

# HİKMET

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ARAŞTIRMA DERGİSİ

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# HİKMET

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## BAŞ YAZI

Büyük bir memnuniyetle arzetmek istiyoruz ki, başta Türkçe ve İngilizce dillerinde makaleleri ihtiva eden ve Balkanlar'daki Türk – İslam medeniyeti, kültürü ve tarihini yanısıra, genel olarak ilim ve bilimle ilgili konuları yayınlayan yegane uluslararası ilmi – araştırma ve hakemli dergi hüviyetine sahip olan HİKMET dergisinin 36. sayısı elinizde bulunmaktadır. Hassaten bu derginin ilk ve kurucu editörü olarak tekrar bu derginin 36. sayısını bizim editörlüğümüzde Türk ve uluslararası bilim kamuoyu karşısına da çıktığımızı memnuniyetle bildirmektediriz. Birkaç sayıdan itibaren, HİKMET dergisinin Bilim ve Hakem Kurulu'na 8 değişik ülkeden üyelerin katıldıklarını iftiharla bildirmektediriz. HİKMET dergisinin 26. sayıdan itibaren yeni bir uluslararası boyuta, farklı bir konseptte ve formata kavuştuğunu bildirmek istiyoruz.

Bundan böyle, HİKMET dergisi uluslararası ilmi dergiler tarama sistemine dahil olarak tam manasıyla hem ilmi seviyesini hem de uluslararası boyutunu yükselterek, tamamen uluslararası hakemli dergi hüviyetine kavuştuğunu rahatlıkla ifade edebiliriz. HİKMET dergisinin bu 36. sayısında başta yurtiçi (Makedonya) olmak üzere Türkiye'den de gelen makaleleri yayınlamış bulunmaktayız. Yurtdışından HİKMET'e gönderilen makalelerin aslında yurtdışında HİKMET dergisine olan ilginin ve önemin bariz bir ispatı olsa gerek. Nitekim, HİKMET dergisinin Makedonya, Balkanlar, AB'nin değişik ülkelerine ve ABD'nin birkaç kütüphanesine gönderilmesi konusu, dergimizin uluslararası bir hüviyete ve boyuta kavuştuğunun önemli göstergelerinden biri oluşunu düşünüyoruz. Yavaş, ancak sağlam adımlarla ilerley-

en dergimize bundan böyle yurtiçi ve yurtdışından gönderilecek ve derginin uluslararası kıstasları ile yayın HİKMET Kasım 2021 felsefesine uygun olan makalelerin yayınlanacağını ve yıl 18 HİKMET 36 - Kasım 2021/2 HİKMET'in uluslararası boyutunun daha da genişleneceği kanaatindeyiz. Bilim ve Hakem Kurulu'nun yapmış olduğu titiz ve özeverili çalışmalarından dolayı HİKMET dergisi adına şükranlarımızı bildiriyoruz. Uluslararası İlmî Araştırma dergisi olan HİKMET dergisinin bu mahiyette 18 yıl sürekli olarak yayınlanan ve 34. sayısına ulaşan Makedonya'da ender ve önemli dergilerden biri olduğu kanaatindeyiz. Tarihin bir cilvesi olarak hem halefimiz hem de selefimiz olan bundan önce görevlerini muhteşem bir

şekilde yerine getiren ve bu dergiyi en üst dünya standartlarına taşıyan bütün editörlere müteşekkirimiz...

Değerli okuyucular, HİKMET dergisinin bu 36. sayısına ilmi makalelerini gönderme zahmetinde bulunan yurtiçi ve yurtdışındaki değerli hocalarımıza ve bu makalelerin ilmi değerlendirmelerini yapma gayretinde bulunan HİKMET dergisinin Bilim ve Hakem Kurulu'nun değerli üyelerine, HİKMET dergisi Yayın Kurulu ve ADEKSAM adına saygı ve şükranlarımızı bildirir, keza, HİKMET dergisinin teknik ve tasarımının hazırlanmasında hizmeti geçen herkese teşekkür eder, HİKMET dergisinin 36. sayısını ile karşınıza çıkıncaya dek hepiniz Allah'a emanet olun..

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## METHODOLOGICAL EVALUATION OF THE STUDY PROGRAM TURKISH LANGUAGE AND LITERACY USING OPERATION RESEARCH

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### ABSTRACT

Study program in higher education is the pillar that integrates all other stakeholders. It provides knowledge, skills and competences to the students according to the elaborates for their accreditation (approval). Qualifications are defining the future profile of the student in terms of what he will be able to work. But, not only the essence of the study program is important. The pedagogical / methodological aspect is also important, in terms of pedagogy – how the teachers teach (in theory and practice) and methodology – what are the views, beliefs and values through set of procedures, techniques and approaches that a teacher (group) can develop in order to help students to learn. This is the “How qualifications are delivered” issue and is part of a greater QA research in HE (EHEA area). Case study is conducted to the study program of Turkish Language and Literacy at the Philological Faculty (Goce Delcev University), towards determination of the levels achieved regarding a specific teaching/methodological criteria, in order of detecting the best courses in those criteria, using operation research modeling.

### Keywords

AHP – Analytic Hierarchy Process, QA –Quality Assurance, HE – Higher education, EHEA – European Higher Education Area



## Introduction

Different evaluation actions in higher education are usually implemented in scope of QA procedures and mechanisms established. Each HEI is conducting evaluation and self-evaluation activities due to the official state and internal legislatives and procedures, examining broad spectrum of parameters and aspects that Universities are functioning in. One of the important aspects of the key function of HEIs is how the study programs are conducted, in terms of the pedagogical approach of the teachers, teacher's overall engagement, (digital) technologies, methodologies and techniques applied during the classes, in order of better course content delivery. This is an issue important for all the study programs, regardless of the cycle of studies or field of the studies. This research proposes a model that is focused on determination of the contribution level that each study program course has, in terms of a predefined set of methodological criteria. The research is realized using real data (case study). The questionnaires that are conducted are targeting students as most relevant information sources, as it is promoted in all of the EHEA documents and legislative. Using AHP (Analytic Hierarchy Process) mathematical technique to build the model and network the data from the questionnaires, final report is generated pointing to the courses that are most efficient in those criteria, as well as the courses that are least efficient and need change towards their improvement.

### Case study, research activities and methods

The set of criteria that defines the quality of the class is great, so the possible combinations of those criteria to be analyzed depends on the perception and the need of the research: understanding and promoting the relationship of the course content with the modern trends and innovations, application of new methodologies in course content delivery, work in teams, interdisciplinary work, motivating the students towards research, planning and organization of the course, empathy, enthusiasm, responsibility and honesty, high level of communication, mentoring and individual work, use of digital technology, distance learning methods (especially nowadays, during the pandemic) etc. In this research, four criteria regarding the methodological side of the study program are analyzed:

Four criteria for methodological aspect evaluation were chosen to be analyzed:

- Criterion 1 - Planning and organization during the classes;
- Criterion 2 – Application of the knowledge in practical lessons and exercises;
- Criterion 3 – Implementation of new and attractive educational methods during the classes, and

- Criterion 4 – Individual work with the student (mentoring).

The research is done on the study program Turkish Language and Literacy, in both of the modules: Teaching module and Translators and interpreters' module, covering overall 79 enrolled students from the generations 2013/2014 to 2017/2018. 41 of them are students that have passed all the courses (graduates or before graduation) and have freshest memories to answer the questionnaires. Total of 25 answers were collected in both the questionnaires, giving solid percentage of covering: 60,1%.

Two questionnaires were conducted among the students, ie bearing in mind that the model in this research is based upon their opinion and evaluation in both of the surveys:

Questionnaire 1 – What is the mutual importance of the 4 criteria, one in relation to all the other, using 4 levels of importance description: 1 - Only one criterion is important, 2 - First criterion is far more important than the second criterion, 3 - First criterion is little more important than the second criterion and 4 - Both criteria are equal important (Example of answer: Criterion 4 – Individual work with the students (mentoring) is far more important than Criterion 1 – Planning and organization during the classes.

Questionnaire 2 – What is the level of fulfillment of criteria defining the methodological aspect quality of the study program, for each course separately, using 5 levels of level description: 1 – No level was fulfilled, 2 – Criterion was little fulfilled, 3 – Criterion was somehow fulfilled, 4

– Criterion was pretty fulfilled and 5 – Criterion was completely fulfilled. This answer was given for each of the 22 courses, from each student (Example of answer: Course Ottoman-Turkish Language 1 has the following fulfillment levels: Criterion 1 = 3, Criterion 2 = 4, Criterion 3 = 5, Criterion 4 = 4).

The model to evaluate methodological aspect of the study program courses is built using Analytic Hierarchy Process - a technique for decision making in complex environments in which many variables or criteria are considered in the prioritization and selection of alternatives. AHP is used to transform the comparisons that are usually empirical, into numerical values that can be processed easily in further steps. AHP hierarchy is consisted of:

Goal – what is the final aim of the analysis / question to be answered – in this research: What is the most efficient course regarding the methodological criteria?

Criteria (and sub criteria) – what are the criteria that decisions are depending on – in this research: Four methodological criteria above mentioned, and

Alternatives – what are the possible alternatives that the best one will be chosen from – in this research: 22 courses possible for analysis.

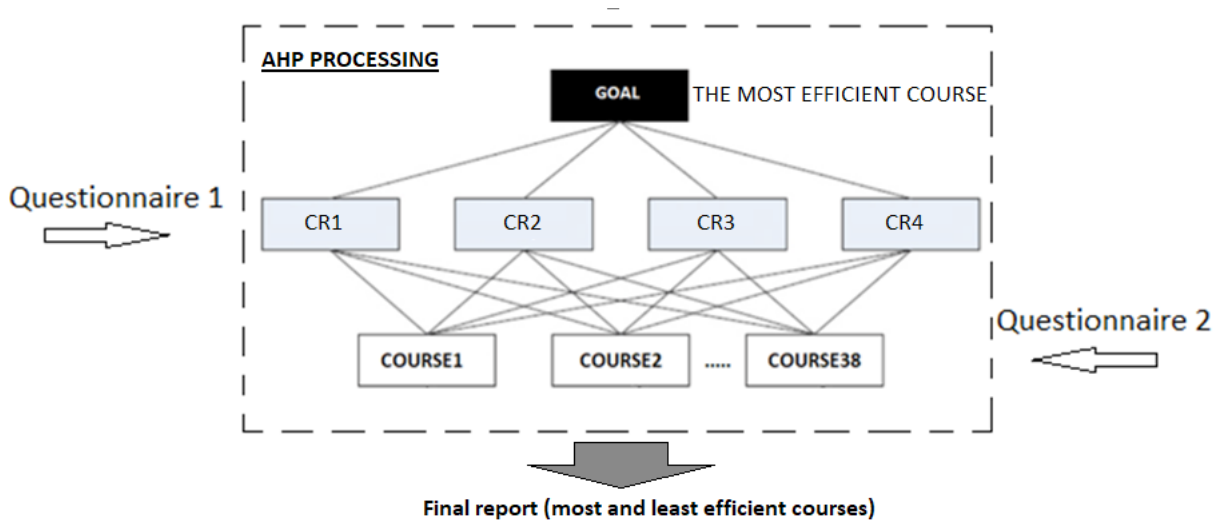


Figure 1. Model for methodological evaluation of the study program courses

### Results and discussion

From the students’ point of view, the results of the questionnaire 1 and its processing through the AHP model, scale of importance of the criteria is calculated and shown in Table 1.

Table 1. List of criterias’ priorities

Methodological aspects = Criteria	Criteria’s weights (priorities)	Ranking / Importance
CR1 - Planning and organization during the classes	0,18314	3
CR2 - Application of the knowledge in practical lessons and exercises	0,21632	2
CR3 - Implementation of new and attractive educational methods during the classes	0,14653	4
CR4 - Individual work with the student (mentoring)	0,45671	1

Based on the overall ranking and according to the students’ perception and understanding:

- Criterion 4 – Individual work with the student (mentoring) is most important to be met during their activities and work for the classes, no matter of the specific course, and
- Criterion 3 – Implementation of new and attractive educational methods during the classes is least important criterion to be met.

- Criterion 1 and 2 – Planning and organization during the classes and Implementation of new and attractive educational methods during the classes respectively have intermediate importance values, but are closer to the least efficient. This leads that undoubtedly the Individual work with the students (mentoring) is much more important to the students related to any other criterion.

AHP calculates inconsistency index CI that must not be over 10%. In this research, CI = 0,27%, that leads to the fact that the answers of the students for the questionnaire 1 are completely consistent and unified.

The questionnaire 2 regarding the levels of courses' criteria fulfilment resulted in the levels shown in table 2. Each student answered the questions for each course in the study program that he has been studying in the last four years, for all the 22 courses. In the table, average value of course's level of criterion's fulfilment (for each criterion) is shown.

Table 2. Courses efficiency final report

Course	Semester	Score	Ranking
Modern Turkish Language 1	1	0,977505	17
Contrastive analysis of Macedonian and Turkish language	1	0,979084	16
Ottoman Turkish language	1	0,939237	20
Phonetics and phonology of the modern Turkish language 2	2	0,992148	7
Turkish Folk Literature 1	2	0,988782	11
Modern Turkish Language 2	2	0,985043	13
Turkish Folk Literature 2 (Islamic Period)	3	0,998504	5
Turkish children's literature introduction 2	3	0,9919	8
Morphology of the modern Turkish language 2	4	0,991774	9
Ancient Turkish Literature 1 (11-15th century)	4	1	1
Syntax of the modern Turkish language 1	5	0,961825	19
Old Turkish literature 2	5	0,992896	6
Theory of translation and interpretation	5	0,932083	21
Syntax of the modern Turkish language 2	6	0,98716	12
Contemporary Turkish Literature 1 (Tanzimat and Post-Tanzimat period)	6	0,9814	14
Methodology of teaching Turkish language (and Turkish literature) 1	7	0,9814	15
Contemporary Turkish Literature 2 (Republican period and beyond)	7	0,990899	10
Turkish Children's Literature 1	7	0,999874	2
Translation and interpretation of texts from Turkish into Macedonian	7	0,963456	18
Methodology of teaching Turkish language and Turkish literature 2	8	0,999874	3
Translation and interpretation of texts from Macedonian to Turkish	8	0,883592	22
Turkish Children's Literature 2	8	0,999874	4

With analysis of the final report ranking, it is clear that the course Ancient Turkish

Literature 1 (11-15th century), taught in fourth semester has best ranking (1 of 22). That means that the networking of the data obtained for the criteria's importance evaluation and the overall courses assessment by the students were in best relationship regarding this course. On the other hand, course Translation and interpretation of texts from Macedonian to Turkish has relatively worst ranking (22 of 22). This means that the overall assessment from the students point this course with not so good levels of fulfillment regarding all of the four criteria in general and needs steps for improvement, especially in terms of criteria 3 (lowest grade regarding all courses-criteria relations) and criterion 4 (lowest grade regarding this criterion).

### Conclusions

The approach and the model in this research was built to evaluate the methodological aspect of the quality in terms of study program Turkish Language and Literacy, in both of the modules: Teaching module and Translators and interpreters' module. Students' assessments were taken into consideration, bearing in mind the position of the students as one of the crucial stakeholders in HE QA processes. Criteria for evaluation were chosen in collaboration with the Philological Faculty teachers and staff. But, the model is scalable enough, ie the number and the essence of the criteria, as well as the courses set can be changed based on the perception and the need of the evaluators, towards locating the courses with lower levels of achievement and their improvement.

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