

Geography Education for Sustainable Education System Under the Influence of Globalization, The Case of Turkey

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Abstract: The article presents an analysis of evolution of the conception of selection and arrangement of geography education themes with special consideration in education Turkish Educational System. Globalization is the process of increased interconnectedness among countries most notably in the areas of economical, political, cultural and educational. As well as government are able to better education together towards common goals now that there is an advantage in cooperation, an improved ability to interact and coordinate, and a global awareness of issues. But there may be a greater chance of selfish disease spreading worldwide and Turkey, as well as invasive species that could prove devastating in non-native education because of % 20 internet users and mostly TV watcher. In conclusion, there is an improvement and a change in geography courses and topics related to geography. By the help of this change, geography always obtains new advantages for itself. The Turkish Geography Education System was built in accordance with the Atatürk's Reforms after 1923. It is a state supervised system which was designed to create a skillful manpower for the social and economic process of the country. Geography courses is given by under social courses lesson the Turkish system mandates 8 years of primary education between the ages of 6 and 14, enrollment of children in this age range was nearly 100%. Detachedly geography lesson for 14-18 year olds three or more years of secondary education are available in public, distance-learning, and vocational high schools. About 95% of students attend public schools, but also inadequacies of the public system increasingly motivate middle-class parents to seek private education within 20 million student and teacher are relationship with geography in Turkey.

Key word: Geography Education Globalization Turkey

INTRODUCTION

Turkey is a developing country which is located at the gateway of the three continents; Europe, Asia and Africa. And it is also a bridge between the Europe and Asia as geographically, culturally and socially. It has a land area of 780 580 square kilometres (Afte the Russia, it is second biggest country in Europe) with 72 561 312 population. Turkey is a unique country whose 99 % of the population is Moslem, and is based on democratic to The political life is run by the system of pluralistic democracy based on the rule of law and respect for human rights. The Turkish electoral system based on universal suffrage is open to all adult citizens, the requirements of which are determined by the Constitution and the relevant legislation with a pluralist and parliamentary system. Administratively, country is divided in to 80 provinces (county) and 912 sub-provinces (district). Turkey ratified the International Covenant on Economic, Social and Cultural Rights (ICESCR) on 4 June 2003.

USA, Austrian, European Country have formalized a relevant educational curriculums and included geographical condition, environmental, history, and religion, from an environmental friendly perspective.. Turkey has a very central geography that bridges orient and west, North and South, Europe, Asia, and the Middle East. This unique geographical position implies rich biodiversity, sensitive ecological habitats and a wealth of cultural and historical resources, natural resources whose management should receive attention include certain minerals, forests, fertile soils, and fisheries. Turkey's rugged topography experiences high seismic activity where earthquakes and erosion can pose hazards. In fact, Turkey had experienced some major earthquakes in recent years. Topography and soil conditions allow only a third of Turkey's total land area to be suitable for various types of agriculture, implying pressure on available fertile land.

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2. Scopes and Perspectives:

The teaching of geographic concepts constitutes the basis of a reform in geographic education that started in the United States of America in the 1980s (Ari, 2002). Principles of education policy of Turkey are determined as providing education that aims productivity in life and occupation in accordance with national structure, geography, culture and customs, preparing suitable education programmes and text books, establishing modern schools with scientific opportunities, providing materials required for education and forming the necessary management and training staff who can carry out education and training services at the highest level. Turkish geographical education is start with by Kindergarten school using in the autumn of the year children turn five they might attend kindergartens (KG) (public or private). the duration of primary education was increased to 8 years which is compulsory under social science text books. Thus all the children were provided with access to compulsory and free primary education. *Secondary education* is free of charge and open for all primary school graduates in public schools using by geography text book. In general high schools, students are raised to get acquainted with the problems of the society and to contribute to economic, social and cultural development of the country. University geography education is optional.

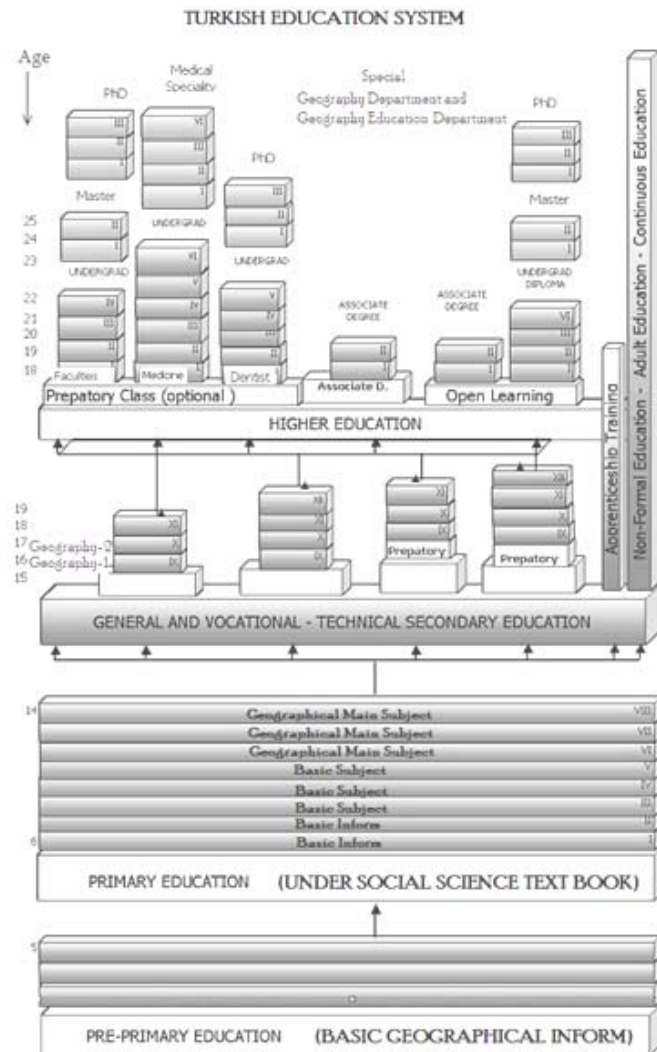


Fig. 1: Turkish Education System with Geography

3. Quantity and Continuity of Surveys:

Basic geographical education is starts KG. Thus all the children were provided with access to compulsory and free primary education .Furthermore, an increase in the primary education schooling rates by 90% has been recorded. The Ministry of National Education is responsible for fulfilling all education services except for higher education. The state does not have the necessary capacity to provide KG classes to all children.

However, in August 2007 the government declared a target of 50% of children attending KG by 2011.), Socio-economic and political context of the different countries influence not only structures and development of adult education but also choices of research scopes, topics and perspectives.

The elementary school provides 8 years of education for children between the ages of 6 and 14. Basic geographical information is given in primary school, by Social Sciences. At the end of 8th grade, students take an exam, “OKS”, this lasts for 2 hours and is composed of about 100 questions. It tests the students' skills in Turkish, Mathematics, Natural Sciences, Social Sciences and English with Geography according to the elementary school curriculum. According to their scores, children are placed in different kinds of high schools. But this is currently change to SBS. In the end of 6th, 7th and 8th grade students take an exam and making total 3 exams. In the end of 8th grade all of the exams are gathered together geographical questions.

The Geography lessons taught in high schools' 9th and 10th grades are: Different type of general high school with geography is covered by high school lasts 4 years, with some high schools having an additional year of preparatory classes in a foreign language. The different kinds of high schools of the Turkish education system include: Public High Schools, the standard type; Anatolian High Schools which provide more lessons in a selected foreign language (English, German or French); Anatolian Imam-Hatip High Schools which have a same curriculum as Anatolian High Schools with lessons about religion; Private High Schools, which are established by private enterprises. Science High Schools focusing on science education; Vocational High Schools, which focus on a certain type of profession (such as Tourism Vocational High Schools, Industrial Vocational High Schools, and Electrical Vocational High Schools; Imam-Hatip High Schools, There are 7934 High Schools in Turkey as of 2007

At the end of high school, following the 12th grade, students take a High School Finishing Examination and they are required to pass this in order to take the ÖSS and continue their studies at a university. Exam scores are weighted to provide students in each track with different opportunities when entering higher education. After the national university entrance examination ÖSS (Turkish: Öğrenci Seçme Sınavı) organized by ÖSYM, if they succeed, students continue with their studies at a university.

Universities provide either two or four or five years of education for undergraduate studies whereas for graduate studies, a further two years are necessary, as is typical throughout the world. There are around 820 higher education institutions including universities with a total student enrollment of over 1 million. Major geographical department faculty in universities is located in Turkey. Tertiary education is the responsibility of the Higher Education Council, and funding is provided by the state for public institutions that make up the bulk of the tertiary education system. There are 139 universities in (As of June 2009, there were 94 state and 45 private universities established by foundations in Turkey). Every year 1.4 million students apply for the university entrance exam and only 561.000 of them are accepted to the universities, including the Open University. In the last 15 years this trend regularly increased at least by 10% every year (YOK, 2010).it is very disturbing to realize that the problems that were put forward 25-30 years ago are yet to be solved (Alım M.2006).

Public universities typically charge very low fees and foundational are highly expensive with fees that can reach \$15,000 per annum, and as such, a majority of students in tertiary education attend public institutions. Since 1998, universities have been spread heterogenic given greater autonomy and were encouraged to raise funds through partnerships with industry.

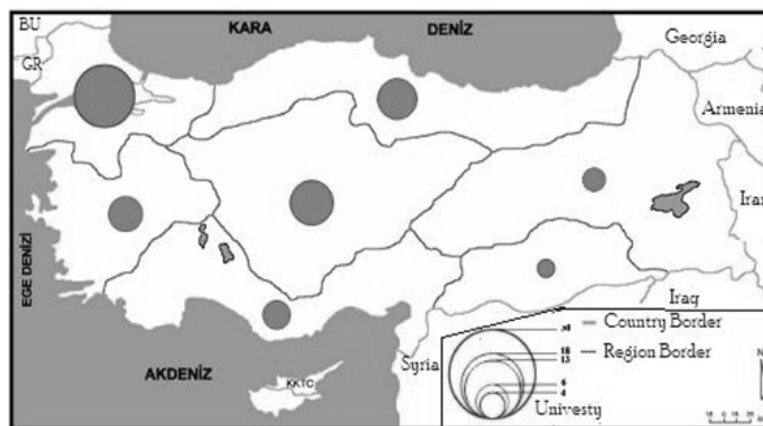


Fig. 2: Distrubtion of Universty by Regions (Sargin S.2007)

University studies last between 2 and 4 years for the undergraduate level, and 2 or more years for the graduate level. Some universities also ask for an additional year of English preparatory study to be completed before the start of studies, unless a proficiency examination is passed with geography question. Turkish universities have direct geography department and geography teacher education department and also have indirectly social teacher education department as bellow figure.

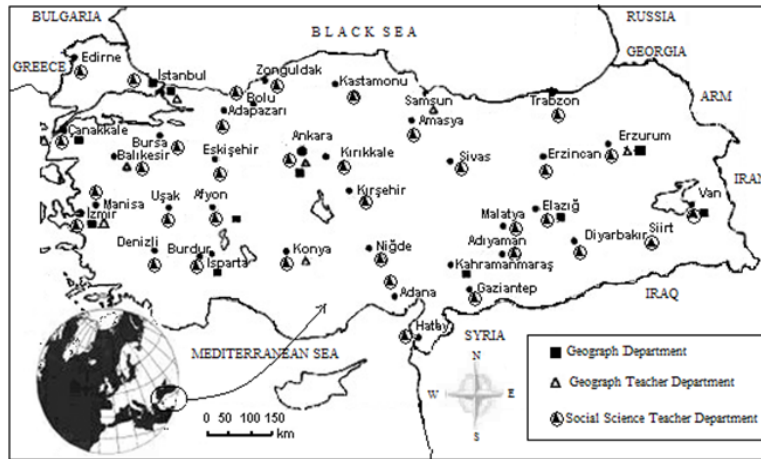


Fig. 3: Education of Geograph distribution in Turkey (Ilgar2003).

Turkish universities actively participate in the Socrates - Erasmus program of the European Commission, aiming to increase student and academician mobility within the European Union, the European Economic Area countries, and other EU candidate states. An increasing number of Turkish university students complete a part of their studies abroad at other participating countries' universities, and Turkish universities receive students of the same status from abroad.

The Scientific and Technological Research Council of Turkey (TÜBİTAK) coordinates basic and applied research and development, acting on proposed policies by the Turkish Academy of Sciences (TÜBA). There are more than 60 research institutes and organizations are supported geographical project.

In general it is possible to summarize globalization's contributions to education as the human type who has ability to comment on knowledge. The aim of bringing up powerful individual effects both formal education and also adult education systems.

Occurring of human type who is able to adapt local features to the world:

The values of global system, local and global quality can be suggested. Both global society should protect their local features and have global worth.

Forming the human being who can adapt local features into world:

Local and global quality can be recommended or the values of global system. Global society must both protect its local features and own global values.

Spreading of adult education:

By the globalization, education longs for a life all over the world. Participation of individuals to the knowledge society, which is changing speedily, is possible with new knowledge, talent life long learning, being more qualified than the previous.

Education of occupation:

To prepare students for life and the occupation, ensuring them firsthand business life (Çalık and Sezgin, 2005).

In the global world one of the biggest facts for the humanity, is the fact that people who produce and use knowledge get the power in the world. Because is power and in the global world, knowledge's being power has become a fact, anymore. For this reason the change of point of view related to knowledge's nature forces individual to change. Nowadays, one of the biggest problems of schools, while transferring existing cultural values to new generations is bringing up individuals who have knowledge, talent, value and attitudes being

demanded by the world. Globalization changes the world for better or worse. In this case, realizing the globalization is the essential thing that must be done. Otherwise, with the occurring changes lots of problems may occur. Globalization is applied by USA, European countries and Japan and is insisted on getting other countries their own way and also there are analyzes of benefit (Ilgar, 2006). If mentioned about globalization of education, education is usually understood as integration with developed countries in method, process and management. But in education, this process is not adequate for the solution of problems that are caused by globalization. Education is an instrument to solve not only for the problems of integration or adaptation to globalization but also for the problems of globalizations causes. Education will raise the human being who overcomes globalization. Societies and individuals need to own features that can benefit from changes and take steps against results of globalizations. For this reason, it is aimed to raise individuals that can cope with changes by anticipating the improvements that may occur. They are education institutes which will raise these individuals. It is obvious that globalization caused and will cause great changes in education systems. But, none of these changes cannot have a motive in integrating countries and societies to more globalized countries. It is determined that educators feel strongly the need of improving themselves, realize their deficiency, want to improve themselves in topics such as human relations, class management, time management, information technology, but it is understood that educators cannot improve themselves because they spend more time than needed on entertainment devices (TV, computer, etc) which globalization brought (Genç, 2003). However, Koch (2005, p.25) emphasizes that technology cannot alone help students learn science. It is important to allocate time and effort, in Educational programs, to exploring the cognitive, transformative, and pedagogical aspects of adopting educational technology into teaching and not merely presenting the hardware and software to be used (Sturdivant, Dunham & Jardine, 2009).

All over the world at the international geography curriculum programmes, arrangements developing research, communication and social talents have been done, it is defended that geography topics are based on problem with this aim many problems such as pollution of environment, development and management of maintaining resources, global economic activities, gender equality, more uncultured, changes dependent on technology are emphasized (Ertürk ve Girgin 2005). This therefore has important implications for education policy right now” (The Science Group, 2006, p.8).

Countries all over the world have brought some standards to the international geography programmes.

- a- All over the world, at the geography curriculum programmes, behaviors and values that the student will acquire are national culture, social justice, ecological approaches, democratic processes, believes and moral values and lifelong learning.
- b- All over the world, at the geography curriculum programmes, talents which are wanted to acquire are: obtaining knowledge, using it in a research process, social and urban participation.

The Changes have been made continually in curriculum programmes because of education system’s adaptation to the globalizing world. Also one of them, is the credit system in Turkey. With the decision of instruction and Education Assembly dated 19. 07. 1992, at the period of time until 1995, education programme was changed by the Ministry of Education and a new education modal named as “Subject Promotion and Credit System” has been started to be applied. First year, new model was started to be applied as pilot project in suitable schools and it has spread in public and professional-technique in secondary education institution, since 1992-1993.

This process, which is a modern system, is applied successfully in European countries. But it isn’t applied completely in our country because of differences in development between regions and differences of equipment between schools. As it is seen, while regulations that is made in geography teaching programmes don’t bring radical changes and innovation, although some of the subjects are added and omitted, programmes have similar features. The features of the era, changing conditions, social and individual needs, improvements in science and technology were not reflected on programmes.

Integration interaction with European Union: Today European Union has basic education programmes. These are Socrates, Comenius, Youth and Linguistic. In 1995, European Union has started these programmes to create a Europe identity to ensure opportunity equality in education and to maintain education long life. The Socrates education aims to adapt easier for changing life conditions by enhancing knowledge and education levels of European society and to enhance intercultural exchange. This programme includes all education areas and is separated two parts as Comenius and Erasmus. Comenius Program covers occupational and technical education areas including public nursery, primary and secondary education which incorporate with first stage of education. However, Erasmus Programme is a student programme that consists of co-operation of high

education area and mutual student exchange programme that puts together youths who are between 15 and 25 years old and coming from different countries and cultures. It is a programme that supports the struggle against racism and foreign enmity and encourages initiatives and ensures equality in all levels.

On 29. 12. 1999, Ministry of Education of Turkish Republic applied to join these programmes which are under European Union and this process is completed in 2002 (Bulut, 2004). Being passed to 12-years education in Turkey, Education in Turkey, whose compulsory education passed to 8-years education to adapt standards of world and European Union, has passed to 12-years education secretly with the last changes (being 4-years of high school education). At this new geography and social arts curriculum, issues of a global world, world citizenship, European Union and Turkey are excelled. At higher education in 1998-1999 education year, 480 students quota for 10 geography departments and 230 students quota for 6 geography programmes which are in education faculties are allocated. It is very objectionable to be reduced quotas of geography teaching departments. If this situation goes on for future years, it will cause big problems in geography teaching areas at secondary education. However, in 2004, while there are 903 students at faculties of science and arts, and 230 geography students at faculties of education, apart from these, our 55 students receive geography education at universities abroad. But Turkish student performance not on the science scale and national income is low in OECD country.

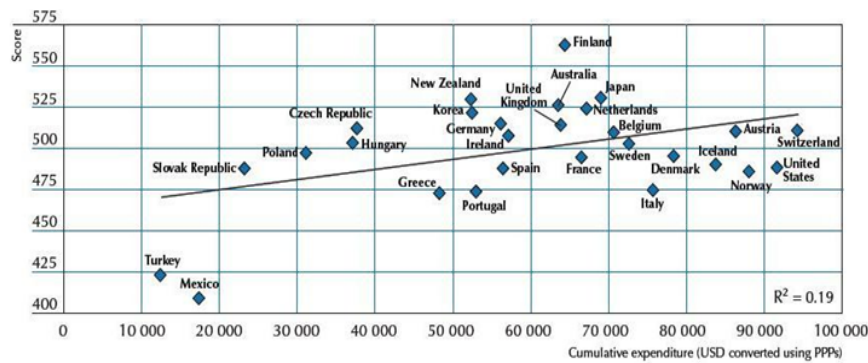


Fig. 4: Turkish student performance by science scale and national income (from OECD PISA 2006 date)

Reforming of course books and magazines:

At this programme, course books and magazines which are known not to be enough have been started to be reformed. By starting studies at standards of European Union; with the aim of manipulating and guiding studies of preparing modern course books whose goal is student-centered education, sample course books and teaching programmes were brought from the countries of European Union. The office of survey foreign course books and teaching programmers was opened. Two documents named as Education Politics of the countries of European Countries and Education Inspection of countries of European Union were prepared and printed as a book. Despite programme and income proficiency is below.

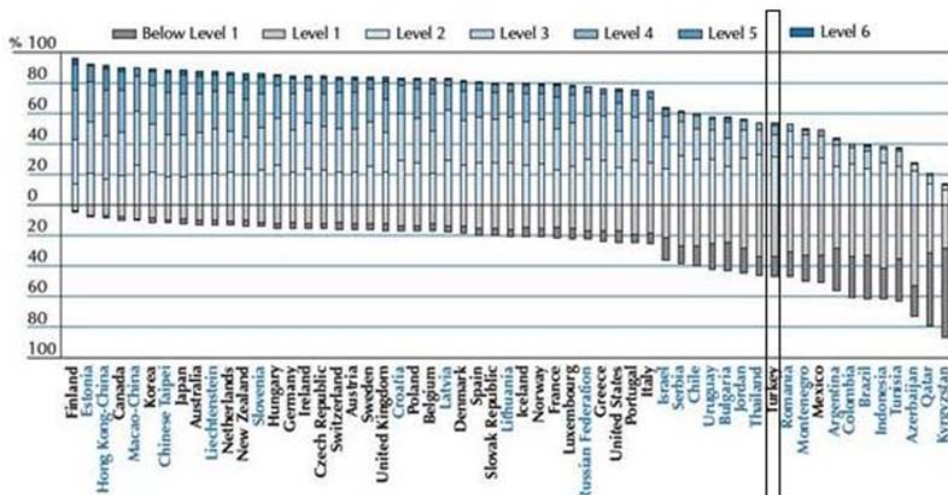


Fig. 5: Turkish student proficiency in OECD (from OECD PISA 2006 date)

With George Ecker Institute of course books, the studies of arranging course books of all branches from the aspect of visual and educational project and the studies of adaptation of topics, which are in History and Geography books, to the politics of European Union, have been started (Ösym 2004).

Constituting geography technology classes: Technology culture is tried to be acquired by teachers and students. Physical insufficiency such as geography classes, work places and shortage such as minority of technical trips are to be fulfilled. Therefore, constituting geography technology classes' was planned in geography courses in new programme (Çalışkan, 2005) but as a result of instability in income distribution differences in development between schools in the same place an obstacle for forming technology classes. Actually, these technology classes not only help in teaching geography, but also increase permanence in learning.

Change of the issues of anthropogeography: While, in the world, with the science and technology, changes in social and cultural life create new needs and enables new possibilities, as a natural result of these changes and improvements. Important changes take place in people's life. Man power needs as a result of developing technology with the obligation of regulation of relations in using man power and especially in the last quarter of the 21th century, population explosion seen mostly in developing countries, developing social and cultural life standard and increase of ambition and expectation about it, the desire of democratization which increases gradually with the amendment in education becomes the source of movements of renovation and change in education systems. Accordingly, in content of geography, especially the change and increase of information in anthropogeography necessitate to modify the regulation and the content of teaching geography. Education programs-changes of curriculum, getting of new units into curriculum:

With the changes being done in new curriculum programme, geography courses become definite as two courses in 9.-10.-11.-12. classes and become compulsory. Apart from these in all classes, a two hour- unit named as "Global Environment" is added.

Environment and society		Global environment
9.class:	3 outcomes	3 outcomes
10.class:	3 outcomes	3 outcomes
11.class:	11 outcomes (improve project)	6 outcomes (improve project)
12.class:	11 outcomes (improve project)	6 outcomes (improve project)

In general, these issues which get into geography curriculum programmes of countries in the world as a result of globalization take part in our curriculum with being passed to 12-years education secretly at the range of the process of adaptation to European Union. Information is given to students at 9. and 10. classes. However, at higher classes, by improving given information, students are wanted to find solution by interpreting this information. The affect of globalization is observed here. Because globalization displays that it is essential to interpret information, not to know it. Furthermore, at the new programme, geography topics which are in disciplines are earthquake, environment and preventing from disaster.

The enhancement in importance given to special days and weeks: Recently, the importance given to some issues increased as a result of changing effects of globalization (Tümertekin, and Özgüç 1999). Therefore activities such as animal welfare day, earthquake awareness-raising day, human rights day, special weeks, forestry day (universities and some organizations organize held some activities), tourism week, environmental protection week, energy saving week gained much importance and geography teachers have played more active roles in these organizations. Billboards are prepared and meetings are held which are related to environment in high schools and universities.

The activity of social sciences and geography lesson: Like all over the world (especially in the USA), teaching Geography in primary schools within social sciences lesson prevents students from learning it comprehensive enough. Especially this inadequacy is more obvious in the first grade of primary education. Setting up the educational clubs: The educational branches which were established by using geographical knowledge as parts of schools in the past are renamed as educational clubs with EU adjustment process (Bayrakçı, 2005) Thanks to this, sightseeing activities can be supported by these organizations e.g. sightseeing, observations, tourism club and civil protection. Interim disciplines such as sport culture, Olympic education, health, environment, counseling, career development, entrepreneurship, disaster awareness, and earthquake are embedded to courses. Interim disciplines which are embedded to Geography lesson in primary and secondary education are environment, disaster awareness, and earthquake.

The use of computer and Internet in Geography teaching has expanded to the areas which telephone and mails cannot reach from Greenland in North to the Antarctic which is the furthest point in South. Internet, which is crucial data collection and communication tool for Geography, makes it easy to access information which was hard to gather, especially international statistics, other information and even to access maps which were not known in the past. It develops communication by letting us access to the articles of some journals (Yılmaz 2005). Due to its contextual features, it is easy to use educational technology in Geography lessons. Using various electronic educational materials in geography courses is helpful for consistent and effective learning. In recent years, Internet has become the most important technological material in Geography teaching. Giving information about the use of the Internet, which can be regarded as an endless information source will help teachers to take advantage of the Internet in teaching Geographical topics. The increase in the possibility of international education: The arrangement between high education foundations makes students exchange possible and creates new opportunities to know more about Europe culture via Erasmus activities whose duration is 12 months. Moreover with the program called 'international intensified program' that is related with geography education conferences and meetings are arranged. These are 2-3 weeks-programs. Turkish universities are more active in the international extent.

Geographers living in different countries are always in contact and their recent Works are published abroad. Furthermore the access to the remote information is simplified now. For example a student who will be assigned to work in the new universities that is being planned to be built in the future is going to be sent to the Europe. There are also geography students among them.

Conclusion:

Turkey's strategic value to the West, there seems to be a fundamental divide between American and European attitudes toward Turkey. European attitudes towards Turkey go to the heart of the latter's definition of its national identity. Geography Education system has democratic, modern, scientific secular and coeducational characteristics by Globalization. The purpose of the Turkish Education System is to increase the welfare and happiness of the Turkish citizens and Turkish society, to support and facilitate economic, social and cultural development in national unity and integration and to make the Turkish nation a constructive, creative and distinguished partner in modern civilization.

Globalization has made way for geography education to become as widespread in the primary as in the secondary school, to create need for new data with the increase in the teaching period and to gain importance in the universities as well. The uselessness problems of qualified geography subjects of these teaching ranks should be solved and to make them more effective configurations especially flexible framework are needed. Education foundations should reduce the deprivation of mass education while satisfying individuals' needs of geography knowledge. They should intensify geography teaching activities. The globalization of learning assures information is equally delivered and easily used and causes it to be maintainable and individualistic. In global world and school individualistic learning capacity becomes more important for individuals.

For this purpose to detect, diagnose and eliminate the desperation of the ones who are in deprivation of geography knowledge need new and various methods and implementations are needed. To make the internet available for teachers and students' benefits publishing new guide books will do well. This way, teacher can find chance to monitor the recent news and will be encouraged to make research thanks to its orientations in its content. Similarly students can build up an additional workbook. More detailed information, homework or research subjects for works of Project encouraging internet usage can be covered in these books.

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