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AN EXAMPLE OF A PLAN FOR THE ASSESSMENT OF INTRACLASS LEARNINGS
(1927 - TERBIYE MECMUASI)

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ABSTRACT

From the past to the present, the concept of education is one of the most important issues that societies focus on. It is seen that the concept of education which has different dimensions and variables in itself is generally based on constructivist approaches nowadays. In the constructivist approach, emphasis on the process rather than the result has bring to the assessment of classroom learning forefront. In this study, a plan prepared for the assessment of intraclass learnings in 1927 was examined.In this plan, attitudes and behaviors that the teacher should pay attention to during the lesson in accordance with the subject to the characteristics of the lesson has been dwell on.The content of the plan has been arranged separately according to learning methods and techniques. This plan, which is in harmony with modern educational approaches, will contribute to today's practitioners in the assessment of intraclass learning. This study is a qualitative study based on the phenomenology pattern, and the analysis of the texts obtained through document review. The results obtained in this study can contribute to today's practices and are consistent with the constructivist approach. It has been seen in the findings that the guidance direction of the teacher is emphasized during the use of methods and techniques such as deduction, induction, project-based learning.In the plan, which is based on student-centered education, the qualifications that teachers should have in relation to classroom management are mentioned.In this respect, it has been understand that the plan also complies with the teacher competencies determined by MONE in 2017.

Keywords: Intraclass learning, classroom assessment, teaching methods, history of Turkish education

INTRODUCTION

Education is the most important factor that enables individuals to know the world they live in and to live in harmony with the society. It is accepted that education is an ongoing process throughout an individual's life (Çelikkaya, 1990: 67). This long process is shaped in accordance with the political, economic, social and cultural characteristics of the society in which it lives. So that consist an educational system specific to the society. The most important objective of this system is to educate individuals who will contribute to ensuring in accordance with the requirements of the era the continuity of society. Therefore, the objectives set for education should be consistent with the material and moral goals of the state. (Kuru, 2017: 404; Şahin, 2017: 124-126).

All the elements of the system should work in harmonizing with each other in order to have access to the targets expected from the education without any problem. It is clear that the failure in any of the components of the education system affecting the whole society will adversely affect the whole system and therefore the whole society. According to Kuru; teacher, student, administrator, inspector, school, environment and family are the components of current education system (2017: 404). Each of these elements are great importance both within own and within the system. In order to achieve the general and specific objectives of education, all elements must have certain qualities. The needs of the age and the expectations of the state are the main factors in determining these qualities. Therewithal, it is possible to express the concept of teacher as the most indispensable element of education among these elements. Because the teacher is responsible in the first degree for the organization of the educational processes and the realization of the teaching activities (Dilekmen, 2008: 213).

When the studies conducted by educators on teacher qualifications and competence (Dilekmen, 2008; Çelikten, Şanal & Yeni, 2005; Sakız, 2016; Oktay, 1991) are examined, it is seen that the points highlighted in these studies are collected in the General Competences of Teaching Profession published by the Ministry of Education (MEB, 2017). Accordingly, the general competences that teachers should have are shown in Table 1.

Table 1. Teacher Competences Determined by Ministry of Education

A. Craft Knowledge	B. Professional Skill	C. Attitude and Values
A1.Subject Matter Information	B1. Education Planing	C1.National Spiritual and Universal Values
Has an advanced level of theoretical, methodological and factual knowledge in the field to cover the interrogative perspective.	Plans education and training processes effectively.	Conserve national, spiritual and universal values.
A2.Knowledge of Field Education	B2. Creating Learning Environments	C2. Approach to Student
Knows the curriculum and	Prepares healthy and safe	Demonstrates a supportive attitude

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pedagogical knowledge of his/her field.	learning environments and appropriate teaching materials in which effective learning can take place for all students	to students' development.
A3. Legislation Information	B3.Managing the Teaching and Learning Process	C3.Communication and Cooperation
Acts in accordance with the legislation on duties, rights and responsibilities as individuals and teachers.	Conducts the teaching and learning process effectively.	Establishes effective communication and cooperation with students, colleagues, family and other stakeholders of education.
	B4. Assessment and Evaluation	C4.Personal and Professional Development
	Uses assessment and evaluation methods, techniques and tools in accordance with the purpose.	In the wake of self-evaluation he/she participate to personal and professional development works.

Quotation: Öğretmenlik Mesleği Genel Yeterlikleri (MEB, 2017:8).

The competences set out in table 1 support the view that the teacher is primarily effective and responsible in educational activities. Each of these competences is very important in terms of achieving the purpose of teaching activities. When the related literature is examined, it is possible to reach detailed studies on these competences (Özkan, 2016; Çelik, Yorulmaz & Çokçalışkan, 2019; Tuğluk & Kürtmen, 2018; Kösterelioğlu & Kösterelioğlu, 2008). In this study, professional skills competence comes into prominence in terms of the subject of the text examined.

It is seen that the four sub-skill levels where professional skill competence are directly related to the education-training process. There is a high positive relationship between the level of teachers having these competences and the level of achievement of the desired goals of the education process. At the study by Çelik, Yorulmaz & Çokçalışkan (2019), teachers' self-evaluation was included. Yeşilyurt (2013) examined the pre-service teachers' perceptions of self-competence in terms of various variables. These studies show the importance of teachers perception of self-competence. In addition, it is stated that the high level of competences of the teacher contributes positively to classroom management and the application of teaching methods. Effective implementation of teaching methods is a point that is especially emphasized in order to achieve the objectives of the education in general and specially objectives of the lesson.

One of the important points that need to be emphasized in classroom learning is the necessity of effectively gaining the thinking skills given in the curriculum applied. In 2005, MONE give place to eight thinking skills that were common to all lessons in its training programs. In the new program, which started to be implemented in 2018, it is seen that various skills are defined under the name of basic skills in the Social Studies Program (MEB, 2018a: 8), under the name of field-specific skills in the Science Program (MEB, 2018b: 9), under the specific objectives in Turkish (MEB, 2019: 7) and Mathematics Programs (MEB, 2018: 8). Teachers' competencies and awareness levels in these areas are important for gaining the skills given in the curriculum. The assessment of these skills during classroom learning will only be possible through correct observation of classroom activities

(Baysal, Çarıkçı & Yaşar, 2017: 8-9). In this context, in addition to today's research, the study of educational history resources also contributes greatly to the researches.

When the history of education is examined, it is seen that many of the subjects discussed today are also discussed in the past. Educational history resources, which were important for understanding the development processes of contemporary educational approaches, it also has been contributed to the understanding of changes in the expectations of education of the nation to which they belong.

Established after the collapse of the Ottoman Empire, the Republic of Turkey, has been set target the education system which to be reach the level of contemporary civilizations. The great progress achieved in the field of education in the early years of the Republic can be described as important steps to achieve the set goals. However, it is possible to state that the modernization efforts in the field of education were initiated during the Ottoman Empire period, especially since the second Constitutional Monarchy Period (Akyüz, 2019: 265-270; Güven, 2014: 128-182; Doğan, 2012: 341-368; Binbaşıoğlu, 2014: 269-368). It is seen that the innovation movements that started in education cover all areas of education such as program development studies, the use of modern methods in teaching methods and techniques, and modernization in teacher education (Türk, 2009; Okur, 2010).

Purpose and Importance of Research

Effective implementation of teaching methods is important for achieving the objectives of the lesson. When the related literature is examined, it is seen that the researches about evaluation are focused on end-of-lesson evaluation. In the text examined in this study, the evaluation of the course process is given with based on to the teaching methods and the content of the lesson. The most important point of the text is that the teacher and the students have determined the points that they should do and abstain from by taking into consideration the teaching methods and objectives of the lesson. The fact that this text, translated by İhsan Sungu, one of the most important educators of the period in the early years of the Republic, complied with modern educational approaches also contributes to the importance of the study. The fact that such an plan of supervision was delivered to all teachers through educational journals at that time has been consistent with the educational objectives of the republic.

Problem Status of Research and Sub-Problems

The purpose of the research is to evaluate intraclass learnings in 1927 and comparison to recent education approach. Problem sentence of this research "Is the lesson process evaluation similar to the current educational approaches according to the contents of Plan of Supervision of Lessons in Which Thought-Provoking Issues are Teach (Düşündürücü Meselelerin Halledildiği Dersleri İnceleme Planı) prepared in 1927?" And sub problems as follow;

1. Do the expectations from teachers in 1927 in the assessment of classroom learning situations resemble today's teacher competences?

2. Can the situations that are recommended to be observed in students in order to complete a lesson successfully in 1927 be supported by today's educational approaches?

METHOD

Research Model

This study, which is based on the analysis of the text of "The Plan of Supervision of Lessons in Which Thought-Provoking Issues are Teach" given in an educational journal published in 1927, is a qualitative study conducted with a phenomenology pattern (Yıldırım & Şimşek, 2013: 78-79). A situation that has been existed in the past has been determined and its contributions to the present day were evaluated.

Data Collection and Analysis

The text examined in the study was published in the journal Terbiye in 1927. Terbiye journal has been published by the Ministry of Education Board of National Education. The copies of this journal, which was published monthly by teachers, were obtained from the National Library Periodicals Catalogue (Demir,2017: 43). This text was translated by İhsan Sungu one of the educators of the period from Prof. Burton's work and published in the seventh issue of the journal. The text, which was published in Ottoman Turkish, was transcribed into Turkish. The contents of the text are given as simplification in the findings section. The findings were presented accordingly document analysis method, two main sections were formed in accordance with the content of the text: what the teacher should do and what the student should observe. Comparisons have been made with today's educational approaches and practices regarding these sections.

FINDINGS (RESULTS)

What Teachers Should Do During Lessons?

When examine the content of the Plan of Supervision of Lessons in Which Thought-Provoking Issues are Teach solved, it is seen that the behaviors required by the teachers are given in detail depending on the teaching methods and lesson contents. In addition, the points that should be observed by the teacher in the activities of the students during the lesson were given under separate headings. The content of the plan given in the examined text is shown in Figure 1.

Figure 1. Topic Titles of the Plan

As shown in Figure 1, the form prepared for the teachers was prepared in separate sections according to the teaching methods to be used in the lesson. The content of the plan prepared for the lessons given below separately (inductive and deductive methods)
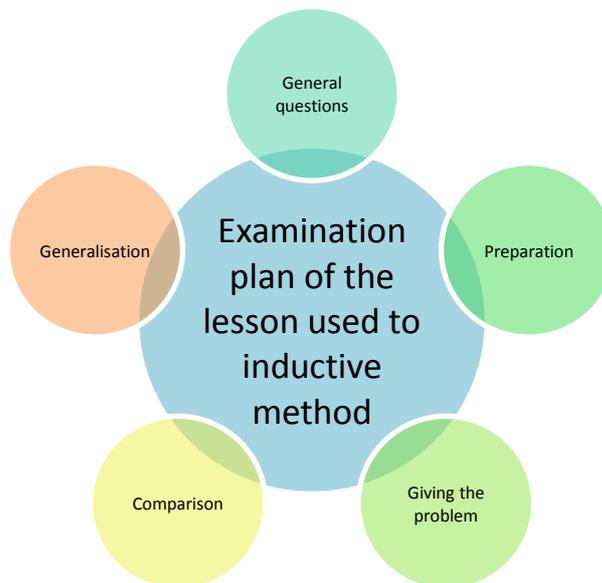
Figure 2. Examination Plan of the Lesson Used to Inductive Method

The stages of use of these methods in the examined text are shown in figure 2. The instructions given to the teachers at these stages has been given below in accordance with the plan.

The Lessons Use to Inductive Method

General Questions

1. Is the subject suitable for the use of the induction method?

2. If so, is the rule, principle or law to be issued worth it? Is it a new case for the class to handle this topic with the inductive method?

3. Is the teacher zealous and willing to make generalizations by the student as independently and thinking?

Preparation

1. Has the teacher prepared in order to get to given the below situations?

a) Analyzing ideas about the problem or resorting to old ideas to explain new ideas.

b) To prepare students' minds based on the students' instinctual interests or the importance of the subject in itself.

c) Express the purpose clearly and correctly, identifying mental or actual activities to be followed in future lessons.

2. Have the children adopted the purpose that the teacher suggestion or agreed status during the lesson?

3. Did the teacher take any precaution to understood that the students fully absorb the problem?

Giving the Problem

(During the presentation of the problem, the students' experiences are enlarge on, the story is read or told, the reports containing the student's own research are read, the experiences are discussed, the trips are made, pictures or objects are shown.)

1. Is the method most appropriate for the subject? Was the method followed well?

2. Are the samples sufficient? Is it too much or missing? Are the examples various? Are the examples relevant to the student's experiences? Do the examples indicate the elements for separation or generalization?

3. Did the teacher make it possible for the students to analyse in an active and sociable way? Has it provided opportunities for everyone to participate in the work according to their ability?

4. Did the teacher provide guidance to appreciate the ideas put forward? Were students allowed to criticize the insights found by them? Have students been referred to choose the correct items that do not match? Does the teacher like the topics that are loved by the student?

5. Can the teacher managing the progress towards solving the problem properly and decent in the classroom arrangement? Does the teacher himself/herself focus on the subject?

6. If the problem has not been solved in the lesson, has the teacher taken measures to reopen the discussion or to try to solve the problem outside the classroom?

Comparison

1. Can the teacher avoid doing the comparison himself/herself instead of having the student do it? Does it have the ability to encourage the student to make good comparisons?

2. Does the teacher immediately understand that the problem cannot be given sufficiently from the students' statements?

Generalization

1. Can the teacher show skill and patience while directing the student from unskillfully statement to perfect recipes?

2. Did the teacher wait patiently until he/she saw that the students clearly understood the idea before saying the technical words or terms that existed in the subject matter?

When the above text is examined, given the instructions for the effective use of the inductive method draws attention. In particular, it has been emphasized that the teacher should be patient during the lesson. Studies conducted by educators show that the use of inductive method in both numerical and verbal courses has positive contributions to the teaching process (Atta, Ayaz & Quayyum, 2015; Montazeran, Asadi & Maghsoudi, 2014). The examined text is important in terms of guiding at the teacher for the inductive method to be effective. Atta, Ayaz and Quayyum (2015) 's steps related to the inductive method has been seen to be consistent with the text examined. In addition, the instructions given to the teacher for the successful result of these stages has been appear significant for the effective use of the discovery learning strategy (Prince & Felder, 2017, 14). Prince and Felder has been emphasized that about constructivism the teacher's job is to transmit this knowledge to the students—lecturing being the natural method for doing so—and the students' job is to absorb it (2006, 124-125). In the text examined too, the points to be considered in order for the student to access the information himself has been emphasized.

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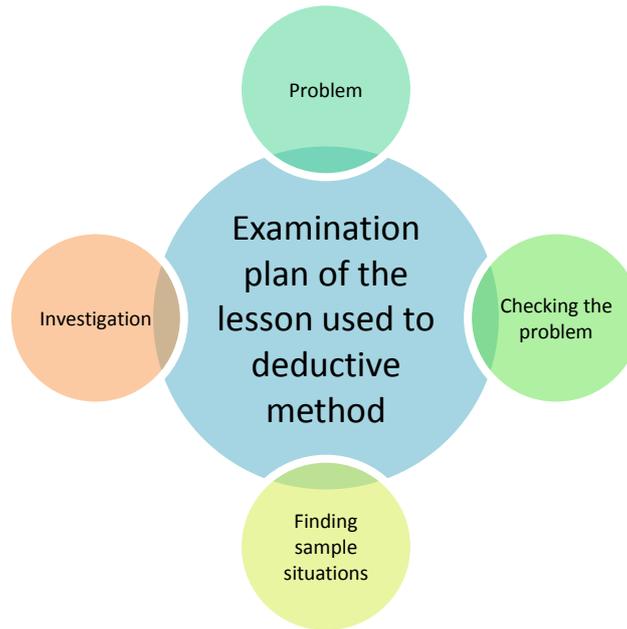
Figure 3. Examination plan of the lesson used to deductive method

As shown figure 3, plan, which prepared for the lessons used deductive methods, has been split up in the way problem, checking the problem, finding sample situations and investigation.

The Lessons Use to Deductive Method

1. Is the subject suitable for explanation by deductive method?

2. Is the effort of the teacher to allow the student to analyze the problem individually and thoughtfully, to research the data, to express and investigate sample situation?

Problem

1. Did the teacher pay attention to the following situations when preparing the student to solve the problem?

a) It will remind the old ideas or adopt the necessary points to explain the new ideas.

b) It will take advantage of students' instincts or explain their importance within the subject and prepare students' minds to solve the problem.

c) Will be able to express the aim clearly and correctly to ensure the mental and actual activities to be done in the lesson.

2. Is the purpose of the lesson proposed by the teacher or did the children adopt the problem themselves as a result of the teacher's explanation?

3. Has the teacher taken measures to understand that all students understand the purpose?

Checking the Problem

1. Does the teacher make sufficient efforts to refer the student to the examination of the question?

2. Does the teacher show any resources? Does it encourage the student to find different sources?

3. Does the teacher encourage finding assumptions with a positive effort? Does it encourage the student to criticize and appreciate their hypothesis and to eliminate inaccurate hypothesis?

4. Does the teacher guide the student to appreciate the exemplary situations put forward and to separate the truths of the claims that do not match each other from the mistakes? Does he willingly share his own ideas?

5. Does the teacher encourage the class to insist on a reasonable investigation? Where possible, does it direct students to investigate their own statements?

6. Does the teacher masterfully and economically make use of summaries, plans, maps, charts, ... etc to organize the discovered data?

7. If the solution to the problem has not been completed in a lesson, has the teacher taken measures to reopen the discussion or to make the children work outside the classroom?

Finding Sample Situations

1. Can the teacher avoid creating sample situations while solving the problem? Does the teacher encourage and show patience for the students to express more clearly the sketchy cases they found themselves first?

2. Does the teacher have the intellectual strength to discover among the sample situations that the student finds, which are actually true but not well expressed, and which are logically correct but not related to the problem being solved?

3. Does the teacher have the ability to present to the class a discussion of whether the sample situations that the students find themselves correct or not? Can he protect himself from like an advice manner accepting or rejecting these exemplary situations?

4. Does the teacher continue to arranging and editing various objects / assets during the lesson?

Investigation

Has the teacher had a reasonable examination of the various sample situations obtained?

When the situations that the teacher should pay attention to in the lessons that are processed with deductive method are examined, it has been seen that the things to be done for this method to be efficient were stated. The most important stage of this method is to create sample situations. Current research supports the fact that finding these sample situations by students directly affects the success of the method (Atta, Ayaz & Quayyum, 2015, 22). The deductive thinking method, which is important for the effective use of problem-based teaching technique, is being used effectively especially in mathematics and science courses today.

Therewithal, it is recommended by the educators to use it in all training programs based on the constructivist approach (Leighton, 2006, 111-114).

The plan to examine how to study children who are under observation

1. *Is it possible for the teacher to determine the appropriateness of the physical conditions (temperature, lighting, ventilation, noise, ... etc.) of the class where the students work?*

2. *Books, dictionaries, encyclopedias, ... etc. Is it ready where the student can easily apply? Can students benefit from them regularly and correctly?*

3. *Can students' arouse interest and protected? Are the kids interested in a job? Do the students who are allowed to stay out of class use this time appropriately? Are disciplinary measures to be applied to those who disturb the silence of the working environment correctly and effectively?*

4. *Do students follow an active and sociable path while working? Does the teacher' presence is felt more than necessary ? Are small groups encouraged to work together when necessary?*

5. *Can groups work correctly and for a common purpose? Do they find and prepare new data and present it to the class?*

6. *Does the teacher realize that the difficulties the students face are due to their own deficiencies and the inability to gain the mastery sufficiently, and do they see the need to make them do the exercises they need?*

7. *When the teacher sees that most of the students in the class have difficulty in a subject, does he stop the group work and discuss the problem that causes the difficulty for the benefit of the general?*

8. *Does the teacher occasionally take into account what the students do (for example, the physical conditions of the classroom, the health of the students, their situation in their homes, work schedules, work habits, extracurricular activities)?*

One of the important features of the constructivist approach is the creation of opportunities for students to work on their own in the teaching process. The plan prepared for the observation of the students under the control of teachers in free working environments has been accord with today's educational approaches. Studies show that extracurricular activities contribute positively to students' academic achievement, personality development, social and moral development, development of their perceptions of school culture and revealing leadership skills (Köse, 2007; Bozak, Apaydın & Demirtaş, 2010; Ecless & Barber, 1999; Sarıkaya & Şen, 2016). In the declaration about the free activities lesson published by the Ministry of National Education, it has been stated that free activities were important in terms of cooperation, sharing, finishing work, taking responsibility and fulfilling, problem solving and developing motor skills (MEB, 2010).

Plan for Examining the Project Topic Chosen by the Teacher for the Lesson

1. *Does the project that the teacher defines as a subject matter? Is the project close to real life to the extent that the school conditions are appropriate?*

2. *Is the teacher's plan regularly prepared and related?*

3. *Is the daily work program linked to support previous work and later agreed work? Can the students realize the relationship between the works that make up a project on their own? Can they identify and benefit from the tasks of different groups and individuals of a class?*

4. *Is the project the work of the student's initiative? In other words, did the students make recommendations that would lead to group work in the classroom and to draw conclusions that would arouse desire?*

5. *If the project was put forward by the teacher, did the students enthusiastically accept and adopt this project?*

6. *Did the students participate in the project plan's prepare? Did the student contribute to the assignment of tasks to class groups and individuals of the main problem?*

7. *Does the teacher guide the students? Does it encourage the class to make suggestions, ask questions, seek data and appreciate its importance, make necessary associations and enjoyment?*

One of the sections that draw attention to the plan examined is the evaluation of the use of the project method in the learning process too. In this section, it is understood that the attitudes and behaviors expected from the teachers are compatible with the basic stages of the project-based learning approach. In the plan, it has been understand that the attitudes and behaviours of the teacher are evaluated in accordance with today's understandings (Erdoğan, 2009: 12-14). Today, project based education method is one of the methods used in the implementation of discovery learning strategy in programs based on constructivist approach. Prince and Felder (2017) has been emphasized the importance of using project-based teaching method in their studies. They also stated that problem-based learning and project-based learning techniques use together would be more effective for the students at the discovery learning strategy.
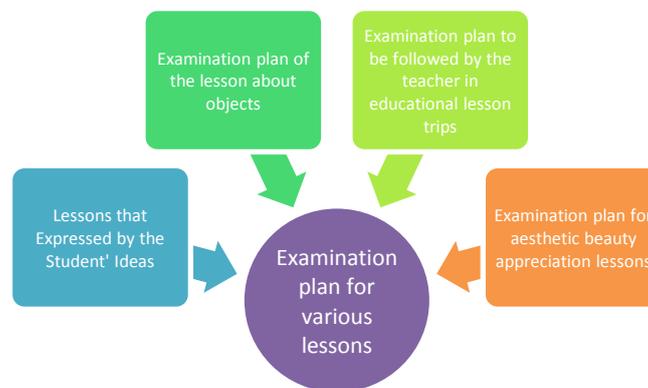

Figure 4. Examination Plan for Various Lessons

Examination Plan for Various Lessons

Lessons that Expressed by Students' Ideas

1. *Is a real social significance attributed to the problem in the classroom? Are the things the student says are really important to the class?*

2. *Are the student's oral and written reports well organized? Are the summaries of these reports available to the teacher? Does the teacher see the errors and omissions these reports?*

3. *In the classroom, can the student freely express his / her idea and discuss it?*

4. *Are those done on that day summarized and linked to what has been done before and what will be done later? Is the course part of a project? So, is it give in place?*

Lessons About Objects

1. *Does the subject matter worth teaching? Is this a part of a project? So, is it in place?*

2. *Objects, flowers, animals, specimens, ... etc. Is it available for observation and discussion? Is their number sufficient?*

3. *Is there a real purpose for the lesson? Does the teacher avoid aimless discussions?*

When the statements given above are examined, as it was expected that the attitudes and behaviors of the teachers are differentiated according to the content of the lessons. The most important point in the plan in which the teacher is guided in accordance with different subjects and lessons is to create a student-centered teaching environment. Nowadays, it consists of student-centered activities in the curricula prepared in accordance with the constructivist approach too. In this context, it is possible to evaluate the analyzed text in terms of classroom management.

When the plan is evaluated within the framework of classroom management approaches, it is understood that the student is active and comfortable, and a classroom management is guided by the teacher. It is seen that the points mentioned in non-intrusive classroom management and interactive classroom management approaches are considered in the plan examined. According to the non-intrusive classroom management approach, undesirable student behavior is caused by confusion in students' feelings and thoughts. The teacher's immediate realization of these situations and the conversation with the student on his / her emotions will simplify control the unwanted situations.In the understanding of interactive classroom management, students has been always expected to control their own behavior. The teacher as for that is obliged to help the students to make good choices (Aksoy, 2001: 10-11, 14-17).

Examination Plan to be Followed by the Teacher in Educational Lesson Trips

1. Is the place, activity or organization to be visited worth observing?

2. Will the visit help him / her in the regular work of the student? If the visit was part of a project, was it done in time?

3. During the visit, were the students carefully prepared for review?

a) Do the students know what they will see there, where they will visit and why they will see it?

b) Are the students prepared to understand what they will see?

c) Is there a purpose for the visit?

4. During the visit, were the students carefully prepared for the routine side of the visit?

a) Have you been given clear information about where to go, with what to go, when they will be there and how they will return?

b) Were the students accustomed to a sign that would allow the student to move from one place to another during the visit or to gather in one place?

c) Has the teacher foresaw the place to be visited and considered that all preparations are in order?

5. Apart from the big problem common to the whole class during the visit, were individuals and groups also assigned tasks? Were students given instructions on how to take notes?

6. Has the course been carefully prepared for review and discussion of student reports on the day of return or the day after the visit?

Student-centered teaching environments should be arranged in a way that allows students to learn by doing and living. The use of trip-observation method according to the suitability of the lesson and subject contributes positively to the teaching.It has been put forward in the researches by educators that the trips that students will make on the subject increase their learning levels and ensure their persistence at learning (Atayeter & Tozkoparan, 2014; Bozdoğan, Okur & Kasap, 2015). The trip observation technique, which allows students to embody the concepts they have seen theoretically, can be useful if it is planning the trip process effectively by teacher. When the situations that the teacher should pay attention to in the above educational trips are examined, it is seen that the points to be considered in order to provide the benefit of the trip to the student are determined.

Examination Plan for Aesthetic Beauty Appreciation Lessons

1. Is the subject of the course appropriate to the level of aesthetic pleasure of children? Did the teacher take into account any differences in appreciation between aesthetic beauty among students?

2. Are the students prepared to grasp the idea of the author or artist? Have the students had a discussion about this idea when necessary?

3. Does the teacher avoid technical analysis? Does it avoid details that are not necessary to appreciate the beauty of the subject?

4. Does the teacher try to create emotional changes in the students? Does teacher by force avoid expressing students' emotions with questions. For example, aren't you enjoying this, isn't that beautiful? Does the teacher encourage students to express their feelings freely?

5. Does the teacher avoid irrelevant discussions and expressions in the face of a precious or beautiful work?

6. Can the teacher enjoy the beauty of the subject? Does teacher make them express things the students don't feel as if they feel?

7. Has the course been given in a good plan? Does the course have a specific purpose?

8. Are the emotions awakened in class a benefit to real life?

The findings related to the aesthetic beauty appreciation lessons given above seem to be related to visual arts and music lessons in the current programs. However, in the cases given here, it has been point out that the student was able to recognize her7his own feelings during the lesson and the teacher observes the emotional changes that occur in the student.

When the plan is examined in terms of today's teacher competencies, it is seen that there are points that can be directly related to the competence areas, especially professional skills and attitudes and values (MEB, 2017: 8). It is seen that given every detail necessary for planning the education process, creating a classroom environment in which the students feel comfortable, using the teaching methods and techniques effectively, making the end of the lesson and general evaluations clearly.

Brooks and Brooks (1993) listed as follows the characteristics that a constructivist teacher should have;

1. Encourage student participation and acceptance.
2. They use raw and primary resources with interactive physical materials.
3. Using action expressions such as classify, analyze, predict, create in class.
4. Before sharing their meaning about the concepts with the students, they investigate what students understand about concept and preliminary information of student.
5. They enable students to learn in connection with educational programs.
6. They allow students to discuss what they know and compare each other's ideas.
7. They encourage students to take part in group activities and work collaboratively.
8. After asking questions, they give learners time to think.
9. They encourage students to discuss and make comparisons.
10. They give students time to create metaphors and build relationships.
11. They develop students' natural curiosity frequently by using the learning ring model.

When the above statements are taken into consideration, it is seen that the plan has great similarities with those expected from teachers (cited in Çiftçi, Sünbül & Köksal, 2013: 283).

What Teachers Need to Observe in Students

The text have an after the questions that the teacher should ask him / her during the lesson, it has been seen that the teachers should also observe the students' studies regarding the activities. This section, which is given in the related sections of the text, is given here under a separate heading.

Examination plan of the students activities in inductive and deductive lessons

- Presentation stage
- Comparing stage
- Generalization stage
- Sample situations determined stage
- Investigation stage
- General questions

Examination plan to student activities at various lessons

- For expression lessons
- For educational excursions
- For aesthetic beauty appreciation lessons

Figure 5. What Teachers Need to Observe in Students

Considerations during Preparatory Process in Terms of Student Activities

1. Can students see and suggest a problem to solve? Do the students ask questions for good reasons?

2. Can the students easily relate their special interests to school problems?

3. When students understand the problem, do they participate in describing and differentiating the issue by asking questions?

4. Are the students active and careful or passive and careless?

5. As soon as the students identified the problem to be solved, did they make suggestions about how to solve the problem, which resources to use, and which way to go?

6. Can the students express the purpose clearly again? Or can they tell me what to do?

Considerations in the Presentation Stage

1. Did the students participate make a plan to solve the problem as an active and sociable ? Did they suggest ways of going? Did they mention the sources of information?

2. Did they work to divide the main problem into sub-problems? Did the students offer to split into small groups? Did the students help to separate smaller groups? Did they participate in the distribution of small tasks? Did these groups work alone but regularly?

3. Have the students resorted to their own personal experience? Did they endeavour to gather information from books, magazines, encyclopedia, etc.?

4. Do the students see the relationship between the problem to be solved and similar problems solved before? Do they benefit from the methods used to solve previous problems?

5. Do the students want to report on their own and bring some tools related to the problem to the classroom? Did they find any special sources to gather information?

6. Do the students refrain from accepting or rejecting the proposals, statements, possibilities, etc., too hastily as necessary?

7. Are the students interested in accepting clear and aesthetic things? Do they refrain from reacting when their ideas are not accepted? When they insist on a statement, do they seek new information to make their claims effective? Are they trying to logically prove their claims with other problems?

8. Are the students trying to make summaries and organize the data into tables or graphs to avoid confusion and unnecessary duplication?

9. Do the students demonstrate the ability to distinguish between main and side problems when creating summaries, graphs, tables and maps?

10. Do the students insist that the statements be clear and specific? Do the students want each other to express more clearly what they mean? Do the students make humanitarian criticisms and suggestions against each other?

11. Do the students demonstrate that they have understood the purpose of this stage by making generalizations after collecting enough data or by introducing some sample situations?

Considerations during Comparison

1. Can the students find the various points and main aspects of the problem? Can they separate the main points from the superficial points?

2. Do the students try to perform individual analysis? Do the students avoid being totally attached to the teacher and ask questions to the teacher where they cannot?

3. Do the students accept gently the ideas put forward by the various members of the class, if they contribute to the solution of the problem? Do they reject superficial or non-essential ideas among the ideas put forward?

4. Do the students try to diversify their own and their friends' statements with humanitarian suggestions and re-statements?

General Considerations

1. Are the students preparing to generalize? Or do they think that the aim of the course is achieved when the problem is examined and discussed?

2. When expressing the result, do the students pay attention to the fact that the points that should be taken into consideration at the beginning make a general statement? As they try to better express the problem, can they realize that all the important points are included in the general statement?

3. Can students use the technical statements put forward by the teacher or the book in other ways without distorting their meaning?

***4.** Can the students prove that they understand the new generalization obtained by expressing other examples of the problems already mentioned?*

Considerations in Creating Sample Situations

1. Do the students want to make an immediate sample situations when they get any data?

2. Are students able to acquire new knowledge, express sample situations in a new way, or turn each of their ideas into a better way by critically criticizing each others ideas?

3. Are students not shy but prudent when presenting various sample situations for accepting or rejecting someone else's testimony?

4. Do the students bring evidence for their sample situations? Can they answer when asked why about put forward their ideas?

5. Do they want evidence for their friends' ideas?

6. Do the students accept clear and good evidence from others? When the ideas presented by them are rejected, do they try to develop them with new data or new resources?

Considerations During Investigation

1. Do the students accept their evidence in part as a kind of examination when expressing sample situations? Do the students ask questions their classmates as: How do you know that? How do you know a person who told you this or the book you read was right?

2. Are the students able to ask examples that contradict or seem to as contradict the proposed sample situation?

3. Do the students actively try to reconcile ideas from various sources? Do they re-investigate their own statements? Do they avoid preferring another viewpoint for reasons that do not have a point of view or without a reason? Are there any contradictory evidences among the students?

4. Do they show clear success in distinguishing between trustworthy authority and non-trusting authority?

General Questions

1. Do the students successfully pass thought tests on various subjects in accordance with their age and class?

2. Do the students show clear success in expressing their ideas clearly and properly? Do they avoid words like ''I know but I can't express them correctly''?

3. Do the students bring to class showing what they think outside the classroom or some questions to the class on topics of interest? Do they make use of judgments on similar problems in other lessons? Do they make use of the problems considered in the classroom at school and outside?

4. Do the students show clear success in making generalizations by considering special events? Are they able to investigate and examine the data to prove the sample situations? Do they investigate the situation easily and quickly? Do they achieve this success in class and outside activities at the same pace?

Considerations in Expression Lessons

1. Do the students show sincere interest in the written and oral reports of their classmates or their study results? Do the students show their interest in this subject with their behaviors, questions, evidence or by sharing the results of their work themselves? Did the students take notes for future discussions?

2. Does the reporter say his/her words by looking at his/her notes or not? Does the student avoid refer over-much the help of notes?

3. Do the students try to be original in their statements and miss the uniform statements? Can students express their ideas in their own words, regardless of the source of the research they are looking for?

4. Does the student speak the whole class or just the teacher?

5. Do the students freely ask questions and participate in the discussion to achieve the result?

6. Do students willingly explain own desire and they want to write a report?

7. After such a lesson, can the student summarize the lesson in a related way?

Consideration for Educational Excursion Lessons

1. Do the students participate in revealing the reason for the visit with some questions and discussions?

2. Can students clearly explain the reason for the excursion? Can the students explain what points they will observe in order to understand the problem quickly discussed?

3. Do the students actively seek details and ask questions? Do students avoid simple observation or avoid entertaining in aesthetic and insignificant details? Do students understand this excursion as a job or just a time-consuming ride?

4. Do students attach importance to understanding details and understanding them more clearly and taking notes while observing?

5. Do the students avoid any interference with the work they are observing or actions that annoy the worker?

6. Can the students re-express their instructions on the way they follow on their way to and from?

Türkan Demir, G. (2019). An Example Of A Plan For The Assessment Of Intraclass Learnings (1927 - Terbiye Mecmuası), International Journal of Education Technology and Scientific Researches, Vol: 4, Issue: 9, pp. (282-305).

7. Do the students summarize what they see in a good way? Can they do anything but depiction? Can they apply their observations during the visit to their work?

Consideration for Aesthetic Beauty Appreciation Lessons

1. Do all the students, or the majority of them, express their attitudes and behaviors show that they are paying attention and enjoying it? Are they constantly careful? Is there a clear hatred of the subject?

2. Do the students ask questions to understand the works they will enjoy?

3. Do the students express their pleasure freely and voluntarily? Are they clapping? Do they want the repetition of stories, poems, songs, etc ... that they used to listen to?

4. Do children want to repeat or do what they see and hear? Do they play or represent stories?

5. Do the students avoid making vague sentences about the importance or beauty of things they do not understand?

6. *Do the students artificially avoid expressing their excitement to look nice to the teacher? Can the students say directly that sometimes they don't like what is shown?*

When the sections about the behaviors that should be observed in the students are examined, it is understood that Budak (2010) and Berkant and Gökçedağ (2016)'s emphasize at own studies follow an understanding appropriate to the allosteric learning approach. The allosteric learning model which one of the sub-models of the constructivist approach, has been based on the following three bases by Giordan (1995; cited in, Berkant & Gökçedağ, 2016: 47);learners accept new knowledge and skills according to their mental design, learners compare their potentials for accommodating to the environment prepared by the instructor and realize their learning, information is the product of transformation processes, and all meaningful learning takes place with learners' own activities.It is seen that the basic conditions that should be observed in the students especially during allosteric learning situations show a great similarity with the plan examined (Berkant & Gökçedağ, 2016: 49).

In accordance with the process-based assessment approach of the constructivist approach, it was seen that in the plan examined in order to observe the students' in-class learning, the situations to be considered during different lessons and methods were given in a very detailed. It is understood that considered the points covering the process-based and learner autonomy-based measurement and evaluation methods which used today (Göçer, Arslan & Çaylı, 2017: 265-282).

It is seen that communication is given importance at the classroom and that both the teacher and the student are guided in order to carry out all kinds of discussions within the framework of mutual love, respect and tolerance. It is significant point that has been specially expressed where the teacher should have patience in the classroom. In the study conducted by Can and Arslan (2018), students' opinions about teachers' classroom behaviors were evaluated. The findings of the study indicate that the teachers' compliance with teacher-

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student relationship and the levels of compliance with the principles of education and training are at an intermediate. It has been stated that this result stems from the teachers' lack of mastery of classroom management skills.

CONCLUSION

When the content of the text given in the findings section is examined, it is seen that a highly functional plan has been prepared for the realization of an effective and successful lesson process. The points that teachers should pay attention in the application of teaching methods and techniques has been classified in a very understandable way. Considering that the text was published in 1927, it is one of the most important results of this study that the educational understanding that existed at that time was in harmony with the modern educational approaches that we try to reach today.

Nowadays, it could been shown that teachers have problems don't show patience at the point of giving time to students in the failure to achieve the expected success especially in the implementation of the discovery learning strategy in educational programs prepared with a constructivist approach. One of the most important reasons underlying this situation is that teachers who are in a hurry to train the subjects on time avoid to spare enough time for the activities to be done.

When the plan prepared for the lessons used inductive and deductive methods is examined, it is seen that the instructions given are suitable for the use of discovery learning strategy. In this strategy, induction and deductive methods can be used according to the suitability of the subject (Kabapınar, 2014: 67-69). It is envisaged that the discovery learning strategy will be used effectively in programs prepared with a constructivist approach. Students has been need to actively access information at constructivist or learner-centered learning approaches.Khalid and Azeem (2012: 172) has been stated that the teacher should help the students develop new knowledge and associate them with their previous learning, but they should leave the students about explore and discuss the information. It has been seen that the points emphasized by Khalid and Azeem are discussed in detail in the plan examined.

Another important point in the examined text is that there is no guidance or comment on reward and punishment practices in the classroom. Where necessary, no direction has been made, particularly in terms of punishment, except by statements by the teacher regarding the use of verbal positive reinforcements. This situation is important in terms of contributing to the discussions about the place of reward and punishment in education. When the contents of the instructions given to supervise the activities of the students during the course are examined, It is seen that the students are active in the class, who can express themselves comfortably and that they are tolerant and moderate towards their friends.

As a result, it is possible to say that the importance of class management and planning of teaching activities for both teacher and student was understood in the early years of the republic. The fact that the text examined was translated by one of the teachers of the period proves that new insights in education are followed. It is also important that such a text appears in a journal published by the Ministry of National Education. When studies related to the educational understanding of the period are examined, it is understood that education is seen as the most important tool for reaching the level of contemporary civilizations. Nonetheless, the desire, perseverance and effort of the teachers of the period to realize this aim are understood from the point reached in education in the first fifteen years of the republic.

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