

Evaluation of social studies teaching textbooks

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Abstract

This study is aimed to examine social studies textbooks of Turkish Republic of Northern Cyprus of sixth and seventh grade students in terms of content analysis. The population of the research model is constituted by social studies textbooks of sixth and seventh grades of five secondary schools that were found appropriate by Republic of Turkey Ministry of National Education Board of Education and the Turkish Republic of Northern Cyprus Ministry of Education Board of Education. The books were evaluated on the Likert scale using the content analysis evaluation scale. The rating of the scale was calculated as 'yes – option 2 points', 'partially – option 1 point' and 'no – option 0 points'. The data were evaluated by scoring between 1 and 10. As a result, it was determined that the seventh grade social studies textbook of Republic of Turkey received the highest rate. The lowest rate was observed in the seventh grade taught in the Turkish Republic of Northern Cyprus.

Keywords: Textbook, social studies teaching, content analysis scale, education, learning.

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1. Introduction

Knowledge has been the most important building block of human life since the formation of the world and the beginning of human life's adventure on it (Yesilorman & Firdevs, 2014). Knowledge has a very important role in creating a qualified social structure for people and in the race in which countries nominated with each other to reach this social structure earlier (Oksuz, 2013). The way of educating individuals who will make a difference in this race and who will grow up with an effective citizenship structure will adapt and absorb change (Danju & Uzunboylu, 2017). The formation of the education and training process is formed by the combination of multiple elements. The first of these elements is the learning environment (Ozden, 2017)

Learning environment includes students, teachers and schools. Teachers are one of the most important figures in the learning environment, but they form the basis of the healthy learning process, and their competence in the field is extremely important (Erdogan & Kurt, 2016). In order for teachers to carry out the learning process actively, the learning environment should be equipped with the tools to ensure the effective realisation of learning. In the education process, many technological tools including mobile are included in today's technological network in the learning and teaching environment (Kanbul & Guldal, 2019; Pascu, Simo, & Vernica, 2019; Soykan & Uzunboylu, 2015). There are many methods used to ensure effective teaching (Konst & Kairisto-Mertanen, 2019; Kozikoglu & Onur, 2019). In addition to many positive aspects of the devices that come into our lives with technology, it also enables the lessening of classroom motivations (Uzunboylu & Kocakoyun, 2017). Therefore, even if the technology is advancing, the book is one of the most widely used and most effective materials among the tools and equipment in the educational environment. According to the Turkish Language Association, it is called 'a collection of Information formed by the collection of books, printed or hand-written sheets of paper in hardcover or paperback'. Text is also described as 'a book that is prepared in a specific education and training program and recommended as the primary source for teachers and students for school, class and course'. (Oguzkan, 1993).

Historical development of the textbook dates back to the b.c. 4000. It was first used in the fields of medicine, mathematics and geometry in Ancient Egypt. The use of textbooks in schools began to become widespread in the 1170s. Textbooks are one of the most important elements of education (Kaya, 2002). Textbooks from the past to the present have undergone drastic changes and have varied according to aspects and characteristics of their use. One of these is the audiobook. Learning strategies, methods and techniques are constantly changing in the teaching process along with evolving technology. With these technological developments, all kinds of innovations are emerging in terms of facilitating our daily lives. There are also studies in the field of teaching new techniques to measure the effectiveness of different sizes (Buldu & Armagan, 2019). Audiobooks may not taste the same as normally written books, but thanks to the facilities it offers, any electronic device that has MP3 player capability allows listening to the books aloud wherever we are (Friesen, 2008).

Audiobooks have been particularly important in increasing the reading habits of visually impaired people. As time progresses, technological developments continue, and new and more flexible opportunities are emerging to help students who want to study and even support them in their learning (Sorensen, 2010).

Another type of book that emerged with the development of technology is E-book (electronic-book). E-book is the converted form of books into digital format, which is used in many places in daily life. Unlike a desktop computer, the electronic book is portable, accessible and can accommodate multiple books on a single device (Culen & Gasparini, 2011). If we give the definition of the most basic sense of the electronic book inkless and paperless book, then it is read using only an electronic device (De Fosse, 2012). Z-book, a type of book formed by the development of E-book Technology, in other words, the enriched book has emerged, as it has a similar structure to E-book or even as an interactive version of e-book. Enriched books interactive electronic books which are prepared based on the curriculum of the Ministry of National Education are referred to as enriched books (Z-books), which

are transferred through technological products (smartboards, tablets and computers). The contents of the Z-book are determined by the TCC affiliated to the Ministry of National Education. Z-book has a very important place in Computer Aided Education (BDE). The contents of the Z-book are prepared for which applications will be used in Computer Aided Education.

It can be used as a textbook because it is used in computer-aided education applications. In addition, Z-book can be used in personal training applications by preparing practices such as re-exercise. The main purpose of Z-book is to make the most efficient use of the learning and teaching process by taking advantage of the opportunities provided by today's technology. In this regard, it is aimed to make the course material interesting by making the textbooks approved by the Training Board of the Ministry of National Education interactive (TCMEB, 2018).

In the learning-teaching process, the impact of the book is constantly changing with increasing technology and books are constantly put in front of us that will enable us to have a more useful and more efficient education process. Although everything in the environment that we are in our world, in the textbooks we use 3D shape-form objects and 2-dimensional, with today's technology and the teaching and learning process to be able to handle it more visually appealing with the aim to make Augmented-reality book, so the R & D Books were created. R & D books are becoming more common every day and it is thought that they will be used more and more in all educational areas in the coming years (Baysan, 2015). R & D books are thought to be more useful than E-books available today. For example, a person who does not have any smart device (tablet, phone and computer) cannot attend E-book lessons, whereas they can continue their R & D lessons with the book, and in addition, studies have shown that students will have a higher motivation for the lessons with the R & D book (Zainuddin, Zaman, & Ahmad, 2010). The impact of R & D books on students' motivation for education was investigated in the study conducted within the scope of history course. R & D books are delivered to students through tablets. The research concluded that the R & D book showed a positive increase in the motivation of the students in the course.

These textbooks, which are introduced into our lives together with technology and which aim to make our lives easier and more efficient in the learning process, will increase day by day and will remain the same. The textbook has an important influence in planning the activities and determining the methods, techniques and strategies to be used in the education and training process. Since the teacher is based on the coursebook when designing the course, it is necessary to design the coursebook very well.

A good textbook should also help to achieve the aims and achievements of the educational programs in a shorter time and in a shorter way and to ensure that the objectives and achievements of the program are not overlooked (Binbasioglu, 2003). Well-prepared textbooks are materials that provide the desired gains, skills and goals in teaching to be given in a certain system, without adhering to a specific space and time period of the learner and the educator (Kucukahmet, 2003).

The coursebooks prepared for the students to use in the learning and teaching process must have various qualities in terms of content. First, it must have a content prepared in parallel with the objectives and objectives of the current curriculum. In addition, a textbook to be used in the learning process should convey the information in the simplest way and in accordance with the student levels. Textbooks should give clues that allow students to think (Karagoz & Civi, 1997). The content of textbooks plays an extremely important role for teachers and students. In books, content should be examined in detail without deviating from objective educational objectives, deficiencies and errors should be corrected, content analysis method should be used in this process, which enables us to reach final results. Content analysis was introduced in 1941 and continues to this day.

The increasing number of scientific research from today's age, the introduction of new contributions to the literature, the increasing problem of making sense of the findings obtained by quantitative data, has brought qualitative research methods to the fore. Content analysis appeals to most researchers in psychology, sociology, social sciences, law, politics and literature providing an

unbiased rating for a variety of written and oral materials. Visual elements are extremely important to increase the effectiveness of textbooks in the learning and teaching process and to better convey their content. Books at the primary school level should be visually interesting. Visual elements should be included rather than text. These elements that increase the attractiveness of the subject visual elements are educational by providing information transfer of the subject to the student and abstract information provides faster learning with concrete examples. In addition, visual elements will attract more attention of the students, which is difficult to understand by simplifying the subject allows the realisation of the learning (Arabzoozani & Pahlavannejad, 2019; Calik, 2001; Kilic & Seven, 2002; Matei, Rotaru, & Cristache, 2019; Videla & Martinez Diaz, 2019; Yildiz, 2002).

In addition, the visuals in the textbooks are influenced by the current position of the current era, namely technological developments and socio-cultural changes. However, in the creation of the images in the books, the remains of a certain historical period must be reflected without changing their cultural structures (Kasot & Ozsezer, 2015).

The person who will prepare the visual elements must work at the level of the class to match the content and simultaneously with the authors who will prepare the content. The importance of international education studies is increasing day by day. International studies allow countries to evaluate their weaknesses and strengths in the field of education (Kaya, 2010). The number of studies carried out in the field of comparative education is increasing every day. Education is a social science. Each society shows differences and changes in theoretical and practical terms according to different needs and conditions of its region (Koken, 1996, s.18). In the light of this field of study, which is an important requirement in today's education environment, countries have the opportunity to see each other's education system, textbooks and their own levels in the field of education, and to produce new ideas and solutions to the problems reached, which fully expose the strengths and weaknesses of their education programs and textbooks.

For this reason, in this study, sixth and seventh grade social studies textbook of Turkish Republic and sixth and seventh grade social studies textbook of Turkish Republic of Northern Cyprus are compared in line with the scales. By comparing class textbooks, correcting the missing aspects of the books in line with the scales and to make new suggestions about the textbooks are considered as necessary.

In this context, examination of visual design elements, content analysis of seventh grade social studies textbook of Turkish Republic of Northern Cyprus and seventh grade social studies textbook of Turkish Republic and comparing inferences constitute the problem of the research.

1.1. The purpose of the research

The general purpose of this research is to evaluate the sixth and seventh grade social studies textbooks of Republic of Turkey and the Turkish Republic of Northern Cyprus in terms of content. To achieve this goal, 'what is the level of conformity of these social studies textbooks according to the principles of content regulation?' The answer to his question has been sought.

2. Method

This section covers the research method under the headings of the research model, data collection and the solution and interpretation of the data.

2.1. Design of the research

It is aimed to determine the level of sixth and seventh grade social studies textbooks of Republic of Turkey and the Turkish Republic of Northern Cyprus in terms of content analysis. The survey model

was used in the study. The survey model is a research approach that aims to describe the past and present situation in the way it exists (Karasar, 1998).

It was taken as a basis to evaluate the sixth and seventh grade social studies textbooks of Republic of Turkey (TR TME sixth and seventh grade SSTB) and the Turkish Republic of Northern Cyprus (TRNC TME sixth and seventh grade SSTB) in terms of content. Although content analysis is carried out in some parts of the text, the coding is defined as a repeatable technique in which the structures are systematically summarised with smaller content categories (Buyukozturk, 2009).

2.2. Sample and population

In this research, the sixth and seventh grade social studies textbooks of Republic of Turkey and the Turkish Republic of Northern Cyprus are investigated in terms of compliance with visual design principles and content analysis. In this research, the sixth and seventh grade social studies textbooks that were published in TC and TRNC and approved by the Training Board have been recognised as a universe. Within the scope of the research, five books were examined, including the sixth and seventh grade social studies textbook published in Turkey and the social studies textbook published in the Turkish Republic of Northern Cyprus. The reason for investigating five books is that the seventh grade social studies textbook published in the Turkish Republic of Northern Cyprus is printed in two sections.

2.3. Data collection tools

While evaluating the books in the research, the ‘content analysis scale’, which was taken from the ‘conformity assessment form to textbook specifications’ determined by Cirpan (2004) and developed by Yildiran (2007) from the content section, was used. The rating of the scale was calculated as ‘yes – option 2 points’, ‘partially – option 1 point’ and ‘no – option 0 points’. Data from the data analysis were evaluated by scaling 1 to 10

2.4. Data collection

The scale used in research is the ‘content analysis’ scale. In the context of content analysis scale, all written texts in social studies textbooks of the Republic of Turkey and the Turkish Republic of Northern Cyprus were evaluated in terms of content.

2.5. Data analysis

The scales used in the study of social studies textbooks were determined as 2 points for ‘yes’, 1 point for ‘partially’ and 0 points for ‘no’. In the evaluation according to the principles of visual design, a general evaluation of the books first and a separate evaluation of the dimensions of the scale was made.

The evaluation of the books on the scales takes place out of 10. Ten is the highest score a book can receive as a result of the evaluation. According to the results obtained from scaling, the level of conformity with the following values generated by Alpan (2004) is given:

Conformity level	Value
Totally inappropriate	Values from 0 to ≤ 2
Partly appropriate:	Values between 2> and ≤ 4
Moderately appropriate	Values between 4> and ≤ 6
Quite appropriate:	Values between 6> and ≤ 8
Fully appropriate	Values between 8> and ≤ 10

According to this scale, books with values between 0 and 2 are not suitable, books with values between 2 and 4 are partially suitable, whereas books with values between 4 and 6 are moderately

suitable. Books with a value between 6 and 8 are quite suitable, whereas books between 8 and 10 are completely suitable.

3. Findings and interpretation

3.1. Evaluation of elementary sixth and seventh grade social studies textbooks according to content analysis scale

In the content analysis of elementary sixth and seventh grade social studies textbooks, the following results were obtained:

Table 1. Total scores received by the expert on the content analysis scale of elementary sixth and seventh grade social studies textbooks

Textbook	Publisher	Total points
TR TME sixth grade SSTB	Netbil printing and publication	60
TR TME seventh grade SSTB	Netbil printing and publication	61
TRNC TME sixth grade SSTB	Okman Printing	30
TRNC TME seventh grade 1st ed. SSTB	Okman Printing	30
TRNC TME seventh grade 2nd ed. SSTB	Okman Printing	30

MEB=TME SBDK=SST

Table 2. Distribution of the total scores received by the expert on the content analysis scale of elementary sixth and seventh grade social studies textbooks on the scale

Textbook	Publisher	Total points
TR TME sixth grade SSTB	Netbil printing and publication	9.7
TR TME seventh grade SSTB	Netbil printing and publication	9.8
TRNC TME sixth grade SSTB	Okman Printing	4.8
TRNC TME seventh grade 1st ed. SSTB	Okman Printing	4.8
TRNC TME seventh grade 2nd ed. SSTB	Okman Printing	4.8

As shown in Table 2, TR TME seventh grade SSTB is fully fit with class in terms of content, TR TME sixth grade SSTB is fully fit with 9,7, TRNC TME sixth grade SSTB suitable at the intermediate level with 4.8, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB are moderately appropriate with 4.8.

According to the content analysis scale, TR TME seventh grade SSTB does not partially comply with the principle of 'Summary is given at the end of each unit'. According to content analysis scale, TRNC TME sixth grade SSTB it is partly appropriate with the principles of 'The relationship between these subjects and the subjects of other courses has been established with the study of the subjects in the book' and 'There is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book'. Besides it was established that it is totally inappropriate with the principle of 'Summary is given at the end of each unit'.

When the Turkish Republic of Northern Cyprus Ministry of National Education Social Studies 7. Grade 1.and 2nd ed. Textbooks were examined according to the content analysis scale. It was established that the textbook is partly appropriate with the principle of 'The content of the book is capable of achieving the goals and target behaviours envisaged in the primary school program' and it is totally inappropriate with the principles of 'The relationship between these subjects and the subjects of other courses has been established with the study of the subjects in the book', 'There is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book' and 'Summary is given at the end of each unit'.

Table 3. Total scores received by the expert on the content analysis scale of elementary sixth and seventh grade social studies textbooks

Textbook	Publisher	Total points
TR TME sixth grade SSTB	Netbil printing and publication	24
TR TME seventh grade SSTB	Netbil printing and publication	30
TRNC TME sixth grade SSTB	Okman Printing	30
TRNC TME seventh grade 1st ed. SSTB	Okman Printing	30
TRNC TME seventh grade 2nd ed. SSTB	Okman Printing	30

Table 4. Distribution of the total scores received by the expert on the content analysis scale of elementary sixth and seventh grade social studies textbooks on the scale

Textbook	Publisher	Total points
TR TME sixth grade SSTB	Netbil printing and publication	3.9
TR TME seventh grade SSTB	Netbil printing and publication	4.8
TRNC TME sixth grade SSTB	Okman Printing	4.8
TRNC TME seventh grade 1st ed. SSTB	Okman Printing	4.8
TRNC TME seventh grade 2nd ed. SSTB	Okman Printing	4.8

As shown in Table 4, in terms of content analysis, TR TME seventh grade SSTB is partially appropriate with 3.9, TR TME sixth grade SSTB is moderately appropriate with 4.8, TRNC TME sixth grade SSTB is moderately appropriate with 4.8 and TRNC TME seventh grade 1st and 2nd ed. SSTB are moderately appropriate with 4.8. According to the content analysis scale, if TRNC TME seventh grade SSTB to be examined, it can be determined that it is totally inappropriate with the principles of 'The method followed in the processing of the subjects is suitable for an effective teaching process', 'Examples of the use of concepts and skills in different disciplines are given in the book' and 'The summary is given at the end of each unit'. According to the content analysis scale, it was observed that TR TME sixth grade SSTB is partly appropriate with the principles of 'In the study of the subjects in the book, the relationship between these subjects and the subjects of other courses has been established' and 'The book is generally considered to provide the student's motivation for the lesson', and it is totally inappropriate with the principle of 'Summary is given at the end of each unit'. According to the content analysis scale, it was observed that TRNC TME sixth grade SSTB is partly appropriate with the principles of 'The information given in the book is in accordance with scientific data, tested and proven to be accurate', 'The book has repeat sections that allow students to connect between subjects', 'There is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book', and it is totally inappropriate with the principle of 'Summary is given at the end of each unit'. According to the content analysis scale, it was observed that TR TME seventh grade 1st ed. SSTB is partly appropriate with the principles of 'The information given in the book is in accordance with scientific data, tested and proven to be accurate', 'There is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book' and it is totally inappropriate with the principle of 'Summary is given at the end of each unit'.

According to the content analysis scale, it was observed that if TR TME seventh grade 2nd ed. SSTB to be examined, it can be observed that the textbook is partly appropriate with the principles of 'Examples of the use of concepts and skills in different disciplines are given in the book', 'The book is generally considered to provide the student's motivation for the lesson' and it is totally inappropriate with the principle of 'Summary is given at the end of each unit'.

Table 5. Total scores received by the expert on the content analysis scale of elementary sixth and seventh grade social studies textbooks

Textbook	Publisher	Total points
TR TME sixth grade SSTB	Netbil printing and publication	62
TR TME seventh grade SSTB	Netbil printing and publication	62
TRNC TME sixth grade SSTB	Okman Printing	39
TRNC TME seventh grade 1st ed. SSTB	Okman Printing	36
TRNC TME seventh grade 2nd ed. SSTB	Okman Printing	37

Table 6. Distribution of the total scores received by the expert on the content analysis scale of elementary sixth and seventh grade social studies textbooks on the scale

Textbook	Publisher	Total points
TR TME sixth grade SSTB	Netbil printing and publication	10
TR TME seventh grade SSTB	Netbil printing and publication	10
TRNC TME sixth grade SSTB	Okman Printing	6.3
TRNC TME seventh grade 1st ed. SSTB	Okman Printing	5.8
TRNC TME seventh grade 2nd ed. SSTB	Okman Printing	6

As shown in Table 6, TR TME sixth grade SSTB and TR TME seventh grade SSTB are fully appropriate with the rate of 10, TRNC TME sixth grade SSTB is quite appropriate with the rate of 6.3, TRNC TME seventh grade 1st ed. SSTB is moderately appropriate with the rate of 5.8, and TRNC TME seventh grade 2nd ed. SSTB is quite appropriate with the rate of 6 in terms of content. When TRNC TME sixth grade SSTB is to be examined in terms of content analysis scale, it is observed that it is partly inappropriate with the principles of 'The needs of the students are taken into account in the processing of the subjects', 'Individual differences of students are taken into account in the processing of subjects' and it is totally inappropriate with the principles of 'In the introduction section of each unit, the target and target behaviours of that unit are given', 'The summary is given at the end of each unit', and 'There is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book'. When TRNC TME seventh grade 1st ed. SSTB is to be examined in terms of content analysis scale, it is observed that it is partially appropriate with the principle of 'When the book is evaluated in general, it is qualified to provide the motivation of the student to the lesson' and it is totally inappropriate with the principles of 'In the introduction section of each unit, the target and target behaviours of that unit are given' and 'There is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book'. When TRNC TME seventh grade 2nd ed. SSTB is to be examined in terms of content analysis scale, it is observed that it is partially appropriate with the principles of 'The needs of the students are taken into account in the processing of the subjects', and 'Individual differences of students are taken into account in the processing of subjects' and it is totally inappropriate with the principle of 'Summary is given at the end of each unit'.

Table 7. The overall average of the total scores received by the 1st, 2nd and 3rd expert on the content analysis scale of elementary sixth and seventh grade social studies textbooks

Textbook	Publisher	Total points
TR TME sixth grade SSTB	Netbil printing and publication	49
TR TME seventh grade SSTB	Netbil printing and publication	51
TRNC TME sixth grade SSTB	Okman Printing	33
TRNC TME seventh grade 1st ed. SSTB	Okman Printing	32
TRNC TME seventh grade 2nd ed. SSTB	Okman Printing	32

Table 8. Distribution of the overall average of the total scores received by the 1st, 2nd and 3rd expert on the content analysis scale of elementary sixth and seventh grade social studies textbooks on the scale

Textbook	Publisher	Total points
TR TME sixth grade SSTB	Netbil printing and publication	7.9
TR TME seventh grade SSTB	Netbil printing and publication	8.2
TRNC TME sixth grade SSTB	Okman Printing	5.3
TRNC TME seventh grade 1st ed. SSTB	Okman Printing	5.2
TRNC TME seventh grade 2nd ed. SSTB	Okman Printing	5.2

According to the content analysis evaluation scale, the highest score which is 8.2 was obtained by TR TME seventh grade SSTB and it was found as totally appropriate. TR TME sixth grade SSTB obtained 7.9 point and was found as quite appropriate. TRNC TME sixth grade SSTB obtained 5.3 points and was found as moderately appropriate. TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB obtained 5.2 points and were found as moderately appropriate. Based on the overall average of the data obtained as a result of the reviews on the content analysis evaluation scale, it was observed that TR TME sixth grade SSTB, TR TME seventh grade SSTB, TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB are partly appropriate with the principles of ‘While a new concept is being discussed in the book, a relationship has been established with earlier concepts’, ‘Examples of the use of concepts and skills in different disciplines are given in the book’, ‘The book has repeat sections that allow students to connect between subjects’ and ‘The book is generally considered to provide the student’s motivation for the lesson’. It was also observed that TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB are totally inappropriate with the principles of ‘In the introduction section of each unit, the target and target behaviours of that unit are given’, ‘The summary is given at the end of each unit’ and ‘There is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book’.

The distribution of the ratios obtained from the results of the evaluation made by the experts above on the graph is given in Figure 1.

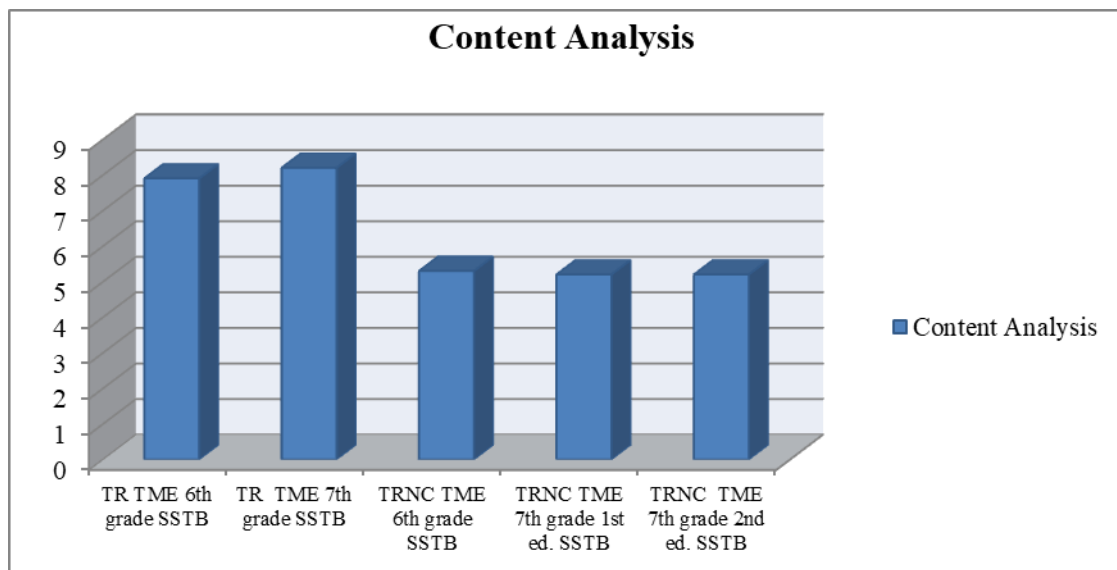


Figure 1. Comparison of general ratios of elementary sixth and seventh grade social studies textbooks according to content analysis scale

According to the graph of Figure 1, as a result of the comparison of the scores of elementary sixth and seventh grade social studies textbooks on content analysis scale, TR TME seventh grade SSTB is

appeared to be the most appropriate social studies textbook with the highest rate of 8.2. When it comes to evaluate the other textbook, it was observed that TR TME sixth grade SSTB obtained the rate of 7.9, TRNC TME sixth grade SSTB obtained the rate of 5.3, and TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB obtained the rate of 5.2 out of 10. When all the scores were examined, it was observed that in terms of content, TR TME seventh grade SSTB obtained the highest rate. It was also determined that the lowest rate 5.2 was obtained by TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB.

4. Conclusion and discussion

In light of all the findings as a result of research, it was established that TR TME seventh grade SSTB obtained the highest rate of content analysis. The second highest rate obtained by TR TME sixth grade SSTB was found as fully appropriate. TRNC TME sixth grade SSTB was found as moderately appropriate. TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB observed the lowest rates. As a result of the overall evaluation of the books, the findings support that the textbooks are partly or fully appropriate with the principles of 'the summary is given at the end of each unit', 'the goals and target behaviours of that unit are given in the introduction section of each unit' and 'there is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book' have been actively addressed by experts. Yildiran (2007) analysed the 8th grade primary school computer studies textbook in terms of content analysis based on content analysis scale taken from the content section of the evaluation form for conformity to textbook specifications by Cirpan (2004) and as a result of the analysis he concluded that the target and target behaviours of each unit were given in the introduction section of each unit, and stated that the examples and pictures given to gain knowledge and skills in the book did not partially conform to the principles of equality in terms of gender roles. Ozsoy (2019) made the content analysis of TRNC eighth grade elementary school computer studies textbook and obtained expert views on that analysis. As a result of this opinion exchanging, she reached the similar findings with Yildiran (2007) saying that the textbook is partially appropriate and even totally inappropriate with the principles of 'In the introduction section of each unit, the target and target behaviours of that unit are given' and 'there is equality in terms of gender roles in the examples and pictures given to gain knowledge and skills in the book'. As a result of the evaluation of TR TME sixth grade SSTB, TR TME seventh grade SSTB, TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB that are evaluated by taking above-mentioned views into consideration, it was concluded that there are no repeat sections to help students connect between subjects, there is no summary sections at the end of the units of TR TME sixth grade SSTB, TR TME seventh grade SSTB, TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB, and there is no bibliography and dictionary for unknown words in TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB. The addition of summary section, bibliography and dictionary at the end of each unit to the social studies textbooks to be published in the following academic years will enable students to access subject summaries, sources and unknown words directly from the course material, except in the learning environment. It is supported that in the introduction section of each unit of TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB, it is deemed necessary to support the goals and behaviours of the unit with visual elements to stimulate the students' message transfer and to increase their motivation

5. Recommendations

- It is suggested that the TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB should be merged in one section instead of being separate.
- It is suggested that summary should be given at the end of each unit in TR TME sixth grade SSTB, TR TME seventh grade SSTB, TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB
- It is recommended to include repeat sections in textbooks to help students connect between subjects in TR TME sixth grade SSTB, TR TME seventh grade SSTB, TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB
- It was observed there is no summary part at the end of any of the TR TME sixth grade SSTB, TR TME seventh grade SSTB, TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB. It is recommended to include abstracts at the end of each unit in the social studies textbooks prepared in the following years.
- It was observed that there is no bibliography and dictionary for unknown words at the end of any of the TRNC TME sixth grade SSTB, TRNC TME seventh grade 1st ed. SSTB and TRNC TME seventh grade 2nd ed. SSTB. It is recommended to add a bibliography and dictionary to the social studies textbooks to be published for the following academic years.
- It is recommended to conduct research on visual design and content analysis of textbooks in other branches and levels.

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Appendix

Evaluated books

1. Year 2018–2019. Secondary School and Imam Hatip Secondary School Sixth Grade Social Studies Textbook – Ministry of National Education Publication. Authors: Faruk Gokalp Yılmaz, Hasan Bayraktar, Mustafa Kemal Ozden, Murat Akpınar and Omer Evin. Page number: 257.
2. Year 2018–2019. Secondary School and Imam Hatip Secondary School Seventh Grade Social Studies Textbook – Ministry of National Education Publication. Authors: Gokhan Gultekin, Murat Akpınar, Mustafa Nohutcu, Pinar Ozerdogan and Seher Aygun Sayfa sayisi: 256.
3. Year 2018–2019. TRNC Sixth Grade Social Studies Textbook – Okman Printing. Authors: Suheyly Ucisik Erbilin, Ahmet Doganay, Sevki Pirlanta, Ahmet Bilir, Huriye Kaser, Fuat Tek. Page number: 240.
4. Year 2018–2019. TRNC Seventh Grade 1st Ed. Social Studies Textbook – Okman Printing. Authors: Suheyly Ucisik Erbilin, Ahmet Doganay, Sevki Pirlanta, Ahmet Bilir, Huriye Kaser, Fuat Tek. Page number: 101.
5. Year 2018–2019. TRNC Seventh Grade 2nd Ed. Social Studies Textbook – Okman Printing. Authors: Suheyly Ucisik Erbilin, Ahmet Pehlivan, Havva Dagsever, Ahmet Doganay, Sevki Pirlanta, Ahmet Bilir, Huriye Kaser, Fuat Tek. Page number: 90.