

ANALYSIS OF RENEWED CHEMISTRY CURRICULUM AIDED BY TEACHERS' PERCEPTIONS

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Abstract

In this study, a new chemistry curriculum (9-12th classes) which launched in 2013 was evaluated by teachers' perceptions and document analysis. The study was carried by an interpretive case study method and the data were collected by document analysis and semi-structured interviews made with 16 teachers working in the city centre and towns of Trabzon. According to the findings, the opinion that the new chemistry curriculum is insufficient to provide students with scientific process skills came to the forefront. It was determined that the majority of teachers who participated in the study curriculum most raised concerns about the time devoted to the topic and understanding of the issues. They also noted that the 9th grade program defined as a basic level is more intensive in terms of concepts compared to the 10th grade program as a basic level. Five of the teachers stated that the guidelines booklet should be prepared for what the program expected from teachers. Finally, scientific studies in the field of chemistry education carried out in our country are not adequately reflected to the program and the program does not appear to be associated with technology.

Key Words : Chemistry, Curriculum, Attainment.