



An Investigation into 2005 and 2018 Life Studies Textbooks in the context of Learning Approaches: How do Classroom Teachers Interpret the Change?

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Abstract

The purpose of the current study is to unveil classroom students' perceptions towards the textbooks prepared in reference to the 2005 and 2018 Life Studies Curricula and to reveal the impact of these textbooks on the teachers' preparation for the lesson and teaching- learning processes. To this end, the study consists of 15 classroom teachers, 7 of whom are female and 8 of whom are male working in the province of Gaziantep. The study was carried out as a case study model and the research data were collected through document analysis, questionnaire, and semi- structured interviews. In the analysis of the data, the content analysis method was used. In the light of the findings obtained, the codes were created based on the transcripts. The similar codes were grouped together within the framework of certain themes. The findings have revealed that the participants are of various perceptions and understandings regarding both textbooks under the themes of the representation of written information, visuals and their functions, activities and their qualities and teaching- learning process. It was indicated that classroom teachers who preferred 2005 textbook developed in-class processes in accordance with the principles of the constructivist approach; however, those who preferred 2018 textbook were found to have developed certain processes in compliance to constructivist approach and behaviourist learning theory. It was determined that teachers had a perception that there were traces of both learning theories related to 2018 textbook and developed in-class processes there away. Furthermore, it was concluded that teachers were in the orbit of the textbooks presented to them and attempted to generate a learning experience in accordance with the approach that the books were based on in the preparation and in-class processes. In this regard, it can be said that textbooks have a significant impact concerning teachers' perceptions on the roles attributed to teachers and students during in-class processes.

Keywords

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Introduction

Considering the complicated and intertwined process of learning, each dimension that constitutes this process has been examined by many educational researchers in company with the popular approaches brought by the age. Along with the technological breakthroughs in education in the 21st century and human- centred research, the physical structures in which knowledge is confined are being demolished by the learners and knowledge can be reformed or reconstructed together with such dynamics as the perception, perspective, and prior learning experiences of the learners. The learners intend to discover and construct the knowledge; in addition, the objective, non- interpersonal and constant nature of the knowledge has been rejected. Accordingly, constructivism emphasizes the learner as the creator of his/ her knowledge and reality through the interpretation of his/ her experiences (Jonassen, 1991). According to the constructivist approach, individuals develop subjective meanings of their experiences based on the ontological and epistemological foundations of constructivism (Creswell, 2013). In order to adopt the principles within the framework of constructivism by the educational circles and to raise individuals who have these principles, the constructivist approach has been taken as a basis for the curriculum and textbooks in Turkey as of 2005. From 2005 onwards, the Ministry of National Education (MoNE) has carried out studies on the curriculum by blending the views of academicians and non- governmental organizations and the experiences of various countries and has adopted the constructivist approach as a novel approach in the curriculum (Çayır, 2009). In this context, one of the teaching materials that have been most structurally affected as a result of the new understanding of learning has been textbooks (Güven, 2011; Kabapınar, 2019). Given that fact that textbooks are designed as tools for teachers and students with the aim of achieving the goals targeted by the curriculum, this outcome has been expected (Kashi, Andreeva, & Naimi, 2015).

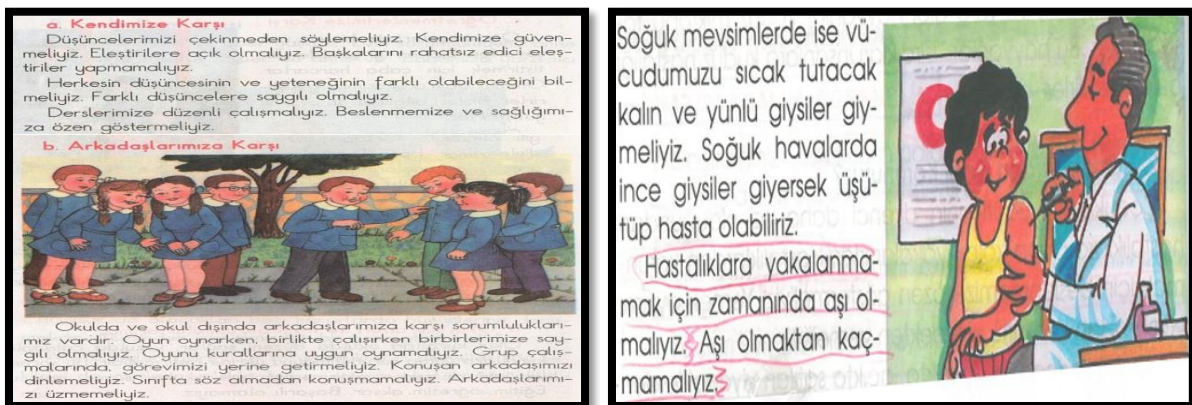
Since textbooks are one of the fundamental sources that function as curriculum delivery vehicle (Pop-Păcurar & Ciascai, 2010), it is an expected result that acquisitions, knowledge and skills included across the curriculum are required to enable students to acquire those acquisitions, knowledge and skills (Ünsal & Güneş, 2003), that textbooks adopt the philosophical change of the curriculum (Valverde, Bianchi, Wolfe, Schmidt, & Houang, 2002) in terms of achieving the goal of education and supporting learning (Mohammadia & Abdib, 2014; Şahin, 2012). In this respect, Life Studies textbook has changed in line with the shift in Life Studies curriculum (Kabapınar, Kalender, & Urfaloğlu, 2020). The radical change in the field of education taking place in Turkey in 2005 has been seen in Life Studies textbooks as well as in all courses in terms of the representation of written information, the functions of visuals, the structure and quality of activities (Kabapınar, 2019). The curriculum, which preserved its general appearance and content expect for partial changes from 2005 to 2015, underwent a serious change in 2015 and 2017 and was revised and reformed in 2018. In this regard, Life Studies textbooks have changed as well based on the learning approaches forming a basis for the curriculum. Despite mentioning that constructivism was considered as a learning approach in the curriculum that remained in practice from 2005 to 2015 (MoNE, 2009), no accurate learning approach was specified in the 2018 curriculum. Therefore, researchers were able to formulate ideas regarding the learning approach by examining the 2018 curriculum and content, activities, visuals, etc. in the textbooks that were the reflections of this curriculum. While the visual elements are presented in accordance with the students' levels, certain phenomena and subjects are presented to the students through case studies. In this respect, although it is likely to mention about the traces of constructivist approach, it can be, on the other hand, stated that it also has the traces of behaviourist theory with the content structure that uses the modes of necessity as the language of expression and attempts to offer an ideal social framework (Kabapınar, 2002, 2007b; Kabapınar, Akaydın, Çetin, Keleş, & Çelikten, 2018). One of the main points that differ in the 2018 curriculum is that the thematic approach in 2005 has been replaced by the unit-based approach. In this regard, in the perspective of educational philosophy or learning approaches involved in the creation of textbooks, Life Studies textbooks prepared according to the 2005 and 2018 curriculum have been aimed to be examined. The concept of "*educational philosophy*" is used in certain curricula; however, "*learning approach*" is also used in others as a perspective. Nevertheless, the concept of learning approach has been preferred in the current research.

Traces of Learning Approaches in Textbooks

Although there have been many teaching materials that changed and developed over time, textbooks still maintain their importance in terms of being reference books for teachers and students (Fan, Zhu, & Miao, 2013) and shedding light on what students should learn and what and how teachers are required to carry out teaching (Hali, 2014; Valverde et al., 2002). Together with all the elements they include, textbooks have been designed to achieve the objectives of the curriculum (Robinson, Fischer, Wiley, & Hilton, 2014). In addition to guiding the students in terms of the scope of what students need to learn and how to achieve this (Sosniak & Perlman, 1990), textbooks are also a guide for teachers in designing and implementing their teaching processes (Mahmood, 2011). Bulut (2008) defines textbooks as the printed works the subjects in which are prepared in line with the curriculum based on the Ministry of National Education's regulation on textbooks. Kalender and Baysal (2021), however, pointed out that textbooks were required to be designed in accordance with the curriculum to achieve the objectives specified. Considering all of these, there is no doubt that a textbook that is the product of a curriculum focusing on the behaviourist theory and another textbook that is the product of the constructivist approach differ in terms of subjects, visuals, activities, written texts and assessment and evaluation methods. In this context, it has been thought that the presentation of the features of textbooks and certain examples may contribute to the understanding of the issue.

Behaviourist Approach in Textbooks

The purpose of the Life Studies textbooks prepared within the scope of the curriculum based on behaviourist theory (Tay & Baş, 2015) is to help students acquire desired terminal behaviours. The textbooks with a pragmatic and idealist purpose have been designed as reference books that students are able to use in schools and in their daily lives (Weegar & Pacis, 2012). These textbooks are citizenship delivery vehicles; they emphasize the social structure and order rather than the individual and they also attempt to create a social pattern with people who are similar to one another by putting forward a uniform human model (Kabapınar, 2007a). The Life Studies textbooks in accordance with the behaviourist theory represent an ideal artificial environment away from the usual chaos of real life. All the figures in the textbooks are the people who do their homework regularly, obey the rules, get along with their friends, never lie and are not afraid to get vaccinated. In this respect, the textbooks become "Handbook of Appropriate Behaviours" that give advice (Kabapınar, 2002). The majority of the sentences are structurally constructed with the necessity mode "-should" (Kabapınar, 2007b). Subjects are presented as units. Accordingly, the 1998 curriculum can be cited as an example of the behaviourist theory. Certain examples from 1998 textbook representing the behaviourist theory are given in Figure 1.



*Source: Cılga, 1998

Figure 1. Sections of 1998 Textbook Representing the Behaviourist Theory

When examining the sections of the textbook presented in Figure 1, it is likely to find traces of the behaviourist theory in terms of the quality of both the visuals and written texts. It is worth noting that there is always cleanliness and order in everyone; there is only happiness in all students in emotional terms and there is cleanliness and order in terms of clothes. In these visuals, it is noteworthy that the problems and dilemmas in the usual flow of life are not included. In the written texts, however, there are sentences that show how the ideal society should be. It can be stated that the presence of such books as a basic and common resource for both teachers and students will have an impact on teacher-student roles, classroom climate, relationships, and behaviour patterns. In this respect, it is unlikely to assume that the pedagogical understanding and practices of teachers will not be influenced in this process.

Constructivist Approach in Textbooks

According to constructivist approach, it is recommended that students' process of individual interpretation should be supported, and they should be given opportunities to interpret their environment instead of providing them with direct and detailed information. Consequently, in the textbooks prepared based on the constructivist approach, it is preferred to include content that is not intensive and does not direct students. In addition, it is highlighted that textbooks should include activities that are able to make students active and gripping visuals that allow them to explore (Mohammadia & Abdib, 2014; Pop-Păcurar & Ciascai, 2010). The textbooks prepared in reference to constructivist approach (Aykaç, 2011) are striking in that they include certain problems, conflicts, and dilemmas in real life. The problems in real life are transferred to teaching- learning environment via newspaper articles, case studies or storifications. Visuals oriented to thinking and discovering have been frequently used instead of the use of written information since the discovery of information is the main focus rather than literal information. Students, as individuals, have been given opportunities that enable them to recognize their self, differences, personal thoughts, feeling and values (Gözütok et al., 2013). In this regard, it can be stated that the 2005 Life Studies textbooks are of 'personal development' characteristics. Concrete examples were presented instead of abstract structures in the form of advice and the principle of relativity was acted upon in accordance with the child's developmental age (Kabapınar, 2019). Textbooks have been addressed within the framework of thematic approach. Accordingly, the 2005 Life Studies textbook can be cited as an example of constructivist approach. Certain examples in the 2005 textbook representing constructivist approach are given below:



*Source: Karabıyık, 2005

Figure 2. Section of the 2005 Life Studies Textbook

In Figure 2, when the sections of the textbook are examined, it is seen that it complies with the constructivist approach in terms of the quality of both visuals and written texts. In accordance with the flow of life, the examples of disorders as well as order, negative situations, friendship, and relationships have been represented. It is the people, rather than an authority, who enable students to empathize. In this case, it has been attempted to provide a basis for a teaching- learning process in which students who are active and able to explain their opinions are included, and where there is multi-faceted communication and interaction, and modern teaching methods and techniques are utilized.

The 2018 Life Studies Textbooks

Certain examples from the 1998 and 2005 Life Studies textbooks are presented above. However, two examples of the 2018 Life Studies textbooks have been cited Figure 3 with the purpose of better understanding the scope of the research and examining the change of Life Studies textbooks over time.



*Source: Kuşkaya, 2018

Figure 3. Section of the 2018 Life Studies Textbook

Certain examples of the 1998, 2005 and 2018 textbooks are presented above. According to the figures, it is seen that students show desired reactions to situations and an ideal society in which all children follow the rules are attempted to be illustrated in the 1998 Life Studies textbook. Nevertheless, in the 2005 textbook, unlike ideal ones, the situations that lead to dilemmas are presented at the same time and no explanation is made. Therefore, the students are allowed to interpret these situations in classes. The visuals excerpted from the 2018 textbook, however, include both dilemmas and dialogues representing the ideal society. These visuals, unlike the 2005 textbooks, are presented with written information regarding what students are required to do. In this respect, although it can be said that there are certain similarities with the 2005 textbooks in terms of the presentation of visuals in the 2018 textbook and the presence of dilemmas, the 2018 Life Studies textbook shares certain similarities with the 1998 textbook in terms of the presentation of an ideal society and desired behaviours. Therefore, the traces of both constructivist approach and behaviourist theory are likely to be seen in the 2018 Life Studies textbooks.

In the light of the explanations above, it can be said that the impact of the learning approach on which the preparation of the curriculum is based has been reflected in the textbooks. Indeed, in the relevant literature, it has been stated that there is a relationship between the perspective of teachers and the utilization of textbooks (Freeman & Porter, 1989). Considering the fact that textbooks are one of the most prevalent curriculum delivery materials, it can be alleged that they have a guiding role for teachers and students in teaching- learning activities (Fan et al., 2013). In this regard, the teachers using textbooks can be thought to be influenced by this learning approach and to act in accordance with this approach in order to organize the processes of the preparation for lessons and teaching- learning in class (Kashi et al., 2015; Robinson et al., 2014). Moreover, Swanepoel (2010) in her study to reveal the impact of textbooks highlighted that the quality of textbooks can be related to the success of teaching- learning activities and that they have an intermediary role in terms of the radical changes in education.

The rationale underlying the current study is the fact that textbooks have a far-reaching area in the literature, provide a basis for achieving the goals of the curricula and reflect the approaches of these curricula. Accordingly, the aim of the current study is to unveil classroom students' perceptions towards the textbooks prepared in reference to the 2005 and 2018 Life Studies Curricula and to reveal what kind of in-class processes are developed with these textbooks. To this end, examples of the 2005 and 2018 Life Studies textbooks are presented to classroom teachers and following questions have been addressed:

1. What are the perceptions of classroom teachers on the learning approach of the 2005 and 2018 Life Studies textbooks?
2. What are the perceptions of classroom teachers on the 2005 and 2018 Life Studies textbooks in terms of the presentation of written information, the functionality of visuals and the qualities developed in the students and what kind of experiences have they experienced/ are they still experiencing based on these perceptions?
3. What are the impacts of the 2005 and 2018 Life Studies textbooks on the teachers' in-class experiences in teaching- learning process?

Given the fact that textbooks are the fundamental sources prepared in line with the objectives of the curriculum (Pop-Păcurar & Ciascai, 2010), that they are able to dominate teaching activities thanks to this characteristic (Fan et al., 2013) and they provide information on the practices in the process of teachers and students' achieving the goals (Robinson et al., 2014; Valverde et al., 2002), textbooks become crucial as an indispensable teaching and learning resource for both teachers and students. In addition, the fact that textbooks serve for the missions of the curriculum and education policy makers (Robinson et al., 2014) indicates their purpose and impact. In this context, in the present study where the purpose is to reveal the perceptions of classroom teachers regarding the transformation of Life Studies textbooks prepared according to the 2005 and 2018 Life Studies Curricula within the constructivist approach and to understand their experiences in this regard, the interpretations of teachers concerning the 2005 and 2018 Life Studies textbooks are thought to contribute to the literature in terms of giving the opportunity to reveal the teaching- learning approach textbooks serve.

Method

Research Design

The aim of the current study is to compare and evaluate the Life Studies textbooks prepared within the scope of the 2005 and 2018 Life Studies Curricula in terms of learning approaches based on the perspectives of classroom teachers. To this end, the research was designed as a case study. A case study is an in-depth and rigorous empirical investigation of one or more phenomena (Yıldırım & Şimşek, 2018; Creswell, 2007), a research strategy that helps understand phenomena in real-life situations (Yin, 2009; Creswell, 2007), a research methodology to explore the cause- effect relationship between the research objectives with a holistic approach (Cohen, Manion, & Morrison, 2005) and a research method that involves the analysis and synthesis of the similarities, differences and patterns across two or more cases (Kohn, 1997) through decisions and decision-making processes (Yin, 2009).

Study Group

In the present study, it was aimed that the study group consisted of the classroom teachers with the experience of using both the 2005 and 2018 Life Studies textbooks. To this end, various primary schools were contacted, the purpose of the study was explained to teachers who met this criterion, and they were asked to contact the researchers via e-mail addresses shared in case they agreed to participate in the research. A total of 22 teachers were contacted; however, two of them could not be interviewed due to their health conditions and four of them due to their assignments to other provinces. As a result, the remaining 15 classroom teachers constituted the study group of the current research. The study group of the present study were determined through criterion sampling method since the participants were selected by the criteria of both currently teaching Life Studies course and using both textbooks (Patton, 2002; Smith & Osborn, 2004). The 2005 Life Studies curriculum remained in practice until 2015 with a slight change in 2009. Therefore, working as a classroom teacher in a public school from 2015 to the present day (having at least 6 years of professional seniority) meets the criterion of being a participant in this research. The other criterion is to be currently teaching Life Studies course. As Life Studies course is included in the first three years of primary school (1st, 2nd and 3rd grades), the teachers working at this grade meet this criterion. The demographic characteristics of the participants are presented in Table 1.

Table 1. Demographic Characteristics of the Participants

Participants	f	Professional Seniority	f
Gender		6-10 years	4
Female	7	11-15 years	2
Male	8	16-20 years	2
Grade		21-25 years	5
1 st Class	3	26 years and above	2
2 nd Class	6		
3 rd Class	5		
Total	15	Total	15

Data Collection

The research data were collected in three stages as follows:

Document Analysis: The 2005 and 2018 Life Studies textbook previously used/ currently used in public primary schools were determined to be examined within the scope of the research. The acquisitions in the 2005 and 2018 Life Studies curricula were intended to be specified. Furthermore, those that the same lesson hours were allocated to were selected among these acquisitions. In this respect, the curricula and textbooks were investigated through document analysis and 12 subjects regarding the same acquisitions were identified and the sample contents were examined by three field experts. The contents across six out of these acquisitions that were considered to help aid teachers to understand the scope and purpose of the research were agreed. These contents were multiplied by the number of participants. Document analysis is an in-depth and systematic procedure (Wach, Ward, & Jacimovic, 2013) requiring the data be examined and interpreted in order to elicit meaning and gain understanding by developing different perspectives (Corbin & Strauss, 2008).

Questionnaire: A questionnaire form was prepared in the current research since it allows participants the opportunity to express their opinions freely and the researchers to have deep and detailed information on the subject. Questionnaire forms give individuals the opportunity to give voice to their views without feeling pressured in terms of such factors as researcher, time and space (Büyüköztürk, 2005). The questionnaire form includes two main questions indicating in which aspects the participants were required to examine the sample contents of the textbooks and there were three sub-questions under the first question. The second question in this form in which the participants explain *their preparation for the lesson and in-class activities* addresses the experiences of the participants regarding both textbooks. A detailed literature review was carried out in the first place and, in this regard, the questions were examined by three experts in the field of classroom education and a language expert. In accordance with the feedback given, the necessary corrections were made, and a pilot study was conducted with two classroom teachers who were not included in the study group in order to ensure whether the items were functioning. Subsequently, the researchers finalized the questionnaire form by making corrections deemed necessary and commenced to collect research data. As a result of expert opinions and pilot study, the following questions were included in the data collection instrument:

1. Compare the quality of the 2005 and 2018 Life Studies textbooks by considering the dimensions presented below:
 - a. The presentation of written information
 - b. Visuals and their functions
 - c. Activities and their qualities
2. How would you teach a 40 or 80-minute lesson with the samples of the 2005 and 2018 Life Studies textbooks given in the appendix? Please write in detail.
 - a. Lesson scenario for the 2005 textbook;
 - b. Lesson scenario for the 2018 textbook.

The colour photocopies of the 2005 and 2018 textbooks addressing the same acquisition that the teachers will utilize while responding the questions were matched and presented to them. Thus, teachers had the chance to make comparison between both textbooks in terms of the same acquisition and carried out their comparative evaluations accordingly.

Semi-Structured Interview: In this phase of the study, semi-structured interviews were conducted with the participants in order to elucidate the perceptions of the participants towards the textbooks and their in-class processes in line with the examination of the research data obtained from the previous phases of the study. Through these semi-structured interviews, it was aimed to reveal what the perceptions of the participants on the research subject were, why they had such a perception and what kind of experiences these perceptions led them to have. Semi-structured interviews are data collection tools enabling the researchers to understand the individuals' opinions on a certain subject (Patton, 2002). In this context, questions were prepared by taking teachers' responses to the items in the questionnaire into account in order to give meaning to the perceptions of the teachers concerning their experiences. Since the questions were constructed based on the teachers' responses to the questionnaires, each teacher was asked different questions. During the interview, the questionnaires that the teachers responded were presented to them to review. Moreover, the samples from the textbooks were also present during the interviews. The question asked to a teacher as an example of the interviews is as follows: *Based on your response to the sub-question c of the first question in the first data collection instrument you have now, and when you consider the samples from the textbooks you have examined, what skills and perspectives do you think the 2005 and 2018 Life Studies textbooks can develop in children? Please explain by examples.*

The question asked to another teacher is as follows: *Considering the samples from the textbooks you have examined and your responses to the second question, do you think that the textbooks presented have an impact upon the teaching of teachers, their lesson planning and teaching methods and techniques they will choose? Please explain with reasons.*

Data Analysis

The data obtained within the scope of the research were analysed through *content analysis*. In this phase of the study, codes were created by examining the data gathered from multiple data collection instruments and arranged. Then, themes were generated from the relevant codes fitted together. Pseudonyms such as T1, T2, ... were used to represent participants. The research data from multiple data sources and data collection instruments were combined and analysed from an inductive approach to develop a holistic understanding.

Phases of the Research Process

Research process was carried out in three phases: *before the process of data collection, the data collection process* and *after the process of data collection*. The details of these stages are as follows:

1. Before the Process of Data Collection

- The determination of the 2005 and 2018 Life Studies textbooks to be compared in the research,
- The identification of the subjects and contents that address to the same acquisition within these textbooks,
- The presentation of the appropriateness of the specified contents to the opinion of two experts in the field of classroom education,
- The formation of question items in the questionnaire,
- The identification of a sufficient number of participants meeting the research criteria,
- Regarding the current research, an application was made to the Life Studies and Humanities Ethics Committee of a state university in Turkey and the research was deemed ethically appropriate.

2. Data Collection Process

- Six subjects/ contents and end-of-subject activities prepared in accordance with the same acquisition from the 2005 and 2018 textbooks were copied by the number of participants.
- The contents that were copied were presented to the study group to examine.
- The questionnaire form that was prepared with the aim of revealing the opinions of the participants following the examination of textbooks was given.
- In order to eliminate the unclear points and to develop a more detailed understanding, the questionnaire forms of each participant were examined, and semi-structured interviews were conducted based on the data gathered from these forms.

3. After the Process of Data Collection

- The holistic analysis of the entire data obtained,
- In terms of the reliability between the coders, the independent fulfilment of analyses by two researchers, the comparison of these analyses and the resolution of discrepancies,
- The reporting of the research findings.

Roles of the Researchers

Researchers are the primary source of data in qualitative research (Marshall & Rossman, 1989). Therefore, it is unlikely for researchers to completely exclude their views and interpretations from the process. Accordingly, the fact that the roles of the researchers in the current study are mentioned in the context of the research subject is thought to contribute to the understanding of its possible impacts on researchers' interpretations. The second author from the researchers attempts to compare and explain the textbooks prepared by years based on teachers' perspectives to enlighten the change and transformation of social studies and Life Studies textbooks and the possible impacts of this change and transformation upon teachers' preferences. He aims to unveil the influences of behaviourist theory and constructivist approach on these textbooks, to elaborate the skills developed (or not developed) by the textbooks based on these approaches, the ways of thinking, and the status of being active in the process and to propose recommendations in accordance with the data obtained regarding the preparation process of textbooks. The other authors of the study are in their doctoral processes in the field of classroom education, and both continue their studies in the field of Life Studies teaching. All researchers assigned an active role in the generation of the data collection instruments whereas the first and third authors of the study were active in data collection process. The researchers worked both individually and collaboratively in the stages of data analysis, formation of themes and codes and interpretation of research findings. In the reporting phase of the research, the first and third authors assigned an active role.

Credibility, Transferability, Consistency and Reliability

In this section, the concepts of *credibility*, *transferability*, *consistency*, and *reliability* in accordance with the nature of qualitative research and the procedures carried out in the research have been explained (Lincoln & Guba, 1985). In order to ensure *credibility*, information concerning the participants was given (Johnson & Christensen, 2004), the opinions of field experts in classroom education regarding the obtained data (in all the data obtained from the document analysis process) were taken, necessary arrangements were made based on their opinions (Merriam & Tisdell, 2015) and participant confirmation regarding the findings gathered was received (Yıldırım & Şimşek, 2018). The research process is presented in detail to ensure *transferability* (Güler, Halıcioğlu, & Taşgın, 2015) and the codes generated under the heading of findings were represented by direct quotations of the participants (Yıldırım & Şimşek, 2018). Furthermore, to ensure *consistency*, the reliability between coders was applied across the data obtained. In this regard, the three researchers independently encoded the data and compared the results obtained. At this point, inter-coder reliability was calculated by the formula described by Miles and Huberman (1994): [Reliability: Agreement / (Agreement + Disagreement)]. Based on the formula above, the inter-coder reliability was found to be 0,87. The researchers reached a consensus for the cases where there was disagreement. In order to ensure *reliability* of the study, the direct quotations of the participants were given in the relevant sections, allowing the readers to interpret the situations on which the inferences were made (LeCompte & Goetz, 1982; Silverman, 2010).

In addition, three of four types of triangulations identified by Denzin (1978) -except for the use of multiple perspectives to interpret the results of a study- were carried out in this research with the aim of ensuring credibility and consistency. In this context, triangulation regarding data collection instruments, data collection sources and researchers was used for credibility (Denzin, 1978). In the current study, *data triangulation* was made by collecting data through semi-structured interview forms, questionnaire forms, documents of textbooks and lesson preparation and in-class implementation form presented together with the questionnaire form (Merriam, 2009). The process was continued with the data obtained from both textbooks and classroom teachers and *triangulation in terms of data collection sources* was made (Lincoln & Guba, 1985). In data collection and analysis processes, *researcher triangulation* was ensured by various researchers being independently involved in the process (Patton, 2002).

Findings

In this study carried out with classroom teachers, six contents corresponding to the same acquisition selected from the 2005 and 2018 Life Studies textbooks were presented to 15 classroom teachers and data were collected through a questionnaire form. The form includes four questions that allow them to examine and compare the textbooks in terms of 'the presentation of written information', 'visuals and their functions', 'activities and their qualities' and 'lesson preparation for the subject selected from both textbooks and in-class activities'. First of all, analyses were conducted separately for each question by the researchers. In the light of the data obtained, a semi-structured interview was carried out with the participants. The data gathered from the questionnaire form and semi-structured interviews were analysed within the framework of a holistic perspective and the findings are presented below. The findings were designed in the order of three questions that the research sought to answer. Besides, the questions in the data collection instruments used in the research and the findings obtained from these questions were matched with the research problems and a systematic was attempted to be established in the organization of the findings.

Research Problem 1: *What are the perceptions of classroom teachers on the learning approach of the 2005 and 2018 Life Studies textbooks?*

In this regard, the findings were arranged and presented to reveal what the perspectives and experiences of classroom teachers towards Life Studies textbooks and which textbook classroom teachers prefer based on these perspectives and experiences. In Table 2, the information regarding the textbook preferred by the teachers depending on their gender, professional seniority and evaluations is given.

Table 2. Teachers' Textbook Preferences Based on General Evaluation

Pseudonyms	Professional Seniority	Gender	Preference	Pseudonyms	Professional Seniority	Gender	Preference
T1	28	K	2005	T9	15	K	2018
T2	7	K	2005	T10	7	E	Undecided
T3	26	K	2018	T11	21	E	2018
T4	23	K	2018	T12	22	E	None
T5	21	E	2005	T13	23	K	2005
T6	10	K	2018	T14	20	E	2005
T7	14	E	Undecided	T15	8	E	2018
T8	17	E	Undecided				

According to Table 2, it was concluded that 5 teachers preferred the 2005 textbook, 6 teachers preferred the 2018 textbook, 3 teachers were undecided, and 1 teacher found both textbooks insufficient. Certain teachers who remained undecided was revealed to have positive perceptions regarding the 2005 textbook and to be closer to this textbook due to their experiences with this book. From the same perspective, certain teachers were found to be closer to the 2018 textbook. Based on the definitions gathered from teachers' views indicated in Table 2, the following path was followed while determining teachers' preference. The teachers' responses concerning their perceptions and experiences were examined in general and their preferences were attempted to be determined. For instance, a person who preferred the 2005 textbook was indicated to prefer this textbook by considering his/her responses holistically. As can be seen from this perspective, although certain participants preferred a particular textbook, they were also shown to make low-level criticisms towards the textbook at certain points. Nevertheless, the quotations –positive or negative- are also covered in the relevant sections.

Themes were generated based on the participants' responses to the questions in the questionnaire form and semi-structured interviews subsequent to these questionnaires and these themes are presented below.

Research Problem 2: *What are the perceptions of classroom teachers on the 2005 and 2018 Life Studies textbooks in terms of the presentation of written information, the functionality of visuals and the qualities developed in the students and what kind of experiences have they experienced/ are they still experiencing based on these perceptions?*

Answers to the research problem above was sought through the findings obtained from the questions related to 'the presentation of written information', 'the presentation of visuals' and 'the quality of activities' included in the questionnaire form and semi-structured interviews.

Interview Question 1: *What are the teachers' perceptions and experiences concerning the presentation of written information in the 2005 and 2018 Life Studies textbooks?*

When the data obtained from the questionnaire form and semi-structured interview are examined in-detail, it was found that participants generally reported their perceptions and experiences towards the textbooks by expressing the positive opinions towards one textbook and the negative opinions towards the other (like positive opinions towards the 2005 and negative opinions towards the 2018). In this respect, the teachers' views on the textbooks they prefer and do not prefer are given side by side in the tables in order to provide a more holistic perspective and to facilitate reading. Table 3 includes the findings on the presentation of written information.

Table 3. Findings on the Presentation of Written Information (n=15)

+	Statements concerning the Presentation of Written Information	f	-	Statements concerning the Presentation of Written Information	f
2005+	Encouraging students to think	6	2018-	The written information is abundant.	9
	Allowing students to discover knowledge	3		Literal information impedes interpretation skill.	4
	Conveying short and clear messages	3		Written information is boring.	2
	Suitable for constructivist approach	1		Written information should be presented after child's discovering information.	1
Total		13	Total		16
2018+	Written information is qualified.	3	2005-	Written information is insufficient.	6
	Written information is based on real life.	2		Written information is not given clearly.	3
	Written information is concrete and centres upon the student.	2		Concepts are more abstract.	1
	A great deal of written information relieves teacher.	1			
Total		8	Total		10

According to Table 3, 13 teachers found the presentation of written information sufficient in the 2005 Life Studies textbook and reported that the textbook was in accordance with the constructivist approach, encouraged students to think and to discover information rather than not giving directly. 10 teachers stated that the presentation of written information was insufficient, the information was not clear, and the concepts remained abstract. 9 teachers were found to consider the 2018 Life Studies textbook as sufficient, qualified, concrete, and facilitating for the teacher in terms of the presentation of the written information although 16 teachers noted that the information in the textbook was too much, that it impeded students' ability to interpret, that the information was boring and that it prevented students' discovery of information. Regarding the presentation of written information, participants who expressed positive opinions towards the 2005 textbook were seen to have negative opinions on the 2018 textbook; however, the ones having positive views on the 2018 textbook were found to have negative views on the 2005 textbook. In this respect, these findings, which complement one another, are presented together to see the picture more clearly. Concerning the presentation of written information, the direct quotation of teachers on both textbooks prepared based on both curricula are given below.

In terms of the presentation of written information, the direct quotations of teachers who had positive opinions towards the 2005 Life Studies textbook and negative opinions towards the 2018 textbook are presented below;

T5: *In the 2005 Life Studies textbook, visual elements were centred upon, allowing the students to interpret and draw conclusions based on these visuals. Instead of giving information directly, it is more pointed for the students to make inferences on the subject by making visual interpretation from their opinions. The direct presentation of information in the 2018 textbook draws students' attention and does not allow them to develop their interpretation skills.*

T13: *In the 2005 textbook, information was obtained through question-answer method. The student is asked to explore the desired behaviour, the right information and value. There is a great deal of visuals in the 2018 textbook. The font size is small. All information is given in written and through visuals. Since the information is already presented to students, they are unable to synthesize the information and behaviour.*

T12: *The font size is relatively large in the 2005 textbook. It can be considered to be more suitable for the constructivist approach due to the fact that the font size is larger, there are less written statements, and it encourages students to research.*

T2: *In the 2005 textbook, the visual sizes are large, and the visuals are interesting and thought-provoking. Written statements are less and the children are encouraged to think via questions. In the 2018 textbook, the written statements are more compared to the other textbook. In fact, the abundance of written statements can facilitate teachers' work.*

T14: *In the 2018 textbook, the students are guided directly without giving the opportunity to think and discover and the written information is more involved.*

T8: *The 2018 textbook centred more upon written information. It is in literal content format next to the visuals.*

Based on the statements above, it can be said that the 2005 textbook do not present the information directly, therefore the students are encouraged to think, ask questions, carry out research and investigate during in-class processes and the textbook give the students the opportunity to express their opinions and to have experiences that enable them to find their own truth. This situation was revealed as a reflection of the learning- teaching approach of teachers who preferred the 2005 textbook. Accordingly, it can be alleged that opinions compatible with the basic assumptions of the constructivist approach, which prioritizes the subjective construction of information are uttered. As for teachers' negative opinions towards the 2018 textbook, it can be stated that written information is given by a literal and intensive content, therefore the textbook directs the students in the content, does not give them the opportunity to interpret, make inferences and think. The teachers highlighted that these situations were insufficient to arouse students' curiosity and draw their attention. It can be interpreted that teachers who had positive opinions towards the 2005 textbook and those having negative opinions towards the 2018 textbook have similar views.

In terms of the presentation of written information, the direct quotations of teachers who had positive opinions towards the 2018 Life Studies textbook and negative opinions towards the 2005 textbook are presented below;

*T11: **The written text is insufficient** in the 2005 textbook. More explanation should have been given in these books. However, in the 2018 textbook, the written text is presented in detail. Thus, I have the opportunity to make my students gain experiences towards all dimensions related to the subject during the teaching process in the classroom.*

*T4: In the 2005 textbook, **the written information is scarce and insufficient**. In the 2018 textbook, on the contrary, **the written information is sufficient**. In my opinion, teaching through case studies has a positive impact on students. Therefore, when compared the 2005 and 2018 textbooks, there is a greater deal of written information in the 2018 textbook, thereby allowing me to have better teaching experiences.*

*T9: In terms of content, the 2018 textbook is better and based on **student's better learning**.*

*T3: As a teacher, I think that the 2018 textbook **facilitates my work** since it is **easier for me** to give the information in the book to children.*

Considering the statements above, the 2018 textbook is asserted to include sufficient written information, and this is thought to serve to facilitate teacher's work as well as to have a positive impact on the student and his/ her learning. The teachers having positive opinions concerning the 2018 textbook reported that they found the 2005 textbook insufficient in terms of the presentation of written information and this was a challenging situation for both teachers and students. Therefore, they were revealed to take a negative approach towards the 2005 textbook, advocating the idea of adding more information to the 2005 textbook. As for the teachers' statements concerning their perceptions and experiences, it can be said that the 2018 textbook includes literal information, impedes the teacher and student to discover and provides a teaching- learning environment that is based on the principles of behaviourist theory which maintains having certain limits and patterns both physically and mentally.

Interview Question 2: What are the perceptions and experiences of teachers concerning the presentation of visual information in the 2005 and 2018 textbook?

The findings regarding teachers' opinions on the visuals and their functions in the 2005 and 2018 textbooks are presented in Table 4.

Table 4. Findings on the Visuals and Their Functions (n=15)

+	Statements on the Visuals and Their Functions	f	-	Statements on the Visuals and Their Functions	f
2005+	Visuals are big and clear.	7	2018-	Visuals are small and quite detailed.	8
	Visuals are interesting.	6		Visuals are many in quantity and unqualified.	3
	Visuals are functional/ qualified.	10		Visuals are scarce and boring.	2
	Visuals are thought-provoking.	3			
	Visuals are appropriate for children.	3			
	Visuals include good and bad examples.	2			
	Visuals develop desired behaviours in children.	1			
	Total	33		Total	13
2018+	Visuals support written information.	3	2005-	Visuals are disproportionately large.	2
	Visuals are functional.	3		The functions of the visuals are insufficient.	1
	Visuals represent real life.	1		The variety of visuals is not much.	1
	The distribution of visuals and written information is balanced.	1			
	Total	8			Total

According to Table 4, 33 statements were identified that positively evaluated the visuals and their functions in the 2005 textbook. However, there were 4 statements that were identified as negative towards the 2005 textbook. In terms of the visuals and their functions, 8 positive and 13 negative statements were determined regarding the 2018 textbook.

In terms of the visuals and their functions, the direct quotations of teachers who had positive opinions towards the 2005 Life Studies textbook and negative opinions towards the 2018 textbook are presented below;

T12: *The visuals in the 2005 textbook have larger sizes and convey the message intended to be given more clearly thanks to the clarity of the details. This promotes comprehensibility and clarity.*

T7: *When comparing the 2005 and 2018 textbooks, it is not difficult to say that the visuals in the 2005 textbook are much better in my opinion. Students are more enthusiastic about large sizes of visuals and mention about the behaviours to be gained in certain subjects that are already included in these visuals. Since the visuals 2018 textbook are in small sizes and there is a great deal of written information, the students get bored, and it includes literal information. In the 2018 textbook, the size of the visuals is smaller. In this textbook, the visuals may be slightly enlarged, and the texts may be decreased to a certain extent.*

T4: *The 2018 textbook is more boring. Children understand better through visuals. They identify the message with their dreams and bring it into action.*

As seen in the statements above, teachers reported that the visuals take up a large space in the 2005 textbook and detailed descriptions regarding the visuals are included, which supports the comprehensibility as well as draws more attention. It can be stated that these interpretations are compatible with the principle of supporting the students' personal interpretation and inference within the framework of constructivist approach. However, it can be stated that the visuals in the 2018 textbook are small, boring, are not able to draw students' attention and do not encourage them to dream. In the light of these views, it can be argued that these visuals are decorative visuals that do not make students think and discover.

In terms of the visuals and their functions, the direct quotations of teachers who had positive opinions towards the 2018 Life Studies textbook and negative opinions towards the 2005 textbook are presented below;

T3: *In the 2018 textbook, the functions of the visuals were more effective. In the speech bubbles like what the students do in their daily lives. It was like the same thing the children were doing.*

T9: *The 2018 textbook is better in terms of visuals. The descriptions next to the visuals provide better understanding for students.*

T1: *In the 2005 textbook, the visuals were presented in larger sizes in order to draw students' attention. Yet they do not have to be that big when you are studying.*

T3: *The visuals in the 2005 textbook were ordinary drawings. They did not have many functions.*

Considering the opinions of teachers who found the visuals in the 2018 textbook more qualified, it can be alleged that the 2018 textbooks are more effective in terms of visuals, that they include certain visuals representing real life better and that students have the opportunity to explore themselves through these visuals. Moreover, it was emphasized that the descriptions next to the visuals would be useful. Besides, teachers found the size of visuals in the 2005 textbook unnecessary, stating that they were distracting and functionless.

Interview Question 3: What are the perceptions and experiences of teachers concerning the quality of activities in the 2005 and 2018 textbooks?

Examining the theme of activities and their qualities, the evaluations for the 2005 and 2018 textbooks were both divided by years and a separate category was generated for the cases where the 2005 and 2018 textbooks were evaluated together. These are also divided into positive and negative ones. The findings on the activities and their qualities are presented in Table 5.

Table 5. Findings on the Activities and Their Qualities (n=15)

+	Statements on the Activities and Their Qualities	f	-	Statements on the Activities and Their Qualities	f
2005+	Functional	1	2005-	Insufficient	2
				The repetition of the information	1
				Unable to encourage to think	2
				Challenging for the students	3
	Total	1	Total	8	
2018+	Functional	2	2018-	Insufficient	1
	Detailed and improving	2			
	Interesting	2			
	Total	6	Total	1	
2005 and 2018+	Functional	3	2005 and 2018-	Insufficient	3
	Improving	4			
	Total	7	Total	3	

According to Table 5, in terms of the perceptions of the participants concerning the theme of activities and their qualities, there was 1 positive and 8 negative opinions regarding the 2005 textbook although 6 positive and 1 negative opinions towards the 2018 textbook. Furthermore, there were also certain teachers who liked and disliked the effectiveness of both books. Section of the teachers' direct quotations on this subject can be shown as the following statements. These statements are presented by giving the curriculum to which the textbook is related and the teacher's views on this textbook. For instance, if the teacher has expressed positive opinions on the 2018 textbook, it is called as "2018 positive" and the pseudonym for the relevant participant who gives voice to the statement is presented. The quotations are as follows:

2005 positive: T14: *"The use of written activities is more comprehensive in the 2005 textbook; the book includes and support written expression to a great extent. No visual expression is included."*

2005 negative: T7: *"The activities in the 2005 textbook are shorter and more precise, and they are as a rule, therefore you answer the questions and fill them in."*

2018 positive: T6: *"The 2018 textbook is has problem-solving characteristic to a great extent and thought-provoking for the student." T4: *"I think they are more detailed and improving activities that develop children."**

2018 negative: T9: *"In terms of activities, the 2018 textbook has a better schedule, but it is not capable of filling the lessons."*

Both positive: T5: *"The activities in both textbooks are appropriate to the subject and designed to improve student's ability to interpret." T12: *"Activities are prepared in various dimensions of the subjects. The activities in both textbooks are often qualified and conducive to receiving feedback; however, we rarely see this quality and criterion in certain activities. Yet, within a broad framework, it is noteworthy that the activities in both textbooks are mostly aimed at encouraging students to think, research and keep his/her curiosity alive. In both textbooks, there is an approach that leads the children to think through discovery learning strategy." T2: *"In my opinion, both textbooks are of good quality in terms of activities. The questions are well thought out. I did not see much difference in terms of activities."***

Both negative: T9: *"Activities are insufficient in both textbooks. I think the number of activities should be increased so that the child understands the subject. It should even be more than the subjects as well as leading the child to understand the subject." T8: *"Activities are not sufficient in both textbooks. The text and acquisition should be enriched with activities. The information may be better gained by the children who quickly perceive and get bored." T10: *"I do not think that the activities regarding acquisitions are not sufficient. The number of activities should be increased and the acquisitions be reinforced."***

Considering the responses of the participants on the activities and their qualities, it is found that the activities have been focused in terms of their functions and ability to improve students, their being detailed and thought-provoking. In this regard, the activities in the 2018 textbook can be stated to include these qualities to a greater extent and, to be, therefore, more preferred. The participants stated that the activities in the 2005 textbook were short, superficial and direct the students by asking questions. For this reason, the activities in this textbook were considered insufficient in terms of functionality and the ability to encourage students to think and to improve. Nonetheless, the activities in the 2018 textbook were stated as more detailed, improving and encouraging the student to think and solve problems. It can be alleged that teachers' evaluations on the activities of the 2018 textbook are in consistence with the principles of the constructivist approach. Accordingly, the sections of activities in the 2018 textbook can be stated to be in accordance with the constructivist approach.

Research Problem 3: What are the impacts of the 2005 and 2018 Life Studies textbooks on the teachers' in-class experiences in teaching- learning process?

Interview Problem 4: What kind of experiences do the 2005 and 2018 textbooks provide to you during lesson preparation and in-class implementation?

The reason underlying this question is to examine whether the materials (textbooks) presented to teachers have a guiding impact on teachers' experiences in the teaching- learning process. As for the theme of teaching styles of teachers, the evaluations regarding the 2005 and 2018 textbooks are divided by years. The findings on the teaching styles of teachers are presented in Table 6.

Table 6. Findings on the Teaching-Learning Process (n=15)

2005	f	2018	f
Carrying out visual reading activities	9	Carrying out repeated reading	8
Asking questions on the visuals	8	Completing the activities in the textbook	7
Completing the activities in the textbook	8	Carrying out attention-grabbing activities	7
Role play	7	Carrying out visual reading	6
Doing activities to discover the information	3	Asking questions about the text	6
Carrying out attention-grabbing activities	3	Writing summaries	5
Encouraging them to express their own views	2	Encouraging the students to think	3
Giving feedback and corrections	1	Asking for examples	2
Presenting written information to support the visuals	1	Role play	2
Writing summaries	1	Conveying the information in the book to the students	1
Acquiring an empathetic perspective on the subject	1	Giving feedback and corrections	1
Asking for the examples	1	Carrying out activities to present the written information	1
Relating the subject to the real life	1	Showing videos related the subject	1
Student-centred design	1	Far from student-centered approach	1
Total	47	Total	51

Based on the findings of the study, it can be interpreted that the textbook given to the teacher has a guiding impact on planning the lesson, selecting the activities, choosing the method or technique and determining the students' roles. In fact, some teachers highlighted that they focused on student-centred activities although they included teacher-centred activities in the 2018 textbook. In the light of these findings, it can be stated that textbooks prepared in line with the constructivist approach support student-centred activities and processes. It can be noted that there were traces of behaviourist theory supporting learning by repeating the literal content such as repetitive reading, writing and summarizing in the 2018 textbook that does not exactly specify which approach has been adopted. Examining the findings obtained from questionnaires, certain responses were found that suggested that textbooks had an impact on teachers' lesson plans. In this respect, semi-structured interviews were conducted in order to better understand the teachers' views. The sections of the interviews are as follows:

T15: *We can say that textbooks are the materials of the educational process that is directly related to the curriculum. Therefore, it definitely influences teacher's lesson planning and the teaching methods and techniques to be chosen. However, the demographic structure of the teacher or teacher group is also important. The experiences of a senior teacher may outweigh the teacher's opinion on the book. An activity, material, etc. that has been used and efficient may be preferred instead of an activity in the textbook. Nevertheless, in general, I think that it has an impact on the teaching of the teacher to a great extent since it is used as a guide.*

T13: *The impact of textbooks on our teaching is undeniable. Textbooks should be presented as subjects, there should be examples supported by visuals and question methods (open-ended, multiple choice, fill-in-the-blank...) should be included. Such a textbook facilitates the teaching of and makes it more enjoyable. The methods I will administer related to the teaching of the lesson can also be developed and enriched in relation to the content of the book.*

T8: *Textbooks are effective in our lesson planning. Since the visuals are interesting, preliminary learning in children is ensured. The child decides whether his/ her behaviour and knowledge is right or wrong. In case there is not sufficient definitions and visuals, the teacher gives them in other ways. Provided that the textbooks are sufficient, supporting materials are not needed; if you have sufficient resources and information, you convey them to students in certain ways. One of the most crucial things here is the reinforcer; they are essential for the internalisation of the subject.*

Based on the statements above, it can be concluded that textbooks are an effective factor in teachers' lesson planning and teaching- learning process and assessment and evaluation activities. In this regard, it can be stated that the textbooks prepared in line with a certain educational philosophy influence the teacher's experience in terms of preparing and teaching the lesson. In other words, it can be alleged that the textbooks prepared based on the behaviourist and constructivist approach lead the teachers to design a lesson in a behaviourist or constructivist style and to have in-class experiences accordingly.

Discussion

Textbooks are regarded as an indispensable part of teaching activities and one of commonly used materials. In this context, it has been stated that textbooks provide students various learning opportunities (Chambliss & Calfee, 1998; Robinson et al., 2014), guide teachers in regulating teaching (Mahmood, 2011), are indispensable parts of education (Dreyfus, 1992) and the most frequently used learning material (Swanepoel, 2010). In addition, it has been emphasized that textbooks are concrete forms of the philosophy of education adopted and based in curricula (Pop-Păcurar & Ciascai, 2010), have a role serving the mission of the curriculum (Kashi et al., 2015) and are the forms of the objectives of the curricula that are put into practice (Valverde et al., 2002). Moreover, it is noted that textbooks as contents reflecting the education policy have a structure that direct teachers and students (Mesa, 2004). According to the findings of the present research, the traces of behaviourist theory have been seen in the 1998 Life Studies textbook, and those of constructivist approach have been indicated in the 2005 textbook. It is understood that the 2018 Life Studies textbook has been revealed to show a combined, eclectic characteristic without basing mainly on a single philosophy or approach. In fact, Turan (2018) examined the Social Studies curriculum and noted that there was no direct emphasis in the curriculum as an approach, yet there was a constructivist understanding as an inference. With the change of learning approach, the presentation of written information, the quantity and quality of visuals, activities and even assessment and evaluation methods have changed as well. In the light of the examination on the 2018 Life Studies textbook and the data obtained from teachers, it can be said that the behaviourist theory has come to the fore in terms of the presentation of written information and visuals and their functions and the constructivist approach in terms of activities and their qualities. In this context, one of the main questions is undoubtedly the question of what the perceptions of teachers who use Life Studies textbook on this changing teaching material (Kabapınar et al., 2018). Within the scope of the

research, classroom teachers were given samples from the 2005 and 2018 textbook and asked to interpret the books. It was aimed to make inferences on these textbooks based on in-class teaching- learning activities.

Examining the research findings, positive evaluations of teachers because of their experiences concerning the 2005 textbook include such statements as encouraging to think and discover, the appropriateness for the constructivist approach, the size of visuals and their being interesting, the presentation of good and bad examples, functional activities, visual reading, role-play, the acquisition of empathetic perspective and establishing association between the subject and real life. In the relevant literature, it has been stated that the textbooks within the scope of constructivist approach are required to include written content, visuals and activities that give students the opportunity to discover, use and interpret information instead of giving detailed information (Mohammadia & Abdib, 2014; Pop-Păcurar & Ciascai, 2010). In a study conducted by Kabapınar and Akbal (2010), teachers made positive evaluations by stating that the book included rich visuals, had student-centred characteristic, encouraged students to research, aimed at improving verbal skills and did not involve memorization. Similarly, in the literature, it has been highlighted that the visuals in the textbooks prepared in accordance with the constructivist approach are arranged in a way that will draw students' attention, motivate and encourage them to participate in the lesson (Gilbert, 2010; Özay & Hasenekoğlu, 2007). The findings of the research carried out by Güven (2010) has shown that content was associated with real life, suitable for students' levels and visuals were compatible with written texts. The findings of the studies in the literature are in line with the findings of the current study, stating that the textbooks based on constructivist approach should be constructed in a way that makes the students active, encourages participation in the lesson, and allow students to give meaning and interpret in terms of content, visuals and activities.

The negative perceptions of teachers regarding the 2005 Life Studies textbook include the fact that there is insufficient written information, the written information is not clearly given, the size of the visuals is disproportionate and there not many varieties of visuals and the activities are insufficient. In accordance with the findings of the present study, it has been seen that there is similar emphasis in the studies investigating various textbooks in the relevant literature. Güven (2010) yielded a critical result by noting that teachers stated that visual elements and assessment and measurement activities were insufficient. In addition, in a study by Kayak (2018), teachers evaluating a chapter in a textbook criticized that there were several visuals, yet the relationship between the visuals were not clear; there were many pictures, yet the pictures were not understood, and that there were many unnecessary visuals due to the fact that the constructivist approach is perceived as plenty of activities in the book. İzmirli, Kabakçı, and İzmirli (2009) stated that the visuals in the textbook were not suitable for the objectives of teaching. When examined the findings of the current research and other studies, it can be stated that teachers' evaluations on the textbooks represented their perceptions of the philosophy of the textbook. In this regard, the teachers who had negative opinions on the 2005 textbook focused on criticisms such as lack of written information or lack of clarity and activities. These evaluations showed that clear information was expected in the book. It can be stated that this expectation may be related to the teacher's role as a conveyer within the framework of behaviourist theory.

Positive opinions concerning teachers' experiences towards the 2018 Life Studies textbook are as follows: written information is qualified, it is based on real life and concrete, and it is included in the textbook as well as it has the likelihood of facilitating teacher's work while lecturing, the visuals used support the written information and the visuals and activities are functional. In the report on the evaluation of textbooks by the Talim ve Terbiye Kurulu Başkanlığı (TTKB), it was stated that teachers found textbooks strong in terms of 'being rich in content' and 'being up-to-date and made up of examples from everyday life' (TTKB, 2021, p.55). In addition, although it has been stated in the current research that there are certain experiences referring that the activities in the 2018 textbook have constructivist characteristics, teachers has been seen to rate existing textbooks as the weakest in terms of "sufficient and qualified activities" in the report by TTKB (TTKB, 2021, p.60). Besides, in the

mentioned report, it is pointed out that the questions in the textbook are not sufficient and qualified to support students' high-order thinking skills (TTKB, 2021, p.82). When comparing the opinions of teachers who had negative opinions regarding their experiences towards the 2005 textbook and those who had positive opinions on their experiences towards the 2018 textbook, the written information in the 2005 textbook has been indicated to be insufficient although the qualification of the written information in the 2018 textbook has been emphasized. In this regard, the following questions arise: To what extent does the presentation of literal information correspond to the constructivist approach? and to what extent is the 2018 textbook based on the constructivist approach?

The teachers having negative opinions concerning their experiences towards the 2018 textbook noted that there is an abundance of written information, the abundance of information may be found boring by the students and the literal information may impede the students' interpretation skills. The teachers also added that discovery should be given the first place then the written information should be presented, the visuals were in small sizes and quite detailed, they were many in quantity, yet insufficient in quality, the activities were in the forms of the repetition of the information and unable to encourage students to think. According to the Curriculum Evaluation Report prepared by TTKB (2020) that has similar findings with this research, the teachers who participated in the study generally were found to state that the content in the 2018 curriculum was too intense to teach within the specified time (p. 344-345). It may be concluded that the findings obtained in the present research that the written information is abundant, that the students may be bored of the abundance of the written information, and that the activities are in the form of the repetition of the information are in contradiction with the TTKB's criterion stating that "the content must be economical" (TTKB, 2019, p. 7). Turan (2018) emphasized that the acquisitions in the 2005 Social Studies Curriculum were not able to meet students' needs and were not appropriate for the student level and focused on the criticisms that the curriculum was quite intense. Examining the criticisms on the 2018 curriculum, it has been revealed that the positive criticisms have been made within the framework of teacher-centred approach to a greater extent while the negative ones have been centred upon student-centred perspectives. Similar criticisms regarding the 2018 curriculum were also encountered in the study carried out by Turan (2018). Turan (2018) highlighted that there were certain deficiencies in the curriculum and, in addition, textbooks did not have sufficient content.

In the current research, teachers were seen to make certain criticisms towards both the 2005 and 2018 textbooks in terms of the visuals. In this respect, it can be said that the visuals should not only be decorative in nature, yet be in accordance with the acquisition and the content of the course and should provide experiences to the students in order to contribute their learning. However, Yavuz (2007), in accordance with the findings abovementioned, noted that the visuals in the textbooks contributed to the understanding of the content, drawing attention, arousing interest, and presenting active experiences. TTKB determined one of the four criteria in the rating the textbook as "*the quality of the visual design is able to support student learning*" and "*it is appropriate for the student's developmental characteristics*" (TTKB, 2021, p. 15). Accordingly, it is thought that the development of the visuals in the 2005 and 2018 textbooks in line with these criteria will be more beneficial.

The present research also aims to understand the experiences of teachers towards their lesson preparations and in-class activities based on the subjects having the same acquisitions in the 2005 and 2018 textbooks and to reveal whether the textbooks have an impact on these experiences. The teachers who used the 2005 textbook were found to use such methods and techniques as visual reading, asking questions on the visuals, completing the activities in the textbook, role play, doing activities to discover the information, preparing appropriate environments for students to express their personal views, attention-grabbing activities, writing summaries, acquiring an empathetic perspective on the subject, asking the students to give examples on the subject and presenting examples from the real life. Considering the methods and techniques used in the classroom, the majority of them are thought to be student-centred and oriented at discovering the information rather than a traditional teacher-centred approach. However, the teachers who used the 2018 textbook stated that they used certain methods and

techniques as repeated reading (due to the fact that there are instructive texts in the book that are suitable for reading aloud), completing the activities in the book, visual reading, attention-grabbing activities, asking questions on the text, writing summaries, asking the students to give examples, activities encouraging students to think, giving feedback and corrections, giving the information in the book to the student, role play and showing videos related to the subject. Certain teachers reported that they felt more inclined to produce teacher-centred activities while preparing the lesson plan according to the 2018 curriculum. Nonetheless, investigating the in-class activities prepared based on the 2018 curriculum, it was determined that teacher-centered activities were more in quantity. In the light of these findings, it has been interpreted that the teachers' perceptions on the lesson preparation and in-class implementations are constructed on the materials they have and, in this regard, their experiences have developed accordingly. In fact, it was seen that the same teacher had different preparation and classroom experience in line with different textbooks based on two different curricula. Ceyhan and Yiğit (2004) emphasize that the teacher's work is facilitated provided that the textbooks are well-chosen in terms of the visual, content or activity. This emphasis supports the conclusion that the textbooks mentioned in this research have an impact on teachers' preferences in the teaching process. On the other hand, pointed out that textbooks have a direct influence on the teaching process (as cited in Özkan, 2010). Considering the emphasis made by Güneş (2007) that textbooks are a reflection of the curriculum, it supports the situation expressed in the present research. Likewise, certain studies in the relevant literature have shown that textbooks are predominant teaching tools (Chambliss & Calfee, 1998; Kashi et al., 2015) guiding how teaching should be conducted (Dreyfus, 1992; Fan et al., 2013). Besides, certain studies have been seen to highlight the frequent utilization of textbooks and their guiding impact on teaching processes and to state that the quality of textbooks has an influence on the quality of education (Robinson et al., 2014; Swanepoel, 2010). In summary, comparing the findings of the current research and previous research in the literature, it has been concluded that textbooks are effective resources in the preparation and implementation processes of the teachers and play a vital role in teaching activities.

Result

Considering the responses of teachers participating in the study towards the 2005 and 2018 Life Studies textbooks in the phases of questionnaire and semi-structured interviews, it is concluded that there are teachers who are of positive opinions on the 2018 textbook since the textbook is sufficient in terms of the presentation of written information. This inference reminds the researchers of the abundance of written information included in the 1998 textbook. In addition, the teachers in the study were found to think that the visuals in the 2018 Life Studies textbook are sufficient, functional, and appropriate for the children, which is associated with the visuals in the 2005 textbook. It is thought that these teachers regard the 2018 textbook as a combination of the 1998 textbook (plenty of written information) and 2005 textbook (plenty of visuals). For this reason, the following question arises: Is the 2018 textbook is a book that has emerged because of the reconciliation of the 1998 and 2005 Life Studies textbooks or is it a reflection of the reversal? Within the framework of this question, it was determined through document analyses that the 2018 textbook had the traces of the 1998 and 2005 textbooks. Besides, according to the findings obtained from the participants' opinions, it was revealed that the teachers considered the 2018 textbook as a combination of the 1998 and 2005 textbooks. On the other hand, it was found that the textbooks prepared in line with various educational philosophies are effective on teaching of the teacher and developing a perspective on teaching- learning process.

Briefly, in the light of the results obtained and related research, it is seen that teachers with less conveyer roles and more constructivist perspectives provide various learning support and choose more challenging tasks, which enables students to produce better learning outcomes (Staub & Stern, 2002). In accordance with this opinion, the conclusion that the 2018 textbook leads teachers to design partially constructivist and more transferential/ behaviourist teaching environments suggests that it may prevent the emergence of advanced learning outcomes. The research findings show that textbooks have an impact on teachers' perceptions towards learning environments, teacher- student roles and in-class implementations and that the teachers' experiences are built on these perceptions. In this regard, the perceptions, and experiences of classroom teachers, who are the practitioners of teaching and have a significant influence on student learning, concerning the teaching- learning process are of great importance in terms of the quality of student learning and achieving the desired goals. Accordingly, it can be said that it is crucial that the textbooks that influence the perceptions and experiences of classroom teachers are prepared in a way that will enable students to use their thinking skills expected in today's world, to actively participate in the process, to learn by researching and questioning and to construct subjective meaning based on personal experiences.

Recommendations

In accordance with the research findings, the following recommendations were included in order to provide a basis for further studies to be carried out for the development of Life Studies curriculum and textbooks:

- It is required to clearly be stated that which philosophy is based in the curriculum. In the light of this curriculum, information concerning the teaching- learning approach of the textbook should be provided.
- One of the fundamental research findings is the fact that textbooks influence teachers' approaches to the teaching of the lesson and that teachers take these textbooks into account in designing their lessons. Accordingly, the textbooks that have an impact on teachers' perceptions and experiences may be suggested to be prepared in a way that enables students to think, investigate and develop empathy.
- The writing activities, visuals, activities, and evaluation of a textbook are parts that serve a whole of the book. Textbooks are required to be in accordance in order for students to acquire a holistic perspective. In this regard, it can be suggested that the differences between these elements of the 2018 textbook should be eliminated and these elements should be integrated in line with a certain educational philosophy.

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