Examination of Curriculum Literacy Phenomenon From The Eyes of Teacher Educators In The Field of Curriculum and Instruction*¹

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Abstract

The aim of this research is to reveal how the teacher educators, who are faculty members in the field of Curriculum and Instruction, define and interpret the curriculum literacy phenomenon and to reveal their views on curriculum literacy competencies of teachers. Phenomenology, one of the qualitative research methods, was used as research method. The participant group of the research consisted of thirteen teacher educators who were determined by convenient sampling method and working in the field of Curriculum and Instruction departments at seven different universities. The data were collected by in-depth interview technique. A semi-structured interview form prepared by researchers was used as data collection tool. Content analysis method was used to analyze the qualitative data obtained from the interviews. In the data analysis process, the codes were identified first, then the codes were collected under certain categories and finally the themes were identified. According to the results of the research, the data were collected under four themes: definition of curriculum literacy, components of curriculum literacy, indicators of curriculum literacy and reasons of teachers' curriculum literacy incompetency. According to the research results, definition of curriculum literacy could be examined under four categories: knowing the curriculum, understanding the curriculum, implementing the curriculum and analyzing the curriculum. Objective, content, learning experiences, evaluation, reading/writing, field competence could be thought as components of curriculum literacy. Curriculum literacy indicators could be grouped under the categories of knowing the curriculum, understanding the curriculum, implementing the curriculum, analyzing the curriculum and professional development. Finally, teacher-related, teacher-training and management-related reasons could be listed as reasons for teachers' curriculum literacy incompetency.

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Program Okuryazarlığı Olgusunun Eğitim Programları ve Öğretim Alanındaki Öğretmen Eğitimcileri Bakış Açısıyla İncelenmesi*

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Öz

Bu araştırmanın amacı, Eğitim Programları ve Öğretim alanında öğretim üyesi olarak görev yapmakta olan öğretmen eğitimcilerinin program okuryazarlığı olgusunu nasıl tanımladığını, yorumladığını ve öğretmenlerin program okuryazarlığı yeterliklerine ilişkin görüşlerini ortaya koymaktır. Araştırma yöntemi olarak nitel araştırma yöntemlerinden biri olan fenomenoloji kullanılmıştır. Araştırmanın katılımcı grubunu uygun örnekleme yöntemiyle belirlenen ve yedi farklı üniversitenin Eğitim Programları ve Öğretim alanında görev yapan on üç öğretmen eğitimcisi oluşturmuştur. Veriler derinlemesine görüşme tekniği ile toplanmıştır. Veri toplama aracı olarak araştırmacılar tarafından geliştirilmiş yarı yapılandırılmış görüşme formu kullanılmıştır. Görüşmelerden elde edilen nitel verilerin analizinde içerik analizi yöntemi kullanılmıştır. Veri analizi sürecinde önce kodlar belirlenmiş, ardından kodlar belirli kategoriler altında toplanmış ve son olarak temalar belirlenmiştir. Araştırmadan elde edilen veriler, program okuryazarlığının tanımı, program okuryazarlığının bileşenleri, program okuryazarlığının göstergeleri ve öğretmenlerin program okuryazarlığı yetersizliklerinin nedenleri olmak üzere dört tema altında toplanmıştır. Araştırma sonuçlarına göre program okuryazarlığının tanımı dört kategori altında incelenebilir: programı bilme, programı anlama, programı uygulama ve programı analiz etme. Amaç, içerik, öğrenme deneyimleri, değerlendirme, okuma/yazma, alan yetkinliği program okuryazarlığının bileşenleri olarak düşünülebilir. Müfredat okuryazarlığı göstergeleri, programı bilme, programı anlama, programı uygulama, programı analiz etme ve mesleki gelişim kategorileri altında toplanabilir. Son olarak öğretmenle ilgili, öğretmen yetiştirmeyle ve yönetimle ilgili nedenler, öğretmenlerin müfredat okuryazarlığı konusundaki yetersizliklerinin nedenleri olarak sıralanabilir.

INTRODUCTION

In today's world, where a rapid change and transformation is experienced, education contributes to the development of human resources, so the quality of education is becoming increasingly important in order to reach the quality of production and service required by the age (Kayadibi, 2001). Increasing the quality of education is possible only by establishing a sound infrastructure, arranging the necessary conditions (Kayadibi, 2001) and ultimately, improving the qualifications of educational activities at schools (Seferoğlu, 2004). Teacher qualifications, curricula, physical structure and equipment of schools, educational practices, resources allocated to education (Kayadibi, 2001), students socio-economic environment, ethnic identities, gender (Considine and Zappala, 2002), assessment practices, family support, learning environment (Fehintola, 2017) are among the factors that affect the quality of education. Among these factors, curriculum, student and teacher factors can be thought as main factors; hence, the quality and connection between these three factors is very important (Aslan, 2018).

Curriculum, the first of the three main factors affecting the quality of education, is used to train qualified manpower in all countries around the world (Özdemir, 2012). Curriculum is a technical document prepared for the purpose of transferring the elements considered valuable for the society (Stabback, 2016) and plays a major role in shaping educational activities and improving quality (Özpolat, 2015). The quality of the teachers, which is the second of the three most important factors affecting the quality of education, is directly related to the quality of education (Başkan, Aydın and Madden, 2006; Darling and Hammond, 2017; Kayadibi, 2001; Seferoğlu, 2004). It is clearly known that the quality of education increases with increasing teacher qualifications (Gözütok, 1995; Gürkan, 1993; Mentiş Taş, 2004; Karacaoğlu, 2008). Teacher training efforts to increase the qualifications of teachers have always been on the agenda (MEB, 2017). For this reason, many studies related to teacher qualifications and competences have been carried out in our country (Gözütok, Akgün and Karacaoğlu, 2005; MEB, 2002; MEB, 2006; MEB, 2017; Karacaoğlu, 2008) and in other countries (Williamson McDiarmid and Clevenger-Bright, 2008, Caena, 2011; European Commission, 2013).

As curriculum and teacher are the two factors affecting the quality of education the most, the extent of the relationship built between these factors is as important as the importance of themselves in terms of educational quality (Aslan, 2018). Teachers need to develop a clear understanding of their functions and their relationships with the curriculum during the curriculum development process. In almost all studies on teacher competencies, it is stated that qualified teachers are expected to have some competencies related to curriculum (Department of Education and Training, 2004; European Commission, 2013; MEB, 2017; MEB, 2002; Williamson McDiarmid and Clevenger-Bright, 2008). In the document "General Competencies for Teaching Profession", which can be considered as a framework plan for competencies of teaching profession in Turkey; it is clearly emphasized that teachers are expected to have knowledge of the curriculum as stated and to have planning skills in accordance with the curriculum (MoNE, 2017).

The phenomenon of curriculum literacy (CL) comes to the fore when it comes to curriculum related competencies of teachers (Aslan, 2018). Various definitions of CL have been found in the literature. In its most general form, the CL has been defined as knowledge, planning and application (Aslan, 2018). In addition to this definition, Bolat (2017) defines (CL) as having knowledge of curriculum elements. Akınoğlu and Doğan (2012) define it as teachers' understanding of the relationship between the structure, content and elements of curricula and their ability to plan to put the program into practice. Similarly, Keskin and Korkmaz (2017) define it as having knowledge about curricula, interpreting the curricula and applying them in accordance with the conditions. Aslan and Gürlen (2019) have developed these definitions and define CL as the knowledge of teachers about the

curriculum and its content, the ability to understand the curriculum content correctly, preparing plan and applying it in accordance with curriculum principles. Aslan (2019) defines CL as understanding the structure and characteristics of the curriculum, revealing the relationship between aim/objectives, content, learning-teaching process and assessment dimensions, understanding the consistency between these dimensions, determining whether these dimensions have been prepared in line with the requirements of the age. Yar Yıldırım and Dursun (2019) states that CL consists of three components named curriculum knowledge, skills and attitude. Concepts related to the curricula and program philosophy are included in the curriculum knowledge component; the skills of curriculum planning, implementation, guidance, monitoring, evaluation and management are included in the skills component; support, assistance and explanations for the curricula are included in the attitude component.

Teachers' CL skills are of great importance in terms of achieving the objectives of the curricula and increasing the quality of education (Aslan, 2019). CL ensures that the difference between the official curriculum prepared and the curriculum in practice is reduced as much as possible by affecting teachers' reading, understanding and implementation skills, so makes it possible to achieve curriculum objectives and increase the quality of education (Aslan, 2018). In addition, CL allows teachers to interpret the curriculum when necessary and make plans suitable for their situation (Nsibande & Modiba, 2012). However, in some studies conducted in our country, it was clearly stated that teachers did not meet necessary competences in their knowledge, plans and implication of curricula. In the study conducted by the Turkish Education Association (TED, 2009), it was revealed that the majority of teachers had insufficient knowledge of the curriculum and they followed the changes in the curriculum not from the curriculum but from the teacher's textbooks. Similarly, Sánchez and Valcárcel (1999), Kauffman et al. (2002) stated in their study that teachers preferred to use textbooks as a reference and did not follow the objectives and contents of the program. In addition, Acar (2007), Kasapoğlu (2010), Aykaç and Ulubey (2012) stated in their study that many teachers moved away from the prepared curriculum and behave independently from the curriculum in their classroom practices. Actually, these studies address the necessity of including CL skills into preservice and in-service teacher education programs so as to equipped teachers with these skills. To this end, this phenomenon and current situation among teachers should be defined comprehensively so that a training program can be developed and delivered accordingly. In this point, perceptions, definitions, and interpretations of teacher educators, who are teacher educators and have expertise in the field of curriculum and instruction, come into prominence. Although there have been different definitions of CL and there have been different views on the teachers' CL in the literature so far, teacher educators were not the subject of these studies. In light of this information, in this study, it is aimed to reveal how the teacher educators in the field of Curriculum and Instruction define and interpret the CL phenomenon and to reveal their views on CL competencies of teachers. Thus, answers to the following sub-problems were sought in this study:

What are the views of the teacher educators in the field of Curriculum and Instruction on;

1. definition of CL?
2. components of CL?
3. indicators of CL?
4. reasons of teachers' CL incompetency?

METHOD

Research Design

In this study, phenomenology, one of the qualitative research methods, was used. Researchers who adopt phenomenological design generally aim to reveal and interpret individual perceptions about a phenomenon (Yıldırım and Şimşek, 2013) and try to determine what is common in these perceptions (Fraenkel and Wallen, 2009). By presenting rich data, phenomenology enables us to learn the phenomena about which we have no information or limited information (Starks and Brown Trinidad, 2008: 1376). In this study, the scope of CL phenomenon and teachers' CL competency were tried to be revealed according to the views of the teacher educators in the field of Curriculum and Instruction. As in-depth interviews are often preferred in the phenomenological design (Eddles-Hirsch, 2015), the data in the study were collected through in-depth interview technique.

Participants

The participants of this study were determined by convenient sampling method, one of the purposeful sampling methods. In the convenient sampling method, which is widely used in qualitative research, the researcher works on an easily accessible sample because s/he cannot find the opportunity to use other sampling methods due to factors such as cost and accessibility (Yıldırım and Şimşek 2013). In this study, in accordance with the aim of the research, thirteen teacher educators who are faculty member in the field of Curriculum and Instruction at the Department of Educational Sciences were determined as participants. Information on the gender, academic title and universities of the participants is presented in Table 1.

Table 1: *Participants of the Research*

Participant	Gender	Academic Title	University
Teacher Educator 1	Woman	Assoc. Prof. Dr.	Uludağ University
Teacher Educator 2	Man	Assoc. Prof. Dr.	Uludağ University
Teacher Educator 3	Man	Prof. Dr.	Uludağ University
Teacher Educator 4	Woman	Assoc. Prof. Dr.	Yıldız Technical University
Teacher Educator 5	Woman	Prof. Dr.	Uludağ University
Teacher Educator 6	Woman	Assoc. Prof. Dr.	Marmara University
Teacher Educator 7	Man	Prof. Dr.	Marmara University
Teacher Educator 8	Woman	Prof. Dr.	Gazi University
Teacher Educator 9	Woman	Prof. Dr.	Ege University
Teacher Educator 10	Woman	Prof. Dr.	Gazi University
Teacher Educator 11	Woman	Assoc. Prof. Dr.	Sakarya University
Teacher Educator 12	Man	Assoc. Prof. Dr.	İstanbul Cerrahpaşa University
Teacher Educator 13	Man	Assoc. Prof. Dr.	Yıldız Technical University

Data Collection Tool and Collecting Data

In this study, semi-structured interview was used as data collection tool. The semi-structured interview form, consisting of 5 open-ended questions, was developed by the researchers. After the data collection tool was developed, expert views on the data collection tool were received from three teacher educators working in the field of Curriculum and Instruction. Before collecting data, pilot interviews were conducted with two doctoral students having master's degree in the field of Curriculum and Instruction. According to the appointments received from the teacher educators, the interviews were held in their offices. Written consent form was signed by the teacher educators before the interviews.

The semi-structured interview form was applied face to face and the interview process took about 30 minutes. During the interview process, the data were recorded with a voice recorder and in writing.

Data Analysis

Content analysis method, which is frequently encountered in qualitative research, was used to analyze the data. The purpose of content analysis is to make the data that are similar to each other meaningful by placing them under appropriate themes and categories (Yıldırım and Şimşek, 2013). While conducting content analysis in the research, 4 stages stated by Yıldırım and Şimşek (2013) were followed. (1) The data were coded based on the interview questions. Then, (2) codes were collected under certain categories and themes, (3) data were organized according to codes and themes and (4) findings were interpreted. For the reliability and validity of the content analysis, two field experts were asked to review the codes, categories and themes. After receiving the expert views, analyzes were finalized. While the codes, categories and themes were presented in the findings section, the names of the participants were not specified and each participant was coded as TE1, TE2, TE3, TE4, TE5, TE6, TE7, TE8, TE9, TE10, TE11, TE12, TE13. In addition, direct quotations are included in the findings section in order to reflect the statements of the participants.

Internal and External Validity of the Research

Validity in qualitative research means that the researcher observes the researched phenomenon as it is and as objective as possible (Yıldırım and Şimşek, 2013). Internal validity, which is one of the types of validity, is the reflection of the reality of the researcher's interpretations of the events and phenomena researched (Yıldırım and Şimşek, 2013). In order to contribute to the internal validity of this study, the researchers paid attention to be objective while developing the data collection tool, collecting data, recording the data, and analyzing and interpreting the data. After the researchers developed the data collection tool, they gathered the views of 3 field experts and finalized the data collection tool. During the data collection process, the researchers used a voice recorder while taking notes and at the end of each interview member checking method was used. Thus, it was ensured that the views of the participants were directly reflected. In the data analysis phase, both researchers analyzed the data separately and the determined common codes, categories and themes were presented as the findings of the research. The codes, categories and themes obtained as a result of the data analysis were presented to the views of two field experts to increase validity. In addition, the findings were presented in full detail with direct quotations, so that the data obtained from the research were shared with the reader clearly. The second type of validity, external validity, can be defined as the ability to transfer the results obtained to similar groups or environments (Yıldırım and Şimşek, 2013). In order to contribute to the external validity, first of all, the participant group of the research was selected from among the teacher educators who could provide the most comprehensive information about the research problem, with the purposeful sampling method. Thus, detailed answers to the research questions were obtained. In addition, all stages of the research were described in detail in order to improve the validity.

FINDINGS

In this section, the findings of the research are discussed in order based on the sub-problems of the research. The interview data analyzed after the interviews were collected under 4 themes. Four themes reached as a result of the analyzes are: Definition of CL, Components of CL, Indicators of CL, Reasons of Teachers' CL Incompetency.

Definition of Curriculum Literacy

The categories and codes reached under the theme of “definition of CL” are presented in Table

2.

Table 2: Codes and Categories Regarding Definition of CL

Theme	Category	Code
Definition of CL	Knowing the Curriculum	Having conceptual knowledge of the field of curriculum
		Having knowledge of the components of the curriculum
	Understanding the Curriculum	Understanding the curriculum/curriculum components
		Understanding that curriculum development is a dynamic process
		Understanding the curriculum philosophy
	Implementing the Curriculum	Implementing the curriculum correctly
		Implementing the curriculum by adapting the curriculum components to the lesson
	Analyzing the Curriculum	Evaluating the curriculum
		Understanding the relevance of items
		Understanding the relationship between the curriculum components
		Reviewing and interpreting the curriculum

According to Table 2, the teacher educators defined CL as knowing curriculum, understanding curriculum, implementing curriculum and analyzing curriculum. Regarding “knowing the curriculum”, they expressed that teachers should have conceptual knowledge of the field of curriculum and have knowledge of the components of the curriculum.

“So from the teacher’s point of view, knowing the four key dimensions of the curriculum ... I think it’s CL.” (TE1)

“In my opinion, CL is knowing the four basic elements of the prepared official curriculum - its dimensions such as aims and objectives, content, learning-teaching experiences and evaluation - as well as the basic concepts of the curriculum.” (TE2)

“When we say literacy ... it means having knowledge and practice skills at a level to carry out the profession. Especially knowing about the four elements of the curriculum.” (TE3)

“...s/he needs to know the elements of the curriculum and how these elements can be implemented into practice.” (TE7)

“CL is the individual’s knowledge of the elements of the curriculum.” (TE8)

“CL is to have knowledge about educational curriculum and the basic elements of the curriculum.” (TE10)

“A person is curriculum literate if s/he distinguishes between curriculum and lesson plan, if s/he explains the difference and relationship between curriculum, lesson plan and syllabuses.” (TE12)

“I can define CL as being able to see all aspects of the formal curriculum prepared on any subject, knowing the concepts and components of that curriculum...” (TE13)

Concerning “understanding the curriculum/curriculum components”, the teacher educators stated that teachers should be able to understand that curriculum development is a dynamic process and understanding the curriculum philosophy.

“We are talking about the capacity of a teacher to realize the basic understanding of a prepared curriculum and to understand what I will teach, how I will teach it and where it will lead with it.” (TE4)

“An educator who takes a curriculum or a lesson plan has a general view of what the curriculum wants, its philosophy and what can be done in practice...” (TE5)

“CL is... having knowledge of the curriculum and its elements, to be able to recognize them in the official curriculum, to make sense of it and then to put these elements into practice by developing them as stated or in a positive way.” (TE7)

“A teacher is curriculum literate if s/he knows that there will be changes in the society, the individual and the subject area due to the developments in information and technology and dynamic nature of the curricula.” (TE12)

Regarding “implementing the curriculum”, the teacher educators stated that teachers should implement the curriculum correctly and implement the curriculum by adapting the curriculum components to the lesson.

“Being able to understand the existing curriculum, making use of the existing curricula as it is ... I don't expect a teacher to create a new curriculum, but I think we should expect a teacher to adapt the curriculum.” (TE1)

“CL... A teacher should ask what can I do while implementing this? ... In other words, having an idea about how to implement the prepared curriculum...” (TE5)

“Therefore, having knowledge about the curriculum and its elements, being able to recognize it in the official curriculum, making sense of it and then putting these elements into practice by developing them as stated or by adapting.” (TE7)

“It is the ability to understand, interpret, adapt and evaluate the structure of a curriculum design or a curriculum being implemented... It is to understand the structure of a new curriculum in a short time and to play its role in the curriculum appropriately.” (TE9)

“CL is to have the ability to make necessary arrangements in the curriculum by using the flexibility feature of the curriculum according to the conditions in the learning-teaching process. ... to implement the curriculum in the learning-teaching process to the extent envisaged in the curriculum.” (TE11)

Concerning “analyzing the curriculum”, the teacher educators said that teachers should evaluate the curriculum, understand the relevance of items, understand the relationship between the curriculum components, review and interpret the curriculum.

“The teacher should also be able to analyze the official curriculum well and adapt it to his own environment and apply it.” (TE2)

“For example, are they aware of the objectives? Can they choose a suitable subject for their objectives? Or are they aware of the subjects in the curriculum? Are they aware of the methods, techniques and activities suggested? Are they aware of assessment and evaluation activities? And can they do activities in accordance with the curriculum? Do they assess and evaluate accordingly? It is very important to pay attention to these.” (TE6)

“It is to have information about the suitability of the program objectives in terms of the student, the individual and the subject area, the content being up-to-date and scientific, and the suitability of the educational status and measurement-evaluation methods for the target, content and student. In addition, program literacy is to establish relationships between program elements and to understand how others are affected when one element changes.” (TE8)

“CL ... is also having an idea about how to evaluate the whole curriculum.” (TE11)

"CL ... is to be able to handle the curriculum from a high-level perspective, to analyze and to make sense of its elements." (TE13)

Components of Curriculum Literacy

The codes reached under the theme of "components of CL" are presented in Table 3.

Table 3: Codes Regarding Components of CL

Theme	Code
Components of CL	Objectives/Content/Learning Experiences/Evaluation
	Field Competence
	Reading/Writing

According to Table 3, the teacher educators expressed that "Objectives/Content/Learning Experiences/Evaluation", "field competence" and "reading and writing" could be accepted as the components of CL.

"In fact, objectives, content, learning-teaching experiences and evaluation elements are the elements that form the basis of CL. ... In order for teachers to be qualified as curriculum literate, they must have a good command of these four elements of the printed curriculum." (TE2)

"The first dimension... While preparing a curriculum, objectives, content, learning-teaching approaches and evaluation ... I think these are the visible dimension of curricula and a teacher should know what each of these components means. ... The second dimension is ... field competence. The teacher is examining a curriculum with field competence." (TE4)

"CL includes objectives, content, learning-teaching experiences and evaluation. ... We can also look at components in terms of reading and writing. The teacher should be able to both read and understand the curriculum and convert it into a written plan". (TE6)

"The components of CL are aims and objectives of curriculum, content, teaching-learning approaches, where and when learning will take place, teacher roles, student roles, and evaluation." (TE8)

"Components of CL are goals-objectives, content, explanations and instructions on learning-teaching strategies, instructional technology and materials, course contents, assessment and evaluation and regulations on the implementation (management) of educational curriculum. CL dimensions are simply reading and writing. Reading includes knowledge, comprehension, analysis, interpretation and criticism. Writing involves contributing as a stakeholder in creating and updating a new curriculum as well as adapting the program to circumstances." (TE10)

Indicators of Curriculum Literacy

The codes and categories reached under the theme of "indicators of CL" are presented in Table 4.

Table 4: Codes and Categories Regarding Indicators of CL

Theme	Category	Code
Indicators of CL	Knowing the Curriculum	Knowing the factors affecting learning
		Writing Goal/Aim/Objective
		Knowing the domains of objectives
		Classifying levels of Bloom's Taxonomy
		Knowing the types of curricula

	Knowing the principles of editing curriculum content
	Knowing the 4 components of curriculum
	Knowing learning and teaching approaches
	Knowing student characteristics
Understanding the Curriculum	Understanding the components of the official curriculum
	Understanding the philosophy of the curriculum
	Interpreting curriculum design
Implementing the Curriculum	Preparing a teaching plan using the curriculum
	Adapting the values/core competencies of the curriculum to your own lesson
	Adapting the curriculum to suit needs
	Choosing content and materials suitable for the curriculum
	Implementing the curriculum correctly
	Using different evaluation methods suitable for the objectives
	Evaluating the curriculum
	Having skills to measure the domains of objectives
	Using the appropriate strategy/method/technique
Analyzing the Curriculum	Having skills related to the development of objective domains
	Seeing the advantages and disadvantages of the curriculum
	Resolving connections between the curriculum components
Professional Development	Contributing to curriculum development studies
	Field knowledge proficiency of the teacher
	Following updates in the curriculum
	Self-development
	Getting the printed curriculum

According to Table 4, the teacher educators stated that indicators of CL could be grouped under the categories of “knowing the curriculum”, “understanding the curriculum”, “implementing the curriculum”, “analyzing the curriculum” and “professional development”. The categories regarding indicators of CL presented in Table 2 overlap to a large extent with the categories regarding the definition of CL presented in Table 4. In addition to the categories regarding the definition of CL, there

is also the category of professional development among the categories regarding the indicators of CL. Related to “knowing the curriculum”, the teacher educators said that teachers should know the factors affecting learning, write goal/aim/objective, know the domains of objectives, classify levels of bloom’s taxonomy, know the types of curricula, know the principles of editing curriculum content, know the four components of curriculum, know learning and teaching approaches and know student characteristics.

“A teacher should know the processes in the individual’s learning process well. When does learning take place? The importance of drawing attention to learning, the importance of motivation in learning, the importance of feedback in learning, the importance of participation in learning... If s/he knows these, then maybe s/he will use them. So all these are important in learning. ...The teacher should know the curriculum reserve and know that the content should be related to the subject, related to daily life, interesting and consistent. ... In other words, the teacher should know the characteristics of the students in that curriculum” (TE4)

“Being able to write aim and objectives, to determine the level of an objective, to evaluate a curriculum...” (TE3)

“When the aims and objectives are listed, a teacher should recognize the integrity of knowledge, skills and attitudes under cognitive, affective and psychomotor domains.” (TE2)

“A curriculum literate person should be able to classify the objectives and know the domains of objectives.” (TE5)

“If a teacher can distinguish the types of curricula as official, hidden, neglected, then s/he is curriculum literate.” (TE12)

“In other words, s/he needs to know four basic elements of curriculum: aim and objectives, content, methods and techniques, and measurement-evaluation.” (TE7)

“I think the most troublesome point is that they do not know the approaches exactly. Teachers should know the approaches they will use in the learning-teaching process.” (TE1)

Concerning “understanding the curriculum”, the teacher educators said that teachers should understand the components of the official curriculum, understand the philosophy of the curriculum and interpret curriculum design.

“The teacher should be able to analyze the connections between the four elements of the curriculum. ... For example, how do they try to reach the objectives? What perspective do we have? Are we constructivists? Or are we traditional? You can understand this. After all, the program is a whole made up of parts. A part of the whole must reflect the whole. The teacher should always be able to understand these...” (TE1)

“... Is the meaning attributed to the four basic elements of the curriculum by the curriculum developers the same as the meaning that the teacher acquires while reading it? We need to question this. ... When looking at the curriculum from a philosophical point of view, a teacher should first understand that the curriculum is student-centered, teacher-centered or discipline-centered. In other words, I think that the teacher should have a philosophical point of view.” (TE4)

“But what we call literacy is to make sense of what one reads... That’s how I defined it. ... should be able to understand the aims or objectives or their types. ... that is, whether it is the general aims of the course or its objectives. They should be able to understand and interpret them. (TE7)

“Reading through, understanding and questioning the curriculum and implementing the curriculum design. ...these are indicators of CL.” (TE9)

“Some of the CL indicators are ... mastering the curriculum, understanding the philosophy and essence of the curriculum...” (TE11)

“A curriculum literate person should be able to easily distinguish and understand the aim-objective-content-activities and evaluation elements of the curriculum.” (TE13)

Regarding “implementing the curriculum”, the teacher educators expressed that teachers

should be able to prepare a teaching plan using the curriculum, adapt the values/core competencies of the curriculum to your own lesson, adapt the curriculum to suit needs, choose content and materials suitable for the curriculum, implement the curriculum correctly, use different evaluation methods suitable for the objectives, evaluate the curriculum, use the appropriate strategy/method/technique and they should have skills to measure the domains of objectives and have skills related to the development of objective domains.

"In addition, since they will have their own needs, teachers should also make a sub-planning in accordance with their classes, students and environment. ... In addition, the fact that the affective domain is a little more difficult to measure may indicate that teachers are less competent in this domain." (TE2)

"... There are two main things associated with teachers' lessons. One values, two vital competences... S/he needs to know how he can transform them into an objective for her/his own lesson." (TE4)

"A teacher's ability to adapt the curriculum to his class is an indicator of CL." (TE8)

"For example, can the teacher determine a suitable subject for the learning outcomes and the level of the outcome? Can s/he determine content?" (TE6)

"And, of course, when I look at it as a whole, s/he should apply the curriculum in accordance with the basic philosophy of the curriculum." (TE5)

"How will a teacher determine whether the objectives have been met by the assessment? Of course, measurement-evaluation knowledge is required here. S/he needs to know the technique of preparing questions. Questions that will examine the critical objectives of curricula... and it is necessary to be able to do it in accordance with the philosophy of the curriculum." (TE3)

"It is necessary to critically interpret the experiences during the implementation of the curriculum, to comment on the efficiency of the outputs of the curriculum..." (TE9)

"It is also an indicator to determine the appropriate teaching methods and techniques according to the objectives and contents in the curriculum and to use them in their courses." (TE12)

"It is necessary to pay attention to the realization of not only cognitive objectives, but also affective and psychomotor objectives ..." (TE11)

Concerning "analyzing the curriculum, the teacher educators said that teachers should be able to see the advantages and disadvantages of the curriculum and resolve connections between the curriculum components.

"The teacher should be able to analyze the connections between the curriculum elements." (TE1)

"Does the entire curriculum have a balance of elements? Why should they be balanced? This is very important. A curriculum literate person should have a critical point of view..." (TE4)

"Being able to reveal the relations between the curriculum components, seeing the advantages and disadvantages in curriculum, being able to criticize curriculum and adapting curriculum in accordance with class are the indicators." (TE8)

"Determining the needs and deficiencies that arise with the implementation of a curriculum and informing the relevant people, reflecting the objective-content-learning/teaching process-evaluation relationship to the process are among the indicators of curriculum literacy." (TE11)

Regarding "professional development", the teacher educators stated that teachers should contribute to curriculum development studies, have content knowledge proficiency, follow revisions in the curriculum, develop themselves and get the printed curriculum.

"A teacher's field knowledge is important. A teacher must have field knowledge." (TE4)

"One of the indicators of CL is getting the curriculum design." (TE9)

"First of all, a teacher should be aware of the latest updated curriculum in the field. ... A literate teacher is a teacher who updates himself, is aware of the new concepts and practices in curriculum and wants to renew himself accordingly. ... and contributes as a stakeholder in the curriculum update process." (TE10)

"Curriculum literate teacher follows the current changes made in the curriculum." (TE11)

Reasons of Teachers' Curriculum Literacy Incompetency

The codes, sub-categories and categories reached under the theme of "Reasons of Teachers' CL Incompetency" are presented in Table 5.

Table 5: Codes, Sub-categories and Categories Regarding Teachers' Curriculum Literacy Incompetency

Theme	Category	Sub-Category	Code
Reasons of Teachers' CL Incompetency	Teacher Related Factors	Affective State	Teachers' reluctance
		Understanding the Curriculum	Not understanding the philosophy of the curriculum
			Not reading the curriculum by questioning
			Teaching by focusing only on objectives
		Planning	Using the annual plans prepared by others without adapting
			Applying the material/textbook as it is without examining the curriculum
			Continuing education by only looking at the syllabus
			Inability to write aims and objectives
		Aim-Objective	Lack of awareness of aims/objectives
			Aiming only content acquisition
			Lack of strategy/method/technical knowledge
		Method-Technique	Inadequacy of education in accordance with the objectives
			Inability to develop higher-order thinking skills
			Lack of knowledge and skills in assessment and evaluation
		Assessment and Evaluation	Inadequacy in alternative evaluation methods
			Insufficient education on curriculum development at undergraduate level
		Teacher Training Related Factors	Lack of supervision
		Management Related Factors	

According to Table 5, the views of the teacher educators under the theme of "Reasons of Teachers' CL Incompetency" were divided into categories of "teacher related factors", "teacher training related factors" and "management related factors". The teacher educators expressed that teachers'

reluctance was one of the reasons of teachers' CL incompetency under the sub-category of "affective state" and category of "teacher related factors".

"Teachers do not even consider CL as a competency that should be acquired by them." (TE4)

According to the teacher educators' view, not understanding the philosophy of the curriculum and not reading the curriculum by questioning are the reasons of teachers' CL incompetency under the sub-category of "understanding the curriculum" and category of "teacher related factors".

"There is a lack of knowledge, understanding and assimilating the philosophy of curriculum." (TE11)

"However, it is seen that there are still serious problems in terms of higher-level skills such as reading and understanding curricula, trying to assimilate, reflecting on practice and questioning." (TE9)

According to the teacher educators' views, teaching by focusing only on objectives, using the annual lesson plans prepared by others without adapting, applying the material/textbook as it is without examining the curriculum and continuing education by only examining the syllabus are the reasons of teachers' CL incompetency under the sub-category of "planning" and category of "teacher related factors".

"Because, especially after the teachers stopped preparing daily plans, and started to get ready-made objectives and annual plans from the Ministry of National Education, teachers started to focus only on the objectives. This situation has destroyed teachers' attention to other components of curriculum." (TE13)

"In addition, some teachers take the easy way out and implement the plans prepared by the Ministry of National Education as they are, without carefully examining them and adapting them to their own students." (TE8)

"The existence of printed plans prepared by others within the scope of lesson planning prevents the idea of developing a different planning." (TE2)

"I think that the point of view of teachers who implement curricula in Turkey is that they look at the list of content or syllabus at the beginning of the year and put them into practice. I still think that what they understand from curriculum is unfortunately syllabus." (TE1)

According to the teacher educators' views, inability to write aims and objectives, lack of awareness of aims/objectives and aiming only content acquisition are the reasons of teachers' CL incompetency under the sub-category of "aim-objective" and category of "teacher related factors".

"Secondly, they have difficulty in putting the aims and objectives into sentences." (TE2)

"However, if we know the objectives, what will take the student to the next level... maybe it would be more meaningful if we knew this, but we are not very aware of this. ...You have an objective; you assess and evaluate it. But we only look at it as a list of subjects that need to be learned." (TE1)

According to the teacher educators' views, lack of strategy/method/technical knowledge, inadequacy of education in accordance with the objectives and inability to develop higher-order thinking skills are the reasons of teachers' CL incompetency under the sub-category of "method-technique" and category of "teacher related factors"

"Yes, there can be problems. Those problems are indirectly related to field knowledge and general teaching knowledge, namely teaching principles, methods..." (TE7)

"There are deficiencies in knowing and applying activities, teaching methods and techniques in order to reach affective and psychomotor objectives and how to apply student-centered methods and techniques. ... Also, activity, method and technical knowledge is required in order to enable students to analyze, evaluate and create according to their higher-order thinking skills, rather than only reaching cognitive objectives at the level of remembering, understanding and applying. But there are problems." (TE11)

"Such an objective is given: 'transfers the knowledge he has acquired in mathematics to daily life.' Now, a teacher whose perspective on mathematics is at the level of knowledge or comprehension and a mathematics teacher with a higher perspective cannot understand the same thing from this objective. (TE4)

According to the teacher educators' views, lack of knowledge and skills in assessment and evaluation" and inadequacy in alternative evaluation methods are the reasons of teachers' CL incompetency under the sub-category of "assessment and evaluation" and category of "teacher related factors".

"Yes, there can be problems. Those problems are indirectly related to field knowledge and general teaching knowledge, ... assessment and evaluation methods and techniques." (TE7)

"In addition to outcome evaluation, teachers need to know how process evaluation is carried out and how it is applied." (TE11)

According to Table 5, the teacher educators stated that the reason for teachers' incompetency in CL stemming from teacher training related factors was that they received insufficient education on curriculum development at the undergraduate level.

"We have similar problems before graduation. Classes are crowded. Our undergraduate students do not write an objective and they do not know... They do not know how to write questions. What's the reason for these? Because we can't apply? With a relative evaluation system, a student can graduate with a low score anyway. So maybe s/he knows theoretically, but there is usually problem with practice." (TE3)

"I do not think that the teachers are sufficiently curriculum literate. First of all, I don't think they have taken enough courses on this subject at the undergraduate level. Curriculum development is mentioned in the teaching principles and methods course in only one week or two weeks. 'Curriculum development' course is also among the elective courses. However, I think that it should be made compulsory in undergraduate programs as one of the most basic courses of the teaching profession." (TE12)

"On the other hand, the fact that the curriculum development course has become elective and its credit has decreased with the regulation of new curricula in education faculties is an indication that this skill cannot be developed in new generation teachers." (TE13)

According to Table 5, the teacher educators expressed that lack of supervision is the reason for teachers' incompetency in CL stemming from management related factors.

"Because there is no supervision. There is a job guarantee. On the one hand, no one is punished for doing bad service. No one is rewarded for doing well. And when all of these come together, of course, if the person does not have an individual idealism, then there is no development." (TE3)

CONCLUSION, DISCUSSION AND RECOMMENDATION

In this research, which aims to reveal how the teacher educators working in the field of Curriculum and Instruction define and interpret CL phenomenon and to reveal their views on CL competencies of teachers, the data obtained were examined under four themes: (1) definition of CL, (2) components of CL, (3) indicators of CL and (4) reasons of teachers' CL incompetency. There are four research questions in the study. Hence, four themes reached as a result of data analysis can also be described as answers to research problems. According to the views of the teacher educators, definition of CL can be grouped under four categories: knowing the curriculum, understanding the curriculum, implementing the curriculum and analyzing the curriculum. Therefore, CL can be defined by the teacher educators as follows: "Having knowledge about the curriculum field and curriculum components, understanding the curriculum components, implementing the curriculum correctly by adapting it to her/his own course and analyzing the relationship and harmony between the curriculum components". It is seen that this definition reflects the knowledge, understanding, application and analysis steps in cognitive domain of Bloom's taxonomy. The definitions made in the research and the definition of term by Aslan and Gürten (2019) largely overlap. Aslan and Gürten (2019) defined CL as the knowledge of teachers about the curriculum and its content, the ability to understand the curriculum content correctly, preparing plan and implementing it in accordance with curriculum

principles.

According to the findings of the second research question, the teacher educators state that CL consists of these components: (1) Objective, Content, Learning Experiences, Evaluation, (2) Reading/Writing, (3) Field Competence. In his study, Bolat (2017), too, states that CL consists of two components: reading and writing. On the other hand, Aslan (2018) states that CL consists of the components of knowing the curriculum, planning the curriculum and implementing the curriculum. Kahramanoğlu (2017) states that CL consists of the components of the basics of the curriculum, the elements of the curriculum, and the structural features of the curriculum. Yıldırım (2018) states that CL consists of the components of philosophical foundations, psychological foundations, socio-economic foundations, objectives and content knowledge, teaching and measurement-evaluation processes.

According to the results related to the third research question, CL indicators can be grouped under the categories of knowing the curriculum, understanding the curriculum, implementing the curriculum, analyzing the curriculum and professional development. As seen in the research findings, the views on definition of CL and indicators of CL were grouped under the same categories to a large extent. However, while the professional development category is not included in the categories related to the definition of CL, it is among the indicators of CL. According to the results of the research, if a teacher has knowledge about the field of curriculum, curriculum components and learning-teaching process, understands the components and philosophy of the curriculum, interprets the curriculum, prepares lesson plans, adapts the curriculum to her/his own class, implements the curriculum correctly, evaluates the curriculum, sees the advantages and disadvantages of the curriculum, resolves connections between the curriculum components, has field knowledge proficiency and follows updates curriculum development processes, then we can call her/him as curriculum literate. Similar results were found in different studies in the literature on CL. Aslan (2018), too, states in his study that teachers who know the curriculum development processes and the aims of the curriculum, who plan lessons in accordance with the curriculum and who implement the curriculum taking into account the curriculum components can be qualified as curriculum literate. Similarly, Kahramanoğlu (2017) and Yıldırım (2019) state that individuals who understand the philosophy of the curriculum, understand the components of the curriculum, evaluate the harmony and relationship between the components of the curriculum and implement the curriculum by making arrangements in accordance with the curriculum can be called as curriculum literate. Aslan (2019), on the other hand, states that individuals who have knowledge about the philosophy, components and content of the curriculum and who know the stages of curriculum development can be called curriculum literate.

According to the results related to the fourth research question, reasons of teachers' CL incompetency can be examined under 3 categories as teacher-related, teacher training-related and management-related reasons. According to the teacher educators in the field of Curriculum and Instruction, teacher-related reasons include teachers' affective status, incompetency of teachers in understanding the curriculum, planning the curriculum, aim-objectives, method-technique, measurement-evaluation. Teacher training-related reasons include insufficient education on curriculum development at undergraduate level and management related factors include lack of supervision. In some studies, on CL in the literature, teacher-based reasons come to the fore. For instance, in the TED (2009) report, teachers' incompetency in curriculum planning, management and supervision were emphasized. Kauffman et al. (2002), too, state in their study that teachers prefer to use textbooks as references and do not follow the objectives and contents of the curriculum. Moreover, Baştürk and Dönmez (2011) list the incompetencies of teacher candidates in terms of CL: teacher candidates do not follow the changes while planning the lesson and they do not take into account the explanations in the curriculum. Baştürk and Dönmez (2011) state that only teacher candidates with high curriculum

knowledge can prepare a lesson plan in accordance with the curriculum and implement the plan they have prepared in line with the curriculum.

Since teachers play an active role in lesson planning and achieving the curriculum objectives (Baş and Şentürk, 2019) and since there has been a shift towards the framework curriculum in Turkey, it is seen that teachers have more responsibility for CL today (Erdem and Eğmir, 2018). No matter how well the curriculum is prepared, teachers with professional skills and insights can offer their students the best learning experiences as those who implement the curriculum (Ben-Peretz, 1990). Therefore, it is thought that it may be beneficial for teachers and prospective teachers to get an idea about their own CL competencies by making use of the results of the research. Additionally, based on the data obtained from the research, a CL course can be prepared for pre-service teachers within the scope of education faculty training programs or for in-service teachers within the scope of in-service training courses. Finally, future researchers can develop a CL scale, checklist or test by using the qualitative data obtained and differentiate the participant group to reveal how pre-service teachers, teachers and education administrators make sense of CL phenomenon.

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