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Content Analysis and Trends of Curriculum Evaluation Research: 2004-2013 *

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Abstract

This study aims to present the trends of research on curriculum evaluation through analyzing research methods, sample, content features, curriculum evaluation models and decisions made on evaluation undertaken the years of 2004-2013 in Turkey. The research obtained using different databases were subjected to content analysis with paper classification form developed by Sözbilir, Kutu, & Yaşar (2012). Research were examined in terms of trends and subjected to thematic analysis by using meta-synthesis method. A total of 38 studies 21 of which are research article, 9 master thesis and 8 doctoral thesis were reached as a result of systematic survey in a given years. Survey design among quantitative research methods was used mostly in selected studies, questionnaire, scale and observation forms were used frequently as data collection tool and descriptive analysis was mostly used among data analysis methods. According to research findings descriptive studies were chosen frequently; Math, English, Science and Technology were determined as mostly evaluated courses and research area. Primary and high school students and teachers were the most commonly used sample group, the sizes of samples most commonly ranged between 101-300 and 301-1000; randomly, cluster and purposeful sampling were determined as used the most common sampling techniques.

Keywords

Curriculum evaluation

Content analysis

Research trends

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Introduction

Curriculum evaluation is a systematic and planned process (Kaya, 1997) that involves providing perception about how to develop the program or practice along with determining the values or worth of particular products or processes including learning objectives, documents, or experiences for the purposes of informing decision making about the curriculum (Klenowski, 2010). In this respect, programs must be regularly and continually evaluated and controlled to be certain about the success of education system whether short-term and long-term attainments have reached their goals as expected. So, evaluation results and decisions taken must be reflected to the curriculum development studies (Gözütok, 2001). The fact that curriculum evaluation is within curriculum development (Varış, 1996), it enables to make required revisions and judgments' about effectiveness of the curriculum and also to find out which component of curriculum has weakness and result in deficiencies (Fer, 2011). By this way, evaluation in education system enables for reform attempts and development of curriculum by finding out undesired and inadequate products and their sources (Uşun, 2012). Erden (1998) states that curriculum is not static, but a dynamic and open to change. Making a change on one component affects the whole system in which the components are in relation with one another (Karakaya, 2004). Shortly, maintaining the continuity of curriculum development is closely connected with regular curriculum evaluation studies and decisions.

Scriven (1967) stated that curriculum evaluation serves many important purposes, but the main goal is to reveal the value and effectiveness of the program. Marsh and Willis (2007) also indicated that evaluation in education is undertaken for various purposes such as determining the deficiency of students, finding out in what proportion they reached the goals, comprehending the effectiveness of the method used, determining in what proportion the programs have efficiency and sharing school practice with the society. Erden (1998) describes the curriculum evaluation as a process collecting data about the effectiveness of program with observation and various instruments, interpreting these data obtained by comparing with criteria associated with program effectiveness and taking decision about program. However, without evaluation it cannot be known whether the program is effective or satisfy the need or not (Sanders, & Nafziger, 1976). Making decision about program and developing program draft in accordance with this decision is only possible through curriculum evaluation (Bilen, 1999). So, the program developed as a result of regular analysis and evaluations must be open to change and renewal (Erdoğan, 2007). A survey of literature review in the field of curriculum development indicated that there are various research undertaken on curriculum evaluation along with curriculum development to present day. However, the evaluation studies made until 2000s were the form of evaluating pilot study. These studies are not approved as a evaluation study because evaluating all stages of the pilot studies is not possible (Güven, & İleri, 2006). Demirel (2012) claims that curriculum development is the whole of dynamic relations of objectives, content, implementation and evaluation stages of curriculum. Developing and revising curriculum continually with required revisions on the components of curriculum is closely connected with the decisions taken in consequence of curriculum evaluation studies. Revealing the baselines of the program stages and development makes a program to be conducted successfully. Trying and evaluating of the programs creates the last circle of these baselines (Demirel, 2012). To evaluate systematically all stages of the curriculum (objectives, content, implementation and evaluation), the experts propose different evaluation models changing according to the philosophy and approach which they base on. So, systematically evaluation of all components in program enables to find out weak points or requiring development. Effective teaching process is obtained by dealing with program process in a circular way and planning again in this way (Altmışdört, Işık, & Yamaç, 2011).

Trends studies in Turkey

Many studies have focused on the trends in the research studies using content analysis in different fields in Turkey. Şimşek and others (2007) made general evaluation of doctoral thesis completed in five top universities in the field of educational technology to find out current trends in Turkey in the last ten years. Oruç and Ulusoy (2008) analyzed master theses in the field of social sciences between the years of 2000-2007 by using content analysis method. Erdoğan, Marcinkowski and Ok (2009) analyzed 53 research on environmental education by using content analysis technique between the years of 1997-2007 in Turkey. Sozbilir et al. (2010) compared a total of 879 papers in terms of research subject, method, sample and the range of data collection tools in their study of general trends of chemistry education research in the World and Turkey. Çiltaş, Güler and Sözbilir (2012) analyzed a total of 359 publications in the field of mathematics published between the years of 1987-2009 in our country. Sözbilir, Kutu and Yaşar (2013) analyzed 273 papers between the years of 1999-2009 to determine the state of chemistry education and present the perspective for the researchers in this field by using content analysis in the chemistry education studies of Turk researchers. Göktaş et al. (2012) analyzed 2115 papers published from 2005-2009 in journals in terms of study types, research methods, specific topics examined, data collection tools used, data analysis methods employed, types of samples utilized and sampling methods to find out general trends of educational research in Turkey. Ozan and Köse (2014) determined research trends of papers published from 2007-2011 in the field of "Curriculum and Instruction" in Turkey. Erdoğan et al. (2015) analyzed 50 research aiming to determine teachers' views on recently developed curricula by using content analysis technique between the years of 2005-2011 in Turkey. However, any resource to determine research trends in the field of curriculum evaluation cannot be reached in literature. In this sense, this study is believed to fill a gap in literature and considered important in terms of determining research trends in the field of curriculum evaluation. In the present study, the trends of curriculum evaluation research in Turkey were aimed to be revealed by analyzing on certain subjects, samples, research methods and results. So, revealing frequently and rarely studied subjects, determining which decisions taken in related to evaluation will guide both curriculum development studies and curriculum evaluation research.

Purpose of the study

Changes in education system, recent education trends, social and technological developments make it compulsory to implement a number of changes and revisions on curriculum. So, there is a need for evaluation studies as well as curriculum development studies. For this reason, systematically evaluation of the studies carried out on curriculum evaluation area as a whole will bring out a decision about current trends of curriculum evaluation research. So, the purpose of this study is to present thematically the current situation of the research published in curriculum evaluation field with meta-synthesis method and determine the research trends of the studies in terms of research methods, type of samples utilized, content features, curriculum evaluation models and evaluation results between the years of 2004-2013 in Turkey. With this aim, the following questions guided and shaped the overall study.

1- Considering the trends of research carried out on curriculum evaluation area;
   a) How is the frequency of design and method of research used in studies?
   b) How is the frequency of sampling methods and sample size used in studies?
   c) How is the frequency of type of data collection tools used in studies?
   d) Do all data collection tools used in studies have validity and reliability analysis? How is the frequency of type of these analyses?
   e) How is the frequency of data analysis methods used in studies?
   f) How is the frequency of published years of studies?
   g) How is the frequency of curriculum evaluation implementations based on the level of sample used in studies?
   h) How is the frequency of regions/cities selected for studies?
   i) How is the frequency of curriculum evaluation implementations in terms of course or curriculum analyzed?

2- What kind of curriculum evaluation models were used in research carried out on curriculum evaluation area? Which course(s) were evaluated with these evaluation models? Which stage(s) of curriculum development were evaluated by these models and for which purpose they were used? How is the frequency of these models used in studies?
3- How were the decisions made about studies in curriculum evaluation area taken into consideration in terms of curriculum stages (objectives, content, implementation and evaluation) and what kind of decisions were made?

Method

Research design

In the analysis of the studies, meta-synthesis technique, one of content analysis methods, was employed by using various search and survey motors based on different criteria. Content analysis is to bring the similar data and themes together under specific concepts and make readers interpret such concepts and themes to understand better (Yıldırım, & Şimşek, 2011). Meta-synthesis (thematic content analysis) helps to reveal preferred fields by analyzing the studies on specific subject thoroughly and making these studies to be synthesized and interpreted with a critical viewpoint (Au, 2007). Meta-synthesis is not secondary data analysis of primary data from the selected studies; rather it is the analysis of the findings of these studies (Zimmer, 2006). Meta-synthesis enables to synthesize and exemplify the different aspects of the same studies qualitatively by determining the similarities and differences of the research conducted on a specific field comparatively (Çalık, & Sözbilir, 2014). Each study is analyzed constructively with this method and findings obtained from these studies are investigated in detail and then interpretated (Finfgeld, 2003). That is, meta-synthesis is the synthesist's interpretation of the interpretations of primary data by the original author of the constituent studies (Zimmer, 2006). The main points of this method are the content, definition and findings obtained from selected studies. Meta-synthesis not only offer a systematic novel interpretations of findings from individual studies but also forms a basis to develop a new information (Sandelowski, & Barraso, 2007). So, it forms a reference guide for researchers, teachers and decision makers who cannot access all of these studies (Çalık, Ayas, & Ebenezer, 2005; Ültay, & Çalık, 2012).

The Criteria on Selecting Studies

While 38 studies forming the sample of this research were selected with purposeful sampling method related to curriculum evaluation area, some criteria were determined and then used in the process of selection. These criteria were as follow;

1) The research conducted with sample(s) in Turkey;
2) The research presenting qualitative and quantitative data;
3) The research published between the years of 2004-2013;
4) The research reported as research paper or thesis (papers published from selected peer reviewed journals and thesis reached from National thesis center).
5) The curriculum evaluation research making the evaluation of program, curriculum or lesson etc. and
6) The research in which "program evaluation, curriculum evaluation or course evaluation" keywords were used.

Data Collection Process

Curriculum evaluation studies were reached with the help of EBSCOhost, ULAKBIM, ASOS index, YOK Thesis Center and Scholar Google (Google Academic) by using keywords such as curriculum evaluation, program evaluation and course evaluation. When the content of research was analyzed, it was found out that although the keyword of program evaluation was used, some of the studies were seen as not evaluation but analysis or opinion- based paper. Some papers and thesis found in internet but not reached full version were obtained by making connection with their authors. 54 studies were reached in the first search but some of these studies were determined unsuitable according to criteria (n=5) and the content and transfer of some other studies were found out unrelated with evaluation (n=11) despite using program evaluation keyword. So, these studies were removed from analysis and not included to the sample of the research. A total of remained 38 researches (21 papers, 9 master thesis and 8 doctoral thesis) were confirmed to be appropriate according to criteria by the second author. The study was limited to the years of 2004-2013. Researches published in the last ten years were analyzed because the study aims to determine current research trends in curriculum evaluation area. The range of reached papers according to journals was presented in Table 1.

Table 1. The range of research according to journals (n=21)

Name of the Journal	*Year*	*Journal type*	*f*
Journal of National Education	2007, 2008	National	2
The Journal of Academic Social Science Studies	2013	International	1
Education and Science	2004, 2010	National	2
Kastamonu Education Journal	2007	National	1
Dicle University Journal of Ziya Gokalp Faculty of Education	2011	National	1
Celal Bayar University Journal of Education Faculty	2012	National	1
Inonu University Journal of the Faculty of Education	2009	National	1
International Journal of Environmental & Science Education	2009	International	1
Spormetre The Journal of Physical Education and Sport Sciences	2010	National	1
International Journal of Curriculum and Instructional Studies	2011	International	1
Cukurova University Faculty of Education Journal	2010	National	1
e- Journal of New World Science Academy	2011	International	1
Hacettepe University Journal of Education	2013	National	1
Journal of Elementary Education Online	2010	National	1
Balikesir University Journal of Social Sciences Institute	2008	National	1
Journal of Turkish Educational Sciences	2012	National	1
Turkish Online Journal of Distance Education	2007	National	1
Journal of Kırşehir Education Faculty	2011	National	1
The Journal of International Social Research	2008	International	1
Total			**21**

The range of thesis reached from National YOK thesis center according to universities was given in Table 2.

Table 2. The Range of Thesis Reached and Included to the Study According to Universities (n=17)

Thesis type	Year	Institute	University
Master	2005	Institute of Social Sciences	Uludağ University
	2008	Institute of Social Sciences	Yıldız Teknik University
	2005	Institute of Educational Sciences	Anadolu University
	2004	Institute of Educational Sciences	Ankara University
	2007	Institute of Social Sciences	Yıldız Teknik University
	2012	Institute of Social Sciences	Afyon Kocatepe University
	2007	Institute of Social Sciences	Çanakkale 18 Mart University
	2007	Institute of Social Sciences	Adnan Menderes University
	2011	Institute of Educational Sciences	Eskişehir Osmangazi University
Doctoral	2011	Institute of Educational Sciences	Ankara University
	2007	Institute of Social Sciences	Hacettepe University
	2010	Institute of Social Sciences	Hacettepe University
	2006	Institute of Educational Sciences	Ankara University
	2010	Institute of Social Sciences	Marmara University
	2007	Institute of Social Sciences	Hacettepe University
	2012	Institute of Educational Sciences	Atatürk University
	2012	Institute of Educational Sciences	Atatürk University

Data Collection Tool

Descriptive and content analysis techniques of qualitative analysis method were used together in the analysis of selected studies. Each study selected for analysis was subjected to content analysis by using "paper classification form" developed by Sozbilir, Kutu and Yasar (2012). The form is composed of seven components which provide descriptive information for the identification of the paper (Section A), sub-disciplinary area of the paper (Section B), subject (title) of the paper (Section C), methods employed in the study (Section D), data collection tools used (Section E), sampling and sample sizes (Section F), and data analysis methods (Section G). Each study was classified according to predetermined categories. Subject of the paper in the C section of the form was revised based on the purpose of the present study. Four phases of curriculum development process "objectives, content, implementation of program and evaluation were considered in the analysis of research selected.

Data Analysis

The studies selected were analyzed by the first author and codes emerged, analysis results and any disagreements were resolved with the leadership of the second author. So, the consistency was ensured between two authors. In other words, firstly, studies selected based on criteria were collected and then these studies were analyzed one by one by using "Paper Classification Form". This form was used to analyze each study and obtained findings (or codes etc.) were confirmed by the second author. The range of reached papers according to journals (Table 1), the range of reached thesis according to universities (Table 2), evaluated curriculum and program phases with sample features (Table 3), the most frequently selected sample groups (Table 4), the features of research area (Table 5), methodological features of research (Table 6) were presented with tables. The information obtained from literature in the process of this descriptive study was systemically interpreted in accordance with general purpose of the study.

Results

The results obtained were presented under three titles to reveal research trends between the years 2004-2013 in curriculum evaluation area and to present in terms of thematic: 1) Research group and evaluated curriculum or course, 2) Methodological features of analyzed studies, and 3) Curriculum evaluation approaches, models and decisions related to evaluation. The published year, sample group and level, research type, implemented city/district, name of the curriculum evaluated, evaluation models and analysis of evaluated elements of the studies were presented under these titles in detail in *Table 3.*

Table 3. Sample Features, Curriculum/Courses Evaluated and the Stages of the Curriculum in Analysed Research

Authors (Year)	Research Group	Features of Research Group	Research Type	Level	Region	Curriculum expressed opinion	Used evaluation models	Evaluated Stages of Curriculum
Şener (2004)	418	Students (357) Academic staff (61)	Master thesis	Undergraduate	Ankara, İstanbul	Curriculum of Health Education Faculty	-	Objectives, Content, Implementation, Evaluation
Baykul, & Tertemiz (2004)	310	Students	Paper	Primary (1, 2, 3)	Ankara	Math	-	Objectives, Content, Implementation, Evaluation
Gerede (2005)	264	Students	Master thesis	Undergraduate	Eskişehir (Anadolu Üniv.)	English	-	Objectives, Content, Implementation, Evaluation
Kert (2005)	272	Students	Master thesis	Secondary (Vocational School)	Bursa	Software Workshop	-	Objectives, Content
Işıksalan (2005)	180	Teachers	Paper	Secondary	Eskişehir	Turkish Language and Literature	-	Objectives, Content, Implementation, Evaluation
Er (2006)	1128	Teachers (593) Inspector (535)	Doctoral thesis	Primary (4, 5)	All regions	English	-	Objectives, Content, Implementation, Evaluation
Çengel (2007)	506	Students (490) Teachers (11) Administrator (5)	Master thesis	Primary (4)	Aydın	Information Technologies	-	Objectives, Content, Implementation, Evaluation

Tablo 3. Continue

Authors (Year)	Research Group	Features of Research Group	Research Type	Level	Region	Curriculum expressed opinion	Used evaluation models	Evaluated Stages of Curriculum
Bıyık (2007)	26	Students	Paper	Undergraduate (Distance Education)	Eskişehir	English Language Teaching	-	Objectives, Content, Implementation, Evaluation
Uyangör (2007)	715	Teachers (15) Students (700)	Doctoral thesis	Primary (7)	Balıkesir	Education of Civil and Human Rights	-	Objectives, Content, Implementation, Evaluation
Şahan (2007)	716	Teachers (180) Students (536)	Doctoral thesis	Primary (3)	Ankara	Math	-	Objectives, Content, Implementation, Evaluation
Bayrak, & Erden (2007)	80	Teachers	Paper	Primary (6, 7, 8)	İstanbul	Science	-	Objectives, Content, Implementation, Evaluation
Arslan, & Demirel (2007)	110	Students (103) Teachers (3) Parents (4)	Paper	Primary (5)	-	Social Sciences	Hedefe Dayalı Evaluation Modeli, CIPP Modeli	Content, Implementation, Evaluation
Uyangör (2008)	700	Students	Paper	Primary (7)	Balıkesir	Education of Civil and Human Rights	-	Objectives
Şahin (2008)	56	Teachers	Paper	Primary	Bolu, Diyarbakır, Hatay, İstanbul, Kocaeli, Van	Science and Technology	Stake's Countenance Model, Provus' Discrepancy Model	Objectives, Content, Implementation, Evaluation

Tablo 3. Continue

Authors (Year)	Research Group	Features of Research Group	Research Type	Level	Region	Curriculum expressed opinion	Used evaluation models	Evaluated Stages of Curriculum
Aközbek (2008)	360	Teachers (120) Students (240)	Master thesis	Secondary (9)	İstanbul /Anatolian Part	Math	CIPP Model	Objectives, Content, Implementation, Evaluation
Epçaçan, & Erzen (2008)	411	Teachers	Paper	Primary	Ankara/Siirt	Turkish	-	Objectives
Dereobalı, & Ünver (2009)	65	Academic staff	Paper	Undergraduate (Different courses)	-	Undergraduate Program of pre-school	-	Content
Edoğan, & Tuncer (2009)	85	Students	Paper	Undergraduate	Ankara	Education and Awareness for Sustainability	DIPO Model	Objectives, Content, Implementation, Evaluation
Karal, Reisoğlu, & Günaydın (2010)	150	Teachers	Paper	Primary (4, 5, 6 7, 8)	All regions	Information Technology	-	Content, Implementation, Evaluation
Dağlar, & Delil (2010)	583	Teachers (23) Students (560)	Paper	Primary (6)	Manisa/Demirci	Math	-	Implementation, Evaluation
Zengin (2010)	20	Teachers	Doctoral thesis	Primary	İstanbul	Religious Culture and Moral Education	-	Objectives, Content, Implementation, Evaluation

Tablo 3. Continue

Authors (Year)	Research Group	Features of Research Group	Research Type	Level	Region	Curriculum expressed opinion	Used evaluation models	Evaluated Stages of Curriculum
Erdoğdu, & Öçalan (2010)	248	Teachers	Paper	Primary (4, 5 ,6, 7, 8)	Ankara	Physical Education	-	Objectives, Content, Implementation, Evaluation
Karataş (2010)	450	Academic staff (35) Students (415)	Master thesis	Undergraduate	İstanbul (Yıldız Teknik Üniv.)	English	CIPP Model	Objectives, Content, Implementation, Evaluation
Seçkin (2010)	562	Teachers (147) Students (415)	Doctoral thesis	Primary (4)	Antalya	English	-	Objectives, Content, Implementation, Evaluation
Demirel (2010)	30	Teachers (15) Academic staff (15)	Paper	Primary Secondary (All classes)	Ankara	Guiding	-	Objectives, Content, Implementation, Evaluation
Topkaya, & Küçük (2010)	72	Teachers	Paper	Primary (4, 5)	İstanbul	English	-	Objectives and Content
Kocabatmaz (2011)	2208	Teachers (332) Students (1815) Inspector (61)	Doctoral thesis	Primary	Ankara	Technology and Design	-	Objectives, Content, Implementation, Evaluation
Yörük, Yavuz, & Kıvrak (2011)	153	Teachers	Paper	Primary (4, 5 ,6, 7, 8)	Ankara	Physical Education	-	Objectives, Content, Implementation, Evaluation
Hakan, Sağlam, Sever, & Vural (2011)	907	Academic staff (169) Students (738)	Paper	Graduated	Eskişehir	The curriculum of Institute of Social Sciences	-	Objectives, Content, Implementation, Evaluation

Tablo 3. Continue

Authors (Year)	Research Group	Features of Research Group	Research Type	Level	Region	Curriculum expressed opinion	Used evaluation models	Evaluated Stages of Curriculum
Çoban (2011)	125	Students	Paper	Undergraduate	Sivas	Curriculum of classroom teaching (Different courses)	-	Objectives, Content
Türkkan (2011)	293	Teachers	Master thesis	Secondary (9)	Eskişehir	Science Fields (Physics,Chem.,Bio	-	Objectives, Content, Implementation, Evaluation
Kumral, & Saracaloğlu (2011)	34	Students (30) Academic staff (4)	Paper	Undergraduate	-	Primary School teaching	Educational Criticism Model	Content
Üçüncü, & Tertemiz (2012)	998	Students	Paper	Primary (2, 3, 4, 5)	Ankara	Math	Goal Oriented Evaluation Model	Objectives
Gül (2012)	493	Academic staff (54) Students (439)	Master thesis	Undergraduate	-	Tourism Guiding	-	Objectives, Content, Implementation, Evaluation
Yaşar (2012)	23	Teachers	Doctoral thesis	Secondary (9)	Erzurum	Chemistry	Self-developed model by researcher	Objectives, Content, Implementation, Evaluation
Atila (2012)	7	Teachers	Doctoral thesis	Primary (6, 7, 8)	Erzurum, Erzincan	Science and Technology	Self-developed model by researcher	Objectives, Content, Implementation, Evaluation
Seçken, & Kunduz (2013)	19	Teachers	Paper	Secondary (9)	Ankara	Chemistry	-	Content
Bal, & Artut (2013)	8	Teachers	Paper	Primary (6)	Adana	Math		Objectives, Content, Implementation, Evaluation

Research Group, Curriculum or Course Evaluated

Research Group

Considering sample features of selected studies, while the data of research having more than one sample were analyzed, the analysis was made again for each sample level. If both teachers and students were selected as sample group in the study, the coding was made separately for each group. So, the analysis was made considering not a total number of researches but a total number of research that are suitable for the features analyzed. As seen in Table 4, the mostly selected samples as research group were teachers (%42.1), primary students (%17.5) and undergraduate students (%14). On the other hand, parents, administrators, graduated students and experts were determined to be selected rarely as research group.

Table 4. Selected Sample Groups in Research

	f	%
Teachers	24	42.1
Primary students	10	17.5
Undergraduate stud.	8	14
Academic staff	7	12.2
High School Students	2	3.5
İnspectors	2	3.5
Graduated Students	1	1.7
Administrator	1	1.7
Expert	1	1.7
Parents	1	1.7

More than one research group was seen in some research

In terms of sample sizes, the results indicated that majority of the sample size involved in the studies ranged from 301 to 1000 (%37) and 101-300 (%24) individuals. However, it was seen in Figure 1 that researchers rarely preferred to study with research groups consisted of 1-10 (%2) and above 1000 (%5) individuals.

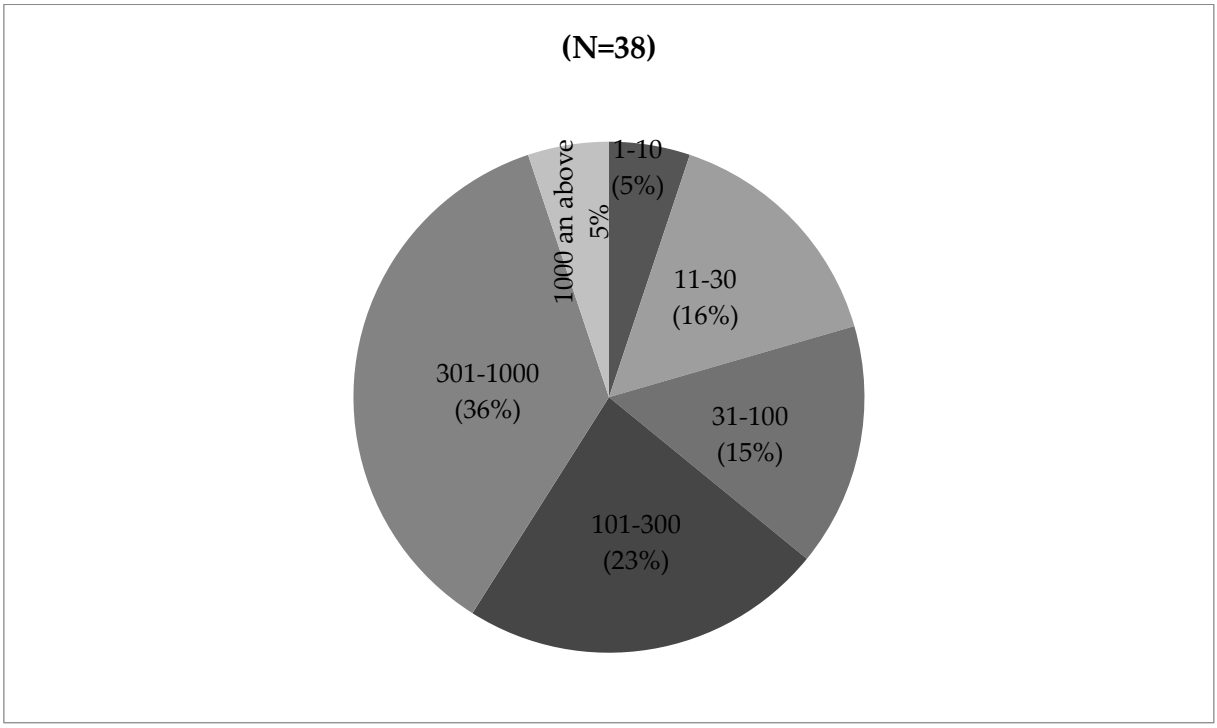

Figure 1. Sample Size Studied in Research

Considering the range of published years of the studies between 2004 and 2013; being highly low level of a total number of curriculum evaluation studies was drawn attention. However, especially 32 of these studies were made within and after 2007 as seen in Figure 2.

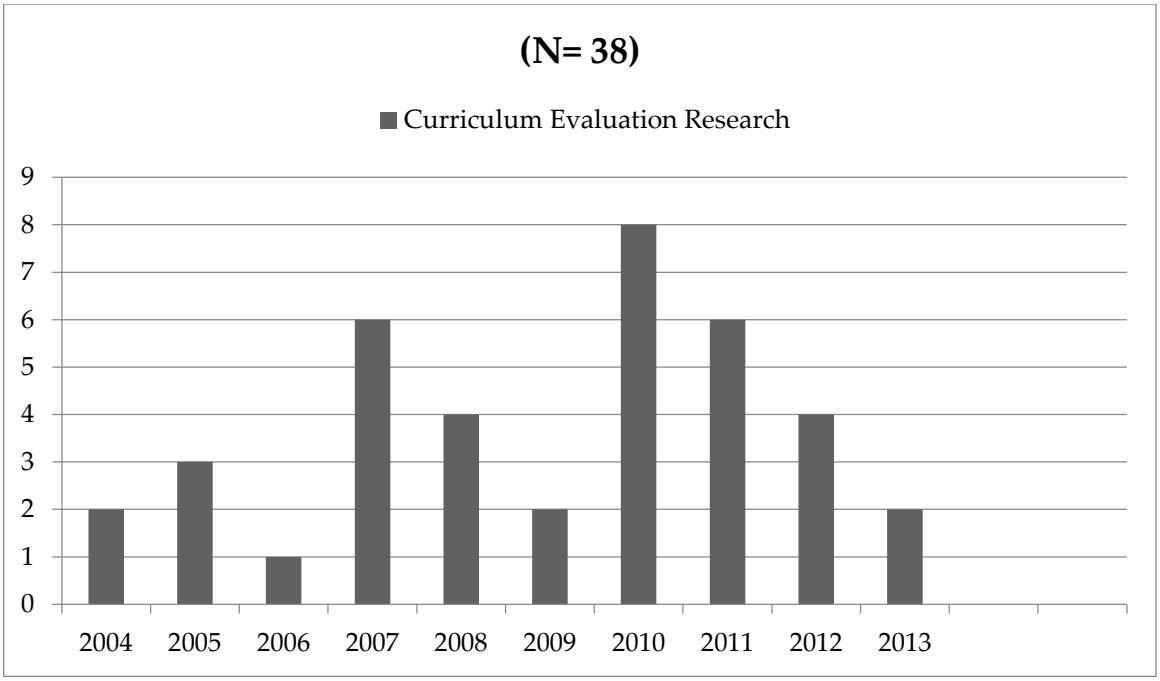

Figure 2. The Number of Curriculum Evaluation Research between Given Years (2004-2013)

Considering the range of districts of the studies between 2004–2014 years it was found out that while the majority of the studies were made in Central Anatolia Region, the least study was determined to be made in Southeast and Black Sea Region. Cities where the most frequently research were seen as Ankara (n=10) and Eskisehir (n=5) in Central Anatolia Region; and Istanbul (n=7) in Marmara Region in the study. In addition, the number of the research on curriculum evaluation was very low in Diyarbakır (n=1) in the region of Southeast and Bolu (n=1) in the region of Black Sea. Considering the sample level of the research; the most frequently studied level was seen as primary (n=12), secondary (n=8), high school (n=6), undergraduate (n=9) and graduated (n=1).

Evaluated Course and/ or Curriculum

Considering evaluated courses or curriculum in analyzed research, it was observed that courses and curriculum were evaluated in the level of primary (n=20), high school (n=6) and university (n=10). It was seen that the most research was conducted on the curriculum of Math (n=5), Science and Technology (n=4) and English (n=3) in the level of primary. Apart from these, 2 were for information technologies curriculum, 2 for the citizenship and human rights curriculum and one each study in the curriculum of social sciences, Turkish language teaching, technology and design, religious culture and moral knowledge, physical training and counseling research. It was determined that while the curriculum of science education (n=3), Math (n=1), Turkish language and literature (n=1) were seen to be conducted in high school level, the evaluation research was conducted on English language teaching (n=3), primary school teaching (n=2) beside one each Turkish language teaching, tourism guiding, health education faculty, preschool and primary teaching education curriculum in the level of undergraduate. Only 1 study was determined to be conducted on the program of Anadolu University social sciences institute in level of graduate program. The range of level and subjects of the studies included to the research were given in *Table 5*.

Table 5. The Features of Research Field

The date of research	Research Field																							
	Primary									Secondary								Undergraduate				Graduated	
	Math	Turkish	Social Sciences	Information Technology	Civil and Human Rights	English	Rel. Cul. and Moral Edu.	Physical Education	Science and Technology	Guidance	Technology and Design	Math	Turkish Lang. And Lit.	Edu. Of Science Fields(PCB)	Guidance	Vocational High School (Software workshop)	English Lang. Teaching	Tourism Guiding	Health Education	Classroom Teaching.	Preschool Teaching	Primary School Teaching	The curriculum of Institute Social Sciences.	Total
2004	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	2
2005	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	1	-	-	-	-	-	-	3
2006	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
2007	1	-	1	1	1	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	6
2008	-	1	-	-	1	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	4
2009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	2
2010	1	-	-	1	-	2	1	1	-	1*	-	-	-	-	1*	-	1	-	-	-	-	-	-	9
2011	-	-	-	-	-	-	-	-	1	-	1	-	-	1	-	-	-	-	-	2	-	-	1	6
2012	1	-	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-	-	4
2013	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	2
Total	5	1	1	2	2	3	1	1	4	1	1	1	1	3	1	1	3	1	1	2	1	1	1	39

* Class guidance curriculum was assessed in the level of both primary and secondary schools in the study of Demirel (2010)

When examining the range of published years of the studies in curriculum evaluation area, the most research was found to be conducted in 2010. A decrease was seen in the number of curriculum evaluation studies in following years.

Methodological Features of Research

Methodological features of analyzed research were reported in terms of research design, sampling technique, data collection tools and data analysis techniques. Descriptive findings related to methodological features of research were given in *Table 6*.

Table 6. Methodological Features of Research **(N=38)**

Methodological Features			**The number of research**	**%**
Research design and data collection tool	Qualitative	Semi-Structured Observation Form	6	11.1
		Structured Observation Form	2	3.7
		Document Analysis	1	1.8
	Quantitative	Scale	9	16.6
		Questionnaire	17	31.4
	Mixed	Semi-Structured Observation Form	9	16.6
		Observation	4	7.4
		Questionnaire	6	11.1
Reliability / Validity	Reliability	Cronbach's alpha	17	44.7
		KR 20	5	13.1
		Not reported	16	42.1
	Validity	Expert opinion	23	53.4
		Factor analysis	8	18.6
		Not reported	12	27.9
Data Analysis	Descriptive Statistics	Descriptive analysis (f % table)	29	46
		Descriptive analysis (qualitative)	5	7.9
		Histograms	3	4.7
		Content analysis	8	12.6
	Inferential Statistics	Correlation	2	3.1
		Non-parametric	2	3.1
		Single variable (t-test, ANOVA)	13	20.6
		Document analysis	1	1.5
Sample Technique	Random sampling	Simple Randomly	9	23.6
		Cluster	6	15.7
		Stratified	2	5.2
	Non-random sampling	Purposeful	6	15.7
		Systematic	4	10.5
	Not reported		11	28.9

Research Design

Regarding design features of the study, quantitative methods (%48) were preferred more than qualitative methods (%16.6) and mixed methods (%35.1) as stated in Table 6. Quasi experimental design and descriptive studies were seen to be preferred mostly. While case study design was mostly seen among the qualitative research methods, explanatory research design were much preferred within the mixed method designs.

Sampling Technique

Simple random (%23.6), cluster (%15.7) and stratified (%5.2) sampling techniques of random sampling procedures were used more than purposeful (%15.7) and systematic (%10.5) sampling techniques of non-random sampling procedures in selected studies. In addition, sampling techniques used were not reported in some of the studies (%28.9).

Data Collection Tools

Separate coding was made for each research where more than one data collection tool was used while examining data collection tools in studies. The data were more frequently collected with questionnaires (%45.5), semi structured observation forms (%27.7) and scales (%16.6) in analyzed studies as seen in Table 6 where the range of data collection tools presented. The results were both generally described and analyzed in detail with the help of observation or structured/semi-structured observation forms in some studies. While Cronbach's Alpha reliability coefficient (%44.7) and KR 20 coefficient (%13.1) were used to assure the reliability of data collection tools in the selected studies, reliability was not reported in almost half of the studies (%42.1). As for validity assurance, expert opinion (%53.4) for content validity and factor analysis (%18.6) for construct validity were applied in studies. Validity assurance was not reported in many of the studies (%27.9).

Data Analysis

Regarding data analysis methods and techniques in the studies, mostly used ones were descriptive analysis techniques (% 46) of quantitative data analysis methods. Most preferred techniques were t-test and ANOVA (%20.6). Descriptive analysis (%7.9) and content analysis (%12.6) were the ones used highly as qualitative data analysis techniques. The range of data analysis methods and techniques used in studies was given in Table 6.

Curriculum Evaluation Models and Decisions Related to Evaluation

a. Curriculum Evaluation Models

Any curriculum evaluation model was mentioned in only 7 of analyzed studies. Besides CIPP Model of Evaluation (n=3) and goal-attainment (n=2) evaluation model, one each research was seen to be conducted with Eisner's evaluation model with educational criticism, Stake's countenance model and Provus's discrepancy evaluation model. Meanwhile, evaluation models developed by researchers were used in 3 of research where curriculum evaluation models were used to analyze.

CIPP Model of Evaluation

CIPP model of evaluation enables to take decisions about curriculum by focusing on context, input, process and product in the process of evaluation formed in 4 phases. CIPP model, studying with different level of sample group (primary, high school and university students with teachers) as seen in Table 3, was used in three studies. The view of students and teachers were taken into consideration in each 3 studies to make evaluation about curriculum. Questionnaires, achievement tests and observation forms were applied to the research groups to make evaluation about social sciences in primary education, math in secondary education and English language teaching in undergraduate programs. While 2 studies stated that significant difference was observed between the view of students and teachers in context, process and product phases of the model, the research applied in primary education found significant difference only process and product phases of the model.

Goal Attainment Evaluation Model

Goal attainment model is consisted of 7 phases in total. Educational goals are the center of this model. Firstly, predetermined goals are controlled whether actualized or not and then goals and learners' experience are reviewed to determine the reasons of unattainable goals. This model was used in 2 studies analyzed in primary education level as seen in Table 3. Predetermined goals were evaluated whether learners gained these goals or not at the end of the process by selecting a certain unit in each research. Achievement tests and observation forms were applied to students and teachers to reach this result. Only 2 of 5 predetermined goals were gained to the students at the end of the process in the unit of "One country one flag" of fifth grade social sciences course. Also, the gains related to multiplication with natural numbers were discussed in mathematic course. As a result of achievement tests applied to 2-5th grade students, it was determined that the goals were attainable for 3th grade students but unattainable for 2nd, 4th and 5th grade students.

Eisner's evaluation model with educational criticism

Eisner's evaluation model is consisted of 4 phases as description, interpretation, appraisal and theming. It is determined with this model whether the applied program has been effective or not. Only 1 research used this model in undergraduate level as seen in Table 3. The evaluation of curriculum was made by students of primary school teaching department and instructors of this department with semi structured observation forms about teaching knowledge courses. As a result of evaluation it was determined that the program of teaching knowledge courses contain structural problems and that caused students and instructors to live compliance problems.

Stake's countenance and Provus's discrepancy evaluation model

Stake's countenance model is consisted of 3 phases as antecedents, transaction and outputs, but Provus's discrepancy evaluation model is consisted of 5 phases. Both Stake's and Provus's evaluation models were used in science and technology curriculum in primary education level amongst analyzed studies as seen in Table 3. Primarily, it was planned to compare 2004 curricula with 2000 curricula and determine how much theoretical framework and implementation level in pilot schools coincide with the theory of constructivist education. Questionnaires were applied to the teachers to make evaluation about curriculum in this respect. The model coincides with Provus's discrepancy model because of based on only teacher views. Also, it becomes different from Stake's countenance model because of not based on the relation of antecedents, transaction and outputs. Objectives, target, content, method and evaluation phases of Provus's discrepancy model were considered to evaluate current programs in selected method. The comparison of intent- performance and standards method was benefited from Stake's countenance model. The obtained results showed that the theoretical structure of current science and technology program and implementation level coincided with standards of constructivist education conception.

Self Developed Curriculum Evaluation Models

In some studies, researchers either developed a new evaluation model apart from available ones or developed more flexible and eclectic model based on current evaluation models.

The first of these models is DIPO curriculum evaluation model developed by Erdoğan (2009). DIPO (design, input, process, outcome) model is consisted of 3 general stages as need assessment, formative evaluation and summative evaluation. The model mainly emphasizes the needs-objectives relationships to make evaluation. This evaluation model developed by the authors was used for the evaluation of the course titled "Education and Awareness for Sustainability" which has been offered for three years in the Department of Elementary Education, Middle East Technical University as seen in Table 3. Revision suggestions related to process were presented and the needs-satisfaction relations were observed in this stud. It was concluded as a result of the study that integrating real life cases with the issues in the course makes students feel comfortable about the course and feel themselves sensitive and responsible.

The other two curriculum evaluation models were developed by researchers based on current evaluation models. Both researchers, Yasar (2012) and Atila (2012), designed their models based on McCormick and James curriculum evaluation model, Stake's countenance model and Eisner's Evaluation Model. The researchers evaluated the consistency among intended curriculum, perceived curriculum and implemented curriculum through this model. While Yasar (2012) intended to evaluate 9th chemistry curriculum, Atila (2012) aimed to evaluate 6th-7th and 8th science and technology curriculum by the teachers. The results of both research indicated a serious discrepancy between the intended curriculum and the perceived and implemented curriculum because inconsistence was determined between methods-techniques, equipments, activities etc. used by teachers between intended curriculum.

b. Decisions Related to Evaluation

Regarding the decisions related to evaluation in analyzed studies, some deficiencies were found in all phases of curriculum in general. So, updating the objectives of analyzed curriculum by revising, increasing the number of optional courses, concentrating mainly process-oriented evaluation research and selecting method or techniques being able to gain objectives were mainly considered. Decisions related to program evaluation were tried to be shown in terms of all or some units of program in these research. These research' objectives, content, implementation and evaluation phases were evaluated generally as following:

Objectives

The curriculum of which objective phase (n=29) evaluated was accepted as consistent with each other and attainable, but with some concern. While %75 of analyzed studies stated the definitions of main objectives of programs, %57 of them stated these objectives being updated. The views of objectives being insufficient to enable raise qualified work force that working field need was considered in the research in which students were preferred as sample group. Even so, decisions were taken about re-organizing objectives by meeting the needs of students in cognitive and affective level in curriculum evaluated. Meanwhile, it was indicated that intellectual, social, economical and political developments with different aspects be involved in the objectives of curriculum.

Content

It was stated that regarding learners' views, defining and associating sub disciplines with learning domain would made programs more dynamic and beneficial by enhancing motivation on learners while the content phase (n=31) of curriculum being prepared. The content of curriculum was shown as being inconsistent with objectives stage and inappropriate for the level of students in majority of studies in which teachers were preferred as sample group. So, the opinion of reevaluating the content stage of curriculum according to student level and objectives came into prominence in terms of suitability. In this regard, it was stated that the content stage of curriculum need to be re-organized by following renewed technology and meeting working needs of students.

Implementation

Regarding implementation stage of curriculum evaluated (n=26), teachers stated that they could implement suggested teaching methods in laboratories and programs allow students participate actively. However, it was found in some studies evaluated that teachers had a dilemma about the subjects such as activities taking time, decrease in the number of students participating actively and the suitability of teaching methods and techniques for students. So, it was concluded that using and developing teaching methods and techniques both make students understand the course easily and be useful in terms of benefited from teaching instruments It was emphasized for teachers to encourage students in terms of using concrete objects and examples in teaching-learning process. Also, activities were suggested to make students participate actively in researching, questioning, solving problem and deciding processes in the general framework of research analyzed.

Evaluation

Regarding evaluation stage of curriculum evaluated (n=26) that difference opinion was seen on the subjects of the efficiency of data's explanation related to curriculum evaluation, evaluation samples, gains being measurable or not, applicability of different evaluation methods. While students approved the type of tests and methods in most of the studies, teachers approved evaluation samples in curriculum but hesitant on applicability of these testing types. It was concluded that most of the participants had generally different opinions about whether the measurement and evaluation types being efficient to measure goals of curriculum or not. So, while it was emphasized that complementary evaluation process need to be used in primary school level, traditional evaluation process was emphasized to be used in secondary and undergraduate programs. It was concluded that different evaluation techniques being grasped inadequately by teachers and being insufficient about how to reflect them make prevent the implementation of these techniques. Also, measurement and evaluation was emphasized to be made not only for learning outcomes but also learning process.

It is clearly seen that decisions related to these four stages of curriculum are in the shape of re-organization and revision. Change or development of the curriculum was not mentioned in any research analyzed.

Discussion and Conclusion

The research intends to specify the tendency of research published between the years of 2004-2013 on Curriculum Evaluation field. In accordance with this purpose, 21 articles in total published on the 19 journals and 17 thesis research acquired from Council of Higher Education (CHE) thesis centre (9 master's and 8 doctoral thesis) are accessed.

When the distribution of research by years published between the years of 2004-2013 is analyzed, it is seen that 32 of these research are conducted in 2007 and afterwards which indicates that the curriculum evaluation studies gain importance as a field and there is an increase on the number of researchers studying on this field. While the research is high in number in 2010, no study has yet been observed in 2014. This can be the reason of decreasing number of the research on this field in relation to the recent revision implemented in 2013 and the revisions implemented on the renovated curriculum in 2004 which was about to complete the cycle. Therefore, it can be said that there may be an increase on the curriculum evaluation research to view the results of the revisions.

When the research are analyzed according to the method and research design, it is seen that quantitative research design and survey method are preferred as qualitative research designs on most of the research analyzed in parallel with the results of research conducted by Sözbilir and Kutu (2008), Ulutaş and Ubuz (2008), Erdoğan, Marcinkowski and Ok (2009). Arık and Türkmen (2009) state that qualitative research is rarely implemented because of their time consuming feature. According to the findings, the reason that the quantitative research methods are mostly preferred in our country is that quantitative research provides easier and more accessible results in comparison with the qualitative research.

It is seen that the data are collected by questionnaire and scale, when the data collection tools used in the articles are analyzed. This is parallel with the results of the study conducted by Erdoğan, Ok and Marcinkowski (2009), Kurtoğlu and Seferoğlu (2011). The major reason of preference for this kind data collection tools is that it gives chance to access various people and it is economical in terms of implementation time and cost in the data collection process.

One of the interesting findings in some studies showed that the evidence for reliability and validity analysis were not emphasized regarding data collection tools and findings. Indicating this evidence regarding to data collection tools will make a proof for accuracy and repeatability of data obtained. The main reason of this situation may stem from researchers who pay little attention to them or not using techniques which is costly and take long term such as triangulation. The other reason may stem from that data collection tools developed by other researchers in some studies make it unnecessary to indicate reliability and validity analysis process. Sözbilir, Kutu and Yaşar (2013) reported that almost more than half of the studies they analyzed were benefited from just only one data source.

In the analyzed research, it is seen that the teachers, primary education and undergraduate students are mostly preferred sample groups. The research including pre-school, secondary education and postgraduate students, administrators, parents, instructors and inspectors as a sample group are few in number. It can be said that research prepares a research question according to the present groups and accessing to these groups is easier than the other sample groups. This is similar to the findings of Doğru and others (2012).

In the research examined, it was seen that sample size ranging from 101-300 to 301-1000 was mostly selected, but 1-10 and over 1000 sample size was not preferred. This finding is in parallel with the results of the research conducted by Göktaş, Küçük and others (2012). The reason of this situation is that the data collected from fewer groups of people will be analyzed in a short time.

In the research, it is seen that random, cluster and purposive sampling techniques are mostly preferred. As stated by Yıldırım and Şimşek (2011), the reason of this result is that appropriately chosen sample with limited number has the feature of the population and the findings acquired from the sample can be generalized to the population.

Most of the research is conducted with the samples chosen from the Central Anatolia and Marmara Region (Ankara, Eskişehir, İstanbul etc.) Therefore, this restriction is a preventing factor to analyze the progress of the curriculum evaluated countrywide. This finding has the similarity with the research conducted by Ulutaş and Ubuz (2008).

When the analyzed research is examined in terms of subject areas, it is seen that most of the research are conducted on Mathematics, English and Science and Technology. This is because the research conducted on Mathematics, English and Science and Technology education are high in number. However, the research on Turkish Language and Social Studies education are few in number although education and instruction scope of these fields indicate a distribution of wide range of ages.

Curriculum evaluation models used in studies differ from in terms of adopted approach. So, it is not possible to use only one curriculum evaluation model for all curriculums. While researchers carry on their study in this area, they either benefit from available curriculum evaluation models or develop a new model according to the current conditions (Erden, 1998). As most of the studies evaluate the curriculum, they benefited from the views of teachers and students rather than using curriculum evaluation model. These models which help researchers make a systematic evaluation were used in a few studies. Researchers' being unqualified for making a decision whether current curriculum will proceed or not can be shown as a reason of this situation because curriculum evaluation models have the aim of making a decision for further curriculum (Fitzpatrick and others, 2004). This finding has the similarity with the research conducted by Gökmenoğlu (2014). Among the program evaluation models, CIPP model is commonly used.

Except from some research, the program evaluation models are not included in most of the research. Among the program evaluation models, CIPP model is commonly used.

Suggestions

The following may be suggested according to the findings gathered through content analysis:

To be more effective and efficient at all levels studies in education in Turkey, program evaluation studies should be increased.

In addition to the quantitative research in educational studies the usage of qualitative research which can provide more in-depth and detailed results, and mixed research which gives opportunity to interpret in multiple ways should be emphasized.

While establishing the working groups, not only to the number of the studies on easily accessible sample groups like student and teachers but also the number of the studies carried out on sample groups like supervisors, administrators, academic staff and parents should be increased to provide the enhancement of the reliability and validity of the research. Especially, research group can be benefited much more selected by random sampling technique.

In studies, in addition to the primary school programs with pre-school programs never been studied, secondary, undergraduate and graduate program evaluation studies should be focused on.

It will be much more beneficial if the researchers not only make evaluations according to the only teachers and students' opinions but also considering the program evaluation models, by synthesis or by using one while studying on program evaluation.

Much more program evaluation studies should be carried out not only in some particular regions but in all regions to see the overall situation of education programs in Turkey.

In studies apart from using data collection instruments that enable to reach a large amount of data in a short period of time the instruments that can provide reliable and realistic data in a broader time should be preferred.

In research validity and reliability studies should be carried out in a maximum time to minimize doubts for the results of some studies with unreported validity and reliability.

In studies in addition articles and theses presentations in the field of program evaluation that were published in the Conference of Educational Sciences can also be examined from a qualitative point of view.

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Appendix 1. Analyzed Research (n=38)

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