



## Investigating the School 2023 Project through the Lens of Teachers: A Case Study

Mehmet CANBULAT<sup>1</sup>, Bekir DIREKCI<sup>2</sup>, Emine Ela SIMSEK<sup>3</sup>, Bilal SIMSEK<sup>4</sup>

### ARTICLE INFO

#### Article History:

Received: 8 Sept. 2019

Received in revised form: 28 Feb. 2020

Accepted: 19 Jul. 2020

DOI: 10.14689/ejer.2020.89.7

#### Keywords

2023 educational vision, school 2023 project, teacher, leisure time activity, break time

### ABSTRACT

**Purpose:** Turkey has gained a new education policy together with the introduction of 2023 Educational Vision. With this motivation, the Antalya Provincial Directorate of National Education has started a project entitled "School 2023" to contribute to the goals of this vision. This research aimed at examining the opinions of the teachers, one of the greatest shareholders of the project, about the School 2023 Project.

**Method:** The research adopted the case study design of qualitative research methods. The study group consisted of 27 voluntary teachers, 16 female and 11 male teachers. A semi-structured interview form was used to receive teachers' opinions about the School 2023 Project. The collected data were analyzed through content analysis technique.

**Findings:** When the findings of the research were examined, it was observed that although the opinions of the teachers were generally positive, there were some deficiencies about the project. The fact that bringing together different activities with students contributes to equality of opportunity was the most important positive impact of the project. Workshops and materials provided with financial assistance to the schools involved in the project created a positive atmosphere especially at schools in the rural areas.

**Implications for Research and Practice:** The project has the potential to contribute to the realization of an important reform such as the 2023 Educational Vision. In this respect, transition process of the project can be positively affected when it is carried out in different provinces and within different school types, and the possible effects are evaluated by the researchers.

© 2020 Am Publishing Ltd. All rights reserved

<sup>1</sup> Corresponding Author: Akdeniz University, Faculty of Education, TURKEY, canbulatm@gmail.com, ORCID: 0000-0002-1781-2684

<sup>2</sup> Akdeniz University, Faculty of Education, TURKEY, bdirekci@gmail.com, ORCID: 0000-0002-6951-8567

<sup>3</sup> Akdeniz University, Faculty of Education, TURKEY, elakok7@gmail.com, ORCID: 0000-0002-1091-6333

<sup>4</sup> Akdeniz University, Faculty of Education, TURKEY, bilalonursimsek@gmail.com, ORCID: 0000-0002-2738-4898

## Introduction

In today's world, education is considered as the most fundamental element in the realization of social development and transformation. The rapid progress of technology and the desire of societies to be a part of the global order obliged individuals of this century to acquire some basic skills. These skills are cited as critical thinking skills, problem-solving skills, communication and maintenance skills, cooperation, information and technology literacy, flexibility and adaptability, global competencies, and financial literacy. (Partnership for 21st Century Skills, 2009). They can only be gained through a systematic training process in accordance with the standards of the age. Today, countries are taking remedial, regulatory and improving steps towards education in order to raise the level of education of societies since education is seen as one of the most important factors in measuring the development levels of countries. (Ginsburg, Moseley & Pigozzi, 2010; Glennerster, Kremer, Mbiti & Takavarasha, 2011). Within this framework, education reforms have been made in regions such as Malaysia, Poland, Japan, and Hong Kong and new targets have been set for education systems. (Jakubowski, 2015; Kennedy, 2012; Nurul-Awanis, Hazlina, Yoke-May & Zariyawati, 2011; Yuda & Itoh, 2006). New reforms in this area continue in our country as well. The "FATİH Project" and "4 + 4 + 4 education system", which were recently implemented and aimed at ensuring equal opportunities in education, can be given as examples of these reforms. Nowadays, it can be said that the biggest target for our education system is the 2023 Educational Vision set by the Ministry of National Education.

The main purpose of the Educational Vision 2023, which will be carried into action with the motto of "Happy Kids, Strong Turkey", is to train qualified and moral individuals who are equipped with the skills of the age and the future and who can use this equipment for the sake of humanity, who are science-loving, curious and sensitive to culture. Within this framework, it is planned to establish design-skill workshops in schools in order to ensure the development of students' interests, abilities, and characters. In addition, it is stated that compulsory course hours and types will be reduced and time to deepen, personalize and practice is provided, on condition that the compulsory courses related to basic skills are preserved. (MNE, 2018). With the introduction of the 2023 Educational Vision, which aims to direct students from theoretical expression to practical activities, to develop their personal skills and to make the school a living space, the School 2023 Project was put into practice by the Antalya Provincial Directorate of National Education to contribute to these goals.

The School 2023 is a project started to be implemented in 14 voluntary schools in the second semester of the 2018-2019 academic year, provides leisure time for students within the school, and enables students to realize their own learning adventure by moving away from the competition and rivalry environment in the school. In the project introduction published by Antalya Provincial Directorate of National Education, the school is defined as an ecosystem which enriches students' skills and leads to happiness; internalizes their life skills along with universal, national and spiritual virtues; which is appropriate to individual, academic and social development

goals that support the development of students towards their interests, abilities and characters; and which is based on sharing-based understanding instead of competition and rivalry oriented perspective. Within the scope of the project, there is a list of activities where teachers and trainers serve as instructors and students can choose freely according to their wishes.

In this list; sports activities (sports-based skills, chess, football, volleyball, basketball, table tennis, badminton, dart, judo, taekwondo, go), folk dances (halay, zeybek, horon, bar, welcome, spoon folk dances), music and show activities (guitar, baglama, mandolin, flute, keyboard, violin, bagpipe, kemanca, rebab, rhythm instruments, clarinet, drums, zurna, creative drama, semah), visual art activities (painting techniques, varieties of painting, design studies, clay works, ceramic works), computer activities (operating systems, word processing, spreadsheets, presentation preparation, e-mail), model aircraft construction (Ata production, Flamingo-FIH production, stork-FIA production), self-development (basic religious sciences, etiquette, children's yoga, efficient study methods, effective and fast reading techniques, effective listening techniques, diction course, writing skills, intelligent games), traditional children's games (blind man's buff, elflock, tipcat, hide-and-seek, bulbul in cage, surprise, hot ball, open door, rope jumping, dodge ball, Beyblade, jacks, seven tiles, handkerchief picks, duck duck goose, hopscotch) and foreign language education (English, German, Russian, French) are offered to students.

At the beginning of the semester, a "Leisure Time Activity/Student Course Questionnaire" is delivered and the students are asked to select the ones that are suitable for their interests and skills and submit them to the school administration after getting it signed to their parents. Later, the school administration determines the activities to be opened by considering the students' wishes and current conditions. Teachers of the school are involved in some of the activities, while in the more specific areas, trainers from the Public Training Center are assigned.

In primary and middle schools, which provide voluntary participation in the project, the break time is increased to 40 minutes and students are given the opportunity to know and realize themselves through activities that are appropriate to their interests, abilities, and characters. These activities can be considered as leisure time activities. While the concept of leisure time is defined by Broadhurst (2001) as the period of time that one can freely use; Tezcan (1993) defined the time in which the person gets rid of all responsibilities both for himself and others and will engage in an activity of his choice. Leisure time is defined as the time which a person devotes to personal preferences apart from the activities performed for continuing his life (Gokce, 1984); a special area of individuals' life which gives pleasure, enhances personal satisfaction, provides alternatives, and offers creativity (Ozdemir, Karakucuk, Gumus & Kiran, 2006) In addition, it is characterised as psychological and physiological satisfaction that enables a person to rest and relax, and increases his knowledge and experience (Yetim, 2005). In the School 2023 Project, the students have leisure time to explore their personal skills, to relax, and to feel the school as a living space. In this leisure time, teachers as practitioners have the greatest responsibility. Teachers act as instructors in the activities chosen by the students and contribute to the development

of their personal skills. Moreover, the teachers in the project spend more time at school and communicate with the students more. In this context, it is very important to determine the opinions of the teachers, the implementers of the project, about the School 2023 Project and present it in line with the evaluations of the practitioners. The aim of this study was to determine the opinions of practitioner teachers about the School 2023 Project.

## Method

### *Research Design*

The research adopted the case study design of qualitative research methods. A case is a phenomenon that is observed at a single point within a certain time interval and always occurs in a limited context (Gerring, 2007; Miles & Huberman, 1994). The case study is defined as an in-depth description and examination of a limited system (Merriam, 2015). In addition, case studies provide wide and significant perspectives on events and behaviours (Brown, 2008) and from this aspect, they are considered as an important source of information. This research aimed at describing and examining the School 2023 Project, which is implemented within a limited system, thoroughly. Besides, the teachers' opinions are a source of information for researchers in understanding and describing the project in depth. These aspects of the research are considered appropriate to the nature of the case study design.

### *Study Group*

The research was conducted with the teachers who were working at the voluntary primary and middle schools of the School 2023 Project. The project is carried out on a voluntary basis at a total of 14 schools, 10 primary and 4 secondary schools within the borders of Antalya. The study group consisted of 27 voluntary teachers, 16 female and 11 male teachers, with a maximum of two teachers from each of the schools. Descriptive information about the participants in the study group is shown in Table 1.

**Table 1**

### *Descriptive Information about the Participants*

Demographic Information		N
School Stage	Primary school	19
	Middle school	8
Experience	1-10 years	7
	11-20 years	13
	21-30 years	7
Gender	Female	16
	Male	11
Age	30-40	16
	41-50	9
	51-60	2

Table 1 Continue

Demographic Information	N	
Activities conducted by primary school teachers as trainers	Traditional child games	9
	Intelligence games	4
	Agriculture-Landscaping	3
	Visual arts	2
	Folk dances	2
	Efficient study techniques	1
	Yoga	1
	Model aircraft construction	1
	Chess	1
	Music	1
	Painting techniques	1
	Gymnastics	1
	Coding	1
	Robotics	1
English	1	
Activities conducted by middle school teachers as trainers	Traditional child games	3
	Music	2
	Writing skills	1
	English	1
	Yoga	1
	Robotics	1
	Organic agriculture	1

19 of the teachers in the study group work at primary school and eight of them work at middle school. When the seniority of the teachers was examined on a yearly basis, it was found that there were seven teachers whose seniority was between 1-10 years, 13 teachers between 11-20 years and seven teachers between 21-30 years. In addition, 16 of the teachers were in the 30-40 age range, nine teachers were in the 41-50 age range, and two teachers were in the 51-60 age range. In addition, all of the teachers in the study group took part in the leisure time activities implemented within the scope of the project and served as trainers in at least one activity. The list of activities did not differ at primary or secondary school levels. The activities that the teachers have taken part in the research process are shown in Table 1. However, these activities might have varied every month and teachers could take part in different activities.

#### Data Collection Tool

A semi-structured interview form was used to receive teachers' opinions about the School 2023 Project. Semi-structured interviews enable participants to explain the perceived world with their own thoughts (Merriam, 2013). Therefore, the interview form prepared for this purpose included questions about collecting the teachers' demographic information and getting their opinions about the School 2023 Project. The questions were initially evaluated by the experts to ensure the content validity, and the interview form was finalized by administering the pilot form to test the functionality of the questions.

*Data Collection Process*

A research team was formed with eight researchers working at Akdeniz University Faculty of Education in order to examine and evaluate the school 2023 project. The researchers conducted studies with principals, teachers and other stakeholders to explore different aspects of the project. In this study, which aimed to examine the school 2023 project in line with the teachers' opinions, semi-structured interviews were conducted with the teachers in the data collection process. During the interviews, the teachers were assured that their personal information would be kept confidential and that the data would be used only within the scope of this research. By this way, they were tried to provide responses that would best reflect their feelings and thoughts.

*Data Analysis*

In order to begin the analysis of the data, the participants' interview records were transcribed. Subsequently, the participant interview forms were numbered from T1 to T27 to avoid any confusion during the analyses and reporting. The aim was to provide evidence for validity by supporting the themes presented in the findings with participant opinions. The content analysis technique was used for the analysis of the data obtained from the interviews. The content analysis involves the process of defining, coding and collecting data under the themes (Patton, 2018; Yildirim & Simsek, 2011). In the qualitative research data, the researcher tries to find out what fits together and seeks coordinateness. In this way, sub-themes that can be divided into codes and themes that can be divided into sub-themes are determined (Patton, 2018). In the analysis of the data, this path was followed, and two researchers took charge in creating codes, sub-themes and themes. In order to increase the reliability of the data analysis processes, the concordance assessment between themes, sub-themes and codes was conducted. The differences were discussed, and themes, sub-themes and codes were arranged.

**Findings**

This part includes findings obtained from the analysis of the research data. The findings were presented with tables, explanations and excerpts from participants' responses. In this context, all themes and sub-themes are shown in Table 2.

**Table 2***Themes and Sub-Themes*

<b>Theme</b>	<b>Sub-theme</b>
General opinions	Positive opinions
	Negative opinions
Opinions about the activities	Positive opinions
	Negative opinions
Opinions about the impact of the project on teachers	Positive effects
	Negative effects

Table 2 Continue

Theme	Sub-theme
Opinions about the impact of the project on students	Evaluations by academic achievement
	Evaluations by self-improvement
	Evaluations by school belonging
	Evaluations by socialisation
	Evaluations by the interest in the class
Suggestions for the project	Suggestions for activities
	Suggestions for infrastructure
	Suggestions for courses
	Suggestions for teachers
	Suggestions for trainers

When Table 2 is examined, it is seen that the all opinions of the teachers about the School 2023 Project were gathered under the themes "General opinions", "Opinions about the activities", "Opinions about the impact of the project on teachers", "Opinions about the impact of the project on students" and "Suggestions for the project".

The teachers' general opinions about the School 2023 Project were gathered around the sub-themes of "Positive opinions" and "Negative opinions". Sub-themes and codes related to this theme are presented in Table 3.

Table 3

Teachers' General Opinions about the School 2023 Project

Sub-theme	Code	Participants	f	%
Positive opinions	Students' participation in different activities contributes to equality of opportunity.	T2, T3, T6, T7, T8, T15, T16, T18, T19, T20, T22, T26, T27	13	48.15
	Students are exploring their interests and skills.	T6, T8, T12, T14, T15, T16, T17, T20, T21, T22, T23, T27	12	44.44
	It has a positive effect on peer interaction and cooperation.	T6, T7, T9, T10, T14, T15, T17, T20, T21, T23, T26	11	40.74
	It helps students see the school as a living space.	T3, T4, T5, T6, T11, T15, T19, T23, T25, T26, T27	11	40.74
	It supports students' development areas.	T2, T5, T7, T8, T9, T11, T14, T16, T17, T20	10	37.04
	Students' interest in the course and their academic success are increasing.	T5, T6, T8, T14, T15, T23, T26	8	29.63
	Teacher-student interaction is increasing.	T5, T12, T21, T23	4	14.81
In-school discipline problems are diminishing	T5, T8	2	7.41	

Table 3 Continue

Sub-theme	Code	Participants	f	%
Negative opinions	There are various problems in schools with poor infrastructure.	T1, T3, T4, T9, T10, T12, T13, T14, T19, T20, T22, T24, T27	13	48.15
	The students had adaptation problems to the course after the activity.	T2, T6, T7, T10, T11, T13, T15, T18, T22, T25, T26, T27	12	44.44
	It causes extra intensity and fatigue in students.	T1, T2, T3, T8, T13, T18, T19, T20, T25, T27	10	37.04
	There are problems in the implementation process.	T1, T2, T3, T5, T19, T23, T24, T27	8	29.63
	Teachers' time and workload at school are increasing.	T2, T3, T8, T15, T18, T23, T27	7	25.93
	Disciplinary problems occur in the school since the project grants freedom to the students.	T3, T18, T19, T22, T23, T25	6	22.22
	Students' performance in studying a course decrease.	T3, T4, T13, T14, T19	5	18.52
	Some trainers are pedagogically inadequate.	T7, T8, T20, T24	4	14.81
	Students get bored.	T3, T4, T8, T20	4	14.81

When teachers' positive opinions about the project are examined, it is seen that the code "*Students' participation in different activities contributes to equality of opportunity*" has the highest repetition value (f=13). The least expressed code (f=2) under this sub-theme was "*In-school discipline problems are diminishing.*" On the other hand, in the negative opinions of teachers about the project, the code "*There are various problems in schools with poor infrastructure*" was repeated at most (f=13). In this sub-theme, "*Some trainers are pedagogically inadequate*" and "*Students get bored*" are the least frequent codes (f = 4). Some excerpts of teachers' opinions for the sub-themes "*Positive opinions*" and "*Negative opinions*" are as follows:

T7: "*Our parents are slightly below the middle line in terms of socially, economically and culturally. Therefore, we have a child profile that cannot take part in social activities and cannot feel such an environment. In this sense, of course, it was a very positive study for our children to get acquainted with social activities. They created an area outside the classroom, where they could express themselves outside of academic success, share something to socialize, gain self-esteem.*"

T4: "*We don't have workshops or gym. In short, this infrastructure must be established first to carry out such activities efficiently.*"

T11: "*After 40 minutes of activity, it takes time for them to be motivated, which leads to negative consequences for the course.*"

T21: "*In general, it is a good project in order to reveal the talents of children. Thanks to this project, I saw different aspects of my students that I did not notice.*"

The opinions of the teachers about the leisure time activities in the School 2023 Project were gathered around the sub-themes of “Positive opinions” and “Negative opinions”. Sub-themes and codes related to this theme are presented in Table 4.

**Table 4**

*Findings of Teachers ‘Opinions on the Leisure Time Activities in the School 2023 Project*

Sub-theme	Code	Participants	f	%
Positive opinions	The number of activities and content are sufficient.	T6, T10, T13, T14, T15, T16, T17, T18, T19, T20, T21, T23, T24, T25, T26	15	55.55
	Interest in sports and art activities is high.	T1, T2, T3, T15, T18, T24, T26	7	25.93
	It improves students' personal skills.	T1, T5, T6, T21	4	14.81
	It contributes to school belonging and socialization.	T9, T10, T11	3	11.11
	It improves students' self-confidence.	T5, T15	2	7.41
Negative opinions	Some activities are unnecessary.	T1, T2, T12, T27	4	14.81
	Time allocated for activities is insufficient.	T8, T19	2	7.41
	There are many activities in a day.	T1, T2	2	7.41
	In general, there is no need for activities.	T3	1	3.70
	Activities are not carried out in accordance with the project.	T7	1	3.70

According to Table 4, the most common expression used by teachers in the “Positive opinions” sub-theme was gathered under the code (f=15) “Number of activities and content are sufficient.” The most commonly used expression in the “Negative opinions” sub-theme was found under the code “Some activities are unnecessary” (f = 4). Moreover, when the teachers' statements around this theme were considered, it was found that positive opinions were more than negative opinions. Under “Positive opinions” sub-theme, there were five different codes and these codes were repeated 31 times. On the other hand, it was found that the codes in the “Negative opinions” sub-theme consisted of five different codes and they were repeated 10 times. Some of the teachers' statements about leisure time activities in the School 2023 Project are as follows:

T2: “There are also unnecessary activities. As I said, we already have some activities that are related to the course. It had better get them out.”

T6: “In fact, when we look at the list, there is a wide range. There are activities that can appeal to the skills of children in every field both cognitively and psychologically.”

T12: “It is a project that will support the development of students' interests and abilities.”

T8: “The children consistently start an activity. Let's say we will make an activity about handicrafts. We spend half an hour until the children come and sit and figure out what I've already done. Then, no time is left for the class. Another class comes, the same things occur.

Unfortunately, it was not practical in terms of completing an activity and product releasing process."

The opinions of the teachers about the effects of the School 2023 Project in their lives were gathered around the sub-themes of "Positive effects" and "Negative effects". Sub-themes and codes related to this theme are presented in Table 5.

**Table 5**

*Findings of Teachers' Opinions about the Effects of the School 2023 Project on their lives*

Sub-theme	Code	Participants	f	%
Positive effects	It contributes to my personal development.	T6, T8, T11, T12, T15, T21, T23, T24	8	29.63
	It helps communicate with students more and recognize them.	T2, T8, T9, T10, T12, T18, T21	7	25.93
	It provides the opportunity to share knowledge and experiences with students.	T13, T14, T16, T17, T22, T26	6	22.22
	It offers the chance to socialise.	T15, T25, T27	3	11.11
Negative effects	I feel physical fatigue.	T1, T2, T3, T4, T5, T7, T10, T11, T18, T20	10	37.06
	The increase in the length of being at school negatively affects my social life.	T3, T13, T22, T23	4	14.81
	I feel mental fatigue.	T4, T5	2	7.41

When Table 5 was examined, it was found that the teachers mostly converged around the code "I feel physical exhaustion" (f=10) in the negative effects. Following it, the code "It contributes to my personal development" in the positive effects sub-theme appeared as the most repeated code. However, it was observed that the teachers mostly emphasized the "Positive effects" sub-theme (f=24) when it comes to the effects of the project on their own lives. Some of the teachers' opinions on the effects of the School 2023 Project on their own lives are as follows:

T1: "When we lecture courses for eleven consecutive hours every day, we feel physical fatigue and it affects everything in our life. Since it affected our desire to take the class and motivation to lecture it, the project was negative in terms of this aspect."

T3: "We usually leave at 3.00, but now it's 4.30. When we get home, we have a private life. We don't have time for neither our kids nor our home."

T8: "It helped me improve more myself in a field I was interested. During the semester, we attended courses and learned games so as to teach different games to the students and spend better time with them."

T9: "Yeah, it was effective. It helped me knit my students up more."

The opinions of the teachers about the positive and negative aspects of the leisure time activities (in terms of the students) in the School 2023 Project were gathered around five sub-themes. Sub-themes and codes related to this theme are presented in Table 6.

**Table 6**

*Findings of Teachers' Opinions about the Positive and Negative Aspects of the Leisure Time Activities in the School 2023 Project for Students*

Sub-theme	Code	Participants	f	%
<b>Evaluations by academic achievement</b>	Academic achievement increased.	T5, T6, T8, T10, T11, T12, T17, T19, T23, T27	10	37.04
	Academic achievement has fallen.	T1, T2, T3, T4, T18, T20, T22	7	25.93
	There were students whose academic achievement either increased or has fallen.	T7, T13, T14, T15, T26	5	18.52
	There was no change in terms of academic achievement.	T21, T24, T25	3	11.11
<b>Evaluations by self-improvement</b>	It had positive effects in terms of self-improvement (self-confidence, environmental cleanliness, love of animals, solidarity, sense of responsibility etc.).	T1, T2, T4, T5, T6, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T21, T22, T23, T24, T26, T27	22	81.49
	There were students who were affected by self-improvement either positively or negatively.	T7, T8	2	7.41
	There was no change in terms of self-improvement.	T3, T20	2	7.41
<b>Evaluations by school belonging</b>	Students' school belonging levels increased.	T1, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T21, T23, T25, T26, T27	19	70.37
	There was no change in terms of school belonging.	T2, T4, T19, T20	4	14.81
	There were students whose school belonging either increased or decreased.	T18, T22	2	7.41
<b>Evaluations by socialisation</b>	It had positive effects on socialization (peer relations, teacher relations, etc.).	T1, T2, T3, T4, T5, T6, T8, T9, T10, T11, T12, T14, T16, T17, T18, T19, T21, T23, T24, T25, T27	21	77.77
	Socialization opportunities have disappeared.	T22	1	3.70
	There was no change in terms of socialisation.	T20	1	3.70
<b>Evaluations by the interest in the class</b>	The interest in the class has increased.	T5, T10, T12, T15, T16, T17, T23, T27	8	29.63
	The interest in the class has decreased.	T3, T4, T11, T14, T18, T20	6	22.22
	There was no change in terms of interest in the class.	T7, T8, T21, T22, T24	5	18.52
	The interest in the afternoon classes has decreased.	T1, T2, T19	3	11.11
	There were students whose interest in the class either increased or decreased.	T6, T26	2	7.41

The findings obtained from teachers' opinions about the positive and negative aspects of the leisure time activities in the School 2023 Project for students were gathered under these sub-themes; "Evaluations by academic achievement", "Evaluations by self-improvement", "Evaluations by school belonging", "Evaluations by socialisation" and "Evaluations by interest in the class". When the codes under the sub-themes were examined, the most repeated codes were "Academic achievement increased" (f=10), "It had positive effects in terms of self-improvement (self-confidence, environmental cleanliness, love of animals, solidarity, sense of responsibility etc.)" (f=22), "Students' school belonging levels increased" (f=19), "It had positive effects on socialization (peer relations, teacher relations, etc.)" (f=21), and "The interest in the class has increased" (f=8).

Some excerpts of teachers' opinions on the positive and negative aspects of the leisure time activities in the School 2023 Project are as follows:

T23: "His speech became much different even in his English class. It was nice to see a student, who attended marbling art activity while using his dexterity for a specific project. I certainly believe that academic achievement increased."

T15: "I think that students socially developed in terms of bilateral relations and expressing themselves thanks to their success in activities and expressing themselves in activities."

T18: "I've seen a few students in my class that it provides personal growth. We had children who went to the art class and took the basics of the art class and started to paint successfully. We had students who started to play instruments like flute and keyboard."

T27: "There were those who played hooky. It never happened this year. Those, who skipped school, come to school with pleasure this year. I think the project is effective. A child wants to be involved where he likes. There are students who come to school only for the activities. They come with pleasure."

T5: "Students stay calm after they discharge outside. Normally, we had to spend 7-8 minutes to motivate them, but now I don't need any time at all. When I directly start to lecture, all eyes are on me. I mean, the attention span has increased."

The teachers' suggestions for more effective implementation of the School 2023 Project were gathered under five sub-themes. Sub-themes and codes related to this theme are presented in Table 7.

**Table 7**

*Teachers' Suggestions for More Effective Implementation of the School 2023 Project*

Sub-theme	Code	Participants	f	%
<b>Suggestions for activities</b>	Activities should take place in the afternoon or after the class hours have been completed.	T1, T2, T4, T5, T13, T18, T19, T22, T24, T25, T26, T27	12	44.44
	Activities should be provided for children's interests and needs.	T1, T4, T7, T8, T11, T18, T19, T20, T21, T26	10	37.04
	Number duration of activities in a day should be arranged.	T1, T2, T3, T5, T15	5	18.52
	After the activities, a bathroom break should be given.	T6, T13, T14, T21	4	14.81

Table 7 Continue

Sub-theme	Code	Participants	f	%
Suggestions for activities	Students should not be released during the transition between activities, they should be guided by the instructor.	T13, T19	2	7.41
	Students of different age groups should not be together.	T19	1	3.70
	Arrangements should be made for students who do not participate in the activities.	T25	1	3.70
Suggestions for infrastructure	Physical conditions of the school should be improved.	T1, T4, T8, T9, T10, T11, T12, T14, T15, T16, T17, T19, T20, T22, T24	15	55.55
	Workshops should be established.	T4, T8, T15, T19, T20, T21, T22, T24	8	29.63
	Required materials and equipment should be provided.	T6, T9, T10, T11, T16, T17, T20	7	25.93
Suggestions for courses	Basic courses should be taught in the first hours of the day.	T1, T2, T4, T5, T18, T19, T22, T24, T25, T26, T27	11	40.74
	Transitions between courses and activities should be arranged.	T13	1	3.70
Suggestions for teachers	Teachers should take part in activities according to their qualifications.	T12, T17, T21, T23	4	14.81
	Teachers' opinions about the implementation of the project should be received.	T1, T13	2	7.41
	In-service training should be provided to the teachers in the project.	T13, T23	2	7.41
Suggestions for trainers	Trainers with pedagogical formation certificate should be assigned.	T7, T8, T21	3	11.11

According to Table 7, it was found that teachers put forth the most suggestions in the sub-theme "Suggestions for activities" (f =35). The code "Activities should take place in the afternoon or after the class hours have been completed" which was the most repeated by the teachers under this sub-theme, emerged as the common proposal of 12 different teachers. When the whole theme was taken into consideration, it was found that the code "Physical conditions of the school should be improved" in the sub-theme "Suggestions for infrastructure" was the most repeated recommendation. Other sub-themes under the theme "Suggestions for the Project" were "Suggestions for courses", "Suggestions for teachers", and "Suggestions for trainers". Some of the teachers' suggestions for more effective implementation of the School 2023 Project are as follows:

T4: "Rather than conducting the project 40 minutes class- 40 minutes of leisure time activity, it can be reorganized in a way that the activities will be in the last hours. At least we

can efficiently lecture their classes in the morning. By this way, they can discharge through the activities in the last hours and have a rest when they go home. But, when they come to the class after an activity, it is not really productive."

T10: "Infrastructure and physical conditions should be improved in order to carry out the project more effectively. Equipment for the activities should be provided as much as necessary."

T19: "I think that the main courses should be taught in the morning to conduct this project more efficiently."

T17: "Teachers should take part in the activities according to their wishes and competences."

### Discussion, Conclusion and Recommendations

This study was conducted to determine teachers' opinions about the School 2023 Project. When the findings of the research were examined, it was seen that although the opinions of the teachers were generally positive, there were some deficiencies about the project. The fact that bringing together different activities with students contributed to equality of opportunity was the most important positive impact of the project. Workshops and materials provided with financial assistance to the schools involved in the project created a positive atmosphere especially in schools of rural areas. In addition to these positive effects, there were also negative thoughts about the project. These thoughts were separately presented for teachers, students, the scope of the project and activities.

In general, teachers found the number and content of the project activities sufficient, while there were the ones who thought that some activities were unnecessary. However, there was only one teacher who thought that activities were unnecessary and should be removed. The teachers generally thought that the activities listed in the project booklet enabled students to improve personal skills and self-confidence. In addition, it is emphasized that the activities have the characteristics that will contribute to their socialization by keeping the students together. When the statements of teachers were examined, it was seen that students were generally more interested in art and sports activities. In the studies conducted in the related literature, it was found that teachers performed art and sports activities in the free activity courses (Dundar & Karaca, 2011) and students participated them willingly (Gurbuzturk & Cakmak, 2017). When the negative opinions about the activities in the project were examined, some of the teachers thought that the number of daily activities should be reduced, and some of them found the duration of the activities insufficient. The activities conducted within the scope of the project were carried out in 40 minutes as in the leisure time activity course. In the studies, it was emphasized by the teachers that the 40-minute was inadequate to perform an activity in a course (Cinoglu & Bagci, 2018; Gurbuzturk & Cakmak, 2017).

When the teachers' opinions about the impacts of the School 2023 Project on their lives were examined, it was seen that positive effects (f=24) were repeated more frequently than negative effects (f=16). The idea that the project contributed to the personal development of teachers was the most commonly used expression. When the

studies that received the opinions of teachers for the 2023 Educational Vision were examined, it was seen that the expectations that teachers participating in design and skill workshops could improve their personal skills (Dogan, 2019; Kurt & Duran, 2019). In this context, teachers' expectations were parallel to the views of teachers towards this project prepared within the framework of 2023 Educational Vision. Other positive effects of the project on teachers were shown as contributing to their socialization, transferring their experiences to the students, and establishing closer relations with the students. However, in addition to these positive effects, some teachers stated that they experienced both physical and mental fatigue after the activities and could not devote time to their social lives with the increase in their time at school.

Considering the impact of the School 2023 Project on the personal development of the students, 22 of the 27 teachers thought that the activities had a positive effect on their personal development. In addition, two teachers thought that they had no effect, while two teachers stated that they both positively and negatively affected students. When the teachers' opinions about 2023 Educational Vision were taken into consideration, the training to be done in design and skill workshops were seen as positive for the students to discover and develop their talents by being directed to their own interests and areas (Dogan, 2019; Kurt & Duran, 2019). In addition, in different studies, it was found that the personal development of students taking free activity courses was positively affected (Aydemir, Bozkurt & Sekerci, 2015; Tasdemir & Sargin 2015). These findings are in line with the results of our study. In addition, the majority of the teachers in the project believed that students' academic achievement was positively affected, while some claimed that they were adversely affected, and some advocated that no change occurred.

When the impact of activities on students' school belonging is considered, the majority of teachers (f=19) emphasized that students' sense of school belonging increased. When the studies in the literature are examined, it is stated that especially social activities increase children's commitment and make them love school more (Aydemir, Bozkurt & Sekerci, 2015; Cinoglu & Bagci, 2018; Gomleksiz & Ozdas, 2013). Looking at the change in students' interest in the lessons, it was seen that the positive and negative views of the teachers were close to each other. The teachers expressing positive opinions stated that they had positive relations with the students in the activities, and the interest of the students who energized in the activities increased. However, some of the teachers stated that the students came to the lessons tired and they were distracted during the course due to the effect of the leisure time activities. Some of the teachers thought that there were students who were tired of the activities and therefore the students' interest in the lesson decreased especially in the afternoon lessons. While some teachers who commented on the 2023 Educational Vision were positive about the extension of break time periods (Dogan, 2019), some teachers thought that students having a 40-minute break time would experience concentration problems (Kurt & Duran, 2019). In this respect, it is seen that the thoughts about 40-minute leisure time activity differed as expressed in the expectations of teachers. When the impact of the School 2023 Project on the socialization of the students was examined, it was seen that 22 teachers expressed positive opinions. Besides, only one teacher

thought that the socialization opportunities of the students were abolished. In the studies, it is stated that social activities will contribute to the socialization of the students (Bukusoglu & Bayturan, 2005; Cinoglu & Bagci, 2018) and from this aspect, the findings of this research are supported.

Teachers' suggestions for the project were discussed under the headings of activity, infrastructure, lessons, and suggestions for teachers and trainers. When we look at the suggestions for the activities, the implementation of the activities in the afternoon or after the completion of class hours (f=12) was the most frequently repeated recommendation. In this context, it was suggested to take the basic lessons to the first hours and to plan breaks between course-activity transitions. In addition, it was seen that it is very important to present activities aim at the interests and needs of children. In addition, the reduction in the number of activities was also emphasized by some teachers. There were also suggestions regarding the infrastructure. The majority of teachers (f=16) stated that the physical conditions of schools should be adapted and workshops should be established. In addition, some of the teachers mentioned that the materials and equipment required in the activities should be provided.

In the literature, teachers' opinions about the 2023 Educational Vision were taken into consideration and the necessity of developing the infrastructure of schools was emphasized (Dogan, 2019; Kurt & Duran, 2019). In addition to this, the teachers who took the free activity course also drew attention to the lack of lack infrastructure (Ay, Acat & Yuksel, 2016; Aydemir, Bozkurt & Sekerci, 2015; Gurbuzturk & Cakmak, 2017; Sevim Yilmaz, 2015 ) and material (Sevim Yilmaz, 2015; Tasdemir & Sargin, 2015; Bozpolat, 2016). In the statements of the teachers towards the trainers, it is suggested that the teachers who will participate in these activities should receive in-service training and take part in the activities appropriate to their qualifications. In addition, it was emphasized that the trainers from the Public Training Center should have a pedagogical formation certificate.

Considering the teachers' opinions about the project, it can be said that the project has positive effects although some deficiencies were encountered during the project. In particular, assistance for infrastructure problems has helped to open workshops and meet the material needs for activities, even if they are limited. In addition, it is seen in the studies that instead of performing activities with the students, basic lessons are taught from time to time (Ay, Acat & Yuksel, 2016; Bozpolat, 2016; Cinoglu & Bagci, 2018; Gurbuzturk & Cakmak, 2017; Sevim Yilmaz, 2015). However, it is emphasized that such an application is not made in the School 2023 Project and it is tried to prepare the environments where the students can do their preferred activities through the instructors. In these aspects, the project has the potential to contribute to the realization of important reform such as the 2023 Educational Vision. However, it can only be achieved by joint action of all stakeholders. The studies in the literature emphasize the importance of support for educational reforms (Clark, 2010; Cheng, 2005; Ors, Erdogan & Kipici, 2013; Resnik, 2007; Tutkun, 2010). In this context, the support of teachers as the implementers of the School 2023 Project is of vital importance, and their opinions and suggestions should be taken into consideration.

## References

- Ay, Y., Acat, M. B., & Yuksel, I. (2016). Ilkokul programında yer alan serbest etkinlik uygulamalarının iyileştirilmesi: Öğretmen, yönetici ve uzman görüşleri üzerine nitel bir araştırma. *Electronic Turkish Studies*, 11 (3), 371-388.
- Aydemir, H., Bozkurt, E., & Sekerci, H. (2015). Serbest etkinlik derslerine yönelik sınıf öğretmenlerinin görüşleri. *Turkish Journal of Educational Studies*, 2 (2), 41-74.
- Bozpolat, E. (2016). İlkokullarda uygulanan serbest etkinlikler dersine ilişkin öğretmen görüşleri. *Zeitschrift für die Welt der Türken/Journal of World of Turks*, 8 (2), 217-239.
- Broadhurst, R. (2001). *Mono gineviron mentsforlei sure and recreation*. New York: Routledge.
- Brown, A. P. (2008). A review of the literature on case study research. *Canadian Journal for New Scholars in Education*, 1 (1), 1-13.
- Bukusoglu, N., & Bayturan, A. F. (2005). Serbest zaman etkinliklerinin gençlerin psikososyal durumlarına ilişkin algısı üzerindeki rolü. *Ege Tıp Dergisi*, 44 (3), 173-177.
- Cheng, Y. C. (2005). *A new paradigm for re-engineering education: Globalization, localization and individualization*. Dordrecht: Springer.
- Cinoglu, M., & Bağcı, E. (2018). İlkokullarda serbest etkinlikler uygulamaları dersinin değerlendirilmesi. *Elektronik Sosyal Bilimler Dergisi*, 17 (66), 712-727.
- Clark, J. N. (2010). Education in Bosnia-Herzegovina: The case for root-and-branch reform. *Journal of Human Rights*, 9 (3), 344-362.
- Dogan, S. (2019). 2023 Eğitim Vizyonu belgesine ilişkin okul yöneticileri ve öğretmen görüşleri. *Cumhuriyet International Journal of Education*, 8 (2), 571-592.
- Dundar, H., & Karaca, E. T. (2011). İlköğretim okullarında serbest etkinlikler dersinin değerlendirilmesi. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 13 (2), 105-122.
- Gerring, J. (2007). *Case study research: Principles and practices*. New York: Cambridge University Press.
- Ginsburg, M., Moseley, S. F., & Pigozzi, M. J. (2010). Introduction: Reforming education for transformation: Opportunities and challenges. *Development*, 53 (4), 451-456.
- Glennerster, R., Kremer, M., Mbiti, I., & Takavarasha, K. (2011). *Access and quality in the Kenyan education system: A review of the progress, challenges and potential*. Kenya: Office of the prime minister of Kenya.
- Gökçe, B. (1984). *Orta öğretim gençliğinin beklenti ve sorunları*. Ankara: Milli Eğitim Gençlik ve Spor Bakanlığı Yayınları.

- Gomleksiz, M. N., & Ozdas, F. (2013). Serbest etkinlikler dersinin etkililigine iliskin ogretmen gorusleri: Nitel bir calisma. *Firat Universitesi Sosyal Bilimler Dergisi*, 23 (1), 105-118.
- Gurbuzturk, O., & Cakmak, G. (2017). Ilkokulda serbest etkinlikler dersinde etkinlik secimini etkileyen faktorelere iliskin ogretmen gorusleri. *The Journal of International Lingual Social and Educational Sciences*, 3 (2), 177-190.
- Jakubowski, M. (2015). *Opening up opportunities: education reforms in Poland*. IBS Policy Paper, 1. This paper was financially supported by the Jobs and Development Network under the auspices of the World Bank.
- Kennedy, K. J. (2012). The 'no loser' principle in Hong Kong's education reform: Does it apply to ethnic minority students?. *Hong Kong Teachers' Centre Journal*, 11, 123.
- Kurt, M., & Duran, E. (2019). 2023 Egitim Vizyonuna iliskin ogretmen gorusleri. *Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi (IJONASS)*, 3 (1), 90-106.
- Merriam, S. B. (2013). *Nitel arastirma: Desen ve uygulama icin bir rehber* (3. Baskidan Ceviri, Cev. Ed.: S. Turan). Ankara: Nobel Yayin Dagitim.
- Merriam, S. (2015). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Amerika Birlesik Devletleri: SAGE Publications.
- Milli Egitim Bakanligi. (2018). *Guclu Yarınlar icin 2023 Egitim Vizyonu*. Ankara: MEB.
- Nurul-Awanis, A. W., Hazlina, A. H., Yoke-May, L., & Zariyawati, M. A. (2011). *Malaysian education system reform: Educationists' perspectives*. In Proceeding of the International Conference on Social Science, Economics and Art, Malaysia.
- Ors, C., Erdogan, H., & Kipici, K. (2013). Egitim yoneticileri bakis acisiyla 12 yillik kesintili zorunlu egitim sistemi. *Igdir Universitesi Sosyal Bilimler Dergisi*, 4 (2), 131-154.
- Ozdemir, S., Karakucuk, S., Gumus, M., & Kiran, S. (2006). Turkiye Tas Komuru Kurumu Genel Mudurlugu'nde calisan yeralti iscilerinin bos zamanlarini degerlendirme aliskanliklarinin belirlenmesi, 9. *Uluslararası Spor Bilimleri Kongresi Bildiri Kitabi*, Mugla.
- Partnership for 21st Century Skills. (2009). *A framework for twenty-first-century learning*. Arizona: Battelle for Kids.
- Patton, M. Q. (2018). *Nitel arastirma ve degerlendirme yontemleri* (2. Baski). Ankara: Pegem Akademi.
- Resnik, J. (2007). The democratisation of the education system in France after the Second World War: A neo-Weberian glocal approach to education reforms. *British Journal of Educational Studies*, 55 (2), 155-181.

- Sevim Yılmaz, L. (2015). *İlkokulda uygulanan serbest etkinlik dersinin öğretmen görüşlerine göre değerlendirilmesi* (Yayımlanmamış Yüksek Lisans Tezi). Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Tasdemir, M., & Sargin, M. (2015). Serbest etkinlikler dersinde sınıf öğretmenlerin kendilerini yeterli görme düzeyleri. *Electronic Turkish Studies*, 10 (3), 933-954.
- Tezcan, M. (1993). *Bos zamanlar sosyolojisi*. Ankara: Ankara Üniversitesi Basımevi.
- Tutkun, O. F. (2010). 21. yüzyılda eğitim programının felsefi boyutları. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 30 (3), 993-1016.
- Yetim, A. (2005). *Sosyoloji ve spor*. İstanbul: Yaylacık Matbaası.
- Yıldırım, A., & Simsek, H. (2014). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seckin Yayıncılık.
- Yuda, M., & Itoh, S. (2006). *Utilization of geographic information systems in education reform in Japan*. Paper presented at the 9th AGILE Conference on Geographic Information Science, Visegrád, Hungary.

## Okul 2023 Projesinin Öğretmenlerin Gözünden İncelenmesi: Bir Durum Çalışması

### Atf:

- Canbulat, M., Direkci, B., Simsek, E. E., & Simsek, B. (2020). Investigating the school 2023 project through the lens of teachers: A case study. *Eurasian Journal of Educational Research* 89, 137-158. DOI: 10.14689/ejer.2020.89.7

### Özet

*Problem Durumu:* Bilgi çağı olarak adlandırılan günümüzde eğitim, toplumsal gelişimin ve dönüşümün gerçekleşmesinde en temel unsur olarak görülmektedir. Teknolojinin hızla ilerlemesi ve toplumların küresel düzenin bir parçası olma isteği, 21. yüzyılda yaşayan bireylerin bazı temel becerileri kazanmasını zorunlu kılmıştır. Söz konusu beceriler; eleştirel düşünme becerisi, problem çözme becerisi, iletişim kurma ve sürdürme becerisi, işbirliği, bilgi ve teknoloji okuryazarlığı, esneklik ve uyum sağlayabilme, küresel yetkinlikler ve finansal okuryazarlık olarak gösterilmektedir (Partnership for 21st Century Skills, 2009). Bu beceriler ise ancak çağın standartlarına uygun ve sistemli bir eğitim süreciyle kazandırılabilir. Günümüzde ülkeler, toplumların eğitim seviyesinin yükseltilmesi amacıyla eğitime yönelik iyileştirici, düzenleyici ve geliştirici adımlar atmaktadır. Çünkü eğitim, ülkelerin gelişmişlik seviyelerinin ölçülmesinde en önemli faktörlerden birisi olarak görülmektedir (Ginsburg, Moseley ve Pigozzi, 2010; Glennerster, Kremer, Mbiti ve Takavarasha, 2011). Bu çerçevede Malezya, Polonya, Japonya, Hong Kong gibi bölgelerde eğitim reformları yapılmış ve eğitim sistemlerine yönelik yeni hedefler

ortaya konulmuştur (Yuda ve Itoh, 2006; Nurul-Awanis, Hazlina, Yoke-May ve Zariyawati, 2011; Kennedy, 2012; Jakubowski, 2015). Ülkemizde de bu alanda yeni reformlar yapılmaya devam etmektedir. Günümüzde eğitim sistemimize yönelik en geniş çaplı hedefin, Milli Eğitim Bakanlığı'nın ortaya koymuş olduğu 2023 Eğitim Vizyonu olduğu söylenebilir. Öğrencileri kuramsal anlatımdan uygulamaya yönelik etkinliklere yönlendirmeyi, onların kişisel becerilerini geliştirmeyi ve okulu bir yaşam alanı haline getirmeyi hedefleyen 2023 Eğitim Vizyonu'nun tanıtılmasıyla, bu hedeflere katkı sunmak amacıyla Antalya İl Milli Eğitim Müdürlüğü tarafından Okul 2023 Projesi uygulamaya konulmuştur. Öğrencilerin okuldaki yarışma ve rekabet ortamından uzaklaşarak kendi öğrenme serüvenini gerçekleştirmesini sağlamak amacıyla Antalya ilindeki gönüllü okullarda başlatılan proje, öğrencilere sunduğu serbest zaman dilimleriyle (40 dakika şeklinde planlanmış teneffüslerle) okul ekosistemine farklı bir bakış açısı kazandırmaktadır.

Okul 2023 Projesi, 2018-2019 eğitim-öğretim yılının ikinci döneminde gönüllü 14 okulda uygulanmaya başlayan ve okul sınırları içerisinde öğrencilere serbest zamanlar tanıyan bir projedir. Antalya İl Milli Eğitim Müdürlüğü tarafından yayımlanan proje tanıtımında okul; her bir çocuğun değerine değer, mutluluğuna mutluluk katan, evrensel, milli ve manevi erdemlerle birlikte yaşam becerilerinin içselleştirildiği, öğrencilerin ilgi, yetenek ve mizaçlarına yönelik gelişimlerini destekleyen bireysel, akademik ve sosyal gelişim amaçlarına uygun, yarışma ve rekabet odaklı değil paylaşım temelli bir anlayışın hâkim olduğu bir ekosistem şeklinde tanımlanmıştır. Proje kapsamında, öğretmenler ve usta öğreticilerin öğretici olarak görev aldığı ve öğrencilerin kendi isteklerine göre özgürce seçim yapabildiği etkinlik listesi bulunmaktadır. Dönemin başında "Serbest Zaman Etkinlik/Kurs Öğrenci Anket Formu" verilerek öğrencilerden, formda yer alan etkinliklerden kendi ilgi ve becerisine uygun olanları seçmesi ve velisine imzalatarak okul idaresine teslim etmesi istenmektedir. Okul idaresi ise öğrenci isteklerini ve mevcut koşulları göz önünde bulundurarak açılacak etkinlikleri belirlemektedir. Öğretmenler, öğrencilerin seçmiş olduğu etkinliklerde öğretici olarak görev almakta, onların kişisel becerilerini ortaya çıkarmasına ve geliştirmesine katkı sağlamakta, Ayrıca proje kapsamında görev alan öğretmenlerin genel olarak okulda bulunma ve öğrencilerle iletişimde bulunma süreleri artmaktadır. Bu bağlamda projenin uygulayıcıları olan öğretmenlerin, Okul 2023 Projesi ile ilgili görüşlerini belirlemek ve projeyi uygulayıcıların değerlendirmeleri etrafında ortaya koymak son derece önemlidir.

*Araştırmanın Amacı:* Araştırmanın amacı, Okul 2023 Projesi'nde görev alan öğretmenlerin projeye yönelik görüşlerini belirlemektir.

*Araştırmanın Yöntemi:* Araştırma nitel araştırma desenlerinden durum çalışması deseniyle yürütülmüştür. Okul 2023 Projesi'ne gönüllü olarak katılan ilkokullarda ve ortaokullarda görev yapmakta olan 27 öğretmenle çalışma grubu oluşturulmuştur. Okul 2023 projesinin incelenmesi ve değerlendirilmesi amacıyla Akdeniz Üniversitesi Eğitim Fakültesinde görev yapan 8 araştırmacı ile bir çalışma ekibi oluşturulmuştur. Araştırmacılar projenin farklı yönlerini incelemek amacıyla müdürler, öğretmenler ve diğer paydaşlarla çalışmalar yürütmüştür. Okul 2023 projesinin öğretmen görüşleri doğrultusunda incelenmesi amaçlanan bu çalışmada, verilerin toplanma sürecinde

öğretmenlerle yarı yapılandırılmış görüşmeler yapılmıştır. Görüşmelerden elde edilen veriler ise içerik analiziyle çözümlenmiştir.

*Araştırmanın Bulguları:* Araştırmanın verilerinin analizi sonucunda veriler “Genel düşünceler”, “Etkinlikler hakkındaki düşünceler”, “Projenin öğretmenler üzerindeki etkilerine yönelik düşünceler”, “Projenin öğrenciler üzerindeki etkilerine yönelik düşünceler” ve “Projeye ilişkin öneriler” temaları altında sistemleştirilmiştir. Öğretmenlerin genel düşünceleri, projenin olumlu ve olumsuz yönlerini kendi görüşleri doğrultusunda ortaya koymaktadır. Bunun yanında proje kapsamında yapılan etkinliklerin nitelik ve nicelik olarak yeterli olduğu öğretmenlerin çoğunluğu tarafından ifade edilmiş, ancak olumsuz görüşlerin olduğu da tespit edilmiştir. Öğretmenlerin Okul 2023 Projesinin kendi yaşamları üzerindeki etkileri hakkındaki görüşlerine bakıldığında kişisel gelişimlerine katkı sağlaması, öğrencileri yakından tanımaları gibi pozitif yönlerin yanı sıra özellikle fiziksel olarak yorgunluk yaşadıkları ön plana çıkmıştır. Projenin öğrencilere olan etkisine yönelik öğrenen görüşlerine bakıldığında öğrencilerin akademik başarı ve derslere olan ilgi düzeylerindeki değişim noktasında tam manasıyla bir fikir birliği sağlanamadığı görülmektedir. Bunun yanında öğrencilerin kişisel gelişimleri, sosyalleşmeleri ve okula aidiyetlerindeki değişimler noktasında öğretmenlerin büyük çoğunluğu projeyi olumlu yönde değerlendirmiştir. Ayrıca öğretmenler etkinliklere, alt yapı düzenlemelerine, derslere, görev alan öğretmenlere ve usta öğreticilere yönelik önerilerde bulunmuştur.

*Araştırmanın Sonuçları ve Önerileri:* Araştırmanın bulguları incelendiğinde öğretmen görüşleri genel anlamda olumlu olsa da projeye ilgili bazı eksikliklerin olduğu görülmektedir. Farklı etkinliklerin öğrencilerle buluşturulmasının fırsat eşitliğine katkı sağlaması, proje kapsamında en çok öne çıkarılan olumlu etkidir. Projeye dâhil olan okullara yapılan maddi yardımlarla kurulan atölyeler ve temin edilen materyaller özellikle merkezde yer almayan okullarda olumlu bir hava yaratmıştır. Öğretmenler genel anlamda listede yer alan etkinliklerin, öğrencilerin kişisel becerilerini ve özgüvenlerini geliştirebilecek nitelikte olduğunu düşünmektedir. Ayrıca etkinliklerin öğrencileri bir arada tutarak sosyalleşmelerine katkı sağlayacak türden olduğu vurgulanmıştır. Projede yer alan etkinliklere yönelik olumsuz görüşlere bakıldığında öğretmenlerin bir kısmı gün içi etkinlik sayılarının azaltılması gerektiğini düşünmekte, bir kısmı ise etkinlik sürelerini yetersiz bulmaktadır.

Projenin öğretmenlerin kişisel gelişimlerine katkı sağladığı düşüncesi öğretmenler tarafından en sık kullanılan ifade olmuştur. 2023 Eğitim Vizyonu’na yönelik öğretmen görüşlerinin alındığı çalışmalar incelendiğinde, tasarım ve beceri atölyelerine katılan öğretmenlerin kişisel becerilerini geliştirebileceğine yönelik beklentilerin dile getirildiği görülmektedir (Kurt ve Duran, 2019; Doğan, 2019). Bunun yanı sıra bazı öğretmenler; hem etkinlikler sonrası fiziksel ve zihinsel yorgunluklar yaşadıklarını hem de okulda bulunma sürelerinin artmasıyla beraber sosyal hayatlarına zaman ayıramadıklarını ifade etmişlerdir. Projenin öğrenciler üzerindeki etkisi ile ilgili akademik başarı ve derslere olan ilgi düzeylerindeki değişim noktasında tam manasıyla bir fikir birliği sağlanamadığı görülmektedir. Bunun yanında öğrencilerin kişisel gelişimleri, sosyalleşmeleri ve okula aidiyetlerindeki değişimler noktasında

öğretmenlerin büyük çoğunluğu projeyi olumlu yönde değerlendirmiştir. Alan yazında yapılan çalışmalarda serbest zaman etkinliklerinin öğrencilerin kişisel gelişimlerine (Taşdemir ve Sargın 2015; Aydemir, Bozkurt ve Şekerci, 2015), okul aidiyetlerinin artmasına (Gömlüksiz ve Özdaş, 2013; Aydemir, Bozkurt ve Şekerci, 2015; Cinoğlu ve Bağcı, 2018), sosyalleşmelerine (Büküşoğlu ve Bayturan, 2005; Cinoğlu ve Bağcı, 2018) katkı sağladığı görülmektedir. Öğretmenlerin projeye ilişkin önerileri ise etkinlik, alt yapı, ders, öğretmenler ve usta öğreticilere yönelik öneriler başlıkları altında ele alınmıştır.

Bu yönleriyle proje, 2023 Eğitim Vizyonu gibi önemli bir reformun gerçekleştirilmesine katkı sağlayabilecek potansiyele sahiptir. Ancak bunun gerçekleştirilmesi tüm paydaşların ortak hareket etmesiyle sağlanabilir. Literatürde yer alan çalışmalarda da eğitim reformlarına verilecek desteğin önemi vurgulanmaktadır (Cheng, 2005; Resnik, 2007; Clark, 2010; Tutkun, 2010; Örs, Erdoğan ve Kipici, 2013). Bu çerçevede Okul 2023 Projesi'nin uygulayıcısı olarak öğretmenlerin projeye olan desteği hayati önem taşımakta, görüşlerinin ve önerilerinin dikkate alınması gerekmektedir.

*Anahtar Sözcükler:* 2023 Eğitim Vizyonu, Okul 2023 Projesi, öğretmen, serbest zaman etkinliği, teneffüs