

**INNOVATIVE EDUCATIONAL RESEARCH (INNER)**

# INNER

INNOVATIVE  
EDUCATIONAL RESEARCH  
JOURNAL



**INNER**

INNOVATIVE EDUCATIONAL RESEARCH JOURNAL

[innovatedu.org](http://innovatedu.org)  
[editor@inner.org](mailto:editor@inner.org)

---

**Volume 6, Issue 2, 2024**
**Contents**

Contents .....	117
Editorial Commissions.....	118
From the Editor .....	119

**Articles**

6.2.1. <b>The Reflection of Social Norms in Turkish Folklore on the 5th Grade Turkish Language Textbook Prepared According to the Maarif Model /</b> Ayhan Dönmez / Research Article.....	121-130
6.2.2. <b>Promoting Accessibility in Disaster Education: The Case of Primary School Students with Needs to Inclusive Education</b> Elif Bayer Kurt, Seyfullah Gül, Wajia Noori / Research Article...	131-161
6.2.3. <b>Viewing Geography through History via Cross-Disciplinary Perspective/</b> Hakan Önal, Hayret Başaran/ Research Article.....	162-174
6.2.4. <b>Comparison of 2018 and 2024 Geography Curriculum in terms of Subject and Content Related to Disasters</b> Erkan Dündar, Abdullah Türker, Ufuk Sözcü Research Article.....	175-187
6.2.5. <b>A Quantitative Study on the Entrepreneurial Characteristics and Critical Thinking Tendencies of Geography Teachers</b> Mert Akdemir, Ali Balcı / Research Article.....	188-212
6.2.6. <b>Examination of the Vocabulary Diversity of Basic Level Textbooks for Teaching Turkish as a Foreign Language</b> Burak Tüfekçioglu / Research Article.....	213-219

**Book Review**

6.2.7- <b>Author:</b> David Rooney/UK BR-1 <b>Reviewer:</b> Assoc. Prof. Niyazi KAYA / Türkiye <b>Title:</b> About Time: A History of Civilization in Twelve Clocks?.....	220-223
---	---------

Innovative Educational Research (INNER) is an Open Access and Double-Blind Review Scientific journal. All responsibility of statements and opinions expressed in the articles is upon their authors.

**Corresponding Address:** Eyüp Artvinli, INNER Journal, Eskişehir Osmangazi Ün., Eğitim Fak., Zemin Kat B Blok, Ofis No: Z-9, Meselik, 26040, Eskişehir, Türkiye  
Editor In Chief, e-mail: [editor \[at\] innovatedu.org](mailto:editor@innovatedu.org), T: +90 222 239 37 50/ext 6885

## Editorial Commissions

### Editor In Chief

#### Prof. Dr. Eyüp ARTVINLİ

Eskişehir Osmangazi University, Türkiye

E-mail: eartvinli [at] gmail.com, Tel: +90 (222)239 37 50

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Zemin Kat B Blok, Ofis No: Z-9, Meselik Kampüsü, 26040, Eskişehir, Türkiye

### Editorial Board

Prof. Dr. Danuta PIRÓG / Pedagogical University of Kraków, POLAND

Prof. Dr. Emilia SARNO / University Online Pegaso, ITALY

Prof. Dr. Gürcü ERDAMAR / Gazi University, TÜRKİYE

Prof. Dr. Macid MELEKOĞLU / Boğaziçi University, TÜRKİYE

Prof. Dr. Mustafa SÖZBİLİR/Erzurum Atatürk University, TÜRKİYE

Prof. Dr. Norm CATTO / Memorial University, CANADA

Prof. Dr. Simon CATLING (E) / Oxford Brookes University, UK

Prof. Dr. Tatjana Resnik PLANINC / University of Ljubljana, SLOVENIA

Prof. Dr. Witold WILCZYŃSKI / Pedagogical University of Kraków, POLAND

Prof. Dr. Yoshiyasu IDA / University of Tsukuba, JAPAN

Prof. Oana-Ramona ILOVAN / Babeş-Bolyai University /ROMANIA

Assoc. Prof. Cristiano PESARESI / Sapienza University of Rome, ITALY

Assoc. Prof. Eren Can AYBEK /Pamukkale University, TÜRKİYE

Assoc. Prof. Irena STONKUVIENĖ/ Vilnius University/LITHUANIA

Assoc. Prof. Z. Fatih İNEÇ/ Erzincan B.Y. University, TÜRKİYE

Dr. Clinton David Van Der MERWE / University of Pretoria, S. AFRICA

Dr. Jesus Granados SÁNCHEZ / University of Girona, SPAIN

Dr. Tino JOHANSSON / University of Helsinki, FINLAND

### Language Editor

Dr. Susan CALDIS / Macquarie University, NSW, AUSTRALIA

### Editorial Assistant

Ayten KARACA/ Niğde Ömer Halis Demir University, Türkiye

Dear Readers,

Welcome to the sixth volume of **INN**ovative **E**ducational **R**esearch (**INNER**). This issue features six scholarly articles.

First article is entitled “The Reflection of Social Norms in Turkish Folklore on the 5th Grade Turkish Language Textbook Prepared According to the Maarif Model” written by Ayhan Dönmez from Türkiye. This research examines the place of social norms in Turkish folklore in Turkish textbooks and the impact of these norms on education. The research evaluates the texts in the 5th grade Turkish textbook prepared by the Ministry of National Education in terms of social norms in Turkish folklore. The research was conducted with a qualitative survey model and document analysis method was used. According to the findings, the most emphasized social norms in the 5th grade Turkish textbooks are principle and moral code, followed by tradition and habit. Fashion and customary practice are among the least emphasized social norms. These findings show that textbooks contain norms that reinforce social behaviors and harmony among individuals and contribute to the shaping of social values through education.

Second article is entitled “Promoting Accessibility in Disaster Education: The Case of Primary School Students with Needs to Inclusive Education” written by Elif Bayer Kurt, Seyfullah Gül and Wajia Noori from Türkiye. The aim of this study is to examine the knowledge levels of primary school students with special needs receiving inclusive education about natural disasters. In line with this main purpose, the study sought answers to subproblems such as (1) recognizing disasters, (2) explaining the causes of disasters, (3) preventing disasters, (4) ways of protection from disasters of primary school students with special needs receiving inclusive education. In addition, it is among the aims to reveal the similarities and differences between the knowledge levels of primary school students with special needs receiving inclusive education at the same grade level and their peers with normal development regarding natural disasters. Case study design, one of the qualitative research approaches, was used in the study. In the study, it was concluded that primary school students receiving inclusive education had a moderate level of knowledge about the causes of natural disasters and the measures to be taken against these disasters; and that they had misconceptions at the point of recognizing disasters.

The third article of this issue is entitled “Viewing Geography through History via Cross-Disciplinary Perspective” written by Hakan Önal and Hayret Başaran from Balıkesir, Türkiye. This study examined how to employ the cross-disciplinary approach, a form of interdisciplinary research that allows one discipline to be explored through the perspective of another. A review of the existing literature reveals that students wish to acquire geography knowledge that is practical and applicable to daily life. It is believed that specific objectives in the Geography Curriculum, such

as “Gaining geographical knowledge, perspective, and skills through human-nature interaction,” “Questioning Türkiye’s regional and global relations from a geographical perspective,” and “Assimilating the role of geographical knowledge, perspective, and skills in fostering homeland consciousness and national identity,” along with skills and learning outcomes like “GEO.10.1.1: Ability to associate sample events, phenomena, and/or places with the basic concepts of geography” and “GEO.10.3.5: Ability to question the interaction between landforms and human activities in their immediate surroundings,” can be achieved more effectively through cross-disciplinary approaches that link events to real life. After all, every historical event occurs in a specific place, and societies that understand and utilize their geographical features can turn this awareness into a strategic advantage. The study demonstrates that geographical knowledge and the ability to leverage geographical features were crucial in winning the wars analyzed. It is also suggested that presenting information in this manner will help students develop a more dynamic and multidimensional approach to geography.

The fourth article of this issue is entitled “Comparison of 2018 and 2024 Geography Curriculum in terms of Subject and Content Related to Disasters” written by Erkan Dündar, Abdullah Türker and Ufuk Sözcü from Türkiye. This study aims to examine the disaster-related topics and outcomes (learning outcomes) in the 2018 and 2024 Geography Curriculum (GC). In the study, which was handled by the document analysis method, the data collected was analyzed by content analysis. As a result of the analysis, learning outcomes (outcomes) in 2024 GC are superior to 2018 GC in terms of both quality and quantity, and there is a similar situation in terms of emphasizing the concept of disaster. In addition, it was observed that the learning outcomes in 2024 GC were more emphasized on high-level cognitive skills according to the Revised Bloom's Taxonomy. Within the framework of these results, suggestions that can help teachers manage the process have been made.

The fifth article is entitled “A Quantitative Study on the Entrepreneurial Characteristics and Critical Thinking Tendencies of Geography Teachers” written by Mert Akdemir and Ali Balcı from Türkiye. This study was conducted to determine the entrepreneurial characteristics and critical thinking tendencies of geography teachers. The sample consists of geography teachers working in secondary education institutions located in the Başakşehir district. Quantitative data was used in the research, and the relevant literature was reviewed systematically. The California Critical Thinking Disposition Inventory and the Entrepreneurship Scale were utilized as data collection instruments. Statistical processes were performed using the SPSS 23.0 program. Descriptive findings were evaluated through numbers, percentages, means, and standard deviations. The entrepreneurial characteristics and critical thinking tendencies of geography teachers were analyzed based on variables such as gender, seniority, educational background, age, position, and faculty of graduation. The results indicated that geography teachers demonstrated a high level of entrepreneurial characteristics. Their critical thinking tendencies, on the other hand,

were observed to be at a moderate level. Consequently, it was concluded that geography teachers with strong entrepreneurial characteristics also exhibited higher levels of critical thinking. The findings were discussed, and recommendations were made, including increasing entrepreneurship courses, enriching related departments, encouraging graduate education for teachers, and prioritizing new research examining the relationship between entrepreneurship and various thinking styles.

The last article of this issue is entitled “Examination of the Vocabulary Diversity of Basic Level Textbooks for Teaching Turkish as a Foreign Language” written by Mert Akdemir and Ali Balcı from Türkiye. This study focused on vocabulary. In this context, the Yunus Emre Institute's basic level A1 and A2 textbooks used in the process of teaching Turkish as a foreign language have been compared in terms of vocabulary diversity. For this purpose, the type and token usages of the relevant textbooks were extracted and analyzed by determining the type-token ratios. As a result of the research, 1100 types and 14811 tokens were identified in the Yunus Emre Institute's Yedi İklim Turkish A1 textbook. At the A1 level, the type-token ratio has been determined as 0.0742. At the A2 level, 1251 types and 17634 tokens are used, and the type-token ratio for this textbook has been calculated as 0.0709. Based on these findings, it is understood that the A1 level textbook used in the first stage of the basic level has more lexical diversity compared to the A2 level textbook, which is the next level ( $0.0742 > 0.0709$ ). In conclusion, the research indicates that the textbooks in question do not have a progressive structure in terms of lexical diversity.

I would like to begin by expressing my sincere gratitude to the reviewers who devoted their valuable time and expertise to meticulously evaluating the submissions on behalf of **INNER** and its Editorial Board. Furthermore, I extend my deepest appreciation to the educators whose research articles have significantly enriched the content of this volume.

**Editor-In-Chief**

**Prof. Dr. Eyüp ARTVİNLİ**

Eskişehir Osmangazi University

Eskişehir, Türkiye