

Full Length Research Paper

Geography teachers' views on the assessment and evaluation instruments and methods used in the renewed geography curriculum

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The aim of this study is to reveal the teachers' views regarding the recommended instruments and methods of measuring assessment in Geography Course Curriculum that has been in practice in Turkey since 2005. In the qualitatively planned research, the data has been analysed from the discussions of 10 different geography teachers, 4 of them females, and from the analysis of the assignments of the students. The data has been analysed descriptively. The research results have revealed that the geography teachers did not have sufficient information on the new instruments and methods of assessment and evaluation and they did not use the new tools and methods of measuring and assessment, which the programme offers sufficiently.

Keywords: Geography education, Geography teacher, assessment and evaluation, Geography curriculum.

INTRODUCTION

The changing of our way of living and learning habits with the rapidly improving technology has necessitated the changes in education programmes. The common purpose of the changes in education programmes is to increase the students' learning and success levels, to teach them the skill of how to use the necessary data and skills in the ever changing and developing world. Assessment and evaluation, which is an element of education programmes, bears an important role in controlling the education process. The determination of success is possible with the observations of the level of the students' behaviours, what kind of inadequacies they have, and even the determination of unwanted negative behaviours with the assessment and evaluation activities in education process (Turgut, 1992). Measuring is the determination of to what extend the planned, target behaviours have been redounded to the students by using various tools in education process. Assessment is the judging and decision making process, which shows the levels of reaching to a target, the features of the measured thing or quality. Assessment and evaluation is an uninterrupted process, which directs teaching (Akınoğlu 2004) and cannot be assessed out of this process, which is as important as education itself (İşman, 2005). Along with

the written tests and oral exams that are defined as traditional assessment and evaluation approaches, various approaches such as: Portfolio evaluation, performance evaluation, project evaluation, self assessment and peer evaluation which examine the process of collecting data have been started to be used widely in educational environments (Bekiroğlu, 2004). The alternative assessment understanding is to help to promote the student's learning, to reveal the performance in written, orally and operationally and to help the teachers to make a decision on what route to follow (Black and William, 1998).

In this context, balance has been watched in terms of information, skill, value and attitude, the experiences of the student during the learning process have been taken into consideration in the Geography Course Curriculum (GCIP) that has been put into practise in 2005. The programme does not only consist of the classroom activities but also off the classroom activities. The programme approach with the active classroom culture covers a new understanding in geography instructing in terms of teaching-learning processes, assessment and evaluation methods, and views of teacher's roles and student's roles. With this understanding, Geography

Course Curriculum regards constructivism in terms of student centred approaches, active learning and theoretical approach. (MNE, 2005). Turoğlu (2006) also suggests that this learning programme is exceptionally proper for geography education, and will also help geography to become a problem solving lesson in terms of physical environment and human beings; will release it from a rote learning course and will enable it to become a lesson in which students make analyses and syntheses.

In the practice of the programme in the school, the teachers have great responsibilities as implementers and developers in classroom level (Ornstein and Hunkins, 1998). The teachers are required to hold the skills and experience of using the alternative assessment and evaluation techniques in the classroom.

Çakan (2004) has inferred from his study that a great part of the teachers has found insufficient or lacking in assessment and evaluation and that elementary education teachers have found themselves more sufficient than secondary education teachers. Zhang and Burry (2003) have revealed in their research that teachers have had a tendency to use objective test and written exam as the length of service advances, that the secondary education teachers have used written exams more and act more precisely in the quality of the measuring, and that elementary education teachers have used the measuring techniques that are based on performance more as an alternative to objective tests.

In a research conducted by Aydın (2005), it has been revealed that along with not having sufficient data on alternative assessment, evaluation techniques, teachers with lower length of service have been more affective in this subject, and that many teachers have found these alternative techniques unnecessary. Yurday (2006) in his research reveals that due to traditional beliefs the teachers have, they have perceived the prediction of the curriculums differently. Moreover, the teachers have perceived the assessment and evaluation recommended in the curriculum as assessment of the assignments and projects for scoring. In the research titled "Teachers' Views on the Element of Assessment and evaluation in Turkish Teaching Curriculum" (Yıldırım and Karakoç-Öztürk 2009), the teachers have realised the assessment and evaluation practices to a great extend and they have mostly used the performance assignments, graded scoring tests, student files, and project evaluation forms. On the other hand, it has been deducted that the rate of using tools such as attitude scales, peer evaluation forms and group assessment forms is respectively low.

In the research titled "The Evaluation of the Effectiveness of New Mathematics Course in Practice" (Gömlüksiz and Bulut, 2007a), the results show that the acquirements, extent and educational status set forth in the programme have been more effective in practice, but that the assessment has not been effective in practice. In this context, they have been suggested to participate in systematic and effective in-service- trainings in order to learn and use the assessment techniques. In the research,

conducted on 442 geography teachers in order to determine the level of practicability of 9th grade geography curriculum, Artvinli (2009) has revealed that geography teachers have found the majority of the programme, general purposes, acquirements, the teaching-learning process and the level of the practicability of measuring and assignment low. In the study, it has also been suggested that in order to increase the practicability of the measuring and assignment methods, sample assessment and evaluation forms which are compatible with each acquirement should be developed. The aim of this research is to reveal the views of Geography teachers regarding the Geography Course Curriculum, which has been put into practise in 2005.

METHODS

In the research, case study method has been used. The study group consists of ten geography teachers, four of them females, who work in different types of schools (Anatolian High School, High School, Vocational High School, Private High School) in Konya city centre. The teachers have been chosen among volunteers and among different types of schools. The aim of choosing different types of schools is to obtain views on whether there is any difference in the practicability of new assessment and evaluation methods among different types of schools. All the teachers in the study group graduated from Faculty of Education and have 5 to 25 years length of service.

Data collection instruments

In the research, semi-structured form has been used as data collection instrument. A literature review has been made in the preparation of the form. Then, pre- interviews have been made with the teachers. The Interview form has been prepared in line with the data collected from literature review and pre-interviews. Expert views have been taken before the final form in order to enhance the validity and reliability. Besides, document analysis has been made from the performance and project assignments and from the determination of the techniques used while evaluating these assignments.

Analysis of data

Descriptive analysis method has been used in the analysis of the collected qualitative data. In the descriptive analysis, the findings from the interviews have been directly quoted in order to reflect the views of the teachers. The data collected from the interviews have been evaluated in line with these categories:

1. The data sources of the teachers regarding the assessment and evaluation instruments and methods of the recommended 2005 GCIP.
2. The teacher's comparison between the recommended GCIP assessment and evaluation instruments and methods and the traditional assessment and evaluation instruments.
3. The most frequently used or unused GCIP assessment and evaluation instruments and methods and the reasons.
4. The things to be done in order to use the recommended GCIP assessment and evaluation instruments and methods efficiently and perfectly according to the teachers.

In the reporting of these findings, coding has been used instead of

giving the names of every teacher. The names Hayriye, Ayşe, Fatma and Selma have been used for female teachers, and the names Ali, Ahmet, Cemil, Hasan, Kadir and Huseyin have been used for male teachers.

FINDINGS

The data sources of the teachers regarding the assessment and evaluation instruments and methods of the recommended 2005 GCIP

It has been understood that the teachers in the study group have not been sufficiently informed regarding the assessment and evaluation instruments and methods of the recommended 2005 GCIP. Six out of the interviewed teachers stated that they had not been informed about the data sources regarding the assessment and evaluation instruments and methods of the recommended 2005 GCIP by the ministry. The other four stated that they had participated in a seminar on 2005 GCIP, yet they thought these seminars had not been quite effective for themselves. For example, the views of Ayşe and Cemil regarding a seminar on 2005 GCIP are as follows:

Ayşe: "In my opinion, the seminar on assessment and evaluation instruments and methods of the recommended 2005 GCIP was not informative enough as the period was quite short. Besides, the seminar was on the majority of the programme. It was very unproductive because such an intense curriculum was given in that short period. The assessment and evaluation instruments and methods were only mentioned. And I believe what we were told about how to use the assessment and evaluation instruments and methods were not enlightening enough for me and the other teachers."

Cemil: "I participated in the seminar on innovations in Geography given by Konya Provincial Directorate for National Education. However, we were not informed about the matter sufficiently. I think, these kinds of seminars are not sufficient for practicing the assessment and evaluation instruments and methods. I prefer online data exchange with my colleagues on this matter."

Fatma: "The meeting was held in 2006. A formatter gave the seminar. He advocated the idea that activities and performance assignments were rather important. For me, the seminar was not sufficient. Because we were supposed to be informed about how it would be oriented with the university entrance exam and the inadequacies it might have. I would like to state at that point that an important data source of mine on assessment is a communication group consisted of geography teachers." Fatma who participated in a seminar on 2005 GCIP also holds the idea that she was not sufficiently informed about assessment and evaluation instruments and methods like Cemil and Ayşe. She also thinks that the instruments and methods of assessment and evaluation are not in accordance with the passing system applied to continue upper level. Ayşe and Cemil collected the data

they had on this matter from an online communication group consisted of geography teachers.

One of the most significant data sources of the teachers who did not participate in any of these seminars is the data group indicated by Fatma and Cemil. Sezer (2010) states that geography teachers' internet using for data exchange with their colleagues is placed near the top along with other reasons. He also points that forum sites that were built by geography teachers to exchange data are among the most visited sites.

Ahmet "I collect data about the practicing of assessment and evaluation instruments and methods from these geography forum sites during information sharing and from comments."

2005 GCIP assessment and evaluation approach differs greatly from the traditional assessment and evaluation approach. Thus, the teachers have to participate in an in-service training on what these measuring, assessments methods are, and how they are used.

However, it is rather meaningful for the teachers to be asked to use these instruments and methods during the informing sessions about the new assessment and evaluation approach the 2005 programme suggests. In that case, teachers had to fend for themselves. In order to overcome this hardship, they tried to realise learning and practices on a matter they were not trained by exchanging data with their colleagues. For this reason, they frequently use internet environment. GCIP book, the examples in the course book and up to date sources on educational sciences are among the teachers' data sources regarding the assessment and evaluation instruments and methods.

Hayriye: "I have not attended any seminars regarding the assessment and evaluation instruments and methods recommended in 2005 GCIP. I collected the necessary data regarding the assessment and evaluation instruments and methods from up to date books on Educational Sciences, the internet and the programme book regarding the assessment and evaluation instruments and methods published by the Ministry of Education."

Kadir: "I collected the data regarding the practising of assessment and evaluation instruments and methods recommended in the programme from forum pages about geography lesson and from data exchange with the geography teachers."

The studies on the programme, which was put into practice in 2005, were started to be carried out in 2004. The Education Faculties of the universities have started to train the teacher candidates in accordance with the assessment and evaluation instruments and methods recommended by the programme, in courses such as professional teaching knowledge and teaching methods since 2004 to 2005 academic years. For this reason, the courses that the teachers with shorter length of service took during undergraduate study have been accepted as data sources. Huseyin's length of service is less than 5 years, so he is trained on the assessment and evaluation

instruments and methods recommended by the programme during undergraduate study.

Huseyin "I learnt this data from my faculty, from the courses such as educational sciences and from data given by our geography department professors. Moreover, I also try to practice the assessment and evaluation methods which were practised by our professors."

Teachers' comparisons on 2005 GCIP assessment and evaluation instruments and methods recommended by the programme and traditional assessment and evaluation Approach

As a result of the interviews, it is understood that the teachers were aware of the educational attainments, which the 2005 GCIP assessment and evaluation instruments and methods recommend to a certain extent. The teachers also had concerns about the practicability of the recommended assessment and evaluation instruments and methods.

Ahmet expresses his views on 2005 GCIP assessment and evaluation instruments and methods recommended by the programme as follows:

Ahmet: "It is true that the new geography curriculum brings innovations in assessment and evaluation by comparison with the former programme. However, it shares some common points with the former assessment and evaluation instruments. The new assessment and evaluation instruments make the students to explore and examine as the students can easily and instantly access data. But again the extent of practicability is a matter of debate."

Kadir is aware of the fact that 2005 GCIP assessment and evaluation instruments and methods require an evaluation of not only learning but also the process itself in comparison with the traditional approaches. Yet, he strongly supports the idea that the lack of resources limits the practicability of the assessment and evaluation instruments and methods recommended by the programme.

Kadir: "One of the most significant features of 2005 GCIP is that the activities are mainly dominant. There are many activities. It is good for the students' learning process and the observation of the learning process, yet it becomes almost impossible to perform all these activities in each lesson. There is not enough time to perform all the activities in the course book and the physical conditions of the school are also not applicable, the data sources are not sufficient for the students to reach in and out of the school. As a result, we stick by the book while measuring and assessing. In my school, the sources the students can reach are limited. There are no books about geography in the library, or the students do not have internet connection at home."

Ayşe assesses 2005 GCIP's assessment and

evaluation extents together with learning and teaching process. She states that as the recommended learning-teaching process is student-centered, it is possible to make assessments based on the process.

Ayşe: "While the former programme makes the teacher teach all the data, the current programme makes it possible to use various methods because it is student-centred. The students' level of readiness can easily be deducted during the lesson. It enables the students to be more active than the former programme."

Hüseyin thinks that the students are not accustomed to the assessment and evaluation instruments and methods recommended by the programme. He states that the teachers still use the former assessment and evaluation methods.

Hüseyin: "Previously single aimed standard written and oral exams were used to be made. Term assignments were used to be assigned. However, since 2005, modern measuring instruments, which consist of multifocal, integrated questions, have been in practice. For example, a measuring that consists of true-false, multiple choice, gap filling, written, oral and table and chart interpreting are available in the programme. However, the students are not prepared for these techniques. Teachers still use the former assessment and evaluation instruments and methods such as standard written and oral assignments along with the new techniques."

The most frequently used or unused GCIP assessment and evaluation instruments and methods and the reasons

Student success is determined in accordance with Ministry of National Education Secondary School Regulations for Passing a Grade Level and exams, which was published in the September 2010/2636 bulletin. (NME, 2011). The teachers are required to score written and oral points for each student considering the weekly lesson hour. The teachers agree on the number of the points to be scored in the group meetings. The students take at least one joint exam in accordance with class levels. In a standard type of exam, at least five questions are to be answered. In multiple choice, matching, short answered, open ended, true-false etc., kind of exams, it is essential for the number of questions to be numerous and for the answers to be short. Oral points are scored according to the students' studies in the activities, preparation and researches and projects. Each student is required to prepare a project assignment from any lesson in addition to written and oral points, though it is not stated in the related regulation. The overall points of these exams and assignments determine the academic standing of the lesson. In other words, how much the student has learnt is determined. However, 2005 GCIP requires the evaluation of how much the students learnt together with how they learnt. The programme mostly

focuses on how the students learnt because by assessing the learning process, it becomes easier to correct or complete the mistakes or defects of the students at that very moment.

In the interviews, the teachers were asked to arrange which method they use most, which method they use least, or which method they never used with the reasons. When the answers were assessed, it was understood that the teachers have continued to use the assessment and evaluation instruments and methods in which learning product is mostly taken into consideration. Multiple choice, true-false, and gap filling exams are among the most widely used. Selma points that these exams are easy to prepare and assess, that is why they are widely used.

Selma "Multiple choice, true-false, and gap filling exams are among the assessment and evaluation instruments I use most. In my opinion these instruments and methods are practical."

In Turkey, students take a complete multiple-choice exam in order to pass from secondary education to university. The exam which is utmost importance in Turkey's conditions affect the teachers while choosing the assessment and evaluation instruments and methods in order to measure the students' success in their lessons.

Selma "The reasons for choosing these assessment and evaluation instruments and methods are as follows:

"Standard questions: I think this type of questions determine what the student knows and what he does not know more affectively.

Test: I prefer this kind for it takes less time to assess and it is more compatible with the University Entrance Exam (UEE). Students answer the questions easily in gap filling and true-false questions. It becomes easier as the students are familiar with this kind since primary education.

Performance assignments though limited: It takes time to assess, but I think it is useful for the students to make researches on some matters."

Ali: "The reasons for choosing these assessment and evaluation instruments and methods are as follows:

Interpreting type questions: They are the most useful question types in terms of assessing what the student has understood and what he has not understood.

Test: They are easy to assess, what is comprehensible or not can easily be deducted by asking from a wide range of questions. It is also compatible with the UEE. Gap filling, true-false exams: In these types of exams, it is easier to deduct whether the students have understood the concepts or not. Performance assignments: This type makes it easier to deduct the students' responsibilities and their understandings."

As it is stated previously, Ministry of National Education's regulation regarding the measuring of

students' success is obligatory. This regulation is influential in choosing the assessment and evaluation instruments and methods the teachers use. The ministry suggests that the joint examinations should be prepared in test form in order to be objective while assessing. Thus, the teachers use multiple choice question form. It can be seen from the answers given by Huseyin and Ahmet that the regarding regulation is considerably influential in determining the assessment and evaluation instruments and methods.

Huseyin: "Test is the method I use most. Secondly, gap filling, thirdly matching, and finally true-false questions are the methods I prefer to use. I use all these methods in one exam. However, according to secondary school regulations for passing a grade level, each term at least one of the exams have to be joint examination. Again according to another regarding article in the regulation, each term one of the exams of each lesson have to be in the test form. However, there is a lot of cheating in the joint examinations or even the papers of the students' disappear. Test method is a kind of preliminary preparation for the UEE. However the reason for being used mostly is based on the regulation rather than this."

Ahmet: "A written assessment and evaluation is obligatory according to the regulation of the Ministry of National Education, yet during this assessment and evaluation process I prefer to use various exam types such as gap filling, true-false questions, and test. Another problem of written exams is that the precautions and practices that have to be carried out regarding the exam results are generally skipped. That is the joint examinations are not carried out suitably for revealing the differences among the classrooms. Again, I score the oral exam scores in accordance with the performance assignments. Along with this, the classroom and off-classroom activities that are in the geography course books are kept in student portfolios and are subject to assessment. If a student asks for an extra term assignment, I assign them project assignments and use them within the frame of measuring and assessment."

Performance and project assignments are among the assessment and evaluation instruments and methods, which geography teachers use least or never use. The performance and project assignments, which are recommended by the programme, are practiced as term assignments which were practiced before 2005. When the assignments are examined, this situation can clearly be understood. In the project assignments recommended in the programme, the subject to be studied must be determined collectively. Moreover, a detailed test rubric must be prepared beforehand. However, there is no test rubric available for the examined project assignments.

The teacher gives a subject to the student and the student is asked to prepare an assignment. Mostly, students use the online copy paste method to prepare the assignment, and deliver these assignments to the teacher. Kadir explains why he does not use performance

and project assignments as follows:

"There are certain difficulties in practising the project and performance assignments. The reason is both the limited facilities and the insufficiency of the educational environment in terms of technology and materials. Also the assessment process is time consuming and tiring on teacher's side."

Another reason for not using performance and project assignments is that this kind of assignments requires time. For example, Ahmet and Ali explain their reasons for not using these assessment and evaluation instruments and methods as follows:

Ahmet: "I do not prefer to use self assessment forms because there are negative aspects. The students may not behave objectively while assessing their own performances. Another aspect is that project assignment cannot be assessed as required in the assessment and evaluation because assignments are not given to each student in the whole classroom and assessment process takes too much time."

Ali: "I prefer methods such as project and performance assignments, scales, concept maps, riddles, group assessments and self assessments less because it takes too much time to prepare to assess and to follow. As our course load is also heavy, I do not prefer to use these methods."

Portfolio and self-assessment forms together with performance and project assignments are among the methods almost all teachers prefer not to use. The reason for not using portfolio assignments is lack of time whereas the reason for not using the self-assessment forms is the idea that the students will not answer the questions sincerely.

Fatma: "I can sort my reasons for not using the assessment and evaluation instruments as follows:

Portfolio: It takes too much time for the students. Not all students have the opportunity to access internet and other technologic means. Performance assignment: The students are not reluctant to perform the assignments and use the online copy paste method. Self assessment: Students do not give sincere answers."

Not having sufficient information about these instruments and methods is another reason for not using assessment and evaluation instruments and methods as pointed out by Selma and Hasan.

Selma: "Project and performance assignments, attitude scales, graded scoring systems; questions with long answers are the methods I do not use in my lessons. I do not use the questions with long answers for it is not proper for geography lesson and I do not use the others because I do not have sufficient information about them."

Hasan: "I do not prefer to use the true false type questions in the exams, because the student has 50% chances to know the right answer. Thus, he can get

points by just spinning the answer. These exams are not objective. I do not use the concept maps because I do not think I am qualified enough on these matters. Performance assignments are assigned imaginatively in a way according to the student's instant success and studies during the lesson. If they are assigned as required, they will be time consuming."

The things to be done according to the teachers in order to use the recommended GCIP assessment and evaluation instruments and methods efficiently and perfectly

The teachers were asked about what is to be done in order to use the recommended GCIP assessment and evaluation instruments and methods efficiently and perfectly. After examining the answers, it was understood that the most important problem was that the teachers did not have sufficient information about the assessment and evaluation extent of the programme.

Ahmet: "In-service-training seminars must be given in order for the GCIP assessment and evaluation instrument and methods to be practiced affectively. The lesson hours of Geography lesson must be revised. For example, the two hours lesson for 9th grade is not sufficient enough to practice all the assessment and evaluation instrument and methods. When the student in a Vocational High School for example is given an assignment, he may not prefer to do it as he has lessons that are more important. Precautions must be taken to make every lesson important for every student."

Cemil: "The teachers must be given in-service-training seminars. Still, a great majority of the teachers including me do not have the necessary information about measuring and assessment. Secondly, the Ministry must increase some lesson hours of some lessons (9th grade geography lesson). Another option may be lessening the intenseness of the curriculum."

The teachers who participated in the study think that the teachers must be given informative in-service-training seminars on assessment and evaluation approach in order to carry out the 2005 GCIP assessment and evaluation affectively. The teachers who completed their undergraduate study before 2005 were not given an education in accordance with the assessment and evaluation approach in their before service trainings. Almost all of the geography teachers who joint the study share the same idea.

Course books are significant sources for both teachers and students. However, the geography teachers do not approve geography course books. The teachers think that the course books must be re-organized in order to use the recommended assessment and evaluation instrument and methods properly. They also believe that teacher handbooks must be prepared in order to guide them.

Ali: "If we are going to continue in accordance with the

programme, there must be some changes. Which subject should be assessed with which system must be determined and accordingly books and curriculums must be prepared. The content and extent must be enriched and the extra paper cost must be provided by NME. Regulations regarding the photocopiable resources and documents must be sent to the schools. Another point is the lack of time for geography lesson. The teachers have difficulties in making the recommended activities because the curriculum is intense and time is short, especially for the 9th grade.” Fatma and Hasan express their views as follows:

Hasan: “All the assessment and evaluation instrument and methods that the programme recommends must be used. In order to do this, time and school facilities must be proper. Different assessment and evaluation instrument and methods must be tried beforehand in order to determine the learning differences of the students. The teachers must be given in-service-training seminars about the new methods regularly.”

Fatma: “The new Geography instruction method and techniques must be transferred correctly to the teachers. In-service-training teacher handbooks and supervising are needed to improve teachers’ insufficiencies. Teacher candidates from the Faculties of Education must be trained in accordance with the programme and the changing material understanding.”

DISCUSSION AND CONCLUSION

The very first result that this study has revealed is that the teachers have not been sufficiently informed and trained about the assessment and evaluation instrument and methods recommended by the 2005 GCIP. This situation has also been revealed from the previous studies. (Birgin and Tutak, 2006; Bayrak and Erden, 2007; Gömleksiz and Bulut, 2007b; Gelbal and Kellecioğlu, 2007). It has been clearly understood that the teachers have tried to cover their insufficiencies with their personal efforts and with the data, they collected from forum sites. This is again compatible with other various studies about assessment and evaluation (Karakuş ve Kösa, 2009). The results have shown that the insufficiency regarding the assessment and evaluation instrument and methods is a common problem for the teachers from different schools. As a result, this situation necessitates an emergent in service training. Another significant point is that the teachers who had graduated after the year 2005 are a little more informed on this subject. A more satisfactory training in educational institutions regarding assessment and evaluation will help to clear up this problem.

The results have shown that the teachers believe that 2005 GCIP assessment and evaluation instrument and methods have introduced a significant change and that

they are aware of the gains. This is very important in terms of the desired success but at the same time, it has been understood that the teachers have various concerns about the practicability of assessment and evaluation instrument and methods. Similar concerns can also be seen in various studies (Bayrak and Erden, 2007; Karakuş and Kösa, 2009; Karadüz, 2009) from different disciplines on measuring and assessment. The idea that some of the assessment and evaluation instrument and methods are time-consuming and bring about extra work for the teachers may be another obstacle for not using the assessment and evaluation instrument and methods the new programme recommends.

The findings regarding the usages of assessment and evaluation instrument and methods have clearly shown that the teachers have continued to use the assessment and evaluation instrument and methods in which learning product is grounded on. Multiple-choice tests, true-false tests and gap filling tests are among these instruments. Indeed this situation is not particular to the studies on geography, but a result that has emerged in many different studies (Eğri, 2006; Çelikkaya et al., 2010) conducted on measuring and assessment. This situation has shown that standard assessment and evaluation instrument and methods are still used by teachers from different rank and branches. Thus, it points out that the grounds on which the assessment of the process instead of the result, which is targeted by the constructivist curriculum, has not settled yet. The teachers’ reasons for this matter are that this kind of exams are easier to prepare, and enables a more objective assessment. Moreover, another result that this study has revealed is that teachers prefer multiple choice questions mostly because of the regulation of the MNE and that this kind is compatible with the UEE. Performance and project assignments are the assessment and evaluation instrument and methods the teachers use least. These assignments are in the form of term assignments that were practiced before 2005 rather than being in the form the programme recommends. The teachers assign the subjects to the students and the students mostly do not prepare these assignments themselves. The assessment of performance and project assignments requires too much time, so the teachers prefer not to use these instruments. The teachers score the performance assessment points according to the students’ general positions.

Another notable result is that portfolio and self-assessment are not used by almost all teachers. Lack of time is the reason for not using portfolios, whereas the idea that the students would answer the questions insincerely is the reason for not using self-assessment forms. According to the teachers who participated in the study, lack of knowledge regarding the assessment and evaluation instrument and methods must be removed in order for the programme to be successful. For this reason, the teachers must participate in service

trainings during this process and must be informed about the assessment and evaluation instrument and methods by experts.

Another point that has been emphasised by the teachers is that classroom sizes must be lowered in order to practice the assessment and evaluation instrument and methods poignantly. This point has been mentioned in Artvinli's study (2007: 183) either.

The course books are thought to be insufficient in order to practice the assessment and evaluation instrument and methods the programme recommends by the teachers. These deficiencies must be made up and the books must be indicative. To prepare handbooks for teachers which reflect how the assessment and evaluation instrument and methods will be used is thought to be a solution for this problem. The same demand is mentioned intensively by the teachers in the study conducted by Artvinli (2007: 175).

According to the study, another point that bothers the teachers is the lack of time for Geography lesson. Especially 9th grade curriculum consists of basic subjects and is very intensive; however, the lesson hour is quite little. As for the solution, it is strongly emphasised that the lesson hour must be raised or the intenseness of the subjects must be lessened.

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