



## EVALUATING THE CONTENT OF TEACHER CANDIDATES' COURSE BOOKS ACCORDING TO VISUAL DESIGN ELEMENTS

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### Abstract

Textbooks are one of the indispensable materials of educational life, even if the technology has developed, textbooks from past to present are still among the most basic building blocks of education and it can be said that they will continue in this way in the future, and in this research, social studies textbooks taught in schools in the Republic of Turkey and the Turkish Republic of Northern Cyprus are intended to be evaluated by teacher candidates for visual design principles. Alpan (2004) was used in the research, which is the visual design scale of "Graphic/Visual Design Principles Scale for Textbooks". The score of the scale is calculated as "Yes" option is calculated as 2 points, "Partially" option is calculated as 1 point and "No" option is calculated as 0 points. The data obtained as a result of the research were evaluated by scoring between 1-10. According to the result of the evaluation of the teacher candidates from the research, it was determined that the books had different levels of averages according to the scale dimensions but were quite suitable as a general line.

**Keywords:** Education, social studies, visual design.

### Introduction

It can be said that education has been an extremely broad concept for centuries, encompassing all activities in order to bring new abilities and information in one's advancing life in order to develop their physical, mental behavior and abilities in the most appropriate way in the period from the birth to the death of the individual. With the transition of people to settled life, education is carried out in learning environments, i.e. schools. School education is a certain part of the general lines for the socialization of the individual. Individuals spend a large part of their life in schools, learning what are the expectations and norms of society through various disciplines in schools (Gümüšoğlu, 2016; Oznacar, Yucesoy & Demir, 2020). In today's world, it can be said that individuals learn more comfortably and quickly the difficulties and learnings they face in the society they live in than in past lives, and they need various tools and equipment to perceive these changes (Polat, 2020). The first of these tools and equipment is textbooks.

Textbooks are among the educational materials used by students, teachers and school administrators in educational climate today, where increased reality, infographics and even social media initiatives for the use of education are at the forefront, even as technological

advances in education have increased in the time period from the past to the present (Nacak, Baglama & Demir, 2020; Bicen & Demir, 2020; Yücesoy, Demir, Baglama, Bastas & Öznacar, 2020; Demir, 2020). Achievements in education that individuals take place in learning environments are realized with teachers and textbooks in the most basic way from past to present. Textbooks are one of the most essential materials used in the course. In other words, it is the main source used in teaching a discipline and prepared for learners at a certain level. Textbooks have a great importance in the teaching of lessons. The materials that are most fundamentally related to the learning experiences of students are textbooks. When all the materials used in the lessons are considered, it can be said that the textbooks are the materials that convey almost 99% of the information in certain disciplines. The printed work that will be used in formal and non-formal education institutions of type and degree and whose subjects are prepared in line with the curriculum is defined as (Ceyhan & Yiğit, 2005; Demir, Yucesoy & Serttas, 2020). As a result of studies on textbook education, it can be said that students have an extremely important role in the development of cognitive emotional and psychomotor behaviors (Polat, 2020). Therefore, as of 2005, updates were made to the social studies curriculum and social studies textbooks.

With the emergence of educational programs and textbooks dominated by the structuring approach, social studies textbooks have emerged that allow students to understand information directly. With these books, students have created content that intuitions what definitions and meanings can be that have moved away from stereotypicals and gives students the opportunity to create meaning (Akbaba, 2013). It can be said that its importance increases in visual elements in textbooks with the configuring understanding. Visuality, which is one of the most important elements of textbooks, is especially suitable for the student level, but should be in a visual design suitable for error-free content as the individual will be interested in (Uyar, 2019).

The content of a textbook is as important in its formal design and visual elements as it is extremely important because it is extremely important that the book is intriguingly and attractively contained in the individual's mind so that the student can be interested in the discipline that the book has. When the student picks up the Book, he first does not look at the content, but the color of the book and the distribution of the paintings on the cover. In this research, the teachers who will teach in the future are 4th in the Republic of Turkey and the Turkish Republic of Northern Cyprus based on the visual design principles of the social studies textbooks used today. Class social studies are intended to evaluate textbooks and contribute to future changes to the books to be published. Based on this general purpose, answers to the following questions were sought:

- 1) How are the typographical features and text organizers of social studies textbooks in the Republic of Turkey and the Turkish Republic of Northern Cyprus?
- 2) What is the level of visual design of social studies textbooks in the Republic of Turkey and the Turkish Republic of Northern Cyprus?
- 3) What is the page design of social studies textbooks in the Republic of Turkey and the Turkish Republic of Northern Cyprus?
- 4) What is the cover design of social studies textbooks in the Republic of Turkey and the Turkish Republic of Northern Cyprus?
- 5) How are the social studies textbooks in the Republic of Turkey and the Turkish Republic of Northern Cyprus in terms of External Features for Production?

## Method

### Model of Research

In this research, the scanning model, which is one of the detimical research methods, was used. The scanning model is a model that is used to explain an existing situation that exists in the past or in the present (Karasar, 2015). In the scanning method, it is research conducted on a larger sample than other researches in which the opinions or skills, abilities and attitudes of individuals who are involved in a particular event or phenomenon are determined in the scanning model, the data are collected by the researcher using certain answer options (Büyüköztürk, 2012).

### Population and Sample

The study was conducted in the Republic of Turkey and the Turkish Republic of Northern Cyprus. Class Social Studies textbook was examined by 26 Classroom teachers and 3 Social Studies teacher candidates studying in the Turkish Republic of Northern Cyprus on a voluntary basis.

### Data Collection Tools

The "Graphic/Visual Design Principles Scale for Textbooks" created by Alpan (2004) was used. For this scale used, permission was obtained from the scale owner by e-mail before.

### Data Collection

Within the scope of the study, 29 teacher candidates were taught at various intervals in schools in the Republic of Turkey and the Turkish Republic of Northern Cyprus, along with social studies textbooks, the scale was outputted and evaluated on the scale created by Alpan (2004). There are 48 articles. This 48-point form was used when evaluating whether the books were in accordance with the principles of visual design. There are 6 sub-dimensions in this form of 48 items. These dimensions are typographical properties, text organized, design of visual elements, page design, cover design and external structure features for production.

### Analysis of Data

Within the scale applied in this study, "Yes" answers were determined as 2 points, "Partially" answers were determined as 1 point and "No" answers were determined as 0 points. During the evaluation of visual design materials, the first general evaluation of the books, then the evaluation as text design, the design part of the visual elements, page design size, cover design principles and external building properties for production were evaluated individually. At the given scales, the book was evaluated at a value of 10 points. As a result of 10 points evaluation, it is the maximum possible score value for 1 book to receive. The level of conformity assessed by scaling is as follows;

- 1) Not suitable : values from 0 to  $\leq 2$
- 2) Partially appropriate : values between  $2 > - \leq 4$
- 3) Moderately appropriate :  $4 > - \leq 6$  values
- 4) Highly suitable :  $6 > - \leq 8$  values

5) Fully appropriate :  $8 > - \leq 10$  values

In the tables carried out as a result of the research, the average of the answer given by all students to the scale was taken and the painting was made.

### Findings

**Table 1.**

*4th Grade Social Studies Textbooks' Typographical Characteristics and Distribution of Rates Received by Text Organizers*

Publisher	Typographic Self-hands	TextAng ironers
4th Grade Social Studies Textbook of the Republic of Turkey	10	10
4th Class Northern Cyprus Turkish Republic of Northern Cyprus Social Studies Textbook	8,8	5,8

Compared to the proportions received by the 4th Grade Social Studies textbooks in the typography elements dimension of the text design section of the visual design scale, the social studies textbooks operating in the Republic of Turkey were found to be completely appropriate with a ratio of 10, while the social studies textbooks in the Turkish Republic of Northern Cyprus were found to be completely appropriate, such as textbooks, and the second sub-dimension of the text design department was found to be completely appropriate in text organizations. Class Social studies textbooks were found to be completely appropriate with a ratio of 10, while the Social Studies textbooks taught in the Turkish Republic of Northern Cyprus were found to be moderately appropriate with a ratio of 5.8 as a result of the evaluation made by the teacher candidates. Accordingly, the teacher candidates determined that the book did not comply with the scale items indicating the necessity to make arrangements due to the pain of compliance with the articles related to Dictionary Arrangement and Biblio regulation, especially in the books in the Turkish Republic of Northern Cyprus.

**Table 2.**

*4th Grade Social Studies Distribution of The Proportions That Textbooks Receive according to the Design of Visual Elements*

Publisher	Design of Visual Elements
4th Grade Social Studies Textbook of the Republic of Turkey	9,8
4th Grade Turkish Republic of Northern Cyprus Social Studies Textbook	6,6

When table 2 was examined, according to the evaluation made by the teacher candidates of the articles related to the design of the visual elements of social studies textbooks, which

are the second part of the scale, the social studies textbooks of the Republic of Turkey were found to be completely appropriate with a ratio of 9.8, while the social studies textbooks in the Turkish Republic of Northern Cyprus were found to be quite suitable with a ratio of 6.6. The candidates who taught this determined that the scale requires regulations in books according to the principles of balance in design, the suitability of the dimensions of visual elements for the suitability of the country.

**Table 3.**

*4th Grade Social Studies Distribution of the Proportions of Textbooks by Page Design*

<b>Publisher</b>	<b>Page Design</b>
4th Grade Social Studies Textbook of the Republic of Turkey	8,2
4th Grade Turkish Republic of Northern Cyprus Social Studies Textbook	8,2

When table 3 was examined, the two Social Studies textbooks examined in the page design section of the visual design principles scale also received a ratio of 8.2 and were found to be completely appropriate. According to this average rate obtained from the answers given by the teacher candidates, they determined that the page number should be determined as a separate design in the page design section and the designs should be made according to the articles that determine that the gaps in the page should be used effectively.

**Table 4.**

*4th Grade Social Studies Distribution of the Proportions of Textbooks by Cover Design*

<b>Publisher</b>	<b>Cover Design</b>
4th Grade Social Studies Textbook of the Republic of Turkey	8,3
4th Grade Turkish Republic of Northern Cyprus Social Studies Textbook	7,5

When we look at the data obtained as a result of evaluating the books according to the cover design section of the teacher candidates, the Social Studies textbook in the Republic of Turkey was found to be completely appropriate with a ratio of 8.3. While the Social Studies textbook in the Turkish Republic of Northern Cyprus was found to be quite suitable with a ratio of 7.5 in the Cover design section, they stated that the cover information in the cover design section of the scale should be taken care of and that it did not partially or completely comply with the articles stating that the Cover should be designed in a more aesthetic way.

**Table 5.**

*4th Grade Social Studies Distribution of The Proportions That Textbooks Receive according to External Structure Properties for Production*

<b>Publisher</b>	<b>Average Score for External Features for Production</b>
4th Grade Social Studies Textbook of the Republic of Turkey	9,2
4th Grade Turkish Republic of Northern Cyprus Social Studies Textbook	8,4

When we look at the external structure features for production, which is the last part of the Visual Design scale, Social Studies Textbooks in the Republic of Turkey were found to be completely suitable with a ratio of 9.2. Books in the Turkish Republic of Northern Cyprus were found to be completely appropriate with a ratio of 8.4, while the average result of the answers given by the teacher candidates to the articles related to the paper quality and the durability of the book skin in the books was not partially or completely matched.

### **Discussion and Conclusion**

According to the Visual Design elements of the Social Studies textbooks in the Republic of Turkey and the Turkish Republic of Northern Cyprus, the typographic features of the Text Design department, which is the first part of the scale according to the results obtained by averaging the answers given by the teacher candidates, were found to be completely appropriate with 10 ratios, while the Social Studies textbooks in the Turkish Republic of Northern Cyprus were found to be completely appropriate with 8.8 ratios. Serttas and Demirok (2020) conducted a review of the visual design elements of story books in their study of the Story (Story) Books of Preschool Children in Terms of Conformity with Visual Design Principles, and the proportions received by the storybooks in the typographic features section were lower on average compared to the proportions of the textbooks in this study. In parallel with this conclusion, it can be said that the typographic features of textbooks are designed more effectively than storybooks.

The second sub-dimension of the text design department, text organizers, while the Social Studies textbook of the Republic of Turkey was found to be completely appropriate, while the Social Studies textbook in the Turkish Republic of Northern Cyprus was found to be moderately appropriate. Alpan (2008) in his study titled text design in textbooks, he mentioned the importance of the position and readability of textbooks on the page and stated that they should not be too dark. In this study, the 4th President of the Turkish Republic of Northern Cyprus was founded in the 20th world. It has been determined that the results obtained are parallel as class social studies support the moderate suite of textbooks.

In the design of visual elements, which is the second part of the visual design principles scale, the Social Studies textbook of the Republic of Turkey was found to be completely appropriate, while the Social Studies textbook of the Turkish Republic of Northern Cyprus was found to be quite appropriate. Becer (2015) has determined that students have higher learning conveniences in visual designs that are effectively designed in textbooks prepared for students in the study titled Communication and Visual Design, and in this research it is

seen that the teacher candidates are at the same point in their answers. In the Page Design section, which is the third part of the visual design principles scale, it was determined that the Social Studies textbooks in the Republic of Turkey and the Turkish Republic of Northern Cyprus received the same rate and were fully appropriate.

Karlı (2013) evaluated the fourth grade science and technology textbook according to the principles of visual elements design and page design and determined that there should be a textbook design that should be used effectively in parallel with the results given by the teacher candidates who support the results obtained in this research. In the cover design, which is the fourth part of the scale, the Social Studies textbook in the Republic of Turkey was found to be completely appropriate, while the social studies textbook in the Turkish Republic of Northern Cyprus was found to be very suitable by the teacher candidates. Dogan and Tug (2017) examined the successful countries in international exams and turkey's social studies in terms of the design dimension of textbooks. His results supported the results of this research and social studies in Turkey stated that the visual and color harmony of textbooks constituted an integrity and that the cover design was better in parallel with the results obtained from teacher candidates.

When the last part of the study, textbooks, were examined according to external structure characteristics for production, social studies textbooks in the Republic of Turkey and social studies textbooks in the Type Republic of Northern Cyprus were found completely appropriate by the teacher candidates. Akkoyun (2020) Class Assessment in terms of Compliance with the Content and Visual Design Principles of the Turkish Cypriot History Textbooks the job according to this study<sup>8</sup>. Class Cyprus History textbook is not entirely suitable compared to the results of this research and was found to be quite appropriate by the evaluators. Based on this result, it can be said that different results can be reached from the evaluations made by teacher candidates and experts. According to the results obtained, in the two books examined by the teacher candidates, it was determined that it was suitable by the general average in terms of visual design and was very suitable for usability.

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