EXTENDED SUMMARY

Purpose

Purpose of the study is to reveal the place of environment education in current primary science and technology course by analysing curriculum analysis of environmental subjects in primary science and technology course curriculum. Questions below were tried to be answered in relation to this purpose:

1. What is the current position of environmental subjects in primary science and technology course curriculum in terms of content?
2. What is the current position of environmental subjects in primary science and technology course curriculum in terms of acquisitions?
3. What is the current position of environmental subjects in primary science and technology course curriculum in terms of educational activities?
4. What is the current position of environmental subjects in primary science and technology course curriculum in terms of assessment and evaluation?

Findings

Findings Regarding the Content

It is seen that content regarding the environmental subjects is rather satisfying when primary science and technology course curriculum is examined. There are environmental subjects in 6 units with one unit for each grade in Science and Technology course curriculum. These subjects are given within the area of “Physical Events” and “Living Beings and Life” at 4th grade. They are given within the area of “World and Universe” at 6th grade level. These subjects cover only “Living Beings and Life” at 5th, 6th and 8th grades.

Findings Regarding the Acquisitions

When primary Science and Technology course curriculum is examined, it is seen that there are 60 acquisitions regarding environmental subjects. Considering the distribution according to grades, there are 9 acquisitions for 4th grades, 11 for 5th grades, 17 for 6th grades, 12 for 7th grades and 11 for 8th grades. When these acquisitions are classified in terms of abilities and values they are addressed, it is seen that they make reference to scientific process abilities (BSB) for 76 times, science-technology-environment for 54 times (FTTÇ) and attitudes and values (TD) for 5 times.

Findings Regarding Educational Process

When course books, work books and guide books which are used for 4th, 5th, 6th, 7th and 8th grades within the scope of Science and Technology course are examined, there 85 activities regarding environmental subjects in total. When these activities are classified according to grades, there are 15 activities for 4th grades and 3 of them are in course book, 11 in work book and 1 in guide book. There are 12 activities for 5th grades and 3 of them are in course book, 9 in work book and not any activity in guide book regarding the environment. There are 15 activities for 6th grades and 2 of them are in course book, 8 in work book an 5 in guide book. As for the 7th grade, whose whole unit is devoted to environmental subjects, there are 25 activities. 6 of them are in course book, 14 in work book and 5 in guide book. There are 18 activities for 8th grades regarding the environment when the activities are examined. 3 of them are in course book, 11 in work book and 4 in guide book.

Findings Regarding Assessment

There are 156 assessment question in primary Science and Technology course books, work books and guide books for 4th, 5th, 6th, 7th and 8th grades. 42 of them are aimed at assessing the subject under the title of “Let’s Assess Ourselves”. 113 of them are used for the assessment of unit. 40 open-ended, 1 grid, 1 ramified tree and 1 fish-bone assessment types were employed within the scope of subject assessment. 14 open-ended, 34 true-false, 33 fill in the blanks, 3 matching, 28 multiple choice and 1 poster were employed within the scope of unit assessment.

Conclusion and Discussion
Though it is seen that books which are used within the scope of primary science and technology curriculum and curricula cover environmental subject adequately in terms of content, it is possible to say that they still lack in these terms compared to primary science and technology curricula in Canada, Finland, New Zealand, Ireland and USA. Environmental subjects are not up-to-date beyond the inadequacy or adequacy of the content. Lack of especially the concept of sustainability is considered as a real deficiency. Besides, environmental pollutions are given in different grades with different educational areas. This leads learners to think them separately and creates problems in developing holistic aspect. Acquisitions rather make reference to scientific process abilities though they are adequate. Attitude value acquisitions, which are considered as a bridge between basic abilities such as scientific process abilities and higher abilities such as causative and experimental abilities, are limited in number. Considering from the aspect of activities, it is seen that there are mainly close-ended activities such as work sheets in course books though the number of activities in books are adequate. This may create problems on learners’ critical and creative thinking abilities. It is not possible to say that question types are as satisfactory as the number of questions. Alternative assessment and evaluation types which are in parallel especially with constructivist approach are inadequate