

Contemporary Educational Tendencies in the 2nd Century of the Republic of Türkiye: Research and Practices

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REPUBLIC OF TÜRKİYE: RESEARCH AND PRACTICES**

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PREFACE

The 21st century has brought both opportunities and challenges in the world of education. Globalisation, technological developments and the changing needs of societies have made it imperative that education should not only focus on the transfer of knowledge but also aim to develop students' social, emotional and intellectual skills. In this context, educational policies and practices are being reshaped and educators and researchers are part of this transformation.

This book, *Contemporary Educational Trends*, aims to provide a multidimensional perspective on today's educational world. A wide range of topics from disaster education to environmental citizenship, from the use of visual resources in education to spatial thinking skills are meticulously covered in this work. In addition, current issues such as the effects of the COVID-19 pandemic on education, teachers' experiences with the career ladder exam, and the place of social studies in the curriculum are also examined in depth.

The chapters in the book aim to bring theory and practice together by reflecting the diverse experiences and perspectives of educators, pre-service teachers, and students. In this context, important examples of how interdisciplinary approaches can be applied, how core values are internalised by students and how creative methods can be used in teaching processes are presented.

Another remarkable feature of this book is that it not only evaluates current educational practices but also offers predictions and suggestions for the future. Aiming to be a resource that will help educators and researchers develop strategies in line with the requirements of the 21st century, this book aspires to contribute to efforts to transform education into a more equitable, inclusive and sustainable structure.

We would like to thank all the authors, researchers and educators who have contributed to this work. We hope that the book will contribute to the dissemination of innovative and inspiring ideas in the world of education and will be a source of reference for all those interested in education.

24 December 2024

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Introduction

A disaster can be defined as an event that originates from nature, technology or humans and causes physical, economic and social losses for the whole of society or a specific segment thereof. Such events have an adverse effect on social life and human activities and are beyond the capacity of society to cope with (Tierney, 1989; Ergünay, 1996; Dölek, 2019; AFAD, 2022). Consequently, disasters impede the optimal functioning of society and leave profound psychological scars, in addition to the physical, economic, and social destruction they cause (Zulch et al., 2012). The impact of disasters on social life has grown with the passage of time. It has been established that the losses and damages incurred as a result of disasters have increased fourfold since the 1980s. It has been established that the 950 natural disasters that occurred in 2010 surpassed the average number of disasters recorded over the previous three decades (Munich, 2010). In 2013, there were 315 disaster-like events worldwide, resulting in 22,279 deaths and adversely affecting more than 93 million people. It was determined that approximately 116 billion US dollars in material damage was incurred. In 2014, the International Disaster Database (EM-DAT) recorded 310 disaster-like events in 102 countries, resulting in 7,628 deaths and adversely affecting approximately 411 million people. The estimated financial impact of these disasters was approximately 100 billion US dollars (Ersoy, 2017). In 2021, 432 disaster-related events were recorded worldwide, according to the EM-DAT database. These disasters resulted in 10,492 fatalities, adversely impacted 101.8 million individuals, and caused approximately 252.1 billion USD in material damage (WEB-1). In 2021, Asia was the continent most severely impacted by disasters. In 2021, 40% of all disasters and 49% of all

deaths occurred in Asia. Once more, 66% of those affected by disasters in 2021 were located in Asia, which can be attributed to the continent's extensive land area. Five of the ten most economically costly disasters in 2021 occurred in the United States, resulting in economic damage estimated at 112.5 billion USD. However, the total of 432 disaster-related events recorded in 2021 is considerably higher than the average number of such events over the past 350 years. The mean number of floods and inundations per year between 2001 and 2020 was 163. In 2021, this figure increased to 223. In 2021, the estimated global cost of disasters was 486 billion US dollars. In the Air, Climate and Natural Disaster Assessment Report prepared by AON PLC, which operates in 120 countries worldwide, an average of 183 billion dollars in losses were calculated between 2000-2016 due to disasters. Furthermore, there was a 93% increase in material losses in 2017 (WEB-2). It can therefore be stated that there is a general upward trend in the loss of life and property resulting from natural disasters, although there is no regular increase year on year. As in many countries around the world, different disasters can have varying effects in different regions of Turkey.

Disasters impact all members of society indiscriminately (Gülsoy et al., 2023). Such negative effects may manifest as damage to valuable items (Watt, 2002) or as short-term and long-term psychological disorders in individuals' subconscious (Köknel, 1987). In a considerable number of countries, the likelihood of exposure to a range of disasters is considerable. It is of the utmost importance to be prepared for disasters in order to minimise the potential for loss and damage. It can be reasonably asserted that an essential prerequisite for preparedness in the context of disasters is consciousness. It can be posited that there is a positive correlation between disaster awareness and disaster preparedness. Being conscious of disasters has been shown to positively influence disaster preparedness, mitigate the adverse effects of disasters, and therefore, the development of disaster awareness is of paramount importance (Rogayan and Dollete, 2020; Rogayan et al., 2022; Suryaratri et al., 2020; Teo et al., 2018; Clerveaux et al., 2010). The implementation of disaster education studies within a defined policy and programme framework has been identified as a key factor in enhancing societal resilience to disasters (Davis et al., 2003). This suggests that disaster education has a positive impact on disaster awareness and disaster preparedness, thereby facilitating the development of long-term disaster awareness.

A number of natural phenomena, including volcanic eruptions, frost, storms, earthquakes, avalanches, floods, landslides and droughts, can be considered as significant examples of natural disasters. Disasters are classified according to their rate of occurrence as either sudden-developing (e.g., earthquakes,