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EVALUATION OF THE THIRD GRADE LIFE
SCIENCE COURSE CURRICULUM
ACCORDING TO EISNER'S EDUCATIONAL
CRITICISM MODEL

ÜÇÜNCÜ SINIF HAYAT BİLGİSİ DERSİ
ÖĞRETİM PROGRAMININ EİSNER'IN
EĞİTSEL ELEŞTİRİ MODELİNE GÖRE
DEĞERLENDİRİLMESİ

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Abstract: The aim of this study is to evaluate the 3rd Grade Life Science Course Curriculum, which was put into practice in the 2019-2020 academic year, according to Eisner's Educational Criticism Model. The study was conducted by taking the opinions of eight class teachers in four different primary schools in the European and Anatolian side of Istanbul. The findings of this study, designed as case study, are presented using the "Description", "Interpretation", "Evaluation" and "Thematics" sub-dimensions in the Eisner Educational Criticism model. In the research, data were collected using a semi-structured interview form developed by the researcher. Content analysis technique was used in the analysis of the data. The findings obtained from the research were generally criticized by the teachers who conducted the 3rd grade Life Science course. As a result, criticisms were made to the curriculum implementation such as the absence of student-centered activities, objectives-content incompatibility, abstract content, absence of extra-curricular activities in the learning and teaching process, the complexity of the course material, insufficient time, crowded classes, memorization-based exams in evaluation, and lack of technical equipment. However, it is thought that the implementation problems would be overcome and the curriculum would be transformed into a more effective form by making regular evaluations about the 3rd grade Life Science curriculum.

Keywords: Life Science Course Curriculum, Curriculum Evaluation, Eisner's Educational Criticism Model.

Öz: Bu çalışmanın amacı, 2019-2020 eğitim öğretim yılında uygulamaya konulan 3. Sınıf Hayat Bilgisi Dersi Öğretim Programının Eisner'ın Eğitsel Eleştiri modeline göre değerlendirilmesidir. Çalışma, İstanbul ili Avrupa ve Anadolu yakasında dört farklı ilkokulda sekiz sınıf öğretmenin görüşleri alınarak yapılmıştır. Durum

çalışması olarak desenlenen bu araştırmanın bulguları, Eisner Eğitsel Eleştiri modelinde yer alan "Betimleme", "Yorumlama", "Değerlendirme" ve "Temalaştırma" alt boyutları kullanılarak sunulmuştur. Araştırmada veriler araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formu ile toplanmıştır. Verilerin analizinde ise içerik analizi tekniği kullanılmıştır. Araştırmadan elde edilen bulgular genel olarak 3. sınıf Hayat Bilgisi dersini yürüten öğretmenler tarafından eleştirilmiştir. Sonuç olarak öğretim programı uygulamasına, öğrenci merkezli etkinliklerin olmaması, kazanım-içerik uyumsuzluğu, soyut içerik, öğrenme ve öğretme sürecinde program dışı etkinliklerin olmaması, ders materyalinin karmaşıklığı, yetersiz zaman, kalabalık sınıflar, değerlendirmede ezbere dayalı sınavlar ve teknik donanım yetersizliği gibi eleştiriler yapılmıştır. Ancak 3. sınıf Hayat Bilgisi öğretim programı ile ilgili düzenli değerlendirmeler yapılarak uygulama sorunlarının aşılabacağı ve programın daha etkili bir forma dönüştürüleceği düşünülmektedir.

Anahtar Kelimeler: Hayat Bilgisi Dersi Öğretim Programı, Program Değerlendirme, Eisner Eğitsel Eleştiri Modeli.

Introduction

Life Science is taught at the first, second and third grade levels of primary school; it is an interdisciplinary course in which the subjects of Social Studies and Science courses are brought together (Kabapınar, 2009). It can be said that the Life Science lesson is a lesson that helps children prepare for life with vital information, by ensuring their active participation by living, by making them know the society and the natural environment (Uzunkol, 2014). In this context, it can be said that there is a curriculum that is taught at the 1st, 2nd, and 3rd grade levels and contributes to the program to reach the goals that the primary school aims (Sönmez, 1997; Karabağ, 2009). It is a course called Life Science that contributes to the knowledge, skills and values of life that will contribute to the understanding of life that will help children develop psychologically and physiologically, starting from the subjects such as family and the close environment in the first, second, third grades of their lives (Kabapınar, 2012). The life science lesson is given to the child's self-knowledge and self-knowledge, considering his / her understanding; It is the first lesson in science, social sciences, arts, thoughts and values, which gives the characteristics of being a good individual first, then a national citizen and ultimately a citizen of the world in a globalized world, and tries to gain the knowledge of life (Tay, 2017). In the primary school, when students become independent from the family and their identities begin to form; Life science lesson plays an important role in the ability of children to adapt to their environment effectively and positively, to think multi-faceted and creatively, to solve problems (Güneş and Demir, 2007). In the social studies course in which social, natural, artistic and intellectual events and facts are taught, the child knows, understands, interprets, analyses, evaluates and suggests new solutions. In this way, the basis of skills and features such as problem solving, self-knowledge, creative thinking, and adaptation to the society are laid in the life science lesson (Gündüz, 2014). Güngördü (2001) states that according to Gestalt psychology, develop-

ment is a whole, that primary school students tend to see and learn about events and things as a whole; therefore, it emphasizes that basic knowledge and skills should be handled as a whole, not under separate courses, and this will be provided within the context of the life science course. Life Science is one of the most important lessons of children as a basic lesson aiming to prepare for life and takes place in the first three levels of primary school. Education, which is one of the most effective powers of developments in many fields, especially from the past to the present, in the economic and social fields; is in circulation of change worldwide. Although each curriculum prepared in this change is multifaceted, it will lose its effect over time and the curriculum will need to be renewed (Alak and Nalçacı, 2013). After the proclamation of the Republic, John Dewey was invited by Mustafa Kemal Atatürk in the summer of 1924 in order to examine the education system and provide opinions. Dewey conducted studies and observations within two months and prepared a report because of these studies and observations. Dewey (1939) focused on three main concepts as "collective education, business school and Life Science". Dewey also stated that the education curriculum created should be changed according to the geographical region, and a link should be established between the education and training program to be implemented and the natural life. In the programs prepared with the effect of Dewey's views, the Life Science course has an important place and has been accepted as a pivot lesson.

For the Life Science course, which started to be taught in the 1st, 2nd and 3rd grades starting from 1926, programs were prepared from the Republican Era to the present day, from 1936, 1948, 1968, 1998, 2005, 2009, 2015 and 2018 (Gözütok et al., 2015; Bektaş, 2009; Bektaş and Karadağ, 2013). Today, there is a rapid change in science and technology. This situation also changes social and individual needs. Turkey comes in the education system one of the most affected areas in this process of change. The search for models in the education system remains current. The credit system, 8 years of uninterrupted education, 4 + 4 + 4, pre-school compulsion discussions, elementary school starting age, adjacent italic writing, vertical basic letter usage discussions are important issues of the recent period. Course curriculums are also in constant change and renewal with these processes. Considering that these model searches are continuing today, it will not be wrong to say that there are still no deep-rooted solutions to the problems accumulated in the system. Decreased success rates in university entrance exams, problems arising from meeting the student-centred goal, graduates of vocational high schools usually want to enter the university and the accumulation it brings, changes in university entrance exam system and literacy education, intermittent-uninterrupted education practices, frequent amnesties, program changes did not allow a solution within the education system (Aladağ and Duran, 2016; Kelleş and Hacısalihoğlu Karadeniz, 2015; Yılmaz and Zeybek, 1997). With the developing technology, the changes and innovations occurring in the world have covered all fields and affected education significantly. With the information age, the society has changed and the expectations of the society have changed. The Life Science course is also open to developments and changes with the developing technology (Ocak and Gündüz, 2006). Life Studies lesson started to be taught for the first time in 1869 during the Ministry of Education of Saffet Pasha and preserved its existence in all programs of the Republican period (Binbaşıoğlu, 2003; Şahin, 2009). From the proclamation of the Republic to the present, life studies teaching programs have been changed from time to time by the needs and expectations of the period. In the

first formation of the Life Science program in 1926, its original name is referred to as the "First Schools Curriculum" (Tay and Baş, 2015). Some changes were made in 1936, 1948, 1968, 1998, 2005, 2009, 2013, 2015 and finally in 2017 for the Life Science curriculum included in the program as a pivot lesson (Güleryüz, 2013; Şahin, 2009). In 2015, it was decided to apply the "Primary School Life Science Lesson (1st, 2nd and 3rd grades) Curriculum" which was prepared as a draft and started to be applied to the 1st grades gradually to the 2nd and 3rd grades. With the new regulations made in 2017, this gradual transition was attempted (MEB, 2015; MEB, 2017; MEB, 2018). For the first time in 2004, as a different approach, primary education programs were created based on the constructivist education approach and this was also valid for the Life Science curriculum. The Life Science curriculum, which was prepared in 2004 and tested in pilot provinces for a year, was put into practice in 2005. The 2005 curriculum also formed the basis of the Life Science program created in 2009 with minor changes. The curriculums made change over time, and will continue to do so after program development is a dynamic process. Each curriculum is prepared to achieve the best in conditions of its own time and needs to be updated again according to the developments and changes over time. These processes require the evaluation of the curriculums. Education has been in an international cycle of change over the years, with the influence of developments in different fields, especially social, cultural and economic fields, throughout our Republic history. Depending on these developments, a strong training program is needed to enable individuals to use their metacognitive thinking skills (Ünal, 2010; Ünal, 2015), which are parallel to their achievements, effectively. In order to have a strong training program, it is important to evaluate the Life Science curriculum in practice in the context of the effectiveness and quality of the program, as well as the program development studies, which is a dynamic process. The present study, which takes into consideration this importance, aims to evaluate the Life Science Lesson 3rd Grade Curriculum, which was put into practice in the 2019-2020 academic year, according to the educational criticism model. For this purpose, the status of the new curriculum in practice, the deficiencies encountered and the innovations offered with the program were evaluated by considering the opinions of the teachers within the framework of the themes determined based on the elements of the curriculum.

1. According to the opinions of the evaluators / teachers, under which themes is the 3rd grade Life Science curriculum written?

2. Which categories are collected under the themes determined according to evaluators / teachers' opinions?

3. Which codes were collected under the categories determined according to the opinions of evaluators / teachers?

The Educational Criticism Model of Eisner (1985, 1998) was used as a guide in the data collection and analysis phases to be carried out to answer the research questions.

Eisner Educational Criticism Model

The educational criticism model, which is an expert-oriented assessment approach developed by Eisner, gives importance to qualitative assessment. Educational criticism model consists of three stages as description, interpretation and evaluation (Erden, 1998 p.14, Semerci, 1998, Gözütok, 2001, p.484). Answers to some questions are sought in the implementation of

this model. These:

What kind of innovations has this program brought to the school?

Have there been any significant events?

What were the teachers 'and students' participation or reactions to these events?

What did the students learn from the new program?

These questions focus on the process, school life and school quality (Ornstein and Hunkins, 2004, p.351). Eisner emphasizes that the "Educational Criticism Model" should be used by experts in the field of teaching and program evaluation. In this model, evaluators are people who participate in classroom observations, ask questions, examine student studies, and evaluate the material (Gözütok, 2001, p.484; Ornstein and Hunkins, 2009, p.346; Semerci, 1998). At the same time, these experts stated that they should have education program and teaching knowledge in order to determine what to observe, how to see, how to appreciate and value (Ornstein and Hunkins, 2009, p. 48).

According to Ornstein and Hunkins (2009, p.17), Eisner points out that the expert or evaluator should be a good participant-observer and a constructive critic who has the art of appreciation. "We can only evaluate and interpret what we have experienced". With observations and interviews, the evaluator explains, interprets, evaluates, and finally themes what he first sees when making educational criticism about a program, class or school. Four qualitative models of Eisner developed in four main dimensions reflecting the action. *Description Dimension*: Yüksel (2010); Stating that the description dimension is about describing the current situation of the program, class and school, he explained that verbal expression should be sharp in the descriptive dimension. Therefore, as in art criticism, language and speech form are used as an emphasis in educational criticism while describing the dimensions of assessment and aesthetics. The description helps to reveal the basic and fine features of the experience by using the narrative. The aim is to express how it would be if we were there and its goal was to help, the reader knows (Eisner, 1998). When writing the descriptive part of educational criticism, researchers should give readers a sense of being in the classroom and "seeing" how students learn. The critic cannot participate in everything in the educational environment, but it creates factors that help the reader openly participate in the experience and understand and criticize comments based on these observations. The art of the description dimension should invite readers in and leave them clearly about the environment and experience (Kramer, 2015). *Interpretation Dimension*: Eisner (1985) states that the interpretative dimension of educational criticism is related to an attempt to understand the meaning and significance of many activities in the social environment. This dimension reveals the expert's knowledge of using more than one theory, perspective and model when interpreting the activities in that educational environment (Koetting, 1988). For example, a critic should answer interpretive questions such as how teachers and students interpret the rising hands in the classroom and what the classroom environment means for all participants (Yüksel, 2010). Accordingly, there is no single "correct" comment. On the contrary, the interpretation facilitates the interaction between the critic and the reader to develop a concept of reality that includes neither in an objective external world, nor in the subjective mind of the knower, but in the dynamic processes between the two (Barone, cited in 1992, Kra-

mer, 2015). *Evaluation Dimension*: The third dimension of educational criticism is evaluation. In this dimension, the educational significance and impact of interpreted experiences or activities are evaluated. In this process, some training criteria must be found to decide on experience. According to Koetting (1988), this situation addresses the normative feature of educational criticism. The evaluation dimension assesses the educational significance of identification and interpretation. The purpose of education is not only to change students, but also to improve their lives (Eisner, 1998) and evaluation help distinguish whether the observed educational experience has achieved this goal. *Thematics Dimension*: The final dimension of educational criticism provides the reader with larger lessons that a criticism will offer (Eisner, 1998). Thanks to this dimension, researchers provide the reader with the main themes that can guide future observations of school settings. These themes offer new theories or guidelines to help readers understand and evaluate the educational environment and / or pedagogy. By researching teacher practices, researchers can develop a strong understanding of what students mean in these environments. Live explanation, interpretation and analysis of these environments, student perceptions will direct teachers who want to create confirmatory situations for their students. Full educational criticism gives insights and inspiration to be followed to guide educators (Kramer, 2015).

Method

Research Model

In this study, a qualitative research approach was adopted and it was designed as a case study. Qualitative research is carried out in order to determine the conditions or conditions of the subject or topics to be researched in their environment (Yıldırım and Şimşek, 2011). Case studies are based on the 'how' and 'why' questions, allowing for an in-depth analysis of a phenomenon or event that the researcher cannot control (Yıldırım and Şimşek 2011). Besides, "case study", which is a qualitative research model, is seen as a distinctive approach used in seeking answers to scientific questions (Büyüköztürk et al., 2015). With the data obtained in the research, the Educational Criticism Model of Eisner, an expert program evaluation model, was considered while evaluating the 3rd Grade Life Science Lesson Curriculum. While collecting the research data, the Educational Criticism Model of Eisner, which is an expert evaluation model, was used and the findings were presented by considering the dimensions of the description, interpretation, evaluation and thematics.

Participants

Participants are classroom teachers who have worked at least 7 and at most 20 years in the field of life science in terms of professional seniority. It was seen that all of the participants who participated in the interviews held in four different primary schools had sufficient knowledge about evaluating the curriculum as they had carried out 3rd grade Life Science lessons before. The participants of the research consisted of eight classroom teachers (n = 8) working in 4 different primary schools located in Beyoğlu, Bağcılar, Kartal and Ataşehir, Istanbul. In the study, the maximum diversity method, which is one of the purposeful sampling methods, was used and data was collected through the semi-structured interview questions with the classroom teachers who conducted the Life Science course. In order to ensure maximum diver-

sity, the interview was made considering the criteria such as gender, seniority year in teaching profession and conducting the Life Science course. The study was conducted based on volunteering of the participants and the meeting was held at the time and places determined by them. Interviews were recorded with a voice recorder while the phone was held with video conferences in line with the permission of the participants. The records obtained were written right after the interviews to prevent data loss. Codes such as E1 (Evaluator1) or E2 were given to each of the participants.

Table: 1 Distribution of Evaluator / Teacher in terms of gender and years of experience

Participant	Gender	Experience year
E1	Male	20
E2	Female	15
E3	Male	14
E4	Male	13
E5	Female	12
E6	Male	10
E7	Female	9
E8	Female	7

When Table 1 is analyzed, it is seen that of the eight ($n = 8$) teachers interviewed, four were female and four were male. Teachers interviewed have information about the content of the third grade Life Science course in practice in the 2019-2020 academic year. Because all teachers have between 7-20 years of experience in their profession and conducted the third grade Life Science curriculum implemented in previous years and this year. Therefore, it has been determined that they have the equipment and expertise to compare the curriculum in terms of "objectives, content, learning-teaching process and evaluation", which are the elements of the curriculum.

Data Collection and Analysis

A semi-structured interview form developed by the researcher was used as a data collection tool. The interview form was prepared to take consideration the evaluation criteria and principles regarding the program items (Karasar, 2016). Seven interview questions were prepared regarding the objectives, content, learning-teaching process and measurement-evaluation dimensions of the program. Opinions of the two field experts were taken regarding the prepared questions, the interview questions were rearranged in line with their suggestions, and individual interviews were conducted with eight participants. The voice recordings and observation notes obtained during the interviews were analyzed by transferring them to the computer. Content analysis was used to interpret the data obtained from the interviews. It is tried to identify the data by content analysis and to reveal the facts that may be hidden in the data. (Yıldırım and Şimşek, 2011). In the study, after a framework was created by considering the items and research questions of the Life Science course curriculum (Strauss and Corbin, 1990), sub-problems were described as themes and interpreted according to the participants' views. In the study, seven themes were identified, namely "professional experience, objectives, content, learning-teaching process, assessment-evaluation, effectiveness of the program and suggestions

about the program". In line with the determined themes, three of the four stages of Eisner model (Description, Interpretation and Evaluation) were used and the findings part of the research was created. Thematics, which is the last step of the Eisner model, was included in the conclusion section of the research.

Findings

In this section, the third grade Life Science course curriculum is evaluated according to the Eisner Educational Criticism Model and the findings are discussed under the titles of the model, "description, interpretation, evaluation". Themes created according to the codings obtained through content analysis were interpreted.

Description

The Life Science Lesson Curriculum has been prepared based on the General Objectives and Basic Principles of the Turkish National Education, which is expressed in the National Education Basic Law No. 1739. The main purpose of the program is; to raise individuals who have basic life skills, know themselves, lead a healthy and safe life, and absorb the values of the society they live in, are sensitive to nature and the environment, research, produce and love their country. Primary school age students;

Know himself and their environment.

Have the basic values of family and society.

Make national, spiritual and human values vital.

Be aware of what their needs to do to ensure their personal development.

Improve personal care skills.

Gain the consciousness of living a healthy and safe life.

Gain social participation skills.

Acquire the ability to perceive time and space.

Improve the ability to use resources efficiently.

Gain the ability to learn to learn.

Gain basic scientific process skills.

Love their country and is willing to live his historical and cultural values.

Have sensitivity to nature and the environment.

Use information and communication technologies appropriately (MEB, Primary School Life Science Course 1st, 2nd and 3rd grades Curriculum, 2018).

Each of the general objectives expressed here has its counterpart in objectives. In the planning of learning activities and the preparation of teaching materials, the objectives for general purposes should be evaluated as a whole. The basic life skills included in the Life Science Course Curriculum are as follows; using research, information and communication technology

gies, perceiving change and continuity, balanced nutrition, protecting nature, entrepreneurship, observation, communication, cooperation, decision making, career awareness, use of resources, self-protection, self-recognition, personal care, follow-up rules, perception of space, recognition of national and cultural values, self-management, health protection, problem-solving, social participation and time management (MEB, Primary School Life Science Course 1st, 2nd and 3rd grades Curriculum, 2018).

The Life Science Course Curriculum, which was put into practice in the 2018-2019 academic year, has been updated in terms of both learning areas and achievements (MEB, 2017; MEB, 2018). It is possible to apply the program to the successful format if the problems in the application and content are resolved. Evaluation of the elements of the Life Science Course Curriculum as a theme according to expert opinions is presented below.

Theme 1. Professional Experience

Participants are class teachers who have worked for at least seven years and maximum twenty years in the field of life science in terms of seniority in the teaching profession. When evaluated in this context, it is clear that people who are experienced in their fields are interviewed. It was seen that all of the participants who participated in the interviews at four different schools had sufficient knowledge and expertise at the point of evaluation of the curriculum, as they had carried out third Grade Life Science lessons before and during this period.

Theme 2. Objectives

When the opinions of the participants about the objectives of the curriculum are evaluated; three participants (E1, E4, E5) stated that the gains were expressed in a clear and understandable form. Four participants (E2, E6, E7, and E8) stated that the gains are not exactly clear and their expression is very long. One participant (E3) stated that the achievements are appropriate and clear for the student level, but not sufficient. All participants share the view that the objectives include the information and skills to be used in current and daily life. Compared to the previous program, it is observed that the number of wins is reduced. While the number of gains has been reduced, it has been observed that they are expressed as a single objective by combining some objectives.

Theme 3. Content

As the Life Science course is an interdisciplinary course in which the subjects of Social Studies and Science courses are brought together, the content has been prepared based on an inclusive approach to the subjects of these disciplines. The content of the Life Science Lesson Curriculum is structured in the context of general objectives, basic life skills, values and concepts, and unit and objectives. In addition, apart from the textbook, digital education sites such as EBA, MORPA and Okulistik are used.

In evaluating the content of the program; While four of the participants (E1, E4, E6, E7) stated that the curriculum achievements are not compatible with the content and that the content is compatible with the achievements and enriched, three (E2, E3, E5) program content is regular, understandable, suitable for the student level, life, learning. They stated that the titles of the study area attracted the attention of the students and were compatible with the objectives.

One of the participants (E8) stated that the program is not too theoretical and subjects in life, but the contents of the learning areas are appropriate and understandable to the student. All of the participants expressed the same opinion about the learning material is insufficient, lesson hours are less, the content is not suitable for the age of the student and it is developed.

Theme 4. Teaching-Learning Process

Six of the participants (E1, E2, E3, E4, E6, E7) expressed their opinions about the evaluation of the learning-teaching process of the program that the functioning was carried out in a more teacher-centred and passive manner, and that the activities were student-centred would save the student from boring and encourage them to attend the lesson. In addition, they stated that the operation is limited to only in-class activities and that it should be carried out with extra-curricular activities such as trips / museums / exhibitions. Two of the participants (E5, E8) stated that the learning-teaching process of the program was suitable for the level of students' readiness, and that student participation was available, and there were methods and techniques that guide the research into the curriculum.

Theme 5. Measurement and Evaluation

Four of the participants (E1, E3, E4, and E5) about the measurement-evaluation dimension of the curriculum stated that the multiple-choice and open-ended questions lead the student to memorization, instead, it is important to diversify them with assessment tools such as T / F, gap-filling and written exams, and to evaluate the student correctly. Two of the participants (E2, E8) stated that measurement-based assessment approach is preferred in measurement assessment, but measurement tools that measure the process should be used when process-oriented assessment methods are not considered. Two of the participants (E6, E7) also stated that they are a significant deficiency in assessing the students' motivation and the presence of teacher behaviours that harm the participation in the lesson in the classical test method and question-answer evaluation. They emphasized the importance of positive feedback in early age children who were taught in the 3rd grade.

Theme 6. Opinions about Effectiveness / Usability of Curriculum

All of the participants stated that the textbooks are not theoretical, insufficient and interesting for the student in evaluating the teacher about the effectiveness of the 3rd Grade Life Science Lesson Curriculum. In addition, because of crowded classes, lack of internet connection, lack of computer / technological equipment, lack of course material, they direct the student to the lesson and stated that they have problems in effective teaching. Five of the participants (E1, E3, E4, E5, and E8) stated that the number of objectives was too high and they had problems in developing the program. Three of the participants (E2, E6, E7) stated that some subjects remained abstract in practice, were far from real life problems and extra-curricular activities should be more.

Theme 7. Suggestions regarding Curriculum

Considering the suggestions regarding the curriculum, the subject agreed by the participants is that the objectives do not have a high number of behaviours, age-relative principles, do not include current life issues, have problems in gaining time, and are not compatible with the

content. The participants suggested that program acquisitions should be revised in new programs. Participants also suggested enriching the content that the textbook was inadequate or supporting with supplementary books. They suggested that learning-teaching processes could be productive through engaging, student-centred and hands-on activities suitable for the visual taste of children. In the measurement and evaluation, they stated that, instead of testing based on memorization, test situations appropriate for the age and level that students can test themselves by living should be done.

Interpretation

When the answers given to the research questions are examined, the majority of the teachers stated critical opinion about the 3rd grade Life Science course curriculum. In the student-centered curriculum, the achievements are clearly expressed and guide teachers.

The Life Science curriculum, which is a pivot lesson, is based on the unit-based approach, with the same name for each of the three grade levels in the program, "Life in Our School", "Life in Our Home", "Healthy Life", "Safe Life", "Life in Our Country" and "Life in Nature" Six units were determined as. When the learning areas presented with unit titles are reviewed, it is seen that it is aimed to educate students in accordance with the learning principle of the 21st century. Content reflecting the principle of relativity to life supports objectives in this context. However, in the case of the practitioner and evaluator, the teachers who participated in the current research stated that they had problems in applying the course contents. They expressed the importance of making the objectives compatible with the content. Some critical comments have been made that the content is theoretically appropriate but does not turn into an application stage, it is not abstract, far from current life and student-centered. For this reason, the content that was not prepared in accordance with the level in the proposed course material shows that the gains could not be achieved to the extent targeted. At the same time, it can be said that the textbook, which contains colourful images according to the level in line with the statements of the teachers, contains both complex terms in the textual sense and the relationship between the visuals and the texts in many sections is weak. Participants were stated that physical deficiencies, crowded classes, learning materials were insufficient, lesson hours were less, and the process was not suitable for the age of the students. In this case, it does not seem possible to state that targeted active learning can be applied in large amounts. They stated that the participants' multiple-choice and open-ended questions directed the student to memorization about the measurement-evaluation dimension of the program and that it should be diversified with assessment tools. They also stated that the results-oriented evaluation approach is preferred in measurement and evaluation, but that process-oriented evaluation is not considered. In teacher evaluations, they emphasized that the student's interest and participation in the class would be damaged and the importance of positive feedback in early age children.

Results obtained from research data; shows that efforts to update the curriculum are positive but not sufficient. Therefore, in order to implement the curriculum effectively, it is useful to evaluate the curriculum evaluation studies related to the 3rd grade Life Science course curriculum and to eliminate the existing deficiencies.

Evaluation

When evaluated in general terms, third grade Life Science Curriculum in practice is not considered sufficient by all participants in the context of educational criticism. The curriculum is a student-centred program based on 21st century skills. However, there is no student-centred practice in practice due to some activities due to the problem of adaptation between achievements and content, continuing traditional teacher-centred approach styles, insufficient curriculum-to-practice curriculum failure, and lack of physical material. The most criticized point is that the content of the textbook is insufficient; there are no visual elements suitable for age and the complexity of the texts.

Thematics (Conclusion and Discussion)

In this study, eight elementary teachers who are experts in their fields of primary school 3rd grade life studies have put forward their views on the 3rd grade life science lesson curriculum that is in practice in the 2019-2020 academic year. Description, Interpretation, Evaluation and Thematics the lower steps of the Eisner Educational Criticism model analysed the data obtained from the interviews with teachers, which is an expert evaluation model.

Our curriculums are at national and international level; they aim to raise individuals with the knowledge, skills and attitudes that they can use in their personal, social, academic and business lives. These competencies are listed as follows. 1) Communication in the mother tongue 2) Communication in foreign languages 3) Mathematical competence and basic competencies in science / technology 4) Digital competence: 5) Learning to learn 6) Social and civic competencies 7) Taking initiative and entrepreneurship 8) Cultural awareness and expression (MEB, Primary School Life Science Course 1st, 2nd and 3rd grades Curriculum, 2018). The realization of these competencies expected from students through objectives is the most important result of a program.

At primary school 3rd grade, what is expected of students in terms of objectives; sketching the class and the school, researching the history of the school, expressing the demands and needs of the school in democratic ways, neighbourhood relations, saving at home, planning, nutrition with seasonal foods, conscious consumer characteristics, traffic signs, accidents that may occur in the immediate vicinity, common use of the nation areas and vehicles, historical, natural and touristic places in the immediate vicinity, Atatürk's personality traits, direction finding, growing conditions of fruits and vegetables, results of human and environmental interaction, and taking responsibility for protecting nature and the environment (MEB, Primary School Life Science Course 1st, 2nd and 3rd grades Curriculum, 2018).

When the objectives dimension is evaluated, three participants stated that the objectives were clear and understandable, while four participants stated that the objectives were not clear and the way they were expressed was very long. One participant stated that the objectives are appropriate and clear to the student level, but not sufficient. All participants share the view that the objectives include the knowledge and skills to be used in daily life. Compared with the previous program, it is observed that the number of objectives has been reduced.

In the evaluation of the content; four of the participants stated that the curriculum ob-

jectives are not compatible with the content and that the content should be enriched. Three of the participants stated that the content is regular, understandable, appropriate for student level and life, the learning area titles attract students' attention and the objectives are compatible. One of the participants stated that the program is not too theoretical and subjects from life, but the content of learning areas is appropriate, understandable and useful for the student. The participants stated that the learning material is insufficient, lesson hours are less, the content is not suitable for the age of the student and it should be improved.

In evaluating the learning-teaching process, six of the participants stated that the functioning was carried out in a way that was more teacher-centered and passive, and that the student-centred activities would save the student from boring and encourage them to participate in the lesson. In addition, they stated that the process is limited to only in-class activities, and that it is essential to conduct it with extra-curricular activities. Two of the participants stated that the learning-teaching process is in line with the readiness level of the students, provides student participation, and some methods and techniques direct the research into the program.

When measurement-evaluation is examined, four of the participants stated that multiple choice and open-ended questions lead the student to memorization and should be diversified with assessment tools. Two of the participants stated that process-based evaluation methods are required rather than result-based evaluation approach in measurement and evaluation. Two of the participants emphasized that teacher behaviour is an obstacle to student interest and motivation in evaluating students in the classroom and the importance of positive feedback in early age children.

In the evaluation about curriculum effectiveness, the participants stated that the textbooks were not theoretical, insufficient and interesting to the student. In addition, because of crowded classes, lack of internet connection, lack of computer / technological equipment, lack of course material, they direct the student to the lesson and stated that they have problems in effective teaching. Five of the participants stated that the number of gains was very high and they had problems in raising the program. Three of the participants stated that some subjects remained abstract in practice, were far from real life problems and extra-curricular activities should be more.

When the suggestions about the curriculum are examined, the participants stated that objectives are more than the number of behaviours, they do not have the principle of age relativity, they do not include current life issues, and they have problems in gaining in the specified time and are not compatible with the content. The participants suggested that program objectives should be reviewed in new programs. The participants suggested that the textbook was insufficient, the texts were complex, and the content should be enriched or supported with supplementary books. They suggested that learning-teaching processes could be productive through engaging, student-centred and hands-on activities suitable for the visual taste of children. In the measurement and evaluation, they stated that, instead of testing based on memorization, test situations appropriate for the age and level that students can test themselves by living should be done.

When evaluated in general, the 3rd Grade Life Science Lesson Curriculum is capable of

supporting the acquisition of 21st century skills. The program, which is prepared as a student centred, aims the students to structure information by doing living, observing. But the objectives are content incompatibility, insufficient course material, difficulty in texts, lessons of extra-curricular activities, lack of real-life problems in content, lack of time allocated for the lesson activities, abundant abstract content according to student level, intensive use of teacher control, questions related to memorization in assessment. Due to reasons, the opportunity to learn by doing and living cannot be offered to the extent that the curriculum aims.

To summarize, "Thematics", the last stage of the Educational Criticism Model, is the decision-making step regarding the effectiveness, usefulness and applicability of the program in the framework of the positive and negative findings obtained from the opinions of teachers who are experts in conducting the third Life Science course. Considering the "objectives, content, learning-teaching process, evaluation" stages of the curriculum, although there are some problems in practice, the changes and the appropriate updates make the program feasible. Through regular evaluations about the curriculum, problems in practice could be overcome and transformed into a more effective curriculum in the end.

Recommendations

In the light of the findings obtained from the research, the following recommendations are included:

1. Content text should be revised by reviewing the teaching material / textbook.
2. In-service training provided to teachers should be structured in a way to meet the need.
3. In the program development process, attention could be paid to the harmony between content and acquisition.
4. The Life Science course hour could be increased to enable student-centred student activities that attract student attention and ensure active learning.
5. In the activities designed, the physical conditions of the schools, equipment / technology deficiencies and regional factors should be taken into consideration.
6. We can focus on current issues in the content and increase extracurricular activities.
7. Teachers could be provided with detailed information and content on Measurement and Evaluation criteria, as well as a teacher guide for teachers.
8. Taking into consideration the principle of age relative, abstract content in the teaching material could be reduced and content supporting concrete concepts can be replaced.
9. In the evaluation, students could conduct exams with diversified assessment tools (True / False, filling in spaces, written, multiple choice, open-ended, puzzle, etc.) that take students away from memorization and support their meaningful learning.
10. Regular curriculum evaluation studies and consideration of the opinions of all stakeholders will lead to a more effective program in practice.

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