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# **Theory and Research in Educational Sciences**

June 2022

## Editors

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# Chapter 1

## **EXAMINATION OF THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND THE LEVEL OF TRUST IN PRINCIPALS IN TERMS OF SOME DEMOGRAPHIC VARIABLES**

*Mustafa KALE<sup>1</sup>*

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”

## **Introduction**

The dimensions of the organization can be grouped under four headings: the objective, the structure, the process, and the climate. The objective dimension is the one that is united around. It is determined by reconciliation, control, and compliance. The structure dimension covers concepts such as anatomy, hierarchy, role, and status while the process dimension covers management. The climate dimension is the product of the relationships between individuals and groups (Bursalioğlu, 2002).

Like any organization, every school has its own symbolic world. It is impossible to perceive this world from the outside. Getting to know the school's culture helps to understand the world woven with symbols that affect the behavior of the principal, teacher, and students at school. Therefore, in order to manage organizational behavior in school, it is necessary to get to know the school culture first (Çelik, 2002).

A certain process and sharing are required for the formation of culture. People who come together for a common objective, form a unique culture of their own. The formation of culture necessitates shared values, beliefs, behaviors and attitudes. School culture is a lifestyle that the school forms over time. The history and traditions of the school, the accumulation and mutual interactions of the school staff constitute a unique culture of the school over time (Balci, 2002).

When we examine the literature on school culture, we observe that the conducted studies are aimed at determining the characteristics and components of school culture (Pritchett, 2012), the perceptions of school culture (Karaca, Ozcan, Karamustafaoglu, and Karaca, 2021), the relationship between national culture and organizational commitment (Karadag 2016), the relationship between school culture and student achievement (Bektaş, Cogaltay, Karadag and Ay, 2015), the relationship between organizational culture and organizational commitment (Kursun and Yılmaz, 2020), and the perceptions of school culture (Celik, 2021).

The concept of trust is also very important in school culture. Trust is based on interdependence, which means that the interest of one party will not be formed without trust in the other (Rousseu, Sitkin, Burt, and Camerer, 1998). Students' feelings of trust in their principals are shaped throughout their university education as a result of the support they are given in overcoming the challenges they face in the processes of their education, the positive efforts made, and mutual relations. Principals have great responsibilities in terms of creating and maintaining an environment of trust in organizations. In schools that are educational organizations, the behavior of the principal is very important in creating an atmosphere of general trust (Tschannen-Moran and Hoy, 2000).

There are a limited number of studies in the literature examining the relationship between the School Culture and Trust (Dinc, 2007; Yüksel, 2009; Arli, 2011; Çetiner, 2019; Ertürk and Balyer, 2021). The school climate created in educational institutions and the trust in principals concern closely all the activities carried out. The success of schools can be made possible with the appropriate school climate and the principal behavior that supports it. The focus of this study is on whether there is a relationship between the school culture and the level of trust in principals. It is hoped that this study will contribute to the literature.

From this point forth, the general purpose of the study is to examine the relationship between school culture and the trust level in principals in terms of some demographic variables based on the opinions of students studying at the faculty of education. In order to achieve this general objective, the answers to the following questions have been sought.

1. Is there a significant difference between preservice teachers' school culture and their levels of trust in principals in terms of the gender variable?
2. Is there a significant difference between preservice teachers' school culture and their levels of trust in principals in terms of the education department variable?
3. Is there a significant difference between preservice teachers' school culture and their levels of trust in principals in terms of the residential area variable?
4. Is there a significant difference between preservice teachers' school culture and their levels of trust in principals in terms of the family income variable?
5. Is there a significant difference between preservice teachers' school culture and their levels of trust in principals in terms of the class level variable?
6. How is the relationship between preservice teachers' school culture and their trust levels in principals?

## **Method**

### ***Study Design***

The study was carried out with the survey model. The current situation has been identified and described based on student opinions.

### ***Participants***

The population consists of students studying at the Faculty of Education of Gazi University. When selecting a sample from this

population, some sections were first selected by using the cluster sampling method. 346 students were included in the sampling by using the element sampling method among the 2nd, 3rd, and 4th class students studying in these selected departments.

### ***Measures***

The “School Culture Scale” developed by Yılmaz (2014) and the “Trust in Principal” scale adapted into Turkish by Kale (2013) from the Student Trust in Principal (STP-Scale)” scale developed by Forsyth, Adams, and Hoy (2011) were used with the permissions of the researchers.

The “School Culture Scale” developed by Yılmaz (2014) consists of 35 items. The scale has been prepared in the 5-point likert type extending from 1 (*I don't agree at all*) to 5 (*I completely agree*). Factor load values are above .30. The scale explains 60,65% of the total variance under 5 factors. Cronbach's Alpha reliability coefficient is .94. In this study, it has also been observed that 56,70% of the total variance was explained and Cronbach's Alpha value was .94.

The original “Student Trust in Principal” (STP) scale (Adams, Forsyth, Hoy 2011) consists of 12 items. The scale, which extends from 1 (*Never*) to 4 (*Always*) is prepared in the 4-point likert type. Factor load values are between .69 and .84. It accounts for 65% of the total variance. Cronbach's Alpha value is .95. In the validity and reliability analysis conducted by Kale (2013), it was observed that the KMO value of the STP scale was .96 and that all dimensions (openness, honesty, benevolence, competence, and reliability) were gathered under a single factor and that the factor load values of the items (12 items) were between .55 and .71. The total variance explained by the scale is 62.73%. Cronbach's Alpha value is .95.

### ***Data collection***

The data were collected by using face-to-face applications with students as much as possible and applications were carried out online in cases where sufficient data could not be obtained.

### ***Data analysis***

Tests were performed to see whether the data had normal distribution characteristic. As a result of the conducted tests, it was determined that the skewness and kurtosis values related to both school culture and trust in principal levels were between -1 and +1. According to these values, it can be said that the data show a normal distribution characteristic. Descriptive statistics, t-Test, ANOVA and correlation analyses were performed on the data.

## Findings

### 1. Findings related to the question “Is there a significant difference between the school culture and the trust in principal levels of preservice teachers according to the gender variable?”

When we look at the results of the Unpaired t-Test results related to the gender variable, we observe that there is a meaningful difference at the level of .05 between males and females in the sub-dimensions of Motivation [ $t(346)=4.502, p<.05$ ], Sense of Belonging to School [ $t(346)=3.909, p<.05$ ], Friend Relationships [ $t(346)=2.789, p<.05$ ], in the total scale scores of School Culture [ $t(346)=3.439, p<.05$ ] and the Trust in Principal [ $t(346)=2.069, p<.05$ ] levels. It can be said that males and females think differently from each other. There is no significant difference at the level of .05 between males and females in terms of gender in the sub-dimensions of Support of Principal and Teacher-Student relationship of School Culture. It is seen that females and males have similar thoughts in these dimensions (Table 1).

When we look at the arithmetic means of male and female preservice teachers in the fields where a significant difference exists; we observe that the means of females are higher than those of males in the sub-dimensions of Motivation (Female  $M=3,83$ ; Male  $M=3,47$ ), Sense of Belonging to School (Female  $M=3,64$ ; Male  $M=3,27$ ), Friend Relationships (Female  $M=3,86$ ; Male  $M=3,62$ ); in the total scale of School Culture (Female  $M=3,66$ ; Male  $M=3,40$ ) and the Trust in Principal levels (Female  $M=2,81$ ; Male  $M=2,33$ ). It is observed that female preservice teachers have a more positive opinion both in terms of school culture and their trust levels in principals (Table 1).

*Table 1. The Results of the t-Test Related to the School Culture (SC) and the Trust in Principal (TP) Level According to the Gender of Students Variable.*

	Gender	f	M	SD	df	t	p
SC-Motivation	1- Female	279	3,83	,56	344	4,502	.000
	2- Male	67	3,47	,64			
	Total	346	3,74	,59			
SC-Sense of Belonging to School	1- Female	279	3,64	,69	344	3,909	.000
	2- Male	67	3,27	,73			
	Total	346	3,55	,71			
SC-Friend Relationships	1- Female	279	3,86	,65	344	2,789	.006
	2- Male	67	3,62	,62			
	Total	346	3,81	,64			
SC-Support of Principal	1- Female	279	3,23	,86	344	-,165	.869
	2- Male	67	3,25	,93			
	Total	346	3,22	,86			

SC-Teacher-Student Relationships	1- Female	279	3,36	,70	344	,340	.734
	2- Male	67	3,33	,64			
	Total	346	3,36	,68			
SC-(Total)	1- Female	279	3,66	,55	344	3,439	.001
	2- Male	67	3,40	,59			
	Total	346	3,60	,56			
TP	1- Female	279	2,81	,64	344	2,069	.039
	2- Male	67	2,63	,69			
	Total	346	2,77	,65			

**2. Findings related to the question “Is there a significant difference between the school culture and the trust in principal levels of preservice teachers according to the class level variable?”**

A One-Way Analysis of Variance (ANOVA) was performed in order to understand whether there is a significant difference between the school culture of preservice teachers and their opinions on their trust in principal levels according to the class level variable. When Table 2 is examined, it is observed that there is no statistically significant difference between the school culture of preservice teachers [ $F(2, 345)=.321; p>.05$ ] and their scores of trust in principal levels [ $F(2, 345)=1.942; p>.05$ ] according to the class level. It can be said that the opinions of preservice teachers are similar in terms of the class level.

*Table 2. The Results of the ANOVA Related to the School Culture (SC) and the Trust in Principal (TP) Level According to the Class Level of Students Variable*

	Class	f	M	SD	df	F	p
SC-Motivation	1-2. Class	132	3,72	,56	2		—
	2-3. Class	126	3,76	,61	343	,446	.640
	3-4. Class	88	3,79	,61	345		—
	Total	346	3,75	,59			
SC-Sense of Belonging to School	1-2. Class	132	3,52	,75	2		—
	2-3. Class	126	3,59	,67	343	,423	.655
	3-4. Class	88	3,58	,71	345		—
	Total	346	3,56	,71			
SC-Friend Relationships	1-2. Class	132	3,78	,64	2		—
	2-3. Class	126	3,79	,68	343	,939	.392
	3-4. Class	88	3,89	,59	345		—
	Total	346	3,81	,64			
SC-Support of Principal	1-2. Class	132	3,22	,83	2		—
	2-3. Class	126	3,22	,86	343	,039	.962
	3-4. Class	88	3,25	,94	345		—
	Total	346	3,23	,87			

SC-Teacher-Student Relationships	1-2. Class	132	3,38	,71	2	,122	.885	—
	2-3. Class	126	3,34	,70	343			—
	3-4. Class	88	3,34	,61	345			—
	Total	346	3,35	,68				—
SC-(Total)	1-2. Class	132	3,57	,55	2	,321	.725	—
	2-3. Class	126	3,61	,56	343			—
	3-4. Class	88	3,64	,58	345			—
	Total	346	3,60	,56				—
TP	1-2. Class	132	2,85	,65	2	1,942	.145	—
	2-3. Class	126	2,75	,59	343			—
	3-4. Class	88	2,68	,70	345			—
	Total	346	2,77	,64				—

**3. Findings related to the question “Is there a significant difference between the school culture and the trust in principal levels of preservice teachers according to the residential area variable?”**

When we look at the results of the Unpaired t-Test results related to the residential area variable, we observe that there is a statistically meaningful difference between class levels in the sub-dimensions of Support of Principal of School Culture [ $t(344)=-2.087, p<.05$ ] and Teacher-Student Relationships [ $t(344)=-2.778, p<.05$ ] (Table 3). It was found that there was no significant difference in the other sub-dimensions of School Culture and the Trust in Principal levels in terms of the residential area variable.

When we look at the arithmetic means of preservice teachers in the fields where a significant difference exists in terms of the residential area variable, we observe that preservice teachers residing outside the city have a more positive opinion in the sub-dimensions of Support of Principal (City Center  $M=3,15$ ; Outside City  $M=3,34$ ) and Teacher-Student Relationships (City Center  $M=3,27$ ; Outside City  $M=3,47$ ). The opinions of preservice teachers in the other sub-dimensions of school culture are those in trust levels are similar in all residential areas (Table 3).

*Table 3. The Results of the t-Test Related to the School Culture (SC) and the Trust in Principal (TP) Level According to the Residential Area of Students Variable.*

	Residential Area	f	M	SD	df	t	p
SC-Motivation	1-City Center	196	3,74	,60	344	-,349	.727
	2- Outside City	150	3,77	,59			
	Total	346	3,74	,59			
SC-Sense of Belonging to School	1- City Center	196	3,51	,73	344	-1,730	.084
	2- Outside City	150	3,64	,69			
	Total	346	3,55	,71			

SC-Friend Relationships	1- City Center	196	3,79	,64	344	-,769	.442
	2- Outside City	150	3,85	,65			
	Total	346	3,81	,64			
SC-Support of Principal	1- City Center	196	3,15	,86	344	-2,087	.038
	2- Outside City	150	3,34	,88			
	Total	346	3,22	,86			
SC-Teacher-Student Relationships	1- City Center	196	3,27	,72	344	-2,778	.006
	2- Outside City	150	3,47	,62			
	Total	346	3,36	,68			
SC-(Total)	1- City Center	196	3,56	,57	344	-1,639	.102
	2- Outside City	150	3,66	,55			
	Total	346	3,60	,56			
TP	1- City Center	196	2,71	,64	344	-1,92	.056
	2- Outside City	150	2,85	,66			
	Total	346	2,77	,65			

**4. Findings related to the question “Is there a significant difference between the school culture and the trust in principal levels of preservice teachers according to the education department variable?”**

A One-Way Analysis of Variance (ANOVA) was performed to understand whether there was a significant difference between the school culture and the trust in principal scores of students in terms of the education department variable. When Table 4 is examined, it is observed that there is a statistically significant difference in the scores of motivation [ $F(3, 345)=5.383; p<.05$ ], sense of belonging to school [ $F(3, 345)=8.450; p<.05$ ], friend relationships [ $F(3, 345)=4.520; p<.05$ ], teacher-student relationship [ $F(3, 345)=3.179; p<.05$ ] and the total scale of school culture [ $F(3, 345)=4.925; p<.05$ ]. There is no significant difference between the sub-dimension of Support of Principal of School Culture and the Trust in Principal level scores in terms of the education department variable.

According to the Multiple Comparison Test (Tamhane) made to understand between which groups this difference exists; there is a significant difference in the “Motivation” sub-dimension between the Educational Sciences ( $M=3.47$ ) and Foreign Languages ( $M=3.86$ ) and Basic Education ( $M=3.81$ ) Departments; the Turkish and Social Sciences Department ( $M=3.61$ ) and the Foreign Languages ( $M=3.86$ ) and Basic Education Departments ( $M=3.81$ ). There is also a significant difference in the “Sense of Belonging to School” sub-dimension between Educational Sciences ( $M=3.03$ ) and all departments, the Turkish and Social Studies Department ( $M=3.4628$ ) and Foreign Languages ( $M=3.75$ ), and Basic Education ( $M=3.57$ ) Departments. There is a significant difference in the Friend Relationships sub-dimension between Educational Sciences ( $M=3.53$ ) and Foreign Languages ( $M=3.94$ ) and Basic Education ( $M=3.84$ ) Departments, the Turkish and Social Sciences ( $M=3.68$ ) and Basic Education ( $M=3.84$ ) Departments. There is a significant difference in the

Teacher-Student Relationship sub-dimension between the Turkish and Social Studies Department (M=3.54) and Foreign Languages (M=3.35) and Basic Education (M=3.25) Departments. A significant difference exists in the total scale dimension of School Culture between Educational Sciences (M=3.28) and all departments, the Turkish and Social Sciences Department (M=3.52) and Foreign Languages (M=3.71) and Basic Education (M=3.63) Departments (Table 4).

*Table 4. The Results of the ANOVA Related to the School Culture (SC) and the Trust in Principal (TP) Level According to the Education Department of Students Variable.*

	Education Department	f	M	SD	df	F	p	Tamhane
SC-Motivation	1- Educational Sciences	26	3,47	,50	3	5,383	.001	1-2*
	2- Foreign Languages	126	3,86	,51	342			1-3*
	3- Basic Education	111	3,81	,59	345			3-4*
	4-Turkish and Social Sciences Department	83	3,61	,65				2-4*
	Total	346	3,75	,59				
SC-Sense of Belonging to School	1- Educational Sciences	26	3,03	,60	3	8,450	.000	1-2*
	2- Foreign Languages	126	3,75	,52	342			1-3*
	3- Basic Education	111	3,57	,75	345			1-4*
	4-Turkish and Social Sciences Department	83	3,46	,80				2-3*
	Total	346	3,56	,71				3-4*
SC-Friend Relationships	1- Educational Sciences	26	3,53	,57	3	4,520	.004	1-2*
	2- Foreign Languages	126	3,94	,58	342			1-3*
	3- Basic Education	111	3,84	,65	345			3-4*
	4-Turkish and Social Sciences Department	83	3,68	,69				
	Total	346	3,81	,64				
SC-Support of Principal	1- Educational Sciences	26	3,00	,51	3	1,085	.356	-
	2- Foreign Languages	126	3,20	,84	342			
	3- Basic Education	111	3,31	,91	345			
	4-Turkish and Social Sciences Department	83	3,21	,91				
	Total	346	3,23	,87				
SC-Teacher-Student Relationships	1- Educational Sciences	26	3,26	,71	3	3,179	.024	2-4*
	2- Foreign Languages	126	3,35	,67	342			3-4*
	3- Basic Education	111	3,25	,66	345			
	4-Turkish and Social Sciences Department	83	3,54	,69				
	Total	346	3,35	,68				
SC-(Total)	1- Educational Sciences	26	3,28	,39	3	4,925	.002	1-2*
	2- Foreign Languages	126	3,71	,45	342			1-3*
	3- Basic Education	111	3,63	,60	345			1-4*
	4-Turkish and Social Sciences Department	83	3,52	,63				3-4*
	Total	346	3,60	,56				

	1- Educational Sciences	26	2,96	,59	3	1,839	.140	-
	2- Foreign Languages	126	2,71	,73	342			
	3- Basic Education	111	2,85	,52	345			
	4-Turkish and Social Sciences Department	83	2,70	,67				
TP	Total	346	2,77	,65				

**5. Findings related to the question “Is there a significant difference between the school culture and the trust in principal levels of preservice teachers according to the family income variable?”**

A One-Way Analysis of Variance (ANOVA) was performed in order to understand whether there is a significant difference between the school culture of preservice teachers and their opinions on their trust in principal levels according to the family income level variable. When we examine Table 5, we observe that a statistically significant difference does not exist between the school culture of preservice teachers [ $F(2, 345)=.055$ ;  $p>.05$ ] and their Trust in Principal level [ $F(2, 345)=.736$ ;  $p>.05$ ] scores. It can be said that preservice teachers have similar opinions in terms of family income level.

*Table 5. The Results of the ANOVA Related to the School Culture (SC) and the Trust in Principal (TP) Level According to the Family Income of Students Variable.*

	Family Income	f	M	SD	df	F	p
SC-Motivation	1-Düşük (0-2700)	140	3,78	,59	2	,262	.770
	2-Orta (2701-5000)	162	3,73	,56	343		
	3-İyi (5001 ve Üzeri)	44	3,76	,69	345		
	Toplam	346	3,75	,59			
SC-Sense of Belonging to School	1-Düşük (0-2700)	140	3,59	,70	2	,402	.669
	2-Orta (2701-5000)	162	3,56	,70	343		
	3-İyi (5001 ve Üzeri)	44	3,48	,79	345		
	Toplam	346	3,56	,71			
SC-Friend Relationships	1-Düşük (0-2700)	140	3,80	,67	2	,980	.376
	2-Orta (2701-5000)	162	3,79	,64	343		
	3-İyi (5001 ve Üzeri)	44	3,94	,57	345		
	Toplam	346	3,81	,64			
SC-Support of Principal	1-Düşük (0-2700)	140	3,26	,84	2	,197	.821
	2-Orta (2701-5000)	162	3,21	,88	343		
	3-İyi (5001 ve Üzeri)	44	3,17	,89	345		
	Toplam	346	3,23	,87			
SC-Teacher-Student Relationships	1-Düşük (0-2700)	140	3,31	,65	2	,664	.516
	2-Orta (2701-5000)	162	3,40	,71	343		
	3-İyi (5001 ve Üzeri)	44	3,32	,66	345		
	Toplam	346	3,35	,68			

SC-(Total)	1-Düşük (0-2700)	140	3,61	,55	2	,055	,947
	2-Orta (2701-5000)	162	3,59	,56	343		
	3-İyi (5001 ve Üzeri)	44	3,59	,62	345		
	Toplam	346	3,60	,56			
TP	1-Düşük (0-2700)	140	2,75	,62	2	,736	,480
	2-Orta (2701-5000)	162	2,81	,62	343		
	3-İyi (5001 ve Üzeri)	44	2,68	,79	345		
	Toplam	346	2,77	,64			

**6. Findings related to the question “How is the relationship between the school culture and the trust in principal levels of preservice teachers?”**

In order to understand whether there is a relationship between School Culture and the Trust in Principal level, a correlation analysis has been performed. As a result of the analysis, it is seen that there is a mid-level ( $,574^{**}$ ), positive relationship between both SC sub-dimensions and SC total scale scores and TP level scores (Table 6).

*Table 6. The Results of the Correlation Analysis on the School Culture and the Level of Trust in Principal*

	SC- Motivation	SC- Sense of Belonging to School	SC- Friend Relationships	SC- Support of Principal	SC- Teacher- Student Relationships	School Culture (SC) (Total)
Trust Principal (TP)	,402**	,560**	,360**	,607**	,445**	,574**

### Conclusion and Discussion

In the first question of the study, a significant difference was found in both the SC and TP level in terms of the gender variable. In general, the averages of female students are higher.

There are studies in the literature supporting the results of this study (Doğan, 2011; Fidan, 2015; Mayadağlı, 2015; Ertürk and Balyer, 2021; Ayık, 2007; Çelik, 2021). In a study conducted by Karaca, Özcan, Karamustafaoğlu, and Karaca (2021), it was determined that there was no difference in terms of gender in contrast to the results of this study.

In the second question of the study, no difference was found in both SC and TP levels in terms of the class level variable. The class level does not lead to a difference in the opinions of students on this issue.

In the third question of the study, it was found that a statistically significant difference exists between the sub-dimensions of Support of Principal and Teacher-Student Relationships of School Culture in terms of the residential area variable while no difference exists between the

other dimensions and SC total scale scores and TP level scores. In the sub-dimensions where there is a difference, the mean of students located outside the city is higher.

In the fourth question of the study, a significant difference was found between the SC scores in terms of the department variable, while there was no significant difference between the scores of TP levels.

In the fifth question of the study, no difference was determined in SC as well as TP levels in terms of the family income level variable. The level of family income does not lead to a difference in the opinions of students on this issue.

In the sixth question of the study, it was found that there was a mid-level positive relationship between both SC and TP level scores. When the body of literature is examined, (İşcan and Timüroğlu, 2007; Yüksel, 2009; Arlı, 2011; Kale, 2013; Kurşun and Yılmaz, 2020; Ertürk and Balyer, 2021; Özgene, Dursun, Yıldız and Mert, 2021), it is observed that there are studies that identified a positive relationship between school culture perceptions and many different variables in parallel with the results of this study.

The results of this study also show that SC and TP levels are related to many variables and affect these variables. The more positive the SC and TP levels are, the higher the school success rate will increase.

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## Chapter 2

**IMPERIAL DISCOURSE, HEGEMONY  
AND GLOBALIZATION IN EFL CONTEXT**

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## Introduction

Globalization has multiple meanings in EFL context. On one hand, globalization destroys regional cultures and local languages, and it promotes American values, lifestyle, and culture (Bottery,2001).

On the other hand, it means useful opportunities, higher standards of living, and liberal markets. In this sense, it focuses on free-market in local, regional, and national economies. By means of rapid improvements in technology, the essence of culture and cultural exchange have changed. (Brown,2000).

By means of computers and satellite communications, people can convey messages and information all around the world. According to many people around the world, globalization is the synonym for Americanization (Cook,1999). Globalization is considered a system of the American economic model and it focuses on the interests of the USA and some other rich and developed countries. This is called the McDonaldization of the world and it is seen with the same meaning as Globalization.(Ritzer,1998). When we evaluate the spread of English in the context of globalization, we can easily state that English is an international language. (Dua,1994). International communication is performed by means of English. In this sense, globalization means the spread of English, and people around the world can communicate by means of the English Language. Based on this, EFL teachers in Turkey try to promote the EFL learners' communicative and productive skills in English. English plays an important role in science and technology. Based on this, people obtain information by means of English. The status of English is divided into three circles. These are the Inner circle, Expanding circle, and Outer circle countries. (Kachru,1985). The "Inner Circle Countries" reflect the native speakers of English, the "Outer Circle countries" reflect the English language is used as a second language and the "Expanding Circle Countries" reflect the English language is used as a foreign language (Kachru,1985).

The power of language is multidimensional but economic, social and political power influence the status of the language. The USA is seen as hegemonic power all around the world. Based on this, English is the most studied foreign language all over the world. (Gidden,1990).In this sense, it is the lingua franca in an international context. In the fields of science and technology, advertising, audio visual cultural products, international law, and internet communication English is the most preferred lingua franca language. In addition, the people who speak English dominate political, military, scientific, and cultural power (Crystal,2003).

## Globalization and English

In the context of globalization, English is seen as global language and it is perceived as a threat to cultural identity of Expanding Circle countries. Based on this, globalization and English are considered as a threat to the native cultures, and native languages. English dominates social, cultural and ideological implications especially in Expanding circle countries (Pennycook,2007). Global English is called a “magic wand” according to Kim’s term. (Kim,2002) English has a vital role in global world, Expanding Circle Countries perceive English as magical power. They think that if you know English, you can access everything. English dominates fashion, technology, books and magazines, commercial products, commercial centers, and business administration fields (Phillipson,2009).

English is seen as Kim’s term “Magic Wand” and Kim (2002) asks this critical question about the role of English in global world. “Whose magic wand is it?”. If you access the language and if you produce English correctly and fluently, you have magic wand. But, if you cannot access English, the language becomes a suppression and oppression tool towards those who are not speakers of English (Kim,2002).

It should be noted here, that English is considered a force of the American and British Empire and it reflects linguistic imperialism. People try to learn English in order to access the language of advertising, movies, popular music, and business success. In this regard, American culture and British culture play an important role in business, science, and academia. While EFL students learn English, they try to protect themselves from the hegemonic forces of Anglo-American culture and linguistic imperialism. (Crystal,2003).

English has a colonialist and neo-colonialist voice and it is seen as a killer language according to the imperialist perspective. This means that English has no tolerate languages, which are local and regional. Based on this, many cultures and many identities and countries experience colonialism and they try to cope with suppression, enslavement, and linguistic imperialism (Phillipson,2009).In addition, English is seen as dominating language and hegemonic force for 400 years and Anglo-American culture and identity dominate the global world. (Jacobs,2001) People all around the world use English in order to transmit their goals.

Actual colonialism tries to regulate and dominate people’s wealth. Based on this, economic and political control is not as effective as mental

control. Based on this, in order to convey the imperialist message, people's cultures, identities, and languages should be controlled by the hegemonic forces. The hegemonic forces try to destroy people's culture, languages, art, their dances, history, education, and literature. The mental control of colonialism is achieved by means of destroying people's languages. (Dua,1994).

For instance, in Africa, in schools and universities, the Kenyan and African languages are associated with negative features. They are considered as underdevelopment languages. The African writer Ngũgĩ believes that he must write in the Kenyan African Language Gikuyu. This is an integral part of the anti-imperialist struggle of Africans and Kenyans for protecting their cultures, identities and languages, and their freedom (Mazrui,1997).

It should be noted here, that by means of globalization, individuals may leave their cultures and identities. They can be assimilated by Western countries, especially Anglo-American cultures and they can obtain new values, new habits, and new loyalties, and in the end, they can lose their identity and their native languages. (Kim,2002).

Teaching English in this global village reflects Western institutions, Western cultures, and identities. Based on this, EFL teachers focus on foreign culture in other words target culture and they should be aware of target or foreign culture is different from native or local culture but it is not superior to students' native culture and languages.

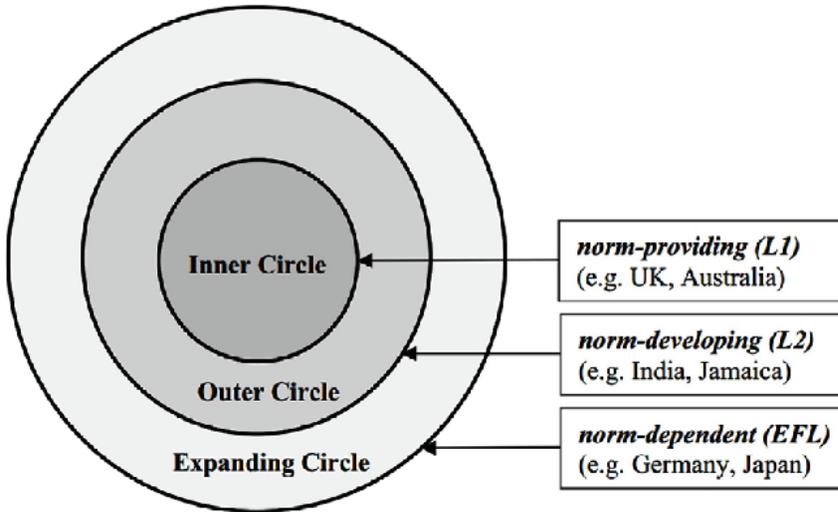
In this global village, the world is Americanization and Anglo-American agencies, cultures, and lifestyles dominate the world.

Based on this, Anglo-American agencies and values are conveyed by the globalization and Americanization of the world. (Dua,1994).

The teaching of English in Expanding Circle countries try to empower learners to talk about their own culture and be open to other cultures. EFL teachers should aware of cultural values and beliefs are associated with the language. In this sense, learners face of hegemonic character of English, EFL teachers should encourage the learners to construct more confidence in her or his culture through his/ her exposure to another culture and values (Crystal,2003).

## English as a Lingua Franca: Globalization

Figure 1: Kachru's classification of English as a Global language (Kachru,1985).



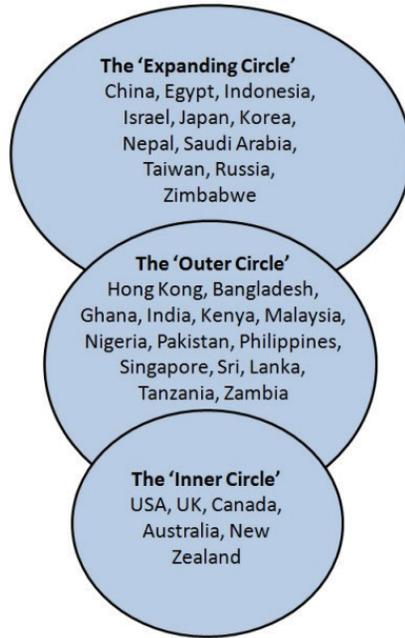
English Language has hegemonic tendencies and Expanding Circle countries see the English Language as a Foreign Language. English is an international language in this global village. People communicate with native speakers of English, and so people communicate with a number of people who are from expanding and Outer circle countries. They face types of English and different forms of pronunciation. Based on this, EFL learners should know the different varieties of English, especially in pronunciation. Beyond this, they should know lexical variety in Standard English. (Kim,2002).

Based on this discuss, the English language is perceived as an (EIL) International Language rather than foreign language. It is seen as suitable model for teaching English in the global village. According to this model, English is not considered as the property of native speakers. English is the world's property.

Based on this, native speakers cannot impose their culture, values and beliefs to the non-native speakers.

However, these conclusions do not meet this global world's needs because English is the property of the USA and Britain and English has a hegemonic, imperialistic vision and voice (Mckay,2002).

**Figure 2: Three Concentric Circles of the language: The Inner Circle, the Outer Circle, and the Expanding Circle (Kachru,1985)**



As it is mentioned before, English has a strategic role for science and technology. In this sense, people learn English in order to follow knowledge around the world. People cannot ignore the globalization of English. In EFL context, teachers try to teach English as near as native speakers. EFL teachers try to set many teaching activities in order to master a good communicative and linguistic competence in English. From this perspective, in EFL context, the globalization refers whole people in the world use English in order to communicate. In this sense, English has a global status. (Pennycook,1994).

In addition, English is seen as dominating language and hegemonic force for 400 years and Anglo American culture and identity dominates the global world. (Park,2008).The actual colonialism tries to regulate and dominate people's wealth. Based on this, economic and political control is not as effective as mental control. Based on this, in order to convey the imperialist message, people's cultures, identities and languages should be controlled by the hegemonic forces. The hegemonic forces tries to destroy people's culture, their languages, their art, their dances, history, education and literature (Park,2008).

People all around the world use English for communicating. English is seen as global status and people around the world use English in order to transmit intention. English is considered as historical, sociocultural,

ideological, linguistic, and pedagogical contexts. English use all over the world by means of colonialism and political and economical factors. England had many colony countries and volony countries use English used as an official language. In this sense, English is used an official language in education, government and other formal conditions. For political reason, these countries obtained their independence by part of common wealth countries of England and they are totally free and independence without being common wealth countries. The United States of America and England have power and authority and English is native language of their countries. In global context, the “other” countries ought to learn English in order to communicate and get knowledge. (Pennycook,1994).

As stated before, according to Kachru, the usage of English around the world divided into three (3) categories (Kachru,1985). There are three (3) circles named as Inner, Outer and Expanding countries. Inner Circle countries speak English as a native language. The Great Britain, America, and New Zeland are the examples of iinner circle countries. The Outer Circle countries were clonized by Inner circle countries. Malaysia, Singopore and India are the example of outer circle countries. English is used as a second language in order to convey knowledge and communicate in formal setting. expanding circle coubuntries use english as foreing language. English is the onligation subkect in education in order to follow economy, politics and education. The Expanding Circle countries try to follow the international competition by using English as a Foreign Language. Kachru’s model is useful in order to define English status in each country and this model tries to define function of English (Kachru,1985).

In global village, English becomes the lingua franca of the world. The spread of English is seen as cultural and linguistic imperialism in the global context. English speaking countries in other words inner countries try to impose their power, culture and ideology, language over the expanding and outer circle countries. The Expanding and Outer circle countries are losing their cultures, identities and languages day by day. The Expanding and Outer Circle countries try to develop anti hegemonic strategies in order to resist cultural and linguistic imperialism. English is seen as hypercentered language. This means that the people around the world (Expanding and Outer Circle countries) should master English language in order to access the latest scientific and technological improvements in modern world (Park,2008).

In global world, national and boundries are no longer problems because internet, cyber communication and satellite TV channels provide us huge amount of information all over the world. It is believed that this is the most important advantage of globalization.

As it is mentioned before, English is considered as lingua franca of the global era and in order to access and develop in technology, science, business and finance English proficiency is needed in Outer and Expanding circle countries. In addition it is believed that in order to integral part of globalization, a good knowledge of English is vital in today's world.

English is an international language and it has global, political, cultural and economic dimensions. Everybody accepts English dominant status in global world and it seems so natural in the worldwide. In fact, there are many multifaced issue of globalization.

Western countries in other words Inner Circle countries try to exert their power, ideology, culture, values and dominance over marginalized or expanding and outer circle countries. In local discourse, especially expandign circle countries' language planners, policy makers and curriculum developers try to protect their values and identities and they try to develop strategies in order to deal with English globalization. Textbooks and ELT materials are constructed by Inner Circle countries. EFL learners have cultural shock when they meet new cultures and identities and values in ELT textbooks (Rossiter,2001)

As mentioned before, the concept of linguistic globalization is used for the English Language in order to define status of English and spread of English. People all over the world try to master English and try to obtain communicative skills and competencies in order to access global communication.

Based on this, the concept of "lingua franca" is an important notion for linguistic globalization. Lingua franca is expressed as a medium of communication for people who perform different first languages (Crystal,1997). In this sense, in order to interact many cultures and communities, English should be mastered in today's world.

The concept of globalization is widely used in education, political science, cultural studies, sociology and economy. The globalization of English indicates that English is a global language, international language and it is a lingua franca.

In this global village, people are bilingual and multilingual and they try to connect the global world by means of technology. This means that people should more than one language in order to access information in today's world (Rossiter,2001).

### **Hegemony and English**

English is the dominant language in this global world. As it is mentioned before, it seen as an international language and it is seen as

lingua franca. In this sense, communicative and linguistic competences and skills are needed today's global world.

There are many reasons for learning English language. Media, the internet, e communication use English and it is common language for these fields. English is essential for education and business and it is an obligatory subject in many expanding circle countries.

From this perspective, English is widely used as a foreign language and second language in today's global World. (Fishman,1997)

There is a strong relationship between globalization and English. This means that English is the important language for global communication. Many multinational institutions for example The United Nations and European Union use English in many areas. As it is mentioned before, the internet is seen as global communication and channel and English dominates the internet and global communication.

Beyond this, the spread of English is promoted by means of political and historical reasons (Rossiter,2001).During the 17th, 18th, 19th centuries, British colonial period and industrial revolution dominate the world. The USA has a global economic, military and political power and by means of these political and historical reasons English is seen as lingua Franca. (Crystal,1997). In today's world, English is associated with higher positions, better careers and promotion and self improvement. People try to learn English in order to become part of global community and World.

The concept of "hegemony" refers unspoken values, norms, beliefs and ideologies and they transmit or convey as common sense. In addition, hegemony is a social control and one group or community dominates over other group or community by means of ideology and power. The term of hegemony is developed from the concept of dominance and it is developed by Gramsci. (Gramsci, 1971).

By means of this concept, governments, institutions construct or establish consent and ideology rather than coercive force.

In EFL context, there is a relationship between hegemony and English language. The powerful status of English is accepted without questioning by many expanding and outer circle countries' governments and academics. (Park,2008). From this perspective, English is seen as an international language and it is seen as lingua franca over the world.

The status of English in expanding and outer circle countries constructs hegemony and power. The paradigm of neocolonialism and Western capitalism dominate the world and they impose that English is the superior and dominant language and native speakers of English establish

hegemony and power over Outer and Expanding circle countries.

It should be noted here, the Inner Circle countries' hidden ideologies, beliefs, values and norms construct and establish ELT profession. As it is indicated before, English is a dominant language and it has hegemonic position and it is used as a foreign and second language in many periphery countries. English reflects imperialism discourse and Western imperialism and it dominates over local languages, cultures and identities. The global spread of English is exercised by colonial ambition (Graddol,1997).In addition, the global spread of English is promoted by politically, culturally and economically.

The Inner Circle countries in other words core speaking English countries impose their cultural and language and this is named as "linguistic imperialism." Inner circle countries convey their values, norms and ideologies to periphery countries and linguistic and cultural imperialism is achieved in ELT/EFL profession by means of ELT textbooks, ELT materials and videos.

Inner circle countries' particular cultural and ideological, political stereotypes are transmitted and represented as superior and they are considered as universal and international however periphery countries' are seen as "others" and their cultures, identities, norms and beliefs are represented as inferior by omitting and misrepresentation in many EFL/ELT materials and textbooks.

The Outer and Expanding Circle countries' policy makers and governmental institutions should aware that EFL/ESL learners do not only learn English grammatical structures and linguistic patterns also they learn English cultures, norms and beliefs. In this sense, EFL/ESL learners meet ideological issues in EFL/ESL context.

From this perspective, the Outer and Expanding Circle countries' policy makers and governmental institutions should focus on regional and global ideologies, norms and values and these political agendas must be taken consideration while constructing the ELT textbooks and materials.

In this regard, "World Englishes" should be taken consideration. English is used and learned in many countries and it is seen as international language. From this perspective, when EFL/ESL students learn English they should expose different varieties of English. In this sense, regional and local varieties, culture, identity and voice can be included in ELT textbooks and materials. In so doing, EFL/ESL students do not think or perceive British / American English values, norms and voice are superior than periphery countries' values, norms and voice. (Fishman,1997)

It can be noted here, there is a relationship between linguistic and cultural imperialism. Based on this, linguistic imperialism is a kind of cultural imperialism and this term is used in order to explain the dominant role of English in global World. Cultural and linguistic imperialism exploit the outer and expanding circle countries in terms of politics, economics and education. Native speakers (English) is seen as perfect model and superior model in the global village on the other hand non native speakers is seen as marginalized and others.

The process of English globalization reflects Western and American imperialism and Anglo-Saxon Judeo- Christian culture. Based on this expanding and Outer Circle countries are undervalued and marginalized in many ELT textbooks and materials. The ELT textbooks and materials reflect Western cultures, norms, and values. (Wallraff,2000).

The ELT World imposes “Westernization of the World” in this regard, Inner Circle countries shape and construct hegemonic status in ELT instructional materials such as video or movies as well as ELT textbooks. (Graddol,1997). As it is mentioned before, ELT materials can represent periphery countries’ people, regional cultures, values, and identities. Based on this, EFL/ ESL learners do not only learn about American and British cultures, norms, and values but also they get familiar with other cultures and norms and beliefs.

By means of the spread of English in other words linguistic and cultural imperialism, local languages, identities and cultures are marginalized and they lose their languages, identities and cultures. The hegemonic status of English underestimates cultural and language varieties, Anglo American values, norms and beliefs are promoted by “Westernization of the World”. (Pennycook,1994).

The global village accept the hegemonic status of English and it accepts ththat English is obligatory language in order to access business, employment and education opportunities. In this way national and ethnic values and cultures are suppressed by American and British hegemonic status.

Based on this, EFL learners might be affected by cultural and language invasion and they can lose their own cultural identities and norms while they are learning English. English globalization in other words hegemony of English effect social, cultural, educational issues in global world.

In order to protect national and ethnic values and cultures foreign language teaching gives importance cultural awareness and culturally oriented teaching of English in EFL context. (Warschauer,2000). The use of culturally informed or oriented texts and culturally related authentic topics enrich EFL learners’ cultural and critical understanding.

By doing so, EFL learners are aware of their own cultural background, identity and norms. Accordingly, EFL teachers should be aware of cultural invasion and its possible impact on EFL learners. If they use culturally oriented texts and topics in their classrooms, EFL learners may gain awareness of cultural and linguistic invasion. It can be noted here, if English is considered as an international language, cultural imperialism and cultural invasion might be weakened in the global world. (Wallraff, 2000). If English is considered as an international language, this means that it belongs to all nations and countries. In this way each society and communities can preserve their own cultural, religious and social norms and they can use English for their own aims or purposes.

As it is mentioned before, if English is considered as an international language, the hegemonic status of English can be weakened and the emancipation and democracy are taken place in EFL context. (Smith, 1983). EFL learners are exposed to communicative and linguistic norms of English also they are exposed to English and American ideological imperatives, values and norms.

If this condition changes into English as an international language the cultural harmful effects of English can be solved. The EFL instructional materials can contain local cultures, norms and values, and EFL teachers can raise EFL learners' cultural and linguistic, identity consciousness against cultural invasion. (Warschauer, 2000).

As it is indicated before, "World Englishes" can be taught and learned in order to raise consciousness and awareness of English as an international language in the global world. EFL learners can be exposed to different kinds of English.

If English is accepted as EIL, this means that it does not belong to any special country or groups, or communities in this way local cultures, identities, norms and beliefs can be included in ELT materials. In so doing, EFL learners, do not think that British or American values, norms and cultures are superior than other cultures, norms and identities. The hegemonic status of Anglo Saxon English might be weakened by designing culturally oriented appropriate instructional materials.

This approach or this perspective constructs foreign language pedagogy and it promotes critical language awareness (Fairclough and Wodak, 1997). Based on this, language shapes the society and the society is shaped by language.

There is a strong relationship between language and society. From this perspective, language teaching curricula can be designed according to this principle and norms. This means that learning language does not only

memorize the linguistic rules and it does not only include communication skills but also learning language can be considered as changing society towards democracy and emancipation (Fairclough and Wodak,1997).

If language teaching curricula is designed as sociocultural perspective, the neo-colonialist policies and ideological viewpoint can be weakened in EFL world. The promotion of native speaker model and neo colonialist ideologies impose the hegemonic status of English and American norms and values. (Warschauer,2000). In order to promote the Outer and Expanding Circle Countries' norms and values culturally oriented language teaching curricula can be used in EFL context.

By doing so, EFL students are able to consturct their own cultural mentalities and ideologies while they are learning English. Culturally oriented or informed newspapers, magazines and web, authentic texts and tasks, culturally sensitive or informed topics can be used in EFL classrooms (Templer, 2002). By means of authentic classroom setting, students can develop and use metacognitive knowledge and they can promote their awareness on EIL oriented materials.

If language teaching curricula is designed as culturally informed, the learners do not only learn linguistic patterns (grammar and vocabulary), different words, pharases and utterances; also they can learn and discuss the sociolinguistic issues, different intonational and pronunciation.

### **Conclusion**

This study tries to discuss the hegemonic role of English in the globalization. In today's World the language teaching curricula should be designed as intercultural communicating competence (Fay and Hill,2003). In this way, EFL learners see English as an international language and they can aware of cultural status of English in EFL context. In the global English speaking village, if the language teaching curricula is designed as culturally ans socially oriented, EFL learners can learn different cultural and different political issues, norms and values while using English Language.

It should be noted here, culturally informed language teaching curriculum design promotes cultural awareness in EFL context. Learner centered curriculum, communicatively designed syllabus promote language learning and develop students' understanding their own cultures and norms and the other cultures and civilizations. (Templer, 2002). By doing so, English curriculum can deal with recent global market and English curriculum can meet global demand. Presentation communication skills should be developed and concept of globalization must be clear among the EFL learners.

As it is mentioned before, the people all around the World are surrounded by hegemonis status of English. Based on this, English is a global language. The hegemony of English causes linguistic and cultural imperialism and American and British culture, power, ideologies and norms dominate the periphery countries. The Expanding and Outer circle countries' EFL/ESL teachers can accept this reality in other words they can accept global usage of English. On the other hand, they can minimize the cultural invasion by increasing their learners'/ students' awareness toward the cultural differences and how we can cope with these cultural differences in EFL world.

To conclude, the American and British textbooks are widely used in EFL context but also the localized textbooks and instructional ELT materials can be used in classrooms in order to protect harmful effects of hegemonic status of English.

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## Chapter 3

### SUSTAINABLE ART IN EARLY CHILDHOOD: LAND ART

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## 1. INTRODUCTION

With the emphasis of many scientists since the end of the twenty-first century, the ‘sustainable world view’ approach has emerged as an indispensable factor to protect the living environment, to improve living styles and conditions, and to ensure that human life can continue in a quality and healthy way (Akın, 2018; Witt, 2013). Sustainable worldview is defined as meeting the needs of people living today and not harming the resources that future generations will need. Accordingly, within the scope of the World Conservation Strategy (DKS), important strategies have been created by many international organizations for the protection of the world and the unity of the environment (Çelik, 2006).

“The Contribution of Early Childhood Education to a Sustainable Society” (Didonet, 2008; UNESCO, 2008) describes how to educate children to prevent further degradation of the planet and contribute to a sustainable society where human rights and the values of peace are preserved. The publication argues that early childhood education is about building a solid intellectual, psychological, emotional, social and physical foundation and has enormous potential to develop values, attitudes and skills that support sustainable development. There is much in the traditions of early childhood pedagogies that are aligned with education for sustainability, such as the interdisciplinary approach, the use of the open air for learning, and learning through real-life projects. On the other hand, art is a tool that promotes global communication and understanding and helps the educator better explain everything about cultural and environmental issues (Kastner & Wallis, 1998). One of the most effective ways to enable children to gain awareness about the environment and nature they live in is nature education.

Recently, out-of-class practices, forest schools or nature education have attracted attention in order to support the development and learning of children who are separated from nature and imprisoned in city life and four walls with rapidly developing technology and urban life in a more free and natural environment (Kiewra & Veselack, 2016). . Especially in the early period, children who have not yet entered the abstract operational stage learn best by doing. In this context, the education that will be carried out in a real nature will not only achieve the purpose of pre-school education, but will also enable children to gain nature-related gains with the help of nature. Nature studies to be carried out outside the classroom can concretely show children how different disciplines work together and provide an effective educational environment for children to better understand the concepts of nature (Erdoğan, 2011). With the nature studies to be carried out, it can be ensured that children learn their responsibilities towards nature, find solutions for problem situations, learn actively and become active

individuals towards nature (Yerkes & Haras, 1997).

The perception of education in nature, which can be considered as an innovative approach in the context of Turkey, is considered important in acquiring the concepts of art and aesthetics as well as environmental awareness in early childhood. It can be considered as an important initiative to support pre-school education by enabling the nature to be noticed and participating in education, thus designing an innovative learning environment with the available opportunities. In this way, it will be possible for preschool teachers to integrate the concept of education in nature, which can be considered as an alternative approach besides traditional methods, into their professional lives and to integrate it with the education they teach by learning how to use it effectively.

Nature-based art education is named in different ways in the literature as nature art, land art, world art, environmental art or earth art. The landscapes we see in the world we live in are potential areas of artistic creativity. Although our environment may seem static, it is subject to the dynamic movements of the bodies living in it, the effects of time and the innovations that follow the change. (Solberg, 2016) Land art with its widespread use (or World art or environmental art) refers to an art movement in which landscape and art are linked and the work of art is not only placed in nature but also makes use of nature. Land art can refer to a variety of interpretations that can be made by anyone and can combine materials found in nature such as leaves, cones, branches, pebbles, rocks, sand and seashells. Land art has been associated with education in the implementation of interdisciplinary projects in recent years.

## **2. LAND ART**

“Land Art”, which calls to think about the dangerous dimensions of industrial development and technological speed, the negative effects of which were felt more in the second half of the twentieth century, is the product of an approach that makes nature visible, aims to raise awareness about nature, and blesses nature in the face of technology” (Antmen, 2014: 251).

Landscape and nature have inspired artists since prehistoric times, but the 20th century has seen the rise of the artist who actively engages and immerses himself in nature. In addition, process-oriented work and ecology became increasingly important to artists. Contemporary landscape artists have placed these issues at the heart of their work, so today we can see works of short duration or extremely temporary with a pronounced component of change. In addition, artists are increasingly concerned with the alienation of humans from nature and the problems of ecological pollution.[ Efhymia et.al., 2012)]

Tufnell (2006) stated that Land Art, which is called with different terms such as “Earth Art”, “Environmental Art”, “Soil Art”, “Nature Art”, is not a movement-ism. “It has no defined purpose, specific members and manifesto. Most artists mentioned under this title have used this term to describe earthworks performed in America at a certain date” (Tufnell, 2006:15).

The first example of artists’ search for form in nature is the “Earth Mound” made by Austrian artist Herbert Bayer in 1954. Located at the Aspen Institute’s Aspen Meadows campus in Colorado, the study consists of a hill, a shallow pit, and a circle surrounding a white rock. The opening in the circle allows visitors to enter the work.



**Figure 1.** Herbert Bayer, “Earth Mound”, 1954

[\(https://socks-studio.com/2015/07/12/earliest-land-art-herbert-bayer-and-fritz-benedicts-green-mound-and-marble-garden-1954-1955/\)](https://socks-studio.com/2015/07/12/earliest-land-art-herbert-bayer-and-fritz-benedicts-green-mound-and-marble-garden-1954-1955/)

After this work of Herbert Bayer, deserts, quarries, vast fields, abandoned mines, garbage dumps became the new art production and exhibition spaces of artists such as Walter de Maria, Carl Andre, Nancy Holt, Sol Lewitt, Richard Serra, Robert Smithson and James Turrell. started to take shape. In 1968, exhibitions of Land Art products started to be opened in New York.

It is known that “Land Art” or Land Art started to be used with a common language of architecture, landscape and art in America towards

the end of the 1960s and was applied by European artists in the 1970s. Land Art is included in the “Non-Art” or “Anti-Form” movements of contemporary art. This trend, which wants to expand the field of application of art, opposes the art market, and operates outside of galleries and museums, is also related to a regional ecological awareness and the rediscovery of archaic cultures (Lynton, 2004).

“Land Art is close to Minimalism in terms of the application of plain, geometric shapes to open spaces, is close to Arte Povera in terms of the use of natural materials such as stone/torak and its processivity, related to Happening due to the often ephemeral nature of the works, also related to Performance Art in terms of the artist’s focus on the process of intervening in nature, and sometimes the projects themselves. It has been described as a movement that has affinity with Conceptual Art because it is exhibited only with documents, photographs, maps and similar ‘remaining’ materials” (Antmen, 2014: 253).

When the studies are examined, the features that distinguish Landart from other plastic arts branches are:

1. With a more liberal understanding of art, they realized their works in nature, on vast lands (Yağmur, 2016). Land Art artists have revealed the orientation towards nature with their works. Thus, the artist, who has been inspired by nature in his art since the past, has taken place in nature by removing the distance between nature and himself with Land Art.

2. Many of the works of land art are the formations that can be grasped from a bird’s eye view and performed in places where the viewer cannot see. For this reason, photography and video, which are the only ways for works to meet with the audience, ensure that they are permanent (Yaman et al., 2012).

3. Instead of aiming at the permanent contribution of humans to nature, they symbolize the transience of humans and all living things in nature and the change in nature (Kılıç, 2013; Düzenli and Alpak, 2016).

4. They are not an art object independent of the environment, but a form of artistic expression that uses and scrutinizes the qualities of the space and where the viewer-space relationship is a basic requirement (Güler, 2006).

The main features of Landart can be listed as follows (Duyuler, 2014; Yaman et al., 2012; Kilimci, 2012).

- “Simple, geometric forms are used.
- Natural and waste materials such as stone and soil are used in the creation of the works.

- The ephemeral nature of works: even if the work of art disappears over time, art never disappears. Because works of art are recorded with photographs and videos.

- Against the destruction of nature awareness is created for environmental awareness.

- Artists' working area is nature: nature incorporates and transforms these self-directed interventions or forms over time.

- The works produced in the field are closely related and intertwined with nature and in this context, the trace left by the artist in nature; reveals his work.

- Displaying works of art in alternative spaces (such as abandoned buildings, streets, nature...) in response to the elite attitude of museums and galleries”.

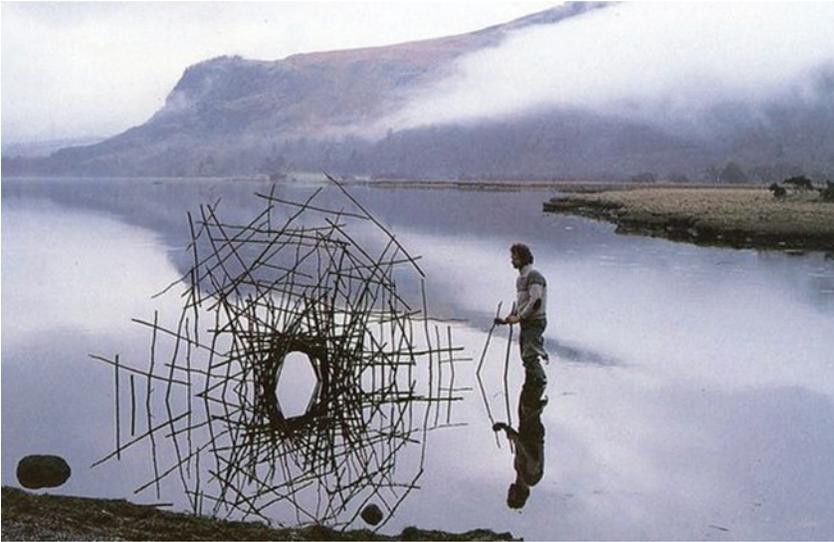
In addition, the fact that the works are generally immovable and lose their ability to be sold is a rebellion against the capitalism-art relationship. Landart touches is the concept of “change”. In this process of change coming from the dialectic of nature, nature differs every day and every moment. Depending on the seasons, light and color changes, earth changes, growth and death of plants and trees, conversion of water to ice etc. It can be said that the changes are the sources of inspiration for landart artists.

### 3. ARTWORKS OF LANDART



**Figure 2.** Robert Smithson, *Spiral Jetty*, Rozel Point, Great Salt Lake, Utah, ABD, 1969-70 (<https://utahcommhistory.wordpress.com/2010/05/04/>)

The most iconic piece of Land Art is Robert Smithson's Spiral Jetty, which resembles a giant fossil in the Great Salt Lake in Utah. This work, which can still be watched by visitors, is about 6,000 tons of basalt, gravel, salt and sand, etc. collected from the coast. It is in the form of a reverse spiral using the material. Due to the nature of a bacteria and algae species, the periodic transformation of the salt lake water into red and pink color increases the effect of the artifact.



**Figure 3.** Andy Goldsworthy (<https://tr.pinterest.com/pin/97953360614887811/>)

Mehmet Yılmaz commented on Goldsworthy's works as, "The lifeblood and energy of nature, motion, light, growth and decay processes; the shocking effect of touching, the resistance of the soil are the sources of his works" (Yılmaz, 2006: 253). Goldsworthy creates his works not only with the materials offered by nature, but also with technical material support.



**Figure 4.** *Christo and Jeanne-Claude, Wrapped Trees, Fondation Beyeler and Berower Park, Riehen, Switzerland, 1997-98. (<https://artreview.com/christo-1935-2020/>)*

178 trees, whose height is between two meters and 25 meters and whose diameters vary from one meter to 14.5 meters, were wrapped with 55,000 square meters of woven polyester fabric and 23 kilometers of rope. “The branches of the Wrapped Trees pushing the translucent fabric outward created dynamic volumes of light and shadow, moving in the wind with new forms and surfaces shaped by the ropes on the fabric” (<https://christojeanneclaude.net/artworks/wrapped-trees/>)



**Figure 5.** Sylvain Meyer, *Sapien*, İsviçre

(<https://inhabitat.com/sylvain-meyer-transforms-elements-of-nature-into-beautiful-environmental-art/sylvain-meyer3/>)

Swedish artist Sylvain Meyer created an interactive contrast between the two colors by creating swirls with light-colored twigs on the dark dry leaves that fell to the ground in the area where the tree group is located in a forest in Sweden.



**Figure 6.** Nils-Udo, *Volcan*, Porquerolles Adası Fransa, 2018

(<https://domaine-chaumont.fr/en/centre-arts-and-nature/archives/2018-art-season/nils-udo>)

Nils-Udo creates new and original designs in very different geographies such as Connemara, Reunion Island, Vassivière Island and Central Park, inspired by the materials he collects in the natural environment specific to that geography. “Drawing with flowers. Painting with clouds. Writing with water. Following the May wind, the path of a fallen leaf. Working for the storm. A glacier awaits. Guiding water and light... Counting a forest and a meadow...” Nils-Udo (<https://domaine-chaumont.fr/en/centre-arts-and-nature/archives/2018-art-season/nils-udo>) With his words, Nils-Udo expresses what an active role nature plays in artistic creation.



**Figure 7.** *Sonja Hinrichsen*

(<https://inhabitat.com/sonja-hinrichsens-amazing-snow-drawings-bring-viewers-closer-to-nature/sonja-hinrichsen-snow8/>)

Sonja Hinrichsen creates her designs on large-scale snow-covered landscapes, frozen lake and river surfaces, with the help of volunteer communities. From a bird’s eye view, Sonja Hinrichsen completes the snow picture with spirals, lines, dots and intricate spiral patterns created by walking between rows of trees, paths and the water’s edge.

#### **4. LANDART IN TURKEY**

It can be said that the first Land Art event in our country was the event that Yücel Dönmez called “Nature Arrangement” made in the Quartat valley in the Altınparmak part of the Kaçkar Mountains in 1974. In 1975, Yücel Dönmez shows himself as the first artist in the world to paint on snow.



**Figure 8.** *Yücel Dönmez, Antalya Saklıkent kayak merkezi, 2013*

(<https://turkishartmarket.wordpress.com/2014/06/29/bir-sanat-ustasi-ve-sanatin-eksik-oykusu/>)

Another land art event held after Yücel Dönmez, the 1st Endless Thanksgiving Village Land Art Events, the first of which was held in September 2011, is the most comprehensive Land Art event held in this field in our country. Eight different designers have implemented their projects that will integrate with nature using natural materials. With this event, it is aimed to reflect the merging of today's art with the precious soil of the Çavuş town of Hüyük district of Konya, blended with the Hittite, Roman, Byzantine, Seljuk, Ottoman and Turkish Republic cultures that have left their mark on our geography, to the 2000s.

Especially since the 2000s, it is seen that the "Land Art" studies in Turkey have increased. Mehmet Ali Uysal, Mehmet Kavukçu, Ayşe Erkmen, Cengiz Tekin, Mustafa Duyuluer, Varol Topaç and Elçin Ekici are Turkish artists who work in this field at an international level. Examples of work by these artists are given below.



**Figure 9.** Mehmet Ali Uysal, *Deri (Skin) heykeli*

(<https://www.piartworks.com/artists/36-mehmet-ali-uysal/works/9403-mehmet-ali-uysal-skin-2-2010/>)

One of Mehmet Ali Uysal's best-known works, the Skin 2 (Latch) sculpture was built for a festival, the first in Meuse, France, and the second in Chaudfontaine Park in Liege, Belgium. The giant latch in the sculpture, which is based on illusion, was designed and applied as if it were squeezing and holding the skin, which is the top layer of the earth.



**Figure 10.** Mehmet Kavukçu, *Fırtına, Erzurum, 2017*

(<https://m.turkiyegazetesi.com.tr/gundem/447559.aspx>)

Mehmet Kavukçu' s performance work “Living the Storm”, which consists of a trilogy, the first one is called standing against the storm, the second one is colored storm, and the third one is the silence of the storm. In the first performance, the simplest form of the storm was given in order to combine the purity of nature with the purity of the human being, while in the second performance seen in Picture10, the artist intervened with colored paints on the plastic material that was dressed on the tree. In the third performance, Kavukçu threw snowballs, the symbol of purity and cleanliness, onto the tree. In this storm trilogy, which is considered as both a landart and a performance art, the storms experienced in the inner and outer nature of the human being are tried to be explained with a visual effect.



**Figure 11.** *Varol Topaç, Fermuar, İzmir, 2007*  
(<https://www.idildergisi.com/makale/pdf/1543860381.pdf>)

Artist Varol Topaç, who likens Land Art or Nature Art to tracing in nature, frequently uses the sun image in his works. In his works, he “references to nature, life and human values” (Aydın, 2014: 50). With his work called “Zipper”, Topaç aimed to refer to the situation of alienation and alienation from nature.

## 5. LAND ART IN PRESCHOOL EDUCATION

Land art is a type of art that cares not only about nature and the environment, but also people's environmental awareness (Stathopoulou, 1997; Krug, 1997; Mantere, 1992). Environmental artworks are special projects in which artists, scientists, teachers and students work together. As a result, environmental artworks created with the spirit of "ecology and sustainable development" are formed (Andrews, 2006; Grande, 1994). The most important thing in this environmental art, which is called land art, is that these actions carry an artistic and ecological meaning. Therefore, land art should be considered as an approach that belongs to both art education and environmental education (Stathopoulou, 1997).

Works in land art, environmental art and eco-art have become very popular in Finland, the UK, Germany, the USA, Canada and Australia. Although there are a few art books on this subject, there are no resources for teachers in our country. On the other hand, there are not many publications on the use of outdoor space in the field of art, mostly in nature education or forest schools. Outdoor education creates opportunities for people to explore natural environments, to live and act in harmony with the landscape, to approach the natural world and to perceive themselves in their living spaces. In natural environments, children are exposed to colours, shapes, movements, smells and sounds that stimulate their senses. As a result, children often develop feelings of curiosity or empathy. Sometimes they arise from the activity itself, such as speed, effort, or excitement, sometimes from a remarkable perspective or encounter with an attractive or alien life form, sometimes from a greater awareness of one's surroundings. Although these experiences are temporary and cannot be precisely replicated, they are specific to certain environments and can be experienced. However, sharing requires sensitivity not only to the qualities of such experiences and the emotional responses of others, but also to a common language. This language is called aesthetic language.

Choices in nature, visual observations such as color, form, size, or tactile characteristics of forms such as soft or hard, animate or inanimate vital forms form the basis of studies in this field. Especially when the art-based environmental education methods are examined, four activities are mentioned to ensure this. These; activities based on observations, activities that reveal the processes occurring in nature and help us to perceive them in more detail, activities that aim to change the perspective on the environment, and activities that explore the boundaries of humans and the environment (Çukur, Güller Delice, 2011, Çeliköz, 2017).

All of these actually differ with individual characteristics. In this context, our senses form the basis for learning to perceive and see space.

Color and light significantly affect how we feel in a place. We can make very quick decisions about how the space makes us feel, based on texture and temperature. Smell and taste are the most primitive design features, especially when entering a new place (Alfonso-Benlliure, Meléndez, García-Ballesteros, 2013).

There are several principles for designing effective natural outdoor classrooms as learning environments in nature. Natural outdoor classrooms, designed with these principles, are environments that encourage children's creativity and increase learning opportunities. Research on these natural open-air classrooms shows that teachers who use them view the enhanced aesthetic values and natural, open-ended materials available to children in these spaces as two key components to support all learning opportunities, including creativity.

In a study describing the characteristics of natural outdoor classrooms, which teachers defined as effective situations, "The most successful outdoor classrooms: maximum choice, spaces large enough to accommodate many children, roads and borders as play opportunities, flexible areas of use, and support and have opportunities stakeholder engagement for children." (Dennis, Wells, & Bishop, 2014). Earlier research conducted at a Nature Discovery Class in Minnesota also noted that well-designed environments filled with natural materials promote creative play. The application of guiding principles for designing outdoor classrooms supports the freedom of children to choose what, how and where with which materials they play (Bohling, Saarela, & Miller, 2010).

Teacher training programs should primarily include lessons that connect both art and environmental curricula, such as land art, garbage art, and recycling art (Efthymia et al., 2012).

In a research project focusing on the application of environmental education to handicraft workshops for music and movement, storytelling, visual arts and early childhood professionals (Tarr, 2008), visual arts workshops aimed at professionals learning traditional visual art methods to develop children's observation skills about their environment. Professional participants stated that children were able to reflect environmental knowledge socially through artistic means. Tarr's (2008) project of arts-based pedagogies has demonstrated that it is effective in teaching young children about the natural world and is of great benefit to both children and childcare professionals by developing children's environmental observation skills and knowledge. Professional participants stated that children were able to reflect environmental knowledge socially through artistic means. Tarr's (2008) project of arts-based pedagogies has demonstrated that it is effective in teaching young children about the natural world and is

great benefit to both children and childcare professionals by developing children's environmental observation skills and knowledge.

Art education and environmental education are valuable tools that can help increase the child's observation and sensory healing power (Inwood, 2003; Inwood, 2010; Montessori, 1976; Tarr, 2008; Temiz & Semiz, 2018). When the two curricula are combined, the child can become significantly more aware of his or her natural environment and develop a decisive role in sustainability (Inwood, 2003; Inwood, 2010; Flowers et al., 2015). Environmental education curriculum emphasizes the concept that harmonious coexistence requires caring for each other, encouraging the child to be the protector of the planet (Belz, 2011; Doran, 2002; Segalla et al., 2013). Environmental education that equipped with world-conscious art materials, becomes eco-art education that further develops the concept of environment in which all components of the universe are interdependent (Inwood, 2013). This concept defines Montessori peace and cosmic education. Peace and cosmic education convey to the child the interconnectedness of all forms of life, including the child (Lillard, 2005). By incorporating the idea of sustainability into their education, eco-art education can convey to the child that their educators and school care about the environment (Inwood, 2010). According to Doran (2002), "schools reflect societies and societies reflect schools" (p. 40). With this quote in mind, if the goal is to encourage children to become future environmental stewards, then the first step is to take a look at the materials, the educational opportunities available to them, including art materials. What do the art materials say about educators' attitudes towards protecting the environment? In recent arts education and environmental education research, there is an increasing number of studies investigating the role of visual arts on cognitive and ecological thinking in environmental education (Flowers, 2012; Flowers et al., 2015; Kagan, 2011; Staples et al., 2019; York, 2014). A quantitative study in this context strives to incorporate artistic methods into the assessment of young children's environmental attitudes and awareness (Flowers et al., 2015). The researchers' art assessment was planned as an adaptation of a drawing prompt and was evaluated with a grading chart used to assess the environmental attitudes and awareness of 285 children. The study concluded that art-based assessments that encourage creativity and incorporate different forms of expression are a practical and unique student-centered tool for measuring different components of environmental attitudes and awareness. Gablik (1991) argues that combining arts and environmental education challenges how students respond to nature. The creation of new opportunities and recent efforts to develop marriage, ecological identities and ecocentric mindsets have shown that the visual arts "represent an important form

of communication that allows children to freely express ideas that they sometimes cannot express verbally” (Flowers et al., 2015, p. 3).

In line with all this information, there are different land art practices in the pre-school area. Although these were generally carried out with pre-service teachers, examples of activities that can be carried out with children are given below.

## 6. LANDART SAMPLES IN EDUCATION

Solberg (2016), “Land art in preschools. In his research titled “An art practice”, he stated that his aim in making site-specific art projects with preschool children and teachers is to raise awareness of children towards their environment and to make art with the possibilities of our natural environment. While doing this, he emphasizes that it is essential to activate their minds, senses and intuitions. A camp lasting several weeks was organized with children aged between three and six years in an open-air kindergarten established in a forest area close to Trondheim, Norway. After the environmental tour, the children were asked to collect the materials found in nature, and both an artistic work and a playground were created with these materials.



Figure 12. (<http://www.ijea.org/v17n21/index.html>)

A spiral form was formed on the snowy ground with the collected branches. “As the children were building, some of them started running in the spiral. They referred to a game called “the shoemaker”. The game entailed a stop in the centre of the spiral, to repair a shoe. One child squatted there, in the role of the shoemaker. The rest were running, in and out of the spiral. Rules were introduced: no breaking of walls (positive form), and no bumping each other. If so happened, one had to stop to repair the wall, or to let the other child pass. This use of the shape made it come alive with meaning, participating in and connoting happenings and stories reaching far beyond the dialectics of pure form” (Solberg (2016: 11). The spiral created with natural environmental materials also allowed children to grasp the concepts of inside and outside with their cognitive, affective and psychomotor skills. After the event, the book containing Robert Smithson’s “Spiral Jetty” work in 1970 was examined and they realized that the spiral they made was actually a work of high aesthetic value.

In the early childhood education process, the interpretation of art and art criticism are made in a formal and structural framework through works of art and designs. Here, the interaction of mathematics and visual arts education is in question in an interdisciplinary context. STEAM education, which is an inter-curricular approach in which science, technology, mathematics and art are used intertwined, contributes to the development of skills such as critical thinking, problem solving, creativity and questioning in children. Within the scope of STEAM education, land art in early childhood provides children with gains such as recognizing nature and the seasons, recognizing the structural features of nature’s assets, designing with natural structures, and connecting with mathematics in the design process.

In their research titled “Land Art Math”, Alsina and Salgado (2018) conducted a study with 85 children aged 3 to 6 and their respective teachers. Seven stages of activity that shape the work: 1) selection of natural materials, 2) classification of materials: stone, leaves, cones, etc. 3) analysis of properties of materials: colors, shapes, sizes, weights, etc. 4) Interaction, communication and discussion with students to design Land Art Mathematics 5) creating the design, creating a dialogue, 6) representation on paper, 7) strengthening the mathematical vocabulary. In addition to these stages, the teachers examined the Land Art works made by famous artists with their preschool children.



**Figure 13.14. 15.** *Stage 2: Classification of material collected from nature*



**Figure 16. 17.** *Stages 3 and 4: Asking questions about materials – discussion*



**Figure 18. 19. 20. 5. and 6.** *Stages: creating the design and drawing the design on paper*

([https://uvadoc.uva.es/bitstream/handle/10324/52983/revistas\\_uva\\_es\\_\\_edmain\\_article\\_view\\_5886\\_4406.pdf?sequence=3&isAllowed=y](https://uvadoc.uva.es/bitstream/handle/10324/52983/revistas_uva_es__edmain_article_view_5886_4406.pdf?sequence=3&isAllowed=y))



**Figure 21. 22.** *Phases 5 and 6: creating the design and drawing the design on paper*

([https://uvadoc.uva.es/bitstream/handle/10324/52983/revistas\\_uva\\_es\\_edmain\\_article\\_view\\_5886\\_4406.pdf?sequence=3&isAllowed=y](https://uvadoc.uva.es/bitstream/handle/10324/52983/revistas_uva_es_edmain_article_view_5886_4406.pdf?sequence=3&isAllowed=y))

At the end of the study, by taking the opinions of the teachers, it was seen that the research reached the determined goals such as reasoning, using mathematical language, comprehending new mathematical words, creating artistic products with natural materials.

In 2012, Queen Maud University College students examined Goldsworthy's land art works and realized the land art works seen in the pictures below, based on the works of the artist they were inspired by. The study emphasizes that the process of installation, dialogue, discussion and creative thinking are as important as the product, apart from teaching mathematics. Similarly, these studies are considered important in terms of developing the perception of location in the early childhood education.



**Figure 23.24.** *Land Art works by students around Queen Maud University College*

(<https://dmmh.no/media/dokumenter/net-africa/edited-2012-report-all-pages.pdf#page=35>)

Within the scope of a research conducted in Croatia (Brajčić, M., 2020), the effect of land art on students in the aesthetic dimension was examined. A case study was conducted with 28 children aged 5-7 years. In this study, firstly Landart examples were examined with the students, and then they were asked to design in the Landart discipline. The resulting studies were divided into four groups. In the studies of a group, children made designs with pebbles and tree branches and Anthropomorphic forms in order to determine the outlines of the shapes (Figure 25). This study was found to be fully compatible with the age and abilities of the children. The second group made more abstract, decorative and aesthetic designs with an extremely interesting arrangement with multi-colored stones, leaves and cones (Figure 26). The third group made what they call “ant tracks” from waste materials like water bottle caps instead of natural materials, and formed corks from jars (Figure 27). The fourth group designed a stylized flower using dried leaves and twigs of different colors. They built a hedgehog house in which an apple was placed for hedgehogs to eat. With this study, the children created designs that have both a high visual aesthetic level and a functional aspect.



**Figure 25.**



**Figure 26.**



**Figure 27.**

*(<https://hrcak.srce.hr/file/376171>)*

## 7. CONCLUSION

It is known that different learning environments and different educational materials increase the student's interest and perception. "Materials are used to support teaching in the teaching-learning process. Materials selected according to the subject and purpose make the taught subject alive, enrich the teaching process and increase learning. Materials also increase students' interest and motivation" (Demiralp, 2007, p: 374). Early experiences with the natural world were positively influenced by the development of imagination and curiosity (Cobb, 1977; Louv, 1991). It is also stated that curiosity is an important motivator for lifelong learning (Wilson, 1997). Another example of the reality of learning through different disciplines is seen in the fields of art and geography. Land art is the common language of knowledge and aesthetics in geography teaching as well as mathematics education. "Visual materials are of great importance especially in geography teaching and since the material of geography is nature itself, it will always maintain this importance" (Kayacılar, C., Karaca, A., 2020: 554).

As a result, it is an important element to integrate landart into early childhood education in the development of aesthetic perception, as well as the use of environmentally friendly materials within the scope of sustainability, interdisciplinary learning, nature education and art education.

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## Chapter 4

### INTER-RATER RELIABILITY

*Fazilet TAŞDEMİR<sup>1</sup>*

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## INTRODUCE

Students often criticize their test scores, thinking that their test scores are based on the subjective judgments of their instructors. Two independent raters may not give the same score to a given answer without determining the criteria that will guide the grading process in answering the questions. The explanations in the scoring are used to make the evaluation process more objective for the raters. While scoring rubrics cannot eliminate rater differences, a well-crafted scoring rubric can reduce scoring inconsistencies (Moskal ve Leydens, 2000). The scores given to those who take the exam are a reflection of the performances of the students; it is also an indicator of the judgments of the raters (McNamara, 2000).

Rubrics are used to evaluate reflective writing, bibliographies, oral presentations, critical thinking, portfolios, projects, and oral or open-ended questions and student products (Reddy & Andrade, 2010). Two forms of reliability that are generally considered in assessments using rubrics include rater reliability. The rater reliability is called the consistency of the scores and is based on the scoring of at least two independent raters or the same raters at different times (Moskal & Leydens, 2000). By using a rubric, objectivity can be eliminated in scoring and objectivity can be achieved in the scale results. This increases reliability. Rubrics determine the success of a particular task according to the criteria and success levels defined by descriptive expression. Various performances from preschool to university uses it to determine specific learning outcomes (Hafner & Hafner, 2003).

The threat of subjectivity in rater judgments is one of the main sources of measurement error and also affects the reliability and validity of test scores (Bachman, Lynch & Mason, 1995). Evaluation criteria: It provides the determination of the level of performance of the students towards the criteria. Performance criteria are determined in advance by the raters in the measurement tool. A definition is made for each performance criterion and a rubric is obtained by combining them with the evaluation criteria in a table (Popham, 1997).

Reliability coefficients give information about how repeatable the measurements obtained from measurement tools are. Inter-rater reliability coefficients seek to answer the question of whether the existence of the “correct” score associated with each subject or object matches the “correct” scores according to the criteria decided by the raters. Reliability is concerned with the sensitivity and consistency of raters’ scores on the answers to the questions. This search for harmony between the scores in the reliability calculations is also one of the important questions of the measurement process. If different raters often overlap in their decisions, students’ scores on their performance on the exam are considered reliable. These scores are considered valid if different raters agree on the “correct” judged score of the specified criterion. These valid scores are scores that are both reliable and match the reference score, also defined as the “Gold

Standard". Traditional inter-rater reliability coefficients that are not based on rubric will often overlook the validity of scores (Graham, Milanowski & Westat, 2012).

Inter-rater reliability studies, it is seen that rubrics create a common interpretation and an objective scoring criterion in the interpretation of student performance and success (Reddy & Andrade, 2010). The raters' interpretation of rating scales under different headings may affect test scores. This may lead to inconsistent scoring in the evaluation of student performance or success (Fulcher, 2014; Bachman & Palmer, 1996). Raters are generally used when student products or performance cannot be objectively scored as right or wrong but require a grade rating. Using raters results in the subjectivity that comes with interpreting the product or performance (Stemler, 2004). Many raters develop rubrics to increase inter-rater reliability to minimize subjectivity and scoring inconsistency.

Moskal and Leydens (2000) state that rubrics eliminate the concerns of subjectivity in scoring by making the scoring criteria of a student product or performance clear. While scoring rubrics do not completely eliminate the differences between raters, a well-designed scoring rubric can reduce the occurrence of these inconsistencies. Rater reliability is related to the agreement above the scores given by two or more raters to those who take the same exam or performers (Fulcher, 2014).

Reliability coefficient estimations express the precision and sensitivity of a measurement tool and reveal its capacity to produce similar results. There are different possibilities for measuring reliability. Inter-rater reliability in the reliability examination among raters evaluating the same participant; test-retest reliability gives information in the reliability examination at different times (Borsboom et al., 2004).

The same performance or answer to the same question is scored by different raters to determine consistency between raters. The agreement between these scores is examined. Some of the indicators of this agreement are kappa-type statistics, intraclass correlation coefficient and logistic regression. If the measurement and scoring are done at the rank level, the rank difference correlation coefficient can also be used. Compliance in scoring refers to the degree of agreement of ratings (de Vet et al., 2006; Shoukri, 2010). Inter-rater reliability can be used to determine whether two independent ratings are statistically different from each other. The presence or absence of scoring categories of the rating scale for objective scoring (Jonsson & Svingby, 2007) may affect the probability of agreement between raters.

In order for the evaluation process to be reliable in graded scoring, there are no rules that define a dsystematic rating. In this respect, rubrics are shaped according to the criteria of those who ask open-ended questions or evaluate the portfolio. Researchers state that the greater the differences arising from the evaluation, the greater the need for interaction

in determining the criteria set between raters (LeBreton & Sentor, 2008; Nunnally & Bernstein, 1994).

While determining the reliability of scoring based on rubric, two or more observations are made and scored by the same observer in the intra-observer agreement test. While calculating the intraclass correlation coefficients (CCT) for reliability, Cronbach's Alpha can be used to show the consistency percentage between the measurements in continuous data type and the consistency within the measurer (Gözüm & Aksayan, 2003).

There may be scoring errors from the rater in the oral examination, performance evaluation, and scoring of open-ended questions. The reliability of the rater is taken into account in the reliability of the scores obtained in the measurement tools. It is examined in two types as intra-rater and inter-rater reliability. Intra-rater reliability is calculated by examining the consistency of scores given by the same individual with each other. Reliability is often estimated using the Cronbach Alpha coefficient in studies (Jonsson & Svingby, 2007). Inter-rater reliability can be examined using different methods and techniques such as percentage of agreement, Pearson product-moment correlation, Kappa statistics, Krippendorff alpha statistics and comparison of means (Goodwin, 2001).

## RELIABILITY COEFFICIENTS CALCULATED by INDEPENDENT EVALUATORS

### Kappa Coefficients and Logistic Regression

Kappa statistic is used as a statistic based on the correction of the fit that occurs by chance (Oakleaf, 2009). The Kappa coefficient is not suitable for a situation where a rater must approve or disapprove of a known previous rating from another rater (Thompson & Walter, 1988).

$$\kappa = \frac{\text{observed agreement} - \text{chance agreement}}{1 - \text{chance agreement}} \quad (1)$$

$$\kappa = \frac{P_o - P_c}{1 - P_c} \quad (2)$$

In the Kappa formula,  $P_o$  is the ratio of observed matches and  $P_c$  is the ratio of expected matches by chance. Kappa coefficient is for cases where 2 raters each provide a single rating for the same student, or where a rater gives 2 points for different students, respectively representing inter-rater reliability (Conger, 1980; Haley & Osberg, 1989).

The Kappa coefficient, which indicates the degree of agreement calculated between the raters, ranges from -1 to +1. Different value ranges

are also suggested for the interpretation of  $\kappa$  statistic values (Fleiss, 1971; Von Eye & Mun, 2005). The intervals developed by Landis and Koch (1977) to interpret the  $\kappa$  values are given in Table 1.

**Table 1:** *Kappa Value Reference Ranges*

$\kappa$ value	Commentary
<0	Worse fit than might be due to luck
0.01<0.20	Insignificant compliance
0.21<0.40	Poor compliance
0.41<0.60	Moderate compliance
0.61<0.80	High level of compliance
0.81<1.00	Very high level of compliance

There are formulations with similar or slightly different identifiers to those in Table 1. The determination of benchmarks in the interpretation of the Kappa coefficient is arbitrary (Brennan & Silman,1992; Dunn ,1989). This arbitrary definition must be taken into account when assessing the effects of prevalence and bias on the kappa, and the size of the kappa. The size of the Kappa coefficient is affected by the weight applied and the number of categories in the measuring scale (Maclure & Willett, 1987; Haas,1991).

Kappa-type statistics are the most commonly used coefficients of agreement to determine scoring reliability. Under certain conditions, the weighted kappa and intraclass correlation coefficients are equivalent for data at the rank and range level (Fleiss & Cohen, 1973)

The advantage of using the Kappa statistic in determining inter-rater reliability is that it is easy to calculate and interpret the results. In addition, this statistic gives both the direction and amount of agreement between raters. The highest value it can take, i.e. 1 Kappa value is not affected by the number of individuals scored and the number of categories used in scoring (Silcocks, 1983). There is also a downside to the Kappa statistic. It cannot be applied to non-categorical data. It is difficult to compare the values obtained from different items or from different studies, as they are affected by the sample size and the statistical distribution model of the group that is the subject of the research (Gwet, 2002; Landis et al. Koch, 1977; Stemler, 2004).

If the Kappa value is used for a nominal scale with more than two categories, it does not identify individual categories that show high or low agreement on the results obtained (Kraemer, Periyakoil & Noda, 2002). Kappa can be applied to ordered categories derived from continuous data. The degree of achievement measured in degrees can be analyzed in 5 categories: “low achievement”, “somewhat successful”, “moderately successful”, “successful” and “very successful”. It should be known

that the analysis based on the determination of the boundaries of these categories will also take shape. Since the category determination is the choice of the researcher, the kappa value produced in this case may also have little meaning. In addition, this elaborative categorization causes statistical power loss at the scale used.

The Krippendorff Alpha statistic can also be used as a measure of fit. This coefficient was developed in order to determine the measure of agreement between the encoders. As a fit statistic, it is also used to determine the agreement between raters (Krippendorff, 2007). The formula for the Krippendorff Alpha coefficient is given in Table 3.

$$(3) \quad \alpha = 1 - D_0 / D_c$$

The fact that  $\alpha=1$  in the interpretation of the Krippendorff alpha statistic indicates that the agreement between the raters is excellent. If  $\alpha = 0$ , it indicates complete mismatch in scoring.  $D_0 = D_c$  when there is agreement between the raters due to chance.

It is argued that Kappa value is not useful in determining reliability among raters because it cannot give the source of the disagreement between raters. It is seen that logistic regression analysis is also preferred for reliability calculation. In logistic regression analysis, the absence of normality condition is expressed as a big advantage of this analysis. Another positive aspect of logistic regression analysis is that ordinal and continuous variables are used together and it allows prediction. Log-linear models based on disaggregated category, quasi-symmetry and association models are also suggested in determining reliability (Bogartz, 2008). Log-linear analysis technique is a technique that can analyze multidimensional tables through models (Agresti, 1996).

Logistic regression analysis does not require examining any assumptions such as normality, linearity, equality of variances, which are examined regarding the distribution of the predictive variables in the regression model and discriminant analysis. Also, in logistic regression, all probability values take values between 0 and 1 (Tabachnick & Fidel, 1996).

This analysis can analyze any type of forecast variable, such as continuous and bi-category. It is also useful for data obtained from a nonlinear criterion variable and can produce nonlinear models (Mertler, 2002). Cicchetti (1991) defines inter-rater reliability as “the extent to which two or more independent reviews of the same scientific document are congruent” (p. 120). Responses are rated reliably when there is a high level of agreement among the independent raters. The intraclass correlation coefficient determines the degree of agreement within the evaluation groups (Mutz, Bornmann, & Daniel, 2012).

### Intra-Class Correlation (ICC)

Intra-class correlation (ICC) can be used for measures that measure typical behavior or that can be aggregated from 5 or more rating categories based on grading. The intra-class correlation coefficient determines the rate of change in the scores resulting from the performance of the person being evaluated rather than how the rater interprets the rubric while detecting rater agreement (Shrout & Fleiss 1979; McGraw & Wong, 1996).

The intra-class correlation coefficient evaluates the degree of discrimination of the measure used among participants with different scores, indicated by two or more evaluators who reached similar results using a particular measurement tool (Liao et al., 2010; Kottner et al., 2011). The intra-class correlation coefficient is a type of analysis of variance. The intra-class correlation value, which is calculated as the ratio of variances, is expected to take a value between 0 and 1, and the closer the value is to 1, the higher the reliability (Can, 2016).

The intra-class correlation coefficient is one of the techniques that shows the agreement between raters. The most important disadvantage of this coefficient is that it is affected by the sample size. Logit models are useful for describing the effects of predictor variables on response variables. It is closely related to analysis of variance and regression models for continuous response variables (Agresti, 1984).

There are different models of intra-class correlation coefficients. There are three situations that need to be decided in determining the intra-class correlation coefficient: (a) Is one-way analysis of variance (ANOVA) or two-way analysis of variance appropriate for the analysis of the reliability study? (b) is the difference in the mean scores of the judges related to the reliability of the subject matter? (c) are units of analysis individually scored or an average of several scores? By determining the appropriate model for the first and second decision reliability study; the second and third decisions are about the possible use of the results (Shrout & Fleiss, 1979).

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Single-item inter-rater agreement,  $r_{WG(l)}$

If  $x_j$  is an item with  $k$  raters and the score range of  $x_j$  is from 1 to  $m$ , then the inter-rater agreement of  $x_j$ ,  $r_{WG(l)}$ , is as follows:

$$(4) \quad r_{WG(l)} = 1 - (S^2_{x_j} / \theta^2_{EU})$$

Where  $S^2_{x_j}$  denotes the observed variance on  $x_j$ ,  $\theta^2_{EU} = (S^2 - 1)/12$  is the variance on  $x_j$  that would be anticipated if all judgments result from random measurement-error only.

$$(5) \quad ICC = \sigma_b^2 / (\sigma_b^2 + \sigma_w^2) = (1 + \sigma_w^2 / \sigma_b^2)^{-1}$$

$\sigma_b^2$  in the formula is the difference between the encounters.  $\sigma_w^2$  is the variance of the scorers in the matches. The closer the intra-class correlation coefficient (ICC) is to 1.0, the higher the reliability and the lower the error variance. If  $ICC < 0$ , reliability is “poor”; 0-0.20 “slight”; 0.21-0.40 as “appropriate”; 0.41-0.60 as “moderate”; 0.61-0.80 is considered “substantial; and  $> 0.81$  is considered “near perfect” reliability (Landis & Koch, 1977; Zou, 2012). The quality of scoring decisions among independent raters has important implications for test reliability and validity. If the reliability coefficient is .80, it can show the minimum acceptable level in high-risk tests (Carr, 2011). While an accepted intraclass correlation value in studies is .70 for some researchers, it is a minimum value of .8 or .9 for some researchers (Hays & Reviki, 2005). Table 3 summarizes the benchmark for inter-rater agreement.

**Table 2:** Basic Rules Regarding the Adequacy of Agreement Between Raters

Agreement Summary Statistic	High	Minimum	Comment
% Absolute agreement	90%	75%	There should be no more than 1 level rating. If there are more than 5-7 rating levels, an absolute agreement level of close to 75% is acceptable, the agreement rate should be close to 90%.
Cohen's kappa	.81	.61	Since the scoring ratings for which the Kappa value is determined are based on how the levels are defined between the categories, very high values in inter-rater agreement cannot be expected.
Intra-class correlation	.90	.80	The intra-class correlation value is based on the variation of the evaluations between the ratios in the continuous data, so high values should not be expected.

Based on Graham, Milanowski & Westat (2012).

Inter-rater reliability is seen as best practice for a data-driven assessment system that creates a rich culture of student feedback based on exam or performance. Examining the quantitative data obtained in educational institutions and comparing the evaluators in the institution is the basis of growth that will help him to advance in his institution as a Professional. Assurance of inter-rater reliability minimizes existing biases in the examination area. In addition to compliance in scoring, it also secures ethical standards as scoring is done according to the practices in the evaluation procedure (Soslau & Lewis, 2014).

## CONCLUSION

Many coefficients can be used to determine rater compatibility/consistency, depending on the number of raters and whether the data is continuous, sequential or categorical. Correlation analysis and ANOVA

are frequently used in the test of significance between the averages of the scores given by the raters. The difference in the means is examined for the expected fit. In Log Linear Analysis, a simple fit index is determined. It is found by the ratio of the two raters' common points to all categories. By taking into consideration the Kappa Coefficient, chance factor, and joint response, the rater's agreement percentage can be calculated. Krippendorff's Alpha, on the other hand, is suitable to use for coding compatibility in content analysis, one of the qualitative analysis methods.

Generalizability theory, in which raters are treated as a source of error-variance, can also be preferred as a way to calculate rater reliability. Apart from all these calculation methods, it is thought that it is more appropriate to use the intraclass correlation coefficient due to its structure in the scoring of more than one independent rater according to the rubric. Ensuring harmony between raters both increases the confidence of the student who takes the exam or the performance task in the assessment and evaluation process, and can enable different raters to make similar scores even at different times.

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