluntarily participated in this study and shared their valuable experiences with me during our interviews. Without their trust and support, this dissertation wouldn't have come true.

My heartfelt thanks go to my precious friends Nurten Çelikkol Berk, Kadir Berk, and Aycan Çağlar who taught me the triviality of the distances when it comes to making your beloved ones feel supported and loved. In different cities, we were experiencing a variety of difficulties throughout all these six years; however, I always felt your unconditional love and trust in me. And my dearest... Uraz Berk, your aunt has a PhD degree now, and hopefully, she is going to take more parts in great memories of your childhood! <3 Love you all so much, my once-in-a-lifetime friends! I am wholeheartedly grateful for your presence in my life!

My informal mentor, Gülçin Yüceer... When life had decided that our roads would cross, I wish I could have a chance to celebrate this in advance! I could never think of a better friend than you! Thank you for your endless encouragement, love, and faith in me in those stressful and unbearable times. Only a genuine friendship could survive the passing year, which was full of test office, dissertation, and all the other issues, and I am very happy that we accomplished this together! Last but not least, my dearest friends Sevgi Cebbar Emence and Saniye Demirtaş Yiğit who were my great comrades with their invaluable support and trust all the way through. I was never alone thanks to you. And of course, Aybüke Arık... I will never forget our loooong phone calls, continuous reproaches about our PhD lives, and timeless support and love for each other. I know that I have another sister in Edirne! Such achievements seem meaningless to me if there is no one to share! I am really lucky to have you all by my side! <3

Finally, my beloved family... İnsanın seçemediği, şansına razı olduğu ender şeylerden biri ailesi ve ben sayenizde bir insanın hayatı boyunca elde edebileceği tüm şansı burada kullandığımı düşünüyorum. Aysel ve Ceyhan Aydın, sizin kızınız; Emre Aydın, senin de ablan olarak geçirdiğim bu 33 yılın her bir anına büyük bir minnet duyuyor ve sizi tüm benliğimle, çok seviyorum. Hani şu "I love you to the moon and

back” dediklerinden ☺ Siz olmasaydınız, kalbimde sonsuz güveninizi, şefkatinizi ve sevginizi hissetmeseydim bunu asla başaramazdım! Bana ve yapmak istediklerime duyduğunuz saygı, “sürekli ders çalışmalarına ☺” gösterdiğiniz destek ve sabır için ne desem, nasıl teşekkür etsem az... Ama artık bitti! Birlikte harika anılar biriktireceğimiz daha da güzel günler geldi; kapıyı açabilirsiniz...

## TABLE OF CONTENTS

PLAGIARISM .....	iii
ABSTRACT .....	iv
ÖZ .....	vi
DEDICATION .....	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS .....	xii
LIST OF TABLES .....	xvii
LIST OF FIGURES.....	xviii
CHAPTERS	
1.INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Purpose of the Study .....	7
1.2.1.Research Questions .....	9
1.3. Significance of the Study .....	9
1.4. Definition of the Terms .....	13
2.REVIEW OF THE LITERATURE.....	16
2.1. Curriculum Change .....	16
2.2. Factors Influencing Curriculum Change.....	21
2.2.1.Approaches to Curriculum Change .....	22
2.2.2.Teacher Beliefs and Professional Development.....	23
2.2.3.Physical Infrastructure, Institutional Culture, and Leadership.....	25
2.2.4.Characteristics of the Change Itself.....	27

2.3. Implementers' Resistance to Curriculum Change.....	28
2.4. Teacher Education Curricula Change.....	32
2.5. Faculty Professional Development.....	34
2.6. Teacher Education Curricula Changes in Türkiye .....	39
2.6.1. 1997-98 Teacher Education Curricula Change .....	40
2.6.2. 2006-7 Teacher Education Curricula Revision/Change .....	43
2.6.3. 2018-19 Teacher Education Curricula Change .....	45
2.6.4. The Delegation of Authority by the HEC for Curricula Change.....	49
2.7. Empirical Research on Curriculum Change Conducted in Türkiye.....	50
2.8. Empirical Research on Curriculum Change Conducted Abroad .....	55
2.9. Summary of the Literature Review .....	60
3.METHOD.....	63
3.1. Overall Design of the Study .....	63
3.2. Research Questions .....	65
3.3. Participants of the Study.....	66
3.4. Data Collection Instrument .....	70
3.4.1. Expert Opinions on the Interview Protocol and Piloting.....	73
3.5. Data Collection Procedure.....	75
3.6. Trustworthiness .....	77
3.7. Data Analysis .....	78
3.8. The Researcher's Role .....	80
3.9. Limitations and Delimitations of the Study .....	82
4.FINDINGS .....	84
4.1. The Profile of the Faculty Members.....	85
4.2. Metaphors Revealing Faculty Members' Perceptions of Curricula Changes	91
4.2.1. Embrace of Curricula Changes .....	99

4.2.1.1. Need for the Curriculum Change.....	100
4.2.1.2. Quality of the Curriculum Change.....	103
4.2.1.3. Clarity and Complexity of the Curriculum Change.....	104
4.2.2. Resistance to Curricula Changes .....	106
4.2.2.1. Resistance Due to Need for the Curriculum Change.....	107
4.2.2.2. Resistance Due to Quality of the Curriculum Change.....	108
4.2.2.3. Resistance Due to Clarity and Complexity of the Curriculum Change.....	115
4.2.3. Influence of Contextual Factors on Embrace of Curricula Changes .....	120
4.2.3.1. Physical Infrastructure and Human Resources .....	121
4.2.3.2. Leadership and Effective Management of Curriculum Change .....	122
4.2.4. Influence of Contextual Factors on Resistance to Curricula Changes ...	125
4.2.4.1. Educational Understanding, Physical Infrastructure and Human Resources .....	126
4.2.4.2. Flawed Leadership and Management of Curriculum Change .....	128
4.2.5. Influence of External Factors on Embrace of Curricula Changes .....	131
4.2.5.1. The HEC's Delegation of Authority as an Opportunity .....	131
4.2.6. Influence of External Factors on Resistance to Curricula Changes .....	133
4.2.6.1. The HEC's Delegation of Authority as a Deadlock.....	133
4.2.6.2. The HEC's Policies and Top-down Approaches to Curriculum Change.....	136
4.3. Perceived Roles-Responsibilities of Faculty Members in the Event of Curricula Changes .....	140
4.3.1. Researcher and Observer .....	140
4.3.2. Pathfinder in Curriculum Development .....	142
4.3.3. Lifelong Learner .....	145
4.3.4. Team Player .....	147

4.3.5. Cherisher of Teacher Education and Its Curricula.....	149
4.3.6. Defier of Hardships.....	151
4.4. Curricular Practices of Faculty Members in the Event of Curricula Changes.....	154
4.4.1. Faculty Members' Bottom-up Curricular Practices.....	155
4.4.2. Faculty Members' Modifications after 2018-19 Curricula Changes .....	167
4.5. Faculty Members' Perceived Knowledge and Skills in Curriculum and Instruction.....	171
4.5.1. Familiarity with Curriculum Development Notion .....	171
4.5.2. Knowledge and Skills in Instructional Planning.....	178
4.5.3. Awareness of Curriculum Evaluation.....	184
4.6. Summary of the Findings .....	186
5.DISCUSSION AND IMPLICATIONS.....	193
5.1. Discussion of the Results .....	193
5.1.1. Faculty Members' Perceptions of Curricula Change in Teacher Education.....	193
5.1.2. Perceived Roles-Responsibilities of Faculty Members in the Event of Curricula Changes .....	204
5.1.3. Curricular Practices of Faculty Members in the Event of Curricula Changes .....	209
5.1.4. Faculty Members' Perceived Knowledge and Skills in Curriculum and Instruction.....	215
5.2. Implications for Practice .....	221
5.3. Implication for Further Research .....	225
REFERENCES .....	228
APPENDICES.....	254
A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE.....	254

B. CURRICULUM VITAE .....	255
C. INTERVIEW SCHEDULE FOR FACULTY MEMBERS .....	259
D. CONSENT FORM FOR FACULTY MEMBERS.....	263
E. CODING SAMPLES FROM AN INTERVIEW .....	265
F. A SAMPLE LIST OF THEMES, SUB-THEMES, AND CODES .....	267
G. TURKISH SUMMARY / TÜRKÇE ÖZET.....	270
H. THESIS PERMISSION FORM / TEZ İZİN FORMU.....	292



## LIST OF TABLES

Table 3.1. Educational Background of the Faculty Members.....	68
Table 3.2. The Faculty Members' Alma Mater.....	69
Table 4.1. Characteristics of the Faculty Members Taking Part in the Study.....	86
Table 4.2. The Undergraduate Courses Offered by the Faculty Members.....	88
Table 4.3. Metaphors for Curricula Changes and Faculty Members' Positions.....	93
Table 4.4. Embrace of Change: Characteristics of the Change Itself.....	99
Table 4.5. Resistance to Change: Characteristics of the Change Itself.....	106
Table 4.6. Contextual Factors Promoting Embrace of Curricula Changes.....	120
Table 4.7. Contextual Factors Causing Resistance to Curricula Changes.....	126

## LIST OF FIGURES

Figure 2.1. An Ecological Systems Approach to Curriculum Change .....	19
Figure 2.2. A Summary of the Factors Affecting Curriculum Changes.....	21
Figure 3.1. The Development Phases of the Interview Protocol.....	74

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Study

*“The adage, “Where there’s a will, there’s a way,” is not always an apt one for the planning of educational change. There is an abundance of wills, but they are **in** the way rather than **pointing** the way. As we have seen, a certain amount of vision is required to provide the clarity and energy for promoting specific changes, but vision by itself may get in the way if it results in impatience, failure to listen, and so on.”* (Fullan, 2007, p. 108)

In the axioms and laws of his instructional theory, Hosford (1973) depicts change as “the only absolute in education” and instruction as the factor “affecting the pace and direction of change.” At this point, change goes hand in hand with learning, which leads to a process comprised of uncertainty rather than being simply an event or a draft (Fullan & Miles, 1993; Hall & Hord, 2011). Change is also defined by Markee (1997) and Fullan (1983) as a continuous and complicated concept whose qualities make it an appealing notion to be explored.

There is no doubt that countries have a never-ending debate on education due to its significance to the prosperity of nations (Hargreaves et al., 2005), and such debates initiate and govern the direction, scale, degree, continuity, and speed of educational change (Moreno, 2009). As Huberman (1973) also underscores, educational change may arise in different facets, such as in the “hardware” dimension indicating new educational equipment, classrooms, or instructional tools; in the “software” dimension showing new curriculum or instructional methods; and finally, in the “interpersonal relations” dimension referring to administrators’, teachers’, and students’ undertaking new roles. Therefore, educational changes may reach a large

spectrum encompassing goals of national education, government policies, curriculum approaches and designs besides instructional practices, assessment and evaluation, and professional development of teachers (Towndrow et al., 2009). As Reimers (2020) also affirms, any educational change must possess an intricate network of cultural, psychological, professional, institutional, and political elements and associates so as to be in effect; however, a comprehensive combination of all is generally missing during educational reforms, which focus mostly on institutional and political aspects by disregarding the others. For these reasons, educational change is depicted as “a complex multi-dimensional process, which requires concerted efforts of all stakeholders” (Liu & Wang, 2020, p. 243).

To fulfil an effective educational change passing consecutively through its initiation, implementation, and routinization or institutionalization stages, Fullan (2007) touches upon the dynamics of the change process that needs to be comprehended well, and attracts change agents’ or reformers’ attention to the danger of knowing “all the right answers” (p. 40) since the success of a change process is not simply subject to knowing the right answers, but involving individuals’ perspectives to consider various versions of what is wrong or right. Fullan et al. (2005) also stress the importance of “change knowledge” by saying that “its presence does not guarantee success, but its absence ensures failure” (p. 54). Within the same scope, they specifically highlight the need to involve stakeholders’ purposes into the change process, to provide implementers with necessary competencies, resources, and motivation for the change, and to build a shared vision and ownership of a change (Fullan et al., 2005; Fullan & Miles, 1993; Ling, 2002). Otherwise, educational changes have the greatest tendency to rise and fall quickly, especially after the very first years of the implementation, and so many great ideas may become doomed to failure and stay as episodic changes (Fullan, 2007; Hargreaves, 2001; Hargreaves et al., 2005).

As a part of educational change and a socio-political process (Fullan, 2007; Goodson, 1998), curriculum change aims for curriculum effectiveness through strategic management of the change process and teacher competence development at whole-school, program, and individual levels (Cheng, 1994). The conceptual and operational congruence between curriculum change and teacher competence

development chiefly covers curricular goals, objectives, and practitioners' beliefs about change, teaching and learning activities, all of which determine the fate of a curricular change (Cheng, 1994). Fullan (2007) also points out the dimensions of curriculum change encompassing instructional resources, teaching strategies, and beliefs concerning latent pedagogy. Nevertheless, dealing with these aspects may not be enough to fulfil the change without changing the minds of all stakeholders of the curriculum (Nation & Macalister, 2010) because especially when a curriculum change is on the agenda, policymakers primarily concentrate on “what” of intended change and push “how” of the change into the background (Fullan, 2007; Rogan, 2007). They have a tendency to either offer unrealistic changes (Nation & Macalister, 2010), or underestimate the obstacles possibly faced during implementation (Fullan, 2007; Haddad & Demsky, 1995).

For the abovementioned reasons, after introducing a curriculum change, implementation may be an ambiguous process, and this situation is a “worldwide phenomenon” (Ozturk-Akar, 2014). The reasons behind this ambiguity might be diverse such as student-originated reasons, lack of resources, implementers' unfamiliarity with the philosophy of the new curriculum or organization of the new content, and their feelings of professional inadequacy to employ the newly intended curricular practices (Ozturk-Akar, 2014). However, as expressed by Darling-Hammond (1998), the way curriculum change is perceived and implemented is mainly determined by implementers' opportunities and potential to experiment new ideas. As a result, to value the curriculum change, implementers firstly need to know the principles, aims, and means of it (Carless, 1998). Otherwise, the implementation phase may be the only reason for a failed curriculum change (Wang & Cheng, 2005).

By the same token, in Wedell and Malderez's (2013) framework, people, time, and place exist as crucially interwoven components of each educational context. Therefore, communication and support are the prerequisites for a successful curriculum implementation (Bee, 2008; Ornstein & Hunkins, 2004; Wedell & Grassick, 2018), which should be fostered via incrementalism referring to letting implementers to adjust their regular teaching practices to curriculum change through a step-by-step approach, because curriculum practitioners may not be receptive enough when they encounter a curricular change and “play new games of curriculum

in traditional spaces with traditional time frames” (Ornstein & Hunkins, 2004, p. 301). Hargreaves (1989) also concludes that curriculum change strongly demands changes in teachers who shoulder the responsibility of rendering curriculum policies into implementation in classrooms since they may need to alter their existing curriculum practices or adapt their behaviour patterns and educational ideologies to the new program (Ornstein & Hunkins, 2004). Furthermore, implementers may even be expected to add certain new knowledge or skills to their current academic repertoire in a culture of “professional change” (Tytler, 2007) because curriculum change craves both curriculum developers and implementers’ commitment and expertise (Cheng, 1994).

When considered from this angle, effective curriculum change is reported to be dependent on three levels, which are classroom-based curriculum and individualized teacher development at *the individual level*; instructional program involving program policies, goals, objectives, content, teaching and learning activities and team-based teacher development at *the program level*; and school development planning, policies, missions, organizational culture and school-based teacher development at *the whole-school level*. Strategic management of these hierarchically related levels calls for a careful analysis of resources, the presence of strengthened organizational relationships and academically competent staff (Cheng, 1994).

At this point, professional development has become another constituent especially when implementers take part in curriculum planning and decision-making stages (Gaff & Simpson, 1994), likewise curriculum experts. Such a system asks for a cyclical working principle starting with the analysis of strengths, weaknesses, opportunities, and threats in the current program; continuing with the planning of curricular goals, objectives, budget, implementation and evaluation; and ending with actual curriculum implementation, monitoring, evaluation, and revision phases (Cheng, 1994). Moreover, quality teaching already requires many features at once such as the utilization of various pedagogical techniques, educational contexts, assessment and evaluation methods along with the development of effective curriculum and course content (Henard & Rosevare, 2012). Therefore, when teachers themselves are counted as curriculum-makers (Gaff & Simpson, 1994; Kitchen,

2005; Van den Akker, 2006), new roles and responsibilities emerge for them in educational contexts where curriculum change is carried out through a bottom-up approach. To exemplify, they are expected to follow the contemporary developments regarding the academic field (Karakas, 2012), reflect on alternative curricula, persevere collaborative efforts to re-design the curriculum in the light of their experiences (Van den Akker, 2006). Nevertheless, in this context, teachers as change agents are mostly left uninformed about how to build and utilize their agency so as to aid the curriculum change (Carse, 2015). Their information gap is filled via long term professional development fostering their personal vision and professional judgement (Carse, 2015; Maimela, 2015).

As the consequence of being the most critical agents (Wang & Cheng, 2005; Wedell & Malderez, 2013), implementers affect ultimate success of the change because “an educational change depends on what teachers do and think, and it is as simple and complex as that.” (Fullan, 2007, p. 129). Hence, at the time of a curriculum change, these change agents sometimes play the dual role of curriculum implementers and developers (Henard & Rosevare, 2012), and the same principle similarly applies to faculty members at Faculties of Education since as teacher educators, they need to fulfil multiple roles in an effective way such as leadership, curriculum or course design, curriculum implementation and evaluation under ever-changing circumstances of educational contexts (Kala & Chaubey, 2015; Kitchen, 2009; Moeini, 2003; Wilkerson & Irby, 1998). As declared by Sloan and Bowe (2015), serving as curriculum designers, they also need to analyse, implement, and evaluate the curriculum in terms of its goals and objectives, learning experiences, content selection and assessment of the curricular goals and objectives by demonstrating a sense of responsibility and professionalism, reporting back to academic management, staying within the boundaries of policy directives, institutional missions, sequence and modularisation of the courses at tertiary level.

To guide policymakers, curriculum developers, and practitioners through this challenging and multifaceted curriculum change process, Markee (1997) puts forth certain far-sighted principles which are: (1) the awareness about its complicated and unpredictable essence during implementation, (2) the precondition for change agents’ enthusiasm and practical skills, (3) effective communication among the stakeholders,

(4) use of appropriate strategies or approaches to manage the change, (5) admission of the fact that implementation of a change always requires more time than expected, (6) change agents' risk of being misunderstood, (7) implementers' need for a stake in the change, and (8) change agents' necessary cooperation with opinion leaders. Otherwise, what has been planned may not comply with implemented curriculum practices, which causes gaps between the intended curriculum, also named as "formal", "explicit" or "written" curriculum (Eisner, 1994; Glatthorn et al., 2017; Goodlad, 1979), and the taught curriculum or "operational" curriculum (Glatthorn et al., 2017; Goodlad, 1979) by inevitably influencing students' genuine learning experiences named as the learned, attained or experiential curriculum (Glatthorn et al., 2017; Goodlad, 1979; Kilpatrick, 2009).

In addition to these issues to be handled both academically and sensitively in the event of a curriculum change, it is also notable to remark that curriculum changes may not necessarily occur in small incremental advances as desired. What is worse, curricula often experience fast changes rather than slow and well-planned ones (Ornstein & Hunkins, 2004), and such a random change may easily bring about resistance owing to the fact that implementers may reject curriculum changes considered as additional work bringing no gain. They might also feel insecure and discouraged due to the unpredictability of change, and thus, demonstrate reluctance even when they are involved in a curricular change (Ornstein & Hunkins, 2004; Wang & Cheng, 2005). Therefore, normality and inevitability of conflict and dispute are anticipated indeed during a favourable change process unlike a smooth implementation which possibly hint at insufficient level of changing (Fullan, 2007; Uzel, 2002).

As a consequence, the demanding nature of the change process strongly necessitates solid planning of both curriculum development and implementation to prevent defiance against the new curriculum (Dyer, 1999). But still, implementers' resistance to curriculum changes may seem as a common response in the absence of appropriate interventions and facilitating conditions (Hall & Hord, 2011). To exemplify, Fullan (2007) summarizes certain factors paving the way for a successful curriculum change, which are *characteristics of the change* including the need, clarity, complexity, quality and practicality of the change; *local characteristics*

referring to the community, principals, and teachers together with their professional and mental readiness; and *external characteristics* such as the government and other related agencies, and states, “The same program is often successful in one school system and a disaster in another.” (p. 93). Consequently, along with external factors, the change itself, curriculum developers and implementers’ professional readiness and attitudes towards the curriculum change might also influence how they perceive the change. For this reason, all these aspects, which are vital to the prospect of change efforts, must be scrutinized thoroughly. The current study longs for the investigation of all these variables in curriculum change process, which became much more critical especially after the delegation of authority of Higher Education Council in 2020 since it was an unexpected decision creating both suspense and relief in teacher educators of the Turkish higher education context (Basaran et al., 2022). Furthermore, the examination of teacher educators’ perceptions of curriculum changes and their potential needs to manage it professionally (Walsh et al., 2022) also stand as a necessity for the current study.

## **1.2. Purpose of the Study**

Together with teachers and students, curricula are defined as the third key component of an education system where success is up to the congruence among these three components (Genc, 2007), and in this triangle, curricula are in need of constant revision to meet the educational necessities of the era (Sozer, 1991). For this reason, in Türkiye, not only primary, secondary, or high school curricula, but also teacher education curricula have been revised many times since 1848, when the “institutionalized” teacher education story started with the establishment of Darülmüallimin. However, since 1982 when Faculties of Education were placed under the roof of universities, and started to be supervised by the Higher Education Council (HEC). In this connection, the main teacher education curricula changes were initiated in 1997-98 and 2006-7 academic years (HEC, 2007a), and in finally 2018-19 (HEC, 2018). When scrutinized closely, policymakers seem to admit the failure of the previous change or revision, but they do not evidently report the reasons behind by counting on authentic research findings obtained from curriculum and curriculum evaluation studies.

On the other hand, curriculum development or revision efforts in Türkiye have never been away from serious drawbacks because of no needs assessment prior to curriculum development, rare pilot studies before implementation, changing the curricula without a well-designed evaluation study, the absence of vivid communication and cooperation among Ministry of National Education (MoNE), the HEC, and Faculties of Education, unsettled curriculum adaptation gathered from European countries, insufficient recognition of curriculum experts and the ignorance of their propositions, or lack of information and trainings provided for implementers, and inconsistent political forces causing stress, burnout, or resistance in implementers after frequently occurred curricular changes (Gokmenoglu & Eret, 2011; Karakas, 2012; Ok & Eret, 2012; Paykoc et al., 2004; Saylan, 2014; Sendag & Gedik, 2015; Sert et al., 2018; Sever et al., 2019). These conditions may potentially give birth to unsuccessful attempts of curricula changes in the Turkish context (Sezgin, 2007), which need to be investigated meticulously.

Another issue justifying the legitimacy of the present study is the most recent decision of the HEC depicted as “a historic decision” (“YÖK'ten Eğitim Fakültelerinin Müfredatlarına Yönelik Tarihi Karar”, 2020). Depending on the centralized educational policy-making in Türkiye (Gozutok, 2014) before Faculties of Education or Educational Sciences were entrusted with the task of teacher education curricula development or revision by the HEC, implementers had been expected to adopt a fidelity perspective in accordance with policymakers' goals during curriculum change and implementation (Altinyelken, 2011; Fullan, 2007). Nevertheless, the latest decision on the flexibility given, or so-called “delegation of authority”, to Faculties of Education/Educational Sciences has made faculty members responsible for teacher education curricula within the declared boundaries of the HEC. Consequently, faculty members or teacher educators have been assumed to possess necessary knowledge and skills in relation to curriculum and instruction by Higher Education Council (“YÖK'ten Eğitim Fakültelerinin Müfredatlarına Yönelik Tarihi Karar”, 2020) in addition to their original role of an instructor-researcher (Gaff & Simpson, 1994).

Based on the complex and demanding nature of curriculum change at higher education (Anakin et al., 2018), and the unstable climate of teacher education

following the flexibility given by the HEC to Faculties of Education/Educational Sciences, the present study aims to investigate faculty members' perspectives on curriculum change together with the factors influencing how they perceive the changes in teacher education curricula so that the reasons behind their probable resistance or acceptance are also uncovered. The current study also aspires to reveal faculty members' current roles, responsibilities, and curricular practices while developing, revising, or implementing the new curricula at their own faculties. Furthermore, the study tries to pursue faculty members' perceived skills in curriculum and instruction after the latest decision of the HEC.

### **1.2.1. Research Questions**

For the sake of the above-mentioned aims, this study seeks answers to the following research questions:

1. How do faculty members perceive curricula change in teacher education?
  - 1.1. Under what conditions do faculty members *embrace* or *resist* the change?
    - 1.1.1. How do *characteristics of the change* influence the way the teacher education curricula change is perceived by faculty members?
    - 1.1.2. How do *external* and *contextual factors* influence the way the teacher education curricula change is perceived by faculty members?
2. What are faculty members' perceived roles and responsibilities in the event of a teacher education curricula change?
3. What are faculty members' curricular practices in the event of a teacher education curricula change?
4. What are faculty members' perceived skills in curriculum and instruction while dealing with the development, revision, and implementation of teacher education curricula change?

### **1.3. Significance of the Study**

Relating to the exponential growth of information and educational technologies, evolving requests and expectations of learners, parents, and the society, higher education institutions are held under the microscope (Evans & Henrichsen,

2008) so that curricula could satisfy emerging demands in the community and be tailored dynamically in accordance with prevailing needs of learners, instructional methods and techniques of instructors, and crux of academic disciplines (Baldwin & Baumann, 2005). For these reasons, curricula at tertiary education need to be revised continuously with the aim of raising learners in line with the sectoral demands (Agrawal et al., 2020). It is the same case with Turkish higher education institutions which demand for good places among their highly competitive counterparts in the expanding world of science and technology (Deniz & Sahin, 2006).

Any planned change at higher education needs to be shaped around common goals, institutional governance and culture besides divergent stakeholders such as faculty members, students, administrators, parents, media, and business world (Geduld & Sathorar, 2016; Storberg-Walker & Torracco, 2004). It is also reported that “change in higher education occurs at a glacial pace” (p. 17) (Lee et al., 2007), and nearly 75% of changes are ill-fated and tend to encounter resistance in educational contexts (Adams & Chen, 1981; Zimmerman, 2006) because no matter what the great idea of the change is, “overcoming the historic continuity of institutions is not easy” (Evans & Henrichsen, 2008, p. 3). This may equally be valid for the reforms in teacher education aiming to promote the quality and commitment of teachers and to construct the teaching profession with the highest standards (Donaldson, 2014). Herein, departments and faculty members have a great impact on the change process by being the planners or executors of the change initiatives (Bee, 2008; Zimmerman, 2006).

In this respect, teacher education has been exposed to hot debates and criticisms for many years, which has resulted in numerous restructuring efforts all over the world (Flores, 2016; International Science Association, 2019). It has been regarded as one of the major problems in Turkish education system, too (Cakiroglu & Cakiroglu, 2003; Deniz & Sahin, 2006) because of being home to inconsistent curricula changes (Gozutok, 2014; Saylan, 2014). Teacher education curricula have been found unrealistic owing to the discrepancies between what is taught at universities to pre-service teachers and what is taught at schools to pupils (Celik & Arikan, 2012). Moreover, fluctuations in the ministry or the HEC policies and short-lived solutions to long-lasting issues merge with theoretical knowledge superficially

translated from other countries and insufficient pedagogical insights ignoring the realities of genuine Turkish classrooms (Cakiroglu & Cakiroglu, 2003; Deniz & Sahin, 2006). Such teacher education curricula disappoint pre-service teachers in terms of teaching pupils from different socio-economic backgrounds depending on the regional variations in Türkiye (Celik & Arikan, 2012). Teacher education curricula are also criticized for not having a well-defined philosophy behind (Coskun & Daloglu, 2010; Karakas, 2012), and for being unable to systematically educate pre-service teachers in terms of quality and quantity depending on the problematic supply-demand balance (Saylan, 2014). All these issues detract Türkiye from quality teacher training (International Science Association, 2019), and make teacher education curricula prone to changes on unstable grounds, which calls for a research initiative in the issue.

Policymakers' ungrounded considerations regarding the school contexts, curriculum developers' distance from schools, stakeholders' insufficient sense of belongingness to curriculum changes and implementers' ignored needs and concerns about the curriculum changes might negatively affect the destiny of curricular changes (Ornstein & Hunkins, 2004). Thus, it is highly recommended that the nature of the change itself, professional and mental readiness, perceptions, attitudes, and roles of stakeholders, contextual factors and infrastructure at the institutions should be scrutinized firstly before the introduction of a curriculum change. Only such an extensive investigation could reflect the multidimensional nature of the change process (Fullan, 2007; Tytler, 2007). Therefore, the present study primarily deals with this investigation to shed light on curriculum change process at Faculties of Education/Educational Sciences because even though previous curricula changes at primary, secondary, or high schools have been studied many times in Türkiye (e.g., Ekiz, 2003; Yildirim-Yanilmaz, 2009; Kasapoglu, 2010; Cobanoglu, 2011; Sahin, 2012; Unsal et al., 2019), studies dealing with teacher education curricula changes at higher education seem scarce in number (e.g., Ozturk, 2018; Ulubey & Basaran, 2019).

Furthermore, in the relevant literature, basic principles of an effective curriculum change may simply be listed as (1) attention paid to the needs, social, political, and economical reasons behind the change; (2) management of the

confusion due to the dynamics of the change process; (3) determination of proper policies and resources to implement the change; (4) utilization of leadership strategies, professional learning, already-existing culture of the educational context (Sahlberg, 2005). They are easier said than done. Especially when the opaque history of teacher education programs in Türkiye is taken into account, severe problems may be apparent regarding even these basic principles. Additional to this issue, faculty members' professional readiness might become highly significant after the latest decision of the HEC because they have been presumed to be "competent enough" by the HEC to develop and modify their own curricula ("YÖK'ten Eğitim Fakültelerinin Müfredatlarına Yönelik Tarihi Karar", 2020). However, there seems to be no study available to dig deeper into their competencies in the field.

Therefore, the present study is expected to provide in-depth analyses of the change process so that faculty members, as both the developers and implementers of the teacher education curricula changes at Faculties of Education/Educational Sciences, and their academic journey during curriculum planning and implementation could be understood more thoroughly. In the evolving case of Türkiye where faculty professional development is almost "a novel concept" at universities (Latchem et al., 2006; Odabasi, 2003), faculty members need to shoulder additional roles as curriculum-makers. Herein, curriculum development process itself can hinder the change since this phase has a direct impact on curricular outcomes. For this reason, their perceived skills to overcome the curriculum change process may also unveil faculty members' potential professional development needs, and so Faculties of Education/Educational Sciences may take an action to deal with this issue for a smoother change process in the future.

Faculty members' pieces of experience during curriculum change are critically essential to determine the fate of the change since their frames of mind and attitudes toward the change, which have been shaped in the change process, can either acknowledge the genuine embodiment of change efforts or not by providing precious feedback in relation to the characteristics of the change itself. The contextual factors affecting faculty members' perceptions of curriculum change may also shed light on the legitimacy of their stance and "principled resistance", which does not have to be necessarily something conservative, undesired or negative in educational contexts

(Achinstein & Ogawa, 2006; Altinyelken, 2013). Via this study, faculty members' worth-to-inquire perspectives of teacher education curricula change may guide the improvement of their already existing curricula and forthcoming curriculum development or revision efforts at teacher education institutions. It may also help the Higher Education Council in terms of observing the reflections of their latest decision on the flexibility provided for Faculties of Education/Educational Sciences after spending the years of centralized curriculum making. Therefore, the scrutinization of this move from a centralized vision to a more contextual or institutional understanding of curricula changes might also contribute to research and practice on teacher education curricula.

Finally, the current study may make contributions to the field of curriculum and instruction by promoting faculty members' professional awareness and insights into the field, which may be unfamiliar to many, through the conducted interviews where faculty members from various departments have been encouraged to think more deeply about the fundamentals of curriculum development and instructional planning. At this point, the study may potentially reveal faculty members' viewpoints on the field of curriculum itself, which could influence their curricular practices in different areas of specialization in return. Hence, curriculum specialists may benefit from this study with regard to finding the most appropriate approach to faculty members so that they could make a better sense of essential steps of curriculum development besides a range of factors affecting the implementation of curricula changes. Furthermore, the present study is expected to acknowledge the challenging and specialization-required nature of curriculum-making in higher education.

#### **1.4. Definition of the Terms**

*Change*: “a multidimensional process of transforming a phenomenon into a different one by considering its scale, speed, degree, continuity, and direction (Print, 1993)”; “occur naturally or randomly leading to either positive or negative results (Kasapoglu, 2010)”; “a process of transformation, a flow from one state to another, either initiated by internal forces or external forces, involving individuals or institutions, leading to a re-alignment of existing values, practices, and outcomes” (Morrison, 1998, p. 58).

*Educational change:* “a complex means to attain an educational goal through changes in actual practice along the three dimensions—in materials, teaching approaches, and beliefs, in what people do and think, which are essential if the intended outcome is to be achieved (Fullan, 2007, p. 37)”. “Something suspect, unproved and unusual, and even indeed dangerous (p. 1); a developmental, not a mechanical, process in which both the innovating and receiving systems are altered (Huberman, 1973, p. 22)”.

*Curriculum change:* “meticulous alteration of one or more components of curriculum (Markee, 1997) aiming to maximize the effectiveness of teaching and learning through planned content, activities and arrangements for educational processes. (Cheng, 1994, p. 27)”; “reframed as a matter of public and professional deliberation (Nordin & Sundberg, 2018, p. 832)”. In this study, this term was used either as the centralized changes in certain aspects of teacher education programs proposed by the Higher Education Council (HEC), or as the decentralized changes initiated at Faculties of Education after the delegation of authority of the HEC in Türkiye.

*Curriculum implementation:* “An essential part of curriculum development, which brings into reality anticipated changes; ... a change activity” (Ornstein & Hunkins, 2018, p. 262). Similarly, in this study, this term was utilized as the actual conduct of intended changes in teacher education curricula by teacher educators at Faculties of Education or Educational Sciences.

*Implementers’ resistance:* “the defensive reactions of the individual, often by using former practices more secretly when the change comes to be perceived as a threat (Huberman, 1973, p. 45)”; “a reactive process where agents embedded in power relations oppose initiatives by other agents (Jermier et al., 1994, p. 9)”; “the development of a series of individual strategies to shift the curriculum change from the designers’ original intentions based on implementers’ own understanding; the protection for their own classroom teaching (Zhidon, 2012, p. 114)” Herein, it was defined as teacher educators’ reluctance to put the proposed teacher education curricula changes into practice for whatever the reason was.

*Faculty professional development:* “an enduring process that enhances the productivity of academics for helping faculty to play their instructional, professional,

curricular, and organizational roles (Kala & Chaubey, 2015)”; “reorienting faculty to cope with changing conditions which affect the priorities and objectives of the program (Pennington, 1989, p. 92)”; “the notion of the improvement, enhancement, or preventative maintenance of a faculty member’s skills and knowledge (Miller & Nader, 2001, p. 87)”.

## CHAPTER 2

### REVIEW OF THE LITERATURE

In this chapter, curriculum change is firstly scrutinized along with the factors that may have an impact on curriculum change and implementers' resistance to curriculum change so as to provide an overview concerning the target phenomenon of the study. The factors are listed as approaches to curriculum change, teacher beliefs and professional development, physical infrastructure, institutional culture, and leadership, and characteristics of the change as the relevant literature points out. Then, teacher education curricula, teacher education curricula change, and faculty professional development are examined respectively with the aim of narrowing the target phenomenon down to the current study. As for the next step, top-down teacher education curricula changes in Türkiye are mentioned in chronological order, which moves to the decision of the HEC on the delegation of authority. Finally, research studies conducted in Türkiye and abroad are exemplified so as to reveal what has been done in the literature so far. This chapter ends with a summary.

#### 2.1. Curriculum Change

Curriculum change is an essential effort to facilitate the operation of educational institutions (Ngussa et al., 2017), and a means of learning for both implementers and their institutions, which necessitates strong conceptualizations about curriculum and change (Mondal & Das, 2021). As classified by McNeil (2009), a curriculum change may display a variety of types as *substitution* referring to the change of a single element in a curriculum (e.g. a course book), *alteration* indicating a minor addition of new content, materials, etc. into the existing curriculum, *perturbation* showing the short-term interruption of the existing curriculum until the change has been fully adopted, *restructuring* pointing out a major change in the

educational system demanding the embrace of new teaching roles, content, and materials, and finally, *value-orientation* indicating the change in implementers or policymakers' curricular orientations or philosophies.

From a broader perspective, Schwab (1973) touches upon five commonplaces of curriculum - *subject matter, learners, teachers, milieu or context, and curriculum-making* as the chief sources of knowledge in every kind of curriculum deliberation. These sources are required to be academically harmonized to achieve a deep curriculum change process (Tytler, 2007) since curriculum change is an “inevitable and desirable” process due to the fact that curriculum is actually “a product of its time” and it can only be changed when all of its stakeholders conjointly change (Oliva, 1997, p. 40). Due to these reasons, curriculum change has social, economic, political, and cultural foundations integrated in teaching and learning environments and in decision-makers' policies (Wang & Cheng, 2005), which leads to the emergence of different approaches or models in the implementation.

Pinar's (1995) classification offers three models of curriculum implementation, which are namely the fidelity approach, the mutual adaptation approach, and the curriculum enactment approach. *The fidelity approach* accepts curriculum as an end product required to be implemented faithfully as it is, so it is a straight road coming from the curriculum specialists to its implementers. Magrini (2015) names the same approach as *instrumental-action* implying a hierarchy in curriculum change and implementation. *The mutual adaptation approach* desires cooperative efforts of policymakers, curriculum developers, and implementers so that they can continuously, equally, and flexibly negotiate in case of curriculum implementation (Pinar, 1995). *The curriculum enactment approach* recognizes curriculum as a means for implementers and learners to systematize and re-construct the educational experiences together at schools or institutions (Altinyelken, 2011; Pinar, 1995). Pinar's third approach is quite like Magrini's (2015) participatory and constructivist *situational praxis* where curriculum change and implementation are realized in the experiential worlds of teachers and learners by means of their deep comprehension and reflectivity over the new curriculum, so curriculum change and implementation are “value-laden” activities rather than objective ones (p. 283). In line with these models, Cheng (1994) puts forth three approaches to curriculum

change, which are namely *simplistic curriculum change approach*, *teacher competence development approach*, and *dynamic curriculum change approach*. In the first approach, teachers are perceived as passive implementers; teacher competence, educational goals, and student characteristics stay stable, and curriculum change is fulfilled by administrators or curriculum experts in a top-down manner. In the second approach, teacher competence is expected to be improved with the aim of satisfying the requirements of the curriculum change enforced by external forces whereas dynamic curriculum change approach requires the involvement of teachers into curriculum development and decision-making processes so that the change could reflect student characteristics, educational goals, and existing school conditions in a better version (Cheng, 1994). Moreover, Cheng (1994) also underlines that the first two approaches are too far away from realizing long-term curriculum effectiveness after the change since they may result in teachers' resistance or stagnation. On the contrary, dynamic curriculum change stands out as a more effective, participative, and cooperative approach in the long run (Cheng, 1994), which is also supported by Wedell and Malderez (2013) who see curriculum change as "an evolutionary process" that come out of well-assessed needs of learners and implementers, and situate these parties at the core of the change cycle.

From a similar, but more comprehensive viewpoint, OECD Future of Education and Skills 2030: Curriculum Analysis report (2019) also presents an ecological systems approach to curriculum change starting from *the students* in the first circle whose curricular experiences are treasured most. Then, as the second circle, *the microsystem* comes and it refers to teacher motivation, commitment, teacher competencies and knowledge to realize the curriculum change at the classroom level. Thirdly, *the mesosystem* includes school-level interactions among teacher networks, family members, and school administrators to attain the curriculum goals. *The exosystem* refers to policymakers, government agencies or other external organizations who may have the power to impose certain educational policies and to provide required professional development, instructional materials, budget, or technical facilities to enhance the implementation of the curriculum change. After that, *the macrosystem* comes and implies the societal beliefs and culture regarding the aims of education, which both explicitly and implicitly influence the target

curriculum change. Finally, *the chronosystem* refers to persistent changes over time as seen in Figure 2.1 (OECD Future of Education and Skills 2030: Curriculum Analysis, 2019, p. 6).

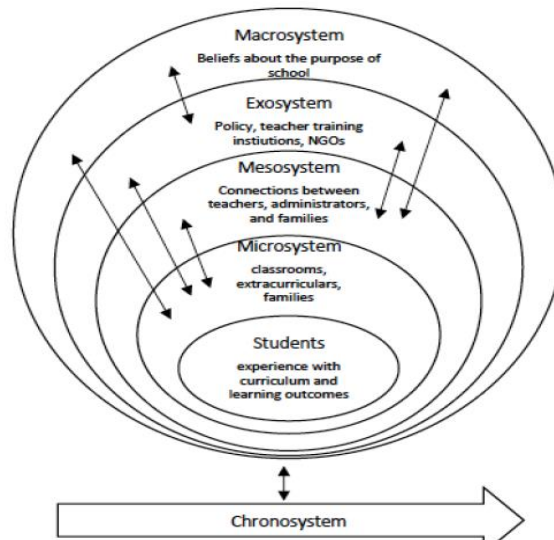


Figure 2.1. An ecological systems approach to curriculum change.

No matter what the approach is, every curriculum change needs a strong theory of change and shared vision-building (OECD Future of Education and Skills 2030: Curriculum analysis, 2019) because it is a cyclical and lengthy process where a variety of different stakeholders are expected to voice their motives for the change and make a joint effort to fulfil the intended changes during implementation (Van den Akker, 2006). It calls for a balanced, consistent, and sustainable combination of curriculum components, which are “rationale, aims and objectives, content, learning activities, materials and resources, the role of teacher, grouping of students, location, time, and assessment”, also known as curricular spider web (Van den Akker, 2006, p. 20). That is why, there are imminent obstructions of a curriculum change (Oliva, 1997), which are fear of change, lack of plainly stated goals, resources, and skilful leadership, absence of a cooperative group, inadequate research in the change setting, a history of failed change attempts, no evaluation studies on previous curriculum, feeling chary of adverse reactions from external pressures of the state regulations, and insufficient experience or knowledge on curricular problems calling for trainings.

Depending on such complexities, Ornstein and Hunkins (2004) propose a practical checklist for the implementation of a curriculum change by underlining the

fact that implementers will always have a tendency to protect the status quo because of their familiarity. They voice some critical questions to be answered, which are related to the change in implementers' routine after the change, the amount of time to make necessary preparations for the change, the levels of congruence between the change, learners' academic readiness, and assessment and evaluation, resource materials for implementers, renewed learning materials for learners, the potentially new patterns of teacher-student interaction, any possible instructional procedures or teaching techniques requiring implementers' professional development and in-service trainings, and the commitment of the administration to the change.

To facilitate change process, Richards (2001) also highlights the need to figure out superior benefits of a new curriculum to the previous one, the degree of congruity between the new curriculum and already existing values in the previous one, and the history of the change indicating whether it has been tested previously. Additionally, Tytler (2007) also asserts that implementers' embrace of a change becomes much easier when the change process is intensely adopted and capably managed through leadership and professional support, when the change itself motivates implementers to learn more, and has sustainability since "implementation is not about mindless compliance to a mandate or policy directive, and implementation pitfalls are not just cases of individual resistance, incompetence or capability. Rather, implementation involves a process of sense-making that implicates an implementer's knowledge base, prior understanding, and beliefs about the best course of action" (McLaughlin, 2006, p. 215).

Parallel to the recommendations above, OECD Future of Education and Skills 2030: Curriculum Analysis report (2019) delves into the contextual factors playing a part in enhancements or impediments of curriculum changes. Teachers' commitment to the curriculum change and alignment of their beliefs with the change are the enhancing factors in the micro-system while their workload, misinterpretations regarding the content and pedagogy of the new curriculum, and time constraints urging the requirements of the change as the impeding factors. Additionally, the provision of solid support, leadership, team-building, and necessary resources at institutions are enhancing factors whereas lack of trainings and time to get prepared for implementing the new curriculum are named as the impeding factors in the meso-

system. As for the exo-system involving policy and external agencies, well-tailored professional development programs to curriculum change, guidance of experts, and curriculum scholars, and official documents indicating the accurate implementation of the change are noted as enhancing factors. When the underlying principles of the curriculum change are in line with societal beliefs and values, this situation creates an enhancement in the macro-system for the implementation of the change.

## 2.2. Factors Influencing Curriculum Change

All curricular changes, the effectiveness of implementation seems contingent upon three constructs, which are *profile of implementation* implying the analysis and comprehension of the curriculum changes, *capacity to support change* signifying the contextual factors either inhibiting or boosting the change such as teachers, students, administration, or physical resources, and finally, *support from outside agencies* displaying stakeholders in the community and teacher professional development (Rogan & Grayson, 2003).

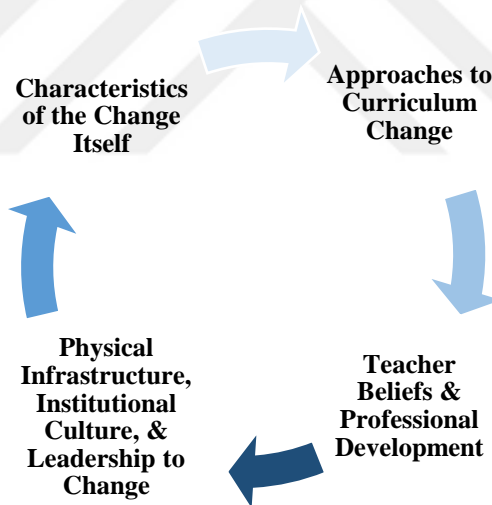


Figure 2.2. A summary of the factors affecting curriculum changes.

Therefore, despite a misconception taking it for granted, implementation of a curriculum change is actually determined by many significant factors along with its key actors (Hall & Hord, 2011; Wedell & Malderez, 2013). Such factors range from the education system in which the curriculum change will be carried out (e.g., its being high-stakes exam-oriented) to government support and financing for proper infrastructure (Ekiz, 2003; Fullan, 2007; Fullan & Miles, 1993; Mondal & Das, 2021;

Rogan, 2007). The following sub-sections are going to provide a more detailed picture for the factors influencing curriculum changes as summarized in Figure 2.2 above.

### **2.2.1. Approaches to Curriculum Change**

A look at the relevant literature clearly validates huge gaps emerging between what is planned to be fulfilled in the blueprint and what actually occurs in practice, because both policymakers and implementers may evaluate curriculum changes from different angles. Whereas policymakers utilize “equity, efficiency, and organizational effectiveness” criteria for a system-wide evaluation, implementers may reply to the same questions from a classroom-wide perspective. Likewise, policymakers’ top-down model of curriculum change is rationalized differently; while some see this approach as a guide to build curriculum and its instructional strategies in a standardized and accountable manner, some see it as a constraint on implementers’ professional autonomy derived from their classroom dynamics and reflective practices, which generally leads implementers to turn down such hierarchical policies in curriculum change (Achinstein & Ogawa, 2006; Wedell & Grassick, 2018).

As an illustration of the impact of a top-down curriculum change, Deng (2021) proves that teachers lose their sense of agency on such an occasion, and they start to tailor the new curriculum instead of putting it into action. Moreover, Chimbunde & Kgari-Masondo (2020) underlines the dissemination of the curriculum change through a top-down manner as a cause of teachers’ lack of ownership because they are never consulted in any phase of the change. Since the top-down approach imposes changes in a centrally controlled and “power-coercive” manner (Wedell & Grassick, 2018, p.3), it generates a “teacher-proof” curriculum (Elliot, 1994, p. 54), which may give birth to hesitancy or resistance in implementers because of not feeling they own the change (Gross et al., 1971; Rogan, 2007; Yucel et al., 2017; Wang & Cheng, 2005). Herein, it is also better to note that such mandates can work unless policymakers interrupt communication and on-site coaching for the implementers since the failure is generally “not because the strategy itself is flawed, but because it is not supported over time with other necessary interventions.” (Hall & Hord, 2011, p. 18).

On the other hand, the bottom-up approach grants chances for implementers to voice their opinions, and increase belongingness to target changes (Bee, 2008; Mathura, 2019). To exemplify, Ngussa et al. (2017) have evidenced in their study that teachers want to be more involved in the curriculum change process with the aim of making themselves heard. In the same vein, Deng (2021) suggests the allocation of some room for implementers so that they could utter their concerns, have well-grounded debates, improve their teaching competencies, and get used to the implementation of a new curriculum with feasible plans. Because the bottom-up approach to curriculum change positions teachers as both developers and implementers of the content and materials in the new curricula, this also closes the gap between the intended and operational curricula (Coenders & Terlouw, 2015).

This power-coercive model has also been named as the Tylerian product model prevailing curriculum change management since the 1950s (Amimo, 2016), and it argues for the linearity of identifying the needs and context so that the determined change does not evoke any resistance in implementation. On the contrary, the process model allows for a more flexible and participatory implementation fostered by continuous communication, feedback, and collaboration among the stakeholders of the curriculum change, and so it even becomes possible to go back from the implementation to the needs assessment phase (Amimo, 2016). In Peck et al. (2010)'s study, top-down mandates might create demotivation depending on the loss of program autonomy; however, when they revolt against them, implementers might face the risk of losing program accreditation. Therefore, the solution lies on the alignment between such top-down policies and local variables in higher education institutions with implementers taking part in curriculum renewals (Peck et al., 2010).

### **2.2.2. Teacher Beliefs and Professional Development**

The relevant literature unveils that curriculum changes often defy teachers and their ability to cope (Maimela, 2015), and so any curriculum change calls for teacher preparedness achieved in sufficient time (Ngussa et al., 2017). Based on the fact that implementers may need to acquire new competences or knowledge to fulfil a curriculum change, or to accustom themselves and their teaching beliefs to the contemporary curriculum, professional development and training opportunities affect

the success of a curriculum change (Coenders & Terlouw, 2015; Ekiz, 2003; Harry, 2018; Maimela, 2015; Mathura, 2019; Rogan, 2007). As an empirical example of this situation, Dewantara (2020) has found out that after the curriculum change, most in-service elementary school teachers could not grasp the purpose and system of the change, so they were unable to conduct classes based on thematic learning, and integrate content, materials, and instruments for student assessment while pre-service teachers felt more confident and competent in the issue.

Dolfing et al. (2020) also point out the importance of attending professional development activities for the effectual sense-making process of the new curriculum by “assimilating” the change within implementers’ frames of teaching and “accommodating” the change with the transformation of their existing frames. As a consequence, as Govender (2018) avers, implementers should not be left with the burden of curriculum change, and they need to be supported professionally and monitored properly in the implementation. The absence of such professional training opportunities may cause implementers to develop resistance (Carse, 2015; Gross et al., 1971), but involvement in professional development does not necessarily mean that implementers will immediately admit and implement the curriculum change to perfection (Lamb & Branson, 2015).

Professionalism and commitment to teaching can be added into this equation (Ekiz, 2003; Harry, 2018; Kasapoglu, 2010) since teachers’ personal and professional identities are formed through their experiences, goals, moral values, and relationships with students, and ascertain how they make sense of the new curriculum (Mendieta & Barkhuizen, 2020). For instance, some implementers stay silent and adamant in the course of curriculum change rather than taking an initiative because they would like to escape from the responsibility (Deng, 2021). Therefore, teachers want to be informed about the other educational contexts and students’ progress, be sure about better instructional practices after the curriculum change, and be included in a school culture presenting a collective ownership from different departments (Smeed et al., 2015). Problems encountered here may cause not only resistance, but also burnout for teachers regardless of their being novice or veteran in teaching (Aeria et al., 2018).

Teacher beliefs and values also have a great impact on the implementation of curriculum change since teachers may endeavour to align their existing beliefs and

values with the philosophy of the new curriculum when they see it as a “malleable structure” for students’ sake (Ower, 2017). Sometimes implementers may accept new curriculum as a social norm to be embraced, adapt it in line with their own teaching styles or students’ needs whereas they may also stay indifferent to the change by neglecting what the new curriculum recommends since they see no practicality in implementation, or the new curriculum takes a stand against implementers’ own values and norms (Kesküla et al., 2012). In other words, they become easily reluctant to implement the change if it objects to their traditional values or basic attitudes towards education (Waugh & Punch, 1987). The solution here is to foster teachers’ continuous learning, cherish their enthusiasm and ownership for the change, and to uncover their covert feelings and ideas on curriculum changes rather than allowing them to stay behind the closed doors of their classrooms (Fullan, 2007; Ling, 2002).

Collecting teacher perceptions of the new curriculum, allocating them enough time and resources to adopt the changes, and erasing their hesitations about the change are also must to do (Mathura, 2019). These suggestions are also promoted by Liu and Wang (2020) arguing that implementers need some professional space to utilize their autonomy and authority for internalization of curricular ideas and cooperation with students to make the most of the planned curriculum change. In the meantime, some implementers might also demand a certain degree of monitoring by governmental agencies or curriculum supervisors in order to receive their timely recommendations (Mathura, 2019).

### **2.2.3. Physical Infrastructure, Institutional Culture, and Leadership**

Institution-related factors also make implementers feel either more restricted or receptive during the implementation of curriculum changes. More precisely, physical resources and instructional materials provided, breakdowns in school organizations, colleagues, or even parents also determine the perception, internalization, and implementation of curriculum changes (Altinyelken, 2011; Gross et al., 1971; Zimmerman, 2006). To exemplify, when new syllabi, course books, and instructional technologies were not perfectly provided after the new curriculum change, implementers suffered a lot from the change (Chimbunde & Kgari-Masondo, 2020).

Leadership and management are also so valuable in case of a curriculum change (Ling, 2002; Grobler et al., 2017) because once a collaborative school environment is formed to include divergent views and the rationale behind the change is well-communicated to stakeholders, the gap between the new curriculum and its implementation becomes contracted. Having a school culture away from individualism or isolation may prevent implementers' resistance to curriculum changes (Hargreaves, 2001; Harry, 2018; Ling, 2002; Wang & Cheng, 2005) since professional dialogue and collaboration among implementers also encourage the implementation of curriculum changes (Carless, 2015; Geduld & Sathorar, 2016; Lamb & Branson, 2015). Likewise, it was reported by Mathura (2019) that collegiality is of high significance here so that the implementers of the new curricula could troubleshoot each other's problems.

At this point, administrators should play main parts as educational leaders who care about professional development of their staff, help them comprehend the logic behind the change, and enhance their motivation (Fullan, 2007; Grobler et al., 2017; Wedell & Grassick, 2018) because "managing change becomes a collective process, not an individual one." (Hargreaves, 1998, p. 285). To this end, change leaders are expected to establish good working relationships with stakeholders both inside and outside, evaluate alternative curricula, synthesize and transmit curriculum change information, assure some flexibility for the institution to implement the change, and encourage the curriculum change through communities of practice and resources (Rudhumbu, 2015). Nevertheless, it was reported in Chimbunde and Kgari-Masondo's study (2020) that during the implementation of the change, school principals did not develop empathy with the implementers, were unhelpful, and showed arrogance and disrespect. As a result, change agents or leaders are actually supposed to collect evidence from the context so that they could identify both the inhibitors and catalysts for the change process in complex higher education systems (Finelli et al., 2014).

After new roles, responsibilities and tasks have arisen in their Finnish context during curricular innovations, Ahtiainen et al. (2021) similarly highlight the importance of "pedagogical leadership" by underlining the provision of systematic guidance and required instruments. The rationale is that leaders need to be able to

appraise the alignment between what the new curriculum desires to accomplish and what the actual implementation signalizes, to lead continuous professional discussions and learning opportunities, to use curricular language integrated into daily practices, and to make the new curriculum more approachable by breaking it into smaller units to be grasped (Ahtiainen et al., 2021).

As an example of the fact that coping with the process itself is another challenge for when a curriculum change is on the agenda, Trinkaus and Booke (1980) specify certain tactics and strategies to manage curriculum change at tertiary level. The preferable arousal of enthusiasm in all stakeholders concerning the planned curriculum change or the employment of a power coercive strategy seem to be the main strategies followed by the change agents. Herein, educational leaders may adopt different tactics such as seeking a coalition, staying indifferent, reducing or rotating opposite arguments by using scenarios; however, they may still need for objective debates and sincere participation of all (Trinkaus & Booke, 1980).

#### **2.2.4. Characteristics of the Change Itself**

Characteristics of the change also mould the implementation of a curriculum change. Firstly, whether the change is *needed* or not is a key question for both beneficiaries and implementers of that curriculum (Fullan, 2007; Nation & Macalister, 2010). Secondly, *clarity* of the change needs to be required so that the change could be internalized well in terms of its goals, objectives, and applications without leaving any room for false clarity, which means oversimplification of the change itself (Fullan, 2007). Thirdly, *complexity* of the change emphasizes the demands of the change from implementers since when a complex change comes to the table, implementers may face philosophical complications or pedagogical difficulties (Fullan, 2007). Lastly, the *quality and practicality* of the change are of high significance because highly to-the-point and academically well-oriented changes tend to be accepted better with less or no resistance (Fullan, 2007).

Societal needs and expectations, technological advances, and educational policies advocated by the government always entail the fulfilment of curriculum changes; therefore, similar to the classification above, the significance of the change also stand as the factors influencing its implementation (Ngussa et al., 2017).

### **2.3. Implementers' Resistance to Curriculum Change**

As well as change envisages progress and hope for the best, it also comes with implementers' sense of unease (Maimela, 2015). Therefore, no matter how fundamental and proper a curriculum change is, it will be quite optimistic to think that the change is going to be welcomed easily because along with planned benefits, the change process itself is accompanied by some side effects (Mathura, 2019; Mutch, 2012).

As a common consequence, implementers may feel distrusted after decision-makers' hierarchical approach to curriculum changes and hence, instead of professional engagement, they may develop resistance as a backlash (Mutch, 2012). Implementers' resistance is a main variable determining whether a curriculum change is going to fail or succeed, and overcoming resistance is an ultimate aim for the implementation of the change (Zhidon, 2012; Zimmerman, 2006). Nevertheless, despite its challenging nature, resistance is not necessarily destructive, but constructive and instructive when it is on the grounds of professional principles (Achinstein & Ogawa, 2006; Fullan, 2007). Implementers might show some frustration in the initial stages of the change, but it is actually a bias that all of them are going to dislike and resist the change (Chimbi & Jita, 2019). Herein, Waugh and Punch (1987) suggest a number of variables affecting implementers' receptivity to change, which are namely the practicality of the new curriculum, cost-effectiveness of the change, guidance and support for implementers, removal of implementers' fears and hesitations, awareness of implementers' pre-existing beliefs, attitudes, feelings, and expectations about the curriculum change and educational system in broader terms.

With the aim of examining the relationship between teacher resistance and curriculum changes, Gross (1971) presents four situations in which implementers understand and admit the change (Situation 1); understand but do not admit the change (Situation 2); do not understand but blindly accept the change (Situation 3); and do not understand and do not accept the change (Situation 4). To be more precise, while a deep change is realized in the first situation as ideally desired, in the third situation only a superficial change can be fulfilled based on implementers' lack of comprehension (Gross, 1971). It is also concluded that there is a possibility to

implement the curriculum change in Situation 2; nevertheless, in Situation 4, the implementation of the curriculum change is nearly impossible (Zhidon, 2012).

In the same vein, Jenkins (2000) finds out different teacher responses to a curriculum change, and underscores three types of teachers who employ the change as it is, adjust their existing curricular practices to the change, or resist the change by ignoring what it brings to the usual classroom context. For example, teachers either skip or modify the suggestions made by a new curriculum when they do not professionally or personally internalize what has been offered. It is also reported by Mutch (2012) that teachers, as the implementers of a curriculum change, may demonstrate “immediate outrage, deliberate avoidance, partial adoption, major adaptation, sneaky subversion or even quiet revolution” (p. 2) when they face a change in their curriculum practices. Dilkes et al. (2014) similarly classify certain teacher stances on curriculum change, which are *the cynics*, who criticize the change as being political, frustrating, and ill-advised, *the realists* seeing the essentially of change with its disappointing and time-consuming aspects, *the enthusiasts* who are professionally motivated to change for improved benefits beyond all challenges, and *the leaders* trying to create a sense of ownership through the provision of a strong rationale for the change since such implementers are hopeful, but also wary about the change and its liabilities.

Implementers’ resistance to a curricular change might derive from inadequate time and professional space restricting the right of them to reflect on the change process (Carless, 2015) because implementers’ professional habits may lead them to do the same things in the same ways, which also gives them a comfort zone (Zimmerman, 2006). When a change is on the table, they may start to be afraid of its obscurity because they may lose the sense of professional security then (Fullan, 2001; Guhn, 2009). Especially when they become more experienced professionals in teaching, their motivation to change declines, and experimentation is often replaced by disengagement as Huberman (1989) also points out in his proposal of teachers’ life cycle. Therefore, in the event of a curricular change, teacher resistance may point out implementers’ craving for time to learn new knowledge and skills, or to alter their existing values and beliefs after the change (Harris, 2003; Nation & Macalister, 2010; Zhidon, 2012), which is a very difficult phase to be completed (Fullan, 2007).

Influencing how the change information is utilized and embodied, these aspects inevitably guide how the new curriculum is going to be taught in classrooms (Altinyelken, 2011), so implementers' professional motivation, competency or self-efficacy beliefs to accomplish their new roles and responsibilities may highly affect their implementation of the change (Bandura, 1997; Fullan, 2007; Guhn, 2009; Wedell & Grassick, 2018). In this issue, Putwain and von der Embse (2019) also declare that higher teacher self-efficacy leads to lower stress on them during a top-down curriculum change whereas the change imposes many expectations on teachers, their self-efficacy level diminishes in return. Similarly, some studies propose that resistance to curriculum change can also be associated with teachers' professional control over the new curriculum (Ekiz, 2003; Kasapoglu, 2010) while teachers' willingness for professional development is regarded as a positive feature for the fulfilment of the target curriculum changes (Harris, 2003).

Because of the novelty of curriculum change (Cresdee, 2002), implementers' resistance can be related to their enthusiasm about the change and whether it will bring more instructional benefits for both themselves and their students' learning outcomes (Mathura, 2019; McGrail, 2005). In this connection, students' adverse reactions to curriculum changes might also create implementation resistance in teachers because when students do not see any benefit in the change, they tend to evaluate courses and instructors more negatively (Agrawal et al., 2020). This problem peaks just after a curriculum change demands more student effort, or threatens students in terms of grading (Agrawal et al., 2020) since student evaluations are primarily related to their grades rather than their amount of learning and the effectiveness of teaching in the course (Stroebe, 2016; Weinberg et al., 2009). Therefore, both teachers and students must be informed about the rationale behind the change so that they find out its academic worth in an atmosphere where teachers' epistemological norms and core of teaching are not neglected (Fullan, 2007; Gross et al., 1971; Zimmerman, 2006). In this way, implementers are given more opportunities to express their professional judgement and commitment (Mutch, 2012).

Depending on the significance of the issue, the relevant literature points out studies recommending strategies to resolve implementers' resistance by increasing the quality of the change, including implementers into the change process,

establishing a multidimensional decision-making system including teachers, parents, students, administrators, curriculum developers, and policymakers, boosting implementers' motivation through incentives, strengthening professional qualities of implementers, altering management strategies if needed, and converting the culture of the institution into a "continuous learning" one (Zhidon, 2012).

Very similar suggestions have also been made by Zimmerman (2006) proposing the need for collaboration and peer support, shared decisions regarding the urgency of the change, professional development and learning communities, principal's agency and modelling, and taking precautions for resistance. In addition, Connolly et al. (2000) recommend a comprehensive approach involving change agents' adaptive and reflective capabilities at both institutional and individual levels. As another strategy, Elliot (1994) puts emphasis on analysing teacher culture as a knot to be handled for the sake of a curriculum change in a reflective environment where both policymakers and implementers willingly share their concerns. Responses of the community to curriculum changes should also be studied carefully since curriculum change efforts need to abide by the socio-cultural climate so as not to encounter "a tissue rejection" issue in implementation (Holliday, 1992).

It is seen that teacher resistance is not simply something that must be avoided or scared because of the fact that implementers do not generally have a blind motive to develop that resistance as depicted by Mutch (2012), "Resistance is not always a knee-jerk reaction; it is often a moral and ethical stance." (p. 7). The same argument also belongs to Achinstein and Ogawa (2006) who underline that implementers' resistance actually gives the clues of pressure on them since they are torn between what is officially demanded from them and what they want to achieve professionally. Herein, implementers' "principled resistance" might rise due to beliefs about their expertise, professionalism in teaching, abilities to know their students and expect the best from them. If they feel undermined, they may have a greater potential to reject the proposed changes, and demonstrate higher commitment to their own professional principles, which causes them to develop "sustained resistance" (Achinstein & Ogawa, 2006). However, there are certain strategies for a smoother curriculum implementation if the subjective or objective motives behind resistance are clarified before the change attempt (Zhidon, 2012; Zimmerman, 2006).

## 2.4. Teacher Education Curricula Change

As a profession, teaching is quite a challenging one because it is “an extraordinarily difficult job that looks easy, which is a devastating combination for its professional standing and for the standing of its professional educators” (Laberee, 2008, p. 298). This adds up to the beat-up status of teacher education, which has been seen as a “lifelong enterprise” (Vonk, 1995), although not worldwide, initiated by pre-service teacher education where student teachers could obtain the necessary knowledge, skills, attitudes, values, and beliefs in the field of teaching (Flores, 2016; Jadhav & Patankar, 2013). Consequently, teacher education suffers from a number of dilemmas hampering the emergence of changes there (Skyles et al., 2010). To exemplify, being unable to settle on occupational competence in teaching turns teacher education into “a deeply institutionalized error” (Judge, 1982, as cited in Skyles et al., 2010) which assigns student teachers’ preparation in subject matter to departments, their pedagogical readiness to faculties of education, and practicum to practice schools. What is more, teacher education often fails to stabilize the balance between raising pre-service teachers who are academically potent but professionally weak, or academically weak but professionally potent ones (Laberee, 2008). The reason behind is that whereas some schools of education focus on the professional identities of student teachers, some educate student teachers whose academic identities take precedence over their professional ones (Laberee, 2008).

Irregardless of such hardships, Cochran-Smith and Fries (2008) underline the potential of teacher education to lead educational change and be subject to many disputes because only high-quality teacher education curricula could raise high-quality teachers and teaching (Flores, 2016; Saka, 2020; Wang et al., 2010). To this end, Flores (2016) highlights certain critical questions to be answered while studying on any teacher education curricula, which are “What kinds of teachers are to be trained? What are key competences, attitudes, dispositions, and knowledge required of a teacher? How does initial teacher education curriculum support student teachers’ identity development?” (p. 200). Their answers indirectly indicate the fact that teacher education is not only a curriculum or training issue, but also a policy and political issue (Cochran-Smith & Fries, 2008). Adding to such existing challenges in teacher education curricula, the alignment of curriculum, teacher education, and

teachers' conditions are also highly in need of attention since the prospect of education systems strongly depend on the superiority of their teachers and educational leaders (Donaldson, 2014).

Any teacher education curriculum has to take the social, political, economic, ethical, and cultural aspects of its setting into consideration including the roles of teacher educators, philosophy of teacher education, perspectives on teacher professionalism and identity (Flores, 2016; Perez, 2005). That is why, curriculum development becomes a highly intellectual activity built on robust research and awareness in many sensitive matters at hand such as social inequalities, multiculturalism, the protection of human rights and democracy, transformative needs of employers, and economic ups and downs in educational contexts (Jadhav & Patankar, 2013). Globalisation and internalisation of teacher education curricula are also fundamental to be on the agenda during their development or revision phases (Gray, 2010). To be more precise, teacher education curricula are supposed to foster student teachers' global citizenship by sensitizing them to a variety of educational contexts and arguments (Olmedo & Harbon, 2010), such as social justice and diversity, which are generally overlooked among its kind (Zeichner, 2014). The same argument has also been put forth by Zhao (2010) believing that teacher education needs to prepare prospective teachers with a global point of view through expanded courses and teaching experiences in a globally sensitive curriculum. Culturally responsive teachers are also in high demand of today's era (Wang et al., 2010). Hinting at an evaluation phase, accountability is another element to be taken into consideration while reforming any teacher education curriculum (Gray, 2010). Wang et al. (2010) underlines the same aspect with certain questions to be responded by every teacher education curriculum: "*Have teacher candidates learnt what we taught them? Does their performance demonstrate the outcomes of our program? Are in-service teachers doing what they learnt? Is what they are doing helping students learn?*" (p. 398).

In addition, the curricula must support prospective teachers for their multifaceted roles along with the intricacies of teaching in the new era of education demanding the training of teachers as change agents (Conway et al., 2009; Flores, 2016). The curricula are also expected to bridge the gap between theory and practice

in teacher education so that pre-service teachers could sense how to go through the real world of teaching via practicum whose length and content are open to vicious spiral of debates (Aydin, 2016; Elstad, 2010). Moreover, teacher education curricula require an intensive planning and explicit emphasis on approaches, methods of teaching and learning whose examples need to be set by quality teacher educators (Korthagen et al., 2006). Nevertheless, unlike these expectations, teacher education curricula have a bad reputation of being full of fixed formalities where written lesson plans preclude actual teaching practices, and teacher educators are criticized as being more interested in monetary issues than the curricula (Perez, 2005).

If given autonomy, teacher educators can actually design their curricula in line with their academic profiles, the necessities of their institutional setting, and policy influences such as complying with the Bologna process (Sarakinoti & Tsatsaroni, 2015). However, some may deliberately abstain from decision-making regarding the curricular issues (Moreira & Viera, 2012) due to the fact that they feel unrestrained in their comfort zone without defying the status-quo in teacher education institutions (Korthagen, 2010). Likewise, in relation to the previous teacher education reforms in Türkiye, Grossman et al. (2007) highlight the difficulty in “changing the hearts and minds of teacher educators” (p. 141). In their comprehensive study, most teacher educators criticized the teacher education reforms in the 1990s due to their weak contributions to the diversity of cultural and social conditions in the country, insufficient physical and technological resources, and the ignorance of what the teacher educators and universities really needed (Grossman et al., 2007). Therefore, they simply evaluated the effectiveness of change efforts as “unsuccessful”, which was a situation hinting at both especially senior faculty members’ resistance depending on the top-down change, and the importance of teacher educators’ involvement in the change process (Grossman et al., 2007).

## **2.5. Faculty Professional Development**

As portrayed above, every curriculum change needs to deal with implementers’ beliefs, perspectives, and behaviours in the first place (Ekiz, 2003), and change in teacher education curricula is even more difficult than others depending on its scale, foci, and clientele (Skyles et al., 2010). Furthermore, various

expectations and institutional settings multiply the complications in the process since teacher education curriculum change is hardly monitored or fully evaluated after its implementation phase, which is a drawback that could only be obviated through systematic, continuous, and empirical research on teacher education reform (Wang et al., 2010).

Defined as “systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students.” (Guskey, 2002, p. 381), professional development needs to accompany curriculum change which compels the alteration of practices, roles, responsibilities, and perceptions of both curriculum developers and implementers (Bennett et al., 1992, as cited in Ekiz, 2003; Harry, 2018; Towndrow et al., 2009). This proposition is similarly voiced by Cheng (1994) who sees an effective curriculum change contingent upon its cumulative ability to foster teacher development and performance, facilitate students’ learning in line with their needs and personal qualities, generate the desired educational outcomes by complying with national and institutional goals, borderlines of relevant academic disciplines, and latest instructional technologies.

The prominence of professional development shows itself as faculty professional development at universities because the quality of undergraduate education embarks upon drawing the attention of many stakeholders, which adds greatly to the existing roles of the faculty, the importance of the faculty culture, and raises the expectations of them to accomplish better student engagement and learning (Umbach & Wawrzynski, 2005). For these reasons, since concurrent growth in all aspects of learning, teaching, and curriculum has been promoted at higher education institutions as well (Gaff & Simpson, 1994), faculty professional development is interpreted as “a means to expose the faculty in higher education to review, renew, and extend their commitment as change agents” (Kala & Chaubey, 2015, p. 21). Therefore, to raise qualified pre-service teachers who have a critical perspective on the social, economic, and political realities of the world, and who can cope with challenges and limited resources at their future schools (Geduld & Sathorar, 2016), teacher educators are expected to steer teacher empowerment through research, development, and negotiation (Day, 1999) by being “teachers of teachers in higher

education” and “researchers of teaching and teacher education” on a much broader sense than before (Donaldson, 2014; Swennen et al., 2010).

The reason behind a more comprehensive spectrum of roles is the fact that teacher educators need to shoulder a variety of work such as teaching, academic supervision, curriculum design, or administration at their institutions (Gaff & Simpson, 1994). They not only must be a good subject matter expert to deliver their knowledge, but also work productively with students, colleagues, and stakeholders at their institutions by undertaking many academic roles and responsibilities (Dixit et al., 2016; Henard & Rosevare, 2012; Wilkerson & Irby, 1998). They must also set good models for prospective teachers in terms of effective curricular and instructional practices (Olivier & Oesterreich, 2013). In the scope of these expectations, quality teacher education asks for a joint responsibility on the side of teacher educators and teacher education institutions, and only such a collaboration could bring about quality teacher education curricula (Willemse et al., 2016) since quality teacher education curricula must respond to the requirements of the teaching profession, the necessities of the contemporary knowledge areas, and the context-laden features of the institutions (Saylan, 2014).

In addition, Bruïne et al. (2018) also report large-scale curricula changes are quite hard to implement at teacher education institutions, and hence, teacher educators are actually expected to make incremental arrangements in their courses after looking into their own instructional activities. Therefore, if a curricular change is on the agenda, teacher educators’ understanding of and participation in professional development will come under review either as a barrier to their resistance or a prospect of a curriculum change (Hadar & Brody, 2012).

Smith (2003) focuses on teacher educators’ professional development by declaring its being “a neglected area”, and the challenges of changing teacher education programs due to their deeply-rooted codes of practice. It is also proposed by Smith (2003) that teacher educators are expected to take over the responsibility of to-the-purpose and contemporary teacher education curricula since they can easily be considered as change agents who could comprehend the rationale behind the change and shape the change in line with their professional commitment and the vision of the institution (Henard & Rosevare, 2012). However, as Huberman (1995) put forth,

educators have a tendency to reach a professional plateau in their careers, and stagnate there for years. In such a case, they are less likely to strive for either professional development or any change in their regular educational practices (Smith, 2003). Herein, faculty professional development not only rules the steady state of faculty members out with the presentation of new academic challenges, but also paves their way to reconstruct emergent roles and responsibilities in the case of curricula reforms (Murray, 2002). These endeavours are also of importance in terms of preventing faculty from falling into professional or institutional stagnation (Odabasi, 2003).

Because curriculum changes may uncover certain professional development needs of faculty members in different educational domains (Wilkerson & Irby, 1998), many researchers suggest curriculum, course and instructional design among professional development areas for academic staff at universities (e.g., Latchem et al., 2006; Taylor & McQuiggan, 2008). To exemplify, in the early 1980s, faculty professional development was “the means to the end of curriculum change” in the United States (p. 169) where faculty members worked together in order to determine curricular goals and learning outcomes around a shared educational philosophy and recent curricular trends, add new content, design new courses, utilize new instructional techniques, assessment and evaluation strategies accordingly (Gaff & Simpson, 1994). The situation is explained with an analogy saying “Faculty development and curriculum change are the two sides of the same coin” (Gaff & Simpson, 1994, p. 170). In the same vein, Eble and McKeachie (1985) also underline three phases here: *faculty development* to help faculty members gain required knowledge and skills; *instructional development* longing for the development, design or re-design of curricula and courses to enhance better student learning; and *organizational development* to build an environment for effective teaching and learning activities (as cited in Bodily, 2008).

Despite the comprehensiveness and essentiality of the concept, Odabasi (2005) expresses, “Türkiye has a long way to go in faculty development.” (p. 141). At Turkish higher education institutions, faculty members mostly feel the needs for effective teaching skills, utilization of multiple teaching methods, and integration of instructional technology into classes (e.g., Koc et al., 2015; Moeini, 2003; Odabasi,

2003; Yerin-Güneri et al., 2017). Faculty members also confirm their insufficient personal and academic development (Koc et al., 2015; Moeini, 2003), institutional operation and culture (Kabakci & Odabasi, 2008; Koc et al., 2015).

More critically, faculty members seem highly in need of professional development opportunities for instructional planning and course design to align predetermined course objectives, instructional strategies, and student assessment properly by employing appropriate learning activities, teaching materials, assignments, and projects (Elci & Yaratan, 2012; Kabakci & Odabasi, 2008; Moeini, 2003). Research points out certain professional development areas for faculty members, which were curriculum design, development, implementation, modification, and evaluation in the Turkish context (Elci & Yaratan, 2012; Kabakci & Odabasi, 2008).

As the literature indicates, faculty members abroad also feel the need for understanding curriculum knowledge and skills, employing instructional technology in their classes (Rodgers et al., 2014), assessing teaching, learning, and instructional design in a reliable way (Hahn & Lester, 2012; Khan & Sarwar, 2011). Whereas especially early-career faculty members demand more training opportunities to improve their teaching skills, all faculty may need trainings on the design and organization of courses (Opre et al., 2008). Faculty members sometimes have difficulty in preparing and revising instructional materials properly, employing individual and group instruction to foster higher order thinking in students, academic advising, developing and modifying curriculum to meet the needs of the sectors and employers, and integrating sectoral standards and trends into the curriculum (Wallin & Smith, 2005). In this respect, the omission of needs assessment studies for faculty members may bring about insufficient faculty professional development opportunities although faculty members' professional competencies are still disputable (e.g., Siddiqui et al., 2012; Smith, 2003; Wallin & Smith, 2005).

When the fundamentals of the field of Curriculum and Instruction are taken into consideration, the design or development of a responsive curriculum meeting the needs of diverse learners in today's globalized world may ask for consistent and continuous curriculum policy-making, but curriculum changes may either fail in the end (Aydin et al., 2017) or suffer from immediate policy changes since each new

policymaker attempts to do everything from scratch (Baki, 2010; Grossman et al., 2007). Therefore, curriculum changes often occur rapidly without meticulous planning, and create uncertainty in all stakeholders (Alholiby, 2018; Towle, 1949). Practitioners extraneous to the field may find the literature on curriculum theory and the terminology used intimidating and complex (Pillet, 1971; Sever et al., 2019). In addition, the concept of curriculum has been away from a sound compromise among curriculum specialists in Türkiye where there seems to be no well-grounded curriculum development approach (Demirel, 1992). As proposed before by Paykoc et al. (2004), in the Turkish context, institution-based curriculum development parallel to global and national visions and foundations of the field of Curriculum and Instruction is another issue to be handled in the long run.

In the light of all these reasons, subsequent to the recent decision of the HEC concerning the development or revision of teacher education curricula, faculty professional development may have a potentially considerable impact on curricula changes at Faculties of Education or Educational Sciences in Türkiye.

## **2.6. Teacher Education Curricula Changes in Türkiye**

After the foundation of the Republic of Türkiye, as a part of the reform movement headed by Mustafa Kemal ATATÜRK, Law of Unification of Education was accepted in the Parliament in 1924, and Ministry of Education started to undertake the supervision of all schools in Türkiye (Cakiroglu & Cakiroglu, 2003). In the meantime, pre-service teacher education institutions were divided to raise teachers separately according to primary, secondary and high school levels, and these institutions also differed in both their names, e.g., Primary Teacher Schools for urban areas, and Village Teacher Schools for rural areas (Cakiroglu & Cakiroglu, 2003), and their years of training, e.g., 2-year teacher training for primary schools and 3-year for secondary schools. Although Village Institutes taking its roots from society-centred education principles were the unique examples of social transformation, democratic and scientific enlightenment for Anatolian villages, they were officially abandoned in 1954.

In 1973, Basic Law of National Education (No. 1739) mandated that teaching is a specialized profession, thus all teachers need to have a higher education degree

to become well-equipped professionals by taking general knowledge, pedagogical, and area courses (Sozer, 1991). In 1982, universities supervised by Higher Education Council started to take the responsibility of teacher education mainly under the roofs of Faculties of Education. After the new Higher Education Law (No. 2547), teacher education period for secondary school teachers were determined as four years whereas it was two years for some primary school teachers. Nevertheless, with the release of another new law in 1989, all prospective teachers were required to be trained for four years at universities (Cakiroglu & Cakiroglu, 2003).

While these changes were being made, National Education Conventions were carried out to examine certain issues in teacher education. Among many of them, XI. MoNE National Education Convention was known as the most comprehensive one on teacher education because how to raise educational specialists, how to deliver in-service trainings for teachers, and how to improve pre-service teacher education were on the agenda (HEC, 2007a). However, these efforts were criticized for being highly focused on the quantity of the teachers raised rather than the quality of the teachers, and hence, well-defined ideologies and policies were required for a better teacher education system (Sozer, 1991) by integrating theory, research, and practice with a holistic perspective to raise qualified professional teachers (Kucukahmet, 1976).

The following sections are going to explain the details of teacher education curricula change efforts of the Higher Education Council by adhering to a chronological order. The curricula changes are going to be summarized in accordance with what the HEC declares in the official documents without any speculations on these declarations. The rationale behind the curricula changes, the structures of the new curricula, and the codes of practice in the implementation are going to be the main points to be outlined regarding 1997-98, 2006-7, and 2018-19 Teacher Education Curricula changes. Additionally, some relevant research findings or critical reflections are shortly going to be included at the end of these sections for a more comprehensive point of view.

### **2.6.1.1997-98 Teacher Education Curricula Change**

During the implementation of regulations in 1982, Faculties of Education were criticized for deviating from their basic goals, and pre-service teacher education

curricula were criticized for being incompetent to increase the quality and number of teachers (HEC, 1998). Replacing pre-school education and elementary education departments with so-called “more prestigious”, but “less demanded” ones was seen as the main reason behind the inclusion of many unprofessional teachers, who did not even have a teaching certificate, into the education system to satisfy the urgent needs of the Ministry (HEC, 1998). Lack of coordination and cooperation among Faculties of Education, Faculties of Science and Letters, and Ministry of Education; the dominance of a theory-based teacher education curriculum rather than a practice-based one; inconsistencies concerning what schools teach to pupils and what Faculties of Education teach to pre-service teachers in terms of subject matter; lack of a supplementary and gradual sequence among courses, insufficient courses to teach instructional methods; pre-service teachers’ course load and insufficient time allocation for elective courses were stated as the rationale behind the revision of 1982 Teacher Education Curricula (HEC, 1998). Moreover, the offered courses in the curricula reflected teacher educators’ preferences and tendencies instead of pre-service teachers’, which was another reason behind the revision (HEC, 1998).

1997-98 Teacher Education Curricula had been put into practice to overcome these shortcomings, and brought new regulations especially after the initiation of eight-year continuous, uninterrupted, compulsory education (HEC, 2007a). As a result, curriculum development studies differed in the fields of Maths, Biology, Physics, Chemistry (as Science for primary schools), Social Studies, Foreign Language, Music and Arts for Primary and Secondary Education, and their special instructional methods. Teacher education to raise primary school teachers would last four years whereas secondary school teachers would be educated for either five years (3,5 + 1,5) or five and a half year (4 + 1,5) (including some exceptions such as Foreign Language Education) by a shared program of Faculty of Education and Faculty of Science and Letters (HEC, 1998). The five-year option was designed for Faculty of Education students while the five-and-a-half-year period was for students who graduated from other faculties. The last three terms (1,5 years) were named as a non-thesis master’s degree program offered by Faculties of Education for pedagogical formation courses focusing on instructional methods and techniques whereas area courses were given by Faculties of Science and Letters (Gozutok, 2014; HEC, 1998).

With the aim of specifying procedures of practicum, rules, responsibilities, and regulations at both practice schools and universities was published in the Faculty-School Partnership Handbook (Koc et al., 1998), and accreditation standards for teacher education were also released in order to assure the quality of teacher education in a continuous and systematic way with the motto “Every student deserves a quality teacher”, and to reassure the stakeholders about the quality of teacher education (Brittingham et al., 1999; Gozutok, 2014). Furthermore, as declared specifically in the revised curricula, pre-service teachers’ course load was intentionally reduced in the last term so that they could allocate enough time to conduct practice teaching activities and learn about the real environment at schools (HEC, 1998). Furthermore, *Turkish I and II* were also added into the renewed teacher education curricula as must and credit courses to foster pre-service teachers’ oral and written expression in their native tongue besides *Computer Skills* course as a must one. More elective courses aiming to guide pre-service teachers in line with their interests, needs, and abilities were also placed in the new curricula (HEC, 1998).

After the complaints about the shortcomings, the courses offered in Pedagogical Formation Certificate Program were also re-developed by increasing the practice dimension (HEC, 2007a). However, as of 1998-99 academic year, the Pedagogical Formation Certificate programs were also determined to be gradually abolished apart from the ones for primary education, and the others’ prospect was adhered to the permit of the HEC (2007a). As another prominent innovation, despite existing for some programs, minor degrees were also initiated for certain teacher education programs to compensate teacher shortage in different regions of Türkiye. For example, Turkish Language/Social Studies Teaching; and Maths/Science Teaching were considered as the minor programs of each other, and a teacher graduated from one field (e.g., Turkish Language) could teach in the other (e.g., Social Studies) if necessary (HEC, 1998).

Kavcar (2003) critically examined 1997-98 Teacher Education Curricula, and pointed out confusion about the roles and responsibilities of Faculties of Science and Letters in teacher education, unrealistic and longer periods of teacher education for secondary schools, problems emerging in practicum, ignorance of teacher education background of Türkiye, and use of an imposing approach rather than a participatory

one. More specifically, in Isiksal et al.'s (2007) study discussing a comparison between the 1997-98 and 2006 elementary mathematics teacher education curricula, it was argued that the 1998 curriculum was limited in terms of knowledge and skills provided through area and pedagogical area courses, and so, it had drawbacks in satisfying the contemporary demands of the society and technology. From another perspective, the 1998 early childhood teacher education curriculum was required to be revised owing to the lack of general education and pedagogical courses, course contents repeating themselves, and inadequate scientific research opportunities provided for pre-service teachers along with Turkey's political efforts for becoming a European Union country and changes emerging in early childhood education curriculum (Atay-Turhan et al., 2009).

### **2.6.2. 2006-7 Teacher Education Curricula Revision/Change**

After the re-structuring of teacher education in 1997-98, fundamental revisions were carried out in 2006-7 so as to fix the halting points of the previous curriculum rather than entirely changing it (HEC, 2007b). The Higher Education Council (2007b) reported that the current curricula fell behind the contemporary needs for teacher education, and raising teachers who are equipped with up-to-date knowledge and skills might become a distant goal anymore. Additionally, following the 2003-4 changes of MoNE in primary education curricula, a brand-new requirement for revision emerged (HEC, 2007b). Within the same years, depending on the expectations of European Education Area from associated countries, learning outcomes of bachelor's degree programs in higher education were also needed to be clarified together with content selection, periods of instruction, instructional methods, assessment and evaluation procedures, and that was a further condition indicating a need for revising teacher education curricula at Faculties of Education (HEC, 2007b). The Council also expressed the significance of the revision studies conducted in the light of academicians' guidance and recommendations based on "scientific data" so that the 2006-7 Teacher Education Curricula could be a product of "shared wisdom" (HEC, 2007b). However, the published document did not present any research findings at all similar to the previous complaints of Sozer (1991) declaring the development of teacher education programs far away from genuine research findings.

From different Faculties of Education, 25 faculty members were involved in the study group and they cooperated with Board of Education and MoNE and prepared the drafts of the renewed teacher education curricula to be sent to the Deans of Faculties of Education with the aim of collecting the prevailing opinions at the faculties (HEC, 2007a). Within the scope of these revisions, Religious Culture and Moral Knowledge Teaching was taken from Faculties of Religious Studies and placed under Faculties of Education (HEC, 2007b). Moreover, teacher education for secondary school teachers was decided to last for five years combined with pedagogical courses, and the execution of four plus one and a half year (4 + 1,5) was only proposed for the ones who were not Faculty of Education students (HEC, 2007a).

Within a more flexible framework, the revised 2006-7 Teacher Education Curricula was comprised of area courses (50-60 %), pedagogical courses (25-30 %), and general knowledge courses (15-20 %) (HEC, 2007a). More importantly, with the declared discontinuation of the needs, minor degree programs were abolished so that pre-service teachers could get prepared for their own fields more deeply (HEC, 2007b). As a consequence of the inflexibility of the previous curriculum, faculties were allowed to determine 25 % of their offered course credits, and more general knowledge courses were added to cherish pre-service teachers' intellectual skills such as *Community Service*, *History of Science*, *Effective Communication Skills*, *Research Methods*, *Introduction to Philosophy*, and *History of Turkish Education* courses (HEC, 2007b). Furthermore, *Learning and Development* course in the 1997-98 curricula was renamed as *Educational Psychology* and included into the revised 2006-7 Teacher Education Curricula as a must course besides *History of Education*. *Educational Sociology* and *Educational Philosophies* were also listed as elective courses. *Introduction to Teaching, Development and Learning*, and *Instructional Planning and Evaluation* courses were replaced by *Introduction to Education*, *Instructional Principles and Methods*, *Measurement and Evaluation*, *Turkish Education System and School Management* courses in the revised curricula (HEC, 2007b).

As a result, the new teacher education curricula were claimed to be designed to raise teachers who teach “how to learn” and have effective problem-solving skills

instead of raising “technician teachers” doing what is said as a mere knowledge transmitter (HEC, 2007a). It was also reported that the new version was parallel to the teacher education curricula in European Union countries while it also encouraged the 2004-5 “constructivist curricula” of primary education focusing on students’ learning experiences to form their own concepts and descriptions (HEC, 2007a). Therefore, it was advised that course content should be supported with daily life examples in line with the primary, secondary, and high school curricula of MoNE by the responsible faculty members.

More interestingly, practicum opportunities were declared to be expanded to multi-grade classes, villages and boarding schools in the published document of the HEC. On the contrary, *School Experience* course hours were actually decreased due to practice school-related problems and demands of the Faculty Deans according to the officially reported claims of the HEC (2007b). After this move, unlike what was declared, many researchers found out in their studies that practicum opportunities for pre-service teachers were severely diminished in the Turkish context (Altintas & Gorgen, 2014; Aydin, 2016; Ertugrul-Secer & Erisen, 2020; Hismanoglu, 2012; Karakas, 2012; Nayir & Cinkir, 2014).

### **2.6.3.2018-19 Teacher Education Curricula Change**

XVIII and XIX MoNE National Education Conventions (2010, 2014) had certain teacher education issues on their agendas such as teacher employment and professional development, educational environments, organizational culture and school leadership, demands for a boost in the quality of teachers and school administrators (HEC, 2018). Expectations from present-day teachers such as being information literate, sensitive to social justice and problems, and responsible for the needs of schools and students, shed light on continuous efforts for updating or reforming many recent teacher education curricula (HEC, 2018).

In 2017, MoNE published *Teacher Strategy Document*, and aimed to develop precise strategies to advance the quality of teacher education provided by the training programs, select the most appropriate candidate teachers from Faculty of Education graduates, employ a performance development system detecting teachers’ professional development needs, support teachers’ personal and professional

development through to-the-point activities, restore the status of teaching profession, improve working conditions of teachers, encourage teachers to work at so-called disadvantageous institutions or regions through provided incentives, and operate a career and rewarding system (MoNE, 2017a).

In addition, *General Competencies for Teaching Profession* were also released by Directorate General for Teacher Training and Development in 2017 as a reference point for all teacher education-related areas and endeavours (MoNE, 2017b). These general competencies were namely content knowledge, pedagogical content knowledge, and knowledge of legislation in *Professional Knowledge Domain*; planning of education and teaching, creating learning environments, managing the teaching and learning processes, and assessment and evaluation in *Professional Skills Domain*; national, moral, and universal values, approach to students, communication and cooperation, and personal and professional development in *Attitudes and Values Domain* (MoNE, 2017b).

In the official document, the HEC explained the rationale behind the curriculum change as the recent developments in the fields of educational sciences and teacher education, and the demands of the society. More importantly, the eight-year continuous compulsory education system of Türkiye was exposed to structural changes, and it was turned into the sceptical 4+4+4 system in 2012 as a result of the repressive efforts of the ruling party (Gozutok, 2014), and this was reported as another major reason for the teacher education curricula change. With the new system bringing more religion-based courses, children could start primary school at the age of five (revised as 66 months in 2013) and they could enrol at a vocational school at the age of eight. Some academicians were the proponents of this change by disapproving the new system owing to its potentially hidden agenda to transform secular bases in the Turkish education system (Gozutok, 2014).

It was also expressed by the HEC that there was an arising requirement for the expansion of practice teaching opportunities, more emphasis and time allocated for these profession-related courses like practicum, and the need for alignment between the new curricula of MoNE taught at schools and teacher education curricula (HEC, 2018). Nevertheless, the changed curriculum was not parallel to this rationale unlike what was written officially.

With the new curricula, pre-service teachers were expected to possess area knowledge and pedagogical skills with socially and intellectually well-equipped personalities having all moral and professional values to build a more virtuous order. The curricula specifically underlined specific teacher values, which were being able to recognize the similarities and differences among universal, national, local or regional cultures, serve as a role model in terms of ethical, cultural, and moral issues, and become technology and research literate (HEC, 2018). For these reasons, Faculties of Education were re-structured with regard to departments and teacher education curricula after the implementation of 2006-7 curricula over ten years (HEC, 2018). The changes started with student admission to teacher education programs, and students became obliged to rank among the first 240.000 students in national university entrance exam to be found eligible for teacher education programs (HEC, 2018).

During the change process, as claimed in the official document of the HEC (2018), the HEC formed study groups and their progress was shared through workshops in teacher-education related conventions. It was declared that they investigated the related literature, reports, strategic plans, pre-school, primary, secondary and high school curricula of MoNE, and advancements in the Turkish context with 21<sup>st</sup> century skills; conducted interviews with parents, ex-graduates of Faculties of Education, school administrators, teachers, and faculty members; examined General Competencies for Teaching Profession; compared Undergraduates' Academic Competencies for Teacher Education and Educational Sciences (HEC, 2011) to current learning outcomes of teacher education curricula and identified the gaps to be remedied (HEC, 2018).

As a result of these efforts, Higher Education Quality Council was founded independently from Higher Education Council in order to oversee the educational activities of higher education institutions according to national and international quality standards. In line with the Bologna process, a pool for elective courses, core programs, and standardized terminology, course names, content, course hours and credits were also created at Faculties of Education (HEC, 2018). Moreover, Faculty-School Partnership booklet was renewed through certain innovations such as mentor trainings, use of MEBBIS to keep track of student teachers at practice schools and to

let faculty members evaluate them online via Student Teacher Evaluation Module (HEC, 2018). On the other hand, *School Experience* course was excluded from the new curricula owing to the reported shortcomings, and its content was declared to be merged with *Practice Teaching I and II* courses (HEC, 2018) although how it was done still remains unclear.

The responsibility of offering pedagogical courses (30-35 % of the new curricula) was assigned to Educational Sciences departments except Practice Teaching I-II courses, area courses (45-50 %) to related departments, and general knowledge courses (15-20 %) to coordinators appointed by the Deans. In addition, the courses to be excluded, included, or combined in the new curricula were determined (HEC, 2018). With this change, the number of courses in teacher education were increased whereas most of the three-credit courses were transformed into two-credit courses (Basaran & Aykac, 2020).

To be more precise, Research Methods course was transformed into *Research Methods in Education*, Introduction to Educational Sciences into *Introduction to Education*, Measurement and Evaluation into *Measurement and Evaluation in Education* with changes in their course content. *Instructional Principles and Methods*, *Classroom Management*, *Educational Psychology*, *Turkish Education System and School Management* courses were kept as the same, but their content was updated whereas *Special Education and Mainstreaming* and *Guidance at Schools* courses were added into the new curricula to provide necessary awareness, knowledge and skills for all prospective teachers (HEC, 2018).

*Educational Sociology*, *History of Turkish Education*, *Educational Philosophy*, and *Ethics and Moral Values in Education* were ascertained as common pedagogical courses for all undergraduate teacher education curricula. As general knowledge courses, *Turkish Language I* course content would be limited to oral and written expression in Turkish while *Turkish Language II* courses would focus on the use of academic language in oral and written expression (HEC, 2018). *Foreign Language I and II* courses aimed to teach pre-service teachers how to use four language skills in daily life situations. As another general knowledge course, *Instructional Technologies* and *Community Service* were decided to be common courses.

As for area courses, Special Teaching Methods I and II courses were excluded from the new curricula. Some sub-courses were added in some fields such as *Teaching Numbers*, *Teaching Geometry*, and *Teaching Algebra* while course book and curriculum analysis courses were also included in the new curricula so that pre-service teachers could select and evaluate the most appropriate course books and curricula used in schools and approved by MoNE (HEC, 2018).

The recent changes in 2018-19 Teacher Education Curricula were criticized by some faculty members whereas certain recommendations and solutions were also presented. The high number of pedagogical courses and electives, their incongruent learning outcomes with general teacher competencies, the need for more practice hours, absence of an interdisciplinary approach in the formulation of new courses, unsatisfactory course descriptions specified by the HEC, inadequate incentives for faculty members to develop and share course materials, and lack of alignment between the area courses of the HEC and the school curricula of MoNE were regarded as the main pitfalls of the new curricula (“ODTÜ Eğitim Bilimleri Bölümü’ nün Yükseköğretim Kurulu (YÖK) tarafından 16 Mayıs 2018 tarihinde Açıklanan Öğretmen Yetiştirme Lisans Programlarına İlişkin Görüşleri”, 2018).

However, Celik and Kasap (2019) compared and contrasted the three main teacher education curricula changes, and concluded that 2018-19 curricula change improved the sequence of courses, clarification of course contents, and flexibility of the program with the inclusion of more electives whereas it provided limited practicum opportunities for various grade levels. In a similar direction, Basaran and Aykac (2020) pointed out that in the 2018-19 curricula, increase in the number of elective courses was favoured most while drawbacks in flexibility, practicum opportunities, and course contents were criticized a lot. Saka (2020) similarly avers that in the field of English Language Teaching, the top-down 2018 curriculum change needs to be revised so that it could balance the theory and in-class practice aspects.

#### **2.6.4. The Delegation of Authority by the HEC for Curricula Change**

While the latest 2018-19 Teacher Education Curricula change has still been disputed by faculty members and tried to be phased over the oncoming academic years for a smoother implementation, Higher Education Council published a new

declaration indicating that as of August 2020, the Council has given mandate to Faculties of Education/Educational Sciences concerning the development or revision of teacher education curricula (“YÖK'ten Eğitim Fakültelerinin Müfredatlarına Yönelik Tarihi Karar”, 2020). Underlining the fact that curriculum development is a dynamic and continuous process, the HEC have presented *General Competencies for Teaching Profession* and *The Turkish Qualifications Framework* as the baseline of newly developed or revised teacher education curricula, and has stated its trust in the commitment and competencies of faculty members working at Faculties of Education/Educational Sciences, and capabilities of universities to govern these processes. Herein, the Council’s only demand from the aforementioned faculties has been adherence to the previous distribution of courses, course hours, and their credits in teacher education curricula, which are area courses (45-50 of the new curricula), pedagogical courses (30-35 of the new curricula), and general knowledge courses (15-20 of the new curricula) (“YÖK'ten Eğitim Fakültelerinin Müfredatlarına Yönelik Tarihi Karar”, 2020).

This newly emerged situation might be considered as a significant breakthrough by some who always demanded autonomy for faculties of education in terms of developing or revising their own teacher education curricula with a bottom-up approach instead of the top-down tradition (e.g., Yavuz & Zehir-Topkaya, 2013). A similar perception also belongs to Karakas (2012) proposing the revision of teacher education curricula by teacher educators’ own initiatives in accordance with the needs of student teachers because frequent curricular revisions need to be made in a cyclical process to raise qualified individuals (Fer, 2005).

## **2.7. Empirical Research on Curriculum Change Conducted in Türkiye**

Under this heading, to demonstrate the multifaceted aspects of the target phenomenon, certain studies conducted so far in the Turkish literature regarding curriculum change have been summarized with a chronological sequence starting from the latest to the earliest ones.

Basaran et al. (2022) investigated the HEC’s latest decision on the delegation of authority to the Faculties of Education concerning the development and revision of teacher education curricula in Turkish Higher education context. After naming this

decision as “a new crossroad of reform”, they collected data from 88 Curriculum and Instruction specialists working at 37 universities through an online questionnaire within the scope of their cross-sectional survey design. The findings of their study showed that some faculty members were already experienced in curriculum development and evaluation studies, but still there were some of them having no experience at all. Although most of the participants were informed about this delegation of the HEC, there were still few participants reporting that despite many channels of communication like e-mails, websites, media, or social media, they hadn't even heard about this decision yet. Moreover, only few faculties initiated their curricula change studies at faculties and became ready to implement the new curricula in the next academic year. The participants were mostly content with this delegation of authority since they could nourish their own teacher education curricula with some originality derived from a variety of student profiles, human resources, physical infrastructure, and local collaborations with different organizations, which could also bring them flexibility, differently from previous top-down curricula. This delegation was also appraised as a means for needs assessment and democratization of the faculties where every faculty member had a chance to participate in bottom-up curricula studies and own the change. On the contrary, the faculty members' skills in curriculum development, inadequate communication and cooperation, tendencies to offer courses that were not well-grounded enough were seen the most prominent threats of this delegation.

Karabacak (2018) delved into the elementary teacher education curricula change carried out by the HEC in 2018. Within this qualitative study, 14 faculty members taking part in the curriculum revision committees of the HEC participated in the semi-structured interviews. After the content analysis, it was reported that the informants mainly criticized the centralized curriculum-making policy of the HEC, curriculum development efforts which were inappropriate to the principles of the field like sequencing the courses or pilot-testing of the new curriculum, and ignorance of stakeholders' opinions during the process. Omissions of teaching practice-related or area knowledge courses, formation of a restricted electives pool, and overlapping courses and course contents were the other points made. Therefore, they objected to the new curriculum by believing the fact that it wasn't versatile enough to make pre-

service ready for their future profession although they personally had a role in its revision process.

Ozudogru (2021) unearthed in-service teachers' perceptions of 2018 national curriculum change in Türkiye, and 306 teachers from different fields participated in the quantitative part of the study whereas eight teachers were involved in semi-structured interviews. After the conduct of content analysis and inferential statistics, it was seen that teachers responded to the curriculum change "neutrally". However, a post-graduate degree made the teachers have a more negative perspective concerning the curriculum change while having in-service trainings ahead of the change assisted them in embracing the change. Their perceptions did not differ depending on their years of experience or being a Faculty of Education graduate or not. The teachers also admitted their deficient skills and knowledge in the implementation, and criticized the frequent changes in the Turkish context.

In a similar vein, Ulubey and Basaran (2019) evaluated the teacher education programs implemented firstly in 2018 via semi-structured interviews with 32 faculty members who were selected from various departments through maximum variation sampling. The study pointed out that the current curricula still fell behind curriculum development principles and the demands of quality teacher training. The faculty members also voiced their criticism about the removal of School Experience course, less time allocated for practice hours than theoretical aspects, and reluctance to offer practice teaching course due to its workload.

Within the scope of their mixed-methods study, Unsal et al. (2019) explored teachers' perceptions regarding the latest curriculum changes in 2018, and 449 teachers from primary, secondary, and high schools in Kahramanmaraş, Türkiye participated in the study. The data were collected through Curriculum Change Perception Scale developed after explanatory and confirmatory factor analyses, and a semi-structured interview form to be used in 11 interviews. The findings pointed out teachers did not feel sure about the curriculum changes and they were concerned about the utilization of different teaching materials, methods and techniques, and complying with the instructions and expectations of the changes. Therefore, the researchers recommended that teachers, as implementers, need to be informed about the rationale behind the curriculum changes, and objectives of the changes to

diminish their resistance, and the change process and the required infrastructure for it need to be managed effectively.

Ozturk (2018) investigated the first implementation year of the new English Language Teaching curricula in 2018-2019 academic year, and collected 20 students' opinions about their freshman years and five academicians' experience on teaching the new curricula from four different state universities in Türkiye. After the content analysis of the participants' written responses, it was reported that students complained about the lack of English courses such as Advanced English Grammar and could not see the significance of Educational Sciences courses at their very first year. They thought that the new curricula fell short of their expectations and did not help them progress in advanced language skills. On the other hand, the faculty members were not content with the course hours and course content described by the HEC while they defined the new program as “not challenging enough” and “no better than the previous one”.

To inquire the effectiveness of teacher education curricula change taking place in 2006 at English Language Teaching departments, Uztosun and Troudi (2015) gathered data from 15 different universities in Türkiye. 27 lecturers responded to the researchers' questionnaire including both open- and close-ended items, and five semi-structured interviews were carried out with volunteer lecturers. As a result of the content analysis and descriptive statistics, the findings affirmed that most lecturers had no chance to declare their opinions on the 2006 teacher education curricula change although it was declared by the HEC to follow a bottom-up approach. Most lecturers reported to be kept untrained and uninformed about the changes process except general information about the courses and course objectives, which were quite susceptible to lecturers' own interpretations. The phases of developing the new curricula were also criticized for skipping the evaluation of previous curricula, lacking a proper needs assessment study, disregarding implementers' feedback, ignoring the goals and objectives of the curricula, teaching approaches and techniques, materials, assessment and evaluation components. Moreover, the lecturers did not find the curriculum change process transparent enough since different universities played different roles assigned by the HEC, and the members of curriculum development committees of the HEC and their expertise

were not evidently shared with the public. Furthermore, the lecturers complained about the removal of skill-based courses aspiring to improve student teachers' English language proficiency and the deferment of School Experience course to the senior year. However, they evaluated some positive aspects of the 2006 curricula change, which were the synthesis of English Literature and Language Teaching courses, the extension of hours of approaches and methods courses, and the addition of a new vocabulary course.

Within the scope of Yavuz and Zehir-Topkaya's (2013) qualitative study, 18 teacher educators completed the researchers' open-ended questionnaire from five different state universities in Türkiye. The study aimed to evaluate the 2006-7 teacher education curricula change occurring at the departments of English Language Teaching. The content analysis showed whereas the teacher educators appreciated the inclusion or combination of some courses (e.g., Drama, Lexicon, Course book analysis and material evaluation), they mostly complained about the latest curricula change due to the sequence of some courses (e.g., Second Language Acquisition, Linguistics, and Translation), and removal of certain courses (e.g., School Experience and Advanced Writing Skills). It was also reported that there was a serious communication gap between the HEC and MoNE, and an urgent need for a bottom-up curriculum approach to be employed at Faculties of Education allowing for the determination of a well-grounded rationale for curricula changes and a better reconstruction of courses with cooperation.

Coskun and Daloglu (2010) also examined pre-service English teacher education program in a Turkish university via Peacock's model after the 2006-2007 curriculum change. Three teacher educators and 55 senior students participated in the study, and the researchers collected both qualitative and quantitative data through questionnaires, individual and focus group interviews, and analysis of course documents. The findings affirmed that student teachers felt the need for more practice teaching components whereas teacher educators criticized the new program for pushing student teachers' linguistic competence into the background. The researchers concluded that theory and practice need to be balanced in the new program, more courses reinforcing student teachers' pedagogic, linguistic, and managerial (e.g., Classroom Management) competence need to be added into the new program besides

the inclusion of more elective courses. They also drew attention to the overlapping courses requiring their instructors' better cooperation and communication during the course design phase and the clarification of the philosophy of the new program.

Yildirim-Yanilmaz (2009) carried out a study on teachers' attitudes towards curriculum change depending on their educational ideologies. She worked with 184 primary and secondary school teachers in Konya, Türkiye, and they completed Educational Ideologies and Perceptions of and Attitudes towards Curriculum change inventories. Although the participants declared their overall consent with the new curriculum in terms of the provision of better student learning, no significant relationships were found between teachers' liberal and conservative educational ideologies and attitudes of the curriculum change in 2004-2005 based on their teaching experience, gender, and faculties graduated.

Uzel (2002) conducted a qualitative case study on the change of First-Year English Program for different faculties at Bilkent University in 1998-99 and 1999-2000 academic years and scrutinized the initiation and implementation processes of the curriculum change, and the implementers' professional development needs by making interviews with the head of the program, 15 instructors, and seven coordinators via semi-structured interview protocols. After the content analysis, the findings revealed whereas all participants seemed quite satisfied with the curriculum change itself, the instructors needed more time to get prepared for the change, more professional support, and quality materials and resources. They felt the need for trainings on course design, teaching methods, research and interpersonal skills.

## **2.8. Empirical Research on Curriculum Change Conducted Abroad**

This section provides certain research studies selected from the international literature on curriculum change with the aim of displaying various aspects of this phenomenon to be explored. They have been sorted from the most recent one to the earliest below.

Annala et al. (2021) explored academicians' agency and the factors hindering or boosting this agency during both a departmental level and university-wide curriculum change at a Finnish university. They conducted 34 semi-structured interviews and collected data from 17 academicians participating in the curriculum

development groups in both levels of bottom-up curriculum change. The thematic analyses of the two interview sessions focused on the academicians' practices and goals during the curriculum development process derived from an interdisciplinary competency-based approach in line with contemporary perspectives in higher education. Some academicians showed progressive agency by emphasizing the value of teaching and learning and their readiness to take an active role in curriculum change seen as an essential, but challenging process requiring high degrees of cooperation and negotiation. On the other hand, some of them demonstrated oppositional agency since they saw no purposes of curriculum change, and thought they had no roles there. Some academicians indicating territorial agency tried to protect the boundaries of their own fields, resist collaboration with other fields and academicians owing to strong personal and professional arguments whereas some of them showed bridge-building agency by focusing on their mediator role among different stakeholders of the change. Moreover, some academicians exhibited accommodating agency during the change process by admitting the challenges of the process and trying to fulfil their responsibilities without experiencing any conflicts while some seemed to have powerless agency depending on their low status because their experience-driven comments were not taken into consideration most of the time.

Jenkins (2020) aimed to delve into teacher responses at the time of a curriculum change in Queensland, Australia, and collected qualitative data from 12 high school teachers in a case study over three years via repeated interviews. The content analysis indicated three sets of teacher responses to the curriculum change, which were proactive agency occurring when teachers initiated the change themselves with a bottom-up approach after feeling the actual need for it, reactive agency occurring when teachers are influenced by top-down curriculum change decisions, and they want to handle its effects, and passive agency hinting teachers' resistance to implement the change by either sticking to their prior curriculum, or modifying it so that it fits into their regular ways of teaching. It was also underlined that passive agency was the least productive one, which also caused much stress on implementers.

Harry (2018) aspired to investigate a curriculum change in the Caribbean Advanced Proficiency Examination Communication Studies in secondary schools of

Trinidad and Tobago, and examined the teachers' views on the implementation along with the factors hindering and enhancing the implementation of the new curriculum. The data were collected through classroom observations, interviews, and document analyses within the scope of this case study. It was pointed out that although the implementers had positive attitudes towards the change, they did not implement many parts of it in their classrooms; therefore, many gaps were found between the intended and implemented curricula. The teachers complained about certain factors impeding their implementation such as incompatibility of the new curriculum to the local environment, absence of teacher commitment, insufficient professional support and workshops regarding the change, and lack of effective planning and management of the intended curriculum change.

Carroll (2018) also carried out a study on the changes in the Geography curriculum in Australia as a result of globalization and intercultural education notions of the world. 12 primary schools from different parts of New South Wales and from different socio-economic backgrounds participated in this multiple case study. The data were gathered through interviews with teachers, classroom observations, analyses of student work and curriculum documents, and whether teachers' perspectives on the new Geography curriculum differed depending on different school contexts or not was examined by the researcher. The teachers' resistance to the curriculum changes was also underlined, but if the changes were supported through professional trainings, curriculum leadership, and collegial dialogue, their implementation could become more effective at schools.

Anakin et al. (2018) compared the social contexts where curricula changes were fulfilled, and the university-wide factors influencing whether the curricula changes were advocated or discredited at two different university environments in Canada and in the United Kingdom. In their comparative case study, the researchers collected data via institutional documents and semi-structured interviews with 30 faculty members who were experienced in curriculum change. After coding the data, the researchers recognized that while curriculum change process was mostly promoted through quality leadership, faculty members' ownership, provided resources, student achievement, and quality assurance concerns, the process was sometimes inhibited by faculty members' lack of identity to play their roles,

insufficient resources and professional development opportunities. These enabling or inhibiting factors differed at Gloucestershire and McMaster universities having different social contexts.

From a different angle, Theodorou et al. (2017) dealt with the curriculum change in the Republic of Cyprus by focusing primarily on teachers' involvement in curriculum development committees to convert curriculum development into a more democratic process. As a part of a four-year longitudinal study, the qualitative data were collected via 24 individual and 2 focus group interviews with elementary school teachers who took part in curriculum development groups, and all these participants were selected through purposive snowball sampling. The findings of the study indicated that the teachers could not feel creative, free, and valued enough in the committees; their knowledge and contributions were undermined, which caused disappointment and resistance in teachers concerning the end product, as the new curriculum, since they did not feel the ownership of the change.

After a two-year implementation period, the problems arising from a curriculum change in an Australian university context were also explored by Cooper (2017) who collected data through students' progress and feedback, and staff meetings. The barriers affecting the implementation of the change were identified as the adoption and understanding of the change, faculty members' insufficient time to be involved in the change process and fulfil their responsibilities for implementation, professional support for academics concerning curriculum design, facilities provided by the institutions, and the conflict between existing curriculum philosophies settled in university contexts and alternative curriculum designs. It was concluded that an effective curriculum change could only be achieved through continuous administrative support and professional development along with the arrangement of academics' workload since curriculum change required re-writing of official course documents, revision of course materials, instructional strategies, and assessment.

Clasquin-Johnson (2016) conducted a two-phase study whose first phase lasted between 2007-2010 and second phase was completed in 2015. This qualitative case study explored the effects of professional development, physical resources, and instructional support on early childhood teachers' responses to curriculum change. Nine teachers participated in the study, and semi-structured individual interviews,

observations, and document analysis were employed as data collection methods. It was seen that teachers tended to embrace the curriculum change when they were provided with instructional support, continuous monitoring, and resources. Nevertheless, when they became professionally isolated and lacked communities of practice, they attempted to ignore, resist, or adapt the change.

In five Kenyan private universities, the management of curriculum change in teacher education was explored in a mixed methods study where participants were five deans from the School of Education, 14 department heads, 32 teacher educators, 150 pre-service teachers, and two members from University Education Committee and two from Teachers' Service Commission. The quantitative data were collected by a questionnaire while the qualitative data were collected through interviews and document analyses. The findings indicated that department heads seemed more involved in and content with the change process whereas the teacher educators and pre-service teachers were not much informed about the change, and had difficulties in communicating the change agents. Monitoring and institutionalizing the curriculum change were also found defective by some although the deans seemed to propose alternative strategies to manage the change when the due process interrupted (Amimo, 2016).

Teachers' perceptions and implementation of the New English Curriculum reform in China were studied by Yan (2015) at three different schools. Ten classroom observations and 20 individual interviews with teachers formed the main bulk of the qualitative data along with the researcher's field notes. After the content analysis, the findings showed that there was a gap between the implemented curriculum and the intended one owing to certain contextual reasons although the teachers approved the goals and pedagogical principles of the new curriculum. These reasons were summarized as the lack of support at schools, students' resistance to the new curriculum, psychological burden of the change on teachers, and the backwash effect of the exam-oriented Chinese education system. Therefore, a shared understanding between the teachers' classroom realities and planned educational reforms was highly recommended.

Louvel (2013) examined faculty members' involvement in change studies carried out on post-graduate nanotechnology programs in higher education at three

French universities. The qualitative data was collected via 35 interviews made with associate or full professors commenting on their rationale behind the curriculum change, the problems they had faced during the change process, and their needs for curriculum design. Subsequent to open coding, the data showed the faculty members worked on existing courses and available resources at the faculty, and preferred offering the courses with existing academic staff, combining already-existing courses in curricula and offering them with various combinations. They had compromise and high motivation to design a multidisciplinary, research-based, and vocational curriculum although there were financial issues limiting faculty members' curricular work, and no clearly defined expectations or guidelines for curriculum design.

Hökkä et al. (2010) delved into teacher educators' curricular discourses with regard to curriculum development in teacher education after the initiation of the Bologna process at a Finnish university. Interviews were carried out with eight teacher educators who were actively taking part in curriculum development. They utilized critical discursive psychology to analyze and thematize the qualitative data. The findings revealed that teacher educators primarily aspired to protect their own subject matter and related course credits by sharing the present sources, competing each other, and acting like on a battlefield instead of a holistic vision for curriculum development. They cared about undertaking the responsibility of teaching required skills and knowledge to pre-service teachers, and emphasized the significance of research-based teacher education curricula enriched by scientific and academic studies. Moreover, curriculum development was seen as an interdisciplinary work where teacher educators inside or outside of the department needed to collaborate at the expense of restricting their own autonomy. Finally, the teacher educators participating in curricular discourses touched upon the fact that they were confined to a traditional framework for teacher education or a culture of preservation, which needs to be destroyed through curricular reforms.

## **2.9. Summary of the Literature Review**

This concise literature review indicated that curriculum change had been the focus of many research studies thanks to its alluring nature and frequency of occurrence in world-wide educational environments. For the same reason, previous

research on curriculum change and implementation of the change asserted extensive empirical evidence at a variety of levels such as early childhood, primary, secondary, or tertiary education. Subsequent to the collection of data from in-service teachers and university instructors mostly, the findings of these studies put forward implementers' perceptions of curriculum changes were not constant but changeable owing to the contextual and external factors that either impede or stimulate the implementation of the changes. They could be briefly summarized as approaches to curriculum change, teacher beliefs, professional development, physical infrastructure, institutional culture, leadership, and characteristics of the change itself, which also guide the current dissertation theoretically along with the Fullan (2007)'s framework.

On one hand, some studies in the relevant literature gathered quantitative data through questionnaires, and utilized descriptive or inferential statistics to describe or make predictions over the data set. The quantitative studies generally delved into the curriculum change issue in relation to certain variables such as teachers' educational ideology, year of teaching experience, gender, faculty graduated, grade level they taught, self-efficacy beliefs, and involvement in professional development. On the other hand, some previous studies collected qualitative data via individual or focus group interviews, classroom observations, and program documents, and they made use of content analyses to a great extent. At this point, phenomenology and case study were the basic qualitative research designs that could be frequently encountered in the literature due to the complex and multidimensional essence of the curriculum change process.

Despite its meaning for the educational prospect of a country, curriculum change in teacher education has been scrutinized so far by few researchers as a phenomenon to be inquired. Previous researchers primarily focused on a specific curriculum change implemented in a single program such as the teacher education curricula in early childhood education, elementary education, mathematics teaching, and English language teaching, or English preparatory school programs. Although some collected data from faculty members, implementers' resistance and perceived skills in the face of a curriculum change appear to be scarcely examined aspects in these studies. Furthermore, the current Turkish higher education context is home to a

brand-new decision of the HEC on the flexibility related to teacher education curricula, and so differently from the previous ones, the present study shed light on this newly emerging condition besides faculty members' perceived skills in the field of curriculum and instruction, as both developers and implementers of curriculum changes, who often stay out of the scope of such curriculum change studies.



## CHAPTER 3

### METHOD

This chapter is devoted to the presentation of the research procedures utilized by the researcher. Subsequent to the overall design of the study, research questions are restated. It is followed by the details about the participants of the study, data collection instrument, data collection procedure and data analysis. The steps taken for the trustworthiness of the study are explained together with the researcher's role. Finally, this chapter ends with the limitations and delimitations of the study.

#### **3.1. Overall Design of the Study**

The study follows the pathway of interpretivist or post-positivist research to describe multiple realities of the participants in a complex, interactive, and non-linear fashion. The qualitative paradigm aims to develop understanding and meaning in relation to everyday life of key informants (Bogdan & Biklen, 2007), and to unveil underlying issues of their actions (Cohen et al., 2011). Having a holistic perspective, such a naturalistic inquiry is a process of social construction, and has an emergent, evolving, and flexible nature (Bogdan & Biklen, 2007; Gay et al., 2006). As a consequence, qualitative research is characterized as context-sensitive and dynamic (Patton, 2015), and helps the researcher to collect both narrative and visual data simultaneously (Gay et al., 2006).

More precisely, the informants' natural setting stands as the true source of data whereas the qualitative researcher focuses on how things occur and how certain meanings are attributed to certain actions or attitudes by individuals (Fraenkel & Wallen, 2006). For these reasons, the researcher needs to possess empathic neutrality during inductive data analysis by evading judgemental statements instead complete

objectivity (Patton, 2015), and by refraining from impulsive assumptions (Gay et al., 2006).

Herein, qualitative validity interpreting individual cases and varied situations are at the forefront rather than statistical validity, and hence, instead of reaching a wide range of participants, the key aspect is to reach maximum depth in relevant cases in terms of data collection (Moustakas, 1994). Similarly, according to Bogdan and Biklen (2007), small, non-representative, and purposeful sampling is needed in qualitative research requiring the researcher to build empathy and trust with the key informants through intense personal contact and insight. Therefore, inspired by qualitative research approach, this study is going to focus on purposefully selected informants, and give room for them to share their meaningful experiences with the employment of a phenomenological design (Creswell, 2007).

Phenomenology pursues detailed descriptions, reactions and perceptions of individuals concerning a particular phenomenon at hand while phenomenologists crave for obtaining insights and commonalities of the characteristics of individuals' experiences and interpretations derived in different social, historical, and cultural contexts (Fraenkel & Wallen, 2006; Lodico et al., 2010). In this connection, the researchers go after the essential structure of that phenomenon through in-depth interviews reflecting its multiple aspects (Fraenkel & Wallen, 2006). To achieve this end, the phenomenological researchers not only aim at "seeing the world through participants' eyes and empathically understand the meaning of their experiences", but also investigate their own subjectivities via self-reflection (Lodico et al., 2010, p. 149).

A phenomenon is defined as "the object of human experience" (Van-Manen, 1990, p.163), and the informants closely experiencing the target phenomenon are inquired to uncover the essence of it whereas the researcher stays silent by avoiding previously formed assumptions, and only deals with "the conceptual worlds of the informants" during the investigation (Bogdan & Biklen, 2007, p. 26). In this way, via a phenomenological study, the multiple realities of the informants concerning the target phenomenon are "socially constructed" (Berger & Luckmann, 1967, as cited in Bogdan & Biklen, 2007), and how informants grasp their interaction and position against the related phenomenon is depicted in the end (Bogdan & Biklen, 2007).

In the light of these, it should be noted here that curriculum change is a road which is full of complexities, challenges, and vagueness, and it cannot be separately investigated without its actors and the dynamic environment where it is implemented (Waugh & Punch, 1987; Ekiz, 2003; Fullan, 2007). For these reasons, as an urge to shed light on such ambiguities and perspectives, this phenomenological study calls for the researcher's descriptions to make more sense of the lived experiences of the informants who are faculty members developing, revising, and/or implementing curricula change in teacher education as the phenomenon of the study. Therefore, this study does not pursue empirical generalizations, but it desires to attain varied and reasonable understandings of a real-world phenomenon (Van-Manen, 1990; Yildirim & Simsek, 2016) in the Turkish higher education context.

As highlighted above, curriculum change is a common phenomenon encountered in many educational environments; and the sense-making of it from different angles is needed for a better comprehension with the contribution of faculty members' own vigorous experiences, in-depth interpretations, and motives behind their professional actions. Such personal perspectives and first-hand experiences are expected to inductively illuminate the characteristics of the curriculum change phenomenon in teacher education besides faculty members' attitudes towards it.

### **3.2. Research Questions**

This phenomenological study aims to answer the research questions below:

1. How do faculty members perceive curricula change in teacher education?
  - 1.1. Under what conditions do faculty members *embrace* or *resist* the change?
    - 1.1.1. How do characteristics of the change influence the way the teacher education curricula change is perceived by faculty members?
    - 1.1.2. How do *external* and *contextual factors* influence the way the teacher education curricula change is perceived by faculty members?
2. What are faculty members' perceived roles and responsibilities in the event of a teacher education curricula change?
3. What are faculty members' curricular practices in the event of a teacher education curricula change?
4. What are faculty members' perceived skills in curriculum and instruction while

dealing with the development, revision, and implementation of teacher education curricula change?

### **3.3. Participants of the Study**

Although qualitative research requires cyclical re-evaluation and re-organization of the study, the theoretical framework of the study and the research questions to be answered serve as the main guideline on primary sampling decisions that are about informants, settings, and social processes (Miles et al., 2014). Herein, the researcher's "choices - whom to look at or talk with, where, when, about what, and why - place limits on the conclusions [s/he] can draw" (Miles et al., 2014, p. 46). This argument takes the qualitative researcher to the purposive sampling strategy where particular settings and informants are chosen studiously in order to accomplish typicality of the research contexts, reflect variety of the participants, and appraise comparisons among the cases along with the contextual reasons behind (Maxwell, 2012). This "case selection" process is depicted by Patton (2015) as "the foundation of qualitative inquiry" (p. 402). For the abovementioned reasons, principal data source for a phenomenological study is the key informants who have closely experienced the phenomenon and been capable of mirroring it (Yildirim & Simsek, 2016). Described by Fraenkel and Wallen (2006), key informants are "knowledgeable individuals" (p. 456) because they have the capacity to grant a variety of detailed insights which others might overlook.

Depending on their strong traditions and academic staff specialized in teacher education, certain Faculties of Education or Educational Sciences were initially selected as the research settings where faculty members had been genuinely experiencing development, revision, or implementation of curricula change. Having at least 15-year of experience in offering teacher education programs was determined as the first criterion for the selected faculties since their faculty members generate strong signals for the existence of academic wisdom and perennial observations in the field of teacher education to illuminate the of interest (Creswell, 2007).

Adding to the variation in the sampling, each faculty represented at least one different region of Türkiye to cover all seven regions. Furthermore, Faculties of Education which belonged to state or foundation universities, had been implementing

both accredited and non-accredited teacher education programs, and initiated revisions in their existing curricula or continued the implementation of the HEC's top-down 2018-19 curricula were also involved to reinforce variety in the informants' experience and understanding. Consequently, 13 faculties were selected via the combination of criterion and maximum variation sampling to maintain both a common ground and diversity of informants' perceptions (Patton, 2015).

From these Faculties of Education or Educational Sciences, which were affiliated with Middle East Technical ( $n=4$ ), Hacettepe ( $n=4$ ), Gazi ( $n=3$ ), Ankara ( $n=2$ ), Anadolu ( $n=3$ ), Çukurova ( $n=4$ ), Gaziantep ( $n=4$ ), Ağrı İbrahim Çeçen ( $n=1$ ), Trabzon ( $n=4$ ), Yıldız Technical ( $n=3$ ), Dokuz Eylül ( $n=3$ ), TEDU ( $n=2$ ), and Başkent ( $n=4$ ) Universities, 41 faculty members possessing lived experiences on teacher education curricula change participated in the study. With the aim of reaching various dimensions of the target phenomenon, the faculty members offering a wide range of area, pedagogical, or general knowledge courses for pre-service teachers from different departments were primarily invited to the interviews.

The distribution of the faculty members in regard to their currently affiliated departments was as follows: Educational Sciences ( $n=8$ ) including seven faculty members from Curriculum and Instruction and one from Assessment and Evaluation, Elementary Education ( $n=5$ ), Computer Education and Instructional Technology ( $n=4$ ), Science Education ( $n=4$ ), Turkish Language Teaching ( $n=4$ ), English Language Teaching ( $n=3$ ), Elementary Mathematics Education ( $n=3$ ), Social Sciences Education ( $n=3$ ), Geography Education ( $n=2$ ), Physics Education ( $n=2$ ), Chemistry Education ( $n=1$ ), Mathematics Education ( $n=1$ ), and German Language Teaching ( $n=1$ ).

As for their gender, 16 male and 25 female faculty members participated in the interviews. Their experience in teacher education ranged from five to ten years ( $n=11$ ) and more than 31 years ( $n=1$ ). Moreover, 21 of them had 11 to 20 years of experience, and eight of them had 21 to 30 years of experience at different Faculties of Education. 11 of the interviewed faculty members were working as lecturers/assistant professors; 17 of them were associate professors, and 13 of them were full professors. Table 3.1 below summarizes their educational background along with the departments which they got their degrees from.

Table 3.1

*Educational Background of the Faculty Members*

Departments	Degrees ( <i>n</i> )			
	Bachelor's	Master's	Doctoral	Post-doc
Mathematics Education	1	-	-	-
Physics Education	5	2	3	-
Chemistry Education	1	1	-	-
Science Education	1	1	1	-
Social Sciences Education	1	1	1	-
Mathematics and Science Education	-	4	4	-
Turkish Language/Literature Education	4	3	3	-
New Turkish Literature	-	1	1	-
French Language and Literature	1	1	-	-
Geography Education	2	2	2	-
Elementary Education	2	1	2	-
Elementary Mathematics Education	1	-	-	-
Computer Education and Instructional Technology	3	3	2	-
English Language Teaching/MA-TEFL	3	3	1	-
German Language Teaching	1	1	-	-
German Philology	-	-	1	-
Psychological Counselling and Guidance	3	-	-	-
Psychological Services in Elementary Education	-	1	-	-
Curriculum and Instruction	3	9	15	1
Assessment and Evaluation	-	3	1	-
Educational Administration	-	1	1	-
Human Resources Development in Education	-	1	-	-
General Turkish History	1	-	-	-
History of the Republic	-	1	1	-
Mathematics	2	-	-	-
Chemistry	-	1	1	-
Inorganic Chemistry	-	-	1	-
Geography	1	-	-	-
Physical Geography	-	1	1	-
Biology	1	-	-	-
Mathematics Engineering	1	-	-	-
Statistics	1	-	-	-
Economy and Psychology	1	-	-	-
Translation and Interpreting	1	-	-	-
Bilingual and Multicultural Education	-	-	-	1
Teacher Education	-	-	1	-
Total ( <i>N</i> )	41	42	43	2

The informants got their Bachelor's degrees ( $n=31$ ) mostly from Faculties of Education or Educational Sciences whereas ten of them graduated from the departments of Faculties of Science and Letters. Of all, one faculty member held two master's degrees while two of them had two doctoral degrees in different fields. Two

of them also completed post-doctoral degrees. Table 3.2 below illustrates a variety of higher education contexts where the faculty members got their degrees and their academic perspectives were shaped.

Table 3.2

*The Faculty Members' Alma Mater*

Universities	Degrees (n)			
	Bachelor's	Master's	Doctoral	Post-doc
Gazi University	6	4	4	-
Hacettepe University	4	3	3	-
METU	12	8	10	-
Gaziantep University	-	2	3	-
Çukurova University	3	4	3	-
Ankara University	3	6	7	-
Bilkent University	-	3	-	-
Boğaziçi University	2	-	-	-
Anadolu University	2	2	1	-
Yıldız Teknik University	1	-	-	-
Karadeniz Technical University	2	2	2	-
Marmara University	-	1	1	-
Eskişehir Osmangazi University	1	1	1	-
İstanbul University	-	-	1	-
Dokuz Eylül University	-	1	2	-
Çanakkale 18 Mart University	-	1	-	-
Niğde University	1	-	-	-
Uludağ University	1	1	-	-
Balıkesir University	-	-	1	-
Samsun 19 Mayıs University	2	-	-	-
Northern Arizona University	-	-	-	1
Wisconsin University	-	-	-	1
University of Michigan	1	-	-	-
Columbia University	-	1	1	-
Florida Institute of Technology	-	-	1	-
University of Cincinnati	-	-	1	-
University of California	-	1	-	-
Nottingham University	-	-	1	-
Bristol University	-	1	-	-
Total (N)	41	42	43	2

As for their gender, 16 male and 25 female faculty members participated in the interviews. Their experience in teacher education ranged from five to ten years ( $n=11$ ) and more than 31 years ( $n=1$ ). Moreover, 21 of them had 11 to 20 years of experience, and eight of them had 21 to 30 years of experience at different Faculties of Education. 11 of the interviewed faculty members were working as

lecturers/assistant professors; 17 of them were associate professors, and 13 of them were full professors.

A more detailed section including the faculty members' duties at faculties, research interests, undergraduate courses offered, course design procedures, experience and professional development needs in the field of Curriculum and Instruction was formed under "*The Profiles of the Faculty Members*" title in the *Findings* chapter to present a more comprehensive and valid picture by pointing out both the key qualities of the informants and the academic contexts where their perceptions of teacher education curricula changes were shaped.

Owing to the fact that the determination of exact sample sizes before qualitative research might seem against the emergent and flexible nature of naturalistic inquiry, data saturation principle was used by the researcher as advised by Lincoln and Guba (1985). In other words, data generation from the participants kept on until no new information was available in the newly collected data. Therefore, the sample size was left open-ended at the very beginning because "The sample can grow, or if saturation is achieved sooner than expected, the size can be reduced." (Patton, 2015, p. 474). Within the scope of this study, when the qualitative data started to repeat itself, the data collection process was closed with 41 interviews. This number might seem "many" for a qualitative inquiry; however, due to the diversity of the informants in the sampling, the qualitative data took some time to be saturated.

### **3.4. Data Collection Instrument**

This phenomenological study employed individual interviews to delve into informants' responses thoroughly. Their concerns, attitudes, experiences, and values could become obtainable (Gay et al., 2006) since "an *inter-view* is an interchange of views between two or more people on a topic of mutual interest" where the centrality of human interaction is a prerequisite for knowledge production (Kvale, 1996, as cited in Cohen et al., 2011, p. 409).

Cohen et al. (2011) also depict interviews as "a powerful implement for researchers" since they allow for "multi-sensory channels to be used: verbal, non-verbal, spoken, and heard" (p.409). Interviews are also unique in terms of presenting descriptive data with informants' own selection of words, which is a condition letting

the qualitative researcher see the world from the informants' eyes (Bogdan & Biklen, 2007). To have an access to key informants' interpretations and perceptions on the target phenomenon, curricula change in teacher education, the current study employs semi-structured interviews through a carefully planned and piloted interview protocol covering a list of questions for all participants. Semi-structured interview schedules are not only capable of assuring systematic and focused data collection, but also they give a certain amount of freedom to the researcher concerning the alteration of the order or wording of questions, the omission or addition of some questions or probes depending on the flow of the interview (Lodico et al., 2010).

Patton (2015) also emphasizes the advantages of standardized open-ended interviews as guiding further researchers, minimizing variations and biases among different interviewers, providing a more focused conversation flow, helping the efficient use of interview time, and assisting the researcher in data analysis with how to find and compare the responses (p. 646-647). Within this dissertation, following an extensive literature review and scrutinization of available instruments as samples [e.g., Harry (2018), Sahin (2012), Uzel (2002)], the researcher forms a semi-structured interview schedule primarily in line with Fullan's (2007) theoretical framework for the implementation of curriculum change to establish bridges among the relevant literature, research and interview questions.

The semi-structured interview protocol starts with the date, place, and duration of the interview and the pseudonym of the interviewee. Then, the participants are informed about the scope and purpose of the study along with the way in which the data are used by underlining the issue of confidentiality (Lodico et al., 2010). Informants' demographics are asked in the first section (e.g., department/university where degrees obtained, academic title, years of experience in teacher education, courses offered, research interests, administrative duties, experience in curriculum development, professional development in curriculum and instruction) to discover their background and generate thick descriptions of them. This part consists of seven questions about the interviewees' demographics.

In the second section, through the open-ended interview questions and related prompts, faculty members' perceptions on the target phenomenon, curricula change in teacher education, are explored, and whether they are inclined to embrace, modify,

or resist the change at their institutions are uncovered besides the rationales behind. Their current roles, responsibilities, curricular practices, and perceived competencies while developing, revising, and/or implementing the curricula change are scrutinized along with the challenges encountered during the aforementioned processes. This part of the protocol is comprised of 12 interview questions apart from their prompts.

As Cohen et al. (2011) and Yildirim and Simsek (2016) also report, sequencing and framing interview questions are of high importance in terms of reassuring informants by placing easier-to-answer and non-threatening questions earlier than the ones more likely to cause disagreement. At this point, the interview protocol of the present study is organized in a way that possibly sensitive questions are asked near the end of the interview when rapport-building improves between the researcher and the informants. Moreover, alternative questions and prompts are utilized depending on how the interview proceeds because the researcher may need to clarify an answer or demand elaboration especially when the informants' answers are not rich or satisfying enough (Lodico et al., 2010). The questions are also neutrally written with a plain and clear way so that the informants have no difficulty in comprehending and responding to them candidly. For the same reason, the medium of communication is determined as Turkish.

With the aim of triggering faculty members' underlying ideas and feelings about the curricula change process in teacher education, the researcher also makes use of metaphors in an interview question: *"If you were expected to depict your position/attitude/approach to curricula change in teacher education, what would be your metaphor? Why?"* (See Appendix D) The reason behind this metaphorical question is that metaphors are accredited as a unique and creative strategy to examine a phenomenon because they have the strength of enlightening informants' lived experiences and awakening their emotions (Carpenter, 2008). Defined in Merriam-Webster Online Dictionary (2020) as "a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them", a metaphor might contribute to the understanding of a phenomenon in a deeper manner (Carpenter, 2008). Furthermore, according to Miles and Huberman (1994), metaphors have many functions such as assisting the researcher in reducing the qualitative data into meaningful concepts and developing

coherent themes. They are able to present a rich and solid visual image for qualitative researchers (Yildirim & Simsek, 2016).

### **3.4.1. Expert Opinions on the Interview Protocol and Piloting**

Subsequent to the development of the first draft, the researcher sent the interview schedule together with an extended abstract of the study to five experts so that they could check the alignment between the aim and research question of the research study and the interview questions, i.e. congruence, clarity, readability, understandability of the questions. These experts were affiliated with Hacettepe University, Gazi University, TED University, and Ankara University. Of all, two of them specialized in the field of Elementary Education while the others had Bachelor's degrees from different departments, which were namely English Language Teaching, Chemistry Education, and Social Sciences Education. Moreover, three of them had a Doctor of Philosophy (PhD) degree in Curriculum and Instruction whereas the others had doctoral degrees in Chemistry Education and English Language Teaching. In addition to these experts, the researcher's supervisor who was highly experienced in teacher education and curriculum and instruction besides the conduct of qualitative research also supervised the whole procedure.

The feedback obtained from the experts guided the researcher in the clarification and elaboration of the demographics part and interview questions. Some questions were improved with the addition of certain prompts (e.g., program competencies in line with the Bologna process, the attitudes that faculty members need to possess, the decisions faculty members made while revising, developing, implementing, or evaluating teacher education programs, the undergoing processes at the institutions since the delegation of authority). An interview question was divided into parts in order to present a more step-by-step approach to interviewing and an opportunity for the informants' self-evaluation. (e.g., *Interview Question 8*: What knowledge, skills, and attitudes do you think faculty members must have while developing, revising, implementing, or evaluating teacher education curricula? *Interview Question 9*: In the light of your observations and experiences, how do you evaluate your colleagues' and your own knowledge, skills, and attitudes required while developing, revising, implementing, or evaluating teacher education

curricula?) In line with the recommendations, an interview question was also discarded owing to the risk of duplicate responses derived from the presence of another question (e.g., faculty members' professional readiness to curriculum change). In this way, the second draft of the interview protocol was formed. The steps taken to develop the interview protocol are summarized in Figure 3.1 below.

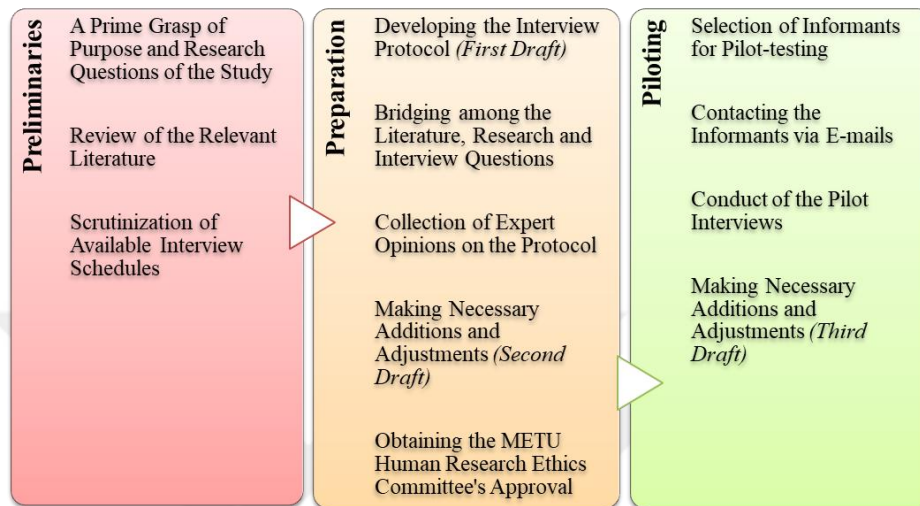


Figure 3.1. The development phases of the interview protocol.

Validity and reliability of the interview schedule were also assured via piloting it with the participants whose characteristics were similar to the actual informants (Maxwell, 2012). In doing so, from the department of Educational Sciences at Gaziantep University, where the researcher already got the official data collection clearance, two faculty members participated in the pilot interviews lasting approximately 50 minutes each. Based on the researcher's investigation of the informants' academic background, they both had a PhD degree in the field of Curriculum and Instruction. They had seven and ten years of experience in pre-service teacher education and offered different undergraduate courses in years such as Instructional Principles and Methods, Curriculum Development, Measurement and Evaluation, Material Development, Educational Sociology, Research Methods, and Educational Philosophy. The interviews were conducted as online Zoom meetings.

Thanks to this procedure, clarity, sequence, and understandability of the interview questions and probes were checked by the researcher, and necessary adjustments were made in the third draft of the protocol. To exemplify, in the second draft of the protocol, the researcher noticed the redundancy of a prompt in the

eleventh interview question asking about the overall appraisal of teacher education curricula change procedures in Türkiye, so it was removed from the schedule after piloting. Moreover, another prompt was added into the fifth interview question asking about the characteristics of the change. In the demographics part, while delving into the courses offered by faculty members in years, the word “undergraduate” was added in the question to prevent potential digressions from the focus of the study. In the same section, faculty members’ previous studies in the development or revision of a curriculum were specifically asked after the inclusion of “teacher education curriculum” to cover faculty members’ variety of experiences better. Furthermore, in the introduction section of the third draft, the duration of the planned interview time was also updated so as not to misinform the participants since it was seen in pilot-testing that the interviews had a tendency to last more than 40 minutes. The final version of the interview schedule could be seen in Appendix D.

### **3.5. Data Collection Procedure**

Creswell (2015) clearly puts forth the five data collection stages of qualitative research, also directly related to each other, which starts with the identification of the most information-rich participants and appropriate research contexts to the target phenomenon investigated and the research questions addressed. Then comes the second step involving the permissions received to reach these participants and research sites, and this step is followed by the third one that requires the determination of which information can answer the research questions at the most satisfactory level. The fourth step includes the development of necessary data collection instruments and the planning of recording the data. As the last step, the qualitative researcher needs to start data collection with great care in order not to violate any ethical considerations (Creswell, 2015).

Parallel to Creswell’s (2015) suggestions, after receiving the approval of the METU Human Research Ethics Committee (Protocol Nu: 337-ODTU-2021) on August 6<sup>th</sup>, 2021 and essential official clearances from the 13 different universities, the researcher started the data collection process by reaching the potential participants at the Faculties of Education or Educational Sciences assuring the pre-determined criteria. The educational backgrounds and research interests of these potential

participants were investigated on academic websites by the researcher. Consequently, the academicians who were experienced in both teacher education and teacher education curricula changes were contacted via e-mails through which they were informed about the purpose of the study. The ethical approvals of METU and Anadolu University were also shared with the informants in this period together with the official clearances received from faculty members' own universities so as to reassure them concerning the eligibility of the study. Following this step, faculty members willing to contribute to the current study were invited to interviews, and the necessary arrangements were made regarding their details. Two alternatives were presented as the means of the interviews; face-to-face interviews for the faculty members in Ankara, and online interviews for the faculty members in the other regions of Türkiye depending on the occupational and residential boundaries of the researcher. Nevertheless, only one informant demanded a face-to-face interview whereas the other ones were conducted online.

Invitation links to Zoom meetings were sent to informants' e-mails, and with their consent (See Appendix E), all interviews were recorded to prevent data loss and enable a more credible analysis of the qualitative data. At this point, they were assured about the confidentiality of their identities and responses since in-depth interviews can disclose many realities about the informants whose vulnerability needs to be secured without questioning (Fraenkel & Wallen, 2006). Additionally, the researcher clarified the interviewees' freedom to stop the interview at any time, listen to the recordings, read the transcripts, add any interpretations or discard any parts if they feel uncomfortable with anything. In order to build rapport between the researcher and informants, all these assurances were explained at the very beginning.

The interviews lasted approximately 65 minutes. All the interviews were made in non-disruptive environments such as the interviewees' offices or homes. For online interviewing, the researcher served as a trouble-shooter in case of a technical or Internet connection-related problem. A second recorder was also used during the online interviews except the recording feature of Zoom.

During the interviews, the researcher tried to stay neutral without steering the interviewees or making any judgements on their responses, and to be an active listener who also demonstrated their personal interest, and encourages the

interviewees to answer the questions in a naturalistic flow (Bogdan & Biklen, 2007; Fraenkel & Wallen, 2006). When a communication gap or an unclarified aspect appeared in the interview, the researcher put to use alternative questions and probes, or ask for specific examples (Bogdan & Biklen, 2007). During or immediately after the interviews, the researcher took notes on a separate piece of paper about her observations on non-verbal behaviours of the participants (Fraenkel & Wallen, 2006).

### **3.6.Trustworthiness**

According to Lincoln and Guba's (1985) criteria to assess trustworthiness of qualitative research, to attain credibility in the current study, informants experiencing the phenomenon closely were interviewed to make more sense of the curriculum change in teacher education. Moreover, a pilot-tested and literature-laden interview protocol of which questions and probes were also examined by experienced qualitative researchers was utilized. Aiming to meet the same criterion, the researcher shared the transcripts of the interviews with the informants for member checks (Lincoln & Guba, 1985). In this phase, some informants included extra explanations into their responses while some had a chance to revise and correct what they meant during the interviews. Ultimately, all the informants approved their transcripts for the upcoming data analyses. Adding to internal validity of the study, the researcher used recordings, verbatim transcriptions, direct narratives and quotations from the informants to clearly present the qualitative data (Maxwell, 2012).

To assure inter-coder congruence via analyst triangulation (Patton, 1999), the derived codes, categories, and themes of the study were also crosschecked by means of peer debriefing with the inclusion of three other researchers having experience in qualitative research. After the coding process of a sample interview, the agreement was calculated between the researcher and three different coders, and estimated as 85% with the first coder, 83% with the second coder, and 81% with the third coder, which indicated an acceptable reliability (Miles & Huberman, 1994). Another reason behind this check was to be certain about the absence of any researcher-imposed perspectives (Maxwell, 2012).

Theoretical validity of the study was assured through Fullan's (2007) framework, which was both validated and modified contingent upon the presence of

supplementary information coming with the newly collected data (Maxwell, 2012). However, in case of any conflicting information with the theoretical framework of the study, the researcher displayed such contradictory findings frankly and revealed disconfirming cases for the sake of achieving confirmability of the present study without leaving any room for a potential researcher bias (Lincoln & Guba, 1985).

For the transferability goal, faculty members were selected through purposive sampling rather than a random search to reach information-rich interviewees, and context-relevant interpretations and thick descriptions of the cases wiped the researcher's personal commentary away as desired (Lincoln & Guba, 1985). This strategy might also guide future researchers wanting to replicate this study because the provision of reasonable generalizations within qualitative boundaries, detailed interpretations of the interviewees and phenomenological research procedures contributed to the external validity of the study. Furthermore, the researcher's supervisor, who is competent in both curricular issues and qualitative research, and other qualitative researchers providing guidance and feedback for the researcher achieved dependability in the present study (Lincoln & Guba, 1985).

### **3.7. Data Analysis**

Patton (2015) declares the challenge of qualitative data analysis with these words: "Qualitative analysis transforms data into findings. No formula exists for that transformation. Guidance yes, but no recipe. Direction can and will be offered, but the final destination remains unique for each inquirer, known only when—and if—arrived at." (p. 761). This challenge derives from the purpose of attributing meanings to large sizes of qualitative data by distinguishing what information is crucial to that research context from what is unimportant, finding out significant patterns in the data, drawing conclusions from these patterns, and building a meaningful and concise framework to report the crux of the collected data (Patton, 2015). Moreover, the absence of clear-cut tests for the significance, reliability and validity of the findings lie beneath the difficulties of qualitative data analysis besides its being mostly reliant on the researcher's analytical thinking (Patton, 2015).

Despite its effort-demanding nature, Creswell (2015) underlines certain phases to analyse and interpret qualitative data, which encompasses firstly the

preparation, organization, storage, and transcription of the data for analysis, and continues with the close exploration and coding of the data by labelling fundamental information in line with the meanings attributed by the researcher. Afterwards, the researcher begins the formation of themes from codes to describe the target phenomenon and the setting of the research. Representing and reporting the findings through narratives, figures, tables, etc. come as the fourth step. Next, the researcher is expected to interpret these findings by comparing them with the literature and among themselves, and to frankly state the limitations of the study besides further implications for future researchers. Creswell's (2015) recommendations end with the validation of the findings by means of the help obtained from external researchers.

Complying to these recommendations, the interview data were securely stored and transcribed verbatim as the first step. During this process, the researcher read the transcripts, listened to and watched the recordings many times, took notes to form tentative categories, and wrote memos about her previous experiences, research relationships with the participants, and reflections on the study itself as Maxwell (2012) recommends. In this way, the researcher's familiarity with the data increased, which was a desired requirement for the analysis. After that, the researcher started the analysis by removing irrelevant or overlapping data while investigating the target phenomenon (Moustakas, 1994), which was curricula change in teacher education for this study. Then, the researcher highlighted relevant codes and developed themes in line with the selected theoretical framework, which was still open to change or expansion depending on the nature of the emergent data.

In the coding process, the researcher proposed a coding system assisting her in the organization of the data by segmenting the masses of qualitative data into manageable units of analysis (Bogdan & Biklen, 2007). Therefore, this process was considered to employ both deductive and inductive coding approaches. Finally, findings coming from different individual interviews were merged in order to create a full picture of the phenomenon and answer the research questions of the study. During data analyses, MAXQDA 2022 (VERBI Software, 2021) was utilized. A sample coding procedure depicted on a transcript taken from one of the conducted interviews and a sample list of codes, sub-themes, and themes could be examined in Appendix E and Appendix F respectively.

### **3.8.The Researcher's Role**

Research relationships have a direct impact on the participants, the researcher, and even on the research design itself owing to the fact that they can either inhibit or enhance qualitative research possessing a participatory essence (Maxwell, 2012). In this vein, a researcher who is responsible for initiating and negotiating such research relationships is conceptualized as the most significant instrument of a qualitative research study (Maxwell, 2012). To serve best for this end, a qualitative researcher needs to be aware of “the fact that s/he is part of the social world s/he studies, and can't avoid either influencing this or being influenced by it” (Maxwell, 2012, p. 94). Therefore, it is also critical for a qualitative researcher to acknowledge his/her purposes, biases, and assumptions that s/he has brought to the research context (Maxwell, 2012); therefore, the researcher's roles and status in the research context are required to be explicitly portrayed in a qualitative research study (Miles et al., 2014).

For the above-mentioned reasons, after the completion of my undergraduate degree in Foreign Language Education at Middle East Technical University, I have been selected as a Comenius Assistant, and have started to teach English in Germany within the scope of Lifelong Learning Programme of the Ministry of European Affairs. Following my return to homeland, I have begun working as an instructor of English at tertiary level, which has been an insightful professional journey for me until now. All these experiences made me hold a critical perspective on my own undergraduate teacher education curriculum and teacher education in Türkiye.

I have also had an increasing research interest in teacher education during my graduate studies thanks to the stimulating courses and fruitful discussions about curriculum development and evaluation, quality instruction and teacher education. Therefore, to complete my master's thesis in the field of Curriculum and Instruction, I have investigated the mentoring process in English Language Teaching practicum, which is a key component in each and every teacher education curriculum, through a mixed-methods approach. Within this academic work, I have been to many schools and universities in Ankara to interview with both experienced and novice English language teachers as the mentors and teacher educators as the supervisors of the practicum. Besides its humble implications for teacher education, this study has

taught me how to follow qualitative research procedures, interact with the participants by establishing a solid rapport, analyse and interpret findings derived from the masses of qualitative data.

While taking my doctoral courses, my experiences as a program coordinator in my previous workplace have widened my horizon by allowing me to apply my theoretical knowledge and practical skills in the field to a real university context. However, to be frank, I have had the biggest nightmares at the very beginning when our school has unquestioningly adopted the curriculum of another English preparatory school whose student profile, vision and mission to teach English, and infrastructure have been completely different from ours. One year later, I have become the “lucky” one in charge of changing that curriculum in the presence of an unsatisfied crowd of English teachers, and so I have experienced nearly all the challenges of curriculum change and implementation. To find a way out and prevent implementers’ resistance, I have tried to make sense of the curriculum change phenomenon thoroughly and create a more collaborative educational environment.

The hardships I have gone through during curriculum change and its implementation have coupled with my enthusiasm about quality teacher education in the scope of this dissertation. Although I have read about the efforts of Higher Education Council to put forth up-to-date and efficacious teacher education curricula, they have never carried out transparent studies evaluating the previous ones in a scholarly manner. The lack of needs assessment at teacher education institutions and insufficient cooperation among all stakeholders have also been worsening the case. Moreover, the latest flexibility given by the HEC to Faculties of Education or Educational Sciences might seem questionable because of faculty members’ taken-for-granted knowledge and skills in curriculum and instruction requiring specialization. All these worth-to-explore issues have aroused my academic curiosity and inspired me to conduct this research as a curriculum specialist. To reveal how teacher educators perceive curriculum change, how they are influenced by it, and how certain characteristics affect their perceptions, I, as the researcher, aspire to clarify the curricula change phenomenon in teacher education and illuminate the reflections of the latest decision of the HEC through informants’ lived experiences. While doing so, my interpretations might have been shaped by my personal background, prior

understandings and experiences. Although my research questions, codes and themes have taken their initial roots from the relevant literature, and I have followed certain strategies to assure trustworthiness of the current study, my biases or values concerning teacher education and curriculum change might have potentially influenced the way that I have made sense of the informants' perspectives.

### **3.9. Limitations and Delimitations of the Study**

This phenomenological study aspires to investigate faculty members' perceptions on curricula change in teacher education. Owing to the requirement of the naturalistic inquiry, phenomenology obliges the researcher to spend some time in the field and carry out lengthy, and if necessary, repeated interviews with the key informants. Nonetheless, online interviews were carried out even with the faculty members in Ankara due to health-related concerns during the severe COVID-19 pandemic and the selected faculties in the sampling located in different cities of Türkiye. For the same reason, the informants could not be observed within their own environments.

As delimitations set by the researcher, certain teacher education departments such as Physical Education and Sports, and Music and Arts Education require a special kind of expertise and professional insights in either sports or performing arts. These curricula are also offered to and aligned with student teachers succeeding in a special talent test besides central university entrance examination. Depending on such disparate circumstances, these departments were not included in the study. Furthermore, the departments of Special Education and Psychological Counselling and Guidance were intentionally left out of the scope of this dissertation because they both utilize a teacher education curriculum primarily related to educational psychology, disabled learners, or learning disabilities, which necessitates a particular academic background to interpret, differently from the researcher's. With similar reasons, departments of Early Childhood Education were excluded from the sampling since graduates of these programs need to work with pre-school children aged zero to six during a transitional phase aiming to prepare these children for a further school life rather than expecting them to accomplish specific academic purposes. As a consequence, different qualifications are required for early childhood education

teachers, and their reflections in teacher education programs focusing on child development might also call for another kind of expertise to make sense of the target phenomenon in the present study.



## **CHAPTER 4**

### **FINDINGS**

In this chapter, the findings of the study were presented in the order of the research questions of the study. As the first step, the profiles of the interviewed faculty members were displayed so that the findings could be comprehended in a more meaningful way relating to the informants' key characteristics and academic contexts. Secondly, the faculty members' perceptions of teacher education curricula change were described as a response to the first research question through the description of their metaphors indicating their double-edged academic standing against curricula changes. At this point, the interview data put certain factors forward leading the faculty members to either resist or embrace curricula changes, which were basically the characteristics of the curricula changes including need, quality, clarity and complexity of these changes; contextual factors referring to physical infrastructure, human resources, educational understanding, and leadership at faculties; and finally, external factors covering the HEC's delegation of authority, the HEC's policies and top-down approaches to curricula changes. All these factors were depicted extensively allowing for understanding of the rationale behind the faculty members' perceptions of the target phenomenon, teacher education curricula change.

With the aim of answering the second research question, as the data indicated, the faculty members' roles and responsibilities in the event of a curriculum change were thematised as researcher-observer, pathfinder in curriculum development, lifelong learner, team player, cherisher of teacher education and its curricula, and defier of hardships. As for the third research question, the faculty members' curricular practices in the event of a curriculum change were unveiled under the themes of goals and objectives, content, learning experiences, and evaluation of the bottom-up

curricula, and means of modifications of the top-down curricula before the delegation of authority.

Finally, the interviewed faculty members' perceived skills in curriculum and instruction were revealed and presented along with the themes of familiarity with curriculum development notion, knowledge and skills in instructional design, and awareness in curriculum evaluation.

While presenting these findings through the direct quotations, the informants' anonymity was protected through the use of labels and numbers derived from their participant numbers, affiliated university types, and departments. In this way, the researcher also aimed to make more sense of the informants' experiences and insights without separating them from their phenomenologically meaningful contexts. (*e.g. I29-S-GE: Informant 29, State University, Geography Education; I16-F-EME: Informant 16, Foundation University, Elementary Mathematics Education*)

#### **4.1. The Profile of the Faculty Members**

Within the scope of the current phenomenological study, 41 faculty members were individually interviewed. The faculty members' demographics including their gender, years of experience as teacher educators, academic titles, state and foundation universities to which their faculties were affiliated, and their departments were summarized in Table 4.1 so as to provide a well-grounded context for the findings.

Some faculty members had already performed several duties at their faculties. In addition to former department heads ( $n=12$ ), vice deans ( $n=5$ ), department co-heads ( $n=2$ ), president of graduate school ( $n=1$ ), and vice chancellor ( $n=1$ ), six of the faculty members were serving as department heads, five as department co-heads, two as vice deans, and one as the dean of the faculty and University Senate member. Some had other managerial positions at the university, which were the co-administration of Teaching-Learning Center ( $n=1$ ), Distance Learning Center ( $n=1$ ), and Continuous Education Center ( $n=1$ ). Moreover, two of them had administrative duties at Turkish and Foreign Languages Application and Research Center (TÖMER), one was the head of Technology Transfer Office, two were practice school coordinators, two were Bologna program coordinators, one was Farabi program coordinator, and five of them were Erasmus program coordinators at their departments.

Table 4.1

*Characteristics of the Faculty Members Taking Part in the Study*

Characteristics	<i>n</i>
Gender	
Male	16
Female	25
Experience in Teacher Education	
5-10 years	11
11-20 years	21
21-30 years	8
31+ years	1
Academic Titles	
Lecturer/Assistant Professor	11
Associate Professor	17
Professor	13
Faculties of Education Affiliated	
<i>State Universities</i>	
Middle East Technical University ( <i>Central Anatolia</i> )	4
Hacettepe University	4
Gazi University	3
Ankara University	2
Anadolu University	3
Çukurova University ( <i>Mediterranean Region</i> )	4
Gaziantep University ( <i>South-eastern Anatolia</i> )	4
Ağrı İbrahim Çeçen University ( <i>Eastern Anatolia</i> )	1
Trabzon University ( <i>Black Sea Region</i> )	4
Yıldız Teknik University ( <i>Marmara Region</i> )	3
Dokuz Eylül University ( <i>Aegean Region</i> )	3
<i>Foundation Universities</i>	
Başkent University	4
TED University	2
Departments Affiliated	
Educational Sciences – Curriculum and Instruction (EDS)	7
Educational Sciences – Assessment and Evaluation (EDS)	1
Elementary Education (EE)	5
Computer Education and Instructional Technology (CEIT)	4
Science Education (ScE)	4
Turkish Language Teaching (TLT)	4
English Language Teaching (ELT)	3
Elementary Mathematics Education (EME)	3
Social Sciences Education (SSE)	3
Geography Education (GE)	2
Physics Education (PE)	2
Chemistry Education (CE)	1
Mathematics Education (ME)	1
German Language Teaching (GLT)	1

Most of them were in University Executive Committee ( $n=3$ ), Graduate School Executive Committee ( $n=2$ ), Faculty Executive Committee ( $n=4$ ),

Accreditation Committee ( $n=4$ ), Quality Commission ( $n=2$ ), Ethics Committee ( $n=2$ ), Scientific Research Projects Committee ( $n=2$ ), Education Commission ( $n=2$ ), Purchase Commission ( $n=1$ ), Double Major Committee ( $n=1$ ), Informatics Committee ( $n=1$ ), University Criteria Commission ( $n=1$ ), and Doctoral Qualifications Commission ( $n=1$ ). Except them, 14 of the faculty members declared no duties which were explicitly seen as burden by six of them. Nevertheless, only one faculty member underlined the importance of undertaking such duties so as to learn more about the programs and procedures.

The list of area, pedagogical area, general knowledge and elective courses offered by the interviewed faculty members was shown in Table 4.2. Practice Teaching ( $n=17$ ) was the most frequently offered course among the faculty members from various departments. Special Teaching Methods I-II courses came as the second ( $n=11$ ). Instructional Principles and Methods ( $n=10$ ), Material Design and Development ( $n=10$ ), and Research Methods in Education ( $n=10$ ) were sharing the third place. Then, Introduction to Education course came with the eight faculty members offering it. Seven faculty members taught Assessment and Evaluation course followed by Curriculum Development ( $n=6$ ) and School Experience ( $n=5$ ). Moreover, Classroom Management ( $n=3$ ), Educational Psychology ( $n=2$ ), Educational Sociology ( $n=1$ ), and Turkish Education System and School Management ( $n=1$ ) were the other courses in the faculty members' course profiles.

The pathway through which the participating faculty members designed the aforementioned courses in varying teacher education curricula had additionally been illuminated so as to find out more about their course and instructional design principles. Some faculty members acknowledged conducting literature search to reach relevant textbooks, articles or theses ( $n=11$ ) in this process. While two of them did not want to stick to any textbook, 12 of them used certain textbooks as references for their class notes along with presentations and handouts ( $n=10$ ). Furthermore, four of them examined similar course outlines from the universities abroad or Türkiye.

Concerning the determination of course objectives and content, some faculty members clarified the use of the same content and instructional methods for years due to the static nature of the courses ( $n=6$ ). Six of them confirmed their demands to follow the course outlines of other faculty members.

Table 4.2

*The Undergraduate Courses Offered by the Faculty Members*

Subject Matter/Area Courses	Pedagogical Area Courses	General Knowledge/Elective Courses
World Literature	Teaching Language Skills	Community Service
Verbal/Written Expression in Turkish	Approaches and Methods to Teaching Turkish	Critical Reading
Knowledge and Theories of Literature	Teaching Turkish Vocabulary	Creative Drama
Bilingualism	Turkish Curricula	Origami
Text Linguistics	Teaching Maths	First Aid
Linear Algebra	Approaches to Teaching Maths	Media Literacy
Analyses	Teaching Statistics and Probability	Empathy in Education
Analyses of Graphs	Assessment of In-class Learning	Contemporary Issues in the World
Basic Concepts in Maths	Maths Curricula	Digital Citizenship Education
History of Maths	Teaching Algebra	Science, Technology and Society
Basic Maths	Teaching Assessment	Individual Differences in Education
Abstract Maths	Activity Development in Maths Teaching	Psychological Counselling and Guidance
Geometry	Course Book Evaluation	Coping with Undesirable Behaviours
Science Laboratory	Non-formal Learning Environments	Effective Teaching
Biology I-II	Teaching Nature of Science	Introduction to Psychology
Physics I-II-III	Planning Science Curricula	Leadership Skills
General Physics Lab. I-II	Teaching Geographical Skills	Time Management
Human Anatomy	Geography Curricula	Science and Society
Geography and Geopolitics of Türkiye	Project Development and Management	Ethics of Science
Disaster Management	Values Education	History/Philosophy of Science
General Geography	Teaching Social Studies	New Approaches in Education
Political Geography	Teaching Life Sciences	Use of Literature in ELT
Human and Economic Geography of Türkiye	Teaching Inst. Technologies	Active Learning
Geography of the Countries	Teaching Literacy in Turkish	Literature on Physics Education
Fundamentals of Social Studies	Instruction of Turkish	Analytical and Critical Thinking
History of the Republic	Teaching Social Skills	Effective Communication Skills

Table 4.2 (continued)

Subject Matter/Area Courses	Pedagogical Area Courses
History of the Contemporary World	Character Education
Information Technologies	Nutrition Education
Distance Education	Environmental Education
Operating Systems & Hardware	Teaching Grammar
Designing Multimedia	Approaches and Methods in ELT
Web Design	Teaching English to Young Learners
Programming	Computer Applications in Education
Security and Ethics in Informatics	Physics Curricula
Translation	Computer Assisted Physics Education
German Phonetics	Designing Educational Videos
Language and Literature	Developing Educational Software
Optics, Mechanics, Electronics Labs	Planning and Evaluation
Atmospheric Physics	Complementary/Portfolio Assessment
Statistics	Comparative Education
General Chemistry & Lab.	Micro-teaching
Inorganic Chemistry	
Organic Chemistry & Lab.	

Eight of the faculty members designed course syllabi by simply dividing the content into weeks. Nevertheless, the alignment of course objectives to MoNE's programs ( $n=5$ ), ECTS credits ( $n=6$ ), course descriptions of the HEC ( $n=11$ ), and the outlines prepared at their own departments or faculties ( $n=5$ ) were mentioned as the steps to be followed. Sequencing course objectives to provide a better cognitive readiness for pre-service teachers ( $n=3$ ) and the relation of these objectives to the other courses in the curriculum ( $n=1$ ) were also seen crucial by a limited number of the faculty members. Some also expressed regular update of their course contents to meet pre-service teachers' contemporary needs to extend their professional visions ( $n=6$ ), to make them ready for Public Personnel Selection Exam (KPSS) ( $n=2$ ), to transform of technical or academic content into practical ( $n=7$ ), and to personalize content according to the faculty members' academic preferences ( $n=8$ ).

With regard to course conduct, four of the faculty members focused on the employment of certain instructional strategies such as problem-based instruction, learning-centred instruction, multiple intelligences and critical incident analysis. In addition, ten of them followed a “from theory to practice line” by lecturing first, and then, letting pre-service teachers practice via micro-teachings and sample cases ( $n=2$ ), development of rubrics and achievement tests ( $n=2$ ), and analyses of goals and objectives in MoNE’s school level programs ( $n=3$ ).

As for assessment and evaluation aspects of these courses, one faculty member had a tendency to discuss and align these procedures with pre-service teachers to compromise at the very beginning. Some faculty members emphasized use of summative evaluations through exams enriched by different question types ( $n=2$ ), portfolios ( $n=2$ ), and hands-on assignments ( $n=5$ ) to foster pre-service teachers’ productivity.

A question about the faculty members’ experiences in curriculum development, revision, or evaluation was directed during the interviews. Only six faculty members declared their participation in the studies of the HEC for 1997-98 curricula change, 2006-7 curricula revisions, and the workshops before 2018-19 curricula change. Except these collaborations with the HEC, only two faculty members from the same foundation university highlighted their experience in the development of teacher education curricula at their faculties before the delegation of authority whereas six of them contributed to MoNE’s school level curriculum development studies in their own fields.

In the demographics part, the participants also commented on their professional needs with regard to the field of curriculum and instruction. Although six of them were experienced in offering trainings for in-service teachers, three as curriculum specialists had experience in training faculty members in this field. On one hand, only two of the faculty members from a foundation university participated in formal trainings before developing the bottom-up curricula after the HEC’s delegation of authority, which covered General Teacher Competencies, assessment and evaluation in teacher education curricula, educational policies, opportunities and challenges of teacher education, curriculum development procedures of the HEC, and qualitative studies in education so as to re-form faculty members’ perspectives on

teacher education curricula. On the other hand, 39 of the faculty members declared no participation in such a training specifically designed for the field of curriculum and instruction. Instead, some stated that they had informally learned from expert faculty members in this field ( $n=3$ ), or demanded help from curriculum specialist colleagues ( $n=6$ ). While some of them underlined their individual efforts and studies ( $n=6$ ) such as readings ( $n=3$ ) or attending conferences or workshops in the field of curriculum and instruction ( $n=5$ ), some admitted they could only make it work through sensing and presumptions shaped by experience ( $n=3$ ). Regardless of being from the field itself or not, eight faculty members voiced the benefits of taking undergraduate or graduate courses in the field of curriculum and instruction whereas three talked about the significance of offering courses as a learning method.

#### **4.2. Metaphors Revealing Faculty Members' Perceptions of Curricula Changes**

With the aim of providing a more in-depth portrait regarding the faculty members' perceptions as an answer to the first main research question, their metaphors defining what curricula changes in teacher education meant to them, and how they positioned themselves both academically and emotionally in the event of such changes were asked during the interviews. Therefore, after the analysis, some faculty members were portrayed as having negative perceptions and feelings about curricula changes in teacher education whereas some of them seemed to have a more positive understanding as illustrated in the following paragraphs. A summary of the faculty members' perceptions of top-down and bottom-up curricula changes, and their positions in the event of such changes could be examined in Table 4.3.

I33-S-ScE voiced the ambiguity and triviality of curricula change policies of the HEC with these words: "The HEC's curricula changes are like Quidditch games in Harry Potter series. We [faculty members] fly with our brooms, but don't know where to go. Ambiguities and anxiety are everywhere because the HEC tries to deal with a-day-long policies. I mean they change the display windows instead of changing the whole house." I32-S-TLT also shared a similar perspective to the previous informant with a different metaphor, "Curricula changes are like Russian dolls. The HEC says, *I am changing it*, but we encounter with the same thing. Then I try to do some patchwork to compensate the shortcomings emerged." Another

informant also saw curricula changes of the HEC as “letting perfect be the enemy of good” by mentioning that every curriculum change brought the risk of losing what had already gained and they never guaranteed success in teacher education. Furthermore, I26-S-EME and I4-S-ELT drew attention to these efforts of the HEC providing no concrete results, and declared that,

I feel that I am running on a treadmill. I run, and run, but go nowhere. There is no final destination to be arrived. We [faculty members] make efforts, but we can reach nowhere. It sticks in your throat; it never works. (I26-S-EME)

I am rowing against the tide; I feel that. There is a kind of power that forces me to go somewhere, but I try to resist and do something else. (I4-S-ELT)

Two other informants touched upon the futile efforts of curriculum change, and thought that such changes resembled “policies of doing something just for the sake of doing it” as quoted from I12-S-EE. More precisely, I39-S-TLT gave this example, “We have a concept in creative drama: pretending. We pretend here. I mean we pretend to change curricula without actually focusing on how to keep up with the change or how to achieve better outcomes.” Parallel to this argument, I11-F-EE also highlighted a piece of criticism about fruitless change efforts:

I think all of our curricula changes in Türkiye are made to stay as a third-world country. There is no aim for improvement. Some send us their old medicine, and we use them. Nobody actually wants to change anything here because it suits their book and serves the purpose. I don’t think that we shoulder any responsibilities.

I18-S-GLT and I23-S-CEIT felt ignored owing to the policies of the HEC:

I feel like a sage among tyrants; I am in pain, but nobody listens to me. I believe that I make reasonable suggestions, and produce solutions to problems. However, we are treading water. I feel distressed. (I18-S-GLT)

We can liken curricula changes to waiting for a bus at the bus stop. Buses come and go whether you get on them or not. Nobody asks you about anything, or when I don’t get on one of them, they don’t wait for me. They close their doors and go without saying, “Why don’t you get on? What happened?” (I23-S-CEIT)

The HEC’s random and frequent changes of teacher education curricula were also marked by I25-S-SSE stating, “If there is a curriculum change, I always say, *Not again!*” and I30-S-ScE touching upon its harm to pre-service teachers, “Curricula changes seem like we are in spring, and waiting for summer with sprigs, but suddenly it starts snowing. We feel intervened and disturbed without any notice.”

Table 4.3

*Metaphors for Curricula Changes and Faculty Members' Positions*

Top-down Curricula Changes	Faculty Members' Positions
Quidditch games in Harry Potter	letting perfect be the enemy of good
Russian dolls	doing patchwork
an eddy	flying with brooms, but where?
policy of doing something for the sake of doing	running on a treadmill
expired medicine sent to third-world countries	rowing against the tide
sprigs under ice/snow	pretending to change
disappointment	a sage among tyrants
eggs in moonlight	beating the air
treading water	waiting for a bus ignorant to its passengers
	playing with a toy a lot at first, then leaving it aside
	kids holding their mother's hand not to get lost
	a language learner in a foreign country
	a chameleon
	a spectator having no initiative
Bottom-up Curricula Changes	Faculty Members' Roles/Positions
a phoenix: recreation from the ashes	not feeling trapped or in prison
a snowdrop	riding a bicycle on a bumpy road
origami	planting flowers as a gardener
a puzzle	serving as a catalyser
a navigation system/road map	a change agent
sailing in high-seas	a pinpoint/sign
a time machine	a sage on the side
robotic or algorithmic design	a free bird
medicine	teaching how to fly
	adding something new into an uncooked meal

The frequency of the changes created a kind of desperation in I15-F-CEIT who said, "We are like the kids playing with a toy a lot at the very beginning, but then leaving it aside because we get bored of it. It is like curricula changes. We have the change, but don't know anything about its evaluation in the end. We let it go."

At this point, two informants expressed their disappointment emerged due to what had been proposed and its irrelevance or quality as depicted in the following quotations:

Curricula changes are like disappointment. I always remember this feeling when someone says curriculum change. But now, [after the delegation of authority] I can say that I am hopeful. Of course, there will be other difficulties, but we will work to overcome them. (I16-F-EME)

I always feel excited about a curriculum change because I think that we will be able to raise pre-service teachers better in a more contemporary way. After that, a big disappointment comes. I look at my colleagues and say, “Is this really the curriculum proposed by the HEC for us?” I remember the times we look at each other and cannot even talk. ... So, curricula changes are mostly a disappointment for me. (I22-S-GE)

Changes of the HEC are like eggs in moonlight. I mean [they are] very irrelevant to the reality of the profession. When you have a look at the courses in a new curriculum, you get surprised because you try to find out why these changes have been made. (I7-S-EDS)

Another informant described some feelings appearing in the event of a curriculum change with these words: “I feel like the whole world is walking away, and I am just a kid holding my mother’s hand not to get lost. Of course, curricula need to change, but I feel that I need to hold on to something to keep up.” (I28-S-SSE). In addition, the requirement for continuous adaptation was also voiced by I24-S-EE who declared, “I feel myself as a person who needs to adapt to many different conditions. We are always in that curriculum circle, and in need of constant orientation. Maybe I am like someone who needs to learn a new language in a foreign country.” A similar metaphor hinting at the faculty members’ need for adaptation in the event of curricula changes was also proposed by I27-S-CEIT who said, “We feel like chameleons because of curricula changes, and we just adapt to them. We cannot say, *That isn’t right. I am going to offer this course for four hours.* We have to adapt [to what has been offered].” The same metaphor was also used by I17-S-EDS in a critical way:

Every faculty or department needs to have an educational philosophy or standpoint just like a musculoskeletal system in our body. It means a solid standing even under changing circumstances. I mean of course, there are going to be changes. We cannot object to them, but every change needs to have its musts. We never know about these prerequisites for educational policies or curricula changes. So, we change as conditions change like a chameleon. We change our colours whenever a curriculum changes.

On the other hand, I38-S-SSE, I37-F-ME, and I35-S-TLT who participated in the curriculum change at their faculties exemplified their feelings of freedom and belongingness to their fields or faculties with the statements below:

I feel myself on a solid ground after our new curriculum. Now, nobody is going to whine, and I am not going to listen to their noise anymore. I don't feel trapped, or in prison where I am forced to be because I was trying to protect my sanity before. Now, I am in a faculty environment where I really want to be because we can say, "We have created this [the curriculum] by ourselves." I feel freer. (I38-S-SSE)

I think curriculum change is like riding a bicycle. It is a cyclical process, but you are free. I don't say that it is easy because the road is bumpy. However, how much I go on riding, I feel that I make progress, and my point of view expands, too. (I37-F-ME)

I feel myself freer while working in our bottom-up change study relating to my own field. Maybe I can say, like a bird... I feel more independent and happier because I have seen that I have been able to manage it. I also think this study has strengthened my belongingness to my field. (I35-S-TLT)

Another faculty member experiencing curricula revisions at faculty also had a positive understanding of change efforts as these words depicted, "I feel myself as if I was planting flowers as a gardener." (I40-S-TLT). A similar understanding approving the faculty members' supportive role through bottom-up curricula studies was also emphasized by I34-S-EME, "I had no opinion on or no role in the 2018-19 curricula change, but now, at least I feel that I have a supporter role in curriculum development. Maybe I am serving as a catalyser here." Proposing another metaphor on the same issue, I28-S-SSE also said,

Just like a phoenix does, we are experiencing our rebirth. Bottom-up curricula are like recreation from the ashes for Faculties of Education because this time, they utilize their own faculty members and infrastructure. They feed themselves.

At this point, another faculty member stated some positivity and hopefulness concerning the delegation of authority and bottom-up curricula studies at faculties in spite of potential challenges in the process, "I don't know why, but I am thinking of a snowdrop now. It is a very beautiful flower, but it only blossoms under very difficult conditions like our bottom-up curriculum studies. ... It is a very challenging process, but when you overcome all these, a snowdrop will be seen with its beauty." (I31-S-EDS). Just like this informant, I29-S-GE and I5-S-EDS also used metaphors focusing on the challenges in the process as described below:

Curriculum change is like origami which requires essential steps to be followed with great care. Otherwise, you may not reach the same effectiveness. (I29-S-GE)

Curriculum change is a puzzle. It shouldn't be completed quickly. It requires actual work of thinking, and it should be completed after second thoughts. (I5-S-EDS)

Throughout this demanding work, some faculty members positioned themselves as a "pinpoint", "change agent", or a "sage on the side" to guide others during their curricula studies.

I would like to be the first sign or pinpoint on this road map because I think curriculum development is like building a navigation system. If everything is clear, understandable, and systematic enough, you always know where to go. We need this a lot. (I21-S-EE)

I was a change agent during this bottom-up study because I experienced many challenges and resistance, but I was always the one who overcame the challenges, motivated my colleagues, and guided them. (I14-F-EDS)

We need to be a sage on the side, not on the stage. We need to observe and detect shortcomings, then get involved into the process whenever needed, and keep the balance because there is a need for someone who can be objective as an outsider, but still feel responsible for what is achieved. (I3-S-PE)

As exemplified above, the challenges of bottom-up curricula changes and the significance of team work were admitted by I10-S-EDS expressing this metaphor:

I feel like sailing in high-seas. If everyone does what is required to be done, we can take this ship to a harbour safe and sound. However, if there are differences in faculty members' perceptions of work discipline, devotion, research skills... I mean if they cannot cooperate to raise ideal pre-service teachers, it turns into a stormy passage.

Some informants underlined other requirements to be fulfilled during their faculty-wide curricula change by likening it to a time machine and robotic design:

In retrospect, we examined the previous curricula, and tried to foresee the prospective one. We tried to bring some insights about what we would need in the future. For this reason, we were like in a time machine because we wanted to bridge the gap between the past and the future with our new curriculum. (I19-S-PE)

Curriculum change resembles robotic or algorithmic design because it has a structure that needs to be developed and changed continuously, and checked whether it is still working or not. Just like an algorithm... (I6-S-EDS)

I9-S-EE likened curricula changes in teacher education to medicine with this explanation, "There are issues in teacher education. ... So, what are the drawbacks? Where do we have troubles most? Curricula changes need to serve as a supplement or trouble-shooter here. Like medicine, they need to terminate the problems." Herein,

faculty members' professional readiness for learning about bottom-up curricula changes was also voiced by some informants with these words:

Teacher education curricula aim to teach pre-service teachers how to fly because they need to be autonomous. ... So, these bottom-up curricula changes are like teaching faculty members developing the curricula how to fly, I think. It would be better if we could do it fast and efficiently. (I8-S-ELT)

I think curriculum change is like an eddy. This is the first thing that I can imagine now. You would like to be freed from it, but you struggle a lot in it. You have concerns and fears. However, you can also learn there because as the Turkish society, we generally come up with better solutions when we are in trouble. So, in that eddy, we can derive many variables and suggestions to overcome this problem. (I2-S-ScE)

On the contrary, I36-S-EDS, who had no experience in curriculum change studies, hinted that faculty members with no initiatives to take actions at the faculty could be a hindrance to curricula changes, and said, "I am in the position of a spectator having no initiatives for the time being. I can only check the proposed curriculum: if my course becomes a two-hour course, I can arrange my content accordingly. That is all." The same informant also criticized the ignorance of curriculum evaluation in these bottom-up studies by underlining these statements,

Our curriculum changes are like adding something new into an uncooked meal. We taste, add something else, and then we taste again, but we don't know its final taste when it is cooked. It is like without learning about its ultimate result or effectiveness, without tasting the cooked meal, we always add or discard something. (I36-S-EDS)

In the light of the faculty members' metaphors shared above, it was unveiled that the faculty members' perceptions were essentially clustered between the two edges, which were namely the embrace of and resistance to curricula changes in teacher education. Although both perspectives were going to be justified thoroughly in the following sections, some disapproving arguments against curricula changes in teacher education were quoted as follows:

Change vs. improvement... Curriculum is alive and it requires improvement, but change is not something desired. Change is awful because it requires at least a twenty-year time, and it wrecks the system. (I3-S-PE)

Curricula are changed without the conduct of needs assessment or any basis. Sometimes educational scientists, sometimes Science and Letters departments do that. If a Dean at a Faculty of Education has an acquaintance in the HEC, who has a say there, then, they may change curricula. Sometimes people complain about something, and they change curricula, but complaints are not

needs analysis. ... For these reasons, I think our curricula changes are entirely wrong. (I5-S-EDS)

It is really saddening to see the ignorance of key principles of curriculum development. For instance, every curriculum is hypothetical or intended in the beginning, but no pilot testing is carried out. There is no understanding of sustainability and evaluation after implementation. ... No systematization is there because change studies turn into a desk job. People sit and decide in the workshops on which courses to be omitted, which ones to be included, or which course credits to be increased. This is an approach we could never appreciate or embrace. (I21-S-EE)

Despite the presence of some faculty members rationalizing efforts for improvement, some reviled curricula change studies for being frequent, unmethodical, and disorderly, which could be a major threat to the prospect of teacher education. At this point, one of the faculty members already admitted being prejudiced against curricula changes, and said, "I have a negative judgement on change processes. I am prejudiced, so all of my inferences are going to be negative." (I24-S-EE).

On the contrary, some faculty members shared their approving arguments about curricula changes in teacher education as a sign of their embrace of these changes. The rationale behind this appreciation was mostly derived from the improvement in curricula subsequent to the provision of pedagogical area or elective courses that could serve better for prospective teachers' professional needs. Some faculty members' positive attitudes towards curricula changes could also be examined in the following quotations from the interviews:

Now, I am going to offer Non-Formal Learning Environments and Analytical and Critical Thinking courses this term. Unfortunately, they were not in the curriculum before. These are electives, but their content is really important for pre-service teachers. When they are appointed to elementary or high schools, these courses can guide them there. The previous curriculum did not have these opportunities. (I20-S-ScE)

There are many purposeful electives in the new curriculum like the Instructional Technologies course because now, we are in an era when we [faculty members] need to teach instructional technologies. Others are Traditional Child's Games, Media Literacy, and Entrepreneurship. They are the courses needed in our teacher education curriculum. I appreciate them a lot. (I9-S-EE)

As also hinted above, the ways that the interviewed faculty members experienced and grasped these changes in teacher education curricula, and whether

they embraced or resisted to them differentiated based on certain conditions which became apparent in the data during the analysis. Herein, the two sub-research questions came to the forefront which asked characteristics of the change itself together with external and contextual factors that could potentially influence the faculty members' perceptions of curricula changes.

Parallel to the data analysed as a response to the first sub-research question, these factors were primarily comprised of need for change referring to its degree of necessity; quality of change addressing its being academically well-grounded; clarity of change showing the clearness of its goals and objectives; and complexity of change indicating the expectations from its implementers as stated by Fullan (2007) in the literature. The interviewed faculty members' perceptions of these key characteristics of the change led them to either embrace or resist curricula changes, and these conditions were explained in detail in the following sections.

#### 4.2.1. Embrace of Curricula Changes

Table 4.4

*Embrace of Change: Characteristics of the Change Itself*

Subthemes	Codes
Need	determining standards for teacher education risk-free student transfers quality assurance and accreditation termination of some minor degree programs aligning elementary and secondary education to higher education alignment to ECTS and Bologna procedures a progressive effort to emphasize pedagogical aspects a wide range of electives sequence and overlapping courses strengthening area courses
Quality	developed by a professional team pedagogical, area, and general knowledge courses protected parallel to institutional goals update of course names and use of accurate terminologies change efforts appropriate to curriculum development
Clarity and Complexity	clear program guide of the HEC course descriptions giving faculty members some room clear alignment to the Bologna process no troubles in implementation involving all faculty members and their expertise

When the interview data were examined, characteristics of the change itself were determined as the main theme reinforced by its subthemes that were need for

the change, quality of the change, and clarity and complexity of the change. Table 4.4 below summarized the relevant codes and subthemes paving the way for the faculty members' embrace of curricula changes in teacher education, which referred to their openness or willingness to put what curricula changes had brought into action.

#### **4.2.1.1. Need for the Curriculum Change**

Within the scope of the 2006-7 revision in teacher education curricula, one faculty member mentioned the essentiality of terminating Turkish Language Teaching and Social Sciences Education curricula as each other's minor degree programs, and developed a positive attitude towards that revision. As declared by a different faculty member, one more approving comment on the need for the 2006-7 revision was aligning elementary and secondary education to higher education by clarifying which curricula and departments raise pre-service teachers for which school levels. Such top-down curricula changes made by Higher Education Council were also seen legitimate by six faculty members to determine standards for teacher education in terms of keeping the balance in the offered courses at a variety of faculties. In a similar vein, I29-S-GE rationalized the implementation of the HEC's top-down curricula changes thanks to uniformity and risk-free student transfers:

Because we had been working in a centralized system, the faculties could only differ in electives, so when pre-service teachers changed their departments or universities, their adaptation became much simpler.

Two of them saw top-down changes as an initial step for quality assurance and accreditation policies required for a basis to raise pre-service teachers:

It is an urge to have a common ground for subject matter and pedagogical courses supported by electives and general knowledge courses. There is a mess at faculties. Such changes are made to resolve this mess, and reach certain standards. (I34-S-EME)

Regarding the 2018-19 top-down curricula change, ten faculty members declared that there were changes in the society, expectations, and needs of the education sector such as 21<sup>st</sup> century skills for prospective teachers, regulations in ECTS and Bologna procedures, updates in MoNE's school level programs, recently featured documents like General Competences of Teaching Profession, Teacher Strategy, and The Turkish Qualifications Framework, which called for a revision of teacher education curricula. Therefore, when MoNE had changed its programs at

schools, and this was reflected to faculties of education as curricula changes to satisfy that need as I9-S-EE denounced:

Our elementary school curricula change so swiftly that we feel the obligation to change teacher education curricula accordingly. For example, there had been Physical Education course, but it became Games and Physical Activities after the change in line with the schools of MoNE.

When science curriculum involving constructivist learning, questioning, and STEM was changed in 2004, this required student-centeredness and contemporary instructional principles, but at faculties of education, there had been pure maths, physics, or chemistry courses. Before the 2018-19 change, the curricula had seriously been problematic in terms of pedagogical content knowledge. (I20-S-ScE)

In the 2018-19 curricula, one faculty member highlighted the division of Practice Teaching course into two semesters in order to provide pre-service teachers with more genuine teaching practice at schools. Moreover, 20 faculty members appraised the 2018-19 curricula change as a progressive and efficacious effort since it had a tendency to bring pre-service teachers in more contemporary pedagogical content knowledge rather than pure subject matter. At this point, I16-F-EME claimed that pedagogical aspects were highly incorporated into the new curricula through the inclusion of certain courses: “We were covering how to teach numbers, geometry, algebra, statistics and probability in two four-credit courses only. It sounds unbelievable to me now. ... When I saw these pedagogical content knowledge courses in the 2018-19 curriculum, I liked the idea a lot.” (I16-F-EME) Another informant similarly drew attention to pre-service teachers’ actual needs for pedagogical courses rather than others:

Decreasing must courses in literature and linguistics was a very good judgement of the HEC because I think they were exaggerated. If pre-service teachers are interested, they can take electives, but while raising teachers at a faculty of education, offering these must courses was wrong. (I4-S-ELT)

As a consequence, a wide range of electives and more courses aiming to develop pre-service teachers’ professional skills were proposed, and courses like Educational Sociology, Educational Philosophy, Inclusive Education, Media Literacy, Entrepreneurship, Character and Values Education, Open and Distance Education, English Language Teaching Curriculum were mostly appreciated in curricula changes. Including these courses into the teacher education curricula was thought necessary in terms of putting an interdisciplinary perspective forth to expand

pre-service teachers' vision in the profession, and preparing them for the upcoming social situations and problems. Pre-service teachers' cognitive readiness was also boosted through these inclusions according to I4-S-ELT:

When I mentioned critical pedagogy in my ex-courses, pre-service teachers would hear it from me for the first time, and they did not know these concepts at all. Now, they give me very sophisticated answers when I ask them, 'What is the purpose of education?' since they synthesize what I have mentioned in class with what they have learned in the Educational Sociology course.

Some other exemplary arguments were displayed in detail below together with an approving viewpoint on the accurate sequence of courses in the curriculum as another reason behind faculty members' embrace of curricula changes.

While sequencing the courses, the HEC says pre-service teachers should take Educational Psychology first, then comes method-related courses, and assessment-evaluation comes next, so when pedagogical content knowledge courses are in line, pre-service teachers can easily plan their lessons. This flow seems right. (I31-S-EDS)

After the delegation of authority, some faculty members either personally participating or supporting the oncoming bottom-up curriculum studies at their faculties embraced the change by seeing certain needs for them. More precisely, five faculty members pointed out that the 2018-19 curricula change affected pre-service teachers' professional readiness badly, and some precautions needed to be taken to terminate its negative effects. Therefore, the sequence of the courses, overlapping courses and course codes among different teacher education programs, imbalance in the ECTS credits and discard of essential area courses from the curricula seemed to be the severe needs, which led their bottom-up change studies as exemplified by I19-S-PE, "The 2018-19 curriculum was inadequate because of the limited subject matter courses. For these reasons, ... we were eagerly waiting for developing our own curriculum." Another positive commentary on bottom-up curriculum is below:

The sequence of the courses was problematic because of overlapping courses among the departments. When you code a course 201, it becomes a second-year, first term course. Now, we would like to offer it to juniors, but we cannot. This bottom-up curriculum will give us this flexibility. (I6-S-EDS)

As seen above, curricula changes in teacher education were embraced by the faculty members interviewed when these changes were needed to determine teacher education standards, and provide easier student transfer and quality assurance procedures. The needs for terminating some minor degree programs and aligning

elementary and secondary education to higher education were also mentioned as the reasons behind the faculty members' positive perceptions on changes. Such changes were also appreciated when there was a need for alignment to ECTS and Bologna procedures, MoNE's programs and recent documents, a progressive effort focusing on pedagogical aspects and electives by the HEC. On the other hand, the faculty members embraced bottom-up curricula changes when they needed them due to problematic sequence and discard of certain courses in their previous curricula.

#### **4.2.1.2. Quality of the Curriculum Change**

Analysis of the interview data revealed that six faculty members specifically underlined their internalization and embracement of 1997-98 curricula change because there were quality changes resulting from the studies of a professional team of academicians who focused on the essentiality of teaching practice and the determination of certain standards in teacher education. I14-F-EDS told, "The best aspects of that curriculum was to be developed by experts, to indicate a unity and consistency in itself, and to introduce a five-year teacher education model (1,5 + 3,5 years)." About this change, I3-S-PE said, "They were realist and concrete changes centring international principles of science."

A faculty member embraced 2006-7 revision since it was not inflexible although it protected pedagogical knowledge, subject matter knowledge, and general knowledge areas, and presented a range of electives covering 25 % of the curriculum in line with the Bologna process. Another faculty member mentioned the advantage of collaboration between the HEC and Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD) as an attempt to achieve a set of standards and increase the quality of curriculum changes in 2018.

As another sign of quality concerning curricula changes, I20-S-ScE thought that the 2018-19 curricula change of the HEC was parallel to their institutional goals as opposed to the previous ones, so this informant openly declared to have a positive attitude towards this change. Additionally, I27-S-CEIT approved the latest change thanks to the update of the course names and the use of accurate terminologies in the field of Computer Education and Instructional Technology as hinted in this quotation:

The course names were transformed into more field-related and contemporary ones. For instance, Special Teaching Methods became more exclusive to the

field when it was named as Information Technologies Teaching. When I investigated the course content and objectives, I saw that correct terms had been used there. (I27-S-CEIT)

Another faculty member appreciated the 2018-19 curricula change since it was developed more appropriately to the understanding of curriculum development principles in respect to gathering in commissions, conducting workshops, and collecting feedback from stakeholders. This faculty member explained, “I had problems in following the content of the Instructional Planning and Evaluation course. ... When reported, the HEC changed this situation by taking our feedback and experience into account.” (I17-S-EDS)

#### **4.2.1.3. Clarity and Complexity of the Curriculum Change**

In the event of the 2018-19 curricula changes, I20-S-ScE stated a level of satisfaction regarding the clarity and complexity of the change by saying, “When examined, the 2018-19 curriculum give you many different suggestions. The course names and contents are written. In this sense, I really find it successful.” I29-S-GE similarly thought that the HEC’s program guide for curriculum change was clear enough and easy to comprehend, and such course descriptions also helped faculty administration in the standardization of the offered courses as summarized:

When course descriptions were provided by the HEC, faculty members could not make distinctions in terms of course content since the HEC gave us a distinct path to follow. This was also assisting department heads in the supervision of whether the courses were being offered in line with the descriptions or not.

Unlike these informants, two faculty members mentioned that the HEC provided limited course descriptions; however, this situation actually gave faculty members some room for the inclusion of their own initiatives while determining their course content. Herein, I16-F-EME highlighted the requirement of autonomy at faculties differently from teachers at MoNE’s schools with these words: “We [faculty members] are at university, and how much we develop ourselves is reflected to our offered courses. We need to be free in our course content; otherwise, it is meaningless to be a part of university.” All these enabled faculty members to accept what was proposed by curricula changes more as evidenced below:

Short course descriptions of the HEC are important in two ways. They provide a considerable extent of freedom for faculty members when they form the

course content to be presented, so faculty members can be more flexible. (I25-S-SSE)

I do not harshly criticize the HEC in terms of providing one-paragraph course descriptions in the new curricula because I think much freedom is given to faculty members in this way, and this relieves me. (I11-F-EE)

Three different faculty members also declared that the alignment of the new curriculum to the Bologna process was also clear enough and parallel to what they had done before, so they did not experience any difficulties regarding clarity or complexity of the change. Moreover, seven faculty members clarified that they did not face any troubles in implementation thanks to certain qualities of their faculties and faculty members whose areas of specialization or research interests were complying to these new courses, and who were experienced enough in teaching, so they were not hesitant about what was expected of them as I19-S-PE also expressed, “We all have certain levels of experience in offering these courses ... because we are a crowded group consisting of 15 faculty members. Any of us can offer every course, and all expectations are straightforward.” Some other comments counting on the faculty members and faculties to solve complexities of the new curriculum were depicted in the following statements:

Our department is really rich regarding faculty members’ professional competencies and perspectives. It is also rich in number and quality. Therefore, we never had problems in adapting the courses into the new curriculum, updating electives, or opening new courses. (I2-S-ScE)

Each faculty member at our department took an area course relating to their field of specialization or dissertation, and they professionally developed themselves there. For instance, mine was algebra, so I selected Linear Algebra and Abstract Mathematics. ... All faculty members were conducting certain pedagogical area courses, too. Since we had such a diversity, frankly, we did not encounter any difficulties in implementing the new courses. (I34-S-EME)

We could get support from other faculties. To exemplify, we have a Biology course, and a faculty member from our Science and Letters Department comes to offer it. Also, we are lucky to have Anthropology Department at university. After official correspondences, a faculty member from that department comes and offers Cultural Anthropology course. It must be done like that. (I38-S-SSE)

From one of the foundation universities, two faculty members experiencing the bottom-up curricula change procedures voiced two aspects:

Our faculty members have chosen their own area courses and pedagogical area courses because they have designed the curricula themselves.

Pedagogical courses have also been selected with a faculty-wide consensus. Faculty members have determined course hours and credits besides course objectives. (I41-F-ELT)

While designing the new curricula, not only the faculty administration, but also all the faculty members were somehow involved, so we didn't have to interpret and clarify anything to anyone. (I37-F-ME)

These arguments indicated that one of the faculty members seemed content with the involvement of all colleagues into the change process, which led them to communicate well and remove any kind of complexities together during the design and implementation of curricula changes whereas the other faculty member emphasized the nature of bottom-up curriculum change approach where faculty members had utilized both their expertise and freedom to build the courses with their own initiatives in order to leave no place for clarity and complexity problems because both the purpose of the change and the expectations from the faculty members were clear enough.

## **.2.2. Resistance to Curricula Changes**

Table 4.5

*Resistance to Change: Characteristics of the Change Itself*

Subthemes	Codes
Need	no felt need nothing updated repetitious content & identical goals away from philosophical or scientific bases
Quality	neglected electives/knowledge areas (e.g., arts, logic) theoretical rather than practice-based insufficient professional awareness & unmet needs gaps between MoNE's programs and teacher education curricula problematic sequence of the courses discarded area courses effects of Public Personnel Selection Exam on course content a vast number of courses alienation of pre-service teachers from other departments politically motivated courses
Clarity and Complexity	no awareness in the program guide lack of comprehensiveness of the program guide no clear indications of the rationale and means faculty members' own interpretations no provisions by the HEC for course conduct insufficient briefings for faculty members inconsistencies in the documents of the HEC problematic standardization/distribution of courses

As an answer to the first sub-question of the first research question, the derived codes and themes also provided evidence on faculty members' resistance to curricula changes. The analysis revealed that need for the change, quality of the change, clarity and complexity of the change could also lead to resistance in the faculty members interviewed under certain circumstances that were scrutinized below. Table 4.5 disclosed these relevant codes and subthemes below.

#### **4.2.2.1. Resistance Due to Need for the Curriculum Change**

The interview data depicted certain situations where the faculty members resisted to curricula changes in relation to the characteristics of the change itself, which indicated their defensive reactions to the implementation of curricula changes. At this point, 14 faculty members advocated that they did not feel the need for the 2018-19 curricula change, which was the latest top-down change proposed by the HEC and experienced by all the faculty members in the sample. This situation seemed to make the informants question its rationale and develop an unyielding perception of this change. Hence, six faculty members interviewed especially affirmed they never felt the need for such a curriculum change while others questioned whether the new curriculum was going to be able to compensate any drawback in the previous one as exemplified in the following quotations:

I mostly feel this need: does the HEC determine the success criteria for teacher education curricula? Maybe that is my personal lack of knowledge, but what were the shortcomings of the previous curriculum? How and when can the new one bridge this gap? (I15-F-CEIT)

The 2018-19 curriculum was a pretentious change, and I wasn't happy with it. Such a change requires philosophical grounds to be built on. Otherwise, it is going to be demolished. I think this curriculum needs to be questioned. (I24-S-EE)

I do not think the HEC has considered sectoral needs, or the needs of teacher education. What inputs or infrastructure do we have in teacher education? Or is it an implementable curriculum? I do not think they [HEC] have taken these into account. (I31-S-EDS)

As an addition to the arguments above, some faculty members also underlined that such curricula changes mostly brought nothing updated, and consisted of repetitious content and identical goals compared to the previous ones. Moreover, some interviewed faculty members also criticized that change was far away from any

kinds of philosophical or scientific bases describing the vital parameters of teacher education curricula.

#### **4.2.2.2. Resistance Due to Quality of the Curriculum Change**

During the interviews, eight faculty members emphasized that when the changes were put forward, certain knowledge or competence areas in teacher education curricula were always neglected by the HEC. To be more precise, whereas one faculty member mentioned weaknesses in the facets of arts, aesthetics, and their philosophical backgrounds in every teacher education curriculum change, another faculty member criticized changes for lacking logic, mathematics, and foreign language knowledge that should have been presented at least at a minimum degree in all teacher education curricula. These areas were seen as a must in order to raise more contemporary and global teachers. Two of the comments on the issue were given:

Logic and philosophy show us what is valid and right. ... If a pre-service teacher says, 'I am going to take a philosophy course', s/he cannot find one. ... Logic and philosophy courses are missing at all faculties in Türkiye, so all teacher education curricula are deficient to me. (I23-S-CEIT)

I wish a musician or an artist could come to the faculty, and teach pre-service teachers... I wish we could introduce our pre-service teachers to the history of arts or academicians from the field of sociology to help their general knowledge. We need such participative courses in the curricula. (I32-S-TLT)

Along the same line, a faculty member, who was also a member of the Council of Faculties of Education Deans (EFDEK), called attention to their studies in the Council detecting the absence of many competence areas in both MoNE's General Competencies for Teaching Profession, and curricula changes of the HEC. As a result, teacher education curricula proposed to the faculties so far were found inadequate in terms of psychological counselling and guidance, special education, and digital competencies for pre-service teachers.

As another reason behind deficient quality of curricula changes, in the interviews, 21 of the faculty members asserted that teacher education curricula had become more theoretical after the HEC's top-down changes detracting pre-service teachers from practice unlike what was expected and desired. Some faculty members quoted their students who were complaining about the disparity between their own theoretical knowledge and practical skills in teaching. Especially when School

Experience course was left out of the curricula, the faculty members appraised this act as “a disappointment since it was a key course for pre-service teachers’ adaptation to schools” (I21-S-EE), and “a fast step making pre-service teachers skip observation and dip into teaching practice without experiencing the environment at schools” (I10-S-EDS), such as how administrative and disciplinary practices work and how teachers carry out their duties in gardens or corridors during break time. At this point, postponing Practice Teaching until the fourth year was found problematic in terms of impeding pre-service teachers’ previews of the profession itself. I38-S-SSE stated:

Before 2006, pre-service teachers were going to practice schools in the first year, and it was great because then, they could say, ‘I could not become a teacher, I should leave it here.’ Now, as seniors they say, ‘I cannot be a teacher, but I have been educated for four years.’ Timing is a key factor.

Moreover, the informants expressed the HEC’s contradictory approach, which allegedly aimed to improve teacher competencies in the 21<sup>st</sup> century, but actually ignored hours allocated for pre-service teachers’ genuine practice. In return, some faculty members agreed on the fact that this understanding might seriously complicate pre-service teachers’ hands-on experiences as quoted in the following statements:

Teaching is a practice-based profession, so we do not let pre-service teachers to gain these practical skills then. The 2018-19 change has only brought knowledge. This is the most disturbing part. (I31-S-EDS)

At faculties of education, we need more practical hours for the applications of different methods and techniques taught to pre-service teachers. For example, I describe what micro-teaching is, but I cannot let my students practice it several times because I have classes with sixty-seventy pre-service teachers. (I7-S-EDS)

We mostly teach the theory, and talk through our hat. The tricks of the trade are classes, schools, and the realities over there. ... Therefore, our graduates go through a floundering phase when they are appointed; this is inevitable. (I13-S-CE)

Consequently, pre-service teachers’ insufficient professional awareness or unmet professional needs were seen as a quality problem concerning the top-down curricula changes of the HEC, which produced resistance in the faculty members interviewed. 22 faculty members drew attention to the fact that pre-service teachers had been experiencing professionally difficult situations when they started work after graduation such as helping disabled children, teaching disadvantaged students from

low socio-economic status in suburbs, working at private institutions that tended to make use of novice teachers' labour, building their own teacher identities in different organizational climates of schools, communicating and cooperating with parents, dealing with students and crisis during instruction, integrating instructional technologies into classrooms, attending profession-related interviews, preparing exam questions and giving feedback to students. Pre-service teachers' awareness in multiculturalism and multilingualism were also found inadequate since they might need to teach immigrant children at Turkish schools after graduation, which made the curricula changes more vulnerable in the faculty members' mind's eye. To some, all these generated drawbacks of raising fully-ready pre-service teachers as exemplified:

The HEC dismissed Special Teaching Methods from the 2018-19 curricula, and it was the biggest disadvantage concerning instruction in any field because each field has its own pedagogical content. Our pre-service teachers went to schools without taking that course. (I14-F-EDS)

We need more faculty-school cooperation in different dimensions. We send our pre-service teachers to practice schools before they become well-equipped for teaching. ... How to talk to a parent or how to handle a student having trouble at school... How much do we focus on these issues at faculty? Maybe faculty members talk about them, but it is not enough. We need to let pre-service teachers practice. (I15-F-CEIT)

We need to teach assessment and evaluation thoroughly at faculties; it is very limited to teach something in two hours a week. You cannot teach them how to prepare exam questions, or give feedback afterwards. Therefore, our graduates do the majority of work thanks to their observations or experiences arising from their student lives. (I36-S-EDS)

From a similar perspective, I29-S-GE also put the blame on the quality of curricula changes of the HEC because their curriculum development efforts were falling much behind of the actual field of teaching, and as a result, MoNE and faculties of education were drifting apart from each other day by day. This point of view was also put into words like that: "We [Faculties of education] were one of the problems of MoNE. Our teacher education policies were far away from raising the pre-service teachers that the profession really needs." The gaps between school level programs and teacher education curricula were noted by six other faculty members questioning the inconsistency there:

One minister of National Education came and focused on skills rather than theory; therefore, if this approach had been internalized in elementary and secondary education, of course raising teachers with a curriculum completely

different from this understanding would have been a big conflict. (I31-S-EDS)

If constructivism and questioning-based education were put forth in 2004, and if MoNE restructured its programs in 2018 when skill-based education was promoted, then, all of them needed to be promoted back in teacher education curricula as our common goals. (I25-S-SSE)

Moreover, the sequence of the courses in the 2018-19 curricula change of the HEC was seen as a matter of quality since certain courses had been unfavourably placed in different semesters or years in the curricula. Under these circumstances, seven of the interviewed faculty members voiced the inefficiency of such misplaced courses due to not being able to achieve their intended learning outcomes. I9-S-EE summarized sequencing issue here:

Pre-service teachers take my Teaching Literacy in Turkish course in the fall semester before Instructional Principles and Methods course without knowing what planning, assessment-evaluation, and main components of a curriculum are. When I mention instructional principles, e.g. from simple to complex, my students do not know them at all. We were like teaching them how to write sentences before the alphabet.

Two other informants from Elementary Education program similarly focused on pre-service teachers' lack of prerequisite knowledge owing course sequences:

Until the latest 2018-19 change, our methodological courses had all been in the third year; however, the HEC placed them in the second year. Pre-service teachers did not take Material Design, Assessment-Evaluation, Curriculum Development, or Instructional Methods and Principles courses. This made my job quite difficult, which is offering pedagogical area courses. (I12-S-EE)

Non-Formal Learning Environments course of the 2018-19 curriculum is a second-year course, and I want my students to plan their lessons, but at that time, pre-service teachers do not have that skill and background to do that. (I24-S-EE)

A faculty member from the Chemistry Education department shared another example on the subject of course sequencing in the curriculum: "I think Organic Chemistry is a senior year course since pre-service teachers need to have certain competencies in chemistry before that. Now, the HEC made it a third-year course. I do not know why they [HEC] did that." (I13-S-CE) There was a sequence problem between the Research Methods and Project Development courses according to I29-S-GE who saw pre-service teachers' learning research methods firstly earlier than planning projects in the field. In addition, the logic of sequencing Research Methods in Education was criticized by another faculty member teaching in the Physics

Education program: “They [HEC] located it in the first year, but pre-service teachers do not know anything then. What are they going to do research on? (I19-S-PE).

Apart from the sequence of the courses, 29 of the interviewed faculty members found the quality of 2018-19 curricula change not good enough with respect to its limited scope allowed for pre-service teachers’ subject matter knowledge. The area courses of the previous curricula were either left out, or course hours and credits were diminished. Therefore, this change created another concern about pre-service teachers’ readiness in the eyes of the faculty members at different departments. To begin with, a faculty member exemplified this situation:

We were offering seven or eight courses on climatology besides their practical hours before the change. Now, it is a three-hour course including all, but there is no geomorphology, map information, etc. ... They need to have the knowledge of basic geography first, then I can present pedagogical area knowledge to pre-service teachers. When I ask questions, they do not even know basic rocks or winds.” (I22-S-GE)

An additional example came from an informant offering courses from the Science Education curriculum: “Previously, we had four hours separately for Physics, Chemistry, and Biology courses along with their two hours of practice. If you want to raise a science teacher, faculties of education are the final destinations to teach all these because there is no other context where pre-service teachers can attain such learning outcomes.... Now, I cannot cover my course notes.” (I33-S-ScE). Consequently, teaching area courses earlier than pedagogical area courses was asserted as a must by some faculty members thinking decrease in the number of area courses or credits led them to fall behind the comprehensiveness of their courses, and prevented them from preparing pre-service teachers better for their future profession.

At this point, the course descriptions put forth in the 2018-19 curricula change were also open to doubt during the interviews because course content there were kept the same in spite of the fact that course hours of area courses were lowered by the HEC. For this reason, it was a big trouble for 13 faculty members to keep up with the content they aspired to teach. To achieve this, they claimed to have offered the content more quickly by neglecting certain topics, or field-related, practice-oriented activities during instruction. For instance, one faculty member tried to handle this problem by skipping some content, which brought about a new problem:

The change in course hours challenged us a lot because the existing content stays the same. When we wanted to decrease the instructional time spent on it, and omitted some content, this act led to breakdowns in content integrity, and caused pre-service teachers to have difficulties in the comprehension of related concepts.” (I30-S-ScE)

Another faculty member offering courses from the Physics Education curriculum made a similar remark by saying:

Our pre-service teachers complained a lot. Physics is a comprehensive field. You try to explain mechanics, electricity, magnetism, etc. in two hours, and cover the topics that took four or six hours in the previous curriculum. It is impossible to catch up, and pre-service teachers do not comprehend well. You cannot solve enough problems, or demonstrate enough examples. (I19-S-PE)

While favouring the presence of more pedagogical area courses in their teacher education curricula, the examples from different departments in relation to the imbalance between content of area courses and instructional time allocated for them were shown below:

As a faculty member offering pedagogical area courses in Mathematics, of course, we raise pre-service teachers for elementary education, but they still need to know certain basic mathematical knowledge. In the 2018-19 curriculum change, these were too limited. For instance, the Analyses course was restricted to two hours with the same content. (I16-F-EME)

We are at the faculty of education, and we must teach the pedagogy to make our pre-service teachers different from chemists. Nevertheless, I do not think that declining area courses is something favourable because now, we exert a lot of efforts to catch up the content. (I13-S-CE)

Regarding the selection of course content depending on these limits in course hours, five faculty members touched upon the importance of Public Personnel Selection Exam (KPSS) for pre-service teachers, and said that they tried to make an alignment accordingly. Whereas some recommended certain resources for pre-service teachers concerning the topics they had excluded from the course content, some of the faculty members organized content in line with pre-service teachers’ concerns about Public Personnel Selection Exam, included the topics having more potential to be asked as exam questions, allocated more time on these topics during instruction, and chose certain books written particularly for this exam as references. Some of these standpoints were displayed in the following statements:

Some pre-service teachers sometimes complain, and ask, ‘Is this topic in the scope of Public Personnel Selection Exam (KPSS)?’ or ‘They ask it in that exam. Are you going to cover this topic?’ (I36-S-EDS)

There are approximately 25 questions about Instructional Principles and Methods in KPSS. I arranged my content parallel to this.... For example, in the past, we were teaching curriculum development, but now, we omit this part. ... We cannot follow idealistic paths in undergraduate level; since exam questions are in line with certain books on the market, we feel obliged to use them. (I7-S-EDS)

Within the scope of the 2018-19 change, the aforementioned decrease in ECTS credits and course hours initiated the emergence of a vast number of courses in the curricula as stated by 20 faculty members in the interviews. Some of them compared this curriculum change to a high school curriculum where students have at least ten hours per semester. To exemplify, one faculty member commented on this:

It seems to me that the 2018-19 curricula change came after reproach of some faculty members who would much rather do research in their locked offices than visit practice schools. ... Almost all courses were turned into theoretical ones; practical hours were sacrificed in this curriculum with 66 different courses with 160 credits! (I41-F-ELT)

Such a drastic increase in the number of courses challenged both pre-service teachers who had to deal with many course requirements in a single term, and faculty members who had to offer many courses requiring a variety of preparation steps in a single term due to their assigned course load. Moreover, the goals of certain courses in the curricula were also questioned by some faculty members:

The name of a new course was so interesting to me: Risk Management & Reduction. Most probably it is an elective course ... Must it really be a course in the curriculum? (I32-S-TLT)

There are too many courses with few credits. ... Since we, as faculty members, aim to provide pre-service teachers with the maximum benefits, I never think that it is a two-credit course while assigning homework, and I expect the maximum from them. Therefore, taking a lot of courses becomes a burden on them. (I16-F-EME)

In the new curriculum, the pedagogical content knowledge courses, such as Teaching Numbers and Teaching Geometry... The content which we offered in a single course was transformed into different two-credit courses. Weekly topics became new courses; it was redundant. Some faculty members said, 'I am having difficulty in filling up the content of these courses. (I26-S-EME)

The presence of too many departmental elective courses in the new curriculum was another point of criticism since this approach might evoke alienation of pre-service teachers from other departments as I14-F-EDS stated, "Pre-service teachers cannot be mingled with the students from other departments, so the curricula

at Faculty of Education are not integrated into other curricula at the university, which was the biggest disadvantage of the change.” The same informant also declared pre-service teachers’ learning problems owing to course load in each semester. Another informant voiced a similar argument:

When can pre-service teachers take all these courses? The point of view is ‘Just take the courses superficially so that the courses can both satisfy total credits and become apparent in transcripts.’ I think, pre-service teachers could be raised better with more in-depth knowledge and skills if they had fewer courses. (I17-S-EDS)

Two faculty members mentioned certain politically motivated courses included in the new curricula of the HEC in the 2018-19 change as a reason behind their resistance. For example, the Bilingualism course given at Turkish Language and English Language Teaching departments was believed to serve as a springboard for the government’s vision for 2023, which aspires to appoint teachers to MoNE’s agencies abroad.

#### **4.2.2.3. Resistance Due to Clarity and Complexity of the Curriculum Change**

The data showed that depending on unclear means of the changes proposed, the top-down curricula of the HEC were highly being criticized by 19 faculty members. The policymakers’ standpoint seeing curriculum not more than as a list of courses and course contents, and lack of comprehensiveness of the program guide sent to the faculties were the main points of their complaints during the interviews. At this point, four faculty members accepted that they had even no awareness in the presence of such a program guide and no chance of reading it and seeing what was expected of them during the 2018-19 curricula changes as evidenced here:

I have never seen a program guide. Maybe it was online, but I didn’t read it. It was not sent to me online or as a written document by the department, either. (I27-S-CEIT)

I have no idea about the clarity of that guide because I didn’t read it. (I26-S-EME)

During the interviews, 17 faculty members reproached the HEC for the absence of clear indications of why the previous curriculum had been changed, and how the new one was going to be implemented in the program documents. The course descriptions in the program guide were also found too limited since they merely

involved a single paragraph about weekly topics, and some faculty members specifically demanded information on the rationale behind the curriculum change consisting of the academic perspectives that were grounded on, innovations from the world that inspired the change, and the pros and cons of the courses either excluded from or included in the new curriculum. For instance, I30-S-ScE questioned the rationale behind the 2018-19 curriculum change by declaring lack of transparency and clarity in this respect: “As the implementers, we need to know the rationale of the change, and believe in it. I don’t know why the HEC changed the previous curriculum personally. We have been raising teachers for years with that curriculum, but still, I don’t know why.” Another informant also drew attention to the same clarity problem arising after such top-down curricula changes:

Course A has been taken from the third semester, and placed in the first semester ... They [HEC] don’t even explain the reason. Which change or improvement made you do this? (I11-F-EE)

I11-F-EE also added, “While making efforts to understand the program guide, we were struggling and fighting it out. We were becoming interpreters, and assuming what the HEC means.” whereas I16-F-EME similarly attracted attention to their own efforts to comprehend what was happening, “I don’t know if the program documents of the HEC were clear enough or not. Actually, we [faculty members] make our own ways since we offer courses from our own fields.” This problem was also summarized by I7-S-EDS saying, “too many course names with too little explanations.” As an illustration, concerning the Educational Anthropology course, the complexity of the HEC’s descriptions was emphasized by a faculty member trying to get clarifications from a colleague specialized in that field of study:

In the 2018-19 curriculum, I asked for help from the head of the Sociology department while preparing this course profile. The HEC gave us a one-paragraph description, but even that department head could not understand what was demanded there. (I41-F-ELT)

I33-S-ScE also solved some course adaptation problems through self-interpretations and assumptions as depicted in this quotation:

It was a very thin program guide, and we prepared our semester plans accordingly, but how? We could only divide one-paragraph course descriptions into weeks. Wherever the HEC put a comma in the sentence, we turned that part into a weekly topic (smiles). It was too mechanical, but we tried to adapt as much as we could understand.

Concerning the complexity of the curriculum change, another faculty member demanded to see certain provisions by the HEC for better conducts of some courses in the program guide as displayed here:

Maybe the program guide is informative for some who have just started being an academician, but not for me. ... When examined, something was written about the philosophy, goal, and content of the Micro-teaching course, for example. However, there weren't any provisions. The HEC didn't determine any requirements, our faculty didn't, either. I didn't have the opportunity to do that as a faculty member. In the end, 89 pre-service teachers took this course of mine! (I17-S-EDS)

With a different viewpoint, drawbacks of the program guide were also voiced by a faculty member who was a curriculum specialist with these words:

The curriculum has not been developed with a curriculum development rationale. It does not tell you anything; it only gives the sequence and content of the courses. That is all! It tells nothing about the goals and objectives to be attained, or the method through which the content is presented. It never refers to the dimension of assessment and evaluation. They are all up to the faculty member. (I31-S-EDS)

Some other faculty members highlighted the importance of course conduct when a top-down curriculum change was put forth, and shared their demands for more clarity regarding what was expected of them while presenting course content.

I do not know exactly whether this already exists or not, but I think the HEC should recommend some methods or innovations to present the new course contents in the curriculum. You enter the class, lecture for 40 mins. and leave. This is a very ineffective method for most courses. (I15-F-CEIT)

It is not enough to write Values Education there. How am I going to relate it to Physics Education? It is not given in the documents. (I2-S-ScE)

The program guide of the HEC is flawed because how faculty members are going to cover course contents is unclear there. I don't know why. ... Can a faculty member genuinely conduct courses based on cooperative or inquiry-based learning? (I20-S-ScE)

Consequently, another informant evaluated that means of change were not good enough to shed light on faculty members' curricular practices by asserting these words: "The explanations in the guide could not guide us because they were not at that level. There was no genuine rationale!" (I22-S-GE). Moreover, four faculty members explicitly declared that they could not appraise the HEC's program guide as a reference to be utilized as exemplified by I17-S-EDS here: "I see it as a formal

document. I know it is official, but if I say I take it as a reference source and act accordingly, it won't be true!"

At this point, a faculty member mentioned insufficient briefings in the change process concerning how to do and what to do because certain meetings were only organized for people in charge at faculties of education, not for the whole faculty members. This informant also touched upon personal efforts to reach necessary information and felt the need to be able to speak for themselves as the implementers of the new curriculum:

After searching, we have reached the new curriculum by ourselves. Nobody shared it with me. There were some introductory meetings, but our Dean attended there. Everything we learned was based on hearsay. ... If there had been such briefings, we could have expressed our own opinions and asked questions; and they [HEC] could have explained their rationale. (I30-S-SE)

A similar expectation of being informed was also underlined below:

I think communication is problematic. They [HEC] need to tell us the exact results of their practices and workshops, their goals and rationalization, and what they expect of faculty members. (I23-S-CEIT)

Parallel to the same clarity problem, two faculty members stressed the inconsistencies in the documents of the t, and one of them gave such an example:

I sometimes consider whether there are any curriculum specialists in the HEC, or if there are, can they speak the same language? In the document, it seems to me that one paragraph is written by someone, another paragraph is written by someone else. It gets really confusing to understand. (I11-F-EE)

As a possible result of these clarity and complexity issues, a faculty member seemed worried about the standardization of courses at different faculties since faculty members might fill in the gaps of the incomprehensive program guide themselves because of limited briefings, and this could lead to differentiated courses in the same curriculum as I10-S-EDS explained:

What does the HEC expect from faculty members? Course descriptions were too narrow, so it is at the mercy of faculty members. We need to determine the prerequisites in the curriculum first, we may allow for initiatives next because I am sure that there are differences between my course outline and another faculty member's outline at a different faculty. Mine did not even comply with a colleague from this faculty, either.

In the same vein, I36-S-EDS mentioned faculty members' need for guidance owing to the complexity of curriculum changes by saying,

There was a course called Literature Review, for example. Its content was not clear enough, and every faculty member presented something they fancied. Some lectured on research methods and citing sources, and some just extended a single topic for weeks. It is not about coming up with different course names. Who is going to teach it? How is it going to be taught? It is not an easy task.

As a consequence, I2-S-ScE expected to see more operational descriptions concerning the practical hours of the courses in the curricula to achieve standardization among faculty members and faculties whereas I38-S-SSE said,

I wish the HEC had sent us course books and weekly schedules so that we couldn't find any space to move. I wish the questions in Public Personnel Selection Exam had been formed accordingly. ... at least, our curricula would have been more stable and standardized.

In the interviews, 12 faculty members highlighted certain complexities emerging subsequent to the 2018-19 top-down curriculum change in relation to the course distributions and specializations among departments or faculties. According to the descriptions of the HEC, at some faculties, certain pedagogical courses were transferred to Educational Sciences departments regardless of planning faculty members to offer these courses as I14-F-EDS evidenced:

Course load on educational scientists increased a lot because there were different demands from each department, but we didn't have such a wide range of educational scientists to offer all these courses. If a faculty has someone specialized in Assessment and Evaluation or Curriculum and Instruction, it is a sign of luck. There are nearly no faculty members having expertise in Special Education, Educational History, Educational Sociology, etc. Offering these courses was a serious problem.

Another faculty member from the Department of Educational Sciences voiced a complexity concerning the course distribution:

We had to transfer some courses to Science and Letters Department such as educational philosophy or sociology courses because which department is going to offer which course? This is not clear in the documents. (I7-S-EDS)

Herein, this complexity led to concerns and conflicts among faculty members as well when they considered the effectiveness of the courses offered in the new curriculum. For instance, a faculty member from Science Education criticized this:

We had a Material Development course previously. Now, it is being offered by the Department of Educational Sciences. I am really curious about what they are going to do in relation to our field there. I think they cannot do anything because this course must definitely be offered by pedagogical area specialists. (I20-S-ScE)

A similar concern was also raised by a faculty member asserting the opposing views among educational scientists, subject matter specialists, and pedagogical area specialists:

If you have subject matter specialists whose educational background was also enriched through educational sciences like me, you can offer certain educational sciences courses by integrating them into science education. We want to offer more pedagogical area courses, but our Educational Sciences Department thinks differently because after the 2018-19 change, they came to the forefront more. (I2-S-ScE)

Overall, the analysis of the interview data uncovered certain evidence on the faculty members' clarity and complexity issues regarding curricula changes in teacher education, which caused their resistance to these changes in return. These factors could be briefly summarized here as lack of clarity and comprehensiveness of the HEC's program guide, unknown means and rationale of the change leading to the faculty members' own interpretations and assumptions, insufficient guidance in standardization and conduct of the proposed courses, and unclear course distributions among departments or faculties.

#### 4.2.3. Influence of Contextual Factors on Embrace of Curricula Changes

Table 4.6

##### *Contextual Factors Promoting Embrace of Curricula Changes*

Subthemes	Codes
Physical Infrastructure and Human Resources	easy access to instructional equipment sufficient number of classes, labs, etc. sufficient number of faculty members
Leadership and Effective Management	setting examples of course profiles openness to changes assigning faculty members with expertise cooperation/shared decision-making organization of briefings and meetings being an instructional leader with merit fair division of labor organization of in-service trainings

Within the scope of the second sub-question under the first research question, some contextual factors emerged depending on the academic environment to which the faculty members' faculties of education belonged, and the analyses indicated that

these contextual factors had an impact on faculty members' embrace of or resistance to curricula changes in teacher education. These contextual factors were thematised as physical infrastructure, human resources, educational understanding, leadership and effective management of change at Faculties of Education in Table 4.6.

#### **4.2.3.1. Physical Infrastructure and Human Resources**

In relation to the contextual factors paving the way for the faculty members' embrace of the curricula changes, physical infrastructure at the faculties came to the forefront. 14 faculty members declared that they could have an access to what they had technically and professionally needed during both top-down or bottom-up curricula changes. I9-S-EE exemplified a case from the 2018-19 curriculum change:

I do not know exactly whether it was because of the HEC's change or not, but at that time, our classroom infrastructure was enhanced to a great extent. I mean projectors, smartboards, sound systems... Our classrooms were updated in a way because the new courses in the curriculum were instructional technology-oriented.

Four of the faculty members from the foundation universities voiced no trouble regarding physical and technical infrastructure, and one said:

All of our current programs have lab courses; specific halls for music, drama, and arts workshops. We have also flexible classes rather than fixed desks. Our classrooms are very appropriate to any instructional method. (I14-F-EDS)

Herein, I16-F-EME, also added:

I am thinking now; was there anything I needed, but not satisfied at that time? For instance, we have a Maths class with our specific materials for the pedagogical area courses in Mathematics Education. ... We don't have many students, either. This year there are going to be 25 students, so we can meet their needs without much trouble.

The same situation was also mentioned by I41-F-ELT, from the other foundation university, talking about student numbers with these words:

We have no problem with physical infrastructure. We pay attention not to have crowded classes, and determine our student quota accordingly. I mean we do not accept lots of students like University X because we have some resources to be distributed properly.

Not only these foundations universities, but also some of the state universities were found sufficient by their faculty members at this point as two faculty members from two different faculties and departments exemplified below:

After the 2018-19 change, our physical and technical infrastructure was so good that I could also use all the opportunities from the Distance Education division, including a professional TV studio. I remember that my pre-service teachers were shooting public service ads in company with professional assistants for 14 weeks within the scope of my Multimedia Design course. (I27-S-CEIT)

We have lots of lab courses. Five labs only for Physics, five only for Chemistry, five for Biology because we teach both area and pedagogical area courses ourselves. (I19-S-PE)

I22-S-GE and I34-S-EME also put emphasis on their satisfaction from the number and competencies of their colleagues at their faculties. They saw this as an advantage to cope with the problems in the event of a curriculum change with these words:

It is easier for us to overcome such challenges because we are in a much better condition in terms of quality academic staff, the number of faculty members, and technological and physical infrastructure than other faculties or departments that have been newly established. (I22-S-GE)

Following these pieces of evidence from the interviews, it was seen that 14 faculty members out of 41 seemed content with the technical infrastructure and instructional equipment of their faculties besides the presence of sufficient number of faculty members. These factors helped them to embrace curricula changes as reported above.

#### **4.2.3.2. Leadership and Effective Management of Curriculum Change**

Three faculty members were serving as department heads in the event of the 2018-19 curricula changes, and this position influenced the way in which they perceived this top-down change. While one of them actively examined the HEC's course descriptions to build course profiles for accreditation, others specifically adapted the new courses to their faculty as explained by I1-S-CEIT here, "I was the department head at that time, and we cooperated very well. Our research assistants and even PhD candidates were also involved in our studies. They all made a great contribution." At this point, I9-S-EE emphasized the compactness of some faculties of education as an advantage for enhanced communication and collaboration:

We didn't have any difficulty in implementing the 2018-19 change because we aren't a big faculty, and all departments have a good communication. For example, some courses are required to be organized by the Department of Educational Sciences and some by the department. We can arrange all these.

As a faculty member from one of the foundation universities, I14-F-EDS also attached significance to accountability and transparency of curricula changes emerging after student evaluations on teacher education curricula by saying, “We really take student evaluations seriously. Regardless of the points gained, we rely on students’ comments in open-ended sections, and we genuinely try to improve ourselves. To have an accountable curriculum, we feel the need to do all these.” Furthermore, decisions on course names, course codes, ECTS credits, distribution of electives were made under the supervision of faculty administration, which was appraised as satisfactory to embrace the top-down curricula by the HEC.

Educational leaders at faculties were expected to be open to changes, have bright ideas to be followed, and reach faculty members having merit and expertise for the new courses offered when there was a curriculum change on the agenda. To illustrate, I11-F-EE stated, “Our faculty administration attaches importance to assessing all the needs concerning faculty members, curriculum, or physical infrastructure. We never give up offering a course for such reasons, for instance, if required, we invite academicians outside our faculty to offer the course.” Motivation of all academic staff was also emphasized by means of collecting everyone’s opinions and gathering in commissions during some interviews.

In addition to the perspectives above, I34-S-EME highlighted briefings and meetings organized for the clarification of the HEC’s top-down curriculum change in 2018 by giving these details, “Our Vice-chancellor in charge informed us about the balance in the percentages of electives, and increase in practical hours of courses, and preparation for the oncoming accreditation processes at the faculty.” A similar instructional leadership example came from a different faculty member who was also a member of the Council of Faculties of Education Deans (EFDEK) as evidenced:

We formed information packages for the 2018-19 curriculum change, paid a lot of attention to ECTS equivalents, and worked together. I am also a curriculum specialist, so I have taken the responsibility of the curriculum. I have been sharing my experience and informing my faculty through the meetings where I have been talking about what changes are under construction and what we need to do in the process with a step-by-step approach. (I14-F-EDS)

In the same vein, I5-S-EDS conducted a sample course design so as to set it as an example for the other members of the faculty. From a different perspective, a

faculty member appreciated the leadership of the faculty administration in terms of playing a mediator role in the bottom-up curricula change studies, and explained that:

Our Department of Educational Sciences challenged us a lot because they demanded us to give whatever they wanted in the new curriculum. Then, our faculty administration made us meet and compromise while accompanying us in these meetings. (I19-S-PE)

Apart from this experience, leadership of faculty administration helped faculty members in their bottom-up curriculum change studies as depicted with these statements, “Holding a PhD degree in the field of Educational Administration, our Dean had hands-on experience in curriculum development in 1998, and so had a vision of how a curriculum change process needs to be handled. Our Dean mapped out a route for us.” (I37-F-ME). The same informant also added there was a consensus at the faculty during these change studies. When a fair division of labour existed in bottom-up curriculum studies, it seemed to boost faculty members’ embracement of the change as seen below:

We try to make an equal division of labour systematically. For example, some faculty members have been assigned to conduct a needs assessment, collect stakeholders’ views, and organize meetings with external advisory committees. Some have been investigating the Bologna procedures, teacher competencies, and international approaches to teacher education. It is a nice distribution because everyone is included. It may show us this bottom-up change is being led in the correct way. (I28-S-SSE)

Three faculty members put some emphasis on the organization of in-service trainings by the faculty administration for the faculty members in order to simplify their adaptation to top-down curricula changes or promote their curriculum development skills in the event of a bottom-up change as I11-F-EE summarized, “After reporting to the faculty administration, if we [faculty members] have some educational needs to be satisfied via workshops or in-service trainings, they are immediately planned.”

In relation to this, systematic planning of bottom-up curricula changes was emphasized by I41-F-ELT as a facilitator helping the faculty members embrace the change by saying, “Our Dean’s Office carefully planned the process of bottom-up curriculum design, and formed graphics showing us what to do and when to do. It was like a road map for us.” Furthermore, faculty administrators’ approaches and leadership in accreditation tended to create an institutional learning environment

where the faculty members from the accredited programs had a relatively positive viewpoint of curricula changes because their previous quality assurance studies increased their familiarity as exemplified below:

Such curriculum changes are already parallel to the accreditation and quality assurance policies of certain faculties. We always follow similar procedures, have the required competencies, and we are familiar with them. When we investigate the documents of the HEC, we can easily get what they have meant and demanded. (I6-S-EDS)

When faculty members are filling the accreditation forms in, they may have a chance to consider what they are actually doing. I mean we plan everything week by week, think of assessment-evaluation dimensions for each course, and inform pre-service teachers in advance through course outlines. These are so meaningful. (I26-S-EME)

We received some in-service trainings after noticing our drawbacks in accreditation such as how to write course objectives or carry out evaluation of pre-service teachers at the end of courses. All these are reflected to both our courses and curriculum we are planning to develop. Accreditation has made me to think that I wasn't giving sufficient workload for pre-service teachers. (I16-F-EME)

When your faculty institutionally forces you to involve in such accreditation processes where you feel worried about falling behind your colleagues, you get real. Accreditation efforts of the faculty were like a leverage for faculty members. In the past, when you recommended something, they were ignorant; but now, they were more willing to try. It was nice to see such a leadership of the faculty. (I15-F-CEIT)

When supported through educational leaders having merit, and guided in both quality assurance and curricula change studies, the interviewed faculty members had a tendency to demonstrate positive attitudes towards curricula changes in teacher education as also understood from the provided evidence from the interview data.

#### **4.2.4. Influence of Contextual Factors on Resistance to Curricula Changes**

During the interviews, the faculty members also pointed out the contextual factors leading the faculty members to resist curricula changes in teacher education. These faculty-related or context-dependent factors were grouped as physical infrastructure, human resources, educational understanding, flawed leadership and management of change at Faculties of Education. Under the main theme of contextual factors, these subthemes and codes were explained in a comprehensive way throughout the following sections and briefly summarized in Table 4.7 below.

Table 4.7

*Contextual Factors Causing Resistance to Curricula Changes*

Subthemes	Codes
Educational Understanding	discrepancy in educational philosophies non-compliance to both faculties and faculty members' mind-set
Human Resources	lack of academic staff to offer new courses
Physical Infrastructure	insufficient physical or technical infrastructure course capacities and overcrowded classes
Flawed Leadership and Management	top-down and hierarchical leadership educational leaders with no merit flawed approaches to leadership no introductory meetings for curricula changes need for a focus more on educational progress no collaborative and internalized institutional culture more space needed letting faculty members take initiatives faculty members' resistance to being led need for a supervision mechanism at faculties

#### **4.2.4.1. Educational Understanding, Physical Infrastructure and Human Resources**

After the analysis, it was evident that nine faculty members criticized curricula changes for being away from the realities of faculties of education in Türkiye. To illustrate, one faculty member working at a foundation university voiced the discrepancy between the educational philosophies of the HEC and their university, which created difficulties in integrating the expectations of the HEC into their understanding of liberal education at the faculty. That faculty member touched upon their differential needs neglected:

Of course, we raise teachers; however, as foundation universities, we have different goals. At that point, we need more flexibility and differentiation compared to the other faculties of education. (I37-F-ME)

Three informants from different departments of the same university focused on the conflicting insights of the HEC and their faculty in relation to teacher education. Therefore, the proposed changes were found non-compliant to both the faculty and faculty members' mind-set. These opposing views on the curricula changes of the HEC were evidenced herein:

I am blaming myself a lot because at that time I vibrantly asserted that this change [2018-19] was not down-to-earth. It was like a high school curriculum

and not aligned with the realities at our faculty. We should have behaved differently, and shouldn't have implemented it. (I3-S-PE)

We expressed our objections to the HEC since the change [2018-19] was not suitable to our university context. The curriculum was full of two-credit courses, which had never been applied at any of our undergraduate programs until then. (I8-S-ELT)

Lack of academic staff to offer new courses emerging after curricula changes was underlined by 28 faculty members during the interviews. The demands of HEC for a wide range of departmental and non-departmental electives remained unsatisfied because of faculty members' current course load and potential failures in offering courses from various areas of specialization. Moreover, some faculty members explained they were expected to offer courses of different teacher education programs apart from their own fields, which seemed to stand in the way to the internalization of curricula changes by faculty members.

I am keeping track of the curricula at other faculties. Some can offer more electives, but at our faculty, electives were like must courses since we cannot offer anything extra. I do not think that the HEC puts forth changes after examining the capabilities of faculties and their academic staff. Are they really OK to offer these courses? (I7-S-EDS)

In 2018-19 curriculum, there was a pedagogical course named Educational Anthropology. I think, there was no faculty member to offer such a course requiring specialization. Even if you found someone, s/he had to offer it in English at our faculty. There is at most one or two faculty members having all these qualities in Türkiye. (I41-F-ELT)

We had more than 30 hours of course load, and it was like 'I will do whatever it takes.' My second foreign language is French. ... Our Dean wanted me to offer a French course to the English Language Teaching department because no faculty member was specialized in that area. (I32-S-TLT)

23 of the faculty members stressed problems in physical or technical infrastructure of the faculties as a hindrance when curricula changes were on the agenda, which might cause them to resist. These shortcomings were the absence of Internet connection, limited numbers of laboratories or classes, and obsolete instructional opportunities at the faculties. I29-S-GE expressed a similar case,

We fall behind the educational technologies used at MoNE's schools. We still utilize archaic projectors or non-operating computers at faculties of education. ... Sorry, but our pre-service teachers start the profession without learning

how to use a smartboard. How can they know? How many times can they use it in teaching during their four years of education?

I think we are going to have difficulties while implementing our new curriculum since we would like to offer more practical hours. Classrooms allowing for more practice are going to be required; our computer labs are going out of date; smartboards are becoming dysfunctional. It is even more difficult to renew them now. (I28-S-SSE)

Course capacities were also an obstacle to new courses depending on overcrowded classes besides immutable classroom designs like lecture halls preventing faculty members from group work, individualized instructional approaches, and questioning-oriented activities during course conduct. Some other infrastructural drawbacks were presented below, too.

For Micro-teaching course, we demanded a specific classroom with a well-operating computer, camera, and PowerPoint software from our Dean's Office. We wanted course capacity expanding no more than 15 to 20 pre-service teachers. Nevertheless, these prerequisites were never taken into consideration. (I17-S-EDS)

For instance, in the former curriculum, we were offering seven three-credit courses in one semester. Now in 2018-19 change, we offer nine or ten two-credit courses. Do you have ten different classrooms for ten courses at your faculty? No! (I1-S-CEIT)

We have distant buildings, and do not have thematic classrooms suitable for interaction, and equipped with necessary instructional technologies for need- and skill-based instruction. (I2-S-ScE)

In brief, differences between the HEC and educational understandings of the faculties of education, discrepancies concerning the faculties and faculty members' academic mind-set in teacher education, insufficient numbers of faculty members who could shoulder the responsibility of offering courses in new curricula, problems in physical or technical infrastructure including overcrowded classes and loaded course capacities became apparent in the interview data as the contextual factors having an impact on the faculty members' resistance to curricula changes.

#### **4.2.4.2. Flawed Leadership and Management of Curriculum Change**

During the interviews, most of the faculty members expressed certain complaints about the absence of effective leadership and management of curricula changes at their faculties. Two of them initially questioned the leadership of faculty administration because it was not bottom-up or voluntary at all, instead, top-down

and too hierarchical. Some informants critically appraised the merit of educational leaders since they were generally appointed to those fellowships thanks to their political tendencies as illustrated: “You know how educational leaders are appointed to faculties, right? None of them had relevant academic background, leadership qualities, or even merit. That is it!” (I33-S-ScE). An exemplary case was below:

We are at Faculty of Education, but our department head has no background in education, or there are others whose professorships are in a variety of areas. Unfortunately, they could not indicate any leadership behaviours. Only the faculty members from the Department of Educational Sciences, or pedagogical area specialists could serve as a leader here. (I22-S-GE)

Furthermore, faculty administration was found professionally incompetent with regard to their leadership approach, which was not genuinely demanding to guide faculty members, instead, looking for obedience to what was proposed. This situation was briefly described by a faculty member here:

This is about how our universities or faculties are run. The Rectorate or Dean’s Office want you to implement what is given because they don’t want to have conflicts with the HEC. They may think the best administrator is the one who creates no problems. Therefore, we have to implement every curriculum as it is. (I26-S-EME)

Similarly, I38-S-SSE declared a consequence of problematic management approach, “We see that our educational leaders can do some strange things. At those times, we need to warn them.” Maybe for these reasons, another informant touched upon the fact that no worth was attached to educational leaders at faculties: “Even the deans have no initiatives to take in Turkish higher education institutions. Nobody bothers to ask them anything.” (I39-S-TLT).

Many faculty members expected introductory meetings in the event of a top-down curricula change from their faculty administration. Nonetheless, they also acknowledged such a shortcoming and felt disappointed in this respect. For example, I20-S-ScE and I18-S-GLT voiced these opinions respectively:

Now you ask, ‘Have you ever had an alternative to select, been guided or taught by some experts?’ These are the right things to be done, right? However, you need to be sure that all these might have been done only at two or three faculties in Türkiye. Even this number is sceptical. It never happened; it will never happen in reality.

I have never seen an actual leadership approach. We just sign some things approving that a notice has arrived at the faculty. Nevertheless, no faculty administrator tells us its importance by internalizing the rationale behind, or

looks for our opinions. Curriculum change is never seen as a significant concept by them, so as faculty members, we cannot have a high opinion of it in return.

With the aim of implementing curricula changes effectively, some faculty members mentioned the employment of more academic staff, which was seen as an issue to be dealt by faculty administration. Also, I21-S-EE stressed the requirement of concentrating more on progress and quality of teacher education on the side of faculty administrators who seemed too busy with other disputes. In addition, a faculty member stressed the essentiality of having a collaborative and internalized institutional culture to embrace curriculum change by saying, “There is always going to be someone resisting, so togetherness at the department and institutional culture are crucial here. When faculty members feel the ownership of their faculty and curriculum, they move the change forward.” (I31-S-EDS). On the other hand, depending on oppressive leadership approaches, faculty members’ pretentious acts were pointed out as an affective hindrance because then, they felt obliged to accept curricula changes. I24-S-EE explained this situation with these words:

Our superiors want us to do something, and as subordinates, we have to do it without making our own decisions. They say, ‘You must do it for the sake of our faculty.’ Is it right leadership? I question this, but we all pretend to do it, just like our administrators.

Additionally, three different faculty members demanded more space letting them take actions or initiatives rather than being stonewalled by administration, which was an everlasting wish in change studies as described in the following quotation:

Our faculty administration could have asked us about which courses to be offered, where to place those courses in a four-year curriculum, what to be added into the pool for electives. I would really crave such a participative leadership where our opinions are gathered and outcomes are shared with us. However, the process was never carried out like that. (I29-S-GE)

Some flexibility will be nice. As faculty members, we like using our initiatives. While changing the curriculum, we would like to do something unusual; we have such an ego. Educational leaders should allow and manage all these seriously. (I15-F-CEIT)

From a similar standpoint, one of the faculty members who took the responsibility of being the department head for some years, put stress on faculty members’ resistance to being led as depicted in this quotation:

I have never achieved to genuinely share a top-down decision with my faculty members because whenever I approached them, they always said, ‘Are we primary school students? Why are you telling us all these? Can’t we understand ourselves?’ They overtly express such thoughts. They claim that they are competent enough to comprehend the things they read, but then, you see they aren’t. ... I couldn’t intervene in; I mean I had nothing to do. My democratic leadership didn’t work there. (I25-S-SSE)

On the other hand, unlike what was exemplified above, three faculty members underlined the need for a supervision mechanism at faculties so as to check whether new course contents had been presented parallel to the proposed change.

#### **4.2.5. Influence of External Factors on Embrace of Curricula Changes**

As a part of the first research question asking for external factors having an impact on the faculty members’ perceptions of curricula changes in one of its sub-questions, the current interview data depicted certain extraneous policies and power groups after the analysis. More precisely, the HEC’s delegation of authority was firstly regarded as an opportunity by the faculty members embracing the idea of bottom-up curricula changes.

##### **4.2.5.1. The HEC’s Delegation of Authority as an Opportunity**

When the faculty members’ standpoints were investigated throughout the data, as evidence on their embrace of curricula changes, 16 of the faculty members clearly approved the HEC’s delegation of authority by seeing it as a reasonable decision for faculties of education as autonomous higher education institutions differently from the schools of MoNE. Two faculty members said that the HEC was actually using an illegitimate authority for years: “The HEC never had such an authority, so this concept, ‘the delegation of authority’ was incorrect. On the contrary, they didn’t delegate anything; they had already been using their non-existing authority.” (I3-S-PE). In addition to this perspective, ten faculty members highlighted the need of the faculties for flexibility: “After this delegation, I think faculties of education could reflect their own dynamics to their own curricula.” (I28-S-SSE).

I27-S-CEIT asserted another confirming view on the decision, and said: “I think it is a good decision because nothing is centralized now, and faculties do not need to implement the same curricula strictly. I think all curricula at universities can also be shaped according to regional differences.” I17-S-EDS also supported this

decision by saying, “We have been demanding autonomy since we always think and say that the HEC has been restricting the freedom at faculties. Now, the HEC has done something good and said that we could make our own curriculum.” whereas I12-S-EE saw this delegation as an opportunity to satisfy the shortcomings of their present curriculum such as course sequences or contents. I6-S-EDS touched upon another fact that such an autonomy had already been given to the faculties: “This decision is great because all the other faculties such as engineering, architecture, law, and medicine have such an autonomy. Why do not faculties of education have it?” Furthermore, after this decision, I8-S-ELT mentioned an additional responsibility: “It is a well-grounded decision because each faculty is its own inspector, and has to assure its own quality.”

From a different standpoint, a faculty member mentioned the need for competition among faculties of education so as to reach better standards in teacher education, and appraised this decision as a means of achieving this: “I think it is a valid step because we need a competitive environment at faculties of education. Rivalry means elegance because you strive for doing the best. For example, a course is offered at University X, but not at University Y. Now, we have a chance to plan such things uniquely in line with our own realities at the department with our colleagues. ... I think faculties must differ from each other in terms of their characteristics.” (I13-S-CE). As another advantage, I28-S-SSE, who regarded this latest decision as “revolutionary” emphasized their current chance to make less structured, and more specialization-oriented curricula, “Certain universities have been doing it for years: there are some common courses, and pre-service teachers settle their specialization later on. Maybe we can try something like that.”

Parallel to these arguments proving the faculty members’ embrace of the bottom-up curriculum change idea, I14-F-EDS also indicated faculty members’ responsibilities to think and reflect more on their deeds as teacher educators by boosting their professional awareness.

Faculty members have been encumbered with the development of teacher education curricula at their departments. You may simply teach, but where has your course been placed in the curriculum? ... How do these course objectives fit into the general competencies of teaching? What do you actually do to gain pre-service teachers the attainments? You need to be conscious of all these now. ... It made us think, and increased our awareness. (I14-F-EDS)

Another informant seemed to have positive attitudes towards the bottom-up curricula change also recommended a brand-new idea: “Why do faculties have to raise pre-service teachers from every department? Thematic universities can be experimented at faculties of education, too. For example, our academic staff is competent in Special Education; we can raise these teachers.” (I21-S-EE)

#### **4.2.6. Influence of External Factors on Resistance to Curricula Changes**

The analysis of the interview data also pointed out that the same external factor, the HEC’s delegation of authority, also led to the faculty members’ resistance to curricula changes since it was seen as a deadlock depending on the ambiguities it brought to the Faculties of Education, which was the first subtheme here. Furthermore, the policies and top-down approaches of the HEC to curricula changes in teacher education were defined as the second subtheme in line with the interview data, and both indicated the factors causing resistance.

##### **4.2.6.1. The HEC’s Delegation of Authority as a Deadlock**

Four faculty members seemed hesitant to comment on the delegation of authority since they declared either not to have enough information about it yet, or not to be much aware of the ongoing process at their own faculties. To illustrate, I39-S-TLT said, “The decision doesn’t come to my knowledge. I have only known it as much as our Dean mentioned in a meeting... something like we have much more to say... But what are we going to prepare? Whom to consult? What are we going to do?” Similarly, I15-F-CEIT admitted, “I cannot predict anything because I do not have detailed information about this decision.” Due to the same reason, another informant asked questions during the interview like “Now, I am going to ask you something. Is it possible for faculty members to change course hours after the delegation of authority? ... I mean, can I increase course hours for the Biology course? ... I have heard it from you for the first time. Good to know!” (I30-S-ScE). Furthermore, I36-S-EDS underlined a personal unawareness, and stated:

I know that we are still implementing the latest curriculum of the HEC; however, I do not want to accuse anyone wrongly. Our Dean or Associate Deans may be working on a bottom-up curriculum. Maybe they have sent me an e-mail, and I have missed it, but as far as I know, such a reconstruction study is not being conducted at the faculty.

On the other hand, 14 faculty members clearly declared that this decision of the HEC could cause a deadlock or chaos in teacher education curricula whereas eight of them demonstrated their worries and uneasiness. For instance, I29-S-GE said, “I am very uncomfortable because of the HEC’s latest delegation of authority that allows faculties to make their own curricula.” and I4-S-ELT added the issue relating to the timing of this decision: “It was so unexpected and we caught unprepared. What are we going to do next term? We cannot do something from scratch now, so let’s keep on doing what we have been doing. It was like that.” In addition, I23-S-CEIT also indicated a dissatisfaction with this decision because it was also a top-down and vertiginous one like others:

It is just one of the millions of commands. This decision is going to change in one or two years just like the previous ones, so I do not need to care about it much. ... Nobody invests on something temporary.

The hierarchical structure of the faculties of education was also seen as an obstacle against this decision according to I30-S-ScE who stated: “Faculty members who have expertise need to express their ideas in a democratic atmosphere, so I do not think this happens quickly; such a system needs time.” Moreover, after this delegation of the HEC, student transfers were prone to create trouble from the standpoints of ten different faculty members interviewed as illustrated by I33-S-ScE:

If the two teacher education curricula are not congruent, how does this reflect to a pre-service teacher? We do not know whether the faculties of education consider this. Are the courses or credits parallel to each other? Not clear yet.

To some faculty members, this decision could only be more meaningful if it could be enriched with quality, vision and mission studies at faculties and originality fed by both national and international values in teacher education as also exemplified by I15-F-CEIT: “The HEC might require the faculties to report back on what curricula they have made along with the rationale following the latest decision. How are the faculties going to use this delegation of authority? The HEC needs concrete evidence on its consequences.” In the same vein, need for accreditation or standardization of all faculties to meet on common grounds of teacher education was also mentioned by some faculty members depending on the presence of a centralized Public Personnel Selection Exam (KPSS), and therefore, the delegation was seen as a threat as declared by I35-S-TLT saying,

Some faculty members think the content of the course X should include Y. This goes beyond the standards. It may seem as rich course contents, but it may also create an incongruence with the exam [KPSS], and be disadvantageous to pre-service teachers.

With a similar concern to the ones above, to achieve the genuine purpose of this decision on delegation, I1-S-CEIT asserted the importance of collaboration and inclusion of all stakeholders: “The key to success lies beneath what pre-service teachers are professionally enriched with. If we could cooperate as faculties and collect stakeholders’ opinions, this would enhance all teacher education curricula. ... I wish all faculties of education can determine a common core.” The same need for consensus was also stated by others as evidenced below:

You may think the Curriculum course must be offered in two semesters; I may think one is enough. We need to reach a consensus. It is not positive sciences; we cannot experiment it. ... It is not good to have two different graduates from two different faculties of education with different professional knowledge and skills. (I29-S-GE)

To be frank, I am for the opinion that there should be a core curriculum. The delegation of authority, autonomy, freedom... They all sound nice to us, but there has never been a shared understanding at faculties in terms of raising pre-service teachers and defining which courses, attainments, practices they need. (I40-S-TLT)

Contrary to these arguments, I26-S-EME had a dissimilar perspective realizing a conflict herein: “The Council of Faculties of Education Deans wants to find a common ground. I think, this idea is also nonsense because you want to be autonomous, not centralized. But still, you want to take joint actions. It is paradoxical.” Another contradiction was also voiced by I26-S-EME: “Nobody is changing their curricula. Only few of the faculties...” since during the interviews, some faculty members argued that although many of their colleagues had seemed quite satisfied subsequent to this decision of the HEC, only some faculties actually initiated a bottom-up curriculum change study as seen below:

Because of the fact that I had a chance to examine what is happening at other faculties, I saw that they did not have a bottom-up change because for example, they did not make any changes in the courses offered. (I28-S-SSE)

We think greatly of this delegation. It is good for faculties like us. I mean for the ones that are knowledgeable about the curriculum development processes, ready for team work, have effective faculty administration feeling the ownership of such a change, willing to focus on practical hours, and know about the significance of raising pre-service teachers... Nonetheless, we are

aware of the fact that even after this delegation, most faculties of education, maybe 95% of them are still implementing the 2018-19 curricula change by the HEC. (I41-F-ELT)

As the interview data underlined, whereas some faculty members seemed unaware of the delegation of authority and what it could bring to their faculties, some of them felt uneasy and resistant to the idea of bottom-up curriculum change owing to its being unclear in terms of the readiness of the faculties, student transfer, and standardization of the curricula.

#### **4.2.6.2. The HEC's Policies and Top-down Approaches to Curriculum Change**

The centralized curriculum-making policy of the HEC before the delegation authority was criticized by 13 faculty members during the interviews. Five of them underlined the curriculum development for teacher education of the HEC as a restriction merely applied to the faculties of education in Türkiye unlike other higher education programs. While a faculty member called this approach against academic freedom, another one clearly expected the HEC to stay away from teacher education curricula depending on its job definition and responsibilities. For these reasons, two faculty members touched upon their official objections and resistance concerning the implementation of the 2018-19 curricula whereas three of them explicitly looked up to such departments, and had a craving for doing the same at their own faculties.

Only University X did not implement the 2018-19 curricula because their vice dean was prognostic and resistant to raise pre-service teachers through those curricula. I wish every faculty could have maintained a stance against the HEC at that time, and had that vision. (I31-S-EDS)

As the department, we sued the HEC for the cancellation of the 2018-19 curricula change. Our judicial process was going on, and then the HEC gave up and the decision on the delegation of authority to faculties of education emerged. (I19-S-PE)

Another faculty member uttered a different point of view indicating that these studies of the HEC seemed actually so parallel to the political structure of Türkiye where certain political cliques had the power to direct many others. Correspondingly, 16 faculty members mentioned pressure or urges of certain people in the HEC who had political aims and were loyal to their kith and kin, with regard to initiating curricula change studies, putting certain demands forth according to their own field-related complaints or impressions as illustrated here:

I have personally encountered in some of the workshops of the HEC. Normally, specialists in the field are invited, but they [HEC] first choose one or two names. Then, these people invite their own acquaintances from their milieus. (I35-S-TLT)

Sometimes people responsible for curricula changes in the HEC are curriculum specialists or academicians from Science and Letters departments. They change it accordingly. Or if a dean from a faculty of education has an acquaintance having a voice in the HEC, they [HEC] change it accordingly, but their complaints are not actual needs assessment studies. (I5-S-EDS)

Field-related chauvinism is very common. Every field blesses itself. All these make the change process more challenging because any academician teaching pedagogical content knowledge might see his/her course as the most significant one. (I21-S-EE)

Therefore, some named the 2018-19 curricula change as the curricula made and imposed by the HEC (I1-S-CEIT), a disaster destabilizing their teacher education tradition (I19-S-PE), the curricula requiring implementation in an unquestioning way (I16-F-EME). Five of the faculty members disclosed the fact that the HEC gave no place for their initiatives in their curricula change efforts; and one of them said, “The HEC had fixed course hours and credits. Everything was fixed in the 2018-19 change. They left nowhere for us to breathe in.” (I14-F-EDS). Another faculty member commented on the same dispute by asserting that “The HEC makes curricula changes as a desk job, and manages us in a chain of command.” (I18-S-GLT). Therefore, some faculty members stood firmly on the idea that involvement of faculty members into change studies was just a pretentious act of the HEC. To illustrate, I31-S-EDS quoted a colleague declaring: “We were in the commission, and emphasis on practical hours. The curriculum came as a great shock to the faculty because we did not work on and propose such a curriculum. It was not something that we discussed in our meetings.” Another faculty member, who personally participated in a curriculum development workshop before 2018-19 curricula change, confirmed the same situation:

We shaped the courses given by Educational Sciences departments, wrote outlines, content, rationale, and determined their sequence. We prepared and sent these documents to the moderator in the workshop, but I do not know what happened next. After some time, the curriculum popped out, and was quite different. (I11-F-EE)

Randomness in the procedures and planning deficiencies of the HEC were voiced by 12 faculty members like I29-S-GE who underlined sustainability issue: “If

everything was solidly established in teacher education system, we would have been more sensitive to frequent changes due to their negative effects. Our short-term changes indicate a pursuit, not a settlement.” In the same vein, I23-S-CEIT said, “Faculty members do something in line with what the HEC has decided. Then the HEC changes it again. It doesn’t work. It is waste of time and energy.”

Most of the faculty members also disapproved the steps taken by the HEC in curriculum development or revision studies, and noted certain unscientific conducts such as disregarding research and evaluation studies before curriculum development as quoted below:

They [HEC] definitely do not involve research into these studies; it is crystal clear. Curriculum development is a process of research. In all changes, they [HEC] say they have utilized research findings; however, it sounds unbelievable to me because I have never seen them so far. A big shortcoming. (I21-S-EE)

They [HEC] made the 2018-19 curricula, and sent it to the faculties; however, did they ever evaluate the courses in the previous curricula? Now, how can we develop our own curriculum? We have no idea about which courses are more effective than the others. (I7-S-EDS)

In line with these assertions, four faculty members specifically urged upon the need for seeing curriculum development as a demanding process rather than a blueprint or list of courses for teacher education, or an effort to change course names or credits on the surface without considering their actual content, goals and objectives.

Our educational scientists always say that curriculum development is a dynamic process requiring continuous revisions. We have followed a very stable pattern, only changing the course names. I do not think that we have had effective curricula changes in teacher education. (I28-S-SSE)

In the 2018-19 curricula change, little of the content in the previous curriculum had been changed. I can say that almost all the content stayed the same. (I33-S-ScE)

Carrying out transparent needs assessment studies ( $n=16$ ), collaborating with capable faculty members specialized in teacher education and the field of Curriculum and Instruction ( $n=10$ ), collecting data from stakeholders of the intended curricula ( $n=8$ ), building curricula changes onto pre-determined philosophical or scientific grounds ( $n=6$ ), assuring teamwork among subject matter specialists, pedagogical content knowledge specialists, and educational sciences specialists ( $n=6$ ), conducting

pilot studies before the implementation ( $n=4$ ), and organizing in-service trainings for the implementers of the curricula at faculties ( $n=1$ ) were mainly highlighted by the faculty members interviewed. Some statements of the informants were displayed as evidence in the following quotations.

I take the view that needs assessments and mid-term evaluations of teacher education curricula are required to be shared publicly on scientific bases, and feedback needs to be collected. There might initially be a needs assessment study, but its analyses and statistical findings must be declared to the public. (I2-S-ScE)

Sometimes there is no curriculum specialist in the commissions or workshops of the HEC. At those times, curriculum development turns into an add-drop of courses. Not playing along with basic principles of curriculum development is a serious issue. (I21-S-EE)

Time constraints in the event of curricula changes in teacher education were also seen problematic especially after the delegation of authority, which was an abrupt decision in the eyes of many faculty members. I3-S-PE touched upon this condition: “They say, ‘You have three months or six months. You are going to prepare the content for three years. Take it, or leave it.’ What can you do under these circumstances? How can you develop a curriculum? How much time does it really take? Nobody takes this into consideration.” The situation stays the same when there is a top-down change since faculty members did not have enough time to fix the shortcomings of the proposed curricula changes as exemplified below by a faculty member having experience in the workshops of the HEC:

Someone came and said, ‘Come on, be quick! You need to finish all these until X o’clock this evening.’ You cannot even give it as an assignment if you don’t conduct pilot-testing while developing a curriculum. This is a big mistake. How come can you develop teacher education curricula with such an approach? (I11-F-EE)

For these reasons, 14 of the faculty members declared that they did not feel any responsibility or ownership of top-down changes because the HEC regarded them as technicians of the imposed curricula, and ignored their feedback. 17 faculty members complained about their inactive roles in curriculum change processes as illustrated by I38-S-SSE with these words, “Colleagues were invited, but the HEC had its own way.” Other pieces of evidence on this problem were presented below.

When the stakeholders are excluded from curriculum development, there is no ownership. It became an obligation; we had to do that, but it created a

displeased structure at faculties because you try to implement something that you do not own, contribute to, and comprehend. (I1-S-CEIT)

The HEC only wants our comments on the curricula changes, but I think they are rarely read. That's why, generally I do not write my opinions. (I7-S-EDS)

Some faculty members also held the HEC accountable for negligence in practices at faculties of education due to their proposals of already-existing practices as if they were novel changes, such as the distribution of courses at Faculties of Science and Letters or Faculties of Education. This was explained by I3-S-PE with these words: "The HEC said that area courses were going to be given by Faculties of Science and Letters. We experienced this in 1993 at our university; got official decisions from our Senate. We had already been doing this since then."

### **4.3. Perceived Roles-Responsibilities of Faculty Members in the Event of Curricula Changes**

In line with the second research question of the present study, the roles faculty members needed to play at their faculties in the event of curricula changes were thematised as researcher-observer, pathfinder in curriculum development, lifelong learner, team player, cherisher of teacher education and its curricula and defier of hardships as the data pointed out.

#### **4.3.1. Researcher and Observer**

When faculty members' roles and responsibilities to be undertaken in the event of a curriculum change were investigated during the interviews, nine of them highlighted the importance of serving as a researcher and observer so that they could raise their awareness in pre-service teachers' pedagogical or area-related needs and satisfy these ever-changing needs through new curricula. Moreover, what had been previously done in a certain field of teacher education and how these research findings could be integrated into course contents for the sake of pre-service teachers' professional readiness were also claimed as essential responsibilities as illustrated by I10-S-EDS who mentioned a research process following a curriculum change by saying, "I have started to offer new courses such as Open and Distance Learning, but there was no course outline. I have searched current resources and formed my own outline in line with the course descriptions of the HEC after some research." Within the scope of the same role, I30-S-ScE underlined the requirement for finding right

and rich references and resources for the offered courses whereas I26-S-EME and I28-S-SSE voiced the significance of following international literature, universities and teacher education curricula abroad as evidenced here:

You must know what your departments are doing at universities abroad and which countries have what kinds of teacher education curricula. Last year, we examined the Mathematics Education curricula in the USA. They have very different models, and you need to know them all. (I26-S-EME)

You need to be in hot pursuit of the world and the progress in education. You need to keep up with the up-to-date literature in teacher education and our own fields. (I28-S-SSE)

Apart from the responsibilities above, I9-S-EE voiced the fact that faculty members were expected to observe pre-service teachers' needs so as to have a positive impact on curricula change in teacher education with these words:

What do our pre-service teachers need to know when they start teaching? We [faculty members] need to realize this by using our vision, and question how much we can address these needs through the courses in curricula without sticking to our own courses because I am sure that some colleagues are going to say, 'I offer this course, and it must definitely be kept in the new curriculum.'

I22-S-GE expressed the priority of keeping up with pre-service teachers' professional needs and told they could even terminate some courses for this reason:

Sometimes we start offering new courses, but sometimes we see no benefit in offering one, and terminate it. If the trends go somewhere else, the course is not beneficial anymore, or if we can integrate its content into another course, we stop offering it. Therefore, a faculty member must follow the recent developments and pre-service teachers' actual needs.

Furthermore, I16-F-EME declared to make similar observations at the department and said, "Thanks to my experience at the faculty, I can actually see what courses pre-service teachers feel the need most and prefer taking, or in which courses they struggle." Similarly, a faculty member drew attention to reflexivity to mirror their own practices herein.

Faculty members must firstly reflect on their course conduct to revise and improve it. We want our pre-service teachers to be reflective, but as faculty members, we must be reflective, too. How do we integrate practical skills into our courses, or present instructional variety? We also need to think of all these. (I17-S-EDS)

Comprehensive needs assessment studies and leading curricula changes through the provision of accurate data gathered from "a large and random sampling

indicating the parameters of the population” (I12-S-EE) were also seen as the requirements of faculty members’ aforementioned role as evidenced below:

Faculty members must start with teacher competencies and work on how to enrich their pre-service teachers with them. Needs assessment studies are necessary because each faculty of education addresses to different pre-service teacher profiles. (I8-S-ELT)

We need to collect the expectations of our graduates, teachers and administrators from the education sector to revise our program outputs accordingly. ... We need to cooperate with sectoral leaders, and communicate with the ones from the field. (I31-S-EDS)

There must be a rationale behind every curriculum change. Have we conducted a study, or gathered our pre-service teachers or practicum mentors’ feedback? Is the world of education forcing us to implement innovations? As teacher educators at faculties, we need to observe all these. (I14-F-EDS)

In a similar vein, I7-S-EDS expected that faculty members were required to conduct research studies indicating the effectiveness of the courses in teacher education curricula so that they could have an access to graduates’ feedback and hands-on experience from the actual field of teaching: “I think a longitudinal study with graduates is crucial. We need to assign this role to faculty members, let them keep track of graduates in their first years of teaching, and demand an evaluation in the end. For example, which courses do graduates utilize more while teaching?”

#### **4.3.2. Pathfinder in Curriculum Development**

As the second role to be played along the way of a curriculum change especially after the delegation of authority leaving the responsibility of teacher education curricula to the faculties and faculty members, some of the interviewed informants urged upon the participation of faculty members in all planning, development, implementation, and evaluation phases of teacher education curricula. Five faculty members underlined that they needed to have either enough experience or knowledge in curriculum development, too. Therefore, besides being teacher educators in their own fields, a curriculum development notion and the fundamentals of curriculum and instruction were seen as basic concepts to be known by all faculty members, including the steps and approaches to curriculum development.

Faculty members are required to have a background in curriculum development; they may even need to be knowledgeable and experienced in this field enough to offer a Curriculum Development course. (I29-S-GE)

Firstly, teacher educators need to be aware of the presence of curriculum development notion. This is compulsory. They need to assure the consistency in objectives, content, assessment-evaluation, and learning and teaching aspects. (I17-S-EDS)

From a more in-depth perspective on the field of curriculum and instruction, six faculty members expressed the need for initiating curricula change studies with the determination of curricular goals in order to be clear about program outputs as evidenced here by I38-S-SSE:

We have to define our outcomes well. At the end of that week, what are pre-service teachers going to attain? I may teach sustainable development and agriculture, but which knowledge and skills are my pre-service teachers going to graduate with? Where are they going to experience this learning in their professional lives? How are they going to see it in Public Personnel Selection Exam? We need to plan all these week by week.

At this point, the congruence between MoNE's teacher competencies and outcomes of teacher education curricula was appraised as a key issue by I1-S-CEIT to be dealt by the faculty members: "Some courses are terminated following the curricula changes of the HEC. When it happens, we are in search of compensation. What kind of a course should we design to meet our pre-service teachers' needs in the profession? What kind of a course should we present to provide them with better competencies?" The alignment of teacher education curricula to MoNE's school level programs was also quoted in the following statements:

We consider what MoNE needs in our pre-service teachers, too. For instance, while offering Special Teaching Methods courses, I focused on not only methods and techniques, but also material development. How can a Geography teacher produce his/her own materials? We want to teach them. (I22-S-GE)

Certain responsibilities were proposed by the faculty members, which were namely writing course objectives and program goals with accurate terminology, aligning course objectives to curricular goals, determining and arranging course content in line with pre-service teachers' profiles, developing appropriate instructional materials and methods, promoting course conduct through instructional technologies, and planning assessment and evaluation tools in advance for each course in teacher education curricula. Concerning this issue, I31-S-EDS summarized some of these responsibilities to be undertaken by all faculty members rather than merely the ones specialized in curriculum and instruction with these statements:

Even if there is a cooperation during curricula change, curriculum specialists can only guide other faculty members. A curriculum specialist cannot say, 'I can write your curricular goals, or organize your content.' Therefore, all faculty members must do these themselves by knowing how to write program goals or course objectives, and being aware of the fact that they all are measurable, so they need to describe assessment tools beforehand. ... They must know the goals of the curriculum and which courses and course conducts could serve for the achievement of these goals...

To strengthen the evidence on faculty members' pathfinder role in teacher education curricula change, three of the faculty members referred to the advantage of implementing previous teacher education curricula to build opinions on change processes, compare and contrast curricula because these pieces of experience were found significant to improve what was at hand instead of trying to form a new curriculum from scratch as evidenced in the following statements:

We mustn't neglect what has been done at faculties of education before and start a brand-new curriculum. We had very good courses in the previous curriculum as well. Currently, we already have some integrated courses serving for their purposes. We can still utilize this repertoire. (I9-S-EE)

Moreover, sequencing and semester-wise arrangement of the courses in curriculum change studies were also stated as other responsibilities to be undertaken by two faculty members. While one of them mentioned their departmental work on the determination of which courses must be offered before the others, the other one declared concern about the same responsibility during bottom-up curricula change studies: "What is going to happen if we have decided to offer Practice Teaching in the first year, and another faculty offers it in the fourth year? Don't we have two different pre-service teacher profiles as the program out?" (I29-S-GE). Except this issue, offering new elective courses and arguing for necessary content revisions were the other two responsibilities mentioned by some faculty members. For instance, I12-S-EE said, "Everyone at our department is always ready to propose content revisions or put new courses forward. We do not have difficulties in that."

During their bottom-up curriculum change, I19-S-PE declared a great degree of satisfaction in this with these words: "Our faculty members recommended new elective courses themselves because they are so familiar with the field. While reviewing the related literature, they realize the salient topics and try to keep up with them." Another faculty member also tried to explain the speed of change as illustrated below:

Technology changes swiftly, and this is the most challenging part in our field. When you design a course, its content can be obsolete in two or three years. ... For example, we wrote a book called 'Instructional Technologies' nine years ago, but we cannot use it anymore. You need to revise everything. (I15-F-CEIT)

As a consequence of such rapid changes, I5-S-EDS highlighted the understanding of curriculum as an unfinished product by saying, "When faculty members develop a curriculum, they must have the awareness in collecting data subsequent to its implementation so that they could revise and improve it for the next year." The same argument was also supported by I19-S-PE who saw curriculum revisions as a must and I37-F-ME saying, "Curriculum development is never over. It is a cyclical process open to continuous improvements." Furthermore, faculty members' foresight concerning potential setbacks in implementation was found critical by I37-F-ME who also stated, "Faculty members must also have a foresight to appraise the possible hitches in the implementation phase. They must be either aware or experienced about these." In addition, some faculty members drew attention to pilot-testing the proposed curriculum as a crucial procedure to be followed despite its challenges with these words: "It is a long journey. You may have written the intended curriculum, but you still need a pilot study, and it must be fast as well. How can you allocate a group for such a pilot study?" (I33-S-ScE)

#### **4.3.3. Lifelong Learner**

During the interviews, when asked about their roles and responsibilities in the course of a curriculum change, five faculty members expressed that they must be open to change and innovations in education and willing to develop themselves professionally since education is a dynamic field of study. More precisely, I14-F-EDS argued, "All faculty needs to have the quality of being a learning organization. Every faculty member needs to be ready to learn from pre-service teachers and colleagues." and I20-S-ScE supported the same idea, "Faculty members are required to develop themselves in other fields as well. It is an obligation for us. We need to shoulder this responsibility." In a similar vein, keeping up with the continuous change in the field of education, improving themselves professionally by offering new courses, and gaining experience in the actual field of teaching were also seen as musts for faculty members' lifelong learning as described in the following quotations.

It may sound like a cliché, but every faculty member is required to follow the innovations in his/her field so that s/he can introduce pre-service teachers with these innovations or concepts. Faculty members always need to stay updated. (I17-S-EDS)

I offer some courses voluntarily like Instructional Technologies because I feel myself incompetent in this field. You have to learn something first so as to teach it. (I10-S-EDS)

I think that faculty members need to renew themselves through new courses. I wish someone needs me... I mean sometimes I hanker for certain courses that I have never offered before. I know offering that course would be really difficult ... but still, I like the idea of offering new courses. In this way, we learn and prepare ourselves for something new. (I9-S-EE)

On the other hand, I4-S-ELT drew attention to the changing pre-service teacher profiles by saying, "Faculty members must adapt themselves to raise pre-service teachers in line with the emerging needs of the changing world. Our pre-service teachers are changing a lot; they are now quite different from the ones who were here ten years ago." Therefore, some informants asserted that faculty members' experience in teacher education and academic titles could be hindrances because professional habituation and satisfaction could increase their reluctance to do or learn something new. I3-S-PE summarized this issue, "We [faculty members] are very problematic in terms of knowing everything; we claim this, and as much as we get educated and promoted academically, we close ourselves to new information." Similar comments on the stagnation of experienced faculty members were below.

You must be open to new and different innovations or ideas. If we say, 'I know this already, and I present whatever and however I want', it is a dead end. You can become associate professors or full professors, but all these are not the signs of being fully completed. (I40-S-TLT)

Faculty members must be open to professional development and discussion. These sound like cliché, but they remain unfulfilled. In practice, they still keep doing whatever they have been doing for 30 years... with the same resources, methods, exams, etc. We need to ask them: 'Are you satisfied with the pre-service teachers you have been raising? Why? ... because you are responsible for them.' After these questions, they may renew themselves. (I15-F-CEIT)

Faculty members are required to have a flexible view because when we offer the same courses, they turn into a tradition. However, we need to be open to innovations. Nothing stays the same. That course can be integrated into another course; its name or content can be changed completely. Maybe in the future all course books will become digital. We need to make progress and keep up. (I9-S-EE)

From a distinct perspective, as lifelong learners, faculty members were also expected to become competent enough in English so as to keep up with the international literature and latest research studies or publications as specifically declared by six faculty members. In this respect, I7-S-EDS said,

Faculty members need to have good English language skills so that they could read articles in English. How do faculties abroad fulfil teacher education? Why do Singapore or Finland raise better pre-service teachers than us? Faculty members need to have the proficiency to examine and share all these in English.

I39-S-TLT also admitted a personal feeling of incompetence by saying, “When you need to offer a new course, you need to do research about it, and read international literature. However, it is not possible for the people like me, whose English proficiency is limited.”

#### **4.3.4. Team Player**

The interview data revealed the essentiality of assuring team work during curricula changes in teacher education was highly required. Herein, 15 faculty members expressed the significance of professional support received from the curriculum specialists depending on their divergent academic backgrounds. To be more precise, I36-S-EDS said, “I cannot develop a curriculum for the faculty of education. I can only express my field-related opinions. Curriculum and Instruction departments must pioneer and coordinate these studies. It is very difficult to do something without them.” Similarly, I27-S-CEIT put emphasis on faculty members’ special areas of research indicating integration of different fields: “I think faculty members need to combine their area knowledge with knowledge in curriculum development. Otherwise, they may not see the whole picture or be objective enough.” According to some informants, how to match philosophical grounds of a curriculum with curricular practices, assure completeness and consistency in all components of a curriculum, or merge certain courses with each other were some of the points to be handled through cooperation with curriculum specialists as exemplified below:

You need to ask specialists in the field, and get help while developing a curriculum. For example, should we combine Educational Psychology and Educational Sociology courses, or can Educational Sociology course be combined with Educational Philosophy? I cannot know the answers as a subject matter specialist in Mathematics Education. (I26-S-EME)

If only subject matter specialists or pedagogical area knowledge specialists prepare a curriculum, they both are going to be different from each other. I mean we cannot make decisions on Educational Sciences courses without consulting to educational scientists. Yes, I know about classroom management, guidance, etc., but their requirements may have changed in time. (I16-F-EME)

Nine of the faculty members underlined the requirement of ensuring multidisciplinary work during curriculum change studies so that various perspectives from different areas of study could contribute to the prospect of teacher education curricula. I14-F-EDS demanded cooperation from all with these words: “We need to come together often and academically feed each other as the specialists in pedagogical area knowledge, assessment and evaluation, and curriculum development rather than working independently.” Some other arguments approving working as a team were displayed in the following quotations.

How can pre-service teachers from different departments work with each other? Faculty members need to combine Classroom Teaching and Mathematics Teaching in such a way that they all could cooperate in the curriculum. (I6-S-EDS)

Curriculum change studies need to have multidisciplinary perspectives. I do not think that we have such a vision, and it surprises me a lot. We could work with a statistician, a specialist in Geography, a sociologist... (I32-S-TLT)

We need a curriculum development team where curriculum specialists, sociologists, economists, etc. could meet and cooperate. They could envision educational environment in ten years. I have recommended this to our Dean’s Office, and wanted a faculty member from the Sociology Department to be involved in our study. (I11-F-EE)

Similar to what was argued above, I19-S-PE drew attention to the team work at their own department which was a situation facilitating their participative bottom-up curriculum change: “I have many co-authored articles with nearly everyone at the department. We could easily work together. ... Some colleagues were more experienced in curriculum development than me. We brainstormed together; we could freely demand help from the experienced ones.” A similar collaborative perspective was also shared below:

We need cooperation. Faculty members from Educational Sciences Department mostly say, ‘These are our courses! Let us design them!’ Maybe they think that I am a subject matter specialist, and I have no background in education, but we need to put this ego aside because we raise pre-service teachers together. (I37-F-ME)

Regarding the distribution of subject matter or pedagogical content knowledge courses in curricula changes, the importance of being a team player regardless of their own field of specialization and prioritization of the goals of teacher education curricula specifically came to the forefront for some faculty members interviewed as quoted below:

There are some arguments between the faculty members from Educational Sciences and the ones offering area or pedagogical area knowledge courses in terms of the determination of must and elective courses and the most competent department to offer certain pedagogical area courses. We think that if you have enough faculty members having a degree in Educational Sciences, you can offer pedagogical courses by integrating them into Science Education at Science Education departments. (I2-S-ScE)

Faculty members need to have a holistic perspective. Where is that course placed in the whole picture? ... “Why do we need this course? ... because that faculty member doesn’t have any course to offer.” You cannot have such an understanding here. (I14-F-EDS)

#### **4.3.5. Cherisher of Teacher Education and Its Curricula**

The analysis of the interview data indicated that six faculty members asserted prior to any curricula change study in teacher education, first of all, their colleagues were required to have a solid area and pedagogical area knowledge regarding their own fields. I13-S-CE had the following statements on this issue: “If you want to study on Chemistry Education, you need to have a well-grounded area knowledge in chemistry, and conduct research that could also be integrated into the field of education.” Moreover, some faculty members highlighted the significance of valuing and possessing enough information about the philosophy and notion of teacher education as teacher educators whereas some criticized some colleagues for neglecting teacher education or not having enough academic merit to raise pre-service teachers at faculties as the following arguments indicated.

Faculty members need to know the fundamentals of teacher education regardless of their areas of specialization because they raise pre-service teachers. It is not only maths, science, or history. They need a background in teacher education. (I24-S-EE)

Some were saying that they were going to change “the hearts and minds of teacher educators.” in 1998. I see that they really did. The HEC gave us autonomy anymore because they knew that there were no faculty members who could make any radical changes at faculties. Our hearts and minds were changed. We have a more technicist understanding of teacher education now.

... There is a hierarchy of sciences, but teacher education comes last, just like teacher education curricula. Actually, we have many faculty members with educational background in ELT, curriculum development, etc., but we haven't worked on our curriculum yet. It is because of indifference, not ignorance. We need to take teacher education seriously. Maybe we have a share in this because we could not change these balances of power in favour of teacher education. (I4-S-ELT)

Teacher education is always criticized, but there are very limited studies on the quality of teacher educators and their qualifications. We all have diplomas, but we don't equate each person with a teaching diploma, and it should be the same for teacher educators. ... Faculties of education must question themselves. (I15-F-CEIT)

You must be sure that we [faculty members] are professionally qualified enough. A faculty member shouldn't assign certain tasks for pre-service teachers just to find out research topics for their own articles. ... They shouldn't silence pre-service teachers when they ask questions or tell the truth. You cannot pressure them. (I18-S-GLT)

Within the scope of this role signifying teacher education and its curricula, faculty members were expected to be willing to offer new courses coming with curricula changes; however, this seemed to be an unmet expectation as voiced here:

Everyone is offering many courses at the same time, so when asked, faculty members would like to decrease the number of courses offered. (I28-S-SSE)

Faculty members do not want to offer more courses anymore due to limited allowances. When we would like to present new course alternatives for pre-service teachers, they utter excuses like their course load is already full. ... Then, we start offering courses to the classes with forty, fifty, or even sixty pre-service teachers. (I25-S-SSE)

I25-S-SSE also expressed that faculty members were required to attach enough value to delegate certain courses to the colleagues with merit by saying:

I was a subject matter specialist, and teaching pedagogical area knowledge courses through a trial-error method. Then some of our research assistants started to go abroad to get education concerning History Education. When they came back, we started to leave pedagogical area knowledge courses to them because they knew better than us; they got the education.

To serve as a cherisher of teacher education and its curricula, feeling motivated to make efforts for raising better equipped pre-service teachers and seeing curriculum change as an opportunity for progress were the main points during the interviews. In this respect, I39-S-TLT and I34-S-EME voiced the essence of faculty members' willingness in the following quotations.

I think faculty members' eagerness is key here. What for? To raise better pre-service teachers and to be more useful for them... When they don't have such a concern, everything else is downhill all the way. (I39-S-TLT)

Faculty members need to have a positive attitude towards curriculum change. They must be enthusiastic about it, and they must inconvenience themselves when needed, such as examining other curricula, but they do not want to endeavour much. (I34-S-EME)

From a similar viewpoint, I41-F-ELT underlined the rationale behind a curriculum change paving the way for its ownership by stating, "Why a change is required is the key here along with the detection of shortcomings in the previous curriculum. Therefore, faculty members need to believe in all these reasons." On the other hand, the analysis of the data indicated that faculties of education were declared to be seen as back seats of technical universities according to some informants, which was a situation bringing about faculty members' frustration and demotivation during curricula changes. This perception was voiced by some faculty members:

I have experienced many disadvantages due to working at Faculty of Education of a technical university such as transmission of resources, buildings, and classrooms. We have encountered a classroom problem for some time. My colleagues at Computer Education and Instructional Technologies department haven't found a lab. ... We have always been treated like a step-child. (I32-S-TLT)

My university administration and Deans always make us feel that we are Faculty of Education because this is a technical university. For example, we haven't had any colleagues from our faculty taking part in university administration for a long time. (I3-S-PE)

At our university, I think faculty members feel themselves degraded at Faculty of Education. It is the same with our pre-service teachers. We all feel lowly, and it affects our motivation everywhere, of course. (I4-S-ELT)

Such quotations proved that this perception was reflected to the provision and distribution of certain facilities at faculties and caused inequities among them.

#### **4.3.6. Defier of Hardships**

The interviews indicated that the faculty members needed to face a variety of challenges in the event of a curriculum change. These challenges seemed to put more responsibilities on their shoulders, and led to higher expectations from them as defiers of certain hardships during curricula changes. I37-F-ME illustrated challenging paperwork during their bottom-up change studies whereas I26-S-EME mentioned

Bologna alignment forms of the new courses proposed in the 2018-19 curricula changes of the HEC. Both viewpoints were shared below.

We are at a university which works hard with fewer faculty members. We needed to prepare the documents of the new curriculum for the Senate according to the given format besides the vision and mission documents. ... Everyone was already maxing out at that time, so it was really difficult to want them to do something extra. (I37-F-ME)

They [HEC] expected much from us. We completed lots of drudgery. I am telling you, they all look good on paper. They don't mean anything to me. It is just like "This is a four-hour course; its ECTS credits need to be 240." You must write course objectives, methods, etc. All faculty members did these because they had to, but they were not practical at all. (I26-S-EME)

Except increased paperwork depending on curricula changes, synchronous implementation of different curricula at faculties was a hardship required to be faced by the faculty members who were expected to offer more courses from different curricula. This issue was raised by 16 faculty members interviewed. At this point, some informants shared their pieces of experience with these statements:

After the 2018-19 curricula change, courses names and hours were changed, or some were discarded or combined, so the faculty administration decided to implement two different curricula synchronously. Once this happened, it brought us lots of burden. We are still suffering from it. (I21-S-EE)

I was teaching General Biology course, and I had to open this course even if it was only for one pre-service teacher retaking it. Once there was a transition after a curriculum change, it got harder because no time was allocated to let pre-service teachers graduate from the ex-program. This increases our burden because we also have course load from the new curriculum, too. (I30-S-ScE)

We have experienced so many curricula changes in Chemistry Education that at our faculty, right now we have four different curricula being implemented. I mean the pre-service teachers had been enrolled one of them in the beginning, so their courses were different from the new curricula. (I13-S-CE)

In the event of 2018-19 curricula change, some informants specifically stated an increase in their course load owing to the number of courses in the new curriculum with fewer credits, which caused time constraints on faculty members' course preparation. For instance, I10-S-EDS said, "Our faculty members offered more courses than high school teachers of MoNE." I4-S-ELT added these words on the same issue: "Our courses became two-hour courses. My course load is 12 hours; this meant that I had to offer five to six different courses in a single semester. Such a change in course hours and credits increased our workload a lot." This course load

also seemed to generate high pressure and stress in the faculty members interviewed owing to the additional responsibilities of being a teacher educator as presented in the following quotations.

We looked for faculty members offering new electives, and some faculty members made a sacrifice and accepted to offer more courses. ... I can say that faculty members did their best to adapt themselves to these curricula changes and solve the problems even though it brought too much burden on them. They are expected to offer new courses, make academic publications, conduct projects. Many things to be expected from you. It is really troublesome. (I28-S-SSE)

Now we don't have enough faculty members to offer new courses. You include many electives in the new curriculum, but also you want faculty members to carry out academic studies, publish articles, and offer these courses. When you demand many things at the same time, they may neglect some of this work. (I39-S-TLT)

In addition to these hardships, during the interviews, two faculty members underlined a requirement on the side of faculty members concerning their professional standing and pioneering despite challenges in the event of curricula changes. To be more precise, I31-S-EDS and I3-S-PE stated the following words:

When you want to create a change, and guide others in doing what is right to do, sometimes someone forces you and say, "No, you have to do it like this!" There you need to stand still. When you take a tough stance, they can either change themselves or leave, so you need to stand tall. (I31-S-EDS)

We need pioneers of change. In countries like Türkiye, they are generally the administrators. Without the support of the department head or dean, it is very difficult to change anything. You can easily be left alone while supporting what is right since others stop following you. Sometimes you need to take a hundred steps, but after every ten step, someone blocks you. (I3-S-PE)

For these reasons, all curricula change efforts required a self-sacrificing understanding from the sides of the faculty members as declared by some informants:

We [faculty members] must sacrifice ourselves, when necessary, by working so hard if we really want to save the future of teacher education. ... We must re-organize each and every course we offer by re-planning, re-thinking, and res-studying on it. We have a huge responsibility and there is no place for laziness. (I11-F-EE)

We worked so hard on our curriculum revision for one month. What do we have now? Did we get any more financial allowance? Or did pre-service teachers come and thank us? We were never appreciated. (I3-S-PE)

If curriculum development became a criterion for academic promotion, if faculty members collected some points for that after developing curricula, it

would have been much different from now. When it seems worthless there, the time spent on curriculum development seems as waste of time. (I4-S-ELT)

In the event of curricula changes in teacher education, some faculty members also mentioned the necessity regarding problem-solving skills especially during extended meetings because quick decisions or solutions were highly required there. I28-S-SSE highlighted the need for practicality with these words:

We sometimes have difficulties in problem-solving, analytical or critical thinking, and practicality. When your study group lacks these, meetings last forever. Generally, we make them longer due to some trivial things. Faculty members need to see a problem from different perspectives and produce solutions fast.

Not only curriculum development, but also curriculum implementation could bring troubles for faculty members. More precisely, in relation to course conduct, I24-S-EE described a situation resolved through a personal initiative:

After many years of experience, you may develop different strategies to cope with. I got used to some things. Even if I demand wireless Internet in our classes for 100.000 times, I know, it won't happen. I use my own Internet connection there.

From a similar standpoint, I20-S-SE expected faculty members to come up with innovations concerning the courses offered and support faculty administration in terms of the provision of appropriate instructional infrastructure with these words: "Can't we integrate physics experiments with smart phones into the Special Teaching Methods course? ... Maybe physical infrastructure is not good and some instructional equipment is missing at faculty, but as faculty members, we are the ones to solve these problems."

#### **4.4. Curricular Practices of Faculty Members in the Event of Curricula Changes**

The informants of the current study were also asked about their curricular practices during curricula changes. In the light of the interview data, a two-dimensional picture was displayed in the following parts including firstly the details about the faculty members' practices in their bottom-up curricula covering goals and objectives, content, learning experiences, and evaluation. After that, faculty members' curricular practices and considerations concerning the implementation phase of curricula changes were depicted.

#### 4.4.1. Faculty Members' Bottom-up Curricular Practices

Subsequent to the HEC's delegation of authority decision, although 25 faculty members expressed that there were no bottom-up change studies initiated at their faculties, 16 faculty members declared that these studies were launched at their departments or faculties. The reasons behind not starting curricula change studies were the understanding of curriculum change as a risk or challenge against status quo, having no vision to propose a curriculum change, and inability to take action because of waiting for somebody's initiative as displayed in the following quotations.

I am still teaching the courses from the 2018-19 curriculum. We don't have a vision to propose a new curriculum, either because everyone is going to do whatever they want. Why do we take risks? Why do we create new vacancies and needs at faculties? We can already stand on our own. Why do we need to go beyond these borders? (I29-S-GE)

Maybe this is an old habit, but some colleagues are waiting for an initiative. We have such a perspective: "Someone wants us to do something, and then we do it." We have had such an attitude for years. (I34-S-EME)

We are still waiting. Whenever the work starts and someone says, "You have this mission", we are going to do our duty. Other than that, we haven't started anything on our own. (I7-S-EDS)

Furthermore, feeling reluctant to do something new, rumours about a new change coming from the HEC, having no or limited numbers of pre-service teachers in programs, already-accredited programs by Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD), and distance education period after Covid-19 pandemic seemed to delay the initiation of curricula studies at faculties. Some approving statements from the interviewed faculty members were shared below:

We have only three pre-service teachers in our Science Education program, so frankly, we haven't changed anything. We haven't had any decision or meeting about curriculum change. (I20-S-ScE)

All of our programs at the faculty have been accredited by EPDAD, so I witnessed that our faculty members had made enormous efforts in that process. Therefore, when everything falls into its place, we cannot afford brand new curricula. We cannot bear hard on our faculty members, either. (I10-S-EDS)

Owing to Covid-19 pandemic, the distance education period tired us a lot. In fact, we could never find enough time to sit and think about what we can do

with the delegation of authority and what we can change in our curriculum. (I12-S-EE)

After the HEC's decision on the delegation of authority, some faculty members highlighted the emergence of departmental meetings carried out with the aim of revising or designing their own curricula by leaving the previous top-down one. Aiming to raise better teachers than now, strengthening pre-service teachers' pedagogical area knowledge, and complying to teacher competences as program outputs were primarily aspired here. Some faculty members also declared that they tried to foresee prospective professional qualities required for pre-service teachers in the following years with these words: "We would like our curriculum to have a ten-year lifetime, at least, so we considered how to raise pre-service teachers of the future, too." (I35-S-TLT) whereas when asked about the goal of their bottom-up curriculum, I21-S-EE said, "to raise child-centred, multifunctional pre-service teachers who were both academically and affectively enriched." Another point was displayed here:

We have a philosophy on raising multifunctional pre-service teachers parallel to the requirements of this era by fixing curricular shortcomings. (I19-S-PE)

As an impact of MoNE's policies over the goals and objectives of teacher education, inclusive and values education were taken into account together with the educational visions of the faculties as illustrated by some faculty members.

In order to attach more importance to liberal education and sustainability policies of our university, we increased the number of common core courses and expanded the range of electives on a university-wide basis since we tried to reflect these to our curriculum. (I37-F-ME)

We have taken values education into consideration. What do we need for that except our planned courses? MoNE employs inclusive education principles to teach immigrants' children, you know. For this reason, we have also taken inclusive education into account. (I35-S-TLT)

Within Sustainable Development of UNESCO for 2030, inclusive education comes to the forefront, and you are required to reflect its principles to your newly designed courses and bottom-up curricula. (I14-F-EDS)

The same informant also drew attention to the program outcomes of their bottom-up curricula which were aligned to the HEC's propositions to the faculties regarding the percentages of area, pedagogical area, and general knowledge courses. A standardization strategy concerning the area, general knowledge and educational sciences courses was followed throughout that study as evidenced in this quotation.

We determined ten program outputs: five for area, three for educational sciences, and two for general knowledge courses. In a way, they were parallel to the percentages of the HEC. There were also certain phrases for area courses based on the expectations from pre-service teachers. When faculty members could fill in these phrases, this would create a degree of standardization. One phrase was for assessment, one for the understanding of curriculum, one for professional development, one for research skills, etc. ... Learning outcomes of general knowledge and educational sciences courses were also shared. This means that nearly half of our bottom-up curriculum was based on the same learning outcomes and courses faculty-wide. ... Even when there is a small change of wording in one of the program outputs, everyone informed each other. (I37-F-ME)

When asked about their curricular practices for the clarification of goals and objectives of the new bottom-up curriculum, ten faculty members mentioned the conduct of a needs assessment study so as to observe, find out, and prioritize professional needs of pre-service teachers. These faculty members gave details about needs analyses procedures where they collected opinions of certain stakeholders like pre-service teachers, graduates of the faculties, teachers of MoNE at practice schools, parents, administrators and teachers of private schools, bureaucrats, and academicians from different universities. Some faculty members also gathered qualitative data whereas some of them examined national and international studies to shed light on pre-service teachers' professional needs.

Now, we are having meetings with our juniors and seniors, graduates, in-service teachers, and some advisory boards. We are collecting their feedback on the previous curriculum and what must be done in the next bottom-up curriculum. (I28-S-SSE)

We reached our stakeholders who were in-service Physics teachers, pre-service teachers at the faculty, our graduates, academicians from Physics education. We prepared an online form including some questions like "Which courses are needed; which ones aren't? Do you suggest any new courses? Any electives?" There were also open-ended parts where they could write their general comments on the curriculum. We analysed the data and evaluated the suggestions. ... Now, some colleagues are still working on it to publish the findings as an article." (I19-S-PE)

One night we came together with our graduates and in-service teachers, and asked them, "You are actually teaching right now. Which courses in the curriculum would help you much?" We gathered their opinions. (I35-S-TLT)

Herein, I33-S-ScE drew attention to a concern emerging during needs assessment studies at the faculty with a certain amount of criticism: "Even at our own

faculty, there were faculty members who tended to complete a desk-based needs assessment without collecting actual data from a proper group for sampling.” Similarly, I21-S-EE criticized their bottom-up curriculum study because of not collecting any feedback from current pre-service teachers in the following statements:

Unfortunately, we could not gather any opinions from our pre-service teachers. It is our drawback. We still have a chance to work with at least a group of them and ask these pre-service teachers what we are missing. I am planning to recommend it to my colleagues, and carry out a focus group interview with nearly 8 pre-service teachers from each year of study.

As stated by five informants, Turkish Competencies Framework, European Qualifications Framework, Teacher Strategy Document, and General Competencies for Teaching Profession were also examined as guidelines to define the goals and objectives of the bottom-up curricula. As an illustration, I26-S-EME declared, “Thinking within the scope of European Qualifications Framework, it was required to examine what was happening all around the world concerning your department? What countries have what kind of curricula?” In addition to these documents, the faculty members investigated previously implemented teacher education curricula in Türkiye and the reports on curriculum development studies in world-wide teacher education so as to ascertain a pathway to follow during their bottom-up change efforts. For example, while I37-F-ME said, “A group of faculty members worked on international curriculum development studies and teacher education programs. What is their approach to teacher education, what are the courses in Singapore, the USA, or at Teacher’s College?” I35-S-TLT added, “We investigated all Turkish Language Education curricula since 1992, and decided on the ones which could still be utilized through some updates.”

I34-S-EME touched upon the creation of a WhatsApp group for department heads of Mathematics Education and I17-S-EDS mentioned a similar group for Elementary Education from many different faculties so that they could find a common ground and meet shared standards and goals while planning new curricula. Both of these cases were depicted here.

Every member of that WhatsApp group shared their experience, meetings at the faculties, and opinions on what is working or lacking in their curricula. Then, three or four faculties presented their bottom-up curricula designs to that group via Zoom meetings, and they all discussed on these samples. We did that because we would like to be informed of the studies at other faculties,

got feedback from them, and prevent huge disparities among our curricula after the delegation of authority. ... We didn't say that our knowledge, experience, and perspectives were already enough; we also checked out what other faculties and faculty members were doing when we felt ourselves incompetent. (I34-S-EME)

Elementary Education departments have started to work. I have heard that they have formed a WhatsApp group for the department heads of Elementary Education, and begun to discuss the ways for developing their curriculum by themselves. They haven't shared the results with us [Educational Sciences Department]. (I17-S-EDS)

A similar procedure to the case mentioned by I34-S-EME above was also shared by I35-S-TLT in the interview with these statements:

We contacted with Turkish Language Education departments which had enough experience and capacity in the field because we were colleagues and acquaintances. We invited at least 28-30 department heads and faculty members to a Zoom meeting lasting for four hours. We shared why we included the courses in the bottom-up curriculum together with their rationales. Following their feedback, we revised our curriculum, and then we presented it to our Senate at university.

In order to build an alignment between what is aimed and how it is achieved in their curricula changes, some faculty members also drew attention to the fact that their bottom-up change studies were carried out according to quality assurance.

We formed matrixes based on all these documents. How a newly-designed course or our whole bottom-up curricula serve for these documents? In what ways, do the curricula address to Turkish Competencies Framework? How much does it satisfy general teacher competencies? (I37-F-ME)

We searched for general knowledge and competencies for teaching, and shaped our program outcomes accordingly. We used the matrixes from the accreditation period, showing how each program output is met. (I38-S-SSE)

Some faculty members pointed out that they essentially went back to the basics of the previous teacher education curricula during their studies without conducting an actual bottom-up curricula change study because they didn't actually make many radical changes except keeping certain electives or increasing the hours for mostly subject matter and pedagogical area courses. In this respect, I8-S-ELT said, "There was a course called English Curricula in the previous 2018-19 program. We decided to keep it in our new curricula after the delegation of authority." whereas I5-S-EDS added, "We still offer the same courses like Introduction to Education, Classroom Management, Educational Psychology, School Management and

Guidance to the whole faculty, but they are three-hour courses now, we have returned to the ex-procedure.” Other quotations proving similar arguments were below.

We already had must courses in the top-down curriculum, so do we need to write course descriptions from scratch? Nobody wants to shoulder this big responsibility, so we will repeat the same courses and course descriptions. I do not think that we will have very different courses in the end. (I29-S-GE)

Every faculty member at our faculty is doing something as much as they know. In doing so, they also try to keep the basics of the previous curriculum, but transform it to some extent as well. ... I am curious about the result, too. (I28-S-SSE)

We increased the course hours for the Instructional Principles and Methods, Assessment and Evaluation, and Educational Philosophy courses because the 2018-19 curriculum was lacking all these. (I41-F-ELT)

Defining course codes, renaming courses and reorganizing their content parallel to the new curriculum were also argued by the faculty members during the interviews. For instance, I9-S-EE said, “We sat down and decided the course codes and names all together. We examined our new curriculum and worked on how to distribute the electives there.” In addition to these, teams of faculty members working on the content of the bottom-up curricula were mentioned by three informants who took part in collaboration during the change studies.

Some colleagues worked on course hours. In which terms are must courses like Turkish or History going to be placed? How are electives, pedagogical area, and area courses going to be designed? How are course syllabi going to be written? (I37-F-ME)

Even if a group of six faculty members worked on the courses, their content and sequence, other faculty members having experience about these courses made contributions. While course contents were being written, they always shared their opinions. (I34-S-EME)

During these change studies, I34-S-EME and I35-S-TLT also talked about presenting course lists to define the musts of their teacher education curricula as an initial step. Aligning ECTS credits of each course and how these credits should be calculated in the new bottom-up curricula were also investigated by study groups as declared by three different faculty members. As I34-S-EME underlined, explanations were made to faculty members through booklets. The same informant also touched upon the transfer of certain courses from Educational Sciences to their own department by accepting the fact that they created a more conservative curriculum:

Due to ECTS credits and many courses offered by the Educational Sciences department, we didn't have enough space for our area and pedagogical area courses. After talking to the Dean's Office, we transferred some courses like Instructional Technologies. We named it as Using Technology in Turkish Education. ... It was a conservative perspective to increase the numbers and hours of such courses with more detailed contents ... but we have a reality. If students get zero points from the Turkish questions in their high school entrance exams, this means that our Turkish teachers need to focus more on their jobs, Turkish Language Education. (I35-S-TLT)

In this respect, I25-S-SSE criticized this conservatism issue and presentation of limited electives after the delegation of authority with these words:

Our current commission is making a history and geography-dominated curriculum now, ... but our bottom-up curriculum has been trying to isolate itself because they [the faculty members in the commission] have decreased the number of electives and offered departmental electives only.

From a different standpoint, I21-S-EE declared that they needed to integrate more extra-curricular content into teacher education curriculum that they were currently working on:

The extra-curricular dimension of our teacher education curriculum is too weak. How can we enrich these pre-service teachers' academic or social lives outside of the faculty or curriculum? Nobody thinks about it. I am sure not many faculty members would touch upon this point. However, this is so crucial for teacher education curricula. In our next meeting, I would really like to talk this with my colleagues.

Depending on the fact that the previous 2018-19 curricula were strongly criticized as being loaded with lots of different courses and course credits, many faculty members stated that they tried to modify the number and semesters of the courses in their bottom-up curricula as illustrated by I19-S-PE: "It is not a genuine curriculum development. We essentially changed the semesters of the courses and course hours at hand. Let's make it a four-hour course instead of a two-hour one. We made modifications on the content." Despite being from a different department and faculty, I8-S-ELT also confirmed a similar situation: "Colleagues at our faculty tried to minimize the number of courses as much as possible without victimizing pre-service teachers' graduation due to missing must courses, credits, or professional gains." In relation to sequencing and placing courses into right semesters, some faculty members put emphasis on their bottom-up curricula as being more appropriate for pre-service teachers' cognitive readiness.

When do pre-service teachers come across these subject matter, pedagogical area, or general knowledge courses? In the previous curriculum, we were teaching geological times before explaining what geography is. When to encounter and what to encounter? This frame is crucial. (I38-S-SSE)

As a requirement, we have paid so much attention to sequencing of the courses in our four-year curriculum. We have planned the theoretical courses first to be taken, which have been followed by practice-based courses. ... We defined prerequisites, too. It was very problematic in the 2018-19 curriculum. They [the HEC] placed Teaching Turkish Literacy course before Instructional Principles and Methods course! We have taken such things into consideration. (I21-S-EE)

In Physics Education curriculum, pre-service teachers would go and take area courses from Physics Department, and we could see them at the Faculty of Education when they became juniors. It was a problem for us, so during our curriculum revision, we have placed Introduction to Education course in the first semester of their freshman year. (I3-S-PE)

Despite the fact that I8-S-ELT complained about the discard of Educational Sociology, which had been a must course in the 2018-19 curriculum, from the bottom-up English Language Teaching curriculum at their faculty, inclusion of newly designed courses and electives into the new curricula was another curricular practice mentioned by some faculty members since they had an initiative to update the content of already-existing courses according to the necessities of this era with the aim of reinforcing pre-service teachers' pedagogical knowledge and skills. Herein, I40-S-TLT affirmed that they got much help from younger faculty members and graduate students at the department. Some arguments were given below.

What in Instructional Principles and Methods course could serve better as prerequisite knowledge for other pedagogical area courses? We have planned it together. In pre-service teachers' freshman year, we have placed a course named Mathematics in Secondary Schools because they needed to learn some key information there. We have tried to include certain courses satisfying the needs in the field of Mathematics Education into our curriculum. (I37-F-ME)

There was a course called Computer-Assisted Physics Education, but we have changed it into Technology-Assisted Physics Education to include other technological facilities there because due to distance education, now we are using other technologies apart from Zoom. We have begun to do experiments through smartphones – for example. We have included an elective course about it. (I19-S-PE)

After the autonomy provided for us, we formed very good electives, I think. We tried to present more alternatives for pre-service teachers here. (I27-S-CEIT)

Three faculty members talked about the leading role of Educational Sciences departments while determining must courses enriching pre-service teachers' pedagogical area knowledge. To exemplify, whereas I34-S-EME said, "They decided on basic pedagogical area knowledge courses, their credits, and semesters, and told us, 'Leave space for these courses in your curriculum.'" I28-S-SSE similarly stated, "Our Educational Sciences Department determined their own courses, and said, 'We are going to offer these courses.'" In this respect, I21-S-EE accepted their ignorance of the planning at Educational Sciences department:

Our Department of Education Sciences have determined some must courses for all. It has been a new thing; we haven't taken it into consideration before. Now, we need to reflect their foresights into our curriculum because we took their ex-courses into account. If they had made any changes there, we will comply to these changes.

Furthermore, concerning their curricular practices, two faculty members also underlined that they transformed some electives of the previous top-down curricula into must courses in the new bottom-up curricula as displayed here.

We protected some qualities of the top-down change. Teaching Algebra, Teaching Numbers... They were taught in our Special Teaching Methods course in a more general and superficial way, but with the 2018-19 change, they became separate electives. Now, we are keeping them as must courses in the new curricula. (I34-S-EME)

We turned some elective courses on pedagogical area knowledge into must courses. For example, we had an elective course called Misconceptions in Physics Education, but we thought it was essential for all pre-service teachers, so it became a must. (I19-S-PE)

While dealing with the content of the bottom-up curricula, some faculty members specifically expressed their efforts to increase subject matter courses, or to balance both theory-practice and subject matter-pedagogical area-general knowledge courses as illustrated below.

Our bottom-up curriculum has compensated the 2018-19 curriculum regarding pre-service teachers' subject matter knowledge. There we had a two-hour Electricity course, and we have turned it into a six-hour course recently. (I19-S-PE)

There is a misconception here. Practice does not necessarily address to "Practice Teaching" course only. Practical applications in each course are so valuable. We discussed it with colleagues, and decided to add a practical aspect in every course in our new curriculum. Maybe a faculty member may

say, “How can we have practical hours for Introduction to Educational Sciences course?” But, we can. (I21-S-EE)

The 2018-19 curriculum was highly criticized because of limited subject matter knowledge courses, so we tried to balance this in our bottom-up one. Pedagogical courses are of high importance, but if pre-service teachers’ subject matter knowledge is problematic, they cannot teach anything without knowing. ... so we have strengthened our curriculum in terms of these basic area courses. (I34-S-EME)

However, certain curricular decisions on this issue were also questioned:

In Mathematics Education curriculum, Analysis was a two-credit course, and now, it has become a four-credit course. Then, pedagogical area knowledge courses have been changed. Unfortunately, we are experiencing such a situation. ... What is the purpose here? Do pre-service teachers need to learn integral with its every detail? They are not going to teach at high schools. ... We are added pure mathematics, physics, and chemistry courses into our bottom-up curriculum now. Why? Because that is what we know best and can do. (I20-S-ScE)

Regarding the conduct of courses in the new curriculum, as the interview data revealed, some faculty members emphasized that different colleagues were assigned to offer the courses in the bottom-up curriculum so that these faculty members could provide a variety of learning experiences for pre-service teachers with the inclusion of different methods and techniques. This situation was asserted by I40-S-TLT:

I offer Critical Reading course in cooperation with one of our young faculty members. In one semester that faculty member offers the course, in one semester I do it. In this way, every faculty member become aware of the courses we offer at the department and have a chance to contribute to the course. Pre-service teachers can learn the same subject from different faculty members through different methods.

Aligning course objectives to course conduct was also some faculty members’ concern during the interviews so as to maintain a standard at the faculty regarding the learning experiences provided for pre-service teachers. I41-F-ELT explained it:

What do faculty members need to pay attention to while writing course objectives? Which instructional principles and methods do they need to utilize while correlating objectives with course conduct? How should they relate all these to assessment and evaluation? How should ECTS credits be calculated? We prepared a very detailed booklet for all these and shared it with our faculty members. How can our practice-oriented new courses have more standardized practices for all pre-service teachers? ... We also had a Faculty-School Partnership Commission. They prepared guidelines for the standardization of teaching practice.

The standardization issue concerning the course content and conduct was also voiced by another informant from a different department with these words: “I am so glad everything is ready in our bottom-up curriculum now. One day, if someone else needs to offer my course, all the weekly plans, materials, and even activities are ready to use.” (I38-S-SSE). I37-F-ME added that they also spent time on thinking about instructional principles and methods concerning the courses to be offered in their new curriculum: “Which courses are going to be included into our curriculum? How can we deal with their content? What are our instructional principles and methods? We planned them all in both a faculty-wide and department-wide way.” On the contrary, I35-S-TLT admitted not recommending any instructional strategies or methods in their new bottom-up curricula as an overlooked point:

We haven’t planned anything special for instructional methods and techniques. I mean we haven’t noted down anything about how to teach the courses. Now, when you ask this, I am thinking of whether it is a shortcoming.

With regard to the presentation of more practice opportunities as learning experiences for pre-service teachers, MoNE’s strict policies were appraised as a hindrance to what faculty members actually aspired to fulfil in their bottom-up curriculum as evidenced by I33-S-ScE declaring: “I believe Practice Teaching course should be in each term of Science Education curriculum, but MoNE is full of official protocols. How can we handle all these? We could not do anything about it.” At the same point, I37-F-ME drew attention to the newly planned course hours in their bottom-up curriculum, allowing for pre-service teachers’ practice apart from the theoretical hours as described below: “We placed Assessment and Evaluation in Mathematics Education after Assessment and Evaluation offered by Educational Sciences. We used this sequence to design most courses like one theoretical hour, two practical hours.”

In relation to the assessment and evaluation practices, I21-S-EE and I33-S-ScE specifically underlined that owing to time constraints and not having appropriate sampling groups, they could not get the chance of piloting the bottom-up curriculum before its implementation. While I33-S-ScE expressed, “After developing the curriculum, you need a pilot study. However, even we could not do it because it needs to be quick, and which pre-service teachers will be chosen?” I21-S-EE emphasized

this lack with these words: “Unfortunately, we will have no pilot study, we need to implement it, and see the results then. This is our first problem. We would like to pilot it first, and have a chance to revise and improve it later, but we won’t.” In this respect, I37-F-ME also highlighted the revision and evaluation of their new bottom-up curricula, and focused on curriculum as an unfinished product:

We started to revise the second, third, and fourth year of our bottom-up curricula two weeks ago. ... I think we had a very effective process, and we have seen it during this revision period. The curricula have become even better now. Our process went hand in hand with Plan, Do, Check, Act cycle, and it is a living process which pleases me a lot.

Evaluation of the previous teacher education curricula was mentioned by one informant as the initial step for starting bottom-up curriculum change at the faculty.

We need to evaluate our ex-curriculum first. We had certain questions that had been used to collect evaluations from senior pre-service teachers. Now, we aim to revise and improve these questions to collect qualitative data through open-ended items like what they have gained as learning outcomes, where the drawbacks are: the curriculum, instructional methods, assessment-evaluation? What about general knowledge courses? We will try to update ourselves after detecting our shortcomings. (I14-F-EDS)

On the other hand, when asked about evaluation, some faculty members had a tendency to talk about assessment and evaluation of courses in the curricula. To illustrate, I35-S-TLT drew attention to this missing component by saying, “We haven’t formed anything in the new curricula about how to assess and evaluate pre-service teachers. We haven’t included this aspect indeed because responsible faculty members already do this parallel to their ECTS forms.” In the scope of the implementation of their bottom-up curricula, according to the analysed data, three faculty members from three different departments stated that they had already took this step. Therefore, planning the details about student transfer, equivalency and adjustment procedures were voiced by I37-F-ME as a main concern to be dealt with.

How are we going to conduct equivalency and student adjustment procedures, how can the new courses replace the ex-ones? ... We spent a long period while planning all these before the implementation.

As another step to be taken before the implementation, I37-F-ME and I34-S-EME asserted the need for getting the approval from the Senate at their universities. In addition, I34-S-EME uttered a demand of the faculty administration by saying,

“As the Mathematics Education department, actually we completed our work; however, the faculty wanted a unity among all, and other departments could not finish their preparations, so we waited for them to implement our new curriculum.” Another need for consensus between the department preparing the new curriculum and the Dean’s Office also emerged when the faculty administration brought certain criteria for the departments to comply to as exemplified by I19-S-PE:

Our Dean’s Office stood in the way of the implementation of our new curriculum because they said, “The percentage of area courses should not be higher than 50% in the overall curriculum. Electives should have at least a percentage of 25% or more.”

I26-S-EME also experienced a hindrance put forth by the Dean’s Office in relation to the implementation of their curriculum, which was disclosed through these words, “Last year I worked so hard on curriculum change; we had meetings at the department. However, I could not make the administration change it. Why? Because our Dean said, “We haven’t decided on anything yet as the Council of Faculties of Education Deans (EFDEK).”

#### **4.4.2. Faculty Members’ Modifications after 2018-19 Curricula Changes**

In the light of the analysis of the interview data, 13 faculty members acknowledged that they had modified some parts of the proposed curricula during their instructional or curricular practices. Unlike what was proposed in the curriculum change, one faculty member from the department of Elementary Mathematics Education re-ordered the content of the Linear Algebra course to ensure pre-service teachers’ improved comprehension. In addition, a faculty member from the Turkish Language Teaching department highlighted the importance of teaching linguistics, and argued that their curricula were not presenting enough in this area, which was essential for pre-service teachers’ subject matter knowledge. Therefore, it was declared that faculty members themselves had to compensate this lack of knowledge through their individual efforts by adding more content concerning linguistics into their courses. Another informant from the department of Geography Education also included some extra content depending on its significance to pre-service teachers’ professional lives, differently from the course descriptions put forth by the HEC.

It is going to be a kind of confession here. They [the HEC] prepare catalogue descriptions. There I add certain topics that are not written in the description,

but I find essential for our pre-service teachers. I still believe in its benefit, and I offer that content because I feel myself responsible. (I22-S-GE)

Despite the fact that such modifications were named as “backstreet practices” by one of the faculty members after the 2018-19 curriculum change diminishing practical hours, another faculty member involved more practical hours in the curriculum by saying: “I still had practical hours of my courses after the change. It seems that there are all theoretical, and no practical hours in the curriculum, but I am implementing these now.” (I37-F-ME). Another faculty member did not prefer abandoning the already-functioning instructional practices:

Before the change, I had been working on my students’ conceptual errors and grouping them to prepare animations or simulations on these misconceptions. ... I did not want to give up all these. I reduced the theoretical parts, and candidly went on my practical hours. However, the message from the HEC was to terminate them all. We went against each other there. (I27-S-CEIT)

Also, the same faculty member altered the employed instructional approach to allocate more time for practice by summarizing theoretical parts, or shifting them outside classes, providing pre-service teachers with resources to study unlike the aged practices of lecture-based instruction. I1-S-CEIT also voiced their departmental solution to the same problem, which was trying to jam practical hours for Material Development course whenever they could find computer laboratories available at the department. In the same vein, another faculty member from the Educational Sciences department indicated certain modifications as exemplified:

They [the HEC] separated the Instructional Principles and Methods and Planning and Evaluation in Instruction courses, and both became more theoretical. Instruction and evaluation were kept, but planning was omitted. However, I always included planning into my Instructional Principles and Methods course. I added differentiated instruction, too. Similarly, the HEC cancelled practical hours in Assessment and Evaluation course, but I still let pre-service teachers prepare table of specifications and exam questions accordingly. (I31-S-EDS)

One faculty member admitted not having much fidelity to the curricula changes of the HEC because they could not break new ground in their current teacher education practices by saying:

I cannot say something has changed in our lives after curriculum change. We did not stop our regular curricular praxis. ... For instance, the courses coordinated by the Educational Sciences department; we carried on using our ex-procedures because we thought those were effective enough. (I10-S-EDS)

Another one accepted that s/he could not take the demands from the HEC seriously, and said: “I know although they [the HEC] want me to do something completely different, I continue doing the things on my mind.” (I4-S-ELT) Some faculty members touched upon the flexibility to modify elective courses in the new curricula like the patchwork of missing aspects in teacher education since they had the freedom to suggest and open new elective courses from the offered pool by the HEC after the 2018-19 curricula change. For example, I1-S-CEIT exemplified the situation in the 2018-19 curricula change and said, “At that time, we had a chance to expand our electives, and determined the areas addressing to pre-service teachers’ best interests. In this way, we had a chance to compensate the drawbacks of the curriculum.” Herein, some commented on the HEC’s suggestions to compensate the lack in practical hours of the curricula through new electives, which could follow a very challenging path until they were opened due to the official procedures in Senate or the HEC to assure confirmations. For instance, one faculty member said, “Although the HEC gave us autonomy to offer new courses and I did so; none of them, like Critical Pedagogy or Critical Applied Linguistics, were accepted.” (I4-S-ELT)

On the same issue, two faculty members also mentioned such an autonomy let them recommend electives in line with their own interests and beliefs regarding the musts of teacher education curricula. For example, one of them declared that the Origami course derived from his/her own interest had also been useful for pre-service teachers in Mathematics Education program whereas another one believed in the importance of literature courses to provide pre-service teachers with general knowledge and language competencies in the English Language Teaching curriculum. Rather than the inclusion of a new course, one of the faculty members kept the same elective under a different name after the 2018-19 curricula change as seen below:

I had been teaching Effective Communication Skills course for ten years. Then it was discarded from our teacher education curriculum, and appointed as an elective due to the Bologna procedures. Now, I am offering the same course with different names such as Communication and Persuasion Skills. (I35-S-TLT)

Another informant mentioned teacher educators’ continuous efforts for adapting to curricula changes by individually transforming themselves or modifying

the proposed change itself for program improvement. On the other hand, two faculty members, one from a foundation university, the other from a leading state university, disclosed the HEC's inconsistent policies which were changing among different university contexts since the flexibility assured by the HEC for some faculties concerning certain modifications in the proposed curriculum change was revealed with these words:

We designed and developed our first English Language Teaching curriculum, and got the approval of the HEC. We went on implementing it until 2018. Then, we had to implement the standardized program offered by the HEC. (I41-F-ELT)

We stood against the 1997-98 curriculum change at our department, and they [the HEC] gave us some flexibility. ... I guess there were 11 courses kept the same, but we made some modifications in the other courses. (I8-S-ELT)

During the interview, another faculty member asserted perplexities in differentiated practices of the HEC, and turned this issue over with their faculty administration:

The HEC says, 'The curriculum is not open to any changes', and we accept this. However, some leading universities can implement different practices while we cannot. I don't understand why it doesn't trouble them. At University X, there is a six-hour Analyses course in Mathematics Education ... We teach it here in two hours. Why cannot we do the same? I think this is an administrative issue. (I26-S-EME)

On the contrary, flexibility granted for faculty members' modifications at some faculties was also discussed by a faculty member confirming the raised focus on course content which would bring more benefits for pre-service teachers, so this faculty member allocated more instructional time for that content without the intrusion of the administration at the faculty:

Our university is really good at this since they do not intervene in the faculty members' course content. Neither the department, nor the Dean's Office does that. I did not write that course description, but I am the one who offers it, so I enjoy the luxury of modifying my course content. While allotting one unit of time to the content written in the catalogue of the HEC, I can allot nine units of time to mine. (I3-S-PE)

The modifications discussed above led to different teacher education practices emerging due to the faculties and faculty members' approaches to the top-down curricula of the HEC allegedly aiming to bring certain standards for teacher education. Seven faculty members specifically put emphasis on the differences

among faculties of education, and some seemed concerned about the other faculties or faculty members in terms of presenting similar opportunities for pre-service teachers or not. Proving these concerns, I36-S-EDS said, “When I see other faculty members, sometimes they keep some content shorter, but I spend more instructional time on the same content.”, and another one was voiced by I27-S-CEIT with these words: “After examining the new curriculum, maybe most of the faculty members did this. They explained the theory, and dismissed the class since it was 2 (theory) + 0 (practice) in the document of the HEC.”

#### **4.5. Faculty Members’ Perceived Knowledge and Skills in Curriculum and Instruction**

As an answer to the fourth research question of the current study, the interview data were analysed so as to find out some evidence on how the faculty members perceive their knowledge and skills in the field of curriculum and instruction. The findings here were grouped under the themes of the faculty members’ perceived familiarity with curriculum development notion, knowledge and skills in instructional planning, and awareness of curriculum evaluation.

##### **4.5.1. Familiarity with Curriculum Development Notion**

The analysis of the interview data pointed out that some faculty members or their colleagues’ curriculum development notion was sometimes flawed as illustrated by I4-S-ELT with these words: “Teacher educators must be aware of a curriculum development notion, and know about its fundamentals. ... Maybe they have that knowledge, but I don’t think they have internalized it well.” In this respect, some of them mentioned hesitations and complications emerged due to a vague understanding of curriculum development and lack of foresights to estimate the prospect of teacher education as hinted by I11-F-EE saying, “I am really concerned about our graduates in the next years when we start developing our own curriculum.” Other arguments on faculty members’ unfamiliarity with curriculum development notion are seen below.

When faculty members know about international literature and curriculum development in our fields, it is more likely that we could perform better in curriculum change, but we sometimes have difficulties there. (I28-S-SSE)

Faculty members also need competence in the process steps of curriculum development, but most of them don’t know these steps. That might happen because faculty members come from different academic backgrounds. ...

Also, what are the attitudes towards curriculum development? Do faculty members see any value in it? ... We know that there are some who don't value curriculum development. Maybe faculty members attach a ten-point of importance to curriculum development out of a hundred. If it was not the case, we wouldn't have been talking about it now. (I6-S-EDS)

We don't know much about the process of curriculum development, its being open to continuous changes, and what this framework includes overall. Maybe we are aware of the concept in general, but even when we ask for updates from faculty members concerning their courses due to the Bologna procedures, they can't update their own courses. (I1-S-CEIT)

As seen in the quotations above, faculty members were criticized for not only insufficient awareness in the conceptual understanding of curriculum development, but also precarious knowledge and skills in the steps of curriculum development. Herein, whereas some faculty members evaluated themselves by clearly uttering their own distance from the field of curriculum and instruction, some of them drew attention to common deficiencies in the fundamentals and work discipline of the field.

I am not a faculty member in the field of curriculum development. I cannot declare an academic domination there. I can only comment on its reflections on what I am doing. I cannot tell you what happens in teacher education curricula of other countries or faculties in Türkiye. There I am not competent enough. (I27-S-CEIT)

There are learning principles like organizing the content from easy to complex. It may seem basic, but faculty members may overlook this principle in the process of curriculum development. Regarding such methods and principles, we [faculty members] have shortcomings. (I1-S-CEIT)

A faculty member may be very good at an area of specialization. I mean s/he can be a very competent and well-known academician in the field of Turkish Language and Literature. Nevertheless, if s/he doesn't know the basic concepts of curriculum and instruction, it is not likely that s/he succeeds in curriculum development. (I39-S-TLT)

Even before the delegation of authority, we could work on curriculum revision or development studies because we had chances to make small changes and improve the courses proposed by the HEC. Maybe we couldn't change the whole program, but we could collect data from our pre-service teachers and work on integration of the courses, or updates in course contents. ... However, we never have such a work discipline. We don't have such a perspective at all. (I4-S-ELT)

It is not enough to have conceptual knowledge or skills. We have no curriculum development studies; therefore, we cannot see our shortcomings.

... Maybe our graduate students conduct studies on instructional design or curriculum design, ... but as the department, we have no experience in this. (I17-S-EDS)

Some informants also criticized their colleagues in terms of not being able to see teacher education curricula as a whole picture rather than individual courses they have been offering personally. This argument was also proven by many informants' own statements given below where some faculty members interviewed intentionally preferred not investigating their teacher education curriculum holistically or not participating in bottom-up curriculum revisions because the revision efforts were not related to the courses they had been offering.

[Concerning 2018-19 curricula change] I haven't thoroughly examined the whole curriculum indeed. I have checked my own courses in my field. (I7-S-EDS)

[Concerning curriculum revisions after the delegation of authority] I remember that these revisions were not related to the courses I had offered. Therefore, I wasn't involved in the process. Of course, our department asked for our opinions, but the most courses I had been offering didn't change at all. I can say that. (I8-S-ELT)

I can only talk about the courses I offered, but when I examine the whole curriculum in detail – I haven't looked into it yet with such an eye, there must be some courses that will need to be sequenced differently, etc. (I9-S-EE)

Some faculty members say, "I am specialized in field X." Yes, but you are at Faculty of Education to raise teachers. How does your course meet program competences? I mean all faculty members must see the curriculum from a holistic perspective. (I14-F-EDS)

There is a conceptual problem here. Every faculty member teaches a course, right? They consider it as just a course, not as a curriculum. They don't think that course belongs to a program, and they need to implement and improve that curriculum. They simply think within the context of their own course. (I21-S-EE)

Faculty members need to know what a curriculum is. I am talking about my colleagues at Turkish Language Education Department. They are ignorant of what a curriculum is, who does it, how it is used, and why it is required. They only know about their own courses and course hours. (I35-S-TLT)

Contrary to these, another informant pointed out a different case experienced at their department during their bottom-up change studies with a certain level of satisfaction because the faculty members there were taking the whole curriculum into

consideration and thinking about pre-service teachers' professional gains instead of merely focusing on the courses they could offer with an individualistic point of view.

We haven't experienced it much, but generally faculty members have such an attitude. They mostly think about which courses they can offer in line with their knowledge and skills. However, at our department, of course faculty members thought about their knowledge and skills, but they could also say, "It would be great if we had such a course. However, I cannot offer it. Is there anyone who can?" ... because we consider the needs of the era, and propose courses accordingly for our new curriculum. Then we start looking for faculty members who have expertise in that area. (I19-S-PE)

Apart from the aforementioned cases indicating curriculum from a holistic window, three of the informants underlined a lack of compromised terminologies in curriculum and instruction. For instance, I22-S-GE said, "There are problematic concepts and mistakes in the curriculum like 'atlas skills', but there isn't a skill like that. The accurate concept is 'map and globe skills', but we show the inaccurate one to our prospective teachers. An informant also shared some pieces of experience concerning faculty members' lack of knowledge in key and up-to-date concepts and documents to be utilized in curriculum development by uttering these:

While doing this, there are basic concepts to be known like multiculturalism or inclusive education. In our bottom-up curriculum study, when we explained the meaning and scope of inclusive education, some colleagues said, "Is this what they call inclusive education?" ... There were some faculty members who had heard Turkish Competencies Framework for the first time, but they needed to know all these. (I35-S-TLT)

As a consequence of such misunderstandings reflected to pre-service teachers as well, some faculty members complained about problems in comprehension and communication owing to different terminologies whereas some of them even questioned knowledge and skills of their colleagues who were specialized in the field of Curriculum and Instruction.

I don't want to put the blame on my colleagues; however, when I look at our pre-service teachers we educate, they have a very limited understanding of what a curriculum is. I mean, I cannot talk much about faculty members' competencies or literacy in curriculum development, but these pre-service teachers definitely point out a problem. ... How qualified are we? Someone needs to delve into it since I think even the faculty members having masters or doctoral degrees in Curriculum and Instruction don't have the same philosophy, knowledge and skills in this field. I can say that because we don't even have a shared terminology in the field. This is evident because we still haven't started developing our bottom-up curriculum. (I17-S-EDS)

Sometimes I feel some personal needs for the terminologies in curriculum development. Let's say we named a concept as learning outcome, attainment, or target behaviour, etc. in the past. Now, the HEC says the same thing with different terminology ... and we have difficulties in comprehending the differences among terms. (I11-F-EE)

I think curriculum specialists don't always have a chance for genuine implementations, which makes their work more abstract. Therefore, they are not very competent. I mean a curriculum specialist must tell something differently from a random faculty member from any department. They need to focus on the principles or theories of curriculum development besides a notion of research, but this is missing. ... Some faculties have developed their curricula, and when asked about how, it seems that everyone had put forth a course, and formed a blueprint. Any foundations? Any curriculum development teams? No. Even though all these faculties have significant Curriculum and Instruction departments with experienced faculty members, I have seen that this has never been reflected to actual practice. (I14-F-EDS)

Subsequent to the arguments put forth above, some informants touched upon faculty members seeing curriculum specialists and their guidance as a waste of time owing to being too prescriptive. At this point, I3-S-PE criticized theoretical bases of curriculum courses and said, "I have investigated 35 different Physics curricula worldwide, but haven't seen one developed in line with the theoretical principles taught in curriculum courses. ... Theory in classes is really different from practice." Similarly, some informants stated the presence of faculty members who didn't believe in the essentiality of curriculum development and its principles:

I am not talking about faculty members from Science and Letters, I mean there are educational scientists who still don't have faith in curriculum; it is still regarded as a trivial component even at faculties of education. They first need to become aware of its significance, how a curriculum development process must work, and how this process can be transmitted to their courses. ... If someone calls himself/herself a teacher educator, that person is already expected to have some program literacy. (I41-F-ELT)

Every faculty member might not have necessary knowledge and skills in curriculum development. Of course, they are familiar to these, but they may not actually have this background. Nevertheless, every faculty member must have the awareness of professional support taken from curriculum specialists. (I31-S-EDS)

Proving the arguments above, some curriculum specialist faculty members underlined their colleagues' unwillingness to work with them. These arguments were also proven by others openly expressing their reluctance as described below:

Faculty members criticize and despise our demands. Some think we [curriculum specialists] hamper their progress intentionally because ... colleagues find us very strict and formalistic, but they still need a perception of learning outcomes to develop themselves professionally. (I21-S-EE)

Some faculty members say, “We don’t want Educational Sciences Department. We gave these courses our own departmental codes. We offer Measurement and Evaluation and Instructional Principles and Methods courses ourselves.” In this understanding, how are curriculum specialists going to have a word? Does anyone come and want help from us? I am not so sure. I don’t have such an expectation. (I31-S-EDS)

We cannot talk and reach a consensus [with curriculum specialists]. It turns into a vicious circle. We cannot move forward; everyone starts working independently. As area knowledge and pedagogical area knowledge specialists, we think everything is clear in our minds. We do not need these technical details in curriculum development. ... Other colleagues from different faculties haven’t cooperated with curriculum specialists, either. They have made their own field-related changes. (I16-F-EME)

I don’t feel the need for curriculum specialists’ guidance because I had experienced some situations where we could never work in harmony. I have encountered with cases where they [curriculum specialists] tried to impose upon us without actually knowing our field. ... In a way, they hinder our work, so we didn’t ask them anything while developing our new curriculum. We have never felt a lack about it, too. (I35-S-TLT)

In relation to faculty members’ familiarity with the field and its fundamentals, three faculty members from different faculties and departments openly expressed they did not build their bottom-up curricula based on any philosophical grounds as exemplified here:

I am not a curriculum development specialist. We might have some shortcomings. Actually, ours was not a curriculum development from scratch, it was like a revision, so we haven’t started with its philosophy or we haven’t followed a curriculum development approach. (I34-S-EME)

I don’t know how many faculty members have actually thought about the philosophical foundations of curriculum here. I don’t think that they have done this. In fact, we haven’t discussed or thought about it, either. ... But you made a contribution to us here, I am going to voice this issue in our next meeting. (I21-S-EE)

In Turkish education system, we have no educational philosophy; we haven’t decided yet. MoNE follows something, the HEC follows another thing. As faculty members, we have different philosophies. It seems like a three-wheel going to different places. No shared goals or philosophies are present. (I25-S-SSE)

Designing new teacher education courses, sequencing or combining different courses were mostly put forth as the challenging areas on the side of faculty members. The following quotations might serve as evidence on these arguments.

I need guidance of curriculum specialists since I am not an expert in that field. ... “The curriculum has been changed, let’s come together!” However, this is not enough. How to design a course, what instructional methods to be used, how to align your course content to what is demanded, which resources to be utilized... All of these needed to be taught to faculty members because you feel all alone. (I30-S-ScE)

Faculty members need to know course contents in the curriculum and their integration with each other. How does a pre-service teacher transfer what s/he has learnt in Course A to Course B? This is always missing in our teacher education curricula. There is no connection among learnings of different courses. If faculty members know about both courses, they could gather all the pieces together. (I6-S-EDS)

Although the informants felt certain personal drawbacks in curriculum development, they could never reach professional development opportunities in Turkish higher education context. Especially after the delegation of authority, faculty members’ need for guidance was uttered by I8-S-ELT, “Quality assurance is crucial. Faculty members will need guidance in how to ensure certain standards for a curriculum provided for pre-service teachers. What kind of a road map do they have for that? How do they know how to achieve quality assurance?” Some faculty members got help from resource books or their curriculum specialist colleagues.

To be frank, I feel that need, but I have nobody around to give me that technical support in curriculum development. You get that help thanks to your personal contacts because at your faculty, you have no leaders or guides in this process. I call my colleagues from Curriculum and Instruction Department, and get their help. (I26-S-EME)

Sometimes I need to ask which way to follow. ... At those times, I read some source books on curriculum development many times. ... I also filled the gaps in my knowledge by asking our faculty members who were experienced in curriculum development or worked on this field. ... It was based on my personal efforts actually. (I34-S-EME)

I have never attended in-service trainings on curriculum development. That was not because I hadn’t felt that need at all or I felt myself really competent, but because I had never got such a chance. (I27-S-CEIT)

I had no training on how to develop a curriculum. In Turkish context, in-service trainings for faculty members were not easy to carry out; no trainings programs designated for faculty members. ... So, faculty members, foremost

me, are not competent in curriculum development. We have no space to develop ourselves and be nourished. (I29-S-GE)

Some informants admitted a felt need for in-service trainings on both curriculum and course design by highlighting the importance of how to do these in accordance with the goals of the faculty. The process of accreditation served as a facilitator in that context where faculty members were promoted to make certain changes in their course design and conduct. These cases were argued by some, too.

Faculty members are always asked, “Revise your courses!” in relation to curriculum development, but how do faculty members do that and shape their courses according to the learning attainments or goals of a faculty? I think these processes definitely require trainings. In the accreditation process, it was the thing tiring us most, but we realized we had needed these trainings. Before accreditation, I was thinking I was revising my assignments and changing my exam questions to update my courses. But now, it was said that my courses had certain learning attainments to be achieved and measured, and I needed to design my courses accordingly. If this hadn’t been told to me, I would have offered those courses with minimum energy in a more conservative way. (I15-F-CEIT)

Faculties of Education need to provide faculty members with necessary knowledge and skills in curriculum development. I mean how to develop a curriculum or a course, how to determine instructional methods and materials, etc. ... faculty members need in-service trainings on these things. (I8-S-ELT)

From a distinct perspective, I21-S-EE also attracted attention to program literacy of both all faculty members and research assistants at faculties of education, and overtly accepted that it would be a dream that all faculty members could be knowledgeable and skilful enough in curriculum development. He went on his words by saying, “However, we can show them the meaning of a curriculum, how to fill it in or carry out an effective study on the curriculum. ... We need to raise our research assistants very well. When they are knowledgeable enough, this program literacy could be transmitted to others, but we also have serious limitations there.”

#### **4.5.2. Knowledge and Skills in Instructional Planning**

After the analysis, the interview data underlined that writing goals and objectives for teacher education courses and integrating instructional technologies into these courses were the two main points voiced by the interviewed faculty members’ perceived knowledge and skills in instructional planning. Some statements were shared below as evidence:

I think curriculum development requires a process. ... We need to have “Goals and Objectives Offices” like Test Offices, and experts need to tell us, “You have a mistake here. You need to work on this drawback.” As far as I see, faculty members write and submit their course profiles at a point, and nobody thinks hard on this later on. Nobody receives any feedback. Therefore, I think these efforts are not enough. (I23-S-CEIT)

Our faculty members don’t know how to use a smartboard. Am I finding it odd? No. Did anyone offer any in-service training on this? They only learned by trial and error. While thinking about pre-service teachers, we must also think about faculty members raising them. We never had any training on anything. (I29-S-GE)

I feel that I fall behind instructional technologies. Now, I may teach my current courses well, and of course, I have some knowledge of them. However, I still have a desire to be more knowledgeable about up-to-date instructional technologies, and to integrate them into my courses more. (I9-S-EE)

As a factor boosting faculty members’ knowledge and skills in instructional planning of teacher education courses, some informants highlighted the importance of having actual teaching experience because of the fact that offering those courses before could give faculty members not only many insights into the nature of the courses, but also opportunities to stay close to professional realities of pre-service teachers. This was also highlighted by I4-S-ELT admitting this fact: “We [faculty members] shouldn’t break our connection to the needs of pre-service teachers, but let’s admit that we live in our ivory towers.” Therefore, the significance of instructional planning perspectives enriched by teaching experience was evidenced in the following statements:

To make comments on the instructional design of a specific course, faculty members must conduct that course for some time. Then they can express their opinions on which content is needed to be included, whether instructional time is enough for that content, or how the subjects need to be sequenced throughout the course. For example, I was asked by some colleagues many times about my biology course because they were not teaching that course. They were asking about how I was conducting the course, and what I was covering. (I30-S-ScE)

On the other hand, some faculty members emphasized instructional planning as a potentially problematic aspect for their colleagues owing to its randomness. For instance, I7-S-EDS summarized the reduction of course content as evidence here: “We sometimes have to remove some content. Let’s say there are 40 instructional

methods and techniques. I decrease this number to 20 or 25. ... However, every faculty member has it their way.” As other signs of faculty members’ randomness in instructional planning, some cases were described below:

There were times when our faculty members said, “I am going to offer this course in this way.” and the goals and objectives of that course totally digressed from what had been intended before. (I5-S-EDS)

At this point, the alignment among the four main components of a course and overall curriculum literacy of faculty members became as musts to know. To exemplify, I11-F-EE declared an online workshop on writing course objectives conducted for faculty members from different departments even in the previous month. Herein, some informants attracted attention to faculty members’ shortcomings in terms of planning goals and objectives, utilizing appropriate instructional strategies and materials besides assessment and evaluation as follows:

It is the key for faculty members to indicate the relationship among the four components of any curriculum. They can write an objective, regardless of the verb, but how are you going to achieve this objective? With which teaching methods? You need to question it. Which instructional strategy are you going to use to attain that objective? How are you going to assess and evaluate your pre-service teachers? ... We prepared guidelines for all these, and our faculty members read them and asked their questions when needed. We guided them without any serious problem. ... When we make all faculty members comprehend this alignment, I think then we could make some progress in their program literacy. (I41-F-ELT)

I think faculty members need to be informed about instructional design: how to write an observable and measurable objective? What is included in Bloom’s taxonomy? How to attain these objectives? ... Be a curriculum specialist or not, every faculty member needs to revise this information. If I attend trainings on these like writing a course profile or objective, employing process evaluation, etc., I never find it odd. (I37-F-ME)

All faculty members must know the basics of educational sciences. Instruction? Which teaching methods will be used: lecture or drama? Which philosophy will be utilized? However, it is not an easy touch for faculty members. Every course requires a different perspective. (I38-S-SSE)

As the department head, I had a chance to observe faculty members’ course designs when new courses were proposed in the top-down curricula because we said, “Design this course yourself” ... We had noticed the faculty members from the other departments, except curriculum specialists, actually didn’t know much about curriculum development or instructional design. They had many difficulties in determination of the objectives, the instructional methods

parallel to these objectives, and planning practical hours while designing their courses. (I5-S-EDS)

At this point, while some informants openly declared that they had problems and got professional help from curriculum specialists while writing their course objectives in accordance with Bloom's taxonomy, some of the interviewed faculty members criticized their colleagues' copy-paste approach due to not possessing enough knowledge and skills in writing the goals or learning outcomes of courses. Some of these viewpoints were presented below.

There are many cases when I call and ask my colleagues from Curriculum and Instruction Department about how I can write an objective, how I can express a specific situation there, or which level of cognition that objective addresses because it happens a lot in Mathematics Education. When pre-service teachers need to solve a problem, is that objective always at application level? We also have simple problems, for instance. Are they at the same level, too? I go and discuss these with my curriculum specialist friends. (I26-S-EME)

You must form your course content and outcomes according to the curriculum. The biggest complaint here is that most faculty members are not capable enough to write them themselves. In that case, they tend to apply to the websites of leading universities, and directly use their course information because we have common courses. ... Moreover, we have an online system including a 14-week schedule of the courses, weekly topics, course objectives, and their compliance to each other, but most faculty members are not aware of these. To be frank, we make research assistants do all these; and faculty members keep on doing what they normally do. (I25-S-SSE)

Faculty members' needs for learning more about ECTS credits of the courses in the curriculum and how these credits must be accurately calculated during course design processes were also voiced in the interviews. Furthermore, some also complained about faculty members' inabilities to keep up with the alignment of ECTS credits for each course, the wordings and applied course objectives. Herein, I27-S-CEIT explained the challenging process of revising course design in line with the change with these statements:

I had the biggest challenge in adapting my already existing course to the change, and had many hesitations in terms of writing applied objectives because they [the HEC] omitted practical hours. I had to define the scope of the course once again together with its objectives to the new curriculum. It was too difficult to calculate ECTS credits as well.

We write course information and ECTS packages once in every three or five years. We were doing it differently five years ago than now. The ways we

write course objectives have been changed, too. “do and does” have been replaced by “can do statements” ... We have many question marks about what is accurate now. For example, I don’t think that Bloom’s taxonomy really works for our course objectives and learning areas, ... even faculty members cannot comply to objectives by neither writing nor applying them. (I23-S-CEIT)

Regarding faculty members’ instructional planning perspectives, their own course conduct, employed instructional methods and techniques were found limited by some informants, and in the eyes of these informants, this created a turning point where faculty members digressed from what they had professionally demanded from pre-service teachers.

I graduated from one of the best universities in Türkiye, but even there, our professors said, “You must use this method, or employ questioning techniques in Science Education.” However, were they applying what they had already said? No, they weren’t. ... Unfortunately, faculty members still lecture through slides. Sometimes they employ class discussions, but are they genuine discussions to be classified as an instructional method? Not really because they are not planned, but simultaneous. ... They might have research articles on a certain method like 5E model, but they have only used that model in the course to collect data from pre-service teachers. Nothing more... So, we have serious contradictions among ourselves. (I20-S-ScE)

Within an aligned framework, planning instruction, learning, and evaluation in courses was also put forth by some informants as the aspects needed to be supported in faculty members. As an example, misplanning practical hours in course design was highlighted by I2-S-ScE with these words: “Practical hours must be defined in a more operationalized way since some faculty members misunderstand and plan practical hours as theoretical ones. Or they simply think assigning homework to pre-service teachers is counted as practice in courses.” Moreover, as also put forth by I1-S-CEIT, “We [faculty members] have a lot of shortcomings in assessment and evaluation.”, some other informants argued for problematic assessment and evaluation aspects in teacher education courses as seen in the following cases.

Faculty members need pedagogical formation, I mean a genuine one in both curriculum development and assessment and evaluation. I sometimes ask colleagues why to administer an exam. They say, “We assess pre-service teachers.” Do you really think that you assess their learning through these exams? ... Self-evaluation or peer evaluation ..., but faculty members don’t apply them at the faculty. (I39-S-TLT)

At some departments, faculty members employ more exams, quizzes, etc. That is nice; however, we have a general understanding of having one midterm and one final exam in our courses. ... We don't collect much data on our courses. I try to talk to pre-service teachers after exams, and then want them to give their written course evaluations because courses are alive and always open to developments in each term. We don't think much about it. (I21-S-EE)

We [faculty members] only have midterms and finals when it comes to assessment and evaluation. This is the general practice at universities although we try to teach certain skills to pre-service teachers. If so, why do we administer exams all the time? We need to replace this habit with rubrics, continuous tracks of pre-service teachers, performance-based evaluation, etc. We don't spend much time on these. (I20-S-ScE)

We sometimes need to finish the term with three courses including 40 pre-service teachers in each. To decrease the burden of 120 students, we sometimes apply inappropriate assessment techniques like multiple choice questions in finals, but it should not be the case. (I15-F-CEIT)

On the other hand, some informants put satisfactory examples forward in relation to process evaluation, and sequencing course objectives in an easy-to-grasp way. Some of these systematic efforts were illustrated below:

In the event of a course design, I determine a priority first after searching the literature. Towards this priority, I try to sequence and integrate my course objectives, and take initiatives like "If a pre-service teacher could do this first, then s/he can do that." Am I able to do that as good as a curriculum specialist? I don't think so. But I think I can manage to decide on how to order the objectives, how to plan assessment and evaluation, and when pre-service teachers become ready to produce something. ... I mean, if there is a practical aspect, first I want pre-service teachers gain necessary knowledge, and then practice it. (I24-S-EE)

During my duties in accreditation processes, I have seen that there are very competent faculty members specialized in pedagogical area courses, and they already have enough knowledge and skills in integrating portfolios into their courses as a strong indicator of process evaluation. (I31-S-EDS)

We try to integrate different assessment and evaluation methods into our courses such as process evaluation, summative evaluation, or other supplementary assessment techniques. We make efforts to utilize them all. (I10-S-EDS)

Regarding the consistency in the design and instruction of teacher education courses, determination of certain course conduct standards was also asserted so that faculties could reach a common ground for pre-service teachers' sake as illustrated

by I21-S-EE who was working in a bottom-up curriculum study group, “Every faculty member brings rich experience, but we need sensitivity in complying to common standards at the department. As a curriculum specialist, I am planning to put certain instructional principles into our new curriculum so that pre-service teachers cannot talk behind our backs like Professor X does that, but not Professor Y.”

Some faculty members specifically drew attention to problems in the conduct of various courses due to the fact that preparation for new courses might be both time-consuming and challenging at the very beginning. Some informants also underlined that they were expected to offer courses which did not belong to their areas of research or specialization, which could hamper their instructional planning. The following quotations showed a clear picture.

When curricula changes bring new courses, I always feel hesitant to offer them because we [faculty members] must work hard to offer that course, and this means that we need to break our work routine for some time to deal with that challenge. (I24-S-EE)

Sometimes we have courses, but no faculty members to offer them. For example, we feel the need for Technology Assisted Mathematics Education at our department because no faculty member has specialized in this area. (I26-S-EME)

Our faculty members didn't feel themselves competent in offering the Special Education course. Therefore, they didn't want to offer this new course, so the course was left to twist in the wind because we had no one specialized in Special Education. (I5-S-EDS)

We had a new course called Values Education, but we struggled a lot in terms of deciding on who could offer this course at our department since that course didn't correspond to any of our research areas. We had lots of difficulties there. (I10-S-EDS)

Consequently, resistance might emerge in some faculty members to offer these new courses in the intended ways as depicted by I20-S-ScE with these words: “While distributing the courses among faculty members, some say, “I would like to offer these courses, not the others!” However, faculty administration generally says, “You have to! You learn it by yourself first, then you can teach it.”

#### **4.5.3. Awareness of Curriculum Evaluation**

While analysing the data in relation to faculty members' perceived knowledge and skills in curriculum and instruction, it was found out that some faculty members

underlined evaluation as a problematic aspect, which was generally skipped and not well-planned in teacher education curricula. To illustrate, I28-S-SSE personally admitted ignorance of the evaluation phase during their own curriculum study at the department, and said, “Evaluation is a generally neglected phase, maybe that is seen as the last step. Once you develop a curriculum, you need to revise it based on evaluation; however, it doesn’t happen most of the time. It is the same with us.” Similar arguments proving that curriculum evaluation was actually as a missing step in many teacher education curricula were also shared below.

There are lots of criteria for curriculum evaluation. We need feedback from pre-service teachers. How did a course go? How much did pre-service teachers benefit from that course after graduation? We need to keep track of our graduates and collect this data to evaluate teacher education curricula. We are bad at this because we graduate pre-service teachers, and they disappear. Let’s say they took Educational Sociology course. How did that course help them? Did we investigate this? No! (I7-S-EDS)

Sometimes we may know about curriculum development, but we still have a weakness for curriculum evaluation. We don’t know which evaluation approaches or methods we could make use of. It doesn’t matter whether you are a professor, associate professor, or assistant professor. We all have these shortcomings. (I1-S-CEIT)

We can offer teacher education courses, but what are the gains or outcomes of offering these courses? Is offering many courses a sign of success in teacher education? What differences have we made in pre-service teachers? We have no idea; we don’t know the answers. We implement the curriculum; however, I don’t know whether we achieve something good or bad. (I15-F-CEIT)

Faculty members’ understanding of curriculum evaluation as a requirement for improvement was also emphasized by some informants expressing hesitations about both their and their colleagues’ knowledge and skills in this area at the same time. Some arguments approving these can be examined through these quotations:

Faculty members need to become aware of the fact that curriculum is open to continuous improvement. It cannot be a fait accompli. ... We work on the problematic parts of our curriculum and fix them, so when someone sees this work, they shouldn’t say, “Are we going to change our curriculum again?” This is already a natural process. ... Maybe we received some courses before in this area, but we might have forgotten them or might not have applied them in reality, so we may need some technical support in evaluation. (I37-F-ME)

I think our biggest drawback is related to curriculum evaluation. I mean, we may work on curriculum to some extent, but when it comes to evaluation, it becomes an enigma. When we cannot evaluate a curriculum, how can we

utilize it? So, curriculum evaluation needs to be more concrete and thorough. Are we able to make pre-service teachers attain an objective? ... We feel the need for criteria for curriculum evaluation. (I22-S-GE)

All in all, the data indicated that evaluation of teacher education curricula could not manage to be one of the main subjects of interest in the eyes and studies of the faculty members as also declared by them. Some also argued for the faculty members' limited perceptions of its essentiality and their knowledge and skills in curriculum evaluation.

#### **4.6. Summary of the Findings**

Within the scope of the first research question of the current dissertation, to portray a more comprehensive picture for the faculty members' perceptions of curricula changes, their metaphors depicting what curricula changes in teacher education meant to them, and how they positioned themselves both academically and emotionally when there was a curriculum change were examined in the scope of this study. The interview data put forth that the faculty members mainly had either negative or positive perceptions of curricula changes and their positions in the meantime. To exemplify, some faculty members associated curriculum change in teacher education with "an eddy, a puzzle, a chameleon, or a time machine" while some thought that they "served as a sage on the side, rowed against the tide, sailed in high-seas, and started learning a new language in a foreign country" when a curriculum change was on the agenda. In the light of these metaphors, the faculty members' perceptions were investigated in two directions, which were embrace of or resistance to changes.

The analysis revealed that when the faculty members tended to embrace a curriculum change, it was firstly related to the characteristics of the change itself, which were thematised as need for change, quality of change, clarity and complexity of change. To begin with, the faculty members felt content with a curriculum change ensuring that certain needs had been met such as the determination of criteria for teacher education, student transfer, quality assurance for all programs, the termination of some minor degree programs, the alignment of ECTS and Bologna procedures besides the updates of MoNE's school level programs reflected to teacher education curricula. Apart from the satisfaction of such needs, the analysis also

showed that some curricula change studies were warmly welcomed owing to the faculty members' felt need for strengthening area or pedagogical area courses, expanding electives, or fixing improper sequence of courses in teacher education curricula.

As for the second subtheme here, quality of change also affected the faculty members' perceptions of curricula changes because when a curriculum was developed by a professional team in line with institutional goals and the fundamentals of curriculum development, and the balance of its pedagogical, area, and general knowledge courses was protected along with updated course names and accurate use of terminologies, the faculty members had a tendency to embrace that curriculum change. As for clarity and complexity, the interview data indicated that the faculty members had a positive attitude towards a curriculum change when it involved all faculty members with expertise, created no problems in the implementation phase, could easily be aligned to the Bologna process, allocated some room for the faculty members' initiatives, and was clearly explained in the program guide of the HEC.

On the other hand, the same three subthemes were put forth as the factors causing the faculty members' resistance to curricula changes subsequent to the data analysis. More precisely, it was seen that the faculty members resisted to curricula changes when they felt no need for such changes bringing nothing updated, but repetitious courses and content. Moreover, when curricula changes disregarded any philosophical or scientific grounds, favoured theory more than practice, ignored certain knowledge areas like arts, logic, or foreign language, and overlooked pre-service teachers' professional awareness and readiness, these changes were most likely to face the faculty members' resistance since they were found problematic in quality. The gaps between MoNE's school level programs and teacher education curricula, issues on course sequence, restricted electives, subject matter knowledge courses and course credits, the number of courses, the effects of Public Personnel Selection Exam on course content, politically motivated courses, and course load on pre-service teachers leading to their alienation from other departments at universities were the other factors influencing the quality of the change and bringing about resistance in the interviewed faculty members in the event of a curriculum change. Concerning clarity and complexity as the third subtheme here, the faculty members

seemed to resist curricula changes owing to unclear course distributions and program guides of the HEC, which was often found inconsistent and incomprehensive in terms of the rationales and means of curricula changes. The data indicated that this situation led the faculty members to build their own interpretations and assumptions, which could generate discrepancies in implementation and standardization of courses in teacher education curricula.

Except the characteristics of the change mentioned above, another sub-question under the first research question aimed to investigate the contextual factors having an impact on the faculty members' embrace of or resistance to curricula changes in teacher education. In relation to the faculty-context, easy access to instructional equipment, sufficient number of faculty members and classes or labs appropriate to the number of pre-service teachers were the main codes under the physical infrastructure and human resources subtheme, which shed light on the faculty members' embrace of changes. As the other subtheme here leading to the faculty members' positive perceptions of curricula changes, leadership and effective management of change demonstrated educational leaders' examination of the HEC's course descriptions, provision of sample course profiles, adaptation of new courses to the faculty, use of student evaluations for accountability, shared decision-making, openness to changes, fair division of labor, assignment of faculty members with merit, assured cooperation of all, and organization of briefings, meetings, and in-service trainings in line with the faculty members' professional needs.

On the contrary, discrepancies among educational understanding at faculties and faculty members' mind-sets, lack of academic staff to offer new courses, insufficient educational equipment, overcrowded classes, and flawed leadership and management of change owing to educational leaders with no merit, who preferred top-down and hierarchical leadership approaches instead of collaboration fostered by introductory meetings and faculty members' initiatives seemed to be the other context-related factors making the interviewed faculty members resist to curricula changes.

Regarding the external factors affecting the faculty members' perceptions of curricula changes, the analysis of the interview data also revealed that the HEC's delegation of authority was seen as an opportunity by some faculty members

embracing changes. When such an autonomy was given to the faculties of education by the HEC, this decision was regarded as reasonable and satisfactory by some of the interviewed faculty members in terms of achieving better standards in teacher education by making a curriculum derived from the unique dynamics of every faculty, and having a chance to experiment some brand-new ideas in curriculum making like thematic faculties of education. On the other hand, the delegation of authority was also seen as a deadlock by some faculty members who declared their hesitance and concern about what would happen next. Some faculty members were unaware of this decision whereas some of them complained about the timing of this delegation because it was unexpected and the faculties were caught unprepared.

Hierarchical structure at faculties, common criteria for student transfers, accreditation, and quality assurance of teacher education programs, a strong need for consensus were the disclosed factors under this subtheme which brought about the interviewed faculty members' resistance to curricula changes. Furthermore, besides the decision on delegation of authority, the HEC's policies and top-down approaches to curricula changes in teacher education was another subtheme here that created resistance in the faculty members since parallel to the political tendencies of Türkiye, these policies and approaches were standing in the way to academic freedom and progress at faculties in the eyes of the informants. The interviewed faculty members criticized the HEC for ignoring already-existing practices at faculties, seeing curriculum as a list of courses, and being dominated by certain political cliques to act accordingly, so they resisted to such imposed changes derived from deficient planning creating sustainability issues instead of well-grounded research findings and principles of curriculum development. For these reasons, some faculty members openly admitted not feeling any belongingness to these curricula changes.

Responding to the second research question of the study, the faculty members' perceived roles and responsibilities in the event of curricula changes were scrutinized. As the data put forward, the faculty members were playing the roles of a researcher-observer, pathfinder in curriculum development, lifelong learner, team player, cherisher of teacher education and its curricula, and defier of hardships at their faculties in the case of a curriculum change. They were expected to observe what pre-service teachers actually needed professionally and conduct research on how to

improve courses in teacher education curricula through course evaluation and needs assessment studies.

Moreover, the faculty members also underlined that being experienced and knowledgeable enough in the field of Curriculum and Instruction was also crucial as the second role requiring all faculty members to possess the fundamentals of curriculum development, implementation, and evaluation. Defining curricular goals and program outcomes with accurate terminology, aligning course objectives and sequences accordingly, assuring congruence between teacher education curricula and MoNE's school level programs, selecting and organizing course content in line with pre-service teachers, utilizing appropriate instructional strategies and assessment and evaluation for each course in teacher education curricula were some other responsibilities mentioned under the same role. For their lifelong learner role, the faculty members were expected to be open for professional development so as not to fall behind the innovations in teacher education and changing pre-service teacher profiles. Having a proper level of proficiency in English and getting ready to offer new courses to were described as some responsibilities to stay away from professional stagnation.

Since curriculum development highly required team work and multidisciplinary approach, the interviewed faculty members voiced the need for being a team player who could cooperate with both curriculum specialists and other colleagues from different academic backgrounds. Furthermore, as the next role, the data also showed that the faculty members needed to be cherisher of teacher education and its curricula because they were firstly expected to be well-equipped in their own subject matter and pedagogical content knowledge along with the basic notions and philosophies of teacher education itself. This might require being always ready to offer new courses in curricula regardless of the time and efforts to get prepared, seeing curricula changes as an opportunity to raise more qualified pre-service teachers, and delegation of certain courses to the ones with merit if needed. Finally, owing to the fact that curricula changes brought many challenges, the faculty members expressed that they needed to defy all these hardships such as the completion of paper work, synchronous implementation of different curricula, course load, time constraints, and need for a solid professional standing.

As the third research question, the faculty members' curricular practices were also investigated, and it was found out that the faculty members carried out certain practices in their bottom-up curricula studies including goals and objectives, content, learning experiences, and evaluation. Although most of the faculties in the sample hadn't initiated their own curricula studies yet, the ones which started conducted meetings to plan what to do differently and tried to take pre-service teachers' prospective needs, the course percentages of the HEC, and MoNE's policies such as values education and inclusive education into account besides visions and missions of their universities to determine curricular goals and objectives. Herein, some declared to conduct needs assessment studies and the examination of official documents concerning teacher education such as Turkish Competencies Framework, European Qualifications Framework, Teacher Strategy Document, and General Competencies for Teaching Profession.

Whereas some faculty members aimed to establish communication with the related departments in Türkiye via WhatsApp to collect feedback on the curricula changes proposed, some admitted going back to the basics of the previous curricula without recommending anything new. Some specifically worked on new course codes, updated courses, transformed electives into must courses, and reorganized their content parallel to the new curriculum as seen apparently in the interview data whereas some of the faculty members mentioned the preparation of course lists and guidelines for implementing the new curriculum. These bottom-up studies were criticized by some for valuing subject matter courses more than pedagogical content knowledge or electives and discarding certain essential courses like Educational Sociology. However, depending on being voiced by only few, conduct and evaluation of the courses seemed to be the neglected areas by the interviewed faculty members just like the evaluation of the previous curriculum and pilot testing of the new one.

In relation to the faculty members' modifications after 2018-19 top-down curricula change, some of them re-ordered or added new content, went on including practical hours despite the program guide of the HEC, employed different instructional strategies to allocate time for practice, kept the same elective course under a different name, and received the official permission of the HEC to make some changes in their curricula despite other faculties, which was found discriminating.

With the aim of answering the last research question, the faculty members' perceived knowledge and skills in the field of Curriculum and Instruction were examined in the analysis. The findings were thematised as familiarity with curriculum development notion, knowledge and skills in instructional planning, and awareness of curriculum evaluation. As some faculty members declared, they felt a professional distance from the field due to the fact that they didn't possess a solid understanding of curriculum notion with insufficient knowledge and awareness regarding the phases of curriculum making. Some admitted seeing teacher education curricula nothing more than their own courses while some of them had problems in using correct terminologies and up-to-date concepts of the field and building their bottom-up curricula based on any philosophical grounds. Some of the interviewed faculty members also touched upon experienced difficulties in designing new teacher education courses, sequencing or combining different courses, cooperating with curriculum specialists whereas some got help from their colleagues specialized in the field of Curriculum and Instruction or reference books due to lack of professional development opportunities in Turkish higher education context as declared by many faculty members.

Writing goals and objectives for teacher education courses, determining appropriate instructional strategies, and integrating instructional technologies into these courses, calculation of ECTS credits, standardization of course conducts, and defining assessment and evaluation aspects were described by some informants as the difficulties for the faculty members in relation to their instructional planning. As the final theme, some faculty members accepted that their awareness in curriculum evaluation was limited because they saw curriculum evaluation as the last phase and had a tendency to skip it without actually noticing its essentiality to make progress in curriculum development.

## **CHAPTER 5**

### **DISCUSSION AND IMPLICATIONS**

In the light of the research questions addressed, this chapter primarily aspires to discuss the results of the current study by comparing and contrasting them in the relevant literature together with the rationale behind them. This chapter consists of five main headings which are respectively faculty members' perceptions of curricula change in teacher education, perceived roles-responsibilities of faculty members in the event of curricula changes, curricular practices of faculty members in the event of curricula changes, and faculty members' perceived knowledge and skills in Curriculum and Instruction. Finally, this chapter ends with implications for practice and further research.

#### **5.1. Discussion of the Results**

As the first step indicated by the first research question, faculty members' perceptions of curricula change in teacher education are discussed in relation to characteristics of the change itself, contextual and external factors. Secondly, faculty members' roles and responsibilities in the event of a curriculum change in teacher education are put under the microscope, which is followed by their curricular practices as the next step. Finally, faculty members' perceived skills and knowledge in the field of curriculum and instruction are discussed within the scope of the fourth research question. Subsequent to the discussion of the results this chapter puts forward the implications for practice and further research.

##### **5.1.1. Faculty Members' Perceptions of Curricula Change in Teacher Education**

With the aim of bringing faculty members' perceptions and feelings concerning curricula changes in teacher education to light, their metaphors were

collected during the interviews, which could reveal what these changes meant to them both academically and emotionally and how they situated themselves in the event of curricula changes. The data disclosed that the faculty members' metaphors tended to cluster on the two ends pointing out their embrace of curricula changes and resistance to them. More precisely, the metaphors were either closer to hint at the faculty members' resistance or embrace since they felt like "rowing against the tide, beating the air, running on a treadmill, being a prisoner or chameleon", or felt like "a gardener planting a new flower, a sage on the side, teaching birds how to fly, sailing in high-seas devotedly, a pioneer or change agent". These results were congruent with the literature displaying that if implementers internalize whatever a curriculum change brings, they embrace and implement it as it is. Nevertheless, if the curriculum change doesn't comply to their professional or personal standing, implementers develop resistance by either totally disregarding the change or modifying it as much as they can (Brøgger, 2014; Jenkins, 2000) especially in higher education regarded as stable and conservative (Louvel, 2013). As also seen here, a curriculum change may not always be appreciated by implementers who may be sceptical about its prospect and characteristics (Mathura, 2019; Maimela, 2015).

The current study revealed that the ifaculty members often felt uncertain and anxious about curricula changes depending on short-term and ambiguous policies of the HEC which was believed to be done to save the day with an understanding of "changing something just for the sake of changing it" with no concrete philosophy or model and scientific research ground. Some stated the challenge of keeping up with all these changes like "a chameleon" or "a kid trying to hold his/her mother's hand not to get lost" because of the frequency of curricula changes (e.g., Ozudogru, 2021; Sert et al., 2018; Sever et al., 2019). Moreover, the efforts of the HEC were seen barren and untimely by most faculty members having serious disappointments and distrust after experiencing many top-down curricula changes. Under these circumstances, Annala et al. (2021) reported academicians' "oppositional agency" emerging when they didn't believe in the change at all. Such emotional reactions might be explained through Jenkins' (2020) reactive agency appearing when implementers react to the changes proposed, or passive agency including implementers' adherence to the previous curriculum or modifications on the new one.

These arguments and resistance were parallel to the ones in the relevant literature because the philosophy or paradigms of teacher education to be internalized and the design of teacher education curricula to be adopted have always been debatable issues in Türkiye (Erdem, 2015). In Şahin's (2014) study, even some pre-service teachers noticed the absence of a shared understanding of teacher education at faculties and hence, admitted the presence of a variety of graduates raised through faculty members' beliefs (Şahin, 2014). In addition to these, teacher education curricula are mostly criticized for being top-down, inflexible, and incapable of enacting teaching skills, ignoring Türkiye's own experiences in teacher education, disregarding the importance of arts, general knowledge, critical thinking and problem-solving skills of pre-service teachers (Karabacak, 2022), discarding philosophy, psychology, or sociology-based courses, lacking courses designed after empirical course evaluation, and having a technicist perspective of teacher education rather than a well-grounded philosophical foundation (Güven, 2008; Şahin, 2014). Güven (2008) even argued for a reform in teacher education instead of compliance to wrong political ideologies and policy-makers' copy-paste approach adopted from the other countries. For these reasons, within this study, the interviewed faculty members' negative attitudes towards curricula changes came as no surprise. Such feelings and experiences of the faculty members were also in line with the description of "the cynics" in Dilkes et al.'s study (2014) where implementers had a tendency to criticize the change for being political, unwise, or ineffective. These reactions to the change might also stem from their negative change history beliefs (Zayim, 2015).

The reason behind resistance might derive from the novelty or ambiguity of the change process, which is more likely to make the faculty members go beyond their professional comfort zone (Fullan, 2007; Guhn, 2009) since they need to adapt to what is new in the curricula by changing or improving their already-existing knowledge, skills, values, or beliefs in teacher education (Nation & Macalister, 2010; Zhidon, 2012). That is why, implementers' self-efficacy beliefs may opt into the equation here because if implementers have high self-efficacy, they can cope with the expectations coming alongside the new curriculum and develop a professional dominance there (Peskova et al., 2019; Putwain & von der Embse, 2019). From a different point of view, some faculty members of the current study possessed "a

principled resistance” by counting on their own expertise and experiences in teacher education (Achinstein & Ogawa, 2006) more than what the HEC put forth.

Contrary to these perspectives, some of the faculty members taking part in curriculum revision or development studies at their own faculties after the HEC’s delegation of authority seemed to have a more positive attitude towards curricula changes by declaring their academic freedom and ownership of the change after being involved in the change process. These faculty members looked like “the enthusiasts” or “the leaders” who have faith in the change and its benefits (Dilkes et al., 2014). According to another definition by Jenkins (2020), these faculty members demonstrated “proactive agency” when they could feel the need for a bottom-up change, believe and participate in it. Other examples were also apparent, which exhibited academicians’ “progressive agency” and satisfaction when they found the change meaningful and essential (Annala et al., 2021; Kawser, 2014; O’Neill et al., 2014). All these make it evident that when a curriculum change could ensure better learning outcomes, faculty members may even lay claim to it (Mathura, 2019; McGrail, 2005). On one hand, bottom-up curricula change studies might make faculty members expectant concerning the development of a “teacher-proof curriculum” which could promote pre-service teachers’ greater learning regardless of faculty member-related factors during implementation (Taylor, 2013). On the other hand, bottom-up work may be seen as a chance to raise “curriculum-proof teachers” who are able to utilize each and every curriculum given to their best advantage (Taylor, 2013). For all these reasons, bottom-up curricular work might seem to be accepted and embraced more by faculty members.

As a factor increasing the quality of a teacher education curriculum and facilitating faculty members’ embrace of a change, the importance of a professional team developing a curriculum parallel to the principles of curriculum development, starting the process with the evaluation of the previous curricula, and conducting needs assessment studies were underlined in the current study as the relevant literature also recommends (e.g., Ulubey & Basaran, 2019; Uztosun & Troudi, 2015). Moreover, when the new curriculum uses accurate and up-to-date terminologies in their own field, this may boost faculty members’ beliefs in the quality of the change (Zhidon, 2012). All these results once more prove that curriculum change always

requires well-grounded planning and hard scientific work throughout its development phase (Dyer, 1999; Ornstein & Hunkins, 2004).

In this study, some top-down curricula changes were appraised as highly crucial in terms of focusing more on pedagogical aspects and electives, determining professional standards for pre-service teachers, providing risk-free student transfers between faculties and quality assurance, aligning elementary and secondary education to higher education after the updates in MoNE's school level programs. These results ascertain that the faculty members could bring their professional commitment to curricula changes if they think the changes could raise the quality of teacher education (Cheng, 1994; Donaldson, 2014; Henard & Rosevare, 2012; Kawser, 2014), or if they believe in the value and usefulness of a curriculum change (Fullan 2007; Ozturk, 2018).

Contrary to these arguments, some curricula changes were thought as the identical copies of the previous curricula with repetitious course contents or slight changes, so they fell behind satisfying professional needs of pre-service teachers. In this respect, Karabacak (2022) argued that 2018 teacher education curricula superficially changed the names of the courses without meeting any teacher education-based needs of the 21<sup>st</sup> century. Furthermore, limited course hours and content (Ozturk, 2018), wrongly sequenced (Yavuz & Zehir-Topkaya, 2013) or overlapping courses (Coskun & Daloglu, 2010; Karabacak, 2022; Meij & Merx, 2018), and the discrepancies among school level programs, actual teaching and learning environments at schools, and teacher education curricula (Celik & Arikan, 2012; Cisse, 2017) seem to be the most common issues influencing the quality of curricula changes in teacher education. Although there is still an undeniable trend towards "clinical training" for pre-service teachers through more faculty-school partnerships (Darling-Hammond, 2010), faculty members still depict teacher education curricula as having a theoretical perspective rather than a practice-based one owing to the omission of School Experience course, delay of Practice Teaching course, and the lack of genuine teaching experiences (Coskun & Daloglu, 2010; Topal, 2020; Ulubey & Basaran, 2019; Yavuz & Zehir-Topkaya, 2013). Nevertheless, pre-service teachers' professional judgments on novel teaching situations likely to be encountered in classrooms could only be nourished by means

of practice-based teacher education curricula (Forzani, 2014; Peercy & Troyan, 2017).

For this purpose, providing core or high-leverage practices is acknowledged as a must to accomplish quality in teacher education curricula, which means including the research-based practices that occur frequently in teaching and comply to different curricula and instructional strategies, bringing more insights for pre-service teachers about teaching and students by addressing the intricacy and delicacy of the profession (Grossman et al., 2009). Furthermore, school level programs and teacher education curricula need to be aligned to each other in terms of content and instructional approaches utilized (Cishe, 2017). This requires solid communication and cooperation between MoNE and the HEC as well as the determination of well-grounded goals for new teacher education curriculum (Yavuz & Zehir-Topkaya, 2013). Because the negative impact of a new curriculum on pre-service teachers can be a barrier to the embrace of a curriculum change (Amimo, 2016; Cothran & Ennis, 2001; Yan, 2015), faculty members might emotionally and professionally stand up to it (Altinyelken, 2011; Wang & Cheng, 2005).

The program guide of the HEC was believed to provide faculty members with clarity, sufficient details, and autonomy to plan their own course conduct. However, responses to the “why” and “how” questions in the event of a curriculum change might not be answered at all because the same program guide was also found as an incomprehensive, inconsistent, and simple list of courses. In that case, faculty members fall back upon their own interpretations and assumptions, which gives birth to standardization issues among different faculty members at the same faculty or among different faculties of education. Thus, complexity of implementation becomes one of the biggest obstacles to curricula changes especially when it is combined with time constraints, curricular restrictions, workload, and psychological burden on implementers because they could not find enough space to get ready for their new responsibilities (Aeria, et al., 2018; Cooper, 2017; Meij & Merx, 2018; Lunenberg et al., 2014; Yan, 2015).

As stated above, implementers’ insecure feelings and resistance after a curriculum change mostly emerge because they are not certain about what is expected from them, what methods or techniques need to be used, and why the change occurs

(Unsal et al., 2019). Herein, it can be concluded that clear perceptions of reasons and means increase embracement of the change (Carless, 1998; Cooper, 2017; Van den Akker, 2006). This information is named as “change knowledge” by Fullan et al. (2005), and it seems essential since only when the change is comprehended well and faculty members know which roles to play, all stakeholders may share the same motivation, purpose, and belonging to the process (Anakin et al., 2018; Fullan & Miles, 1993; Ling, 2002). Otherwise, especially in relatively more autonomous academic contexts, hesitations may trigger resistance in faculty members who are prone to seek for rationales rather than working in a chain of command (Barman et al., 2016; Broström et al., 2019; Uztosun & Troudi, 2015). Lack of change knowledge was also reported as a reason for negative reactions to the change in the educational administration literature (Zayim, 2015).

The results of the current study also highlighted the significance of adequate physical infrastructure and human resources at faculties such as the availability of required instructional equipment, environments, and qualified faculty members to shoulder new responsibilities. Parallel to these results, Louvel (2013) asserted that faculty members’ curriculum design could be restricted due to financial barriers, lack of academic staff, or instructional resources. As a consequence, if faculties fall short of providing resources, materials, and instructional technologies or employing competent faculty members to offer specialization-required courses in the new curricula (Isiksal et al., 2007; Karabacak, 2022), these challenges might cause faculty members’ resistance in return (Altinyelken, 2011; Chimbunde & Kgari-Masondo, 2020; Zimmerman, 2006). Apparently, some of these frequently encountered drawbacks at faculties are inevitably related to financial situations of the developing countries (Steinbach, 2012).

Leadership and effective management of the change process could serve as another catalyst here because faculty members seem a lot more positive about the prospect of curricula changes when these are present at faculty. At this point, quality of communication and negotiation among all stakeholders in the change context are also of high importance (O’Neill, 2010; Ohlemann et al., 2023). Sharing a common ground, Hopkins et al. (2021) and Walker-Bethea et al. (2021) illustrated exemplary approaches to curriculum change where the faculty administration was always ready

to involve the faculty members into discussions and in-service trainings, listen to their opposing arguments or visions of improvement, and inform them about the rationale and process to assure departmental progress and soothe concerns. Participation in in-service trainings in the event of an educational change could also generate an increase in job satisfaction, commitment to the change, and positive implementation behaviors (Zayim, 2015).

Evidently, encouragement of cooperation, briefings, in-service trainings, a fair division of labor, assignment of right faculty members to right courses or duties, and educational leaders with merit were reported within this study as key points facilitating the embracement of curricula changes at faculties. It is also known that when educational leaders are respected and committed professionals in their own fields, they may have more influence on other academicians (Broström et al., 2019). As also stressed by Hopkins et al. (2021) and Walker-Bethea et al. (2021), dedication and qualities of educational leaders matter to a great degree since they need to undertake the role of a guide aspiring to satisfy the needs of the whole faculty, distribute the resources efficiently, revise the curriculum tirelessly, and overcome obstacles during the change by creating a collaborative atmosphere. While doing all these, they are expected to provide continuous monitoring, support for faculty members' professional development and motivation, and institutionalize the change by making it more understandable and approachable through a collective lens (Ahtiainen et al., 2021; Amimo, 2016; Clasquin-Johnson, 2016; Cooper, 2017; Fullan, 2007; Grobler et al., 2017; Ling, 2002; Wedell & Grassick, 2018). Moreover, when faculty members have trust in their administrators, they tend to have more faith in what they are planning to do and demonstrate affective change commitment (Zayim, 2015).

Nevertheless, the current study uncovered hierarchical leadership excluding faculty members' initiatives and disregarding educational progress, educational leaders having no merit in teacher education, lack of collaboration and informative meetings provided for faculty members. Such signs of ineffective management could hazard curriculum implementation through the discrepancies between what is intended in blueprint and what is implemented in classes (Coenders & Terlouw, 2015; Harry, 2018; Yan, 2015). Because when academicians feel that they have more

different goals and values than their leaders at faculty, their professional identities may stand out against top-down demands of administration, and faculty members may prefer supporting the status quo instead of a curriculum change (Annala et al., 2021). In other words, when there are mismatches between ingrained curriculum philosophies at faculties and faculty members' academic mind-set or educational philosophies, such a divergence may cause faculty members to position themselves against curricula changes (Cooper, 2017). In the light of these, it seems to be a long shot for many faculties of education in Türkiye where the qualities of administrative staff or educational leaders are still open to discussion.

Certain external factors addressing extraneous policies and power groups and affecting faculty members' perceptions of curricula changes were also pointed out in this study, which were the decision of the HEC on the delegation of authority, the HEC's policies and top-down approaches to curricula changes. It was believed that the HEC had already been using an illegitimate authority for the past years to make curricula for faculties of education. Therefore, faculty members appreciated this decision which could pave the way for a teacher education curriculum developed through faculties' own dynamics instead of top-down policies of the HEC. The reason behind this perception might be related to the fact that standardization of course syllabuses or curricula confine academicians to a pre-determined way of work by impeding their autonomy to plan their own teaching and learning (Barman et al., 2016). Moreover, this delegation may ignite faculty members' professional awareness in curriculum development during bottom-up curricular work. These endeavors may also promote a quality and competitive atmosphere among universities to have a more accountable, thematic and specialization-oriented teacher education curriculum, and hence, increase ownership of faculty members because now, they can use their expertise and get academically involved in the change process (Basaran et al., 2022; Deng, 2021; Ngussa et al., 2017).

However, the HEC's delegation of authority was not known thoroughly despite the passing years. By some faculty members, it was considered as a threat because most faculties hadn't had such an institutional understanding and curriculum-making practice so far. The same arguments were also apparent in Basaran et al.'s study (2022) where most faculty members had no sufficient awareness in the HEC's

decision, and most faculties hadn't started curriculum development. More interestingly, even some curriculum specialist faculty members admitted having no idea about curriculum studies at their own faculties, which may serve as a piece of evidence on some faculty members' ignorance of such a field-related and specialization-required issue as evidenced in the current study, too. Leite et al. (2016) similarly underlined teacher educators' limited deliberations and considerations on the teacher education programs they were affiliated to. In the same vein, some faculty members may demonstrate a certain degree of indifference to curricula changes in their own teacher education programs by not reading the whole curriculum in detail, but learning about their own course content, goals and objectives, and assessment practices (Banegas, 2016). This is parallel to the current results revealing faculty members' perceptions of curriculum confined to the courses they are going to offer rather than seeing it as a multi-faceted entity comprised of certain philosophies and fundamentals. Maybe for this reason, academicians in higher education may not fully grasp their roles in curriculum development because they either mention adding new content into syllabi, and offering electives, changing textbooks, or developing PPTs for instruction with a very limited perspective (Fraser & Bosanquet, 2006). Therefore, formation of a curriculum development vision in teacher education and opportunities for faculty members' contribution to changes are vital for high-quality teacher education curricula (Banegas, 2016).

After all, it can be concluded that bottom-up curriculum studies in Türkiye may be obstructed due to the quality and standardization and faculty members' potentially baseless and arbitrary decisions on curricula (Basaran et al., 2022). However, there have already been some research signaling even when the HEC offers a top-down curriculum, a variety of practices in implementation could occur at faculties or departments like differentiated numbers of laboratory courses and their content in Physics education curricula (Kizilcik et al., 2017), and different numbers of courses and course credits (Emre et al., 2002; Isik & Soran, 2005). This may result in graduation of pre-service teachers equipped with different teaching competencies and equivalency problems during the Bologna or Farabi procedures (Kulaksizoglu, 2001; Kizilcik, et al., 2017). Consequently, the delegation of authority may not be the only threat to the quality or standardization problems in teacher education curricula.

As a solution to this issue, some faculty members voiced the need for developing a core curriculum for all departments, which was rejected by some others since they thought that this core curriculum idea would possibly hinder autonomy of faculties as before. However, indicating the same direction, Basaran et al. (2022) recommend a core curriculum to ensure more risk-free student transfers and satisfy key teacher competencies in all teacher education curricula. The need for core components as “building blocks of a curriculum” derived from a collective philosophy of all stakeholders was previously supported by O’Neill et al. (2014), too.

The HEC’s policies and top-down approaches to curricula changes were revealed as other external factors causing resistance to change. More precisely, political motives and time constraints of the HEC, no autonomy given to faculty members, allocation of leading roles to faculty members with no merit, and field-related chauvinism were predominantly criticized here. Such a policy may aim to restrict pre-service teachers into a standardized curriculum with pre-determined courses and credits in a higher education context allocating for no place for faculty autonomy and academic competition (Güven, 2008). Similarly, Karabacak (2022) reports the faculty members who complain about restricted electives proposed by the HEC. In addition, Güven (2015) declares that there were even some course books written by certain committees in the HEC and offered for teacher education courses. All these acts might seem as policy-makers’ endeavors to establish a hegemony over teacher education. Nonetheless, despite such constraints, faculty members sometimes stay reluctant to change the status quo at teacher education institutions where there is an absence of a scholarly culture since the effect of politics on teacher education curricula is quite obvious (Steinbach, 2012). Therefore, to diminish the side effects of top-down curricula policies, faculty-laden variables and policy-makers’ demands are required to be converged in the first place (Peck et al., 2010).

As a result of the HEC’s top-down policies, unsystematic curriculum development, lack of needs assessment or curriculum evaluation studies, velocity and randomness of curricula changes were the main complaints uttered within this study. In a similar vein, Karabacak (2022) criticized these efforts for being against the basic principles of curriculum development such as problematic sequence of the courses in 2018 curricula and no opinions of stakeholders reflected in the curricula. It is possible

that sustainability of teacher education curricula stands as an ultimate question mark in the eyes of faculty members who have lost their trust in the policies of the HEC (Karabacak, 2022) since many curricula are doomed to change just after a while (Basaran et al., 2022).

### **5.1.2. Perceived Roles-Responsibilities of Faculty Members in the Event of Curricula Changes**

The current study investigated the interviewed faculty members' perceived roles and responsibilities during the course of curricula changes in teacher education. After the content analysis, it was revealed that the faculty members needed to serve as a researcher-observer, pathfinder in curriculum development, lifelong learner, team player, cherisher of teacher education and its curricula, and defier of hardships when they encountered a curriculum change at faculties of education. These perceived roles of the faculty members could be appraised in the role theory framework addressing to expectations derived from people's social positions or statuses; and context-specific behaviors shaped in line with these expectations (Biddle, 1986; Newman & Newman, 1995). In other words, such roles influence not only the way individuals behave and form opinions about themselves, but also the way their behaviors are grasped and judged by others (Anglin et al., 2022). In the event of a curriculum change, the interviewed faculty members' roles and responsibilities could be classified under the symbolic-interactionist perspective of role theory since a more subjective approach might come to the stage here depending on the faculty members' own role interpretations formed after social interaction, contextual demands, and negotiation rather than fixed or uniformly imposed ones occurring in the structural-functional perspective (Anglin et al., 2022; Biddle, 1986). Moreover, as stated in the literature, these roles might be constructed through first-hand experiences or indirect observations (Hunter, 2015) of faculty members in their academic environment.

Within the scope of the first role, researcher-observer, awareness in emerging needs of pre-service teachers and teacher education curricula and transformation of previous research on teacher education into pedagogical knowledge were seen crucial. Parallel to this role, Kawser (2014) affirms that the faculty members'

curriculum development practices are directly influenced by long years of teaching practice since they observe professional needs and interests more. Utilization and integration of academic research findings into teacher education curricula are also emphasized to build a research-based curriculum (Hökkä et al., 2010; Roberts, 2014; Topal, 2020). In addition, conducting research on the courses to be offered in new curricula, reaching appropriate sources and references for these courses, carrying out needs assessment and course evaluation studies, keeping up with the international literature on teacher education, and being reflective teacher educators are the reported responsibilities here. Especially curriculum evaluation studies are also emphasized by Walker-Bethea et al. (2021) in order to confirm the understandability of curriculum, assure appropriate course sequencing, and revise the new curriculum continuously for better adjustments. These arguments are congruent with Bellon and Handler (1982) defending that it is not possible to think of curriculum development and evaluation apart from each other. This role is named differently in the relevant literature such as “researcher” (Lunenberg et al., 2014; Swennen et al., 2010), “action-researcher” (Singh & Richards, 2006), and “researchers of teacher education” (Kosnik et al., 2011; Loughran, 2014).

As for the second role, the faculty members of the current study touched upon their growing responsibilities after the HEC’s delegation of authority as pathfinders in curriculum development by highlighting necessary knowledge, skills, and experience in planning, developing, implementing, and evaluating teacher education curricula. The role of a “curriculum developer” has previously been assigned to teacher educators (Lunenberg et al., 2014; Singh & Richards, 2006) since they become vigorous assets in the development of teacher education curricula as “public intellectuals” (Cochran-Smith, 2006). This can be considered as a sign of trust by some academicians (Annala et al., 2021), or as an inevitable responsibility due to the evolving nature of higher education curricula (O’Neill, 2010). In Murray et al.’s (2009) study, teacher educators are expected to develop, implement, and evaluate teacher education programs, which might be a step towards becoming a teacher educator who has reliable insights into a coherent teacher education curriculum (Loughran, 2014). In the light of these expectations, starting with curricular goals, aligning teacher education curricula and MoNE’s school level programs, knowing

accurate terminology to write course objectives or program goals and lining them up properly, organizing course content with instructional materials, resources, assessment and evaluation, dealing with semester-wise arrangement of courses, proposing new electives or content revisions in line with the recent changes, and pilot-testing of the new curriculum are expected from faculty members regardless of their academic backgrounds. These conform to the understanding of a “curriculum worker” which refers to any educator taking part in development, implementation or evaluation of a curriculum (Ornstein & Hunkins, 2018). What is more, implementation of different curricula might be a critical piece of experience here because in that way, faculty members could get the chance to compare and contrast curricula, and shed light on their further curricular efforts.

In the event of a curriculum change, being lifelong learners who can take active roles by updating their skills and catching hold of the latest developments in the field of teacher education. This role strengthens its presence when combined with faculty members’ needs for professional development (Lunenberg et al., 2014; Swennen et al., 2010) since most of them have a very limited awareness in what qualifications they need to become teacher educators. Herein, they are expected to act like a “teacher-learner” by participating in critical and reflective practices through professional communities of learning (Barman et al., 2016; Singh & Richards, 2006). Getting to know pre-service teacher profiles, improving their proficiency in English to follow international literature, and taking initiatives to offer new courses are recommended to expand their professional learning within this study. However, unlike what is expected and desired, there might be some faculty members caught in the trap of their academic titles and habits for “knowing the best all the time”. Nevertheless, Niehaus and Williams’ study (2016) regards faculty members as learners to accomplish international curriculum transformation. Their study has been a proof in the literature that faculty members can comprehend cultural differences better, improve their perspectives on international issues, enrich their courses with authentic materials, update content and pedagogy during this curricular transformation process (Niehaus & Williams, 2016).

As the fourth role, serving as a team player and being eager to cooperate with curriculum specialists during curricula changes are essential. Whereas some expect

curriculum experts to lead the change process due to their perceived shortcomings in the field of Curriculum and Instruction. For instance, knowing how to put philosophical foundations of a curriculum into practice, how to combine different courses into a single one, or how to ensure consistency among all curriculum components might seem challenging for faculty members. Moreover, the necessity of the integration of different areas of specialization and multidisciplinary studies is not a debatable issue in the event of a curriculum change. Furthermore, participative and bottom-up curricular work where each faculty member could find an opportunity to brainstorm, contribute, and resolve each other's problems is promoted as a part of their team player role. Likewise, it is not a surprising fact that curriculum development requires collaboration among different disciplines and teacher educators, and the relevant literature involves many studies fulfilling these (e.g., Annala et al., 2021; Brøgger, 2014; Hökkä et al., 2010; O'Neill et al., 2014; Stark, 2000; Walker-Bethea et al., 2021). Nonetheless, this may also mean the restriction of individual teacher educators' own autonomy, who aren't mostly prone to step back while defending their own subject matter, discipline, or course credits because of not seeing curriculum development from a broader angle (Annala et al., 2021; Hökkä, et al., 2010).

From another perspective, faculty members are required to be knowledgeable about the philosophies and models of teacher education, consider curriculum change as a chance for improvement, and set raising pre-service teachers before anything. In other words, they are expected to cherish teacher education and its curricula as academically qualified teacher educators having well-grounded subject matter and pedagogical content knowledge. This is a prerequisite in Meij et al.'s (2022) study where faculty members are expected to "teach as they preach" by embodying pedagogical content knowledge for pre-service teachers in their own teaching practices. Serving as "clinical educators", teacher educators are held responsible for the provision of both conceptual and practical aspects of teaching for pre-service teachers so that they could develop their own professional identities (Grossman et al., 2009). This critical role of faculty members is differently named as "teacher of teachers" who could raise prospective teachers with the required knowledge and skills in adult education, promoting self-regulated learning and modelling for pre-

service teachers, and coping with dilemmas along the way (Lunenberg et al., 2014; Murray et al., 2009; Swennen et al., 2010). Nevertheless, subject matter specialist faculty members' efforts to reinforce pedagogical aspects of teaching (Meij et al., 2022) and values they have attached to teacher education can sometimes become questionable (Leite et al., 2016).

The faculty members are expected to face many challenges during curricula changes by being defier of hardships as also suggested by Ben-Peretz (2001) thinking that teacher education itself is already full of complexities derived from uncertainty about whose visions or missions to be followed, which needs of pre-service teachers to be met, and what impossible expectations from teacher educators to be fulfilled. When more precisely taken into consideration, paperwork including the completion of documents for the Bologna process, lack of time allocated for course preparation, obligations to offer different courses in a single semester, taking initiatives for quick problem-solving seem to be the primary hardships in the change process, which also depends upon faculty members' manifestation of a professional standing, pioneering and self-sacrifice. At faculties, implementation of different curricula simultaneously and keeping all pre-service teachers on the right track are also frequently encountered problems after curricula changes (Isiksal et al., 2007) as voiced in this study, too. Furthermore, aspiring to utilize limited resources in the most efficient way and shoulder the extra responsibility of curriculum-making (Annala et al., 2021), re-develop curricula and their vision of teacher education to adjust to the "new normal" during COVID-19 period (Hill et al., 2020) can be counted as the other challenges faced by faculty members. Another hardship is presented by Hökkä et al. (2010) saying curricula are stuck in a conservative understanding of teacher education, so teacher educators have the mission to justify the rationale behind curricula changes to prevent resistance within such a traditional atmosphere. In a way, faculty members are expected to overcome these challenges by serving as change agents who can do more than just being passive receivers of what has been proposed (Brögger, 2014), are able to go beyond the individual design of their courses, and try to reach the university or community levels through the change in accordance with shared goals and values (Annala et al., 2021; Kusters et al., 2023). This may require a broader understanding of teacher education enriched with moral and social values and

committed faculty members who are not only the “course providers”, but also the “activists” of high-quality teacher education curricula (Day, 2004).

### **5.1.3. Curricular Practices of Faculty Members in the Event of Curricula Changes**

As an answer to the third research question of the current study, the interviewed faculty members’ curricular practices were examined when either a top-down or bottom-up curriculum change was on the agenda of teacher education. After the delegation of authority, it was seen that most of the faculties hadn’t initiated their curriculum studies whereas a few departments had already managed to develop and implement their own curriculum. There were also some starting their departmental or faculty-wide meetings or planning what to do next. Basaran et al. (2022) similarly pointed out that many universities and departments were in different phases of their curriculum studies. For this reason, it may be concluded that Faculties of Education have different levels of readiness for such curricula studies.

At this point, already-accredited teacher education programs might be a reason for delay since the faculty members had been waiting for the expiration date of accreditation which was also a very demanding and challenging process for everyone at faculties (Basaran et al., 2022). Therefore, faculty members might not be ready to face another challenge and shoulder the responsibility of a bottom-up curriculum development after such a tiring work period. Within this study, some reasons such as considering curriculum change as a risk to be taken, lack of a departmentally shared vision to propose anything new, reluctance to make efforts for erratic curricula might be related to faculty members’ insufficient notion or vision in how to design or develop a curriculum (Loughran, 2014; Lunenberg et al., 2014). What is more, challenges of the distance education emerged after COVID-19 pandemic (Hill et al., 2020) is confirmed here as a reason for procrastinating bottom-up curricula work besides delays in taking action without an administrative initiative. This situation might derive from faculty members’ reservations about defying the status quo at universities as argued by Annala et al. (2021) and Steinbach (2012).

The faculty members, who either participated in or were informed about the curriculum studies at their faculties, firstly touched upon the organization of meetings

where the rationale behind the new curriculum was discussed. The steps taken here seem quite similar to the ones in the literature where academicians having different titles and academic backgrounds are involved in meetings and discussions on the new curriculum to reach a consensus (Annala et al., 2021; Brøgger, 2014). At this point, each curriculum development activity is supposed to be done to improve curricula for better learning opportunities (Bellon & Handler, 1982). Thus, faculty members aim to enhance both teaching and student learning by means of interdisciplinary, contemporary, and competence-based curricula (Annala et al., 2021), or facilitate higher educational purposes and academic benefits (Roberts, 2014). Likewise, the current results indicate that curricular goals and teacher competencies as program outputs primarily crave for better teachers than today's teachers with the reinforcement of their content and pedagogical content knowledge. In addition to MoNE's General Teacher Competencies, Turkish Competencies Framework, European Qualifications Framework, Teacher Strategy Document, institutional goals covering sustainability or liberal education, inclusive and values education are taken into account while defining new curricular goals. More precisely, "a gradueness approach or outcome-led model" seems to be employed at these faculties so that faculty members could decide on what kind of graduates they need to have (O'Neill, 2010).

From a different point of view, these results may indicate the absence of well-grounded philosophies of teacher education and curriculum development guiding faculty members in their curricular work although a collective philosophy is at the center of curricular decisions like the determination of aims, means, and ends of curriculum (Goodlad, 1979; O'Neill et al., 2014). Therefore, as curriculum-makers, what faculty members value in teacher education and its curriculum design prevails a bottom-up curriculum (Ornstein & Hunkins, 2018), which vitally requires commitment and a shared vision in this challenging process (Annala et al., 2021; Bellon & Handler, 1982; Fraser & Bosanquet, 2006). However, the uttered concerns in the present study are mostly about how to ensure the alignment of subject matter, pedagogical content knowledge, and general knowledge courses to the HEC's percentages, and how to standardize the compulsory elements of the offered courses in the curriculum. This understanding seems quite shallow especially if curriculum

development is considered as “a journey rather than a destination” (p. 31) which covers meticulous selection and organization of goals and objectives, content, methods, materials, learning experiences, assessment and evaluation (Ornstein & Hunkins, 2018).

Curriculum development and evaluation are required to go hand in hand with each other as ongoing processes that need to be handled in a systematic way including the analysis of the current statuses and desired levels in relation to curricular goals, organization, operations, and outcomes (Bellon & Handler, 1982). That is why, despite being underlined many times, only some faculty members made actual endeavors to collect data from graduates, pre-service teachers, administrators, faculty members from different universities, and in-service teachers from MoNE or private schools. Such a systematic data collection from a range of stakeholders to analyze the discrepancies between “what is” and “what should be”, prioritize the identified needs, and propose solutions according to the available resources (Altschuld & Eastmond, 2010) is of critical importance for each curriculum development study. However, it may not stand as a favorite step before curriculum studies (O’Neill, 2010) as seen in the current study pointing out faculty members’ reluctance in data collection for needs assessment. As a consequence, unless a needs assessment committee comprised of devoted, credible, and competent faculty members is present at faculties, such problems might rise more often during bottom-up curriculum work because it is not surprising that needs assessment brings more responsibilities and additional tasks for all (Altschuld & Eastmond, 2010). The faculty members also touched upon the examination of national or international studies on pre-service teachers’ professional needs, previously developed and implemented teacher education curricula in Türkiye or abroad. These are similar to what the relevant literature recommends like searching for new programs, curricular trends, and doing research to address target learners of the curriculum (Ornstein & Hunkins, 2018).

During these curriculum studies, some faculty members highlighted allocation of duties to different groups of faculty members and collective decision-making regarding the determination of new course names, codes or content. In this process, WhatsApp groups or Zoom talks helped some faculty members’ communication and receiving feedback from the same departments at different

university contexts. These efforts for better cooperation and communication are quite valuable because otherwise, some faculty members might teach the same or very similar content in different courses of the curriculum whereas other significant content was overlooked as noticed in Meij and Merx's study (2018). These practices are close to what Ornstein and Hunkins (2018) and O'Neill (2010) suggest for curriculum workers who need to cooperate with community and professional groups and be open to new ideas. Presentation of course lists, program booklets, and guidelines for the calculations of course credits are noted as the next steps taken at some faculties. In relation to the distribution of ECTS credits, some faculty members may tend to prioritize their own subject matter and make propositions to increase credits of their own courses. This situation is interpreted as "a fight over ECTS credits" by Brøgger (2014) reporting faculty members who have lost the perception of a curriculum developed for organizational good.

As another phase to go through, faculty members mentioned the quest for consensus and confirmations assured from university senates or dean's offices before implementing the curriculum change. Moreover, only few faculty members demonstrated certain levels of awareness in accreditation, and put forth questions about whether the new curriculum could achieve pre-determined learning outcomes or not, which calls for curriculum evaluation studies indeed. These results might hint at faculty members' professional development needs in these areas since lack of above-mentioned aspects in curriculum development seem to be a threat to both the quality and sustainability of their bottom-up curriculum. As put forward by Bellon and Handler (1982), when evaluation information is missing in curriculum development, that curriculum doesn't have much chance to be effective and farsighted owing to the absence of necessary feedback and adjustments. As another drawback coming to light, pilot-testing of the new curriculum always seems to be a skipped phase despite its significance. There is no doubt that it needs to be planned carefully with the selection of pilot faculties, departments, and faculty members, and with the introduction of the new curriculum for its implementers (Demirel, 2013).

It becomes evident that some faculty members openly admitted not carrying out actual curriculum development, and wasting time on writing new course descriptions. Instead, they preferred small changes on the 2018-19 curricula by

developing or eliminating electives, turning electives into must courses, changing the semester-wide arrangement of certain courses, and increasing some course hours and content. Another example of these slight modifications belonged to Louvel (2013) revealing that academicians prefer revisions on what is existing in the curriculum by combining its already-present courses with a “window-dressing” principle rather than introducing a new point of view. Lattuca and Stark (2009) similarly show faculty members’ frequent adjustments on course content, sequence, or learning activities instead of in-depth and pervasive changes. Within this study, faculty members seem to perceive curriculum as a course list or an arrangement of different courses regardless of the whole picture of teacher education. At this point, scope, balance, and sequence principles of curriculum design were taken into consideration to some extent whereas continuity referring to vertical repetition of essential knowledge and skills, integration addressing horizontal relationships among key topics in teacher education courses, and articulation indicating interrelatedness of various aspects in a teacher education curriculum were overlooked in bottom-up curriculum studies (Ornstein & Hunkins, 2018).

Most faculty members of the current study simply voiced content-related changes or expansions in their new curricula. However, even content selection itself has certain criteria, which are namely, self-sufficiency, significance, validity, interest, utility, learnability, and feasibility (Ornstein & Hunkins, 2018). Among these, utility and significance of the selected content for pre-service teachers came to the forefront most. It is no surprise that selection of course content, learning outcomes, teaching and learning activities were respectively the most frequent path as also proven by Roberts (2014). Likewise, in Kawser (2014)’s study, faculty members developed a history education curriculum by mostly focusing on content selection and its organization, and ignored both the evaluation of the curriculum and their own teaching.

Aligning course conduct to course objectives, assignment of different faculty members to different courses for the variety of instruction, and standardization of course content and materials so that every assigned faculty member could offer it in the same way seemed to be the only instructional strategies discussed in this study. Only one faculty member sadly accepted the fact that they proposed or clarified

nothing concerning instructional strategies or methods in their new curriculum. It can be concluded that faculty members still demand a “routine maintenance” or “routine review” even when a curriculum change is on the agenda (Stark, 2000) since they are satisfied with their course goals, objectives, content, and conduct overall. That is why, faculty members abstain from “major revisions” or “designing new courses”, which actually crave for more motivation and endeavor (Stark, 2000). Nonetheless, course designs, instructional strategies, and educational environment where pre-service teachers are going to experience the new curriculum have a great importance (Ornstein & Hunkins, 2018), and planning these steps must never be taken for granted by curriculum makers.

As another neglected step, evaluating the previous curriculum prior to development of the new one was mentioned by only one faculty member whereas most faculty members talked about assessment and evaluation components of courses in the curricula. Even in that case, no assessment and evaluation methods were proposed in bottom-up curricula. These results revealed that faculty members have limited awareness and understanding of evaluation components in a teacher education curriculum. Also, by ignoring curriculum evaluation in the first place, they miss the opportunity of deciding whether to cease, review, or preserve a curriculum (Ornstein & Hunkins, 2018) because curriculum evaluation is “the formal determination of quality, effectiveness, and value of a program” (Worthen & Sanders, 1987, p. 22-23). More precisely, evaluating content, materials, and instructional strategies, detecting which knowledge and skills learners have gained through the curriculum, and responding to the questions relating to the worth, merit, and cost-effectiveness of the curriculum (Ornstein & Hunkins, 2018) stay as unmet expectations since the faculties in the current study had no evaluation practices on their previous teacher education curricula before proposing a new one.

Differently from the bottom-up change efforts above, when there was a top-down curriculum change, the faculty members modified the change by re-ordering course content, offering new electives or the same course with a different name, and adding more practical hours differently from the course descriptions by the HEC. This is parallel to what Brøgger (2014) underlines because if imposed by administration, academicians tend to change what is proposed even for the sake of

objecting to the Bologna standards. Furthermore, sometimes faculty members changed their course conduct and instructional approach by summarizing theoretical parts or assigning reading sources outside classes. These results may signify that faculty members may not demonstrate much fidelity to top-down curriculum changes since they see no use in them. At this point, the HEC seemed to distinguish foundation universities from state universities by allocating them more autonomy regarding their teacher education curricula. Such privileges granted may result in curricular discrepancies among different faculties of education even during top-down curricula changes.

#### **5.1.4. Faculty Members' Perceived Knowledge and Skills in Curriculum and Instruction**

Concerning the field of Curriculum and Instruction, perceived knowledge and skills of the interviewed faculty members were delved into as a response to the fourth research question of the current study since teacher educators are expected to play leading roles as change agents in the development of quality teacher education curricula (Henard & Rosevare, 2012; Smith, 2003). The curricular goals, number of offered courses, their credits, content organization of these courses in bottom-up curricula directly calls for faculty members' competences in the field of Curriculum and Instruction (Basaran et al., 2022). However, fulfilment of their emergent roles and responsibilities during curricula changes can be a challenge for faculty members (Murray, 2002), who need to develop, structure, and align curriculum components (Meij & Merx, 2018).

To begin with, curriculum development notion looks problematic owing to faculty members' perplexities of curriculum development, quality assurance in teacher education curricula, and use of accurate and uniformed terminologies in the field. Faculty members' limited awareness in international or national teacher education curricula and basic concepts of curriculum development seem to combine with their limited experience in curriculum development studies at their departments or faculties. Because their knowledge, skills, and experience in curriculum development are limited (O'Neill, 2010; O'Neill et al., 2014; Rodgers et al., 2014), theories, approaches, principles, and terminologies in the curriculum literature may

lead faculty members to withdrawals from curricular work (Pillet, 1971; Sever et al., 2019). Maybe for these reasons, some faculty members openly expressed that they hadn't had any philosophical foundations behind their bottom-up curricula, or followed any specific models or approaches. This may bring about a variety of problems such as groundless objectives and assessment of the courses (Willemse et al., 2005), incoherent or misplaced courses (Kosnik & Beck, 2008; Opre et al., 2008), inappropriately sequenced content (Kosnik & Beck, 2008) and shortcomings in the inclusion of sectoral needs, standards, and trends in teacher education curricula (Wallin & Smith, 2005).

These reservations were often asserted by faculty members, who were not curriculum specialists, or who were curriculum specialists themselves, but worried about curricular work of their colleagues coming from different areas of specialization. The literature proves that these are not baseless concerns since how academicians conceptualize curriculum influences their curricular discussions (Fraser & Bosanquet, 2006); and how academicians organize courses is directly affected by their academic background and experiences (Lattuca & Stark, 2009; O'Neill, 2010; Stark, 2000). Precisely, in higher education, academicians recognize curriculum from four different angles, which are the content of a unit, the content of a program of study, learning experiences of students, and a dynamic process where teaching and learning activities are incorporated (Fraser & Bosanquet, 2009). It is an expected situation since most academicians at faculties are experts in their own disciplines instead of curriculum development. Therefore, they may conceptualize curriculum differently from each other, and focus on a different aspect of it (O'Neill, 2010). When faculty members possess different curriculum orientations (Roberts, 2014), their curricular decisions may not be systematic enough to decide on and organize the fundamental components of a curriculum (O'Neill et al., 2014). Under these circumstances, an orderly approach to curriculum development may be replaced with various priorities, habits, socio-political decisions, or local issues (Lunenberget al., 2014). Also, faculty members' educational ideologies, mere orientations towards their own field of teaching (Loughran, 2014; Roberts, 2014), and inadequate reflections on the function and placement of their own courses in curriculum (Meij & Merx, 2018) may come to the surface in bottom-up curricular work.

Owing to these discipline-wide variations, discrepancies among faculty members' field-related traditions, norms, and values may give birth to tension during curriculum studies (Lattuca & Stark, 2009). As a result, faculty members' individualistic point of view and prioritization of their own courses instead of appraising the ultimate goals of new teacher education curricula can be a serious issue to be handled. That is why, it becomes more significant to foster faculty members' collegial dialogue and consensus so that they could share their professional judgements and make commitments to curriculum change (Carroll, 2018; Mutch, 2012; Uztosun & Troudi, 2015; Zimmerman, 2006; Zhidon, 2012). Otherwise, their contributions to the change process are impaired (Theodorou et al., 2017), and they may feel alienated, disappointed and resistant to the change (Chimbunde & Kgari-Masondo, 2020; Elliot, 1994; Gross et al., 1971; Rogan, 2007). Promoting a solid notion of curriculum development and uniformed understanding of a curriculum may also be another solution here (O'Neill, 2010; O'Neill et al., 2014).

Despite reported hesitancies, some faculty members refused to get help from curriculum specialists. This attitude was confirmed by curriculum specialist faculty members because the requirements of the field itself were seen trivial or too prescriptive rather than being practical enough. O'Neill (2010) also argues that faculty members rarely looked for academic advice on their curricular work. Contrary to this situation, some faculty members admitted receiving help from their curriculum specialists or resource books, and complained about the absence of professional development opportunities despite their felt needs in the field. There is no doubt that if a curriculum development work needs to satisfy its goals fully, it has to focus on staff development and personnel evaluation (Bellon & Handler, 1982) because faculty members could struggle in the design, development, implementation, revision, and evaluation phases of a curriculum (Elci & Yaratana, 2012; Kabakci & Odabasi, 2008).

Faculty members' knowledge and skills in instructional planning emerged as the second theme here. As argued by Stark (2000), course planning in higher education is affected by faculty members' characteristics and background, opinions on their own discipline, beliefs in the purpose of general education, and contextual factors such as institutional or curricular goals, and student characteristics; therefore,

it needs to be handled in a methodical manner. On one hand, the current results indicated difficulties and randomness in certain aspects of overall course designs such as write-up of goals and objectives, completion of ECTS forms, offering or designing a new course. On the other hand, long years of implementing different teacher education curricula with a variety of courses could help faculty members in course design. Apart from these, the washback effects of Public Personnel Selection Exam forced some faculty members to make certain alignments on their courses. Although this exam is quite disputable in terms of its incapability of evaluating pre-service teachers' knowledge or skills in actual teaching (Erdem, 2015), similar washback effects of centralized exams on curriculum or course designs and instructional practices have been evidenced before (Yan, 2015).

Practice-based teacher education goes beyond just spending time in the field and focuses more on the presentation of right instructional activities so that pre-service teachers could systematically learn to teach through genuine experiences and acquire teaching skills (Percy & Troyan, 2017). Furthermore, quantity and quality of pedagogical courses in teacher education curricula are found problematic (Isiksal et al., 2007). All these make faculty members' knowledge and skills in instructional planning even more significant. However, integrating such core practices during the instruction of their teacher education courses might be difficult for teacher educators who have been away from working with pupils at schools for years (Forzani, 2014), and are supposed to make pre-service teachers involved in practice instead of talking about it (Percy & Troyan, 2017). Furthermore, owing to its multidisciplinary nature, integrating pedagogical content knowledge into courses may challenge subject matter specialist faculty members more (Leite et al., 2016).

Güven (2008) also questioned the qualifications of faculty members as a result of transferring them from Science and Letters Departments to Faculties of Education without training them in methodology or pedagogy of the teaching profession. These faculty members, as subject matter specialists, are claimed to raise pre-service teachers in the way that Science and Letters Departments do and prefer teaching pure content knowledge to pedagogical knowledge or pedagogical content knowledge (Güven, 2008; Güven 2015). Such faculty members are accused of being incompetent in sociological, philosophical, and historical understanding of teacher education,

which might lead to restricted perceptions of the profession just as a technical competency (Güven, 2008).

Integration of instructional technologies into their teacher education courses is another drawback revealed in the current study relating to instructional planning. As digital role models for pre-service teachers, faculty members' use of proper educational technologies enriching course conduct is very limited since they are required not only to integrate digital technologies into their instruction, but also guide pre-service teachers in how to do it by accomplishing a "dual didactic task" (Lindfors et al., 2021; Rodgers et al., 2014). Parallel to this, teacher educators' competences in utilizing information and communication technologies (ICT) in their courses are problematic, and so they are recommended to go on a competence journey including adoption, adaptation, appropriation, and innovation phases by gradually increasing their awareness and skills (Krumsvik, 2014). Therefore, so as not to reflect this problem to pre-service teachers' technology proficiency and pedagogical compatibility, faculty members are expected to foster their awareness, knowledge, and skills in this area so that they can choose appropriate instructional strategies and goals for technology integration in teacher education curricula (Instefjorda & Munthe, 2016). In this vein, faculty members' technological and pedagogical content knowledge comes to the forefront while planning teacher education curricula, and it needs to be tightly interwoven with professional development opportunities (Lindfors et al., 2021; Segal & Heath, 2020).

Assessment and evaluation aspects in teacher education courses were mostly neglected in course design or development because planning how to fulfil these phases were taken for granted. For instance, inclusion of process evaluation was only mentioned by one faculty member while the relevant parts of ECTS forms were simply seen as a proof that they did enough on regarding these essential course components. Drawbacks in the assessment of teaching and learning in courses appeared before (Hahn & Lester, 2012; Khan & Sarwar, 2011), and maybe in return, the literature displays certain shortcomings echoed in pre-service teachers. This situation is interpreted through DeLuca and Klinger (2010) and Volante and Fazio's (2007) studies where pre-service teachers declare their needs for more assessment and evaluation courses in their curriculum to enrich themselves with the

rationalization of educational philosophies behind assessment, different forms of assessment, item reliability, validity, and ways of reporting achievement and feedback. DeLuca and Bellara (2013) also detect limited instructional time allocated for the assessment and evaluation courses in teacher education, which are quite a few in number. These findings are parallel to Ogan-Bekiroglu's (2009) study displaying shortcomings of teacher education curricula in terms of providing sufficient content and practice in assessment and evaluation.

There is no doubt that all teacher education curricula must present learning opportunities for pre-service teachers who must internalize the principles of assessment and evaluation, comprehend their philosophical bases, employ assessment literacy to analyze student learning and make data-driven conclusions to modify their instruction (DeLuca & Bellara, 2013; DeLuca & Klinger, 2010). That is why, placement, number, content, and quality of assessment and evaluation courses have to become more of an issue for all teacher education curricula and faculty members (DeLuca & Klinger, 2010; DeLuca & Bellara, 2013). However, when some faculty members' practices in their own courses are taken into consideration, it might be a long shot for them.

In the light of these results, it is certain that providing pre-service teachers with exemplary curricular and instructional planning is a must on the side of faculty members (Olivier & Oesterreich, 2013). Unlike what is desired, some faculty members have shortcomings in the utilization of effective and various instructional methods, or the employment of proper instructional technologies into their own courses (Koc et al., 2015; Moeini, 2003; Odabasi, 2003; Yerin-Güneri et al., 2017). Alignment of course components like objectives, content, instructional methods, materials, and assessment and evaluation may, in return, generate discrepancies between the calculated and applied ECTS credits. Therefore, getting professional support in course design and instructional planning is a need for faculty members (Elci & Yaratan, 2012; Kabakci & Odabasi, 2008; Moeini, 2003). Hence, Kosnik et al. (2011) propose a training program guiding prospective teacher educators in curriculum methods and fundamentals of course outlines whereas Murray et al. (2009) exemplify professional development relating to pedagogy, instruction, measurement, and evaluation.

Finally, curriculum evaluation stands as a frequently ignored aspect with no studies on their teacher education curricula to appraise program outcomes in a systematic way. Therefore, it can be concluded that most faculty members don't show much awareness in curriculum evaluation despite its key importance for the prospect of each and every curriculum. The reason behind may be faculty members' hesitations about their own knowledge and skills in curriculum evaluation since even if they have that knowledge theoretically, they never get enough opportunities to practice it. O'Neill (2010) also concludes that faculty members in higher education mostly have no idea about whether a curriculum revision works effectively or not because there is no systematic evaluation of it.

Named as "the two sides of the same coin" (p.140) by Gaff and Simpson (1994), curriculum change and faculty development are required to be intertwined. In this vein, allocation of enough time and provision of professional support and resources are appraised as crucial components of an effective curriculum change process (Anakin et al., 2018; Carroll, 2018; Harry, 2018) where faculty members are specifically trained for how to design a course, write official course documents, adopt appropriate instructional methods, select right resources, materials, and assessment techniques, and hence, develop their pedagogical expertise (Cooper, 2017; Roberts, 2014; Uzel, 2002) although these opportunities are rarely found (Livingston, 2014). As more evidence on the positive impact of forming professional communities during curricula changes, Yeo et al. (2016) finds out that the faculty members could create a mutual understanding of common courses, discuss scope and sequence of the courses in the curriculum, and relieve each other's stress. Otherwise, when implementers are left outside of professional learning communities, they have a tendency to ignore or react to curriculum change (Clasquin-Johnson, 2016; Deng, 2021). But still, their interest and engagement in professional development is not a taken-for-granted issue (Kusters et al., 2023).

## **5.2. Implications for Practice**

To ensure faculty members' ownership and embracement, curricula changes need to be planned thoroughly in the way that they could facilitate greater learning outcomes for pre-service teachers and promote their professional readiness.

Nevertheless, this is not solitary work for any stakeholder in the change process. A genuine cooperation between faculties of education and MoNE is highly required to achieve a better alignment of teacher education curricula to school level programs. Herein, a solid philosophy in teacher education and scientifically well-grounded reasons for the change need to be presented for all stakeholders unlike what has been done by the HEC so far. Evidently, a systematic curriculum development taking its roots from needs assessment and curriculum evaluation are of key importance for the prospect of change efforts. Thus, a wide range of different stakeholders such as graduates, pre-service teachers, faculty members, department heads, faculty deans, in-service teachers or administrators from state or private schools in education sector might be invited to such studies.

Thanks to this data-laden curricular work conducted under the guidance of curriculum specialists, need for the change and quality of the change can be affirmed on scientific grounds, and faculty members' support can be granted as well. Subsequent to the development of new curriculum, a piloting phase is essentially needed because pre-service teacher education cannot be fulfilled with a trial-and-error approach. However, this is a neglected step nearly all the time due to its requirements for meticulous planning. In the meantime, what is expected from faculty members in the implementation phase needs to be clarified well. To eliminate potential ambiguities there, details about course conducts such as recommendations for the most appropriate instructional strategies, resources, and assessment and evaluation methods might be specified in the new curriculum.

Considering regional disparities in Türkiye, faculties of education need to be equipped with sufficient numbers of faculty members from different fields of expertise besides sufficient numbers of classrooms and laboratories with modern instructional technologies. At this point, leadership and effective management of the change also come to the forefront because provision of required human resources to capably offer new courses and technical infrastructure of the classrooms or laboratories need to be handled by faculty administration. What is more, faculty members may question the “why”, “what”, and “how” of curricula changes, and hence, as a precaution against any kind of misconception or miscommunication, faculty administration needs to organize workshops and briefings for all faculty

members to assure that everyone is on the same page. In addition, faculty administration must take multidisciplinary work, fair division of labor, collaboration, and consensus into account in curricula change processes with the aim of preventing resistance in faculty members. Herein, faculty members may wish for a participative approach from the administration, providing them with shared decision-making opportunities and right examples for their further use like sample course profiles or guidelines for the Bologna alignment of the new courses. In this way, faculty members may feel guided better and involved into the process of change in a more effective way. Their professional needs for revision, development, implementation, or evaluation of teacher education curricula might also be detected by faculty administration expected to present in-service training opportunities as well. To accomplish all these responsibilities, educational leaders at faculties must possess visionary thinking and merit in the field of teacher education.

Because most faculty members claim that what they actually need and propose concerning teacher education curricula has always been different from what the HEC offers, they lose their trust in the top-down policies and approaches of the HEC. Therefore, the HEC needs to adopt a reflective perspective on its past and prospective policies to question its own rationale and philosophy behind teacher education. Furthermore, the HEC had better focus on the ways of enhancing faculties of education in terms of human resources and physical infrastructure rather than endeavoring to interfering in how to raise pre-service teachers.

It might be concluded that the HEC has taken a big step to do so, and delegated its authority to make teacher education curricula. However, some faculty members seem unaware and ignorant about this decision, which proves that they need to be informed better about both what the delegation of authority brings to the faculties and how they can participate in the process of curriculum change. More workshops, meetings, or in-service trainings on the nature and requirements of bottom-up curricular work are required so that each faculty can have a perspective on teacher education, and follow a systematic path to curriculum revision, development, implementation, and evaluation. Along this way, faculty members' enthusiasm and competitiveness among faculties of education may be fostered through incentives to build a better teacher education curriculum away from any field-related chauvinism.

Student transfers and accreditation procedures need to be clarified urgently for faculties of education so as not to cause more delays in their bottom-up curricular work. Building a core curriculum for each single department, sharing it with other faculties all over Türkiye, and collecting their feedback to make necessary adjustments may aid faculty members' work and consent. Such a consensus may augment faculty members' embracement of curricula changes. Another solution might be to work on the idea of thematic faculties of education for pre-service teachers who would like to specialize in a certain department like Chemistry, Mathematics, or Geography education. In this way, these faculties may have sufficient physical and human resources in that field of study more than the others due to the economic conditions in Türkiye. When these resources are used as efficiently as possible in faculty contexts, faculty members' resistance to curricula changes may be diminished.

In the event of a curriculum change, faculty members' roles and responsibilities may not be fulfilled well enough because of haphazard curricular work. For this reason, first of all, faculty members' awareness in these roles and responsibilities may be raised by means of workshops along with recommendations for the frequently encountered issues. To facilitate the fulfillment of such comprehensive roles and responsibilities, faculty members' course load, additional duties at faculties, paper work or time constraints during curricular practices might be arranged as well. Thus, faculty members may allocate more professional time and space to elaborate on the improvement of current and prospective teacher education curricula, which may also promote their ownership of the change as desired.

Since the field of Curriculum and Instruction is a different area of specialization, in-service trainings are needed to enhance faculty members' vision of what a curriculum is, what it is actually for, how it is designed and developed in a systematic way instead of randomized practices. Furthermore, they need to be more informed about the cyclical working principle of a curriculum, which requires continuous feedback and evaluation. In other words, they need to comprehend the fundamentals of a teacher education curriculum besides the meticulous work behind it, which can never be taken for granted. With regard to instructional planning, faculty members may need professional support for the integration of modern instructional

technologies into classes, the write-up of course goals and objectives with the right wording, the calculation of ECTS credits, and the employment of more contemporary ways of process evaluation rather than traditional methods. In addition to these, faculty members' limited awareness and knowledge in curriculum evaluation calls for more on-the-job trainings so that they could get more experience and insights about it. This may start with the evaluation of the teacher education courses and curricula that are currently being implemented at faculties so that they can find out what has already worked and what hasn't in their existing curricula. Such an understanding of curriculum evaluation needs to be spread among faculties of education.

To support professional development of faculty members in the field of Curriculum and Instruction, communities of practice may be formed at faculties of education, where faculty members could learn from both each other and curriculum specialists about relevant curriculum theories, concepts, models, and approaches to develop quality curriculum and promote their instruction. Since it requires lots of hard work and effort, faculties of education might think about the ways of increasing the recognition of these faculty members or rewarding them. Furthermore, permanent partnerships might be formed between faculty members and curriculum specialists or consultants outside faculties with the aim of ensuring continuous professional support during bottom-up curricular work.

### **5.3. Implication for Further Research**

A further research study on curricula changes in teacher education may try to reach more faculty members from university or faculty administration because they were a few in number within this study in spite of their significant position in the equation of a curriculum change. Leadership and effective management of curricula changes in teacher education can be scrutinized in a more in-depth manner from the educational administration window considering the direct connection to this field.

What is more, perceptions of the faculty members from Early Childhood, Music, Arts, and Physical Education and Sports departments, which were intentionally left outside of the current study, might be investigated in further research to see how teacher education curricula changes are perceived or whether

there are any different factors influencing their perceptions. These faculty members' perceived roles and responsibilities and knowledge and skills in the field of Curriculum and Instruction can also be examined, compared, and contrasted with the findings of the present study.

After years of centralized curriculum-making of the HEC, future researchers might dig deeper into bottom-up curricula studies at faculties of education, which are mostly recent efforts. If necessary clearances are received, they might observe closely what curricular work has been done, what and how curricular decisions have been made by faculty members during workshops and departmental meetings. In this way, researchers may have a chance to witness how this process has been guided and directed by faculty administration, too. Focus group interviews with faculty members shouldering different responsibilities during their bottom-up curricular work might also be carried out with the aim of fostering interaction and delving more into their experiences, insights, conflicts, and discussions in the change process.

As hinted in the current study, too, there might be certain disparities among the faculties of education belonging to state, foundation, and private universities in Türkiye concerning their physical infrastructure, human resources, and faculty administration. Therefore, bottom-up curriculum studies at these faculties might be examined separately, then, compared and contrasted to highlight the impact of potentially context-dependent discrepancies among faculties of education on faculty members' curricular decisions and perceptions.

After the decision on the delegation of authority, future researchers may specifically assess faculty members' professional needs for curriculum development, implementation, or evaluation by trying to reach a larger sample of faculty members and investigating their field-related competencies based on specific items on a questionnaire. Moreover, combining the current results and aiming to foster faculty members' embracement of curricula changes, longitudinal case studies might be designed through the formation of "curriculum change centers or units" guiding faculty members whenever they need curriculum leadership, supervision, or help during their curricular work. Because an attitude like resistance cannot be resolved by a one-shot intervention, the effects of such kind of professional support spreading in time might be investigated in this way, and resistance level of the faculty members

supported through these centers or units at their faculties might be compared to their fellows from other faculties.

aa

## REFERENCES

- Achinstein, B., & Ogawa, R. T. (2006). (In)Fidelity: What the resistance of new teachers reveals about professional principles and prescriptive educational policies, *Harvard Educational Review*, 76(1), 30-63.
- Adams, R. S., & Chen, D. (1981). *The process of educational innovation: An international perspective*. Kogan Page/UNESCO Press.
- Aeria, L. A., Siraj, S., Sakika, K., Hussin, Z., & Norman, M. H. (2018). Burnout among Malaysian teachers in implementing curricular changes, *The New Educational Review*, 209-220. <https://doi.org/10.15804/tner.2018.51.1.17>
- Agrawal, V. K., Khanna, P., Agrawal, V. K., & Hughes, L. W. (2020). Change in student perceptions of course and instructor following curriculum change, *Decision Sciences Journal of Innovative Education*, 18(3), 481-516, <https://doi.org/10.1111/dsji.12214>
- Ahtiainen, R., Fonsen, E., & Kiuru, L. (2021). Finnish early childhood education and care leaders' perceptions of pedagogical leadership and assessment of the implementation of the National Core Curriculum in times of change, *Australasian Journal of Early Childhood*, 46(2), 126–138, <https://doi.org/10.1177/18369391211010971>
- Alholiby, M. S. (2018). Change in higher education; How to fail? How to succeed? *International Journal of Science and Research (IJSR)*, 8(2), 677-686.
- Altintas, S., & Gorgen, İ. (2014). The opinions of pre-service teachers about teaching practice: Muğla Sıtkı Koçman University sample, *Turkish Studies*, 9(8), 197-208.
- Altinyelken, H. (2011). Teachers as curriculum mediators: A study on the implementation of social studies curriculum in Türkiye. In Nata R. V. (Eds.), *Progress in Education*. Nova Publishers.
- Altinyelken, H. (2013). Teachers' principled resistance to curriculum change: A compelling case from Türkiye. In A. Verger, H. Altinyelken, & M. de Koning (Eds.), *Global managerial education reforms and teachers: emerging policies, controversies and issues in developing contexts* (pp. 109-126). Education International.
- Altschuld, J. W., & Eastmond, J. N. (2010). *Needs assessment: Phase I - Getting started*. Sage Publications.

- Amimo, C. A. (2016). Private universities in Kenya seek alternative ways to manage change in teacher education curriculum in compliance with the Commission for University Education reforms, *Australian Journal of Teacher Education*, 41(10), 1-14, <http://dx.doi.org/10.14221/ajte.2016v41n10.1>
- Anakin, M., Spronken-Smith, R., Healey, M., & Vajoczki, S. (2018). The contextual nature of university-wide curriculum change, *International Journal for Academic Development*, 23(3), 206-218, <https://doi.org/10.1080/1360144X.2017.1385464>
- Anglin, A. H., Kincaid, P. A., Short, J. C., & Allen, D. G. (2022). Role theory perspectives: Past, present, and future applications of role theories in management research, *Journal of Management*, 48(6), 1469-1502, <https://doi.org/10.1177/01492063221081442>
- Annala, J., Lindén, J., Mäkinen M., & Henriksson, J. (2021). Understanding academic agency in curriculum change in higher education, *Teaching in Higher Education*, 1-18, <https://doi.org/10.1080/13562517.2021.1881772>
- Atay-Turhan, T., Koc, Y., Isiksal, M., & Isiksal, H. (2009). The new Turkish early childhood teacher education curriculum: A brief outlook, *Asia Pacific Education Reviews*, 10, 345–356, <https://doi.org/10.1007/s12564-009-9034-z>
- Aydin, Ö. (2016). *An exploration on mentoring process in ELT practicum: Perspectives of student teachers, cooperating teachers, and supervisors*. Unpublished M. Sc. Thesis, Middle East Technical University, Ankara, Türkiye.
- Aydin, H., Ozfidan, B., & Carothers, D. (2017). Meeting the challenges of curriculum and instruction in school settings in the United States. *Journal of Social Studies Education Research*, 8(3), 76-92.
- Baki, A. (2010). Öğretmen eğitiminin lisans ve lisansüstü boyutlardan değerlendirilmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 11(1), 15-31.
- Baldwin, R. G., & Baumann, M. J. (2005). Options for change: a flexible vehicle for curriculum evolution and reform, *Innovative Higher Education*, 30, 89–98, <https://doi.org/10.1007/s10755-005-4958-7>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Banegas, D. L. (2016). Exploring perceptions of curriculum change in initial English language teacher education: A case in Argentina, *Estudios Sobre Educación*, 31, 75-95, <https://doi.org/10.15581/004.31.75-95>
- Barman, L., Josephsson, S., Silén, C., & Bolander-Laksov, K. (2016). How education policy is made meaningful – a narrative exploration of how teachers show autonomy in the development of teaching and learning, *Higher Education Research and Development*, 35(6), 1111-1124, <https://doi.org/10.1080/07294360.2016.1144571>

- Basaran, S. T., Altan, B. A., & Gundogdu, K. (2022). Reformative shift on initial teacher education in Türkiye: From authority to autonomy. *International Journal of Progressive Education*, 18(1), 411-434. <https://doi.org/10.29329/ijpe.2022.426.23>
- Basaran, T. & Aykac, N. (2020). Evaluation of 2018 Turkish early childhood teacher education curriculum. *Pegem Eğitim ve Öğretim Dergisi*, 10(3), 889-928. <http://dx.doi.org/10.14527/pegegog.2020.028>
- Bee, B. S. (2008). Surface or deep change? How is a curriculum change implemented at ground level? *International Journal of Educational Management*, 22(1), 90-106, <https://doi.org/10.1108/09513540810844585>
- Bellon, J. J., & Handler, J. R. (1982). *Curriculum development and evaluation: A design for improvement*. Kendall/Hunt Publishing Company.
- Ben-Peretz, M. (2001). The impossible role of teacher educators in a changing world, *Journal of Teacher Education*, 52(1), 48-56.
- Biddle, B. J. (1986). Recent developments in role theory. *Annual Review of Sociology*, 12, 67-92.
- Bodily, B. H. (2008). *Perceptions of faculty development: A study of a North Texas community college*. Unpublished doctoral dissertation, University of North Texas, TX, USA.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods*. (5<sup>th</sup> ed). Pearson Allyn & Bacon.
- Brittingham, B., Sands, M., Erbas, S., Kavak, Y., et al. (1999). Türkiye’de öğretmen eğitiminde standartlar ve akreditasyon [Standards and Accreditation in Teacher Education in Türkiye]. Ankara: YÖK [Council of Higher Education] / Dünya Bankası [World Bank].
- Broström, A., Feldmann, A., & Kaulio, M. (2019). Structured relations between higher education institutions and external organisations: opportunity or bureaucratisation? *Higher Education*, 78, 575–591, <https://doi.org/10.1007/s10734-019-0359-1>
- Brøgger, K. (2014). The ghosts of higher education reform: on the organisational processes surrounding policy borrowing, *Globalisation, Societies and Education*, 12(4), 520-541, <https://doi.org/10.1080/14767724.2014.901905>
- Bruïne, E. D., Willemse, T. M., Franssens, J., Eynde, S. V., Vloeberghs, L., & Vandermarliere, L. (2018). Small-scale curriculum changes for improving preservice teachers’ preparation for Family-School Partnerships, *Journal of Education for Teaching*, 44(3), 381-396, <https://doi.org/10.1080/02607476.2018.1465667>

- Cakiroglu, E., & Cakiroglu, J. (2003). Reflections on teacher education in Türkiye, *European Journal of Teacher Education*, 26(2), 253-264, <https://doi.org/10.1080/0261976032000088774>
- Carless, D. (1998). A case study of curriculum implementation in Hong Kong, *System*, 26(3), 353-368.
- Carpenter, J. (2008). Metaphors in qualitative research: Shedding light or casting shadows? *Research in Nursing and Health*, 31, 274-282, <https://doi.org/10.1002/nur.20253>
- Carroll, K. (2018). Mapping the hidden discourse of geographical inquiry and curriculum change – Initial case study responses to Geography education K-10 in Australian schools, *Journal of International Social Studies*, 8(1), 133-148.
- Carse, N. (2015). Primary teachers as physical education curriculum change agents, *European Physical Education Review*, 21(3) 309-324, <https://doi.org/10.1177/1356336X14567691>
- Celik, S., & Arıkan, A. (2012). Öğretmen yetiştirme programlarının İngilizce öğretmen adaylarını ilköğretimde İngilizce öğretimine ne kadar hazırladığına yönelik nitel bir araştırma, *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 32(2), 77-87,
- Celik, S. N., & Kasap, S. (2019). Türkiye’de uygulanan İngilizce öğretmen yetiştirme programları üzerine karşılaştırmalı bir değerlendirme, *YYU Journal of Education Faculty*, 16(1), 1010-1031, <http://dx.doi.org/10.23891/efdyyu.2019.151>
- Cheng, Y. C. (1994). Effectiveness of curriculum change in school: An organizational perspective, *International Journal of Educational Management*, 8(3), 26-34, <https://doi.org/10.1108/09513549410062416>
- Chimbi, G. T., & Jita, L. C. (2019). Willing but unable? Teachers’ sense-making of curriculum-reform policy in the early implementation stage, *Pedagogy*, 135(3), 52-70, <https://doi.org/10.15823/p.2019.135.3>
- Chimbunde, P., & Kgari-Masondo, M. C. (2020). Representation of the Zimbabwean 2015–2022 Social Studies curriculum: Teachers’ perspectives on challenges and “Ubuntulising” curriculum change and implementation, *Perspectives in Education*, 38(1), 269-282, <https://doi.org/10.18820/2519593X/pie.v38i1.19>.
- Cishe, E. N. (2017). Teachers’ perspectives on transforming teacher education curriculum for relevance to basic education for sustainable development, *Perspectives in Education*, 35(2), 73-84, <https://doi.org/10.18820/2519593X/pie.v35i2.6>
- Clasquin-Johnson, M. G. (2016). Now and then: Revisiting early childhood teachers’ reactions to curriculum change, *South African Journal of Childhood Education*, 6(1), 1-9, <http://dx.doi.org/10.4102/sajce.v6i1.408>

- Cobanoglu, R. (2011). *Teacher self-efficacy and teaching beliefs as predictors of curriculum implementation in early childhood education*. Unpublished M. Sc. Thesis, Middle East Technical University, Ankara, Türkiye.
- Cochran-Smith, M. (2006). Teacher education and the need for public intellectuals, *The New Educator*, 2, 181-206, <https://doi.org/10.1080/15476880600820136>
- Cochran-Smith, M., & Fries, K. (2008). Research on teacher education: changing times, changing paradigms. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook of research on teacher education* (3<sup>rd</sup> ed., pp. 1050-1093). Routledge.
- Coenders, F., & Terlouw, C. (2015). A model for in-service teacher learning in the context of an innovation, *Journal of Science Teacher Education*, 26(5), 451-470, <https://doi.org/10.1007/s10972-015-9432-5>
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7<sup>th</sup> ed.). Routledge/Taylor & Francis Group.
- Connolly, M., Connolly, U., & James, C. (2000). Leadership in educational change, *British Journal of Management*, 11, 61–70, <http://dx.doi.org/10.1111/1467-8551.00151>
- Conway, P., Murphy, R., Rath, A., & Hall, K. (2009). Learning to teach and its implications for the continuum of teacher education: A nine-country cross-national study. Report Commissioned by the Teaching Council, University College, Cork, Ireland.
- Cooper, T. (2017). Curriculum renewal: Barriers to successful curriculum change and suggestions for improvement, *Journal of Education and Training Studies*, 5(11), 115-128, <http://dx.doi.org/10.11114/jets.v5i11.2737>
- Coskun, A., & Daloglu, A. (2010). Evaluating an English language teacher education program through Peacock's model. *Australian Journal of Teacher Education*, 35(6), 24-42. <http://dx.doi.org/10.14221/ajte.2010v35n6.2>
- Cothran, D. J., & Ennis, C. D. (2001). “Nobody said nothing about learning stuff”: Students, teachers and curricular change, *Journal of Classroom Interaction*, 36(1), 1-5.
- Cresdee, M. (2002). *Dealing with curriculum change: How teachers perceive recent curriculum changes and the strategies they employ to cope with such change*. Unpublished M. Sc. thesis, Murdoch University, Perth, Western Australia.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2<sup>nd</sup> ed.). Sage Publications, Inc.
- Creswell, J. W., (2015). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (5<sup>th</sup> ed.). Pearson Education Limited.

- Darling-Hammond, L. (2010). Teacher education and the American future, *Journal of Teacher Education*, 61(1-2), 35-47, <https://doi.org/10.1177/0022487109348024>
- Darling-Hammod, L. (1998). Policy and Change: Getting Beyond Bureaucracy. In A. Hargreaves et al. (eds.), *International Handbook of Educational Change* (pp. 642-667). Kluwer Academic Publishers.
- Day, C. (2004). Change agendas: the roles of teacher educators, *Teaching Education*, 15(2), 145-158, <https://doi.org/10.1080/1047621042000213584>
- Day, C. (1999). Professional development and reflective practice: Purposes, processes and partnerships, *Pedagogy, Culture & Society*, 7(2), 221-233.
- DeLuca, C., & Bellara, A. (2013). The current state of assessment education: Aligning policy, standards, and teacher education curriculum, *Journal of Teacher Education*, 64(4), 356-372, <https://doi.org/10.1177/0022487113488144>
- DeLuca, C., & Klinger, D. A. (2010). Assessment literacy development: Identifying gaps in teacher candidates' learning, *Assessment in Education: Principles, Policy & Practice*, 17(4), 419-438, <https://doi.org/10.1080/0969594X.2010.516643>
- Demirel, Ö. (2013). *Kuramdan uygulamaya eğitimde program geliştirme*. Pegem Akademi Yayıncılık.
- Demirel, Ö. (1992). Türkiye'de program geliştirme uygulamaları, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 7, 27-43.
- Deng, S. (2021). Exploration of teacher agency in the implementation of the ESP language education policy in a Chinese university, *Theory and Practice in Language Studies*, 11(3), 302-307, DOI: <http://dx.doi.org/10.17507/tpls.1103.10>
- Deniz, S., & Sahin, N. (2006). The restructuring process of teacher training system in Türkiye: A model of teacher training based on post-graduate education (PGCE), *Journal of Social Sciences*, 2(1), 21-26, <https://doi.org/10.3844/jssp.2006.21.26>
- Dewantara, I. P. M. (2020). Curriculum changes in Indonesia: Teacher constraints and students of prospective teachers' readiness in the implementation of thematic learning at low grade primary school, *Elementary Education Online*, 19(2), 1047-1060, <https://doi.org/10.17051/ilkonline.2020.696686>
- Dilkes, J., Cunningham, C., & Gray, J. (2014). The new Australian curriculum, teachers and change fatigue, *Australian Journal of Teacher Education*, 39(11), 45-64, <http://dx.doi.org/10.14221/ajte.2014v39n11.4>
- Dixit, A., Undale, S., & Bhargava, R. (2016). Perceived effectiveness of faculty development programs, *GE-International Journal of Management Research*, 348-352.

- Dolfing, R., Prins, G. T., Bulte, A. M. W., Pilot, A., & Vermunt, J. D. (2020). Strategies to support teachers' professional development regarding sense-making in context-based science curricula, *WILEY Science Education*, 127-165, <https://doi.org/10.1002/sce.21603>
- Donaldson, G. (2014). Teacher education and curriculum change in Scotland, *European Journal of Education*, 49(2), 178-191, <https://doi.org/10.1111/ejed.12077>
- Dyer, C. (1999). Researching the implementation of educational policy: A backward mapping approach, *Comparative Education*, 35(1), 45-61, <https://doi.org/10.1080/03050069928062>
- Eisner, E.W. (1994). *Cognition and curriculum reconsidered* (2<sup>nd</sup> ed.). Teachers College Press.
- Ekiz, D. (2003). Teacher professionalism and curriculum change: Primary school teachers' views of the new science curriculum, *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 17(1), 47-61.
- Elci, A., & Yaratan, H. (2012). Needs for professional development in teaching and learning in an international university, *Eurasian Journal of Educational Research*, 49, 47-66.
- Elliott, J. (1994). The teacher's role in curriculum development: An unresolved issue in English attempts at curriculum reform, *Curriculum Studies*, 2(1), 43-69, <https://doi.org/10.1080/0965975940020103>
- Elstad, E. (2010). University-based teacher education in the field of tension between the academic world and practical experience in school: A Norwegian perspective. *European Journal of Teacher Education*, 33(4), 361-74, <http://dx.doi.org/10.1080/02619768.2010.504948>
- Emre, F.B., Sayilkan, F., Sayilkan, H. & Demirci, B. (2002). Eğitim fakültelerinin yeniden yapılanmasında ortaöğretim kimya öğretmenliği programının kapsam dışı bırakılmasına ilişkin değerlendirme, *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 18, 219-228.
- Erdem, A. R. (2015). The [A], [U], and [C] of teacher training in Turkey, *Journal of Teacher Education and Educators*, 4(1), 16-38.
- Ertugrul-Secer, S. Y., & Erisen, Y. (2020). Evaluation of English language teaching undergraduate programs in terms of document analysis, *International Journal of Curriculum and Instruction*, 12(2), 671-703.
- Evans, N., & Henrichsen, L. (2008). Long-term strategic incrementalism: An approach and a model for bringing about change in higher education, *Innovative Higher Education*, <https://doi.org/10.1007/s10755-008-9067-y>

- Fer, S. (2005). 1923 yılından günümüze cumhuriyet dönemi ilköğretim programları üzerine bir inceleme. Cumhuriyet Dönemi Eğitim Politikaları Sempozyumu, Marmara Üniversitesi Atatürk Eğitim Fakültesi ve Başbakanlık Atatürk Kültür, Dil Ve Tarih Yüksek Kurumu Atatürk Araştırma Merkezi. İstanbul, Türkiye, 97-136.
- Finelli, C. J., Daly, S. R., & Richardson, K. M. (2014). Bridging the research-to-practice gap: Designing an institutional change plan using local evidence, *Journal of Engineering Education*, 103(2), 331–361, <https://doi.org/10.1002/jee.20042>
- Flores, M. A. (2016) Teacher education curriculum, in. J. Loughran & M. L. Hamilton (Eds.) *International Handbook of Teacher Education*, (pp. 187-230). Springer Press.
- Forzani, F. M. (2014). Understanding “core practices” and “practice-based” teacher education: Learning from the past, *Journal of Teacher Education*, 65(4), 357-368, <https://doi.org/10.1177/0022487114533800>
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. McGraw-Hill.
- Fraser, S. P. & Bosanquet, A. M. (2006). The curriculum? That’s just a unit outline, isn’t it?, *Studies in Higher Education*, 31(03), 269-284, <https://doi.org/10.1080/03075070600680521>
- Fullan, M. (1983). *Change processes and strategies at the local level*. Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research, Dingle Associates, Inc., Washington, DC.
- Fullan, M. (2001). *Leading in a culture of change*. Jossey-Bass.
- Fullan, M. (2007). *The new meaning of educational change*. (4<sup>th</sup> ed.). Cassell.
- Fullan, M., Cuttress, C., & Kilcher, A. (2005). Eight forces for leaders of change, *National Staff Development Council*, 26(4), 54-64.
- Fullan, M. G., & Miles, M. B. (1993). Getting reform right: what works and what doesn’t’, *Phi Delta Kappan*, 73(10), 745-752.
- Gaff, J. G., & Simpson, R. D. (1994). Faculty development in the United States. *Innovative Higher Education*, 18(3), 167-176.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2006). *Educational research: Competencies for analysis and applications*. (8<sup>th</sup> ed.). Pearson.
- Geduld, D., & Sathorar, H. (2016). Leading curriculum change: Reflections on how Abakhwezeli stoked the fire, *South African Journal of Education*, 36(4), 1-13, <https://doi.org/10.15700/saje.v36n4a1319>

- Genc, S. Z. (2007). Cumhuriyetten günümüze ilköğretimde program geliştirme çalışmaları, *A. Ü. Bayburt Eğitim Fakültesi Dergisi*, 2(2), 123-137.
- Glatthorn, A. A., Jailall, J. M. S., & Jailall, J. K. (2017). *The principal as curriculum leader: shaping what is taught and tested*. (4<sup>th</sup> ed.). Corwin, a SAGE Publishing Company.
- Goodlad, J. I. (1979). *Curriculum inquiry: The study of curriculum practice*. McGraw-Hill.
- Goodson, I. F. (1998). Patterns of curriculum change. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds). *International handbook of educational change: Part one* (pp. 231-241). Kluwer Academic Publishers.
- Gokmenoglu, T., & Eret, E. (2011). Curriculum development in Türkiye from the viewpoints of research assistants of curriculum and instruction department, *Elementary Education Online*, 10(2), 667-681.
- Govender, S. (2018). South African teachers' perspectives on support received in implementing curriculum changes, *South African Journal of Education*, 38(2), 1-12, <https://doi.org/10.15700/saje.v38ns2a1484>
- Gozutok, D. (2014). Curriculum studies in Türkiye since 2000. In W. F. Pinar (Ed). *International handbook of curriculum research*, (2<sup>nd</sup> ed., pp. 511-514). Routledge.
- Gray, D. (2010). International perspectives on research in initial teacher education and some emerging issues. *Journal of Education for Teaching*, 36(4), 345-351, <https://doi.org/10.1080/02607476.2010.513839>
- Grobler, B., Moloi, C., & Thakhordas, S. (2017). Teachers' perceptions of the utilisation of emotional intelligence by their school principals to manage mandated curriculum change processes, *Educational Management Administration & Leadership*, 45(2), 336-355, <https://doi.org/10.1177/1741143215608197>
- Gross, N. C., Giacquinta, J. B., & Bernstein, M. (1971). *Implementing organizational innovations*. Basic Books Inc.
- Grossman, P., Hammerness, K., & McDonald, M. (2009) Redefining teaching, re-imagining teacher education, *Teachers and Teaching: Theory and practice*, 15(2), 273-289, <https://doi.org/10.1080/13540600902875340>
- Grossman, G. M., Onkol, P. E., & Sands, M. (2007). Curriculum reform in Turkish teacher education: Attitudes of teacher educators towards change in an EU candidate nation, *International Journal of Educational Development*, 27, 138-150, <https://doi.org/10.1016/j.ijedudev.2006.07.005>

- Guhn, M. (2009). Insights from successful and unsuccessful implementations of school reform programs, *Journal of Educational Change*, 10, 337-363, <https://doi.org/10.1007/s10833-008-9063-0>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381–391, <https://doi.org/10.1080/135406002100000512>
- Güven, I. (2008). Teacher education reform and international globalization hegemony: Issues and challenges in Turkish teacher education, *International Journal of Social Sciences*, 3(1), 8-17.
- Güven, I. (2015). Türkiye’de öğretmen eğitiminin tarihsel dönüşümüne eleştirel bir bakış, *Eleştirel Pedagoji*, 40, 2-13.
- Hadar, L., & Brody, D. (2012). The interaction between group processes and personal professional trajectories in a professional development community for teacher educators. *Journal of Teacher Education*, 64(2), 145–161, <https://doi.org/10.1177/0022487112466898>
- Haddad, W. D., & Demsky, T. (1995). *Education policy-planning process: An applied framework*. UNESCO/IIEP.
- Hahn, T. B., & Lester, J. (2012). Faculty needs and preferences for professional development. *Journal of Education for Library and Information Science*, 53(2), 82–97.
- Hall, G. E., & Hord, S. M. (2011). *Implementing change: patterns, principles, and potholes*, (3<sup>rd</sup> ed.). Allyn and Bacon.
- Hargreaves, A. (1989). *Curriculum and assessment reform*. OISE Press.
- Hargreaves, A. (1998). Pushing the boundaries of educational change. In A. Hargreaves et al. (Eds.), *International handbook of educational change: Part one* (pp.281-294). Kluwer Academic Publishers.
- Hargreaves, A. (2001). *Changing teachers, changing times: teachers’ work and culture in the postmodern age*. Continuum.
- Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (2005). *Fundamental change: International handbook of educational change*. Springer.
- Harris, A. (2003). Behind the classroom door: The challenge of organizational and pedagogical change, *Journal of Educational Change*, 4(4), 369-382, <https://doi.org/10.1023/B:JEDU.0000006067.39098.d8>
- Harry, S. N. (2018). *The implementation of the Caribbean advanced proficiency examination (CAPE) communication studies curriculum innovation in secondary schools in Trinidad and Tobago: Teachers’ perspectives*. Unpublished PhD Thesis, University of Leicester, Leicester, UK.

- Henard, F., & Rosevare, D. (2012). *Fostering quality teaching in higher education: Policies and practices*. Institutional Management in Higher Education, OECD.
- Higher Education Council [HEC]. (2020, August 18). YÖK'ten Eğitim Fakültelerinin Müfredatlarına Yönelik Tarihi Karar. Retrieved September 21, 2020, from <https://www.yok.gov.tr/Sayfalar/Haberler/2020/egitim-fak%C3%BCltelerine-yetki-devri.aspx>
- Higher Education Council [HEC]. (1998). Eğitim Fakültesi Öğretmen Yetiştirme Lisans Programları, Ankara.
- Higher Education Council [HEC]. (2007a). Öğretmen Yetiştirme ve Eğitim Fakülteleri (1982-2007): Öğretmenin Üniversitede Yetiştirilmesinin Değerlendirilmesi. Ankara.
- Higher Education Council [HEC]. (2007b). Eğitim Fakültesi Öğretmen Yetiştirme Lisans Programları, Ankara.
- Higher Education Council [HEC]. (2011). Türkiye Yükseköğretim Yeterlilikler Çerçevesi (TYYÇ) Temel Alan Yeterlilikleri, Ankara.
- Higher Education Council [HEC]. (2018). Eğitim Fakültesi Öğretmen Yetiştirme Lisans Programları, Ankara.
- Hill, C., Rosehart, P., Helene, J. S. & Sadhra, S. (2020). What kind of educator does the world need today? Reimagining teacher education in post-pandemic Canada, *Journal of Education for Teaching*, 46(4), 565-575, <https://doi.org/10.1080/02607476.2020.1797439>
- Hismanoglu, S. (2012). Prospective EFL teachers' views on English language teacher training program, *Journal of Research in Education and Teaching*, 1(2), 330-341.
- Holliday, A. (1992). Tissue rejection and informal orders in ELT projects: collecting the right information, *Applied Linguistics*, 13(4), 403-424, <https://doi.org/10.1093/applin/13.4.403>
- Hopkins, K., Kroning, M., & Kobes, P. (2021). Leadership role in curriculum revision, *Teaching and Learning in Nursing*, 16, 166-168, <https://doi.org/10.1016/j.teln.2020.11.002>
- Hosford, L.P. (1973). *An instructional theory: A beginning*. Prentice Hall Inc.
- Hökkä, P., Eteläpelto, A., & Rasku-Puttonen, H. (2010). Recent tensions and challenges in teacher education as manifested in curriculum discourse, *Teaching and Teacher Education*, 26, 845-853, <https://doi.org/10.1016/j.tate.2009.10.022>
- Huberman, A. M. (1973). Understanding change in education: An introduction, *Experiments and Innovations in Education*, 4, 3-103.

- Huberman, M. (1989). The professional life cycle of teachers, *Teachers College Record*, 91(1), 31–57, <https://doi.org/10.1177/016146818909100107>
- Huberman, M. (1995). Professional careers and professional development and some intersections, in: T. Guskey & M. Huberman (Eds) *Professional Development in Education: new perspectives and practices*. Teachers College Press.
- Hunter, A. (2015). Data collection: Interviewing. In A. Hunter (eds.), *International encyclopedia of the social & behavioral sciences* (2<sup>nd</sup> ed., pp. 3230-3236) Elsevier Science Ltd.
- Instefjord, E. & Munthe, E. (2016). Preparing pre-service teachers to integrate technology: an analysis of the emphasis on digital competence in teacher education curricula, *European Journal of Teacher Education*, 39(1), 77-93, <https://doi.org/10.1080/02619768.2015.1100602>
- International Science Association. (2019). Main problems of Turkish education system and current discussions on education, Ankara.
- Isik, S. & Soran, H. (2005). Biyoloji öğretmeni yetiştiren kurumların öğretim programlarının karşılaştırılması, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28, 109–117.
- Isiksal, M., Koc, Y., Bulut, S., & Atay-Turhan, T. (2007). An analysis of the new elementary mathematics teacher education curriculum in Turkey, *The Mathematics Educator*, 17(2), 41–51.
- Jadhav, M. S., & Patankar, P. S. (2013). *Role of Teachers in Curriculum Development for Teacher Education*. Paper presented at National conference on Challenges in Teacher Education, Physical Education and Sports, Kolhapur, India.
- Jenkins, E. W. (2000). The impact of the national curriculum on secondary school science teaching in England and Wales, *International Journal of Science Education*, 22(3), 325-336, <https://doi.org/10.1080/095006900289903>
- Jenkins, G. (2020). Teacher agency: the effects of active and passive responses to curriculum change, *The Australian Educational Researcher*, 47, 167–181, <https://doi.org/10.1007/s13384-019-00334-2>
- Jermier, J. M, Knights, D., & Nord, W. R. (1994). *Resistance and power in organizations*. Routledge.
- Kabakci, I., & Odabasi, H. F. (2008). The organization of the faculty development programs for research assistants: The case of education faculties in Türkiye, *Turkish Online Journal of Educational Technology*, 7(3), 56–63.
- Kala, D., & Chaubey, D. S. (2015). Attitude of faculty members towards faculty development programs and their perceived outcomes, *Pacific Business Review International*, 8(2), 21-30.

- Karabacak, N. (2022). Investigation of the 2018 class teaching undergraduate curricula revision from the perspective of implementors, *Anadolu Journal of Educational Sciences International*, 12(2), 574-607, <https://doi.org/10.18039/ajesi.936035>
- Karakas, A. (2012). Evaluation of the English language teacher education program in Türkiye, *ELT Weekly*, 4(15), 1-16.
- Kasapoglu, K. (2010). *Relations between classroom teachers' attitudes toward change, perceptions of constructivist curriculum change and implementation of constructivist teaching and learning activities in class at primary school level*. Unpublished M. Sc. Thesis, Middle East Technical University, Ankara, Türkiye.
- Kavcar, C. (2003). "Alan Öğretmeni Yetiştirme". Eğitimde Yansımalar: VII Çağdaş Eğitim Sistemlerinde Öğretmen Yetiştirme Ulusal Sempozyumu Kitabı. Cumhuriyet Üniversitesi, Sivas, 81-89.
- Kawser, M. A. (2014). *Curriculum development in higher Education: A case study of faculty's engagement in the Department of History, University of Dhaka* (Unpublished doctoral dissertation), University of Oslo, Norway.
- Kesküla, E., Loogma, K., Kolka, P., & Sau-Ek, K. (2012). Curriculum change in teachers' experience: the social innovation perspective, *Pedagogy, Culture & Society*, 20(3), 353-376, <https://doi.org/10.1080/14681366.2012.712051>
- Khan, M. N., & Sarwar, M. (2011). Needs assessment of university teachers for professional enhancement. *International Journal of Business and Management*, 6(2), 208–212, <https://doi.org/10.5539/ijbm.v6n2p208>
- Kilpatrick, J. (2009). The mathematics teacher and curriculum change, *PNA*, 3(3), 107-121, <https://doi.org/10.30827/pna.v3i3.6185>
- Kitchen, J. (2005). Looking backward, moving forward: Understanding my narrative as a teacher educator. *Studying Teacher Education*, 1(1), 17-30, <https://doi.org/10.1080/17425960500039835>
- Kitchen, J. (2009). Relational teacher development: Growing collaboratively in a hoping relationship. *Teacher Education Quarterly*, 36(2), 45-62.
- Kizilcik, H. Ş., Damli, V., & Onder-Celikkanli, N. (2017). Türkiye'deki Fizik öğretmenliği lisans programlarındaki bağımsız fizik laboratuvar derslerinin karşılaştırılması, *Journal of Research in Education and Society*, 4(2), 90-101.
- Koc, M., Demirbilek, M., & Ince, E. Y. (2015). A needs assessment for academicians' professional development. *Education and Science*, 40(177), 297–311, <http://dx.doi.org/10.15390/EB.2015.2545>
- Koc, S., Ergezen, S., Ayas, A., Baki, A., Cepni, S., et al. (1998). Fakülte-Okul İşbirliği [Faculty-School Partnership], Ankara: YÖK [Council of Higher Education].

- Korthagen, F. A. J. (2010). How teacher education can make a difference. *Journal of Education for Teaching*, 36(4), 407–23, <http://dx.doi.org/10.1080/02607476.2010.513854>
- Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education*, 22, 1020–1041, <https://doi.org/10.1016/j.tate.2006.04.022>
- Kosnik, C. & Beck, C. (2008). We taught them about literacy but what did they learn? The impact of a preservice teacher education program on the practices of beginning teachers, *Studying Teacher Education*, 4(2), 115-128, <https://doi.org/10.1080/17425960802433603>
- Kosnik, C., Cleovoulou, Y., Fletcher, T., Harris, T., McGlynn-Stewart, M., & Beck, C. (2011). Becoming teacher educators: An innovative approach to teacher educator preparation, *Journal of Education for Teaching*, 37(3), 351-363, <https://doi.org/10.1080/02607476.2011.588027>
- Krumsvik, R. J. (2014). Teacher educators' digital competence, *Scandinavian Journal of Educational Research*, 58(3), 269-280, <https://doi.org/10.1080/00313831.2012.726273>
- Kucukahmet, L. (1976). *Öğretmen yetiştiren kurum öğretmenlerinin tutumları: Program geliştirme açısından bir yorum*. Ankara Üniversitesi Eğitim Fakültesi.
- Kusters, M., Rijst, R., Vetten, A., & Admiraal, W. (2023). University lecturers as change agents: How do they perceive their professional agency? *Teaching and Teacher Education* 127, 1-9, <https://doi.org/10.1016/j.tate.2023.104097>
- Labaree, D. (2008). An uneasy relationship: The history of teacher education in the university. In M. Cochran-Smith, S. Feiman-Nemser, & J. McIntyre (with K. Demers) (Eds.), *Handbook of Research on Teacher Education* (3<sup>rd</sup> ed., pp. 290-306). Routledge.
- Lamb, J., & Branson, C. M. (2015). Educational change leadership through a new zonal theory lens: Using mathematics curriculum change as the example, *Policy Futures in Education*, 13(8), 1010–1026, <https://doi.org/10.1177/1478210315588840>
- Lattuca, L. R., & Stark, J. S. (2009). *Shaping the college curriculum: Academic plans in context* (2<sup>nd</sup> ed.). Jossey-Bass Inc.
- Latchem, C., Odabasi, F. H., & Kabakci, I. (2006). Online professional development for university teaching in Türkiye: A proposal. *Turkish Online Journal of Educational Technology*, 5(1), 20–26.
- Lee, V. S., Hyman, M. R., & Luginbuhl, G. (2007). The concept of readiness in the academic department: A case study of undergraduate education reform, *Innovative Higher Education*, 32, 3–18.

- Leite, L., Dourado, L., & Morgado, S. (2016). Initial science teacher education in Portugal: The thoughts of teacher educators about the effects of the Bologna process, *Journal of Science Teacher Education*, 27(8), 873-893, <https://doi.org/10.1007/s10972-016-9492-1>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Lindfors, M., Pettersson, F., & Olofsson, A. D. (2021). Conditions for professional digital competence: the teacher educators' view, *Education Inquiry*, 12(4), 390-409, <https://doi.org/10.1080/20004508.2021.1890936>
- Ling, L. M. (2002). A tale of two teachers: teachers' responses to an imposed curriculum reform, *Teacher Development*, 6(1), 33-46, <https://doi.org/10.1080/13664530200200155>
- Liu, W., & Wang, Q. (2020). Walking with bound feet: teachers' lived experiences in China's English curriculum change, *Language, Culture and Curriculum*, 33(3), 242-257, <https://doi.org/10.1080/07908318.2019.1615077>
- Livingston, K. (2014). Teacher Educators: Hidden professionals? *European Journal of Education*, 49(2), 218-231, <https://doi.org/10.1111/ejed.12074>
- Lodico, M., Spaulding, D., & Voegtler, K. (2010). *Methods in educational research: From theory to practice*. John Wiley & Sons.
- Loughran, J. (2014). Professionally developing as a teacher educator, *Journal of Teacher Education*, 65(4) 271– 283, <https://doi.org/10.1177/0022487114533386>
- Louvel, S. (2013). Understanding change in higher education as bricolage: How academics engage in curriculum change, *Higher Education*, 66, 669–691, <https://doi.org/10.1007/s10734-013-9628-6>
- Lunenberg, M., Dengerink, J., & Korthagen, F. (2014). *The professional teacher educator: Roles, behaviour, and professional development of teacher educators*. Sense Publishers.
- Magrini, J. M. (2015). Phenomenology and curriculum implementation: discerning a living curriculum through the analysis of Ted Aoki's situational praxis, *Journal of Curriculum Studies*, 47(2), 274-299, <https://doi.org/10.1080/00220272.2014.1002113>
- Maimela, H. S. (2015). *Impact of curriculum changes on primary school teachers in Seshego Circuit, Limpopo Province*. Unpublished Master's thesis, University of South Africa, Pretoria, South Africa.
- Markee, N. (1997). *Managing curricular innovation*. Cambridge University Press.
- Mathura, P. (2019). Teachers' perspectives on a curriculum change: A Trinidad and Tobago case study, *International Journal of Innovative Business Strategies (IJIBS)*, 5(1), 252-263, [10.20533/ijibs.2046.3626.2019.0035](https://doi.org/10.20533/ijibs.2046.3626.2019.0035)

- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. (3<sup>rd</sup> ed). Sage Publications Inc.
- McLaughlin, M. W. (2006). Implementation research in education: Learned, lingering questions and new opportunities. In Honig, M. I. (Ed.), *New directions in education policy implementation: Confronting complexity* (pp. 209-228). State University of New York Press.
- McGrail, E. (2005). Teachers, technology, and change: English teachers' perspectives, *Journal of Technology and Teacher Education*, 13 (1), 5-24.
- Meij, L. W., & Merx, S. (2018). Improving curriculum alignment and achieving learning goals by making the curriculum visible, *International Journal for Academic Development*, 23(3), 219-231, <https://doi.org/10.1080/1360144X.2018.1462187>
- Meij, E., Smits, A., & Meeter, M. (2022). How and why learning theories are taught in current Dutch teacher education programs. Identifying a gap between paradigm and reality in teacher education, *Teaching and Teacher Education*, 109, 1-11, <https://doi.org/10.1016/j.tate.2021.103537>
- Mendieta, J., & Barkhuizen, G. (2020). Blended language learning in the Colombian context: a narrative inquiry of teacher ownership of curriculum change, *Computer Assisted Language Learning*, 33(3), 176-196, <https://doi.org/10.1080/09588221.2018.1553888>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book* (2<sup>nd</sup> ed.). SAGE Publications Inc.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3<sup>rd</sup> ed.). SAGE Publications Inc.
- Miller, M. T., & Nader, D. P. (2001). Finding purpose in new faculty orientation: The education dean's perspective. *Journal of Faculty Development*, 18(2), 87-93.
- Ministry of National Education [MoNE]. (2017a). Teacher Strategy Paper: 2017-2023. Directorate General for Teacher Training and Development, Ankara.
- Ministry of National Education [MoNE]. (2017b). General Competencies for Teaching Profession. Directorate General for Teacher Training and Development, Ankara.
- Moeini, H. (2003). *A need analysis study for faculty development programs in METU and structural equation modeling of faculty needs*. Unpublished doctoral dissertation, Middle Technical East University, Ankara, Türkiye.
- Mondal, N., & Das, A. C. (2021). Overview of curriculum change: A brief discussion, *EPRA International Journal of Multidisciplinary Research*, 7(3), 260-265.

- Moreira, M. A., & Vieira, F. (2012). Preservice teacher education in Portugal. The transformative power of local reform. In J. M. Paraskeva & J. Torres (Eds.), *Globalism and Power. Iberian Education and Curriculum Policies* (pp. 94–105). Peter Lang.
- Moreno, J. M. (2009). Big change question, *Journal of Educational Change*, 10, 245-248.
- Morrison, K. (1998). *Management theories for educational change*. Paul Chapman.
- Moustakas, C. (1994). *Phenomenological research methods*. Sage.
- Murray, J. P. (2002). Faculty development in SACS-accredited community colleges. *Community College Review*, 29(4), 50–66, <https://doi.org/10.1177/009155210202900403>
- Murray, J., Swennen, A., & Shagrir, L. (2009). Understanding teacher educators' work and identities. In A. Swennen, M. van der Klink (eds.), *Becoming a teacher educator* (pp. 29-43) Springer Science Business Media B.V. <https://doi.org/10.1007/978-1-4020-8874-23>
- Mutch, C. (2012). Curriculum change and teacher resistance, *Curriculum Matters*, 8, 1-8, <https://doi.org/10.18296/cm.0145>
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.
- Nayir, F., & Cinkir, Ş. (2014). Mentor teachers, administrators, and pedagogical formation students' problems associated with teaching practice and possible recommendation, *International Journal of Curriculum and Instructional Studies*, 4(7), 71-86.
- Newman, B. M., & Newman, P. R. (1995). *Development through life: A psychosocial approach* (6<sup>th</sup> ed.). Brooks/Cole Publishing Company.
- Ngussa, B. M., Waiswa, M. M., Makewa, L. N. (2017). Curriculum change and teacher participation: A comparative study in Adventist secondary schools in Uganda and Tanzania, *Journal of Research Innovation and Implications in Education*, 1(1), 18-31.
- Niehaus, E., & Williams, L. (2016). Faculty transformation in curriculum transformation: The role of faculty development in campus internationalization, *Innovative Higher Education*, 41, 59–74, <https://doi.org/10.1007/s10755-015-9334-7>
- Nordin, A., & Sundberg, D. (2018). Exploring curriculum change using discursive institutionalism – a conceptual framework, *Journal of Curriculum Studies*, 50(6), 820-835, <https://doi.org/10.1080/00220272.2018.1482961>
- Odabasi, H. F. (2003). Faculty point of view on faculty development. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 24, 86–89.

- Odabasi, H. F. (2005). The status and need for faculty development in Türkiye. *International Journal for Academic Development*, 10(2), 139–142, <https://doi.org/10.1080/13601440500281799>
- ODTÜ Eğitim Bilimleri Bölümü' nün Yükseköğretim Kurulu (YÖK) tarafından 16 Mayıs 2018 tarihinde Açıklanan Öğretmen Yetiştirme Lisans Programlarına İlişkin Görüşleri. (2018). Retrieved from: <http://eds.metu.edu.tr/en/egitim-bilimleri-bolumu-nun-yuksekogretim-kurulu-yok-tarafindan-16-mayis-2018-tarihinde-aciklanan>
- Ogan-Bekiroglu, F. (2009). Assessing assessment: Examination of pre-service physics teachers' attitudes towards assessment and factors affecting their attitudes, *International Journal of Science Education*, 31(1), 1-39, <https://doi.org/10.1080/09500690701630448>
- Ohlemann, S., Imhof, M., & Bellhäuser, H. (2023). Implementing reform in the teacher education system: Concerns of teacher educators, *Teaching and Teacher Education*, 126, 1-12, <https://doi.org/10.1016/j.tate.2023.104087>
- Ok, A. & Eret, E. (2012). Teacher Education Reform Acts and the Question of Sustainability, Educational Reform in the 21<sup>st</sup> Century in the Balkan Countries, Bucharest, Romania.
- Oliva, P. F. (1997). *Developing the curriculum* (4<sup>th</sup> ed.). Longman.
- Olivier, K. L., & Oesterreich, H. A. (2013). Student-centred inquiry as curriculum as a model for field-based teacher education. *Journal of Curriculum Studies*, 45(3), 394-417, <https://doi.org/10.1080/00220272.2012.719550>
- Olmedo, I., & Harbon, L. (2010). Broadening our sights: internationalizing teacher education for a global arena. *Teaching Education*, 21(1), 75-88, <https://doi.org/10.1080/10476210903466992>
- O'Neill, G. (2010). Initiating curriculum revision: Exploring the practices of educational developers, *International Journal for Academic Development*, 15(1), 61-71, <https://doi.org/10.1080/13601440903529927>
- O'Neill, G., Donnelly, R., & Fitzmaurice, M. (2014). Supporting programme teams to develop sequencing in higher education curricula, *International Journal for Academic Development*, 19(4), 268-280, <https://doi.org/10.1080/1360144X.2013.867266>
- Opre, A., Zaharie, M., & Opre, D. (2008). Faculty development: Teaching staff needs, knowledge, and priorities. *Cognition, Brain and Behavior*, 12(1), 29–43.
- Organisation for Economic Co-operation and Development [OECD]. (2019). OECD Future of Education and Skills 2030: Curriculum analysis, Draft Change Management: Facilitating and Hindering Factors of Curriculum Implementation, Directorate for Education and Skills Education Policy Committee, Canada.

- Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum: foundations, principles and issues* (4<sup>th</sup> ed.). Pearson.
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: foundations, principles and issues* (7<sup>th</sup> ed.). Pearson.
- Ower, P. S. (2017). *Experiencing the implementation of new inquiry science curricula*, Unpublished Dissertation, DePaul University, Chicago, United States of America.
- Ozturk, G. (2018). İlk Yılında Yeni İngilizce Öğretmenliği Lisans Programı: Öğrenci ve Akademisyen Görüşleri, III. International Teacher Education Accreditation Congress, Ankara, Türkiye.
- Ozturk-Akar, E. (2014). Constraints of curriculum implementation as perceived by Turkish biology teacher, *Education and Science*, 39, 388-401, <http://dx.doi.org/10.15390/EB.2014.3092>
- Ozudogru, F. (2021). Teachers' perception of 2018 Turkish national curriculum change, *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 23(2), 459-476, <http://dx.doi.org/10.17556/erziefd.801060>.
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *HSR: Health Services Research*. 34(5), 1189-1208.
- Patton, M. Q. (2015). *Qualitative evaluation and research methods* (4<sup>th</sup> ed.). Sage.
- Paykoc, F. et al. (2004). What are the major curriculum issues? The use of mind-mapping as a brainstorming exercise. Proceedings of the First International Conference on Concept Mapping: Spain.
- Peck, C. A., Gallucci, C., & Sloan, T. (2010). Negotiating implementation of high-stakes performance assessment policies in teacher education: From compliance to inquiry, *Journal of Teacher Education*, 61(5), 451– 463, <http://dx.doi.org/10.1177/0022487109354520>
- Peercy, M. M., & Troyan, F. J. (2017). Making transparent the challenges of developing a practice-based pedagogy of teacher education, *Teaching and Teacher Education*, 61, 26-36, <http://dx.doi.org/10.1016/j.tate.2016.10.00>
- Pennington, M. C. (1989). Faculty development for language programs. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 91-110). Cambridge University Press.
- Perez, D. M. C. (2005). Curriculum reform and teacher education: The loss of innocence. *Taboo: The Journal of Culture and Education*, 9(1), 73-80.

- Peskova, K., Spurna, M., & Knecht, P. (2019). Teachers' acceptance of curriculum reform in the Czech Republic: One decade later. *CEPS Journal*, 9(2), 73-97, <http://dx.doi.org/10.26529/cepsj.560>
- Pillet, R. A. (1971). Boundaries of a curriculum network. *Curriculum Theory Network*, 7, 7-11.
- Pinar, W. F. (1995). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. P. Lang.
- Print, M. (1993). *Curriculum development and design*. Allen & Unwin.
- Putwain, D. W., & von der Embse, N. P. (2019). Teacher self-efficacy moderates the relations between imposed pressure from imposed curriculum changes and teacher stress, *Educational Psychology*, 39(1), 51-64, <http://dx.doi.org/10.1080/01443410.2018.1500681>
- Reimers, F. M. (2020). Thinking multidimensionally about ambitious educational change. In F. M. Reimers. *Audacious education purposes: How governments transform the goals of education systems* (pp.1-46). Springer Open.
- Roberts, P. J. (2014). *Curriculum decision making in a research university: An interplay between ideologies and influences*, Unpublished Doctoral Dissertation, Australian National University, Canberra, Australia.
- Rodgers, R., Christie, J., & Wideman, M. (2014). *The effects of a required faculty development program on novice faculty self-efficacy and teaching*. Toronto: Higher Education Quality Council of Ontario.
- Rogan, J. M. (2007). An uncertain harvest: a case study of implementation of innovation, *Journal of Curriculum Studies*, 39(1), 97-121, <http://dx.doi.org/10.1080/00220270500532448>.
- Rogan, J. M., & Grayson, D. J. (2003). Towards a theory of curriculum implementation with particular reference to science education in developing countries. *International Journal of Science Education*, 25(10), 1171-1204, <https://doi.org/10.1080/09500690210145819>
- Rudhumbu, N. (2015). Managing curriculum change from the middle: How academic middle managers enact their role in higher education, *International Journal of Higher Education*, 4(1), 106-119, <http://dx.doi.org/10.5430/ijhe.v4n1p106>
- Sahin, A. (2012). *Manifestations of curriculum change on organizational culture: Teachers' perceptions*. Unpublished PhD Thesis, Middle East Technical University, Ankara, Türkiye.
- Sahlberg, P. (2005). Curriculum change as learning: In search of better implementation. In P. Sahlberg (Ed.), *Curriculum reform and implementation in the 21st century: Policies, perspectives, and implementation* (pp. 18-30).

- Saka, Ö. (2020). Considerations on the new curriculum of English Language Teaching programmes, *Journal of Language and Linguistic Studies*, 16(3), 1189-1202, <http://dx.doi.org/10.17263/jlls.803633>.
- Sarakinioti, A., & Tsatsaroni, A. (2015). European education policy initiatives and teacher education curriculum reforms in Greece, *Education Inquiry*, 6(3), 259-288, <http://dx.doi.org/10.3402/edui.v6.28421>.
- Saylan, N. (2014). Constantly modified teacher training system, *International Journal of Curriculum and Instructional Studies*, 3(6), 9-19.
- Schwab, J. (1973). The practical 3: translation into curriculum, *School Review*, 81, 501-522.
- Segal, P. & Heath, M. (2020). The “wicked problem” of technology and teacher education: Examining teacher educator technology competencies in a field-based literacy methods course, *Journal of Digital Learning in Teacher Education*, 36(3), 185-200, <http://dx.doi.org/10.1080/21532974.2020.1753600>
- Sendag, S., & Gedik, N. (2015). Yükseköğretim dönüşümünün eşliğinde Türkiye’de öğretmen yetiştirme sorunları: Bir model önerisi, *Educational Technology Theory and Practice*, 5(1), 72-91, <https://doi.org/10.17943/etku.35232>
- Sert, M., Gundogdu, K., & Akar-Vural, R. (2018). Türkiye’de eğitim programları ve öğretim alanının bugünü, yarını. Paper presented at The 27th International Congress on Educational Sciences, Antalya, Türkiye.
- Sever, D., Kurum-Yapicioglu, D., & Atik-Kara, D. (2019). Problems of program in curriculum development and instruction according to the field experts and suggestions for the problems. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 48(1), 419-451.
- Sezgin, G. (2007). *An exploratory study of curricular change in an EFL context*. Unpublished MA(TEFL) Thesis, Bilkent University, Ankara, Türkiye.
- Siddiqui, A., Aslam, H. D., Yasmeeen, K., Qamar, N., Javed, S., & Khan, M. (2012). Analyzing perceived issues and challenges to professional development of faculty members in tertiary academic institutions: A comparative study of public and private universities of Punjab (Pakistan). *Journal of American Science*, 8(9), 70-78.
- Singh, G., & Richards, J. C. (2006). Teaching and learning in the language teacher education course room: A critical sociocultural perspective, *Regional Language Centre Journal*, 37(2) 149-175, <https://doi.org/10.1177/0033688206067426>
- Skyes, G., Bird, T., & Kennedy, M. (2010). Teacher education: Its problems and some prospects. *Journal of Teacher Education*, 61(5), 464-476, <https://doi.org/10.1177/0022487110375804>

- Smeed, J., Bourke, T., Nickerson, J., & Corsbie, T. (2015). Testing times for the implementation of curriculum change: Analysis and extension of a curriculum change model, *SAGE Open*, 1-14, <https://doi.org/10.1177/2158244015581018>
- Smith, K. (2003). So, what about the professional development of teacher educators? *European Journal of Teacher Education*, 26(2), 201–215, <https://doi.org/10.1080/0261976032000088738>
- Sloan, A., & Bowe, B. (2015). Experiences of computer science curriculum design: A phenomenological study, *Interchange*, 46, 121-142, <https://doi.org/10.1007/s10780-015-9231-0>
- Sozer, E. (1991). *Türk üniversitelerinde öğretmen yetiştirme sistemlerinin öğretmenlik davranışlarını kazandırma yönünden etkililiği*. Anadolu Üniversitesi Basımevi, Eskişehir.
- Stark, J. S. (2000). Planning introductory college courses: Content, context and form, *Instructional Science*, 28, 413-438.
- Steinbach, M. (2012). Obstacles to change in teacher education in Trinidad and Tobago, *The International Education Journal: Comparative Perspectives*, 11(1), 69–81.
- Storberg-Walker, J., & Torraco, R. (2004). Change and Higher Education: A Multidisciplinary Approach, Paper presented at the Academy of Human Resource Development International Conference (AHRD), Austin, Texas, 2004.
- Stroebe, W. (2016). Why good teaching evaluations may reward bad teaching: On grade inflation and other unintended consequences of student evaluations, *Perspectives on Psychological Science*, 11(6), 800-816, <https://doi.org/10.1177/1745691616650284>
- Swennen, A., Jones, K., & Volman, M. (2010) Teacher educators: Their identities, sub-identities and implications for professional development, *Professional Development in Education*, 36(1-2), 131-148, <https://doi.org/10.1080/19415250903457893>
- Şahin, İ. (2014). Öğretmen adaylarının nasıl yetiştirildiklerine ilişkin görüşleri. *Kasta-monu Eğitim Dergisi*, 22(1), 241-258.
- Taylor, M. W. (2013). Replacing the ‘teacher-proof’ curriculum with the ‘curriculum-proof’ teacher: Toward more effective interactions with mathematics textbooks, *Curriculum Studies*, 45(3), 295–321, <http://dx.doi.org/10.1080/00220272.2012.710253>
- Taylor, A., & McQuiggan, C. (2008). Faculty development programming: If we built it, will they come? *Educause Quarterly*, 3, 28–37.
- Theodorou, E., Philippou, S., & Kontovourki, S. (2017). Caught between worlds of expertise: Elementary teachers amidst official curriculum development

- processes in Cyprus, *Curriculum Inquiry*, 47(2), 217-240, <https://doi.org/10.1080/03626784.2017.1283591>
- Topal, İ. H. (2020). Foreign language teacher education in focus: A historical perspective from Turkish context. In B. Kırmızı, A. Alhrdan, B. Yapıcı & M. Ekinci (Eds.), *Interdisciplinary Language and Literature Studies* (pp. 289-298). Aybil Yayınları.
- Towle, C. (1949). Issues and problems in curriculum development, *Social Work Journal*, 30(2), 67-75.
- Towndrow, P. A., Silver, R. E., & Albright, J. (2009). Setting expectations for educational innovations, *Journal of Educational Change*, 11, 425-455, <https://doi.org/10.1007/s10833-009-9119-9>
- Trinkaus, J. W., & Booke, A. L. (1980). The curriculum change process: Participants, strategies, and tactics, *Research in Higher Education*, 13(4), 307-318.
- Tytler, R. (2007). School innovation in science: a model for supporting school and teacher development, *Research in Science Education*, 37, 189-216, <https://doi.org/10.1007/s11165-006-9022-9>
- Ulubey, O., & Basaran, S. (2019). Evaluation of 2018 initial teacher training programs, *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 9(2), 263-300, <https://doi.org/10.31704/ijocis.2019.012>
- Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement, *Research in Higher Education*, 46(2), 153-184, <https://doi.org/10.1007/s11162-004-1598-1>
- Unsal, S., Cetin, A., Korkmaz, F., & Aydemir, M. (2019). The Change in the Curricula: Teachers' Perceptions, *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 48(1), 623-661.
- Uzel, F. E. (2002). *An assessment of the curricular change process in initiating content-based instruction in the first-year English program at Bilkent University and its implications for professional development: A case study*. Unpublished PhD Thesis, Bilkent University, Ankara, Türkiye.
- Uztosun, M. S., & Troudi, S. (2015). Lecturers' views of curriculum change at English language teaching departments in Türkiye, *Novitas-ROYAL (Research on Youth and Language)*, 9(1), 15-29.
- Van den Akker, J. (2006). Curriculum development re-invented: evolving challenges for SLO. In J. Letschert (Ed.), *Curriculum development re-invented: Proceedings of the invitational conference on the occasion of 30 years SLO 1975-2005*, Leiden (pp. 16-31). Stichting Leerplan Ontwikkeling (SLO).
- Van-Manen, M. (1990). *Researching lived experience: human science for an action sensitive pedagogy*. Althouse Press, Ontario.

- VERBI Software. (2021). MAXQDA 2022 [computer software]. Berlin, Germany: VERBI Software. Available from maxqda.com.
- Volante, L., & Fazio, X. (2007). Exploring teacher candidates' assessment literacy: Implications for teacher education reform and professional development, *Canadian Journal of Education*, 30, 749-770, <https://doi.org/10.2307/20466661>
- Vonk, J. H. C. (1995). Teacher education and reform in Western Europe: Socio-political contexts and actual reforms, in N. K. Shimara & I.Z. Holowinsky (Eds) *Teacher Education in Industrialized Nations: Issues in Changing Social Contexts*, (pp. 225-312). Garland Publishing Inc.
- Walker-Bethea, T. E., Villagomez, C., Allen, B. A., & Berry, C. (2021). Framing clear academic pathways: The curricular coherency and efficiency project at Winston-Salem State University, *International Journal of Teaching and Learning in Higher Education*, 33(1), 73-78.
- Wallin, D. L., & Smith, C. L. (2005). Professional development needs of full-time faculty in technical colleges. *Community College Journal of Research and Practice*, 29(2), 87-108, <https://doi.org/10.1080/10668920590524238>
- Walsh, C., Tannehill, D., & MacPhail, A. (2022): The perceived needs of teacher educators as they strive to implement curriculum change. *Curriculum Studies in Health and Physical Education*, 1-14. <https://doi.org/10.1080/25742981.2022.2032778>
- Wang, J., Odell, S. J., Klecka, C. L., Spalding, E., & Lin, E. (2010). Understanding teacher education reform, *Journal of Teacher Education*, 61(5), 395-402, <https://doi.org/10.1177/0022487110384219>.
- Wang, H., & Cheng, L. (2005). The impact of curriculum innovation on the cultures of teaching, *The Asian EFL Journal Quarterly*, 7(4), 7-32.
- Waugh, R. F., & Punch, K. F. (1987). Teacher receptivity to system-wide change in the implementation stage, *Review of Educational Research*, 57(3), 237-254, <https://doi.org/10.2307/1170458>
- Wedell, M., & Grassick, L. (2018). *International perspectives on teachers living with curriculum change*. Palgrave Macmillan.
- Wedell, M., & Malderez, A. (2013). *Understanding language classroom contexts: the starting point for change*. Bloomsbury Academic.
- Weinberg, B. A., Hashimoto, M., & Fleisher, B. M. (2009). Evaluating teaching in higher education, *The Journal of Economic Education*, 40(3), 227-261, <https://doi.org/10.3200/JECE.40.3.227-261>
- Wilkerson, L., & Irby, D. M. (1998). Strategies for improving teaching practices: A comprehensive approach to faculty development. *Academic Medicine*, 73, 387-396, <https://doi.org/10.1097/00001888-199804000-00011>

- Willemse, T. M., Boei, F., & Pillen, M. (2016). Fostering teacher educators' professional development on practice-based research through communities of inquiry. *Vocations and Learning*, 9, 85-110, <https://doi.org/10.1007/s12186-015-9142-3>
- Willemse, M., Lunenberg, M., & Korthagen, F. (2005). Values in education: A challenge for teacher educators, *Teaching and Teacher Education*, 21(2), 205-217, <https://doi.org/10.1016/j.tate.2004.12.009>
- Worthen, B. R. & Sanders, J. R. (1987) *Educational evaluation: Alternative approaches and practical guidelines*. Longman.
- Yan, C. (2015). We can't change much unless the exams change: Teachers' dilemmas in the curriculum reform in China, *Improving Schools*, 18(1), 5-19, <https://doi.org/10.1177/1365480214553744>
- Yavuz, A., & Zehir-Topkaya, E. (2013). Teacher educators' evaluation of the English language teaching program: A Turkish case, *Novitas-ROYAL Research on Youth and Language*, 7(1), 64-83.
- Yeo, M., Lafave, M., Westbrook, K., Valdez, D., Eubank, B., & McAllistar, J. (2016). Curricular change: Deepening professional community, *Transformative Dialogues: Teaching & Learning Journal*, 9(1), 1-12.
- Yerin-Güneri, O., Eret-Orhan, E., & Çapa-Aydın, Y. (2017). Professional development needs of junior faculty: a survey study in a public university in Türkiye. *Yükseköğretim Dergisi*, 7(2), 73-81, <https://doi.org/10.2399/yod.17.005>
- Yildirim, A., & Simsek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri*. (10<sup>th</sup> ed.). Seçkin Yayıncılık.
- Yildirim-Yanılmaz, T. N. (2009). *The effect of educational ideologies on teachers' attitudes towards curriculum change*. Unpublished M. Sc. Thesis, Middle East Technical University, Ankara, Türkiye.
- Yucel, E., Dimici, K., Yıldız, B., & Bümen, N. (2017). An analysis of the primary and secondary school English language curricula published over the last 15 years, *Ege Eğitim Dergisi*, 18(2), 702-737, <https://doi.org/10.12984/egeefd.305922>
- Zayim, M. (2015). *Modeling public school teachers' change implementation behaviors: Interrelations among change antecedents, change-related affect, commitment to change, and job satisfaction*. Unpublished PhD Thesis, Middle East Technical University, Ankara, Türkiye.
- Zeichner, K. (2014). The struggle for the soul of teaching and teacher education in the USA. *Journal of Education for Teaching*, 40(5), 551-568, <https://doi.org/10.1080/02607476.2014.956544>

- Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education, *Journal of Teacher Education*, 61(5), 422–431, <https://doi.org/10.1177/0022487110375802>.
- Zhidong, B. (2012). An exploration of the driving force behind teacher resistance to curriculum change. In: Chen S., Kompf M. (eds) *Chinese Scholars on Western Ideas about Thinking, Leadership, Reform and Development in Education. Critical Issues in the Future of Learning and Teaching*, Sense Publishers.
- Zimmerman, J. (2006). Why some teachers resist change and what principals can do about it, *NASSP Bulletin*, 90(3), 238-249, <https://doi.org/10.1177/0192636506291521>

## APPENDICES

### A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



DUMLUPINAR BULVARI 06800  
ÇANKAYA ANKARA/TURKEY  
T: +90 312 210 22 91  
F: +90 312 210 79 59  
ueam@metu.edu.tr  
www.ueam.metu.edu.tr

Sayı: 28620816 / 337

06 AĞUSTOS 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

**Sayın Prof. Dr. Ahmet OK**

Danışmanlığımızı yürüttüğünüz Özge Aydın'ın "Öğretmen Eğitiminde Program Değişimi: Öğretim Üyelerinin Bakış Açılarının ve Bu Bakış Açılarını Etkileyen Etmenlerin Araştırılması" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 337-ODTU-2021 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY  
İAEK Başkan

## B. CURRICULUM VITAE

ÖZGE AYDIN

### EDUCATIONAL BACKGROUND

- September, 2017 – September, 2023 **Philosophy of Doctorate, Curriculum and Instruction, GPA: 4.00 / 4.00**  
Department of Educational Sciences,  
Faculty of Education, Middle East  
Technical University
- September, 2013 – September, 2016 **Master of Science, Curriculum and Instruction, GPA: 3.93 / 4.00**  
Department of Educational Sciences,  
Faculty of Education, Middle East  
Technical University
- September, 2008 – June, 2012 **Bachelor of Arts, English Language Teaching, GPA: 3.91 / 4.00**  
Department of Foreign Language  
Education, Faculty of Education,  
Middle East Technical University
- 2011 – 2012 **Minor Degree Program in German Language, GPA: 3.92 / 4.00**  
Department of Foreign Language  
Education, Faculty of Education,  
Middle East Technical University
- 2004 – 2008 Sinop Anatolian Teachers' Training  
High School, GPA: 93.29 / 100

### PROFESSIONAL EXPERIENCE

- July, 2022 – September, 2023 **Test Office Member & Instructor of English**  
Department of Basic English  
Gendarmerie and Coast Guard Academy  
Ankara/TURKEY
- January, 2020 – June, 2022 **Instructor of English**

Department of Basic English  
Gendarmerie and Coast Guard Academy  
Ankara/TURKEY

September, 2017 – January 2020

**Academic Coordinator**  
Department of Basic English  
Gendarmerie and Coast Guard Academy  
Ankara/TURKEY

2013 – 2017

**Instructor of English**  
School of Foreign Languages  
University of Turkish Aeronautical  
Association Ankara/TURKEY

November, 2012 – May, 2013

**Comenius Assistant**  
Lifelong Learning Program, Ministry for  
European Union Affairs  
Hoffmann-Schule Betzingen,  
Reutlingen/GERMANY

2010 – 2011

**Teacher of Geography** (*Voluntary*)  
Uygar Visually Impaired Students Institution  
Ankara/TURKEY

### **PROFESSIONAL TRAININGS AND WORKSHOPS**

2018 – 2019

Ankara/TURKEY

**Project-based Learning and Life Skills** by  
Teresa Doğuelli, Macmillan Education / Dünya  
Education  
Gendarmerie and Coast Guard Academy

2014 – 2015

Ankara/TURKEY

**UTAA Teaching Improvement and  
Development Programme** by Tony Gurr &  
JT Rehill, LEAD Turkey-PEARSON  
University of Turkish Aeronautical  
Association

2013 – 2014

Ankara/TURKEY

**UTAA Teacher Learning and Professional  
Development Programme** by Aydan Ersöz &  
Tony Gurr, LEAD Turkey-PEARSON  
University of Turkish Aeronautical  
Association

May, 2019

Antalya / TURKEY

**The 3<sup>rd</sup> University Forum on Quality in  
Language Provision**  
Macmillan Education, NILE & Equals

June, 2015

Eskişehir / TURKEY

**Türkiye’de Program Değerlendirme  
Çalışmaları**  
Anadolu University & EPODER

### **ORAL PRESENTATIONS**

**ICCI-EPOK 2022**

Ankara / TURKEY

**10<sup>th</sup> International Congress on Curriculum and Instruction**

*Curricula Change in Teacher Education Before and After the Delegation of Authority: A Phenomenological Study on Faculty Members’ Perceptions and Metaphors* (with Prof. Dr. Ahmet OK, Department of Educational Sciences, METU)

**IPCEDU 2021**

Antalya / TURKEY

**International PEGEM Conference on Education**

*Presentation 1: A Systematic Review on Teacher’s Expectations and Classroom Behaviours* (with Prof. Dr. Ahmet OK, Department of Educational Sciences, METU)

*Presentation 2: Phenomenological Study on Thesis/Dissertation Supervision Process from the Viewpoints of Graduate Students*

**ICES/UEBK 2018**

Antalya / TURKEY

**27<sup>th</sup> International Conference on Educational Sciences**

*Presentation 1: An Exploration on*

*Mentoring Process in ELT Practicum: Perspectives of Student Teachers, Cooperating Teachers, and Supervisors Voices* (with Prof. Dr. Ahmet OK, Department of Educational Sciences, METU)

*Presentation 2: The Evaluation of Academic Writing Skills Course at a Foundation University via Bellon & Handler’s Evaluation Framework* (with Prof. Dr. Ahmet OK, Department of Educational Sciences, METU)

**ICES/UEBK 2017**

Antalya / TURKEY

**26<sup>th</sup> International Conference on Educational Sciences**

*Mentoring Practices in ELT Practicum: Cooperating Teachers’ Roles vs. Student Teachers’ Voices* (with Prof. Dr. Ahmet OK, Department of Educational Sciences, METU)

## **PUBLICATIONS**

- Book Chapter** **Salgınla Yasamak Güvenlik ve Gelecek (2020), Chapter: 20. Yüzyılda Meydana Gelen Büyük Salgın Hastalıklar ve Alınan Dersler**, Demirciođlu, İsmail Hakkı, Başaranel, Bürke Uđur, Sungur, Bülent, İnan, Yunus, Aydın, Özge, Yüceer, Gülçin, Pegem Akademi, Editors: Demirciođlu, İsmail Hakkı; Avşar, Zakir; Tuncer, Can Ozan. ISBN:9786257880282, Turkish.
- Articles** Aydın, Ö., & Ok, A. (2022). A systematic review on teacher's expectations and classroom behaviours. *International Journal of Curriculum and Instructional Studies*, 12(1), 247-274.
- Aydın, Ö. & Ok, A. (2022). Mentoring practices in ELT practicum: What do the leading actors experience? *The Journal of Language Teaching and Learning*, 12(1), 78-90.
- Aydın, Ö., & Ok, A. (2019). Mentoring Practices in English Language Teaching Practicum: Student Teachers' Perspectives on Cooperating Teachers' Roles in the Turkish Context. *The Teacher Educator*, 55(3), 1-19.

## **AWARDS AND HONOURS**

- 2018 **Certificate of Commendation for Academic Performance**  
Gendarmerie and Coast Guard Academy
- 2012 **Ranked 1<sup>st</sup> at Department of Foreign Language Education**  
**Dean's High Honour List:** Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012  
Middle East Technical University

## **PROFESSIONAL MEMBERSHIPS**

- Since 2017 (EPODER) Turkish Curriculum and Instruction Association

### C. INTERVIEW SCHEDULE FOR FACULTY MEMBERS

**Görüşme Nu.:** \_\_\_\_ **Tarih:** \_\_\_\_ **Başlama-Bitiş Zamanı:** \_\_\_\_ **Rumuz:** \_\_\_\_

Değerli Öğretim Elemanı,

Orta Doğu Teknik Üniversitesi Eğitim Fakültesi, Eğitim Programları ve Öğretim Bölümü'nde doktora adayım ve şu an Jandarma ve Sahil Güvenlik Akademisi'nde İngilizce Öğretim Görevlisi olarak görev yapmaktayım. Doktora tezim kapsamında Eğitim Fakülteleri'nde lisans programları değişikliği olgusunu incelemekteyim. Bu amaçla, öğretim elemanlarının program değişikliği algılarını, mevcut rollerini, sorumluluklarını ve programla ilgili uygulamalarını ve Eğitim Programları ve Öğretim alanındaki yeterlik algılarını incelemeyi amaçlıyorum. Araştırma bulgularının, öğretim elemanlarının bakış açılarını ve muhtemel mesleki gelişim ihtiyaçlarını ortaya çıkararak yükseköğretimdeki öğretmen yetiştirme program değişikliği olgusunun anlamlandırılmasına katkıda bulunması beklenmektedir. Bu noktada değerli katkılarınız için teşekkür ederiz.

Görüşme sorularından önce size yanıtlarınızın üçüncü kişilerle paylaşılmayacağını ve kesinlikle gizli tutulacağını bildirmek isterim. Ayrıca kişisel bilgileriniz çalışma boyunca korunacaktır. Eğer görüşme süresince herhangi bir sebeple rahatsız hissederseniz görüşmeyi yarıda bırakabilir ve yapılan kaydı silinmesini talep edebilirsiniz.

Görüşmenin yaklaşık 50 dakika sürmesi beklenmektedir. Veri kaybını önlemek ve analizi kolaylaştırmak için izin verirseniz görüşmemizi kayda almak istiyorum.

Başlamadan önce sormak ya da söylemek istediğiniz herhangi bir şey varsa yanıtlayabilirim.

Görüşmeyi şu an başlatıyorum.

Özge AYDIN

Prof. Dr. Ahmet OK

Orta Doğu Teknik Üniversitesi

Eğitim Fakültesi, Eğitim Programları ve Öğretim Bölümü

## 1. Bölüm: Kişisel Bilgiler

1. Mezun olduğunuz lisans, yüksek lisans ve doktora programlarını yıl, üniversite ve bölüm bilgileriyle birlikte belirtir misiniz?
2. Temel araştırma alanlarınız nelerdir?
3. Öğretmen yetiştirme sürecinde kaç yıllık deneyime sahipsiniz? Hangi üniversitelerde çalıştınız/görevlerde bulundunuz?
4. Bugüne kadar Eğitim / Eğitim Bilimleri Fakültesi çatısı altında hangi lisans derslerini verdiniz?
  - 4.1. Bu derslerin tasarlama süreçlerini nasıl yürüttünüz?
5. Görev yaptığınız fakültede akademik danışmanlık, tez danışmanlığı ve öğretim dışında başka ne gibi görevleriniz/sorumluluklarınız bulunuyor?
6. Daha önce öğretmen yetiştirme lisans programları düzeyinde ya da başka bir alanda program geliştirme/güncelleme çalışmasına katıldınız mı?
  - 6.1. Cevabınız *evet* ise ne zaman ve nasıl?
  - 6.2. YÖK tarafından davet edilip katılmama durumunuz olduysa gerekçesini açıklayabilir misiniz?
7. Bir öğretim elemanı olarak katıldığınız Eğitim Programları ve Öğretim alanı odaklı mesleki gelişim programları/eğitimleri nelerdir? Bu programların içeriği, hedefleri ve size katkıları?

## 2. Bölüm: Görüşme Soruları

1. Bir öğretim üyesi olarak 1982 yılından bu yana YÖK tarafından öğretmen yetiştirme programlarında gerçekleştirilen değişiklikleri bir ya da birkaç kez deneyimlemiş olmalısınız. YÖK'ün program değişikliği çalışmalarını nasıl değerlendiriyorsunuz?

*Sonda: Program değişikliği konusunda YÖK'ten beklentileriniz neydi? Bu beklentileriniz karşılandı ise ne oranda? Karşılanmadı ise neden?*

*Sonda: YÖK tarafından izlenen yaklaşımı/yöntemi, çalışma komitelerini, düzenlenen çalıştayları nasıl değerlendiriyorsunuz?*

*Sonda: Bu program değişikliklerini verdiğiniz derslerdeki öğrenme-öğretme süreçlerine nasıl ve ne oranda yansıtınız?*
2. Öğretmen yetiştirme programlarının geliştirilmesi ve yeniden düzenlenmesi konusunda YÖK'ün 2020 yılında aldığı Eğitim Fakültelerine yetki devri

kararını nasıl değerlendiriyorsunuz?

3. Bu kararın ardından bulunduğunuz fakültede halen YÖK'ün 2018-19 program değişikliği mi uygulanmakta?

3.1. Cevabınız *evet* ise hangi sebeple? (*Bu soruya “Evet” yanıtını veren katılımcılara 4, 5, 6, 7 ve 8. görüşme soruları “YÖK’ün 2018-19 Program Değişikliği” temel alınarak sorulacaktır.*)

3.2. Cevabınız *hayır* ise bulunduğunuz fakültedeki program değişikliği planlamalarının hangi safhalarında, ne tür roller ve kararlar aldınız/almaktasınız? Bu sürecin fakültenizdeki işleyişi nasıl ilerlemektedir?

4. **YÖK’ün 2018-19 program değişikliğinin** ya da fakülteniz tarafından planlanmakta olan, planlanmış ve/veya uygulamaya konan öğretmen yetiştirme program değişikliğinin arkasındaki dayanaklarını nasıl nitelendiriyorsunuz?

*Sonda: Bir öğretim üyesi olarak böyle bir program değişikliği ihtiyacını ne ölçüde hissetmişsiniz? Neden?*

5. **YÖK’ün 2018-19 program değişikliğinin** ya da fakültenizde planlanmakta olan, planlanmış ve/veya uygulamaya konan öğretmen yetiştirme program değişikliğinin temel özelliklerini nasıl değerlendirirsiniz?

*Sonda: Program kitapçığının giriş kısmındaki açıklamalardan ne derece memnunsunuz? Bu değişimin amaçları, hedefleri ve araçları sizce ne ölçüde açık ve anlaşılırdır? Neden?*

*Sonda: Bu değişimin -var ise- zorluklarını nasıl değerlendirirsiniz? Programdaki derslerinizin tasarımı, öğretimi ve/veya ölçme-değerlendirmesi açısından sizden beklenenler ne kadar anlaşılır ve üstesinden gelinebilir olmuştur? Neden?*

*Sonda: Bu değişimin niteliğini ve uygulanabilirliğini nasıl değerlendiriyorsunuz?*

6. Program geliştirme açısından düşünüldüğünde **YÖK’ün 2018-19 program değişikliğini** ya da fakültenizde planlanmakta olan, planlanmış ve/veya uygulamaya konan program değişikliğini nasıl değerlendiriyorsunuz?

*Sonda: Programın felsefesinin, amaçlarının ve hedeflerinin kurumsal*

hedeflerle, Bologna süreci program yeterlikleriyle, öğretmen adaylarının ihtiyaçlarıyla ve sektördeki önceliklerle uyumu nasıldır?

**Sonda:** Programdaki ders içerikleri ve sıralanışları, öğretim yöntem ve teknikleri, ölçme ve değerlendirme nasıldır?

7. Yukarıda bahsi geçen program değişikliğinin uygulanması aşamasında bulunduğunuz fakültenin hazırbulunuşluğunu nasıl görüyorsunuz?

**Sonda:** Fakültenizin fiziksel altyapısı ve insan kaynakları nasıldır?

**Sonda:** İdari kadronun değişimdeki liderliği konusundaki değerlendirmeniz?

8. Öğretim üyelerinin öğretmen yetiştirme programlarını geliştirirken, güncellerken, uygularken ya da değerlendirirken sahip olmaları gereken bilgi, beceri ve tutum özellikleri sizce nelerdir?

9. Deneyim ve gözlemlerinizi doğrultusunda bu bilgi, beceri ve tutum özelliklerine ne oranda sahip olduğunuzu düşünüyorsunuz?

**Sonda:** Öğretim üyelerinin bu bilgi, beceri ve tutumları nasıl zenginleştirilebilir?

10. Öğretim üyelerinin öğretmen yetiştirme programlarını geliştirirken, güncellerken, uygularken ya da değerlendirirken üstlenmeleri gereken rol ve sorumluluklar sizce nelerdir?

**Sonda:** Sizce öğretim üyeleri bu rol ve sorumlulukları ne oranda gerçekleştirebilmekte? Neden?

11. Öğretim üyelerinin öğretmen yetiştirme program değişikliği sürecinde karşılaşılabilecekleri muhtemel zorluklar sizce nelerdir?

**Sonda:** Bu zorlukların olası nedenleri sizce nelerdir?

**Sonda:** Daha etkili bir program değişikliği süreci sizce nasıl sağlanabilir?

12. Program değişikliğine ilişkin duruşunuzu/tavrınızı/yaklaşımınızı tanımlayacak olsanız seçeceğiniz metafor/mecaz ne olurdu? Neden?

Görüşmemiz sona ermiştir. Katkınız, desteğiniz ve ayırdığınız değerli zaman için teşekkür ederiz.

## D. CONSENT FORM FOR FACULTY MEMBERS

### Arařtırmaya Gönüllü Katılım Formu

Bu arařtırma, ODTÜ Eğitim Bilimleri, Eğitim Programları ve Öğretim Ana Bilim Dalı'nda Doktora adayı olan Özge Aydın tarafından, Prof. Dr. Ahmet Ok danışmanlığındaki doktora tezi kapsamında yürütölmektedir. Bu form sizi arařtırma hakkında bilgilendirmek üzere hazırlanmıřtır.

**Çalıřmanın Amacı Nedir?** Arařtırmanın amacı, Eğitim/Eğitim Bilimleri Fakülteleri'nde çalıřan öğretim üyelerinin öğretmen eğitiminde program deęiřimi olgusuna bakıř açılarını, bu bakıř açılarını etkileyen etmenlerle birlikte incelemektir. Çalıřma ayrıca öğretim üyelerinin buldukları fakültelerde bir programı geliřtirirken, yenilerken ya da uygularken mevcut rol ve sorumluluklarını, programsal uygulamalarını ve bu alandaki yeterlik algılarını arařtırmayı hedeflemektedir.

**Bize Nasıl Yardımcı Olmanızı İsteyeceęiz?** Arařtırmaya katılmayı kabul ederseniz, sizden beklenen, arařtırmacı ile yaklaşık 40 dakika sürecek bir görüşme gerçekleřtirmenizdir. Bu görüşmede arařtırmacı tarafından size bir dizi açık uçlu soru yöneltilecek ve sonrasındaki içerik analizi için yanıtlarınızın ses kaydı alınacaktır.

**Sizden Topladığımız Bilgileri Nasıl Kullanacağız?** Arařtırmaya katılımınız tamamen gönüllölük esasına dayalıdır. Saęlayacağınız bilgiler ve cevaplarınız tamamen gizli tutulacak ve sadece ilgili arařtırmacılar tarafından toplu halde deęerlendirilip bilimsel yayımlarda kullanılacaktır. Saęladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eřleřtirilmeyecektir.

**Katılımınızla ilgili bilmeniz gerekenler:** Görüşme, kişisel rahatsızlık verecek sorular içermemektedir. Ancak katılımınız esnasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini

yarıda bırakıp çıkabilirsiniz. Böyle bir durumda arařtırmacıya, görüřmeden ayrılmak istediđinizi söylemeniz yeterli olacaktır.

Bu çalıřmaya katıldıđınız için řimdiden teřekkür ederiz. Çalıřma hakkında daha fazla bilgi almak isterseniz arařtırmayı yürüten doktor adayı Özge Aydın ya da tez danıřmanı Prof. Dr. Ahmet Ok ile iletiřim kurabilirsiniz.

***Yukarıdaki bilgileri okudum ve bu çalıřmaya tamamen gönüllü olarak katılıyorum.***

İsim-Soyad

Tarih

İmza



Discarding must courses due to high ECTS credits

35 8. Öğretim üyelerinin öğretmen yetiştirme programlarını geliştirirken, güncellerken, uygularken ya da değerlendirenken sahip olmaları gereken bilgi, beceri ve tutum özellikleri sizce nelerdir? Bu program geliştirme ve güncelleme süreçlerinde öğretim üyelerimiz sizce ne gibi rol ve sorumlulukları üstlenmelidir? 10. Program geliştirme alanı noktasında öğretim üyelerimiz sizce bunu gerçekleştirmekte ne oranda iyiler? Öğretim üyelerimizin bu rol ve sorumlulukları ne oranda sahip olduğunu düşünüyorsunuz?

36 Ben biraz daha şahsi olarak bakacağım. Öğretim [Eğitim] Programları alanında ben de bir eğitimciyim ama bu alanda okuduğum epey de kitap, makale oldu. Özellikle Maarif Vakfı'na program geliştirmiş yaptığımız çokça örnek gördük. Yine Oxford, Cambridge, Pearson gibi kurumlarla görüştük. Onların programlarından yardım aldık. Program uzmanlarından yardım aldık. Buradan hareketle program geliştirme aşamasında bir öğretim elemanının ya da bölümün insan kaynaklarında ne olması gerektiğini düşündüğümüzde öncelikle programın ne olduğunu bilmesine ihtiyaç var. Çünkü, ben kendi bölümüm adına da söylüyorum. Programdan haberi yok. Program kim yapar, niye yapılır? Onu da bilmez. O girdiği ders bilir veya gereği saati bilir. İşte 20 saat dersim olsun gibi. Dolayısıyla öğretim elemanının program nedir bilmesi gerekiyor, bir program ne işe yarar, bilmesi gerekiyor. İkincisi, programın temel bileşenleri nedir, onu bilmesi gerekiyor. Temel bileşenleri işte Eğitim Fakültesi olduğumuz için alan dersi, alan eğitimi dersi, eğitim dersi, genel kültür dersi gibi. Bunları bilmeli ve bunların gereğine inanmalı. Çünkü, kendi alanında bile alancalarımız var, alan eğitimcilerine diyor ki "Buna ne gerek var? Bunu zaten yapıyor." diyor. Yapar değil, bu bir iş. Bu bir uzmanlık alanı. Bu temel, bunları bilmesini ve bunların gerekli olduğuna inanmasına ya da olumlu tutuma ihtiyacı var. Yine öğretim elemanlarının bilmesi gereken şeyler, onları sınırlandıran unsurlar nelerdir? Mesela Türkiye Yükseköğretim Yeterlikler Çerçevesi kavramını yeni duyan öğretim elemanlarımız vardı bu program geliştirenler. O da ne ki? diyor. "Avrupa dayatıyor siz de yapıyorsunuz" diyor. Dayatıyor derken bu devletin bir şeyi, 2010 yılından beri uygulamaya başlamış, 2015 veya 2016 yılında imzalanmış, yayınlanmış, bunları bilmesi gerekiyor. Kültürler arası kavramı uluslararası tanınmış bilmesi gerekiyor. Yoksa kültürler arası kendi kültürünü empoze etme anlamında değil. Program hangi alanda olursa olsun, program yapımında temel kavramlar var bir de. Sınırlandırmalar var. Onları bilmesi gerekiyor. Bunlardan birisi de şey. Bologna süreci çerçevesindeki AKTS. AKTS'nin ne olduğunu iyi kavraması gerekiyor öğretim elemanlarımızın program geliştirenler. Çünkü, herkes kendi dersinin önemli olduğunu inanın ve dersinin saatinin yüksek olması gerektiğine inanıyor. Sonra diyoruz ki "Burada ne yapacağımız" diye hocaya soruyoruz. "Şunu anlatacağım, bunu anlatacağım." Ama ne diye öğretimin yetiştirildiğini farkında değil. Diyoruz ki "Bak AKTS'de o zaman 3 saat istiyorsan bunu bize iyi bir içerik hazırlaman gerekiyor içinde uygulamanın vb. olduğu." O zaman, yok. Onları bilmiyor. Bunun özellikle temel olarak da bu Bologna süreci ve AKTS kavramını iyi bilmesi gerekiyor. AKTS nasıl hesaplanıyor bilmesi gerekiyor. Bir başka şey, yine öğretim elemanlarımızın yetiştireceği öğrencilerde ne gibi nitelikler bulunması gerektiğini bütünüyle görmesi gerekiyor. Yani bu öğretimin neye ihtiyacı var? Bugünkü

...No formal training in C&I  
...Demanding help from C&I specialists/colleagues  
...Readings in the field of C&I  
...Seeing the picture/program holistically  
...Attention only to their own courses  
...Need for program literacy  
ack of knowledge of pedagogy, area, and general know. are  
...Need to know HEC's Framework for Competencies  
need to know key concepts(multiculturalism, ECTS, inclusive ed)  
designing new courses in line with HEC's descriptions/ECTS  
...Quotation - Faculty Members' Needs (in T.E. & C.I.)  
...Lack of instructional design perspectives  
...Trying to foresee prospective applications in T.E.

Discarding must courses due to high ECTS credits

37 11. Yetki Devri kararından sonra öğretim üyeleri program değişikliği sürecinde karşılaşılabilecekleri muhtemel riskler sorularla sizce nelerdir?

38 Zorluk şöyle bir şeyle karşılaştık. Eğitim derslerini YÖK'ün bir şeyi vardı bu kadar eğitim dersi olacak diye. Bu biraz da benim şahsi kanaatim. Eğitim derslerinin alandan Çift tıklayan => Paragrafa git formasyon dersi olarak geçen derslerin sayısının biraz daha azaltılması gerektiğini düşünüyorum. Bu bizde de bir zorluk olarak karşımıza çıktı. Eğitimci olmamızın zorunlu olarak öğretim üyesi var bizde. Karşı çıktılar. Gerektikleri kendi derslerinin çok önemli olması ya da alt yapıda kendilerine az ders kalacağını düşünmeleri gibi şeyler de olabilir. Ne geçiyorsa aklından... Bu bize bir zorluk olarak yansıdı ama biz bunu fakülte olarak aşmıştık daha sonra. Yani bölüm olarak aşamayabiliriz, çünkü fakülteye, üni'ye bağlıız ama fakülte olarak eğitim alanındaki derslerden kredi aktardık buraya. Muhtemel zorluk burası. Başka yerde de bazen kolaylık da olabilir yani bölümdeki hocalar kendilerine iş çıkmaması diye de uğraşabilir. Ama biz oradan ders alamız diye uğraşmış. O temel bir zorluk durumuydu. Bir de, Türkiye'deki diğer üni'lardan, 30 üni'den görüş aldığımızda oradaki öğretim elemanlarının tabii çeşitli geçmişleri var, nereden geldikleri, hedeflerinin ne olduğunu konusunda geçmişleri de var. Planları da var. Onların bazı dersler için tepkileriyle karşılaştık. "Bu ders niye kaldırdınız? Bu ders olmalıydı. Mutlaka olmalı. Gazi hedeflerini aşmışm," gibi tepkileriyle de karşılaştık. Ya da kaldığımız derse değil de eklediğimiz derse "Neye böyle bir derse geçiyorsunuz? Ne gerek var? Bu eğitimcilerin işi." Örneğin, Kapsayıcı Eğitim gibi bir ders koymaya çalıştığımızda ancak açıklanınca böyle zorluğu aşabiliyoruz. Dedik ki biz "Ülkemizde misafirler var şu an. Göçmen statüsünde olanlar var. Bir de Türkiye'de 1.000.000'dan fazla çeşitli engelli olan insanlar var. Zihinsel engeli, ya da üstün yeteneği olan, ya da duyma becerisinde vs. zayıflık olanlar var. Onlara da dil eğitimi konusunda bir şeyler söyleyenecek bir derse ihtiyacımız var." dediğimizde "Haa kapsayıcı eğitim o mu?" dediler. Alandaki kişilerin kendi tutumları ya da muhafazakarlıkları da bu konuda bize bir engel teşkil etti az da olsa. Ama tabii nihayetinde karar verici bizdik. Aştık onları. Bizim programımız şu an buradaki bahsettiğimiz 30 fakülteden de daha fazla fakültede alındı, çeşitli uyarlamalarla, değişikliklerle onlarda da uygulanacak. Doğrudan alanlar oldu. Ama "Bizde bu derse verecek hoca yok." deyip onun yerine başka ders uyarlamaları yapanlar da oldu. Temel derslerimiz vardı bizim Türkçe Eğitimi alanında hangi uzman olursa olsun, hangi fakülte olursa olsun asla vazgeçemeyeceğimiz derslerimiz vardı. O dersleri doğrudan aldıklarını biliyoruz.

39 12. Program değişikliğine ilişkin duruşunuz/attığınız/yaklaşımınız tanımlayacak olsanız seçeceğimiz metafor/mecaz ne olurdu? Neden?

40 YÖK'ten gelen programın zaten değişmesi gerektiğine inandığımız için zaten böyle bir çalışmaya girdik. Oraya ilgili bir şeyi (2018 program) yani çok da önemsemiyoruz. Diğer ile ilgili ben anlamda ilk olmanın da gereği, anlamda yaptım Türkçe'ye... Şu an beş tane kitabım MEB'den geçti. Okutuldu, okutuluyor falan. Hani alana sahiplik açısından bakıldığında böyle bir çalışmanın içinde bulunmak, yeni bir program tasarımının içinde bulunmak beni özgür hissettirdi ve anlamda daha çok yaklaştırdı. Bunu özgürlük kelimesine hani illa bir metafor dersek özgürlüğü kuşla ifade edebilirim. Daha başlamış hissettik, daha kendimde bir şeyi başarabileceğimi gördüm ve bu beni mutlu etti. Bunu söyleyebilirim. Metafor olarak özgürlük metaforu, onu illa bir nesneye bağlayacaksa da kuş.

...interventions from E&S departments  
...Faculty members' reluctance/resistance  
...Protecting their own courses/results/allowance  
...Attention only to their own courses  
...Who offers which course among departments/faculties  
...Leading departments to compromise/work with  
...Inconsistency/Conflict among departments/faculties/faculty mem  
...Resistance to a significant time/other departments/allowance  
need to know key concepts(multiculturalism, ECTS, inclusive  
...Being open to change/revise himself/herself - flexibility  
...Programs of other faculties as samples, WHY?  
...It's a copy-paste approach to curr. development/Bologna  
...Risk of starting something from scratch  
...Lack of faculty members to offer courses  
...A free bird  
...Feeling belongingness to the change/field

## F. A SAMPLE LIST OF THEMES, SUB-THEMES, AND CODES

Coding System	Frequency	Theme	Count
		Protecting their own courses/areas/credits	24
<b><i>Challenges of Curricula Changes</i></b>			
		Academic titles/egos as an obstacle	11
Making a fair division of labor		Experience & stability as an obstacle	13
Limited numbers of electives		Previous waste of their efforts/frequent changes	4
Overcrowded classes		Need for incentives	2
Problems in course conduct		Curriculum development not a motive for tenure	2
Increased workload		Need for faculty members' prof. development	16
Workload of EDS departments/Demanding privileges		Experiencing real teaching environments	2
Offering the same courses for different departments		Need for evaluation of his/her own courses	1
Implementation of multiple programs sync.		Integrating technology/21st century skills into new courses	12
Paperwork (seen as drudgery) due to Bologna process		Sequencing, weighing and integrating courses	4
Uni. Senate procedures after program change		Need for pioneers and supporters of change	3
Increased pressure and stress on faculty members		Lengthy discussions	6
Being forced to offer electives		Problems in communication	5
Publish or perish system VS teacher education		Impositions of curr. specialists	1
No freedom of speech & fear		Interventions from EDS departments	2
Not staying close to professional realities		Conflict among departments/faculties/faculty members	13
Quality assurance of the new program			
Multidisciplinary work			
Concerns about top-down changes made by faculties			
Need for collaborative/democratic teamwork		<b><i>Roles-Responsibilities of Faculty Members in the Event of Curricula Changes</i></b>	
Faculty members' reluctance/resistance		No awareness in the latest curriculum change	2
No incentives to open new courses/Limited allowances		Being open to make an effort to improve programs	4
Being prejudiced		Attaching value to the field of education	1
Not being involved in decision-making/rejection of offers			

Being able to delegating courses for the ones	Leadership quality demanded from EDS departments	1
Being a troubleshooter at faculties	Involvement and support from curricularists	16
Need for practicality and critical thinking	Having a solid pedagogical knowledge	2
Being experienced in needs assessment/curr. development	Having a solid subject matter knowledge	6
Awareness in the need for revising programs	Being a good role-model for 21st century skills	6
Personal awareness in their prof. needs in C&I	Being good at foreign language to stay "international"	6
Need for a grasp of MoNE's programs for Practice Teaching	Being open to life-long learning	5
Need for getting feedback/expert opinions in the field	Being a good researcher-observer	9
Being open to change/revise himself/herself - flexibility	Having a reflective understanding	2
Foresight to drawbacks in implementation	Defining student-teachers' needs well	8
Highlighting the notion/philosophy of teacher education	Not many good teacher educators around	11
Awareness/Knowledge in program development notion	Need for considering prospective T.E.	2
Aligning course objectives to program goals	Need for following comparative teacher education curricula	8
Need for content & material development skills	Insufficient contribution to teacher edu. literature	2
Objectives-content-teaching/learning-assessment	Requiring a strong notion/responsibility to raise teachers	15
Focusing on teacher competences as program outputs	Importance of educating research assistants in C&I at FEDU	1
Implementing/Experiencing previous T.E. programs	Importance of course conduct in T.E. programs	6
Examining pros and cons of previous programs	Faculty members' misunderstanding of certain terminologies	2
Designing new courses in line with HEC's descriptions/ECTS	Faculties of Ed. as back seats of uni.s	5
Offering new courses/content revisions	Resistant to change in itself	1
Sequencing/Semesterizing the courses	Feeling degraded	2
Designing a course based on students' needs/MoNE's competences	Flawed approaches to teacher education	6
Leading the change through data/needs assessment	Science and Letters graduates as teacher educators/deans	2
Pilot-testing	Raising scientists VS teachers	1
Awareness in the necessity of teamwork	Technicist VS transformative/reflective intellectual	1

	Need for competence in instructional technologies	3
<b><i>Faculty Members' Perceived Know. &amp; Skills in C&amp;I</i></b>		
	Need for experiencing the instruction of different courses	3
Unwillingness to learn a different field rather than their own	Need for evaluation of faculty members	3
Conflicts between curr. specialists and S.M specialists	<b><i>Insufficient knowledge and skills in curr. evaluation</i></b>	7
Need for changing faculty members' attitudes	Lack of competence/experience	2
Curr. specialists' views seen as waste of time/obstacles	Starting with program outputs as teacher competences	10
Believing nothing developed by the book	Need for evaluating pre-service teachers and programs	9
No training opportunities provided despite needs	<b><i>Lack of curr. development notion</i></b>	20
<b><i>Lack of instructional design perspectives</i></b>	Lack of compromised terminologies in the field	3
	Writing curricular goals	2
Faculty members' adaptation to the new program courses	Knowing key concepts (multiculturalism, ECTS, inclusive ed.)	2
Need for aligning new courses to their expertise	Knowing HEC's Framework for Competencies	1
Digressing from course content and objectives	Lack of curriculum literacy	4
Resistance to follow previous course conduct/ECTS etc.	Including extra-curricular aspects (hidden curr.) /affective goals	1
Presenting a clear course outline	No work discipline in C&I	13
Determining/Writing course objectives	No philosophical grounds provided	4
Sequencing course objectives for sts. readiness	Flawed viewpoints & expertise of even C&I specialists	4
Designing teaching-learning aspects in courses	Deficiencies in balancing pedagogy, area, and general know. courses	7
Misplanning/Implementing practical hours of courses	Not seeing the picture/curriculum holistically	20
Merely assigning homework	How to define teacher/program outputs	3
Designing assessment and evaluation phases	Need for awareness in all courses in T.E. programs	7
Need for course evaluation/improvement studies	Attention only to their own courses	16

## G. TURKISH SUMMARY / TÜRKE ÖZET

### 1. GİRİŞ

Eğitimde deęişimin ve sosyo-politik süreçlerin bir parçası olarak (Fullan, 2007; Goodson, 1998), eğitim programı deęişikliği, deęişim sürecinin stratejik yönetimi ve okul, program ve bireysel düzeyde öğretmen yeterliliğinin geliştirilmesi yoluyla yeni eğitimin programının etkililiğini amaçlamaktadır (Cheng, 1994). Fullan (2007) ayrıca öğretim kaynaklarına, öğretim stratejilerine ve uygulayıcıların pedagojik inançlarına buradaki diğerk deęişkenler olarak dikkat çekmektedir. Ancak tüm bu unsurlarla ilgilenmek, eğitim programının tüm paydaşlarının fikrini deęiştirmeden deęişimi gerçekleştirmek için yeterli olmayabilir (Nation ve Macalister, 2010). Ayrıca eğitim politikalarını belirleyenlerin, amaçlanan deęişimin “nasıl” yapılacağını arka plana itmek (Fullan, 2007; Rogan, 2007), gerçekçi olmayan deęişiklikler önermek (Nation ve Macalister, 2010) ya da uygulama sırasında karşılaşılabilecek engelleri hafife almak gibi eğilimleri olabilmektedir (Fullan, 2007; Haddad ve Demsky, 1995).

Bu sebepler, eğitim programı deęişikliğinden sonraki uygulama aşamasını belirsizliklerle doldurabilir ve bunlara, öğrenci kaynaklı nedenler, kaynak yetersizliği, uygulayıcıların yeni programın felsefesine veya yeni içeriğe yabancı olmaları, yeni programı uygulamaya koyma konusunda mesleki yetersizlik hissetmeleri gibi başka nedenler de eşlik edebilir (Öztürk-Akar, 2014). Ancak Darling-Hammond'un (1998) ifade ettiği gibi, program deęişikliğinin algılanma ve uygulanma şekli esas olarak uygulayıcıların yeni fikirleri deneme fırsatları ve potansiyeli tarafından belirlenmektedir. Ayrıca program deęişikliğine değer verebilmek için uygulayıcıların öncelikle onun ilkelerini, amaçlarını ve araçlarını bilmesi gerekmektedir (Carless, 1998). Aksi halde, başarısız bir eğitim programı deęişikliğinin tek nedeni uygulama aşaması ve uygulayıcılar olabilir (Wang ve Cheng, 2005). Benzer bir doğrultuda, Hargreaves (1989) de eğitim programı deęişikliğinin, bunu uygulamaya koyma sorumluluğunu üstlenen öğretmenlerde de güçlü bir deęişiklik gerektirdiği sonucuna varmıştır; çünkü onlardan mevcut uygulamalarını deęiştirmeleri, davranış kalıplarını veya eğitim ideolojilerini yeni programa uyarlamaları beklenmektedir (Ornstein ve Hunkins, 2004). Dahası bu süreçte, uygulayıcıların mevcut akademik repertuarlarına yeni bilgi veya beceriler eklemeleri de beklenebilir (Tytler, 2007). Bu noktada mesleki gelişim, uygulayıcıların, eğitim programının planlama ve karar alma

aşamalarında da yer almasıyla daha da önemli bir unsur haline gelmektedir (Gaff ve Simpson, 1994).

Uygulayıcılar da birer program yapıcı olarak kabul edildiğinde (Gaff ve Simpson, 1994; Kitchen, 2005; Van den Akker, 2006), program değişikliğinin aşağıdan yukarıya doğru gerçekleştirildiği eğitim bağlamlarında onlar için yeni rol ve sorumluluklar ortaya çıkmaktadır. Örnekleme gerekirse, akademik alanlarına ilişkin güncel gelişmeleri takip etmeleri (Karakas, 2012), alternatif eğitim programları üzerinde düşünmeleri, deneyimleri ışığında eğitim programlarını yeniden tasarlamak için iş birlikçi olmaları beklenmektedir (Van den Akker, 2006). Ne yazık ki, değişimin temsilcileri olarak uygulayıcılar, eğitim programı değişikliği konusunda çoğunlukla bilgisiz bırakılmaktadır (Carse, 2015) ve bu bilgi boşlukları, ancak kişisel vizyonlarını ve mesleki muhakemelerini güçlendiren uzun vadeli mesleki gelişim ile doldurulabilmektedir (Carse, 2015; Maimela, 2015).

Bir eğitim programı değişikliği sırasında, uygulayıcılar, bu değişimi geliştiren kişiler olarak ikili bir rol oynayabilirler (Henard ve Rosevare, 2012). Aynı prensip, Eğitim Fakültelerindeki öğretim üyeleri için de geçerlidir. Öğretim üyelerinin, eğitim bağlamlarının sürekli değişen koşullarında liderlik etme, eğitim programı veya ders tasarlama, eğitimin programını uygulama ve değerlendirme gibi birden fazla rolü etkili bir şekilde yerine getirmesi gerekmektedir (Kala ve Chaubey, 2015; Kitchen, 2009; Moeini, 2003; Wilkerson ve Irby, 1998). Sloan ve Bowe (2015) tarafından da belirtildiği gibi, öğretim üyelerinin eğitim programı tasarımcıları olarak, bir programı amaç ve hedefleri, öğrenme deneyimleri, içerik seçimi açısından analiz edebilmesi, uygulayabilmesi ve değerlendirebilmesi gerekmektedir. Ayrıca sorumluluk ve profesyonellik duygusuyla hareket etmeleri, verilen direktiflerin ve kurumsal amaçların sınırları dâhilinde kalmaları, derslerin sıralanması veya modülerleştirilmesine katkıda bulunmaları da beklenmektedir (Sloan ve Bowe, 2015).

Eğitim politikalarını belirleyenlere, eğitim programlarını geliştiren ve uygulayanlara bu zorlu ve çok yönlü program değişikliği sürecinde rehberlik etmek için Markee (1997) bazı ilkeler ortaya koymaktadır. Bunlar; uygulamanın karmaşık ve öngörülemez özüne ilişkin farkındalık, değişim temsilcilerinin sahip olmaları gereken motivasyon ve beceriler, paydaşlar arasında etkili iletişim, değişimi yönetmek için uygun strateji veya yaklaşımlar, uygulamanın görüldüğünden daha fazla zaman gerektirdiği gerçeği, değişim temsilcilerinin yanlış anlaşılma riski, uygulayıcıların değişimden pay alma ihtiyacı ve değişim temsilcilerinin kanaat önderleriyle iş birliği olarak sıralanabilir (Markee, 1997).

## **1.1.Araştırmanın Amacı ve Araştırma Soruları**

Türkiye’de 1997-98 ve 2006-7 akademik yıllarında (YÖK, 2007a) ve son olarak 2018-19’da (YÖK, 2018) Yükseköğretim Kurulu tarafından öğretmen eğitim programı değişiklikleri yapılmıştır. Yakından incelendiğinde, bu değişiklikler veya yeniden düzenlemeler bir öncekinin başarısızlığını kabul ediyor gibi görünmektedirler. Ancak program değerlendirme çalışmalarından elde edilen özgün araştırma bulgularının yokluğundan ötürü bu yetersizliklerin arkasındaki nedenler açık bir şekilde rapor edilmemektedir.

Yükseköğretimde program değişikliğinin karmaşık ve zorlu doğasına (Anakin vd., 2018), Türkiye’de öğretmen eğitiminin istikrarsız ortamına (Sert vd., 2018; Sever vd., 2019) rağmen, YÖK, Eğitim ve Eğitim Bilimleri Fakültelerindeki öğretim üyelerini, öğretmen yetiştirme programlarından sorumlu hale getirmiştir. Bu sebeplere dayanarak bu çalışma, öğretim üyelerinin program değişikliğine bakış açıları ve öğretmen eğitimi programlarındaki değişiklikleri nasıl algıladıklarını etkileyen faktörleri araştırmayı amaçlamaktadır. Böylece öğretim üyelerinin program değişikliğine olası direnç veya değişikliği kabullerinin ardındaki nedenler de ortaya çıkarılacaktır. Çalışma aynı zamanda öğretim üyelerinin kendi fakültelerinde yeni eğitim programlarını geliştirirken, yeniden düzenlerken veya uygularken mevcut rollerini, sorumluluklarını ve programa ilişkin uygulamalarını inceleyecektir. Ayrıca YÖK’ün son kararı sonrasında öğretim üyelerinin Eğitim Programları ve Öğretim alanında algılanan becerileri de araştırılmıştır.

Yukarıda belirtilen amaçlar doğrultusunda, bu çalışma aşağıdaki araştırma sorularına yanıt aramaktadır:

**1. Öğretim elemanları öğretmen eğitiminde program değişimini nasıl algılamaktadırlar?**

**1.1. Öğretim üyeleri hangi koşullar altında değişimi benimsemekte veya değişime direnmektedir?**

**1.1.1. Değişimin karakteristik özellikleri, öğretmen eğitiminde program değişiminin öğretim üyeleri tarafından algılanma şeklini nasıl etkilemektedir?**

**1.1.2. Dışsal ve bağlamsal faktörler, öğretmen eğitiminde program değişiminin öğretim üyeleri tarafından algılanma şeklini nasıl etkilemektedir?**

**2. Öğretmen eğitimi programının değişmesi durumunda öğretim üyelerinin algılanan rolleri ve sorumlulukları nelerdir?**

3. Öğretmen eğitimi programının değişmesi durumunda öğretim üyelerinin programa ilişkin uygulamaları nelerdir?

4. Öğretmen eğitiminde program değişiminin geliştirilmesi, gözden geçirilmesi ve uygulanmasıyla uğraşırken öğretim üyelerinin Eğitim Programları ve Öğretim alanında algılanan becerileri nelerdir?

## 1.2. Araştırmanın Önemi

“Yükseköğretimde değişim ağır bir şekilde gerçekleşir.” (Lee vd., 2007, s. 17) ve bu değişikliklerin neredeyse %75'i eğitim bağlamlarında dirençle karşılaşma eğilimindedir (Adams ve Chen, 1981; Zimmerman, 2006). Çünkü değişimin ana fikri ne olursa olsun, “Kurumların tarihsel devamlılığının üstesinden gelmek kolay değildir.” (Evans ve Henrichsen, 2008, s. 3). Bu durum, öğretmenlerin niteliğini ve bağlılığını artırmayı ve öğretmenlik mesleğini en yüksek standartlarda inşa etmeyi amaçlayan öğretmen eğitimindeki reformlar için de aynı şekilde geçerli olabilir (Donaldson, 2014). Burada bölümler ve öğretim üyeleri değişim girişimlerinin planlayıcısı veya yürütücüsü olarak değişim süreci üzerinde büyük etkiye sahiptirler (Bee, 2008; Zimmerman, 2006).

Öğretmen eğitimi, tutarsız program değişikliklerine ev sahipliği yapması nedeniyle (Gözütok, 2014; Saylan, 2014) Türk eğitim sisteminin de önemli sorunlarından biri olarak kabul edilmektedir (Çakıroğlu ve Çakıroğlu, 2003; Deniz ve Şahin, 2006). Ayrıca üniversitelerde öğretmen adaylarına öğretilenler ile okullarda öğrencilere öğretilenler arasındaki farklılıklar nedeniyle öğretmen eğitim programları gerçekçi görülmemektedir (Çelik ve Arıkan, 2012). Dahası, Milli Eğitim Bakanlığı veya YÖK politikalarındaki dalgalanmalar, uzun süredir devam eden sorunlara kısa vadeli çözümler, diğer ülkelerden yüzeysel olarak tercüme edilen teorik bilgiler ve Türkiye'deki asıl sınıf gerçeklerini göz ardı eden yetersiz pedagojik anlayışlar var olan sorunları derinleştirmektedir (Çakıroğlu ve Çakıroğlu, 2003; Deniz ve Şahin, 2006). Böylelikle Türkiye, kaliteli öğretmen eğitiminden uzaklaşmakta (Uluslararası Bilim Derneği, 2019) ve öğretmen eğitimi programları istikrarsızlaşmaktadır. Mevcut bu durum, konuyla ilgili bir araştırma girişimini gerektirmektedir.

Bu nedenle, bir program değişikliği uygulanmadan önce öncelikle değişimin doğasının, mesleki ve zihinsel hazırlığın, paydaşların algılarının, tutumlarının ve rollerinin, bağlamsal faktörlerin ve kurumlardaki altyapının incelenmesi önemle tavsiye edilmektedir. Ancak bu kadar kapsamlı bir araştırma, değişim sürecinin çok boyutlu doğasını yansıtabilir (Fullan, 2007; Tytler, 2007). Buradan hareketle bu çalışma öncelikle Eğitim/Eğitim

Bilimleri Fakültelerindeki program deęişim sürecine ışık tutmayı amaçlamaktadır; çünkü Türkiye'de daha önce ilkökul, ortaokul ve liselerdeki program deęişiklikleri birçok kez çalışılmış olsa da (örn. Ekiz, 2003; Yıldırım-Yanıılmaz, 2009; Kasapoęlu, 2010; Çobanoęlu, 2011; Şahin, 2012; Ünsal vd., 2019), yükseköğretimde öğretmen eğitimi programı deęişikliklerini ele alan çalışmaların sayısı az görünmektedir (örn., Öztürk, 2018; Ulubey ve Başaran, 2019).

Ayrıca öğretim üyelerinin mesleki gelişiminin neredeyse “yeni bir kavram” olduğu Türkiye örneğinde (Latchem vd., 2006; Odabaşı, 2003), bu öğretim üyelerinin eğitim programlarını geliştirmek üzerine ek roller üstlenmeleri de gerekmektedir. Dolayısıyla öğretim üyelerinin program deęişikliği konusundaki bilgi ve becerileri, onların potansiyel mesleki gelişim ihtiyaçlarını da ortaya çıkaracaktır. Bu da fakültelerde, gelecekte daha sorunsuz program deęişim süreçleri yaşanmasına katkıda bulunabilir.

Öğretim üyelerinin program deęişikliği sırasında edindikleri deneyimler, program deęişimine yönelik düşünce ve tutumları deęişimin kaderini belirlemek açısından kritik öneme sahiptir. Bu çalışma aracılığıyla, öğretim üyelerinin öğretmen eğitiminde program deęişikliğine ilişkin bakış açıları, mevcut programların iyileştirilmesine ve öğretmen yetiştiren kurumlarda yapılacak program geliştirme veya yeniden düzenleme çalışmalarına yol gösterebilir. Ayrıca Yükseköğretim Kurulu'nun, merkezîyetçi program yapımıyla geçen yıllarının ardından Eğitim/Eğitim Bilimleri Fakültelerine sağladığı esneklik konusunda aldığı son kararın yansımalarını gözlemlemesi açısından da faydalı olacaktır. Bir başka deyişle, program deęişikliklerinin, merkezîyetçi bir politikadan sonra daha bağlamsal veya kurumsal bir anlayışa doğru hareketinin irdelenmesi, öğretmen eğitimi programlarına ilişkin araştırma ve uygulamaya da katkıda bulunabilir.

Son olarak bu çalışma, çeşitli bölümlerden öğretim üyelerini görüşmeler yoluyla düşünmeye teşvik ederek, onların Eğitim Programları ve Öğretim alanındaki mesleki farkındalıklarını, bu alana yönelik bakış açılarını ve içgörülerini geliştirerek katkı sağlayabilir. Bu noktada çalışma, öğretim üyelerinin farklı uzmanlık alanlarındaki programa ilişkin uygulamalarını olumlu etkileyebilir. Eğitim Programları ve Öğretim uzmanları da bu çalışmadan, diğer alanlardan program geliştirme işini sırtlayan öğretim üyeleri ile birlikte çalışabilmek için en uygun yaklaşımın bulunması konusunda yararlanabilirler. Ayrıca, bu çalışmanın, öğretmen eğitiminde program geliştirmenin zorlu ve uzmanlık gerektiren doğasını kabul ettirmesi beklenmektedir.

## 2. YÖNTEM

### 2.1. Araştırma Deseni

Nitel paradigma, bilgi kaynaklarının günlük yaşamlarıyla ilgili bir anlam geliştirmeyi amaçlar (Bogdan ve Biklen, 2007). Bütünsel bir bakış açısına sahip olan bu araştırma, bir sosyal inşa sürecidir ve gelişen, esnek bir yapıya sahiptir (Bogdan ve Biklen, 2007; Gay vd., 2006). Olgubilim ise eldeki belirli bir olgu ile ilgili olarak bireylerin ayrıntılı açıklamalarını, tepkilerini ve algılarını takip ederken, bireylerin deneyimlerinin ve yorumlarının farklı sosyal, tarihsel ve kültürel bağlamlara göre değişimini de gözlemler (Fraenkel ve Wallen, 2006; Lodico vd., 2010).

Program değişimi, karmaşayla ve zorluklarla dolu bir yol olup, aktörlerinden ve dinamik ortamından bağımsız olarak incelenemez (Waugh ve Punch, 1987; Ekiz, 2003; Fullan, 2007). Bu bilimsel çalışma, program değişikliklerini aktif olarak geliştiren, yeniden düzenleyen veya uygulayan öğretim üyelerinin bakış açılarına ışık tutmak istemiştir. Bu noktada, öğretim üyelerinin, öğretmen eğitiminde program değişimi olgusuna ilişkin ilk elden deneyimlerinin, yorumlarının ve eylemlerinin bu olguya yönelik tutumlarını aydınlatması beklenmektedir.

### 2.2. Katılımcılar

Bu çalışmada, öğretmen eğitimi konusunda uzmanlaşmış akademik kadrolarına bağlı olarak, öğretim üyelerinin öğretmen eğitimi programlarının geliştirilmesini, yeniden düzenlenmesini veya uygulanmasını deneyimlediği belirli Eğitim ve Eğitim Bilimleri Fakülteleri seçilmiştir. Öğretmen eğitim programlarını uygulamak konusunda en az 15 yıllık deneyime sahip olmak, seçilen fakülteler için ilk ölçüt olarak belirlenmiştir; çünkü öğretim üyelerinin, öğretmen eğitimi alanındaki bu olguyu aydınlatacak akademik birikim ve gözlemlerinin varlığına dair güçlü sinyaller vermesi gerekmektedir (Creswell, 2007). Ek olarak, her fakülte, Türkiye'nin en az bir farklı bölgesini temsil etmektedir. Ayrıca, öğretim üyelerinin deneyimlerindeki ve anlayışlarındaki çeşitliliği güçlendirmek için hem devlet hem vakıf üniversitelerine bağlı Eğitim Fakülteleri, akredite olmuş ve olmamış programlar ile hem mevcut öğretmen eğitimi programlarında düzenlemeye hali hazırda başlamış hem de YÖK'ün 2018-19 programlarının uygulamasına halen devam eden bölümlerden bir örneklem oluşturulmuştur. Sonuçta, ölçüt ve maksimum çeşitlilik örnekleme sürecinin birleşimi yoluyla 13 fakülte seçilmiştir (Patton, 2015).

Çalışmaya, Orta Doğu Teknik ( $n=4$ ), Hacettepe ( $n=4$ ), Gazi ( $n=3$ ), Ankara ( $n=2$ ), Anadolu ( $n=3$ ), Çukurova ( $n=4$ ), Gaziantep ( $n=4$ ), Ağrı İbrahim Çeçen ( $n=1$ ), Trabzon ( $n=4$ ), Yıldız Teknik ( $n=3$ ), Dokuz Eylül ( $n=3$ ), TEDÜ ( $n=2$ ) ve Başkent ( $n=4$ )

Üniversitelerinden toplam 41 öğretim üyesi katılmıştır. Öğretim üyelerinin bağlı oldukları bölümlere göre dağılımı şu şekildedir: Eğitim Bilimleri ( $n=8$ ) (Eğitim Programları ve Öğretim'den yedi, Ölçme-Değerlendirme'den bir öğretim üyesi), İlköğretim ( $n=5$ ), Bilgisayar Öğretmenliği ve Öğretim Teknolojileri ( $n=4$ ), Fen Bilgisi Eğitimi ( $n=4$ ), Türkçe Öğretmenliği ( $n=4$ ), İngilizce Öğretmenliği ( $n=3$ ), İlköğretim Matematik Öğretmenliği ( $n=3$ ), Sosyal Bilgiler Eğitimi ( $n=3$ ), Coğrafya Eğitimi ( $n=2$ ), Fizik Eğitimi ( $n=2$ ), Kimya Eğitimi ( $n=1$ ), Matematik Eğitimi ( $n=1$ ) ve Almanca Öğretmenliği ( $n=1$ ).

Görüşmelere 16 erkek ve 25 kadın öğretim üyesi katılmıştır. Katılımcıların öğretmen eğitimindeki deneyimleri beş ila on yıl ( $n=11$ ) ve 31 yıldan fazla ( $n=1$ ) arasında değişmektedir. Görüşülen öğretim üyelerinin 11'i öğretim görevlisi/yardımcı doçent, 17'si doçent ve 13'ü profesör olarak görev yapmaktadır. Örneklemdeki fakültelerin 11'i devlet üniversitesine, 2'si ise vakıf üniversitesine bağlıdır.

Mevcut çalışma kapsamında, araştırma öncesinde örneklem büyüklüklerinin kesin olarak belirlenmesi, nitel araştırmanın esnek doğasına aykırı görünebileceğinden, araştırmacı tarafından Lincoln ve Guba (1985) tarafından önerilen veri doygunluğu ilkesi benimsenmiş; nitel veriler kendini tekrarlamaya başlayınca veri toplama süreci sonlandırılmıştır.

### **2.3. Veri Toplama Aracı**

Bu çalışma, öğretmen eğitiminde program değişikliği olgusu üzerine öğretim üyelerinin yorum ve algılarına erişim sağlamak için yarı yapılandırılmış görüşmelerden yararlanmaktadır. Yarı yapılandırılmış görüşme protokolleri, sistematik veri toplamayı sağlamanın yanı sıra, araştırmacıya soruların sırasını veya anlatımını değiştirme, bazı soruların veya sondaların çıkarılması veya eklenmesi konusunda belirli bir özgürlük tanır (Lodico vd., 2010). Burada da kapsamlı bir literatür taraması ve mevcut araçların örnek olarak incelenmesinin ardından [örn., Harry (2018), Şahin (2012), Uzel (2002)] araştırmacı, araştırma ve görüşme soruları arasında köprü kurmak amacıyla Fullan'ın (2018) çalışması temelinde yarı yapılandırılmış bir görüşme formu oluşturmuştur.

İlk bölüm yedi sorudan oluşmakta ve katılımcıların profillerini ayrıntılı olarak gösterebilmek için birtakım demografik bilgileri sormaktadır (örn., diploma aldıkları bölüm/üniversite, akademik unvan, öğretmen eğitimindeki deneyim, şu ana kadar verilen dersler, araştırma alanları, fakülte'deki idari veya diğer görevler, program geliştirme deneyimi, Eğitim Programları ve Öğretim alanında mesleki gelişime katılım).

İkinci bölümde, açık uçlu görüşme soruları ve ilgili yönlendirmeler aracılığıyla öğretim elemanlarının hedef olgu olan öğretmen eğitiminde program değişikliğine ilişkin

algıları araştırılmakta ve deęişimi benimsemeye, deęiřtirmeye veya ona direnmeye eęilimli olup olmadıkları arkasında yatan gerekçelerle birlikte araştırılmaktadır. Ayrıca programı geliştirirken, yeniden düzenlerken ve/veya uygularken mevcut rolleri, sorumlulukları, programa ilişkin uygulamaları ve Eğitim Programları ve Öğretim alanında algılanan yeterlilikleri irdelenmektedir. Protokolün bu kısmı, 12 görüşme sorusundan oluşmaktadır.

İlk taslağın geliştirilmesinin ardından arařtırmacı, arařtırmanın amacı ve arařtırma sorusu ile görüşme soruları arasındaki uyumu, soruların açıklığı, okunabilirliğini ve anlaşılabilirliğini kontrol edebilmeleri için görüşme protokolünü çalışmanın genişletilmiş bir özetle birlikte farklı alanlardan beř uzmana göndermiştir. Uzmanlardan alınan geri bildirimler, arařtırmacıya demografik kısmın ve görüşme sorularının açıklığa kavuşturulması ve detaylandırılmasında rehberlik etmiştir. Görüşme protokolünün geçerlilik ve güvenilirliği, özellikleri asıl kilit katılımcılara benzer olan öğretim üeleriyle pilot uygulama yapılarak da sağlanmıştır (Maxwell, 2012). Bunu yaparken, Gaziantep Üniversitesi Eğitim Bilimleri Bölümü'nden iki Eğitim Programları ve Öğretim uzmanından destek alınmış; yaklaşık görüşme süresi, soruların ve sondaların açıklığı, sırası ve anlaşılabilirliği arařtırmacı tarafından kontrol edilmiş ve protokolün üçüncü taslağında gerekli düzeltmeler yapılmıştır.

#### **2.4. Veri Toplama Süreci**

6 Ağustos 2021 tarihinde ODTÜ İnsan Arařtırmaları Etik Kurulu onayı (Protokol Numarası: 337-ODTU-2021) ve 13 farklı üniversiteden gerekli resmi izinler alındıktan sonra arařtırmacı, veri toplama sürecini başlatmıştır. Önceden belirlenen ölçütleri sağlayan Eğitim ve Eğitim Bilimleri Fakülteleri'nde, öğretmen eğitimi hem de öğretmen eğitiminde program deęişiklikleri konusunda deneyimli akademisyenlerle e-posta yoluyla iletişime geçilerek çalışmanın amacı hakkında bilgi verilmiş; ilgili resmi izinler ve etik onaylar paylaşılmıştır. Ardından arařtırmaya katkıda bulunmak isteyen öğretim üeleri görüşmelere davet edilmiştir. Biri hariç dięer görüşmeler çevrimiçi olarak Zoom uygulaması üzerinden gerçekleştirilmiştir. Görüşmeler yaklaşık olarak 65 dakika sürmüş ve veri kaybını önlemek adına kaydedilmiştir.

#### **2.5. Güvenilirlik ve Veri Analizi**

Arařtırmacı, görüşme dökümlerini kontrol için öğretim üeleriyle paylaşmıştır (Lincoln ve Guba, 1985). Bu aşamada bazı katılımcılar, yanıtlarına ekstra açıklamalar eklerken, bazıları da söylediklerini gözden geçirip düzeltme şansına sahip olmuştur. Sonuçta tüm öğretim üeleri analiz için transkriptlerini onaylamışlardır. Arařtırma

kapsamında nitel veriler, kayıtlar, kelimesi kelimesine yapılan çözümlenmeler, doğrudan anlatımlar ve katılımcılardan alıntılar ile güçlendirilmiştir (Maxwell, 2012). Çalışmada üretilen kodlar, kategoriler ve temalar, nitel araştırma deneyimi olan üç araştırmacının katılımıyla da çapraz kontrol edilmiştir. Örnek görüşmenin kodlama sürecinden sonra araştırmacı ile üç farklı kodlayıcı arasındaki uyum hesaplanmış ve birinci kodlayıcı ile % 85, ikinci kodlayıcı ile % 83 ve üçüncü kodlayıcı ile % 81 olarak hesaplanmış ve bu da kabul edilebilir bir uyumun göstergesi olmuştur (Miles & Huberman, 1994).

Bu aşamaların ardından araştırmacı, görüşme kayıtlarından dökümleri kendisi oluşturmuş; çakışan veya alakasız bölümleri ayıklamıştır. Böylelikle veriye aşinalığını arttırmış, notlar almış ve kodlama sürecine hazırlanmıştır. Araştırmacı, ortaya çıkan verilerin niteliğine göre değişime ve genişlemeye açık olan bir teorik çerçeve doğrultusunda kodları öne çıkarmış ve temalar geliştirmiştir. Veri analizleri sırasında MAXQDA 2022 (VERBI Software, 2021) programı kullanılmıştır.

### 3. BULGULAR

İlk araştırma sorusu kapsamında, öğretim üyelerinin, öğretmen eğitiminde program değişikliklerinin kendileri için ne anlama geldiğini ve bu değişimler esnasında akademik açıdan kendilerini nasıl konumlandıklarını gösteren metaforlarından faydalanılmıştır. Örnek vermek gerekirse, bazı öğretim üyeleri öğretmen eğitiminde program değişikliğini “bir girdap, bir bulmaca, bir bukalemun, bahar dallarına yağın kar, bir ilaç veya bir zaman makinesi” ile ilişkilendirirken, bazıları bu süreçte “kenardaki bir bilge olarak hizmet ettiğini, yeni bir çiçek ektiğini, akıntıya karşı kürek çektiğini, açık denizlere yelken açtığını, yabancı bir ülkede yeni bir dil öğrenmeye başladığını” düşünmüştür. Bu metaforlar ışığında öğretim üyelerinin algıları, değişimi benimseme ve değişime direnç olmak üzere iki yönde incelenmiştir.

Bulgular, öğretim üyelerinin bir program değişikliğini benimseme eğilimi göstermesinin, öncelikle değişim ihtiyacını, değişimin kalitesini, değişimin açıklığını da içeren *değişimin kendi karakteristik özelliklerinden* kaynaklandığını ortaya çıkarmıştır. Öğretim üyeleri, öğretmen yetiştirme ölçütlerinin belirlenmesi, öğrenci transferi, programlar için kalite güvencesi, bazı yan dal programlarının kapatılması, programların birbirine uyumunun sağlanması gibi ihtiyaçların karşılanmasını sağlayacak bir program değişikliğinden memnun olmuşlardır. AKTS ve Bologna prosedürlerinin yanı sıra MEB'in okul düzeyindeki programlarındaki güncellemeler öğretmen eğitimi programlarındaki değişimlere yansıtılmıştır. Bulgular ayrıca bazı program değişikliği çalışmalarının, öğretim üyelerinin alan veya pedagojik alan derslerini güçlendirme, seçmeli dersleri genişletme

veya öğretmen eğitimi programındaki sıkıntılı ders sıralamasını düzeltme ihtiyacı duymaları nedeniyle sıcak bir şekilde karşılandığını göstermiştir. Buradaki ikinci alt tema, değişimin kalitesini göstermektedir. Bir program, profesyonel bir ekip tarafından kurumsal hedefler ve program geliştirmenin temelleri doğrultusunda geliştirildiğinde, pedagojik alan bilgisi ile dengelendiğinde, genel kültür derslerinin korunduğunda, ders adlarının güncellendiğinde ve terminolojilerin doğru kullanıldığında öğretim üyeleri bu program değişikliğini benimseme eğiliminde olmuşlardır. Bulgular, değişimin açıklığı konusunda ise şunu işaret etmiştir: öğretim üyeleri, alanlarındaki uzmanlıklarını kullanabildiklerinde, uygulama aşamasında hiçbir sorun yaşamadıklarında, Bologna sürecine kolayca uyum sağlayabildiklerinde, bazı inisiyatifler alabildiklerinde program değişikliğine karşı olumlu bir tutuma sahip olmaktadır.

Öte yandan bulgular, öğretim üyelerinin program değişikliklerine direnç göstermesine neden olarak da aynı üç alt temayı ortaya konmuştur. Öğretim üyelerinin program değişikliklerine, tekrar eden ders ve içerikler getirmelerinden ötürü ihtiyaç duymadıklarında direndikleri görülmüştür. Dahası, program değişiklikleri herhangi bir felsefi veya bilimsel temeli göz ardı ettiğinde, teoriyi uygulamadan daha fazla tercih ettiğinde, sanat, mantık veya yabancı dil gibi belirli bilgi alanlarını arka plana attığında ve öğretmen adaylarının mesleki farkındalık ve hazır bulunuşluklarını göz ardı ettiğinde, bu değişikliklerin dirençle karşı karşıya kalma olasılığı daha yüksektir. MEB'in okul düzeyindeki programları ile öğretmen yetiştirme programları arasındaki boşluklar, ders sıralamasına ilişkin sorunlar, sınırlı seçmeli dersler, alan bilgisi dersleri ve ders kredileri, Kamu Personeli Seçme Sınavının ders içeriğine etkisi, politik güdümlü dersler ve öğretmen adaylarının üniversitelerdeki diğer bölümlerden uzaklaşmasına yol açan ders yükleri, değişimin niteliğini olumsuz etkileyen ve öğretim elemanlarında program değişikliğine direnç yaratan diğer faktörler olmuştur. Buradaki üçüncü alt tema olan değişimin açıklığı konusunda ise öğretim üyelerinin, YÖK'ün ders dağılımları ve program rehberlerinin belirsizliği nedeniyle sorun yaşadıkları ve program değişikliklerine direndikleri görülmektedir. Veriler, bu durumun öğretim üyelerinin kendi yorum ve varsayımlarını oluşturmalarına yol açtığını, bunun da öğretmen eğitimi programlarındaki derslerin uygulanmasında farklılıklar doğabileceğini kanıtlamıştır.

İlk araştırma sorusunun altındaki diğer bir alt soru, öğretim üyelerinin öğretmen eğitiminde program değişikliklerini benimsemesi veya bunlara direnmesi üzerinde etkili olan *bağlamsal faktörlerin* araştırılmasını amaçlamıştır. Fakültelerde öğretim araçlarına kolay erişim, yeterli sayıda öğretim üyesi ve öğretmen adayı sayısına uygun sınıf veya

laboratuvarlar, yani sorunsuz fiziki altyapı ve insan kaynakları burada değişimin benimsenmesini sağlayan ana bulgular olarak göze çarpmaktadır. Öğretim üyelerinin program değişikliklerine ilişkin olumlu algılarına yol açan bir diğer alt tema liderlik ve değişimin etkili yönetimidir. YÖK ders tanımlarını incelemesi, örnek ders profilleri sağlaması, yeni derslerin fakülteye uyarlanmasına desteği, hesap verebilirliği, ortak karar alması, değişime açıklığı, iş birliği ve adil iş bölümü sağlaması, öğretim üyelerini liyakate göre ataması, öğretim üyelerinin görüşleri doğrultusunda brifing, toplantı ve hizmet içi eğitimlerin düzenlenmesi konularında öne çıkan fakülteler ve fakülte yönetimleri, program değişimlerinin kucaklanmasına destek olmuşlardır. Tam tersine, fakültelerdeki eğitim anlayışı ve öğretim üyelerinin zihniyet farklılıkları, yeni dersleri verecek akademik kadrodaki eksiklikler, eğitim donanımlarının yetersiz olması, sınıfların kalabalık olması, vasıfsız eğitim liderlerinin hatalı liderlik anlayışları ve hiyerarşik liderlik yaklaşımlarının tercih edilmesi görüşülen öğretim üyelerinin program değişikliklerine direnmesine neden olan bağlamla ilgili diğer faktörler olarak görünmektedir.

Öğretim üyelerinin program değişikliği algısını etkileyen *dış faktörlerle* ilgili olarak, bulgular, YÖK'ün yetki devrinin, bazı öğretim üyeleri tarafından bir fırsat olarak görüldüğünü ortaya çıkarmıştır. YÖK tarafından eğitim fakültelerine böyle bir özerklik tanınması, her fakültenin kendine özgü dinamiklerinden bir program oluşturarak öğretmen eğitiminde daha iyi standartların yakalanması açısından öğretim üyeleri tarafından makul ve tatmin edici bulunmuştur. Bu karar, tematik eğitim fakülteleri gibi program geliştirmede yepyeni fikirleri deneme şansına sahip olmayı da beraberinde getirmiştir. Öte yandan, yetki devri, bundan sonra ne olacağı konusunda tereddüt ve endişelerini dile getiren bazı öğretim üyeleri tarafından da bir çıkmaz olarak görülmüştür. Öğretim üyelerinin bir kısmı bu karardan halen habersizken, bir kısmı da kararın zamanlamasından, beklenmedik olmasından ve fakültelerin hazırlıksız yakalanmasından şikâyetçi olmuşlardır. Fakültelerdeki hiyerarşik yapı, öğrenci transferlerinde belirlenen ortak kriterler, akreditasyon ve öğretmen yetiştirme programlarının kalite güvencesi, fakülteler ve öğretim üyeleri arasında güçlü fikir birliğine duyulan ihtiyaç, burada açıklanan faktörler olup, görüşme yapılan öğretim üyelerinin direncini ortaya çıkarmıştır. Ayrıca yetki devri kararının yanı sıra, YÖK'ün öğretmen eğitiminde program değişikliklerine yönelik politikaları ve hiyerarşik yaklaşımları da öğretim üyelerinde direnç yaratmaktadır. Görüşülen öğretim üyeleri, YÖK'ü fakültelerdeki mevcut uygulamaları göz ardı etmesi, programı bir ders listesi olarak görmesi ve belirli siyasi zümrelerin tahakkümü altında hareket etmesi nedeniyle eleştirmiş, bu nedenle de eksik planlanan, bilimsel verilere

dayanmayan ve sürdürülebilirlik sorunları yaratan bu tür dayatma değişikliklerine direnmişlerdir. Bazı öğretim üyeleri bu program değişikliklerine herhangi bir aidiyet hissetmediklerini açıkça itiraf etmişlerdir.

Araştırmanın ikinci araştırma sorusuna yanıt olarak öğretim üyelerinin program değişiklikleri esnasında algıladıkları rolleri ve sorumlulukları irdelenmiştir. Bulguların ortaya koyduğu gibi öğretim üyeleri, fakültelerinde araştırmacı-gözlemci, program geliştirmede yol gösterici, yaşam boyu öğrenen, takım oyuncusu, öğretmen eğitimi ve programına değer veren ve zorluklara meydan okuyan rollerini oynamaktadırlar. Program değişikliği esnasında, öğretim üyelerinin, öğretmen adaylarının mesleki olarak neye ihtiyaç duyduklarını gözlemlenmeleri ve ders değerlendirme ve ihtiyaç belirleme çalışmaları aracılığıyla programdaki derslerin nasıl iyileştirilebileceği konusunda araştırma yapmaları beklenmektedir. Ayrıca öğretim üyeleri, Eğitim Programları ve Öğretim alanında program geliştirme, uygulama ve değerlendirme temellerinde yeterli deneyim ve bilgi birikimine sahip olmalarının gerekliliğinden söz etmişlerdir. Buradaki bulgular, program hedeflerini ve çıktılarını doğru terminolojiyle tanımlamak, ders hedeflerini ve sıralamasını buna göre düzenlemek, öğretmen eğitimi programı ile MEB'in okul düzeyindeki programları arasında uyum sağlamak, ders içeriğini öğretmen adaylarına uygun olarak seçmek ve düzenlemek, uygun öğretim stratejilerini ve ölçme ve değerlendirmeyi kullanmak üzerinde yoğunlaşmıştır. Öğretmen eğitimindeki yeniliklerin ve değişen hizmet öncesi öğretmen profillerinin gerisinde kalmamaları için, yaşam boyu öğrenen rolünde öğretim üyelerinin mesleki gelişime açık olmaları beklenmektedir. Yeterli düzeyde İngilizce bilgisine sahip olmak ve yeni dersler açmaya hazırlanmak, mesleki durgunluktan uzak kalabilmek bu rolün altındaki bazı sorumluluklar olarak nitelendirilmiştir. Program geliştirme bir ekip çalışmasını ve multidisipliner yaklaşımı gerektirdiğinden, görüşme yapılan öğretim üyeleri hem program uzmanlarıyla hem de farklı akademik geçmişe sahip meslektaşlarıyla iş birliği yapabilecek bir takım oyuncusu olmanın gerekliliğini dile getirmişlerdir. Ayrıca öğretim üyelerinin öğretmen eğitimi ve onun programına önem vermeleri gerektiği de bulgularan rollerden biridir; çünkü onların kendi alan ve pedagojik alan bilgileriyle birlikte öğretmen eğitimi yaklaşımlarında da bilgili olmaları beklenmektedir. Bu rol ayrıca programda yeni dersler sunmaya her zaman hazır olmayı, program değişikliklerini daha nitelikli öğretmen adayı yetiştirmek için bir fırsat olarak görmeyi ve gerektiğinde bazı derslerin liyakat sahibi olanlara devredilmesini gerektirmektedir. Son olarak, program değişikliklerinin birçok zorluğu beraberinde getirmesi nedeniyle öğretim üyeleri, dokümantasyon işlerinin

tamamlanması, farklı programların eş zamanlı uygulanması, ders yükü, hızlı karar verme, zaman kısıtlılığı gibi zorlukların üstesinden gelmeleri gerektiğini ifade etmişlerdir.

Üçüncü araştırma sorusu kapsamında öğretim üyelerinin programa ilişkin uygulamaları da incelenmiş ve öğretim üyelerinin aşağıdan yukarıya program çalışmalarında amaç, hedefler, içerik, öğrenme deneyimleri ve değerlendirme gibi konularda planlama yaptıkları ortaya çıkmıştır. Örneklemdaki fakültelerin çoğu henüz kendi program çalışmalarını başlatmamış olsa da başlayanlar neleri farklı yapacaklarını planlamak için toplantılar düzenleyerek öğretmen adaylarının ileriye yönelik ihtiyaçları, YÖK ders yüzdeleri ve ders programları üzerinde çalışmışlardır. Programın amaç ve hedeflerini belirlerken üniversitelerin vizyon ve misyonlarının yanı sıra MEB'in değerler eğitimi ve kapsayıcı eğitim gibi politikaları da dikkate alınmaktadır. Burada ihtiyaç belirleme çalışmaları yapılacağı ve Türkiye Yeterlilikler Çerçevesi, Avrupa Yeterlilikler Çerçevesi, Öğretmen Strateji Belgesi, Öğretmenlik Mesleği Genel Yeterlilikleri gibi öğretmen eğitime ilişkin resmî belgelerin incelenmesi gerektiği ifade edilmiştir. Bazı öğretim üyeleri önerilen program değişiklikleri hakkında geri bildirim almak için WhatsApp aracılığıyla Türkiye'deki ilgili bölümlerle iletişim kurmayı hedeflerken, bazıları yeni bir şey önermeden önceki programın temellerine geri dönüldüğünü kabul etmiştir. Bazı fakültelerde öğretim üyeleri özel olarak yeni ders kodları üzerinde çalışmış, dersleri güncellemiş, seçmeli dersleri zorunlu derslere dönüştürmüş, yeni programın uygulanmasına yönelik ders listeleri ve yönergeleri hazırlamıştır. Ancak bu çalışmalar, alan bilgisi derslerine pedagojik alan bilgisi ve seçmeli derslerden daha fazla yer verilmesi ve Eğitim Sosyolojisi gibi bazı temel dersleri göz ardı etmesi nedeniyle eleştirilmektedir. Bu noktada bir önceki programın değerlendirilmesi ve yeni programın pilot testleri öğretim üyeleri tarafından ihmal edilen konular gibi görünmektedir.

2018-19 program değişikliği sonrasında ilgili olarak, bulgular, bazı öğretim üyelerinin bu programda belirtilen derslere yeni içerik eklediğini, aynı seçmeli dersi farklı bir isim altında tuttuğunu, gönderilen program rehberine rağmen derslerin uygulama saatlerine devam ettiğini göstermiştir. Bunu başarabilmek ve uygulamaya zaman ayırmak için öğretim üyeleri farklı öğretim stratejileri uyguladıklarından bahsetmişlerdir. YÖK'ün bu hiyerarşik programın uygulanmasında bazı özel veya vakıf üniversitelerine esneklik tanıdığından söz edilmiştir.

Son araştırma sorusunu özelinde öğretim üyelerinin Eğitim Programları ve Öğretim alanında algıladıkları bilgi ve becerileri incelenmiştir. Bulgular, program geliştirme kavramına aşinalık, öğretim planlamasındaki bilgi ve beceriler ve program değerlendirme

farkındalığı olarak temalandırılmıştır. Bazı öğretim üyeleri ne program kavramına ne de program geliştirmenin aşamalarına ilişkin net bir algıya sahiptir. Bu nedenle öğretim üyeleri, yeterli bilgi ve farkındalığa sahip olmadıkları bu alana profesyonel bir mesafe hissetmektedirler. Bazıları öğretmen eğitimi programını kendi derslerinden ibaret olarak gördüğünü söylerken, bazıları da alana ait doğru terminolojileri ve güncel kavramları kullanmakta ve geliştirilecek programları herhangi bir felsefi temele dayandırmakta sorun yaşamaktadır. Görüşülen öğretim üyelerinden bazıları, yeni öğretmen eğitimi dersleri tasarlama, farklı dersleri sıralama veya birleştirme, program uzmanlarıyla iş birliği yapma konusunda yaşadıkları zorluklara değinirken, bazıları ise Eğitim Programları ve Öğretim alanında uzman meslektaşlarından veya referans kitaplardan yardım almaktadırlar.

Öğretmen yetiştirme derslerinin amaç ve hedeflerinin yazılması, uygun öğretim stratejilerinin belirlenmesi ve öğretim teknolojilerinin bu derslere entegre edilmesi, AKTS kredilerinin hesaplanması, ders işleyişlerinin planlanması ve ölçme ve değerlendirme hususlarının tanımlanması bazı öğretim üyeleri tarafından öğretimin planlanmasıyla ilişkili zorluklar olarak ifade edilmiştir. Ayrıca bazı öğretim üyeleri, program değerlendirmeyi son aşama olarak görmekte ve program geliştirmede ilerleme sağlamak için değerlendirmenin gerekliliğini fark etmedikleri için bunu atlama eğiliminde olduklarını ifade etmişlerdir.

#### 4. TARTIŞMA VE ÖNERİLER

Bu çalışma, YÖK'ün "sadece bir şeyi değiştirmek" anlayışıyla yapıldığına inanılan kısa vadeli ve muğlak politikalarına bağlı olarak öğretmen eğitiminde program değişiklikleri konusunda öğretim üyelerinin sıklıkla belirsizlik ve kaygı yaşadıklarını ortaya koymuştur. Genel algı, değişikliklerin çoğunlukla somut bir felsefesi, modeli ve bilimsel araştırma temelini olmadığı yönündedir. Ayrıca öğretim üyeleri, program değişiklikleri nedeniyle "bir bukalemun" ya da "kaybolmamak için annesinin elini tutmaya çalışan bir çocuk" gibi hissetmekte; değişimlere ayak uydurmanın zor olduğunu ifade etmektedirler (örn. Özüdoğru, 2021; Sert vd., 2018; Sever vd., 2019). Annala ve diğerleri (2021), akademisyenlerin değişime inanmadıklarında "muhalif temsilciliğinin" ortaya çıktığını bildirmiştir. Öğretim üyelerinin bu duyguları ve deneyimleri, Dilkes ve diğerlerinin (2014) çalışmasındaki uygulayıcıların, değişimi politik veya etkisiz olarak eleştirme eğiliminde olan "kinikler" tanımlamasıyla da örtüşmektedir.

Program değişimi, öğretim üyelerinde hâlihazırda var olan bilgi, beceri, değer veya inançların değişmesini veya gelişmesini talep edebilir (Nation ve Macalister, 2010; Zhidon, 2012). Bu noktada, gösterilen direncin ardındaki neden, değişim sürecinin yeniliğinden

veya belirsizliğinden kaynaklanıyor olabilir; bu da öğretim üyelerinin mesleki konfor alanlarının ötesine geçmelerini gerektirebilir (Fullan, 2007; Guhn, 2009). Bu nedenle uygulayıcıların öz yeterlik inançları da burada devreye girebilmektedir (Peskova vd., 2019; Putwain ve von der Embse, 2019).

Bu bakış açılarının aksine, YÖK'ün yetki devri sonrasında kendi fakültelerindeki program çalışmalarına katılan bazı öğretim üyelerinin, program değişikliğine yönelik akademik özgürlüklerini ve değişimi sahiplendiklerini beyan ettikleri ve sürece dâhil olduklarında değişime karşı daha olumlu bir tutum sergiledikleri görülmektedir. Bu öğretim üyelerinin, değişime ve onun faydalarına inanan “istekliler” veya “liderler” gibi göründükleri söylenebilir (Dilkes vd., 2014). Jenkins'in (2020) başka bir tanımına göre bu öğretim üyeleri, aşağıdan yukarıya bir değişimin gerekliliğini hissedebildikleri, buna inanabildikleri ve katılabildikleri zaman “proaktif temsilcilik” göstermişlerdir. Değişimi anlamlı ve gerekli bulduklarında akademisyenlerin “ilerlemeci temsiliyetini” ve memnuniyetini gösteren başka örnekler de alan yazında raporlanmıştır (Annala vd., 2021; Kawser, 2014; O'Neill vd., 2014).

Çalışmada, öğretmen eğitimi programının kalitesini arttıran ve öğretim üyelerinin değişimi benimsemesini kolaylaştıran bir faktör olarak profesyonel bir ekibin program geliştirme ilkelerine paralel doğrultuda program geliştirmesinin, süreci daha önceki programların değerlendirilmesi ile başlatmasının önemi ve ihtiyaç analizi çalışmalarının yapılmasının altı çizilmiştir (örn. Ulubey ve Başaran, 2019; Uztosun ve Troudi, 2015). Üstelik yeni programın kendi alanındaki doğru ve güncel terminolojileri kullanması, öğretim üyelerinin değişimin kalitesine olan inançlarını artırabilir (Zhidon, 2012). Tüm bu sonuçlar, program değişiminin geliştirilme aşamasında sağlam temellere dayanan bir planlama ve bilimsel çalışma gerektirdiğini yeniden kanıtlamaktadır (Dyer, 1999; Ornstein ve Hunkins, 2004).

YÖK'ün program rehberinin öğretim üyelerine yeterince netlik, ayrıntı ve kendi ders yönetimlerini planlama konusunda özerklik sağladığına inanılmaktadır. Ancak program değişikliği durumunda “neden” ve “nasıl” sorularının yanıtları bu rehberde tatmin edici şekilde yanıtlanmayabilir. Çünkü bu program rehberinin aynı zamanda tutarsız ve basit bir ders listesi olduğu da ifade edilmiştir. Böyle durumlarda ise öğretim elemanlarının kendi yorum ve varsayımlarına başvurmaları, aynı fakültekteki farklı öğretim üyeleri arasında veya farklı eğitim fakülteleri arasında standardizasyon sorunlarının ortaya çıkmasına neden olmaktadır. Dolayısıyla uygulamadaki bu karmaşıklık, özellikle zaman kısıtlamaları, iş yükü ve yeni sorumluluklarına hazırlanmak için yeterli alan bulamayan

uygulayıcılar üzerindeki psikolojik yük ile birleştiğinde program değişiminin önündeki en büyük engellerden biri haline gelmektedir (Aeria, vd., 2018; Cooper, 2017; Meij ve Merx, 2018; Lunenberg vd., 2014; Yan, 2015).

Uygulayıcıların program değişikliği sonrası güvensizlik duyguları ve dirençleri çoğunlukla kendilerinden ne beklediği, hangi yöntem veya tekniklerin kullanılması gerektiği ve değişimin neden gerçekleştiği konusunda emin olamamalarından doğmaktadır (Ünsal vd., 2019). Buradan, nedenlerinin ve araçlarının net olarak algılanmasının, değişimin benimsenmesini artırdığı sonucuna varılabilir (Carless, 1998; Cooper, 2017; Van den Akker, 2006). Bu bilgi Fullan ve diğerleri (2005) tarafından “değişimin bilgisi” olarak adlandırılmakta ve ancak değişim iyi anlaşıldığında ve öğretim üyeleri hangi rolleri oynayacaklarını bildiklerinde tüm paydaşların aynı motivasyonu ve amacı paylaşabileceğini iddia etmektedir (Anakin vd., 2018; Fullan ve Miles, 1993; Ling, 2002). Aksi takdirde, emir-komuta zinciri içinde çalışmak yerine, özellikle daha özerk akademik ortamlarda mantık arayışında olan öğretim üyelerinde oluşacak tereddütler, direnişi tetikleyebilmektedir (Barman vd., 2016; Broström vd., 2019; Uztosun ve Troudi, 2015).

Mevcut çalışmanın sonuçları, aynı zamanda fakültelerde gerekli öğretim ekipmanlarının, ortamların ve yeni sorumlulukları üstlenebilecek nitelikli öğretim üyelerinin bulunması gibi yeterli fiziksel altyapı ve insan kaynaklarının önemini de vurgulamıştır. Bu sonuçlara paralel olarak Louvel (2013) de öğretim üyelerinin program tasarımının, mali engeller, akademik personel eksikliği veya öğretim kaynakları eksikliği nedeniyle kısıtlanabileceğini ileri sürmüştür. Sonuç olarak, fakültelerin yeni programda uzmanlık gerektiren dersleri verecek kaynak, materyal ve öğretim teknolojileri sağlama veya yetkin öğretim üyesi istihdam etme konusunda yetersiz kalması durumunda (Işıksal vd., 2007; Karabacak, 2022), bu zorluklar öğretim üyelerinin değişime direncine yol açabilmektedir (Altınyelken, 2011; Chimbunde & Kgari-Masondo, 2020; Zimmerman, 2006). Fakültelerde sıklıkla karşılaşılan bu olumsuzlukların bir kısmının, gelişmekte olan ülkelerin mali durumlarıyla ilişkili olduğu da düşünülebilir (Steinbach, 2012).

Değişim sürecinin liderliği ve etkili yönetimi, program değişiminin öğretim üyeleri tarafından benimsenmesinde etkilidir. Bu noktada değişimin gerçekleşeceği ortamdaki tüm paydaşlar arasındaki iletişim ve müzakerenin kalitesi de büyük önem taşımaktadır (O'Neill, 2010; Ohlemann vd., 2023). Hopkins ve diğerleri (2021) ile Walker-Bethea ve diğerleri (2021) de öğretim üyelerinin endişelerini giderecek örnek liderlik yaklaşımlarını, öğretim üyelerini tartışmalara ve hizmet-içi eğitimlere dâhil etme, onların karşıt savlarını veya vizyonlarını dinleme, onları süreç hakkında sürekli bilgilendirme olarak özetlemişlerdir.

Ancak mevcut arařtırmada hiyerarřık liderliđin ğretim yelerinin giriřimlerini istemediđi, eđitimde ilerlemeyi gz ardı ettiđi, eđitim liderlerinin ğretmen eđitimindeki liyakat eksikliđi, iř birliđi ve ğretim yelerine ynelik bilgilendirme toplantıları ihtiyaçı ortaya ıkarılmıřtır. Etkin olmayan ynetimin bu tr belirtileri, programın kâđıt zerinde amalanan hali ile sınıflarda uygulanan hali arasındaki tutarsızlıklara neden olabilir (Coenders ve Terlouw, 2015; Harry, 2018; Yan, 2015). nk akademisyenler fakltedeki yneticilerinden daha farklı hedef ve deđerlere sahip olduklarını hissettiklerinde mesleki kimlikleri, ynetimin talepleri karřısında ne ıkabilmekte ve ğretim yeleri bu durumda program deđiřikliđi yerine statkoyu desteklemeyi tercih edebilmektedir (Annala vd., 2021).

YK'n merkeziyeti politikalarının bir sonucu olarak, sistematik olmayan program geliřtirme, ihtiya analizi veya program deđerlendirme alıřmalarının eksikliđi, program deđiřikliklerinin hızı ve rastgeleliđi bu alıřmada dile getirilen bařlıca Őikyetlerdendir. Alan yazında da rneđin, Karabacak (2022) 2018 programındaki derslerin sorunlu sıralanması ve paydař grřlerinin programa yansıtılmamasını, program geliřtirmenin temel ilkelerine aykırı olduđu gerekesiyle eleřtirmiřtir. Pek ok programın kısa bir sre sonra deđerismeye mahkm olması, ğretim yelerinin YK politikalarına olan gvenini kaybetmesine (Karabacak, 2022), programların srdrlebilirliđinin nihai bir soru iřareti olarak kalmasına yol amaktadır (Bařaran vd., 2022).

ğretim yelerinin, ğretmen eđitiminde program deđeriřimi esnasında gerekleřtirmeleri gereken rolleri ve sorumlulukları, insanların sosyal konumlarından veya statlerinden kaynaklanan beklentilere hitap eden rol teorisi erevesinde deđerlendirilebilir ve bunlar, beklentiler dođrultusunda Őekillenen bađlama zg davranıřlardır (Biddle, 1986; Newman ve Newman, 1995). Bařka bir deyiřle, bu tr roller yalnızca bireylerin davranıř biimlerini ve kendileri hakkında fikir oluřturma biimlerini deđil aynı zamanda davranıřlarının bařkaları tarafından kavranma ve deđerlendirilme biimini de etkilemektedir (Anglin vd., 2022).

Arařtırmacı-gzlemci rol kapsamında, ğretmen adaylarının ve ğretmen eđitimi programlarının ihtiyalarının farkındalıđı ve ğretmen eđitimi ile ilgili daha nce yapılan arařtırmaların pedagojik bilgiye dnřtrlmesinin nemli olduđu grlmřtr. Bu role paralel olarak Kawser (2014), ğretim yelerinin program geliřtirme uygulamalarının, mesleki ihtiya ve ilgileri daha fazla gzetmeleri nedeniyle uzun yıllar sren ğretmenlik deneyiminden dođrudan etkilendiđini dođrulamaktadır. Arařtırmaya dayalı bir program oluřturmak iin akademik arařtırma bulgularının ğretmen eđitimi programında

kullanılması da benzer şekilde alan yazında vurgulanmaktadır (Hökkä vd., 2010; Roberts, 2014; Topal, 2020).

“Program geliştirme” rolü, alan yazında daha önce de öğretmen eğitimcilerine verilmiştir (Lunenberg vd., 2014; Singh ve Richards, 2006), çünkü onlar “kamu entelektüelleri” (Cochran-Smith, 2006) olarak öğretmen eğitimi müfredatının geliştirilmesinde güçlü varlıklar haline gelmişlerdir. Bu, bazı akademisyenler tarafından bir güven işareti olarak algılansa da (Annala vd., 2021), bazıları için yükseköğretim programlarının gelişen doğası nedeniyle kaçınılmaz bir sorumluluk olarak değerlendirilebilir (O’Neill, 2010). Murray ve diğerlerinin (2009) çalışmasında, tutarlı bir öğretmen eğitimi programına ilişkin güvenilir içgörülere sahip öğretim üyelerinden, bu programları geliştirmeleri, uygulamaları ve değerlendirmeleri beklenmektedir (Loughran, 2014).

Program değişikliği durumunda, becerilerini güncelleyerek aktif rol alabilen, öğretmen eğitimi alanındaki son gelişmeleri takip eden, yaşam boyu öğrenen bireyler olmak da öğretim üyelerinden beklenenler arasındadır. Bu rol, öğretim üyelerinin mesleki gelişim ihtiyaçlarıyla birleştiğinde varlığını güçlendirir, çünkü çoğu öğretim üyesi, öğretmen eğitimcisi olmak için hangi niteliklere ihtiyaç duydukları konusunda sınırlı bir farkındalığa sahiptir (Lunenberg vd., 2014; Swennen vd., 2010). Burada öğretim üyelerinden, profesyonel öğrenme toplulukları aracılığıyla eleştirel ve yansıtıcı uygulamalara katılarak “öğretmen-öğrenen” gibi davranmaları beklenmektedir (Barman vd., 2016; Singh ve Richards, 2006).

Her öğretim üyesinin katkıda bulunma fırsatı bulabildiği katılımcı, iş birlikçi ve disiplinler arası program çalışmaları, öğretim üyelerinin takım oyuncusu rollerinin bir parçasıdır ve ilgili alan yazında bunları gerçekleştiren çalışmalar yer almaktadır (örn. Annala vd., 2021; Brøgger, 2014; Hökkä vd., 2010; O’Neill vd., 2014; Stark, 2000; Walker-Bethea vd., 2021). Bu aynı zamanda bireysel öğretim üyelerinin kendi özerkliklerinin kısıtlanması anlamına da gelebilir, çünkü öğretim üyeleri, program gelişimini geniş açıdan göremeyerek kendi alanlarını veya ders kredilerini savunurken çoğunlukla geri adım atmaya eğilimli olmayabilirler (Annala vd., 2021; Hökkä vd., 2010).

Öğretim üyelerinin, sağlam bir alan ve pedagojik alan bilgisine sahip, akademik açıdan nitelikli öğretmen eğitimcileri olarak öğretmen eğitimine ve onun programına değer vermeleri beklenmektedir. “Klinik eğitimciler” olarak görev yapan öğretmen eğitimcileri, öğretmen adaylarının kendi mesleki kimliklerini geliştirebilmeleri için öğretimin hem kavramsal hem de uygulamalı yönlerinin sağlanmasından sorumlu tutulmaktadır

(Grossman vd., 2009). Öğretim üyelerinin bu kritik rolü, öğretmen adaylarını gerekli bilgi ve becerilerle yetiştirebilen, öğretmen adayları için doğru örnekleri teşvik eden ve bu süreçte ikilemlerle baş edebilen “öğretmenlerin öğretmeni” olarak da adlandırılmaktadır (Lunenberg vd., 2014; Murray vd., 2009; Swennen vd., 2010).

Öğretim üyelerinin, pasif alıcılar olmak yerine (Brøgger, 2014), derslerinin bireysel tasarımı ötesine geçebilen, tüm üniversite ve toplum düzeyinde ortak amaç ve değerler doğrultusunda düşünebilen (Annala vd., 2021; Kusters vd., 2023) değişim temsilcileri olarak zorlukların üstesinden gelmeleri beklenmektedir. Bu, öğretim üyelerini yalnızca “ders sağlayıcıları” olarak değil, aynı zamanda kaliteli bir öğretmen eğitimi programının “aktivistleri” olarak da nitelendirmek anlamına gelir (Day, 2004).

Yetki devri sonrasında fakültelerin çoğunun program çalışmalarına başlamadığı, bazı bölümlerin ise kendi programlarını geliştirip uygulamaya başladıkları görülmüştür. Ayrıca bölüm veya fakülte çapında toplantılara başlayan veya yapılacakları planlamakta olanlar da mevcuttur. Başaran, Altan ve Gündoğdu (2022) da benzer şekilde birçok üniversite ve bölümün, program çalışmalarının farklı aşamalarında olduğuna dikkat çekmiştir. Bu nedenle Eğitim Fakültelerinin bu tür program çalışmaları için farklı hazır bulunuşluk düzeylerine sahip olduğu söylenebilir. Bu noktada, öğretim üyelerinin, fakültelerdeki herkes için oldukça zahmetli ve zorlu bir süreç olan akreditasyon süresinin dolmasını beklemesi nedeniyle hâlihazırdaki programı uygulaması bir gecikme nedeni olabilir (Başaran vd., 2022). Ayrıca bu çalışmalar, program değişikliğinin alınabilecek bir risk olarak görülmesi, bölüm bazında yeni bir şey önermek için ortak bir vizyonun bulunmaması, sürekliliği olmayacak bir program için çaba sarf etmek istememek ya da öğretim üyelerinin nasıl program geliştirileceğine dair yeterli fikir veya vizyona sahip olmamasından ötürü de ertelenebilmektedir (Loughran, 2014; Lunenberg vd., 2014). Ayrıca, uzaktan eğitimin COVID-19 salgını sonrasında ortaya çıkan zorlukları (Hill vd., 2020) ve öğretim üyelerinin idari inisiyatif olmadan harekete geçememe alışkanlığı da bu çalışmada doğrulanmıştır. Bu durum Annala ve diğerleri (2021) ile Steinbach (2012)'in ileri sürdüğü gibi öğretim üyelerinin üniversitelerdeki statükoya meydan okumadaki çekincelerinden de kaynaklanıyor olabilir.

Diğer yandan, program geliştirme çalışmalarına başlayan bazı fakültelerde öğretim üyelerinin ne tür mezunlara sahip olmaları gerektiğine öğretmen adaylarının yeterlikleri ve program çıktıları temelinde karar verdikleri; bir başka deyişle, bu fakültelerde “mezuniyet yaklaşımı veya sonuç odaklı model” uygulandığı görülmektedir (O'Neill, 2010). Ayrıca sadece bazı öğretim üyeleri mezunlardan, öğretmen adaylarından, yöneticilerden, farklı

üniversitelerdeki öğretim üyelerinden, MEB veya özel okullardaki öğretmenlerden veri toplamak için fiili çaba sarf etmiştir. “Nedir” ve “ne olmalı” arasındaki farklılıkları analiz etmek, belirlenen ihtiyaçları önceliklendirmek ve mevcut kaynaklara göre çözüm önermek için çeşitli paydaşlardan böylesine sistematik bir veri toplanması, her program geliştirme çalışması için kritik önem taşımaktadır (Altschuld ve Eastmond, 2010). Ancak buradaki gibi, program çalışmaları öncesinde bu favori bir adım olarak görülmeyebilir (O’Neill, 2010). Buna ek olarak, öğretim üyelerinin Whatsapp grupları ve Zoom toplantıları aracılığıyla ülke genelindeki diğer fakültelerde ve meslektaşlarıyla geliştirdikleri program üzerine iletişim ve iş birliğinde buldukları görülmüştür. Bu çabalar oldukça değerlidir çünkü aksi takdirde bazı öğretim üyeleri programın farklı derslerinde aynı veya çok benzer içerikleri öğretebilirken, Meij ve Merx'in (2018) çalışmasında da fark edildiği üzere diğer önemli içerikler gözden kaçırılabilir. Bunlar, program geliştirme esnasında Ornstein ve Hunkins (2018) ve O'Neill'in (2010) diğer akademik topluluklar ve profesyonel gruplarla iş birliği yapılması ve yeni fikirlere açık olunması noktasında önerdiği uygulamalardandır.

Bazı öğretim üyelerinin fiilen program geliştirme yapmadıkları ve yeni ders tanımları yazmakla zaman harcamak istemedikleri açıkça kabul edilmektedir. Bunun yerine, 2018-19 programındaki seçmeli derslerin geliştirilmesi, kaldırılması veya zorunlu derslere dönüştürülmesi, bazı derslerin dönem dağılımlarının değiştirilmesi, bazı ders saatlerinin ve içeriklerinin artırılması gibi küçük değişiklikler tercih edilmiştir. Bu küçük değişikliklerin bir başka örneği de Louvel'e (2013) ait olup, akademisyenlerin, yeni bir bakış açısı getirmek yerine programda var olan dersleri göstermelik bir anlayışla yeniden düzenlediğini ortaya koymuştur. Lattuca ve Stark (2009) da öğretim üyelerinin derinlemesine değişiklikler yerine ders içeriği, sıralaması veya öğrenme etkinlikleri üzerinde sık sık ayarlamalar yaptığını göstermektedir.

Öğretim üyelerinin program geliştirme nosyonu, program geliştirmeye ilgili tereddütleri, uluslararası veya ulusal öğretmen eğitimi programları ve program geliştirmeye ilişkin temel kavramlar konusundaki sınırlı farkındalıkları, kendi bölüm veya fakültelerindeki program geliştirme çalışmalarındaki yetersiz deneyimleriyle birleşmekte ve sorunlu görünmektedir (O'Neill, 2010; O'Neill vd., 2014; Rodgers vd., 2014). Bu alandaki teoriler, terimler, yaklaşımlar ve ilkeler de onlar için karmaşık görünebilmekte ve onların program çalışmalarından çekinmelerine neden olabilmektedir (Pillet, 1971; Sever vd., 2019). Bazı öğretim üyeleri, bölümlerinde geliştirilen programların arkasında herhangi bir felsefi temel olmadığını, belirli bir model veya yaklaşım izlemediklerini belirtmişlerdir.

Öğretim üyeleri, eğitim programını birbirlerinden farklı şekilde kavramsallaştırabilirler ve onun farklı bir yönüne odaklanabilirler (O'Neill, 2010). Öğretim üyeleri böyle farklı program yönelimlerine sahip olduğunda (Roberts, 2014), programa dair aldıkları kararlar, yeterince sistematik olmayabilir (O'Neill vd., 2014). Bu koşullar altında, program geliştirmeye yönelik düzenli bir yaklaşımın yerini çeşitli öncelikler, alışkanlıklar, sosyo-politik kararlar veya yerel konular alabilir (Lunenberg vd., 2014). Tüm bunlara rağmen, O'Neill (2010) ayrıca öğretim üyelerinin program çalışmaları konusunda nadiren akademik tavsiye aradıklarını ileri sürmektedir ki bu sonuca bu çalışmada da varılmıştır.

Stark'ın (2000) öne sürdüğü gibi, yükseköğretimde ders planlaması, öğretim üyelerinin kendi özellikleri ve geçmişlerinden, disiplinleri hakkındaki görüşlerinden, genel eğitimin amacına olan inançlarından, kurumsal veya programa ait hedeflerden ve öğrenci özellikleri gibi bağlamsal faktörlerden etkilenir. Bu çalışmada da öğretim üyelerinin öğretim tasarımları belirli açılardan zorluklara ve rastlantısallığa işaret etmektedir. Öğretim üyeleri, derslerine öğretim teknolojilerini eklemekte sıkıntı yaşamaktadır (Lindfors vd., 2021; Rodgers vd., 2014). Bu planlamada, öğretme ve öğrenmenin değerlendirilmesindeki dezavantajlar daha önceki çalışmalarda da dile getirilmiştir (Hahn ve Lester, 2012; Khan ve Sarwar, 2011) ve belki de buna karşılık olarak alan yazın, öğretmen adaylarında da yankılanan bazı eksiklikleri göstermektedir (DeLuca ve Klinger, 2010; Volante ve Fazio, 2007). Öte yandan, farklı öğretmen eğitimi programlarının uzun yıllar boyunca çeşitli dersler verilerek uygulanması, öğretim üyelerine ders tasarımında yardımcı olabilmektedir. Bunların dışında Kamu Personeli Seçme Sınavının olumsuz etkileri de bazı öğretim elemanlarını derslerinde belirli düzenlemeler yapmaya zorlamıştır. Her ne kadar bu sınav, öğretmen adaylarının gerçek öğretimdeki bilgi veya becerilerini değerlendirmede yetersiz kalması açısından oldukça tartışmalı olsa da (Erdem, 2015), merkezi sınavların müfredat veya ders tasarımları ve öğretim uygulamaları üzerindeki benzer etkileri daha önce de kanıtlanmıştır (Yan, 2015).

Son olarak, program değerlendirme, öğretmen eğitimi programlarındaki çıktıları sistematik bir şekilde değerlendirmeye yönelik hiçbir çalışma yapılmadığı için sıklıkla göz ardı edilen bir husus olarak karşımıza çıkmaktadır. Bunun nedeni öğretim elemanlarının program değerlendirme konusunda kendi bilgi ve becerilerine ilişkin tereddütleri olabilir; çünkü bu bilgilere teorik olarak sahip olsalar dahi bunu uygulama konusunda hiçbir zaman yeterli fırsata sahip olamamaktadırlar. O'Neill (2010) ayrıca yükseköğretimdeki öğretim üyelerinin çoğunlukla programın etkililiği konusunda hiçbir fikrinin olmadığı, çünkü bunun sistematik bir değerlendirmedikleri sonucuna varmıştır.

Bu sonuçlar ışığında, köklerini ihtiyaç analizi ve program değerlendirilmeden alan sistematik bir program geliştirme, değişim çabaları açısından kilit öneme sahiptir. Mezunlar, öğretmen adayları, öğretim üyeleri, bölüm başkanları, fakülte dekanları, hizmet-içi öğretmenler veya eğitim sektöründeki devlet veya özel okul yöneticileri gibi çok çeşitli farklı paydaşlar bu tür çalışmalara davet edilebilir. Ayrıca, Türkiye'deki bölgesel farklılıklar göz önüne alındığında, eğitim fakültelerinin farklı uzmanlık alanlarından yeterli sayıda öğretim üyesinin yanı sıra, yeterli sayıda derslik ve modern öğretim teknolojilerine sahip laboratuvarlarla donatılması gerekmektedir. Bu noktada değişimin liderliği ve etkin yönetimi de ön plana çıkmaktadır. Program değişikliği durumunda, öğretim üyelerinin rol ve sorumluluklarına ilişkin farkındalıkları, çalıştaylar ve sıklıkla karşılaşılan sorunlara yönelik öneriler yoluyla artırılabilir. Bu kapsamlı rollerin yerine getirilmesini kolaylaştırmak için öğretim üyelerinin ders yükü, ek görevleri ve dokümantasyon işleri yeniden düzenlenebilir. Son olarak, öğretim üyelerinin programın sürekli geri bildirim ve değerlendirme gerektiren döngüsel bir çalışma prensibi olduğu konusunda daha fazla bilgi sahibi olmaları gerekmektedir. Bunlar için hizmet-içi eğitimler düzenlenebilir.

Gelecekteki araştırmacılar, bu olgunun eğitimde liderlik ile bağlantısı noktasında Eğitim Yönetimi ve Planlaması alanında da detaylıca irdelenmesini, fakültelerde başlatılmış olan program çalışmalarındaki çalıştay ve toplantıların yerinde gözlemlenmesini, bu çalışmaların vakıf, özel ve devlet üniversitelerde hangi değişkenler altında yürütüldüğünün karşılaştırılmasını ve fakültelerde kurulan “Program Değişim Birimleri” ile öğretim üyelerine sürekli destek sağlanan boylamsal vaka çalışmalarısıyla onların direnç seviyelerinin azaltılmasını amaçlayabilir.

## H. THESIS PERMISSION FORM / TEZ İZİN FORMU

### ENSTİTÜ / INSTITUTE

- Fen Bilimleri Enstitüsü** / Graduate School of Natural and Applied Sciences
- Sosyal Bilimler Enstitüsü** / Graduate School of Social Sciences
- Uygulamalı Matematik Enstitüsü** / Graduate School of Applied Mathematics
- Enformatik Enstitüsü** / Graduate School of Informatics
- Deniz Bilimleri Enstitüsü** / Graduate School of Marine Sciences

### YAZARIN / AUTHOR

**Soyadı / Surname** : AYDIN  
**Adı / Name** : ÖZGE  
**Bölümü / Department** : Eğitim Bilimleri, Eğitim Programları ve Öğretim

**TEZİN ADI / TITLE OF THE THESIS (İngilizce / English):** TEACHER EDUCATION CURRICULA CHANGE: FACULTY MEMBERS' PERCEPTIONS AND FACTORS INFLUENCING THEIR PERCEPTIONS

**TEZİN TÜRÜ / DEGREE:** Yüksek Lisans / Master  Doktora / PhD

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide.
2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years**. \*
3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. \*

\* Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir. / A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.

**Yazarın imzası / Signature** ..... **Tarih / Date** .....  
(Kütüphaneye teslim ettiğiniz tarih. Elle doldurulacaktır.)  
(Library submission date. Please fill out by hand.)

*Tezin son sayfasıdır. / This is the last page of the thesis/dissertation.*