



Original/Review article

# An Interdisciplinary Examination of the Türkiye Century Education Model Secondary School Visual Arts Curriculum

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## Abstract

The aim of this study is to examine the specific objectives and learning outcomes of the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum in an interdisciplinary context. Accordingly, the research was conducted using the document analysis method within the framework of the qualitative research approach. The data obtained during the document analysis process were analyzed using the content analysis technique, and outcomes showing similar characteristics were interpreted by classifying them under certain themes. Based on the findings obtained, it was observed that six (37.5%) of the 16 specific objectives included in the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum were designed in accordance with the interdisciplinary approach. It was understood that the weight of learning outcomes considered to be designed in accordance with the interdisciplinary approach was limited to 47.1% across the program, and these outcomes were found most intensively in the preparatory class (75%) and weakest in the 10th grade (22.7%). When the curriculum was examined in a thematic context, it was seen that learning outcomes regarding the interdisciplinary approach were most intense in the theme of "the universe of art and technology" (79.4%) and at the most limited level in the theme of "art in the footsteps of time" (17.5%). Consequently, it was concluded that the suitability of the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum for interdisciplinarity is at a limited level.

**Keywords:** Türkiye Century Education Model, Visual Arts Education, Interdisciplinarity

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## **INTRODUCTION**

In Türkiye, visual arts education refers to a field in which art education is addressed in its broad sense through the education and teaching of visual arts (Akkurt & Boratav, 2018). In this context, although the concept of art education encompasses fields such as music education, drama, theatre, dance, literature, contemporary arts, and new media, it defines— in a narrower and autonomous sense—the educational process related specifically to visual arts. Bolat and Adar Can (2024) describe visual arts education as a “versatile aesthetic tool” structured through activities that enable students to express themselves and activate their cognitive, affective, intellectual, and psychomotor skills, and they regard the visual arts course offered in schools as necessary and significant. Within this framework, visual arts education assumes a pedagogical structure not only as an affective process but also from a cognitive and holistic perspective. This is because the fundamental aim of visual arts education is not merely to focus on affective engagement; rather, it seeks to integrate affective dimensions with cognitive processes and to achieve a process-oriented formation. The integration achieved with different disciplines within this structure enables the art education process to attain a richer, purpose-oriented, and functional coherence. Accordingly, affective and cognitive activities are supported simultaneously, while students’ abilities to think, question, analyse, and construct meaning are systematically developed alongside their aesthetic sensitivities. This contributes to the learning process gaining a multidimensional and enduring quality. According to Ulus (2019), developments in the fields of science, technique, and technology also influence educational sciences; therefore, educational institutions are expected to educate individuals who are creative, productive, and capable of applying the knowledge they acquire in practice. In order to fulfil this expectation in a qualified manner, it is necessary to employ interdisciplinary approaches within educational processes. The interdisciplinary approach is a contemporary teaching method that aims to conduct the instructional process by bringing together more than one discipline under a single framework. However, this does not occur through a superficial integration—such as addressing “a little history, a little mathematics, and a little music” within a lesson—but rather through the meaningful construction of intersecting knowledge within a unified structure. In this respect, the interdisciplinary approach stands out not merely as a preference in teaching methods, but as one of the fundamental pillars of contemporary educational paradigms. By aiming to structure knowledge holistically and to involve students in the learning process through their cognitive, affective, and social dimensions, this approach is also regarded as an important component of the skill-based education emphasised in current curricula. Indeed, recent curriculum reforms in Türkiye have sought to strengthen the importance of interdisciplinary approaches by offering a framework centred on interdisciplinary thinking, values education, and skill-oriented learning. Recent empirical studies conducted in the field of art education reveal that structured and experiential art education practices make a significant contribution to students’ cognitive and affective development, particularly by supporting the development of visual perception skills (Noyat, Okvuran, & Güneröz, 2025). Moreover, studies indicate that incorporating

interdisciplinary practices into the art education process supports holistic learning experiences (Noyat, 2025). In this regard, the main aim of the present research is to examine the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum, in which skill- and value-oriented emphases are foregrounded. For this purpose, the specific objectives and learning outcomes included in the curriculum were analysed within an interdisciplinary framework, and an attempt was made to reveal the extent to which the curriculum integrates cognitive and affective domains and the degree to which it provides opportunities for interdisciplinary approaches.

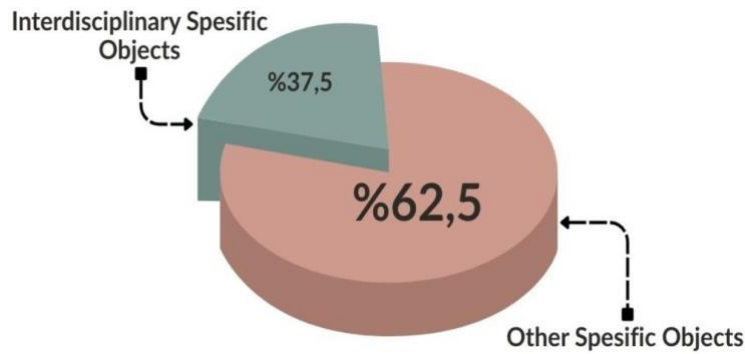
## **MATERIALS and METHODS**

### **Method**

This research was conducted using the document analysis method within the framework of the qualitative research approach. Document analysis is a qualitative research method used to rigorously and systematically analyze the content of written documents (Wach, 2013). The data source of the research consists of the specific objectives and learning outcomes included in the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum, which entered into force in 2025. The specific objectives and learning outcomes included in the curriculum were examined in the context of interdisciplinarity; the status of association of these variables with different disciplines was analyzed systematically. In the examination of learning outcomes, the teaching-learning practices corresponding to each outcome were also taken into consideration. The content analysis technique, defined as the careful, detailed, and systematic examination and interpretation of a specific material to identify patterns, themes, biases, and meanings, was utilized for the data obtained during the document analysis process (Berg and Lune, 2012).

## **FINDINGS**

This section of the study presents the findings obtained after examining the specific objectives and learning outcomes of the Türkiye Century Education Model Secondary Education Visual Arts Curriculum within an interdisciplinary context.



**Graph 1.** Türkiye Century Education Model Secondary Education Visual Arts Teaching Program Specific Objectives Distribution

The specific objectives included in the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum are seen in Graph 1. In this context, it was observed that only 6 items (Items 3, 5, 6, 8, 15, 16) out of 16 specific objective items were suitable for interdisciplinarity. When Item 3 is examined, it is understood that "using art as a visual communication tool" is suitable for the interdisciplinary approach in the context of visual communication and literacy. The expression in Item 5, "contributing to the culture they live in, developing creative attitudes that they can use in every field by improving their artistic skills" also contains actions suitable for the interdisciplinary approach in the context of using art in different fields. The expressions "developing their imaginations regarding design" in Item 6 and "using contemporary techniques alongside classical techniques" in Item 8 were evaluated as specific objective items suitable for interdisciplinarity due to the discourse of integrating art, design, and technology disciplines through contemporary tools. The expressions "growing up as an individual who knows the contributions of art to human history and possesses universal thought" in Item 15 and "protecting cultural and natural assets by recognizing monuments, museums, and historical sites" in Item 16 also carry interdisciplinarity with the dimensions of obtaining historical gains through art and protecting cultural and natural heritage. Based on this, it was understood that six out of 16 different specific objectives fall into the interdisciplinary context and this corresponds to a 37.5% segment.

**Table 1.** Visual Arts Preparatory Class Interdisciplinary Learning Outcomes

Theme	Article	Interdisciplinary outputs	Interdisciplinary ratio
A look at art	GS.H.1.1.	Ability to design cartoons based on idioms and proverbs	%75
	GS.H.1.2.	Ability to create cartoons based on idioms and proverbs	
	GS.H.1.3.	Ability to create a personal seal template	
From line to dimension	GS.H.2.1.	Ability to design a character related to one's own imaginary hero	
	GS.H.2.2.	Ability to create a character based on one's own imaginary hero	
	GS.H.2.5.	Ability to design artistic products by transforming a figure/object	
	GS.H.2.6.	The ability to create artistic products by transforming a figure/object	
Art in the footsteps of time	GS.H.3.1.	Ability to design artistic products on the theme of talking works in museums	
	GS.H.3.2.	Creating artistic products on the theme of talking works in museums	
	GS.H.3.3.	Ability to design a cultural heritage map	
	GS.H.3.4.	Ability to create a cultural heritage map	
	GS.H.3.5.	Ability to design artistic products inspired by Turkish handicrafts	
	GS.H.3.6.	The ability to create artistic products inspired by Turkish handicrafts	
The universe of art and technology	GS.H.4.1.	Ability to design musical artistic installations	
	GS.H.4.2.	Ability to create musical artistic installations	
	GS.H.4.6.	Ability to create photo collages	
	GS.H.4.7.	Ability to design badges and insignia	
	GS.H.4.8.	Ability to create badges and insignia	

Table 1 includes items considered suitable for interdisciplinarity among the learning outcomes belonging to the visual arts course curriculum preparatory class. In this context, it was understood that three of the 4 learning outcomes under the theme of "a look at art", four of the 6 learning outcomes in the theme of "from line to dimension", six of the 6 learning outcomes in the theme of "art in the footsteps of time", and five of the 8 learning outcomes in the theme of "the universe of art and technology" contained action items suitable for the interdisciplinary approach. Accordingly, it was observed that 18 out of 24 different learning outcomes in the Türkiye Century Education Model Preparatory Class Visual Arts Course Curriculum were arranged according to the interdisciplinary approach, and this constituted a 75% segment.

**Table 2.** Visual Arts 9th Grade Interdisciplinary Learning Outcomes

Theme	Article	Interdisciplinary outputs	Interdisciplinary ratio	
A look at art	GS.9.1.1.	Ability to design visual art guides related to art disciplines	%46,4	
	GS.9.1.2.	Ability to create visual guides related to art disciplines		
	GS.9.1.3.	Ability to create visual compositions using an appropriation approach		
From line to dimension	GS.9.2.3	Ability to design perspective drawings of three-dimensional geometric objects		
	GS.9.2.4	Ability to create perspective drawings of three-dimensional geometric objects		
	GS.9.2.5	Ability to create artistic products with color harmonies		
	GS.9.2.6	Ability to design still life drawings		
Art in the footsteps of time	-	-		
The universe of art and technology	GS.9.4.1	Ability to create an ex libris draft		
	GS.9.4.2	Ability to create bookplate designs		
	GS.9.4.3	Ability to design illustrations		
	GS.9.4.4	Ability to create illustrations		
	GS.9.4.7	Ability to design artistic installation work		
	GS.9.4.8	Ability to create artistic installation work		

Table 2 includes items considered suitable for interdisciplinarity among the learning outcomes belonging to the visual arts course curriculum in 9th grade. In this context, it was observed that three of the 3 learning outcomes in the theme of "a look at art", four of the 9 learning outcomes in the theme of "from line to dimension", and six of the 8 learning outcomes in the theme of "the universe of art and technology" were planned in accordance with the interdisciplinary approach. However, it was understood that none of the 8 learning outcomes included within the scope of the theme of "art in the footsteps of time" were arranged in accordance with the interdisciplinary approach. Accordingly, it was observed that 13 out of 28 different learning outcomes included in the Türkiye Century Education Model Secondary Education 9th Grade Visual Arts Course Curriculum were arranged according to the interdisciplinary approach, and this corresponded to a 46.4% segment.

**Table 3.** Visual Arts 10th Grade Interdisciplinary Learning Outcomes

<b>Theme</b>	<b>Article</b>	<b>Interdisciplinary outputs</b>	<b>Interdisciplinary ratio</b>
A look at art	-	-	
From line to dimension	-	-	
Art in the footsteps of time	-	-	
The universe of art and technology	GS.10.4.1.	Ability to create graphical user interface design drafts	%22,7
	GS.10.4.2.	Ability to create social media design drafts	
	GS.10.4.3.	Ability to create industrial product design drafts	
	GS.10.4.4.	Ability to create a design draft for the me museum	
	GS.10.4.5.	Ability to create a me museum	

Table 3 includes items considered suitable for interdisciplinarity among the learning outcomes belonging to the visual arts course curriculum in 10th grade. In this context, it was observed that all the 5 learning outcomes in the theme of "the universe of art and technology" were arranged according to the interdisciplinary approach. However, it was observed that none of the learning outcomes included within the scope of the themes of "a look at art", "from line to dimension", and "art in the footsteps of time" were arranged according to the interdisciplinary approach. Accordingly, it was observed that 5 out of 22 learning outcomes in the Türkiye Century Education Model Secondary Education 10th Grade Visual Arts Course Curriculum were arranged according to the interdisciplinary approach, and this corresponded to a 22.7% segment.

**Table 4.** Visual Arts 11th Grade Interdisciplinary Learning Outcomes

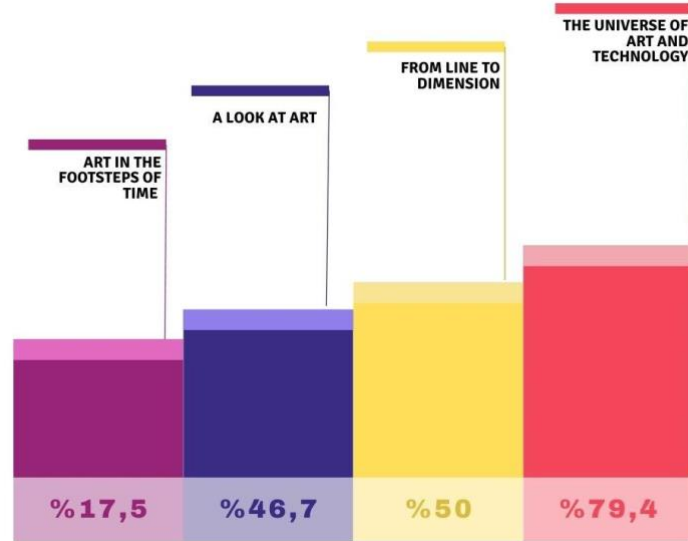
<b>Theme</b>	<b>Article</b>	<b>Interdisciplinary outputs</b>	<b>Interdisciplinary ratio</b>
A look at art	-	-	
From line to dimension	GS.11.2.2	Ability to create a collage work on a specified topic	%44
	GS.11.2.3	Ability to design artistic products related to portraiture	
	GS.11.2.4	Ability to create artistic products in portraiture	
	GS.11.2.5	Ability to design three-dimensional figures related to characters in our oral and written culture	
	GS.11.2.6	Ability to create three-dimensional figures related to characters in our oral and written culture	
Art in the footsteps of time	GS.11.3.9.	Being able to interpret the effects of Islamic art on Turkish and world art	
The universe of art and technology	GS.11.4.1.	Ability to create packaging design drafts	
	GS.11.4.2.	Ability to create an augmented reality application draft	
	GS.11.4.5.	Ability to design light and shadow arrangements	
	GS.11.4.6.	Ability to create light and shadow arrangements	
	GS.11.4.7.	Ability to create an animation character draft	

Table 4 includes items considered suitable for interdisciplinarity among the learning outcomes belonging to the visual arts course curriculum in 11th grade. In this context, it is understood that five of the 6 learning outcomes in the theme of "from line to dimension", one of the 9 learning outcomes in the theme of "art in the footsteps of time", and five of the 7 learning outcomes in the theme of "the universe of art and technology" were arranged according to the interdisciplinary approach. However, none of the 3 learning outcomes included within the scope of the theme of "a look at art" were arranged according to the interdisciplinary approach. Accordingly, it was observed that 11 out of 25 learning outcomes in the Türkiye Century Education Model Secondary Education 11th Grade Visual Arts Course Curriculum were designed according to the interdisciplinary approach, and this corresponded to a 44% segment.

**Table 5.** Visual Arts 12th Grade Interdisciplinary Learning Outcomes

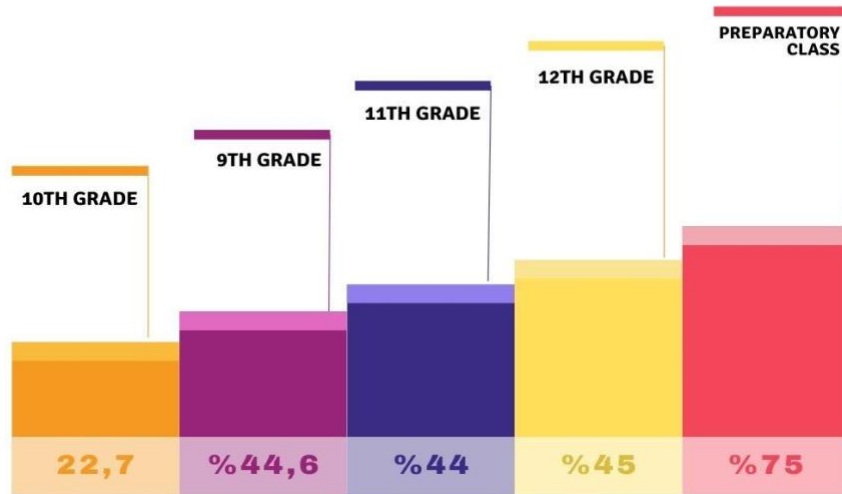
<b>Theme</b>	<b>Article</b>	<b>Interdisciplinary outputs</b>	<b>Interdisciplinary ratio</b>
A look at art	GS.12.1.1	Ability to compare professions related to visual arts	
From line to dimension	GS.12.2.2	Ability to create multi-figure compositions using color relationships	
	GS.12.2.3	Ability to design sculptures and their surroundings	
Art in the footsteps of time	-	-	
The universe of art and technology	GS.12.4.1	Ability to create a design draft for a wearable technology product	%45
	GS.12.4.2	Ability to create emblem and logo drafts	
	GS.12.4.3	Ability to create emblems and logos with artificial intelligence	
	GS.12.4.4	Ability to create graffiti	
	GS.12.4.5	Ability to create a short film draft	
	GS.12.4.6	Ability to create short films	

Table 5 includes items considered suitable for interdisciplinarity among the learning outcomes belonging to the visual arts course curriculum in 12th grade. Accordingly, it was observed that one of the 2 learning outcomes in the theme of "a look at art", two of the 3 learning outcomes in the theme of "from line to dimension", and six of the 6 learning outcomes in the theme of "the universe of art and technology" were designed according to the interdisciplinary approach. However, it was observed that none of the 9 learning outcomes included within the scope of the theme of "art in the footsteps of time" contained interdisciplinarity. Accordingly, it was observed that 9 out of 20 learning outcomes in the Türkiye Century Education Model Secondary Education 12th Grade Visual Arts Course Curriculum were arranged according to the interdisciplinary approach, and this corresponded to a 45% segment.



**Graph 2.** Thematic Distribution of Interdisciplinary Learning Outcomes in the Türkiye Century Education Model Secondary Education Visual Arts Teaching Program

Graph 2 presents the percentage distributions of learning outcomes arranged according to the interdisciplinary approach in the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum by themes. Accordingly, interdisciplinary learning outcomes were observed most intensively in the theme of "the universe of art and technology" (79.4%) and at the most limited rate in the theme of "art in the footsteps of time" (17.5%).



**Graph 3.** Distribution of Interdisciplinary Learning Outcomes in the Türkiye Century Education Model Secondary Education Visual Arts Teaching Program According to Grade Level

In Graph 3, the density of interdisciplinary learning outcomes included in the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum according to grades has been examined. In this context, it was observed that the grade with the most intense interdisciplinary learning outcomes was the preparatory class (75%), while the most limited rate belonged to the 10th grade

(22.7%) learning outcomes. When a general evaluation is made, it was observed that the interdisciplinary learning outcomes included in the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum constituted a 47.1% segment.

## **RESULTS and DISCUSSION**

In this research, the specific objectives and learning outcomes included in the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum were examined in the context of interdisciplinarity and some findings were obtained. The findings obtained through document analysis enabled us to reach the conclusion that the state of arranging specific objectives and learning outcomes included in the curriculum in accordance with interdisciplinarity is partially insufficient. The fact that only six (37.5%) of the 16 specific objectives presented within the scope of the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum carry an interdisciplinary quality indicates that interdisciplinarity is reflected in the general philosophy of the curriculum at a limited level. When the learning outcomes included in the curriculum were examined, it was observed that only 56 of the 119 learning outcomes were planned in accordance with the interdisciplinary approach, and this constituted a 47.1% segment. This rate is important in terms of revealing that more than almost half of the learning outcomes included in the curriculum are not handled with an interdisciplinary attitude. This situation points to the existence of a theoretical consistency problem between the high-level goals of the curriculum and the specific objectives and learning outcomes. Similarly, in a different study, the suitability of the acquisitions included in the 2018 Visual Arts Curriculum for interdisciplinarity was also evaluated as insufficient (Ulus, 2019). Therefore, it can be interpreted that problems are generally experienced regarding suitability for interdisciplinarity in visual arts curricula. Although this assumption can be associated with different reasons, at its basis lies primarily the evaluation of art education as a discipline oriented solely towards plastic arts practice. Whereas visual arts education is a process that allows for multi-dimensional thinking, provides pedagogical gains to the individual as well as cultural and social contributions, and supports the versatile development of the individual by integrating affective, cognitive, and psychomotor domains with an interdisciplinary approach (Akkurt and Boratav, 2018). However, Kuzu, Göçer, and Akçay (2024) also stated that the interdisciplinary approach was included at a sufficient level in the education mathematics curriculum they examined, and the discipline emphasized the most in this context was visual arts. As Adar (2019) also mentioned, when visual arts education, which has a limitless field of study in the context of the importance of art education, is applied from the perspective of differentiated education methods and interdisciplinary interaction, it is probable that student success and motivation will be at the highest level. Therefore, the suitability of the learning outcomes and specific objectives targeted in the curriculum for interdisciplinarity is necessary for effective art education.

When learning outcomes were examined according to grade level, it was observed that learning outcomes with an interdisciplinary approach exhibited an unbalanced distribution. The fact that 75% of

the learning outcomes in the preparatory class carry an interdisciplinary quality indicates that a strong emphasis is placed on interdisciplinary learning at the initial stage of the program. However, in contrast to this, the fact that this rate falls to 22.7% in the 10th grade reveals that the interdisciplinary approach does not show sustainability. The fact that the rates hover in the 44–46% band in the 9th, 11th, and 12th grades enabled us to obtain the result that interdisciplinarity does not exhibit a consciously structured stable structure throughout the program.

With a general evaluation, the fact that only 47.1% of the learning outcomes in the curriculum were designed in accordance with the interdisciplinary approach indicates that interdisciplinarity is handled not at the center of the program but as a supporting element. However, despite this, it is necessary to state that a quantitatively much more effective level has been reached when compared with the state of containing interdisciplinarity of the 2018 Visual Arts Curriculum (Ulus, 2019). Maden (2025) also stated in his research that the Türkiye Century Education Model possesses a philosophy that exhibits a high level of harmony with interdisciplinary learning, integrative pedagogy, and contemporary cognitive science literature. In their research, Aslankara and Aslankara (2024) also reached the conclusion that the Türkiye Century Education Model offers a new and multi-dimensional paradigm in education and handles education with a holistic approach.

When the themes included in the education curriculum are examined in the context of interdisciplinarity, it is clearly understood that interdisciplinarity is concentrated in some themes. The fact that the rate of interdisciplinary learning outcomes reached a high level of 79.4% within the scope of the theme of "the universe of art and technology" indicates that priority is given to associating technology, design, and contemporary production processes with different disciplines. Conversely, the fact that this rate remained limited to 17.5% in the theme of "art in the footsteps of time" reveals that history, culture, and art history dimensions could not be sufficiently integrated with an interdisciplinary perspective. This finding suggests that interdisciplinarity tends predominantly towards practice and technology-based contents, while a more traditional, discipline-centered approach is adopted in the historical and cultural context. Duydu and Tekin (2024) also state that with the starting of frequent utilization of technological opportunities brought by the 20th century, the sharp boundaries between different disciplines have started to disappear, and while each discipline feeds on the teaching of the other discipline, it supports today's art education understanding with multiple discourses.

As a result, it is observed that the interdisciplinary approach in the Türkiye Century Education Model Secondary Education Visual Arts Course Curriculum remains limited to certain grade levels and themes and could not be integrated into the program in general in a balanced and sustainable manner. The fact that interdisciplinarity remains weak especially in historical and cultural themes indicates that the interaction visual arts education can establish with different disciplines could not be fully evaluated. In this context, it can be said that it is necessary to go for a more consistent and holistic structuring

between specific objectives, themes, and grade levels in order to strengthen the interdisciplinary structure of the curriculum.

### **Additional Declaration**

#### ***Author Contributions***

In this study, the contribution of the authors was equal; both authors contributed equally to the development of the research idea, data analysis, writing and proofreading stages.

#### ***Responsible Artificial Intelligence Statement***

No artificial intelligence support was received in any part of this study.

#### ***Conflicts of Interest***

The authors declare that there are no conflicts of interest related to the publication of this study.

#### ***Ethics Approval***

This study does not require ethics committee approval as it does not involve any direct application on human or animal subjects.

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