Information Literacy in Turkish Education System

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CONTENT

- Brief Information About Dissertation
- Overall Structure of Turkish National Education System
- Analysis of Upper Policy Documents of the Education System
- Analysis of 9th Grade High School Curriculum
- Conclusion and Recommendation

Information Literacy in Turkish Education System

* The main aim of this doctoral research study……………….
    Strategic plans and documents

    Curricula

    IL levels of teacher and students
* Research method……………………………………………………………
* Conclusions and recommendations…………………………..….

# Overall Structure of Turkish National Education System

Structure of education system

➢ pre-primary school education,

➢ primary education (<u>elementary</u> and <u>middle</u> school),

➢ secondary education (general, vocational and technical high schools)

➢ and university.

4   4   4   = 12 years duration of compulsory education

Secondary Education

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┌──────────────┐        ┌──────────────┐       ┌──────────────────────────────┐
│              │        │   9th grade  │  ──►  │ General secondary education  │
│  Secondary   │  ──►   │ joint general│       └──────────────────────────────┘
│   School     │        │  education   │
│              │        │              │  ──►  ┌──────────────────────────────┐
└──────────────┘        └──────────────┘       │ Vocational and technical     │
                                                │ secondary education          │
                                                └──────────────────────────────┘
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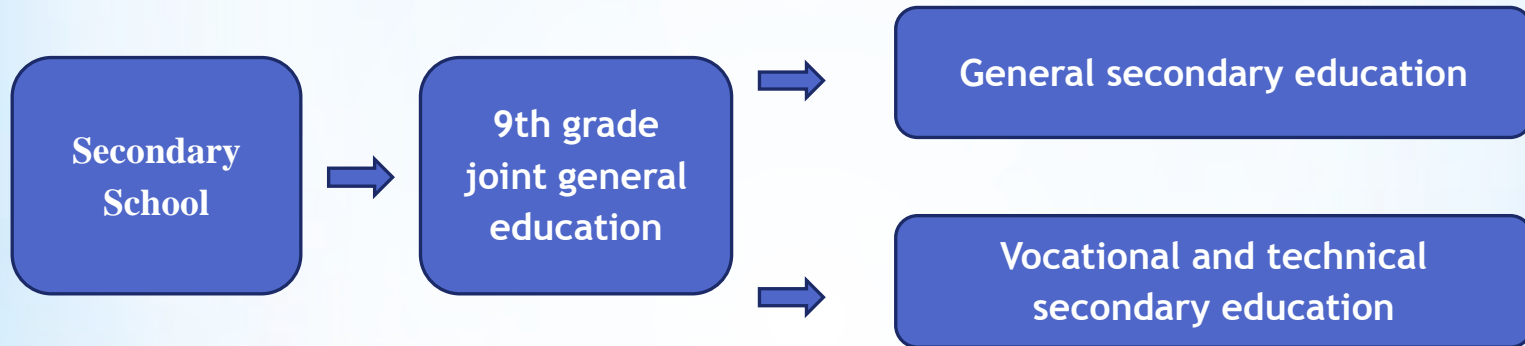
Analysis of Upper Policy Documents of the Education System

National Education Council Decisions
Eighteenth National Education Council Decisions (2010)
Nineteenth National Education Council Decisions (2014)

Ministry of National Education Strategic Plans
➢ Ministry of National Education Strategic Plan 2010-2014
➢ Ministry of National Education Strategic Plan 2015-2019

Ministry of National Education Lifelong Learning Strategy
Document Action Plan 2010-2018

Tenth Development Plan 2014-2018

National Education Council Decisions

* improve the educational environment
* Science and art centers should be widespread,
* laboratories, social facilities and libraries should be used more efficiently and effectively,
* Social, scientific and cultural activities should be increased and improved in the school,
* teachers should get free access to resources of universities and research institutions,
* students book burden should be reduced,
* students art activities should be supported by trained teachers,
* raise awareness about media and values education,
* transferable intellectual information of students should be increased,
* education should be given to the students' health literacy levels,
* Students, teachers and parents should be trained in the ethical usage of information technologies (On sekizinci Milli Eğitim Şurası Kararları, 2010; (On dokuzuncu Milli Eğitim Şurası Kararları, 2014).

Ministry of National Education Strategic Plans

* it will be ensured that they have the necessary qualifications for a knowledge-based society and economy,

* to measure student success, skills of understanding, analysis, synthesis and evaluation will be given importance, for setting standards the PISA and TIMSS results will be used and assessed

* to increase the number of books to be sent to schools in order to promote reading habit at an early age,

* with the FATİH Project, information and communication technology infrastructure and teachers and students' ability to use them will be developed,

* facilities such as libraries, conference halls, laboratories and gymnasiums will be provided for use by schools and institutions without these facilities,

* all courses and laboratory equipment will be provided in accordance with curriculum and technological developments (MEB Stratejik Planı 2010-2014; MEB Stratejik Planı 2015-2019).

Ministry of National Education Lifelong Learning Strategy Document

* doing activities in order to enhance national and local awareness

* preparing panels, interviews, short films, posters, brochures through written and visual media,

* creating Ministry of National Education Lifelong Learning Web Portal,

* organizing learning festivals at the provincial level,

* e-materials for the open education and distance learning system will be developed, and cooperation between open educational partners (such as MEB, YÖK, TRT etc.) will be increased,

* in order to Lifelong Learning, according to EU Qualifications Framework (digital competence, learning to learn, etc.) non-formal education programs will be prepared to provide individuals with these skills,

* the Ministry of Education curriculum will be made in accordance with professional standards,

* with the "Schools Become Life" project, educational institutions will be open to offer training opportunities for everyone (Hayat Boyu Öğrenme ve Strateji Belgesi, 2014-2018, 2014).

Tenth Development Plan 2014-2018

There are developed policies in line with the aims and objectives of education:

* Individual's personality and skills, strengthens compliance with the labor market within the framework of lifelong learning will continue,

* A transformation program, which reduces number of school types and provides flexible transition opportunities between programs, with a curriculum that is integrated with ICT and with a less exam oriented structure will be utilized

* ICT infrastructure in institutions of formal and informal education will be improved, with FATİH Project the integration of technology into education will be developed (Onuncu Kalkınma Planı 2014-2018,2013, pp.31-32).

Curriculum

Table 1. 9th grade common courses

	COURSES
COMMON COURSES	Turkish Language and Literature Religion Culture and Ethics History Geography Math Physics Chemistry Biology Health Information First / Second Foreign Language Physical Education Visual Arts Music

Analysis of 9th Grade High School Curriculum

* Defining the Problem of Information
(definition of needed information, creation of a research question and brainstorming, identifying key words and sub-topics..)

* Finding Information
(where to find, how to find, helpful tools to find information through the library resources, websites and databases)

* Selection and Evaluation of Information
(identifying related resources, searching research questions, looking at multiple media (audio, books, internet, DVD, etc.), saving information, using note taking, evaluating information)

* Organization of Information
(extracting non-relevant information, comparing and combining, use visual information such as tables, graphics, maps and special software)

* Ethical Use of Information
(doing citation, having a bibliography and intellectual property rights subjects)

* Presenting Information
(using presentation forms (powerpoint, sound, picture, etc.), presenting information, finding keywords that summarize results, prepare presentations using images and tags)

Table 2. Evaluation of Curriculum

Information Literacy Skills	Turkish Language and Literature	Physics	Biology	Chemistry	Math	History	Geography	Religion Culture and Ethics	Health Information	Foreign Language	Visual Arts	Music	Physical Education
Identification of Problem	x	x	x	x	x	x	x	x	x	x	x	x	x
Finding	x	x		x		x	x		x			x	
Selection and Evaluation	x		x			x	x		x		x		x
Organization	x	x				x	x		x				
Ethical Use	x												
Presenting	x					x	x	x	x		x	x	x

CONCLUSIONS AND RECOMMENDATIONS

The upper policy documents that guide the Turkish National Education have been analyzed as to what has been included to the acquisition and development of information literacy skills for students to prepare for the future. According to the findings, the Turkish National Education System upper policy documents include the following elements;

* Making educational environments suitable for research and project,

* Increasing and improving the physical areas such as libraries, laboratories, social facilities, and providing more efficient use of them,

* Strengthening the information communication infrastructure of schools,

* Establishment of educational environments in accordance with the curriculum and technological developments,

* Increasing the distance education facilities to support lifelong learning and opening educational institutions to usage of everyone.

In our study, the 13 curriculum targets (gain) and learning-teaching process (activity examples) were evaluated, it has been determined that there is no adequate level of guidance for students to acquire IL skills and related IL skills. The concept of IL is not explicitly expressed in the curriculum.

CONCLUSIONS AND RECOMMENDATIONS

* The goal of the Turkish education system is to train individuals who learn to learn, use information technology effectively, and have critical thinking skills however, it will be possible when the goal of IL skills take concrete positions in education policies.

* Schools are the most suitable environments for students to improve their IL skills. It is only possible for the students to gain these skills by having their school libraries and librarians in the school system.

* IL skills should be systematically taught with curricula within the training process. These skills can only be acquired through practice. Appropriate training environments should be created to organize systematic and correct applications and coordination of curriculums, teachers and school libraries should be provided within the school system.

* The acquisition of information skills without the guidance of school libraries and school librarians is not a realistic goal. For this reason, all schools require libraries that meet educational needs and in order to gain functionalities in these institutions librarians should be appointed.

* In education faculties, the awareness of IL skills should be provided to teacher candidates and coordination of curriculums, teachers and school libraries should be provided within the school system.

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THANK YOU