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Current tendencies in curriculum and instruction studies presented in World Conferences on Educational Sciences

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Abstract

The general aim of this study is to determine the current tendencies in curriculum and instruction studies presented in World Conference on Educational Sciences in 2009 and 2010 years. Type of this study is literature review. Content analysis is applied to collect the data. For this study, and 503 articles presented in Word Conference of Educational Sciences 2010, and 993 articles presented in Word Conference of Educational Sciences 2010, and published in Procedia-Social and Behavioral Sciences by Elsevier Publication and are also indexed by Scopus and Science Direct and Thomson Reuters Conference Proceedings Citation Index-Science are examined, and totally 34 articles in the field of curriculum and instruction are analyzed in terms of their formats, content and methodologies.
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Keywords: education, curriculum, content analysis;

1. Introduction

Curriculum is a valley in that it is often controversial; when you propose a common (i.e., shared) curriculum, things come toppling down from all sides. Policymakers and the public often object to a common curriculum because it includes this and excludes that; teachers often fear that such a curriculum will constrain their teaching. And yet, a curriculum is a hilltop; it gives us a view of everything around it: the subjects that should be taught, the shape and sequence of topics, the ultimate goals for students, the adequacy of textbooks and teacher training, the nature and content of assessments, the soundness of policies, and so on. Climbing from valley to hill is arduous, but once we establish what we are teaching, many things come clear, and the view is exhilarating at times. It is known that three main elements of instruction process, student, teacher and curriculum, are the most important cases which guide and shape instruction process (Senechal.2010-2011; Bas, 2010). The quality of education depends on the harmonious and qualified relationship among these there elements. (Sünbül, 2001; Bravo, E., Enache, M., Fernandez, V., & Simo, P., 2010).As well as the teacher, curriculum has the highest influential power on education which is the most significant factor for a society in protecting the culture and getting stronger is education. If education systems are considered as skeletons and curricula as the structures supporting these skeletons, it could be seen that curricula have big effects on education systems and eventually on increase of the education strength.The effort should be

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mostly focused on making better curriculums, providing schools with means to effective implementation of the curriculum, and developing reasonable and appropriate instructional methods

Content analysis of published articles in refereed academic journals has been conducted in a variety of professional fields, including psychology, geography, science education and instructional technology. For example, in the field of psychology, Howard, Cole and Maxwell (1987) and Smith *et al* (1998) reviewed the research papers published in selected American Psychological Association (APA) journals. Brown and Gardner (1985) explain that content analysis has been used in the social sciences for investigating the research contributions of individuals, institutions and professional journals.

The purpose of this study is to examine the researches and trends on curriculum development and instruction that have been presented in World Conference on Educational Sciences in 2009 and 2010 years

1.1. Aim

The purpose of this study is to determine the current trends in curriculum development and instruction studies presented in World Conference on Educational Sciences in 2009 and 2010 years.

2. Method

Type of this study is literature review and content analysis is applied to collect the data.

For this study, and 503 articles presented in Word Conference of Educational Sciences 2010, and 993 articles presented in Word Conference of Educational Sciences 2010, and published in Procedia-Social and Behavioral Sciences by Elsevier Publication and are also indexed by Scopus and Science Direct and Thomson Reuters Conference Proceedings Citation Index-Science are examined, and totally 34 articles in the field of curriculum development and instruction are analyzed.

Content analysis criteria;

- Publication year and article numbers
- Curriculum
- Model
- Paradigm method
- Data collecting tools
- Analysis techniques
- Types of aims' expression
- Number of authors
- Participant countries
- References by year

2.1. Data Analysis

All the data was accumulated for each article in Microsoft Excel program formed according to content analysis criteria. Later on, the data reports are classified according to stated criteria by using filter characteristics.

3. Findings

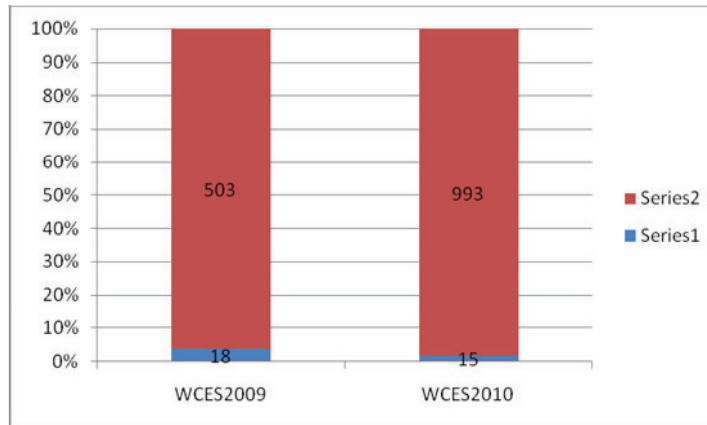### 3.1. Article Numbers and Publication Years

Figure 1. Number of articles according to publication years

As it is seen in figure 1, while 18 of 503 articles presented in WCES 2009 and published in Science Direct are in the field of curriculum and instruction, 15 of 993 articles presented in WCES 2010 and published in Science Direct are in the field of educational technologies. There are much more articles about curriculum and instruction presented in WCES 2009 rather than the articles presented in WCES 2010.

3.2. Subjects of the Curriculum

Table: 1 Subjects of the Curriculum According to Publication Years

4. Subjects	5.	WCES2009	6.	WCES2010
7. Chemistry	8.	1	9.	2
10. English	11.	3	12.	0
13. In-service training	14.	1	15.	0
16. International education	17.	1	18.	0
19. Maths	20.	4	21.	1
22. Music	23.	1	24.	1
25. Physic	26.	1	27.	2
28. Pre-school	29.	1	30.	2
31. Primary school	32.	1	33.	2
34. Turkish	35.	1	36.	0
37. Science	38.	1	39.	0
40. Science teacher training	41.	1	42.	1
43. Science & technology	44.	1	45.	0
46. Biology	47.	0	48.	1
49. Literature	50.	0	51.	1

52. National	53.	0	54.	1
55. Nursing	56.	0	57.	1
58. School	59.	0	60.	1

As it is seen in table 1, while most of the studies have been made on maths and English curriculums in WCES 2009, chemistry, physic, pre-school and primary school curriculums have been used in WCES 2010.

3.3. Models of the Studies

Table: 2 Model of the Studies According to Publication Years

61. Study Model	62.	WCES2009	63.	WCES2010
64. Case study	65.	3	66.	1
67. Cross sectional	68.	1	69.	1
70. Document analysis	71.	3	72.	1
73. Experimental	74.	2	75.	3
76. Literature review	77.	3	78.	5
79. Observation	80.	1	81.	0
82. Scanning	83.	1	84.	0
85. Survey	86.	4	87.	3
88. Screening	89.	0	90.	1

As it is seen in table 2, both in WCES 2009 and WCES 2010 studies, survey and literature model are mostly preferred to collect data. Beside them, documents analysis has been also used commonly in WCES 2009 studies, and experimental studies have been used in WCES 2010.

3.4. Paradigm Model of Studies

Table: 3　Paradigm Method of the Studies According to Publication Years

91. Paradigm Method	92.	WCES2009	93.	WCES2010
94. Qualitative	95.	9	96.	12
97. Quantitative	98.	5	99.	2
100. Qualitative- Quantitative	101.	4	102.	1

According to Table 3, Most of the articles are qualitative in WCES. The only difference is that number of the articles which are quantitative in WCES 2009 is much more than WCES 2010 articles and also qualitative and quantitative researches have been mostly applied together for an article in WCES 2009.

3.5. Data Collecting Tools Used in Articles

Table: 4 Data Collecting Tools According to Publication Years

103. Data collecting tools	104.	WCES2009	105.	WCES2010
106. Control group	107.	2	108.	0
109. Interview	110.	3	111.	4
112. Interview, questionnaire	113.	1	114.	0

115. Interview, scale	116.	1	117.	0
118. Literature	119.	6	120.	9
121. Questionnaire	122.	4	123.	0
124. Scale	125.	1	126.	0
127. Control group, scale	128.	0	129.	1
130. Pre-post test, scale	131.	0	132.	1

As it is seen in table 4, literature review and interview have been mostly preferred by the authors of articles in both conferences to collect the data. Moreover, while we have some examples of questionnaire as data collecting tool in WCES 2009, it tool has not been used in WCES 2010 researches.

3.6. Analysis Techniques of the Articles

Table: 5 Data Analysis Techniques According to Publication Years

133. Data Analysis Techniques	134.	WCES2009	135.	WCES2010
136. Mean	137.	2	138.	1
139. Man Whitney U test	140.	0	141.	0
142. T-test	143.	1	144.	0
145. ANOVAs	146.	1	147.	1
148. Variance analysis	149.	2	150.	1
151. Percentage	152.	3	153.	1
154. Multiple regression	155.	1	156.	0
157. Chi-square test	158.	1	159.	0
160. Pre-post test	161.	1	162.	0

As it is seen in table 5, mean, variance analysis and percentage is mostly used in WCES 2009, and only 4 analysis techniques has been used in WCES2010. Since the most of the articles are qualitative.

3.7. Expression of the Articles' Aims

Table: 6 The ways aims are expressed in the Studies According to Publication Years

163. Aim expression	164.	WCES2009	165.	WCES2010
166. Sentence	167.	18	168.	15
169. Question	170.	0	171.	0

As it is seen in table 6, all of the papers have been expressed in sentence format in both conferences.

3.8. Number of Authors

Table: 7 Numbers of Authors in the Studies According to Publication Years

172. Number of authors	173.	WCES2009	174.	WCES2010
175. 1	176.	8	177.	8
178. 2	179.	4	180.	1
181. 3	182.	4	183.	3

| 184. 4 | | 185. | 2 | 186. | 2 |
| 187. 6 | | 188. | 0 | 189. | 1 |

According to table 7, most of the articles have been written by single author in both conferences. Beside this, maximum author number is 6 in one of the articles presented in WCES2010.

3.9. Articles' Countries

Table: 8 Numbers of Articles According To Countries and Publication Years

190. Country	WCES2009	WCES2010	191. Country	WCES2009	WCES2010
192. Cyprus	2	0	193. Mexico	0	1
194. Malaysia	1	0	195. New York	0	1
196. Turkey	15	10	197. Pakistan	0	1
198. Greece	0	1	199. Slovenia	0	1

As it is seen in Table 8, from different 8 countries, articles related to curriculum and instructions were presented in WCES. However, the majority of the articles were presented by authors from Turkey in both WCES2009 and WCES2010. It is also seen that numbers of participants from foreign countries have been increased in WCES 2010.

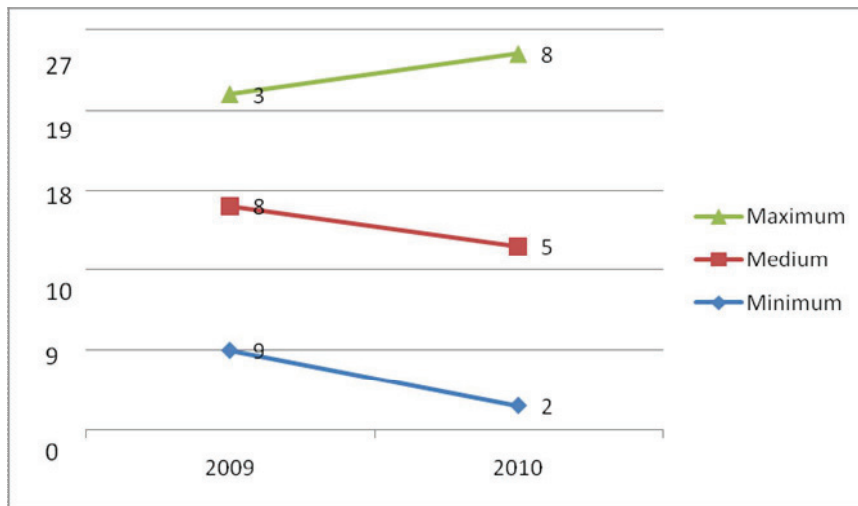### 3.10. Reference Numbers of the Articles

Figure 2. References of Articles According to Publication Years

Graphic 10 shows that articles presented in WCES 2009 and 2010 have the reference between the numbers of 4-27. Articles were gathered in 3 groups according to their publication years as articles which have references between the numbers of 0-9, 10-18 and 19-27. As it is seen in figure 2, articles which were presented in WCES 2010 have much more references than the articles presented in WCES2009.

4. Results and Recommendations

In this study totally, 1496 articles presented in WCES 2009 and WCES 2010 and published in the scope of SSCI have been reached and the contents of 33 of the articles in the field of curriculum development and instruction were reported according to stated criteria. The results that we have obtained are that while 18 of 503 articles presented in WCES 2009 and published in Science Direct are in the field of curriculum development and instruction, 15 of 993 articles presented in WCES 2010 and published in Science Direct are in the field of curriculum development and instruction. There are much more articles about curriculum development and instruction presented in WCES 2009 rather than the articles presented in WCES 2010. There is a decline in the number of articles related to curriculum development and instruction   in WCES 2010. While most of the studies have been made on maths and English curriculums in WCES 2009, chemistry, physic, pre-school and primary school curriculums have been used in WCES 2010. Both in WCES 2009 and WCES 2010 studies, survey and literature model are mostly preferred to collect data. Beside them, documents analysis has been also used commonly in WCES 2009 studies, and experimental studies have been used in WCES 2010. Most of the articles are qualitative in WCES. The only difference is that number of the articles which are quantitative in WCES 2009 is much more than WCES 2010 articles and also qualitative and quantitative researches have been mostly applied together for an article in WCES 2009. Literature review and interview have been mostly preferred by the authors of articles in both conferences to collect the data. Moreover, while we have some examples of questionnaire as data collecting tool in WCES 2009, this tool has not been used in WCES 2010 researches. mean, variance analysis and percentage is mostly used in WCES 2009, and only 4 analysis techniques has been used in WCES2010. Since the most of the articles are qualitative. All of the papers have been expressed in sentence format in both conferences. Most of the articles have been written by single author in both conferences. Beside this, maximum author number is 6 in one of the articles presented in WCES2010. Contrast results were found by Kirby, Hoadley, and Carr-Chellman (2005) who observed that almost 70% of the instructional system design and learning science documents were co-authored. Latchem (2006) found that 56% of *BJET* documents were co-authored. From different 8 countries, articles related to curriculum and instructions were presented in WCES. However, the majority of the articles were presented by authors from Turkey in both WCES2009 and WCES2010. It is also seen that numbers of participants from foreign countries have been increased in WCES 2010. Articles presented in WCES 2009 and 2010 have the reference between the numbers of 4-27. Articles were gathered in 3 groups according to their publication years as articles which have references between the numbers of 0-9, 10-18 and 19-27. As it is seen in figure 2, articles which were presented in WCES 2010 have much more references than the articles presented in WCES2009. This increase have been resulted from the increasing availability of databases such as *ERIC*, *ScienceDirect*, *EBSCHOhost* and *Web of Science,* and the fact that it has become easier for researchers to access them. It is expected that document numbers and referance numbers relating to curriculum development and instruction will increase in the coming years. Thus literature will gain importance in the studies.

Curriculum has the highest influential power on education which is the most significant factor for a society in protecting the culture and getting stronger is education. In order to understand the continuous trends and patterns in this discussed issue, it is also recommended that similar studies should be conducted with the journal base, and should be repeated at least every five years.

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