An Examination of the Association between Visual Images and Texts in History Textbooks Published in 2018

Dr. Ali Gökalp
Uşak University-Türkiye
ORCID: 0000-0002-3301-8392
gokalpali_1984@hotmail.com

Prof. Dr. Erkan Dinç
Anadolu University - Türkiye
ORCID: 0000-0002-0953-3351
erkandinc@anadolu.edu.tr

Abstract

This study aims to determine the way in which the visuals in the high school history textbooks are associated with the related texts. It was structured as a qualitative research based on document analysis. The data sources of the research consisted of ninth, tenth and eleventh grade history textbooks prepared and published by the Turkish Ministry of National Education. The findings reveal that there are a total of 669 visuals, 234 in grade nine, 247 in grade ten, and 188 in grade eleven textbooks. The cover images of the textbooks were also analysed. The findings of the study shows that the cover images in the ninth and tenth grade textbooks reflect the content to a limited extent, while the one in grade eleven textbook is far from representing the content. In addition, although the number of visuals in each of the examined textbooks is high. It was found out that only a limited number of the visuals are implicitly associated with the texts, while most of them are associated with the texts in a limited scope. In addition, it has been seen that a small number of images are not related to the texts around them. Based on the above conclusions, these could be suggested: The cover designs of the textbooks should be arranged to be appealing as well as reflecting the entire content at least in a certain extent. And visuals and texts in the textbooks need to be clearly associated with each other as much as possible, and the necessary arrangements are required make them effectively contribute to the learning and teaching processes.

Keywords: Secondary school history textbooks, Visual ımages, Association between visual ımages and texts, Documentary analysis

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Suggested Citation

INTRODUCTION

Gaining their importance in late Nineteenth and early Twentieth centuries, textbook have been playing important roles in educational contexts. Textbooks (Longman Dictionary of Contemporary English, 2021), which are prepared or chosen in relation to the teaching of a school subject (Turkish Language Institution [TDK] 2021), are defined as books containing information about a subject that students and teachers are working on (Longman Dictionary of Contemporary English, 2021). It is an indispensable teaching material consisting of sentences, narratives and visuals (Alpan, 2004, p. 198) in many schooling systems.

Regarded as primary sources for teachers and students, textbooks differ from other types of books in respect of their structures, contents, language use and expressive features, the images used, the way in which these images are presented, and some other features (Çelik, 2020). It can be thought that the importance and impact of textbooks has decreased as the developing technologies bring many new tools to the learning-teaching processes, and the main focus of these processes gradually shifts from 'learning' to 'success'. Nevertheless, it would not be wrong to say that the decisive role of the textbooks in education and training is continuing (Çelik, 2020).

Among all kinds of textbooks, history textbooks have been attributed special place. They can be considered as resources that combine the knowledge of the past produced by academic historians in a relatively simplified and organized manner in accordance with the target audience (Grever & van der Vlies, 2017). Prepared within the framework of the relevant curricula, history textbooks are learning resources that provide ease of access and use to various primary and secondary sources through combining and simplifying texts and images in a way that students and teachers can use suitably. In this respect, the information they provide is generally perceived as true and valid by the stakeholders in many education systems, including Turkey (Karabağ, 2012).

Textbooks are regarded as the transmitters of culture (Güneş, 2002, p. 2) and they must have various qualifications needed in terms of form and content in order to fully and completely fulfil their educational functions (Kılıç, 2006, p. 43). The Board of Education and Instruction (BEI), which is the institution responsible for the examination and supervision of textbooks in Turkey, determines the standards that textbooks should possess as teaching materials (BEI, 2017). The current standards are listed under four headings: compliance with the constitution and legislation, scientific adequacy of the content, adequacy of the content to meet the standards of the relevant curricula, the quality of the graphic and content design to support learning, and the suitability textbook design to support learners' developmental needs. Regarding the quality of the relationship between the visuals and texts in textbooks the following criteria are listed within the scope of visual and content design (BEI, 2017):

- The visuals used should be compatible with the content and must facilitate learning,
- The content should convey the intended message,
- The visual should serve for the curricular aims and support the intended learning outcome,
- Information in images containing text, should not conflict with the main texts,
- Visuals referenced in the text should be there as a whole,
- The visuals must be placed in the appropriate places to support the relevant content,
- The visuals should be used in appropriate ways to enrich the textual material and support learning,
- Visual elements should be used on the page, where the relevant body of textual material was also introduced.

The quality of the relations between the visual images in the textbooks and the texts is a subject that is frequently discussed in the related literature, and it was especially emphasized that the visuals used should be associated to the subject and supporting the texts (Gönen, Katrancı, Uygun, & Uçuş, 2011; Güvendi Kaptan & Kaptan, 2004; Kılıç, 2006; Yıldıran, 2007). In order to facilitate effective learning, visuals should be directly related to the texts around them and should support the textual content (Levin & Mayer, 1993). This relationship facilitates learning by both enriching the content and making a direct positive contribution to the learner (Kara, 2012, p. 230; Kayabekir & Tepecik, 2018, p. 410). When a relationship cannot be established between these two basic elements in textbooks, a reverse effect may occur (Tosunoğlu, Arslan & Karakuş, 2001).

Another element that makes the textbooks better is the cover design. A book's cover page can be considered as a kind of showcase, because the cover, especially the visual design of it, creates the first impressions or impact on the reader (Güçlü et al., 2001). Covers should be designed to represent the content related scope of the course as well as being interesting and possessing an intriguing style (Doyran, 1997; Kılıç & Seven 2002; BEI, 2017). In this context, it would be emphasized that the visual elements used in the cover and content of a textbook have an instructive value and that these elements should be presented in a way that they piece together the related textual materials.

When the studies on the textbooks in general, and the relationships between the visuals and texts in these books in particular are examined it is seen that they investigate the textbooks in terms of their various dimensions and features. Studies focusing on primary school textbooks (Baş & Yıldız, 2014; Baş & Yıldız, 2015; Keser, 2004; Yapıcı, 2004; İnal, 2010; Özkan & Tutkun, 2014; Öztürk & Özkan, 2018; Tural et al., 2017; Yıldız & Baş, 2015) mostly focused on Turkish and life studies textbooks. On the other hand, studies focusing on middle school textbooks mostly examine Turkish (Ercantürk, 2015; İşcan & Cımbız, 2018; Kayabekir, 2010) and social studies textbooks (Şahin, 2014; Eğedemir, 2017; Acun, 2019). Physics, chemistry, maths and geography textbooks are the focus of high school textbook research (Ayvacı & Devecioğlu, 2013; Eroğlu, Akarsu & Bektaş, 2015; Gün, 2009; İnce & Özey, 2018). Apart from the above mentioned studies, there is another research attempting to develop a scale for evaluating history textbooks (Akbaba, 2013). However, only a few items of this 51-item scale are to address the visual-text relationship. Another study conducted by Aslan, Okumuş, & Koçoğlu (2015), examines the suitability of the history textbooks for high school student's cognitive and affective development, but it does not address the visual-text relationship at all.

As it can be seen, the studies examining the visual-text relations in the textbooks deal with the books belonging to many courses/subject areas. Nevertheless, the number of studies examining the history textbooks in this context are quite limited (Demircioğlu, 2011; Demircioğlu, 2014). On the other hand, research on history textbooks (Aslan, 1992; Ercan, 2008; Kabapınar, 1992; Özbaran, 1994; Özkan, 2008; Pamuk, 2014; Ukargoviç, 2017) approach these documents from various disciplinary viewpoints including history, history education and educational history, as well as educational sociology, political science and linguistics (Çelik, 2020). In most of these studies, history textbooks are examined to reveal the way in which they reflect the perceptions of identity and belonging (Daloğlu, 2013; Hacısalihoğlu, 2020; Kabapınar, 1992; Şeritoğlu, 2019; Şimşek, 2018; Şimşek, 2019; Yıldırım, 2017). Some other studies examining history textbooks focus on the ways in which these documents present/represent various countries, states, nations, religious groups and beliefs, different social classes and groups, various historical events and phenomena (Alpargu & Çelik, 2016; Batan, 2011; Biljali, 2007; Can, 2009; Gatina, 2009; Gökdemir, 2010; Güven & Akagündüz, 2009; Şeritoğlu, 2019; Şimşek and Çakmakçı, 2019); while some studies address teachers, prospective teachers and students viewpoints on the scope and contents of the textbooks; and the teaching-learning strategies methods, techniques and activities they recommend (Ceylan, 2006; Demircioğlu, 2014; Kabapınar & Mıratkan-Çamkıran, 2012; Karabağ, 2012; Ocak, Kısa & Yazıcı, 2013; Şimşek, 2008; Taşkın, 2016; Yazıcı & Özdemir, 2016). In addition to these, some studies compare the history textbooks written and used in different periods of time (Kırmıt, 2021), while a number of them compares the history textbooks issued in different countries (Çençen, 2017; Janmaat, 2006; Kabapınar,1998; Koçoğlu, 2014; Ukargovic, 2017). There are also some research studies investigating the attempts of various international organizations to develop history textbooks (Çelik, 2020; Demircioğlu, 2013; Fuchs, 2011; Fuchs & Sammler, 2020; Karabağ, 2003; Repoussi & Tutiaux-Guillon, 2010; Safran & Ata, 2006).

History textbooks aim to convey and explain students what their distant and near ancestors did within the process of time, how they and their family, society, nation and country came to the existence, who they are and what they can do today and in the future by showing their abilities and capacities (Özbaran, 1998; Pingel, 2003). For this reason, the design of history textbooks, the visual materials they make use of and the way in which these visuals are used to facilitate learning processes should be regarded as indispensable as the texts they include. It is stated earlier that there are studies examining the visual designs of the history textbooks in the relevant literature (Akbaba, 2013; Yazıcı & Özdemir, 2016) and the views of teachers about the visuals included in their content (Demircioğlu, 2011; Demircioğlu, 2014), However, the relevant literature does not include any study investigating the issue

of visual-text relationship, and the effective use of visual elements in learning and teaching processes. Based on this point, the current study designed to contribute to the goal of filling this gap in the relevant literature, and to contribute the elimination of problems and deficiencies in visual-text relations within the processes of designing and preparing history textbooks. In this context, answers to the following research questions are sought:

1) How do the cover designs of the examined high school history textbooks reflect their content?
2) How and in which ways the visuals placed in the grade nine history textbook are related to the texts?
3) How and in which ways the visuals placed in the grade ten history textbook are related to the texts?
4) How and in which ways the visuals placed in the grade eleven history textbook are related to the texts?

METHOD

Research design

The study is designed as a qualitative documentary analysis. Although it is a method that can also be used in quantitative research, documentary analysis is mostly considered as a qualitative method employing rigorous systematic analysis of the texts and images (Silverman, 2018). In documentary analysis, many written and visual materials including emails, weblogs, articles, dissertations, theses, books, pictures, motion pictures, and etc. can be analysed (Merriam, 2013; Punch, 2016; Silverman, 2018; Sönmez & Alacapınar, 2014; Wach, 2013). Enabling researchers to easily and economically access different kinds of data sources is another feature of the documentary research (Bowen, 2009). Within the scope of this research, three high school history textbooks are examined as documents.

Data sources

The data sources of the research consisted of the grade nine, ten and eleven history textbooks prepared by the relevant bodies of the Turkish Ministry of National Education (MoNE). The preparation processes of these textbooks were carried out in the relevant units of the MoNE almost simultaneously with the updating of the History Curricula in 2018. The writing of these history textbooks (Yüksel et al., 2018a; Yüksel et al., 2018b; Laçin et al., 2018) was carried out by the teachers working in the provincial organization of the MoNE under the supervision of appointed academics. These textbooks then were subjected to review processes in accordance with BEI's standards named as "Draft Criteria for Evaluation of Textbooks and Educational Tools and Their Electronic Contents" (BEI, 2017). However, these texts were not accepted as a textbook because they did not meet the above criteria. Due to another ministerial decision foreseeing that the updated curricula should be started to put into the practice in 2018-2019 academic year and that there was not any other teaching material suitable to be used in accordance with the updated curricula, a temporary regulation was issued. This temporary regulation adapted these text as "course materials" to be used in the 2018-2019 academic year. Afterwards, these books were printed and distributed to schools. Within the context of the current study, the initial versions of these textbooks were used as data sources.

Data analysis

The secondary school history textbooks examined within the scope of this research were subjected to a content analysis designed within the framework of both inductive and deductive perspectives and processes. First, the selected textbooks were examined thoroughly by both researchers. Then, an analytical framework was developed representing the way in which the connections between images and texts were established in these documents. This analytical framework guided the researchers to examine the relationships between the texts and images in the history textbooks in four basic categories. In addition, it was also seen that the images used in the textbooks were of six different types: photography, drawing/pictures, illustrations, maps, diagrams and tables. It was found out that some of these visual images were labelled according to the study unit they were placed in (eg, the sixth photo in the first study unit was labelled as V1.6) for referencing purposes, and some of them were not labelled. In order to carry out the analytical processes in a systematic way, the labelled images were preserved as they were, and the other images were systematically labelled according to the content/structure/type

together with the page number in the study unit they were placed in (for example, the time-line on page 21 of the first study unit of the grade nine history textbook was labelled as "Time-line p. 21" and categorised under drawings. Cross-checks were made by the researchers to identify errors, which were corrected after then.

After the labelling process, starting from the cover images of the textbooks, each image was re-examined in detail together with the text to which it belongs to or related to. First of all, the contents of the textbooks and the learning outcomes stated in the relevant curriculum documents were examined to see the extent to which the cover designs reflect them. Then images and texts were read and re-read thoroughly to decide on how and the extent to which each image was related to the textual content in order to make them contribute learning-teaching processes. As a result of these processes, each image was assigned to one of the four categories (explicitly associated, associated in a limited scope, implicitly associated, and not associated at all) determined at the beginning of the analysis process. This process -as in the counting and labelling of the images- was repeated several times by each researchers separately to identify the possible mistakes and to correct them. The findings were presented in tables and then interpreted.

To make sure that the research questions and analyitical techniques used are consistent and compatible to one another as suggested by Eisenhart and Hove (1992) as a way to assess the validity of qualitative studies, cross-checks were conducted between these two elements by both researchers. In order to strenghten the credibility of the findings and the consistency of the analysis processes, the analyitical procedures were carried out by each researchers separately. Then, the results regarding to each analytical units were compared and contrasted to make sure that using the same analytical tool, both researchers read, re-read and assign the way in which the same visual images were used in the same category. Several images were included in the text to support the findings and interpretation, and increase the credibility.

FINDINGS

1. *Cover Images*

As seen in Figure 1, the representation of the Samarkand Madrasa on the cover of the grade nine history textbook is only related to the study unit: 'the Birth of Islamic Civilization' and it is difficult to say that it reflects all its dimensions of the book. It has been seen that Topkapı Palace, which is placed on the cover image of the grade ten history textbook, represents only the study unit 'the Sultan and the Ottoman Governmental Organization'. It is seen that the content of grade eleven history textbook was shaped around the political, cultural and economic developments in the Ottoman Empire and Europe between the 1595-1914. However, the cover design of this textbook represents 'a special kind of the Ottoman High Cabinet meeting' named as 'Ayak Divanı' in Turkish. This finding can be evaluated as the cover image of the grade eleven textbook does not reflect the content of the book at all. In addition to the above findings, it was also seen that one of the proposed learning outcomes stated in the relevant curriculum "11.2.2. Students analyse the changes in the Ottoman administrative, military and economic structure depending on the developments in Europe" is not fully covered in this textbook. After all, it has been evaluated that the cover images of the examined textbooks are insufficient to represent the content suggested by the relevant curricula.
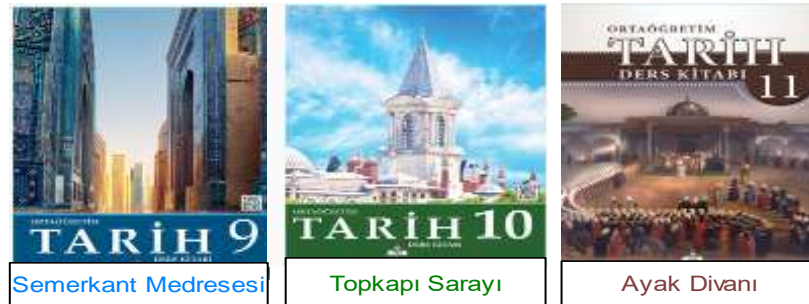

| Semerkant Medresesi | Topkapı Sarayı | Ayak Divanı |

Image 1. *The cover designs of the examined history texbooks*

2. Grade Nine History Textbook

Being prepared in accordance with the relevant curriculum, this textbook includes six study units covering 234 visual images in total. There are 34 drawings/pictures, 100 photographs, 49 illustrations, 15 diagrams, 33 maps and 3 tables in this material. The categorised relationship between these images and the texts is given in Table 1.

Table 1. *The relationships between the visual images and texts in grade nine history textbook*

Type	Study Unit	Explicitly associated	Associated in a limited scope	Implicitly associated	Not associated at all
Drawings/Pictures	1	V1.9, V1.10, p.21-TimeLine			
	2		V2.3, V2.26, V2.27, V2.35, V2.38, V2.42		
	3		V3.3, V3.8		
	4		V4.3, V4.8, V4.9, V4.10, V4.12, V4.19, V4.26, V4.30, V4.34		
	5	V5.28	V5.24, V5.26, V5.27, V5.34		V5.3
	6		V6.3, V6.5, V6.14, V6.15, V6.20, V6.21, V6.23, V6.28		
Photography	1		V1.6, V1.7	V1.4, p.18-Ata, V1.8	
	2	V2.7, V2.46	V2.1, V2.2, V2.5, V2.6, V2.8, V2.9, V2.12, V2.13, V2.14, V2.15, V2.17, V2.18, V2.19, V2.20, V2.21, V2.22, V2.24, V2.25, V2.28, V2.29, V2.32, V2.33, V2.34, V2.39, V2.41, V2.43, V2.44, V2.45	V2.47	
	3		V3.1, V3.5, V3.6, V3.7, V3.9, V3.10, V3.15, V3.16, V3.17, V3.19		V3.18
	4	V4.20	V4.1, V4.6, V4.7, V4.14, V4.16, V4.17, V4.18, V4.27, V4.29, V4.31, V4.32		V4.2, V4.28, V4.33
	5		V5.1, V5.4, V5.5, V5.6, V5.7, V5.8, V5.9, V5.10, V5.12, V5.13, V5.15, V5.16, V5.17, V5.22, V5.25, V5.29, V5.30, V5.31, V5.32, V5.35, V5.36, V5.37, V5.38		V5.2, V5.11, V5.14 V5.18, V5.19
	6		V6.2, V6.4, V6.9, V6.10, V6.17 V6.22, V6.26, V6.27	V6.12, V6.13	
Illustrations	1	V1.14	V1.1, V1.2, V1.3, V1.12, V1.3		V1.5, V1.11
	2	V2.10, V2.11	V2.4, V2.16, V2.23, V2.30, V2.31, V2.36, V2.37, V2.40	p.36-Text	
	3		V3.2, V3.4, V3.11, V3.12, V3.13, V3.14		
	4	V4.21, V4.25	V4.4, V4.5, V4.11, V4.13, V4.15, V4.22, V4.23, V4.24		
	5		V5.20, V5.21, V523, V5.33		
	6		V6.1, V6.6, V6.7, V6.8, V6.11, V6.16, V6.18, V6.19, V6.24, V6.25		
Diagrams	1	p.13-DIdea		p.23-DCalendar, p.23-DCentury, p.14-DHistory, p.16-DSource	
	2				p.40-DTopic
	3			p.67-DTopic, p.76-DPlace	
	4			p.93-DTopic, p.94-DCircle	
	5			p.131-DTopic, p.165-DBasin	
	6			p.179-DTopic, p.186-DPerson, p.190DOğuz	
Maps	1		M2.1, M2.5, M2.6, M2.7		M2.2, M2.3, M2.4
	3		M3.2, M3.3, M3.4, M3.5	M3.1	
	4	M4.6, M4.10	M4.1, M4.3, M4.4, M4.5, M4.7, M4.8, M4.9	M4.2	
	5		M5.3, M5.4, M5.5	M5.1, M5.2, M5.7	M5.6
	6		M6.2, M6.4, M6.4	M6.1	
Tables	1	T1.1			
	2	T2.1			
	4	T4.1			

(The meaning of the abbreviations used in the Table cells are as follows. V: visual, p: page, D: diagram, M: map, T: table)

As seen in Table 1, four of the 34 pictures in this textbook were clearly associated with the texts, while a limited association was established between the 29 pictures and the texts. It has been determined that a picture has no relation with the texts at all. Based on these findings, it can be said that the relationship between the pictures and the texts is largely limited in grade nine history textbook. As a result, the way in which the visual images were used in this material is insufficient to contribute to the learning process.

It was observed that three of the 100 photographs in the examined textbook were clearly associated with the relevant texts, the association of 82 photographs with the texts remained limited, while six photographs were implicitly associated with the texts to contribute the learning processes effectively, and no association was made between the remaining nine photographs and the texts. For example, the image G5.14 on page 148 is a photograph of the city of Damascus taken in a relatively recent time, but in the texts around it, the transition of the caliphate to the Umayyad Dynasty is discussed and there is not any reference to city of Damascus (please see Image 2). From this point of view, it is possible to say that this image is completely unrelated to the texts. As presented in Table 1, most of the visuals in this textbook consist of photographs, and 82% of the photographs used are related to the texts in a limited scope. These finding shows that the photographs in the textbook, like the drawings/pictures, are not presented in a way to support the learning process of the presented history topics.

Image 2. A *Photograph Representing Visual Images Not Associated to the Texts*

Another group of visuals included in the textbooks are illustrations, and there are 49 illustrations in grade nine history textbook examined. Five of these illustrations are overtly associated with the texts and used as supporting material for the learning process. 41 illustrations are related to the texts in a limited extent, one illustration is implicitly associated, while two illustrations are not associated with texts in at all. Although, it is expected that illustrations, which are a type of visuals that deliberately prepared for the textbook under investigation are used effectively, it can be said that this situation did not realised at least in a certain degree. In other words, although most of the illustrations are associated with the texts in a limited scope, it can be said that the examples in this textbook are not presented in an instructional design framework needed to support the learning process and make students them active. In this context, the image below (Image 3) can be taken as an example of illustrations implicitly supporting the relevant text and playing a role in students' learning processes.

Image 3. *An illustration representing visual images covertly associated to the texts*

A total of 15 diagrams are included in grade nine textbook, only one of which is openly associated with the texts and used in a way to support students' learning. While 13 diagrams were implicitly associated with the texts, it was seen that no association was made between a diagram and the text around it. These findings show that amongst all visual image categories used in this textbook, the weakest one in supporting the learning process is the group of diagrams. Just like the illustrations that are supposed to be prepared specifically for the textbook at hand, it can be claimed that the diagrams are also used in an inadequate way. This finding can be attributed to the textbook authors neither possessing the necessary training and qualifications nor having enough experience to perform this task.

In the book under review, 33 maps were used. Only two of them were overtly associated with the texts around them and used as materials to support learning. Amongst all, 21 maps were limitedly and six of them were implicitly associated with the texts, while four maps were not associated with the texts at all. The relevant findings shows that maps in this book are not used effectively and efficiently.

Three tables are also included in the grade nine history textbook. It has been determined that all three tables prepared by the authors of the book are clearly associated with the texts. As a result, it can be said that the group visual images effectively used to support the learning process is the tables.

3. Grade Ten History Textbook

This textbook has seven study units. It has been determined that there are a total of 247 visuals, including 89 pictures, 56 photographs, 64 illustrations, 10 diagrams, 22 maps and 6 tables within the scope of these units. The relationship between these images and the texts is summarised in Table 2.

Table 2. *The relationships between the visual images and texts in grade ten history textbook*

Type	Study Unit	Explicitly associated	Associated in a limited scope	Implicitly associated	Not associated at all
Drawings/Pictures	1		V1.3, V1.6, V1.12, V1.16, V1.19, V1.20, V1.21, V1.22, V1.23, V1.24, V1.26, V1.27, V1.30, V1.31, V1.37		V1.5
	2		V2.1, V2.12, V2.16, V2.19, V2.21, V2.24, V2.31, V2.18, V2.22, V2.25, V2.29, V2.30, V2.32		
	3-4		V3.1, V3.3, V4.15, V3.9, V3.15, V3.16, V3.19, V4.7, V4.9, V4.10, V4.12, V4.14, V4.16, V4.17, V4.18, V4.25		
	5		V5.1, V5.4, V5.5, V5.6, V5.7, V5.8, V5.9, V5.10, V5.11, V5.19, V5.21, V5.24, V5.26, V5.27, V5.30, V5.31, V5.33, V5.36, V5.37, V5.38, V5.39, V5.40, V5.42, V5.43, V5.47, V5.48, V5.49, V5.50, V5.51, V5.52, V5.54, V5.55		
	6-7		V7.13, V6.14, V7.4, V7.5, V7.6, V7.7, V7.8, V7.10, V7.14, V7.16		
Photography	1		V1.1, V1.7, V1.8, V.1.9, V1.10, V1.15, V1.18, V1.28, V1.29, V1.32, V1.33, V1.36		
	2	V2.6	V2.2, V2.3, V2.4, V2.8, V2.9, V2.11, V2.15, V2.17, V2.23, V2.27, V2.20	V2.34, V2.35, V2.36	V2.10, V2.13
	3-4		V3.8, V4.6, V4.20, V4.21, V4.22, V4.23, V4.19		
	5		V5.2, V5.12, V5.13, V5.15, V5.22, V5.53		
	6-7		V6.1, V6.2, V6.4, V6.7, V6.10, V6.11, V6.12, V6.13, V6.17, V7.3, V7.9, V7.12, V7.15, V7.17		
Illustrations	1		V1.2, V1.4, V1.11, V1.14 V1.17, V1.25, V1.34, V1.35		V1.13
	2		V2.5, V2.7, V2.14, V2.26, V2.28, V2.33		
	3-4	V3.6, V3.11, V3.17, V3.18	V3.2, V3.4, V3.5, V3.7, V3.10, V3.12, V3.13, V3.14, V3.20, V4.1, V4.2, V4.3, V4.4, V4.5, V4.8, V4.11, V4.13, V4.24		
	5		V5.3, V5.14, V5.16, V5.17, V5.18, V5.20, V5.23, V5.25, V5.28, V5.29, V5.32, V5.34, V5.35, V5.41, V5.44, V5.45, V5.46, V5.56		
	6-7	V6.5, V6.8, V6.9	V6.3, V6.15, V6.16, V7.1, V7.2, V7.11, V7.18, V7.19		
Diagrams	1			p.13-DTopic, p.14-Dtopic, p.24-DClan	
	2			p.4-DTopic	
	3-4			p.81-DLand, p.89-DGate, p.102-DRuler	
	5			p.123-DTopic, p.139-DTopic, p.140-DTopic	
Mapsa	1	p.42-M&Q3 p.45-MPri.	M1.5, M1.6, M1.7	M1.1, M1.2, M1.3, M1.4	
	2	M2.2	M2.3, M2.4	M2.1	
	3-4				
	5		M5.3, M5.4, M5.7, M5.8, M5.9	M5.1, M5.2, M5.5, M5.6	
Tables	3-4	T4.1			
	6-7	T6.1, T6.2, T6.3, T6.4, T7.1			

(The meaning of the abbrevations used in the Table cells are as follows. V: visual, p: page, D: diagram, M: map, T: table)

As can be seen in Table 2, 88 drawings/pictures were used in grade ten textbook represent persons and objects in a limited extent, while one drawing/picture is not associated with the text at all. As an example of visual images related to the texts in a limited extent, the drawing numbered V5.37 on page 148 is positioned in a place next to a paragraph summarising Ottoman Army's two Campaigns to Iraq on the 16th century. This image is referenced where the name of the Safavid ruler Tahmasb was first

mentioned (see Image 4), but it was not assigned to play any role in students' learning processes. Therefore, it is to make a limited contribution to the learning process.

Image 4. *An illustration associated with the texts in a limited scope*

In this history textbook, illustrations are the second most used visual image category after the drawings/pictures. It was found out 56 illustrations out of 64 were used only to visually introduce the people, events and/or objects mentioned in the related texts. It was observed that one illustration was not related to the texts by no means, while seven of them were clearly and explicitly associated with the texts. In fact, the illustration V6.6, which was clearly related to the texts, was also related to Table T6.2 at the same page that is listing the officials in Enderun school and their duties a simple way to reinforce students' active learning. Based on this finding, it can be said that these two separate visual images were used in a collaborative way to increase the potential of learning textbook.

Similar associations were also found between some of the diagrams and maps used in this textbook under examination. For example, under the title of "Major Political Developments Between 1072-1308", the diagrams given at page 13 and page 14 were also linked to the maps: M1, M2, M3 and M4. As a result, it can be stated that this way of using visual images enables the learners and teachers to benefit effectively from the textbooks and increase the learning potential.

However, it has been seen that the types and wordings of the questions designed to make use of the visual images are as important as the association between the images and texts. It is found out that only three out of 26 maps placed in the grade ten history textbook were explicitly associated with the texts. In the "assessment-evaluation" section of the first study unit, two maps were used in association with questions to assess students' factual learning. However, it can be said that the explicit association between visual images and texts here is overshadowed by insufficient use of questioning or the wording of questions.

Photographs are one of the most frequently used visual image groups in this textbook. Of the 56 photographs, only one is explicitly associated with the texts, while three of them are implicitly related to the texts. It has been seen that two photographs are not related to the texts at all. Whereas the remaining 52 photographs were used to contribute students' learning in a limited way. It has also been observed that although they were associated to the texts in a limited extent, some photographs implicitly complement the messages in the related texts. For example, the visual image numbered V4.19 on page 114 is a photo of the complex of buildings adjacent to Mosque of Bayezid the Second. The text around this photo presents information on the 'site' structures that the Ottomans brought to the city architecture to gather the social institutions, such as mosques, hash houses, Turkish baths, madrasas and etc. under a single roof (Reyhanlı-Genceci, 1974). As a result of this style of content design, it can be said that this image implicitly explains the substantive historical concept of 'külliye' (a site of buildings functioning for various social aims) and thus facilitating the learning processes implicitly.

4. Grade eleven history textbook

This textbook includes six study units designed in accordance with the relevant curriculum. It has been found out that there are a total of 188 visual images, including 13 drawings/pictures, 38 photographs, 97 illustrations, 5 diagrams, 29 maps and 6 tables. The relationship of these images with the texts is given in Table 3.

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**Table 3.** *The relationships between the visual images and texts in grade eleven history textbook*

Type	Study Unit	Explicitly associated	Associated in a limited scope	Implicitly associated	Not associated at all
Drawings/Pictures	1		V1.8, V1.10, V1.21		
	2		V2.25		
	4		V4.3, V4.4, V4.16		
	5-6		V5.1, V5.2, V5.6, V5.9, V5.13		V5.4
Photography	1		V1.6, V1.12, V1.19		V1.11
	2		V2.7, V2.14, V2.15, V2.24		
	3		V3.2, V3.6, V3.13, V3.14	V3.15	
	4		V4.1, V4.8, V4.17, V4.18, V4.20, V4.21, V4.22, V4.24, V4.25, V4.38		
	5-6	p.195-P1, p.195-P2	V5.5, V5.7, V5.8, V5.10, V5.12, V5.14, V5.15, V5.16, V6.3, V6.4, V6.6, V6.7, V6.8, V6.9		
Illustrations	1	V1.16	V1.1, V1.2, V1.3, V1.4, V1.5, V1.7, V1.9, V1.13, V1.14, V1.15, V1.17, V1.18, V1.20, V1.22		
	2		V2.1, V2.2, V2.3, V2.4, V2.5, V2.6, V2.8, V2.9, V2.10, V2.11, V2.12, V2.13, V2.16, V2.17, V2.18, V2.19, V2.20, V2.21, V2.22, V2.23, V2.26, V2.27, V2.28, V2.29		
	3		V3.1, V3.3, V3.4, V3.5, V3.7, V3.8, V3.9, V3.10, V3.11, V3.12, V3.16, V3.17, V3.18, V3.19, V3.20, V3.21		V3.22
	4		V4.2, V4.5, V4.6, V4.7, V4.9, V4.10, V4.11, V4.12, V4.13, V4.14, V4.15, V4.19, V4.23, V4.26, V4.27, V4.28, V4.29, V4.30, V4.31, V4.32, V4.33, V4.34, V4.35, V4.36, V4.37, V4.39, V4.40, V4.41, V4.42		
	5-6	p.195-Plough	V5.3, V5.11, V5.17, V6.1, V6.2, V6.5		
Diagrams	1			p.12-DTopic, p.43-DTopic	
	2				
	3			p.88-89-DTopic, p.90-91-DTopic	
	5-6	D5.1			
Maps	1		M1.2, G1.3, M1.4, M1.5, M1.6, M1.8, M1.9, M1.10, M1.11, M1.13, M1.14, M1.15	M1.1, M1.12, M1.7,	
	3		M3.3, M3.4, M3.5, M3.6, M3.7, M3.8, M3.9, M3.10, M3.11	M3.1, M3.2	
	4		M4.1		
	5-6		M5.1, M6.1		
Tables	1			T1.1	
	3			T3.1	
	4		T4.1, T4.2		
	5-6	T6.1		T5.1	

(The meaning of the abbrevations used in the Table cells are as follows. V: visual, p: page, D: diagram, M: map, T: table)

As can be seen in Table 3, 12 of the 13 drawings/pictures in this textbook were associated with the texts in a limited extent, while one is not related to the texts at all. Based on this finding, it can be said that almost none of the drawings/pictures in the grade eleven history textbook is to contribute students' learning in an effective way. Besides, it has been determined that the drawing/picture V5.4 representing the 'steam engine' is used in a place where the text mentions about a 'weaving machine'. As a result, it can be claimed that this image even has a potential to mislead learners and cause misconceptions.

It was found out that 34 out of 38 photographs were related to the texts in a limited scope, while one was implicitly associated, and another one was not related at all. Clearly associated with the texts, a photo of a modern-time tractor was used in connection with two illustrations placed in page 195 to support the assessment of the topic presented in the respective study unit (see Image 5).
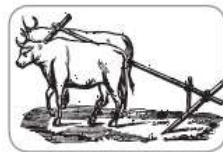
Image 5. *Visual images overtly associated with the texts*

One of the 97 illustrations, which is the most frequently referenced visual group in the examined textbook, is clearly related to the texts and another one is completely unrelated to the texts; The remaining 94 illustrations were also found to be limitedly related to the texts. In line with this finding, it cannot be said that illustrations are sufficiently utilized to contribute to the learning process.

While one of the five diagrams used in this textbook was explicitly associated with the texts, the remaining four were only have implicit relationships with the texts. Two of these diagrams (p. 88-99 D-Topic and p. 90-91 were used in connection with maps M3.1 and M3.2 in a way only to visualise the title of the relevant topic, without any reference to its content. It has been seen that the diagram on page 181 was clearly associated with the text as it reflects the information in the textual content. Therefore, it is possible to say that the diagrams placed in grade eleven textbook are not effectively used to support learning processes, which is also valid for the use of maps in the same document. As five maps out of 29 used in this textbook were implicitly associated with the texts, while the rest have limited relationship with the texts around them.

In addition, three out of the six tables in this document were implicitly associated with the presented texts, while two of them were related to the texts in a limited extent. On the other hand, only one table was explicitly related to the texts to support learning. From this point of view, it can be said that the authors of the textbooks under put an effort to benefit from the tables as much as possible, but they could not achieve this aim.

DISCUSSION, CONCLUSION, AND SUGGESTIONS

In this study, the relationships between images and texts in grade nine, ten and eleven history textbooks are examined. It can be said that the cover designs of these textbooks reflect the content of only one study units in each textbook. In other words, the cover designs of these books do not adequately represent the whole contents included. Besides, as it has been discussed, the cover design of the grade eleven history textbook presents an image of a ceremonious ritual from Ottoman governmental tradition which was not addressed in the content of the respective textbook. From this point of view, it is difficult to say that the cover design of this textbook reflects the content, and therefore, it neither meets the criterion put into practice by the relevant ministerial authority (BEI, 2017), nor appropriate for the provisions proposed by various researchers (Doyran, 1997; Güçlü et al., 2001; Kılıç & Seven 2002).

It is found out that the visual images placed in the textbooks under examination are numerous: 234 in grade nine history textbook (34 drawings/pictures, 100 photographs, 49 illustrations, 15 diagrams, 33 maps and 3 tables), 247 in grade ten textbook (89 drawings/pictures, 56 photographs, 64 illustrations, 10 diagrams, 22 maps and 6 tables), and 188 in grade eleven text book (13 drawings/pictures, 38 photographs, 97 illustrations, 5 diagrams, 29 maps and 6 tables). However, a further analysis revealed that this quantitative richness could not functionally be reflected into these textbooks to facilitate learning and teaching processes. As discussed earlier, out of 234 visual images examined in grade nine history textbook, only 18 of them were clearly associated with texts to facilitate their use, 173 visual images were related to the texts in limited scope and 26 were implicitly associated with the texts. It was seen that 17 visual images were not related to the texts in any means. The results show that while only 17 visual images in the examined grade ten history textbook were explicitly associated with the texts to support students in learning processes, whereas 204 of them were related to the texts in a limited extent. The number of implicitly associated visual images were 22, while four were not related to the textual content at all. Six of the images in the grade eleven textbook were found out as explicitly and appropriately associated with the relevant texts, 166 of which were only connected to the texts or supporting them in a limited extent, and 13 visual images being implicitly related. On the other hand, three images were found not associated with the texts at all. As can be seen, most of the visuals used in the textbooks under investigation were not adequately associated with the texts, and therefore might not be expected to effectively function in the learning-teaching processes. In addition, it has been determined that some images are clearly associated with the texts, but the current design of the textbooks do not make effectively use of them in the learning-teaching processes. It is clear that alike

the texts in textbooks, the visual images (Grever & van der Vlies, 2017; Özbaran, 1998; Pingel, 2003), which have a special importance in the processes of historical learning and teaching processes, should be of a quality that will increase the learning potential by supporting the topics covered.

Based on the above conclusions, these could be suggested:

• The cover designs of the textbooks should be arranged to be appealing as well as reflecting the entire content at least in a certain extent.

• Visuals and texts in the textbooks need to be clearly associated with each other as much as possible, and the necessary arrangements are required make them effectively contribute to the learning and teaching processes.

• Further research on textbooks can be conducted to investigate the different features and dimensions of the relationships between the visuals and the texts in depth.

• Further research can be conducted to study the perceptions and views of students and teachers about the ways in which visual images and texts are used in textbooks and the relations between them.

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2018 Yılında Yayımlanan Tarih Ders Kitaplarında Yer Alan Görsel Ögeler ile Metinler Arasındaki İlişkinin İncelenmesi

Dr. Ali Gökalp
Uşak Üniversitesi-Türkiye
ORCID: 0000-0002-3301-8392
gokalpali_1984@hotmail.com

Prof. Dr. Erkan Dinç
Anadolu Üniversitesi - Türkiye
ORCID: 0000-0002-0953-3351
erkandinc@anadolu.edu.tr

Özet

Bu araştırmada, lise tarih ders kitaplarındaki görsellerin metinlerle nasıl ilişkilendirildiğinin belirlenmesi amaçlanmıştır. Bu bağlamda çalışma, doküman analizine dayalı nitel bir araştırma olarak yapılandırılmıştır. Araştırmanın veri kaynaklarını Millî Eğitim Bakanlığı (MEB) bünyesinde hazırlanıp yayımlanan dokuzuncu, onuncu ve on birinci sınıf tarih ders kitapları oluşturmuştur. İncelenen ders kitaplarından dokuzuncu sınıflarda 234, onuncu sınıflarda 247 ve on birinci sınıflarda 188 olmak üzere toplam 669 görselin olduğu tespit edilmiştir. Bunlar ve ilgili kitapların kapak görselleri içerik analizine tabi tutulmuştur. Çalışma bulguları dokuzuncu ve onuncu sınıf kitaplarındaki kapak görsellerinin içeriği sınırlı düzeyde yansıttıklarını, on birinci sınıf kitabındakinin ise içeriği temsil etmekten uzak kaldığını göstermiştir. Bunun yanında incelenen her bir ders kitabında görsel sayısı fazla olmasına karşın bunların büyük bir bölümünün metinlerle ilişkilendirilmesinin sınırlı bir kapsamda gerçekleştirildiği, bazı görsellerin metinlerle açık olarak ilişkilendirilerek öğrenme süreçlerinde işe koşulduğu, bazılarının ise metinlerle örtük olarak ilişkilendirildiği görülmüştür. Ayrıca, az sayıda görsel ile bu görsellerin çevrelerinde yer alan metinler arasında herhangi bir ilişkilendirme yapılmadığı tespit edilmiştir. Ulaşılan bulgular ve yapılan tespitlerden hareketle şunlar önerilmiştir: Ders kitaplarının kapaklarında kullanılan görseller, mümkün mertebe içeriğin bütününe hitap edecek ve içerik ile ilişkili olacak şekilde tasarlanabilir. Ders kitaplarında yer verilen görseller ve metinler mümkün olduğunca birbirleriyle açıkça ilişkilendirilerek her birinin öğrenme-öğretme süreçlerine aktif katkılar sağlaması için gereken düzenlemeler yapılabilir.

Anahtar Kelimeler: Ortaöğretim tarih ders kitapları, Görsel ögeler, Görsel ögeler ve metinler arasındaki ilişki, Doküman analizi

Genişletilmiş Özet

Problem: Yapısı, içeriği, dil ve anlatım özellikleri, kullanılan görseller ve bu görsellerin sunuluş biçimleri ve başka özellikleri ile diğer kitap türlerinden ayrılan ders kitapları öğretmen ve öğrenciler için temel kaynak niteliğindedir (Çelik, 2020).

Ders kitapları içerisinde ayrı bir yere sahip olan tarih ders kitapları bir anlamda bilimsel/akademik tarihçiliğin ürettiği geçmiş bilgisini birleştirilerek görece basitleştirilmiş ve hedef kitleyi oluşturan öğrencilere uygun olarak düzenlenmiş bir halde sunan kaynaklar olarak düşünülebilir (Grever ve van der Vlies, 2017). İlgili öğretim programları çerçevesinde hazırlanan tarih ders kitapları çeşitli birinci ve ikinci el kaynaklardan alınan metin ve görselleri öğrenci ve öğretmenlerin ihtiyaç duydukları bir tarzda birleştirip basitleştirerek onlara erişim ve kullanım kolaylığı sağlayan öğrenme kaynaklarıdır. Bu itibarla sundukları bilgiler Türkiye dâhil birçok eğitim sisteminde paydaşlar tarafından doğru ve geçerli olarak algılanmaktadır (Karabağ, 2012).

Ders kitapları öğretimdeki işlevlerini tam ve eksiksiz yerine getirebilmeleri için şekil ve muhteva açısından ihtiyaç duyulan çeşitli vasıflara sahip olmaları gerekmektedir (Kılıç, 2006, s. 43). Türkiye'de ders kitaplarının incelenmesi ve denetiminden sorumlu kurum görevini yürüten Talim Terbiye Kurulu Başkanlığı (TTKB) birer öğretim materyali olarak ders kitaplarının sahip olması gereken nitelikleri "Taslak Ders Kitabı ve Eğitim Araçları ile Bunlara Ait Elektronik İçeriklerin İncelenmesinde Değerlendirmeye Esas Olacak Kriterler ve Açıklamaları" (TTKB, 2017) adlı metinde anayasa ve mevzuata uygunluk, içeriğin bilimsel olarak yeterliliği, içeriğin eğitim ve öğretim programının kapsamını ve kazanımlarını karşılama yeterliliği, görsel ve içerik tasarımının öğrenmeyi destekleyecek nitelikte olması ve öğrencilerin gelişim özelliklerine uygunluğu olmak üzere dört başlık altında ele almaktadır. Bu başlıklardan biri olan görsel ve içerik tasarımı kapsamında, ders kitaplarındaki görseller ve metinler arasındaki ilişkinin niteliğine yönelik olarak şunlara yer verilmiştir:

- Metin ile görsel uyumlu olmalı,
- Kullanılan görsel, içerik ile uyumlu ve öğrenmeyi kolaylaştırıcı nitelikte olmalı,
- İçerikte verilmek istenen mesajla görsel çelişmemeli,
- Görsel, amacına uygun olmalı ve kazanımın gerçekleşmesini desteklemeli,
- Metin içeren görsellerdeki bilgiler metin ile çelişmemeli,
- Metinde atıf yapılan görsellere eksiksiz bir biçimde yer verilmeli,
- Görselin kullanım yeri içeriğe uygun olmalı,
- İçerikte yer alacak görseller konu bütünlüğü içinde verilmeli ve içerik öğrenmeyi destekleyecek nitelikte görsellerle zenginleştirilmeli,
- Görsel ögeler ait olduğu metin ile ilişkili olduğu sayfada kullanılmalıdır (TTKB, 2017).

Ders kitaplarındaki görseller ile metinler arasındaki ilişkilerin niteliği ilgili literatürde de sıklıkla ele alınan bir konu olup kullanılan görsellerin konuya uygun ve metinlerle ilişkilendirilmiş olması gerektiği hususu özellikle vurgulanmıştır (Gönen, Katrancı, Uygun ve Uçuş, 2011; Kılıç, 2006; Yıldıran, 2007). Görseller, kişiye etkili bilgi sağlaması için metinle doğrudan ilişkili olmalı ve ilişkili olduğu metnin içeriğini desteklemelidir (Levin ve Mayer, 1993). Bu ilişki hem içeriğin zenginleşmesine hem de öğrenene olumlu katkı sunarak öğrenmeyi kolaylaştırır (Kara, 2012, s. 230; Kayabekir ve Tepecik, 2017, s. 410). Kitaplardaki bu iki temel unsur arasında ilişki kurulamadığında ise tam tersi bir durum yaşanabilir (Tosunoğlu, Arslan ve Karakuş, 2001).

Ders kitaplarını nitelikli kılan diğer bir unsur da kapak tasarımı olup kapaklar kitaplara ait bir tür vitrin olarak değerlendirilebilir, çünkü öğrencide kitaba ilişkin ilk izlenimleri veya etkiyi kapaklar ve özellikle de burada yer verilen görseller oluşturur (Güçlü, Topses, Yel, Korkmaz, Çakmak, Köksal ve Albayrak, 2001). Kapaklar, dersin kapsamı ile uyumlu şekilde ve kitabın içeriğine uygun ilgi ve merak uyandırıcı bir tarzda tasarlanmalıdır (Doyran, 1997; Kılıç ve Seven 2002; TTKB, 2017). Bu bağlamda ders kitapların kapak ve içeriğinde kullanılan görsel ögelerin öğretici bir değere sahip olduğunu, bu ögelerin ait oldukları metinlerle birbirlerini tamamlar bir yapıda sunulması gerektiğini vurgulamak isabetli olacaktır.

Ders kitaplarındaki görsel-metin ilişkilerini inceleyen çalışmalar birçok derse/konu alanına ait kitaplarını konu edinmesine rağmen tarih ders kitaplarını bu bağlamda inceleyen çalışmalar oldukça sınırlıdır (Demircioğlu, 2011; Demircioğlu, 2014). Günümüzde yaşayan öğrencilere uzak ve yakın atalarının neleri nasıl yaptıklarını, bugüne nasıl geldiklerini, kim olduklarını ve dolayısıyla sahip oldukları yetenek ve kapasiteleri göstererek bugün ve gelecekte neler yapabileceklerini aktarmaya ve açıklamaya çalışan tarih ders kitapları, öğrenme-öğretme süreçlerinde kullanılan diğer ders ve konu alanlarına yönelik muadillerine kıyasla önemli görülürler (Özbaran, 1998; Pingel, 2003). Bu sebeple tarih ders kitaplarının görsel ve içerik tasarımı ile sundukları görseller ve bu görsellerin öğrenme süreçlerinde kullanımına yönelik tasarımda en az sunulan metinler kadar vazgeçilmez bir öneme sahiptir. İlgili literatürde tarih ders kitaplarının görsel tasarımları (Akbaba, 2013; Yazıcı ve Özdemir, 2016) ile içeriklerinde yer verilen görseller hakkında öğretmen görüşlerini (Demircioğlu, 2011; Demircioğlu, 2014) inceleyen çalışmalar bulunduğunu, ancak bu kitaplardaki görsel-metin ilişkisi ve dolayısıyla görsel ögelerin öğrenme süreçlerinde etkin kullanımını sorgulayan araştırmaların olmadığını göstermektedir. İlgili literatürdeki bu boşluğu doldurma hedefine bir katkı sağlamak üzere tasarlanan bu çalışmanın başta tarih dersi için yazılanlar olmak üzere bütün ders kitaplarının içerik ve görsel tasarımları ile görsel-metin ilişkilerindeki sorun ve eksiklerin giderilmesi hususlarına katkı sağlaması umulmaktadır. Bu bağlamda aşağıdaki araştırma sorularına cevap aranmıştır:

1) İncelenen lise tarih ders kitaplarının kapak tasarımları içerik ögelerini nasıl yansıtmaktadır?
2) İncelenen dokuzuncu sınıf tarih ders kitabındaki görseller ilgili metinlerle nasıl ilişkilendirilmiştir?
3) İncelenen onuncu sınıf tarih ders kitabındaki görseller ilgili metinlerle nasıl ilişkilendirilmiştir?
4) İncelenen on birinci sınıf tarih ders kitabındaki görseller ilgili metinlerle nasıl ilişkilendirilmiştir?

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Yöntem: Araştırma, nitel bir doküman inceleme çalışmasıdır. Her ne kadar nicel araştırmalarda da yararlanılan bir yöntem olsa da doküman incelemesi çoğunlukla, çeşitli metin ve görsellere ait içeriklerin titiz bir şekilde sistematik olarak analiz edilmesinde kullanılan nitel bir yöntem olarak kabul edilir (Silverman, 2018). Doküman incelemesinde makaleler, tezler, kitaplar, resimler, hareketli görüntüler vb. pek çok yazılı ve görsel malzemenin analizi yapılabilir (Merriam, 2018; Silverman, 2018; Wach, 2013).

Bu araştırmanın araştırmanın veri kaynaklarını ise MEB tarafından hazırlatılan dokuzuncu, onuncu ve on birinci sınıf tarih ders kitapları oluşturmuştur. 2018 yılında güncellenen Tarih Öğretim Programlarıyla neredeyse eş zamanlı olarak MEB'in ilgili birimlerinde ders kitabı hazırlanma süreçleri de yürütülmüş, tarih ders kitaplarını yazma çalışmaları akademisyenlerin gözetiminde MEB'in taşra teşkilatında görevli öğretmenler tarafından gerçekleştirilmiştir. Programların hazırlanmasıyla neredeyse aynı süreç içerisinde yazılan bu ders kitapları (Laçin vd. 2018; Yüksel vd. 2018a; Yüksel vd. 2018b), inceleme süreçlerinden geçirilmiş, ancak TTKB'nin "Taslak Ders Kitabı ve Eğitim Araçları ile Bunlara Ait Elektronik İçeriklerin İncelenmesinde Değerlendirmeye Esas Olacak Kriterler ve Açıklamaları" adlı belgesinde yer alan ölçütleri karşılamadıklarından ders kitabı olarak kabul edilmemişlerdir. Ancak hazırlanan programların uygulanmaya başlanacağı kararı ve bu programlara uygun başka öğretim materyalinin henüz hazırlanmamış olması gerekçesiyle yukarıda belirtilen kitaplarda tespit edilen önemli eksik ve/veya sorunlar kısa zaman içerisinde düzeltilerek 2018-2019 Eğitim-Öğretim Yılında "ders materyali" olarak kullanılmalarına yönelik bir karar alınmıştır. Akabinde bu kitapların basımı yapılarak okullara dağıtılmıştır. Belirtilen kitapların elektronik sürümlerine MEB'e ait dijital hizmet ve içeriklerin yayınlandığı Eğitim Bilişim Ağı (eba) web sitesi üzerinden ücretsiz olarak erişilebilmektedir. Bu araştırma kapsamında veri kaynağı olarak kullanılan ders kitapları, burada bahsi geçen ders kitaplarının ilk versiyonlarıdır.

Bahsi geçen tarih ders kitapları hem tümevarımsal hem de tümdengelimsel bakış açıları ve süreçler çerçevesinde tasarlanan bir içerik analizine tabi tutulmuştur. İlk olarak belirlenen ders kitapları her iki araştırmacı tarafından baştan sona incelenerek görsel ve metinler arasındaki bağlantıların nasıl kurulduğu, kurulan bu bağlantılar arasında ne tür benzerlikler ve farklılıklar olduğu tespit edilmiştir. Yapılan bu tespitler neticesinde tarih ders kitaplarında yer verilen metin ve görseller arasındaki bağlantıların dört temel kategoride (Açıkça İlişkilendirilen, Sınırlı Olarak İlişkilendirilen, Örtük Olarak İlişkilendirilen ve Metinle Tamamen İlişkisiz) değerlendirilmesinin uygun olacağı düşünülmüştür. Bununla birlikte ilgili ders kitaplarında fotoğraf, resim, illüstrasyon, harita, şema ve tablo olmak üzere altı farklı

görsel grubunun olduğu; ama yazarlar tarafından bu görsellerin tamamının numaralandırılmadığı tespit edilmiştir. Buradan hareketle, numarası olan görseller olduğu gibi korunmuş, numaralandırılmayan görseller bulunduğu ünitedeki sayfa numarası ile birlikte içerik/yapı/türüne göre sistematik bir şekilde numaralandırılmıştır. Numaralandırma işlemlerinde hata olup olmadığına ilişkin çaprazlar kontroller yapılmış ve hatalar düzeltilmiştir. İncelenen ders kitaplarının önce kapak görselleri (içerik ve ünite kazanımları dikkate alınarak) incelenmiştir. Ardından görseller ve metinler; ilgili konu başlığında verilmek istenen mesajın yanı sıra öğrenme-öğretme süreçlerine katkı sağlama potansiyellerine göre değerlendirilerek her bir görselin metinlerle hangi düzeyde ve nasıl ilişkilendirildiğine yönelik bir karara varılmıştır. Karar neticesinde her bir görsel öncesinde belirlenen dört kategori içerisine atanmıştır. Elde edilen bulgular ders kitapları altında tablolar halinde sunulmuş ve yapılan tespitleri desteklemek ve inanılırlığı artırmak için bulguların sunumu örnek görsellerle desteklenmiştir.

Sonuçlar: İncelenen dokuz ve onuncu sınıf tarih ders kitaplarının kapaklarında yer alan görsellerin ilgili ders kitaplarının bir ünitesinde belirli bir konuyu yansıttıkları, diğer bir ifadeyle bu kitapların kapak tasarımlarının içerik ögelerini yeterince temsil etmedikleri söylenebilir. On birinci sınıf tarih ders kitabının kapak tasarımda "Ayak Divanına" ilişkin bir görsele yer verilmiş olmasına karşın kitap içeriğinde bu konunun ele alınmadığı görülmüştür. Buradan hareketle on birinci sınıf ders kitabının kapağında yer verilen görselin içerik ögelerini yansıttığını söylemek güçtür. Dolayısıyla söz konusu kitabın kapak tasarımının TTKB'nin (2019) yanı sıra çeşitli araştırmacılar (Doyran, 1997; Güçlü vd., 2001; Kılıç ve Seven 2002) tarafından tanımlanan ders kitap kapaklarında kullanılacak olan görsel ögelerin içerik ile uyum göstermesi ve temsil etmesi gerektiği ölçütünü karşılamadığı söylenebilir.

Dokuzuncu sınıf tarih ders kitabında 234 (34 resim, 100 fotoğraf, 49 illüstrasyon, 15 şema, 33 harita ve 3 tablo), onuncu sınıf tarih ders kitabında 247 (89 resim, 56 fotoğraf, 64 illüstrasyon, 10 şema, 22 harita, 6 tablo) ve son olarak incelenen onbirinci tarih ders kitabında 188 (13 resim, 38 fotoğraf, 97 illüstrasyon, 5 şema, 29 harita, 6 tablo) görsel olduğu tespit edilmiştir.

Dokuzuncu sınıf tarih ders kitabında kullanılan 234 görselin 18'inin metinlerle açık ilişkilendirildiği, 17 görselin metinler ile ilişkisi olmadığı, 24 görselin metinlerle örtük düzeyde ilişkili olduğu fakat ilgili kitapta yer alan görsellerin büyük bir bölümünün (173 tanesi)metinlerle ilişkisinin sınırlı düzeyde kaldığı tespit edilmiştir. Görece benzer durumun incelenen on ve onbirinci sınıf tarih ders kitaplarında da olduğu görülmüştür. Buradan hareketle incelenen ders kitaplarındaki görsellerin sayıca zengin olduğu ama bu niceliksel zenginlik, içeriğin öğrenilmesi konusunda yeterince işlevsel kullanılamamıştır. Görsellerin büyük bir bölümü metinlerle ilişkilendirilmemiş, metinlerde verilen mesajları yeterince yansıtmamış ve dolayısıyla da öğrenme-öğretme süreçlerinde etkin bir işlev kazanmamıştır.

Öneriler: Ulaşılan bulgular ve yapılan tespitlerden hareketle şunlar önerilebilir:

• Ders kitaplarının kapaklarında kullanılan görseller, mümkün mertebe içeriğin bütününe hitap edecek ve içerik ile ilişkili olacak şekilde tasarlanabilir.

• Ders kitaplarında yer verilen görseller ve metinler mümkün olduğunca birbirleriyle açıkça ilişkilendirilerek her birinin öğrenme-öğretme süreçlerine aktif katkılar sağlaması için gereken düzenlemeler yapılabilir.

• Ders kitaplarında yer alan görseller ile metinler arasındaki ilişkilerin farklı özellik ve boyutlarını sorgulayan araştırmalar yapılabilir.

• Ders kitaplarında yer alan görseller ve metinler ile bu ögeler arasındaki ilişkiler hakkında öğrenci ve öğretmenlerin algı ve görüşlerini ele alan çalışmalar yapılabilir.

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