

Supplementary Appendix

This appendix has been provided by the authors to give readers additional information about their work.

Supplement to: Gürhan, Ethem. 2026. "Values Education in Curriculum Reform: A Qualitative Document Analysis of the Türkiye Century Maarif Model for Primary Education". *Journal of Educational Research and Practice* 4 (1). DOI: <https://doi.org/10.70376/jerp.v4i1.413>.

Appendix A

Corpus Inventory of Documents Analyzed

Appendix A documents the whole corpus of official curriculum and policy texts analyzed in this study. All documents were obtained from authoritative public sources, namely the Turkish Ministry of National Education (MoNE) and the official Türkiye Century Maarif Model (TYMM) portal. To ensure transparency and replicability, each document is assigned a unique ID and includes metadata such as publication year, document type, source URL, language, approximate length, and access date. Local PDF copies were archived with date-stamped filenames.

Table A1. Inventory of Analyzed Documents

ID	Document title (official - English translation)	Year	Document type	Education level	Language	Pages	Source (official URL)	Date accessed
D1	<i>Türkiye Yüzyılı Maarif Modeli – Ortak Metin</i> (Türkiye Century Maarif Model – Common Text)	2024	National curriculum framework/policy text	Compulsory education (K–12; analyzed for primary focus)	Turkish	60	https://tymm.meb.gov.tr/ortak-metin	10 Feb 2025
D2	<i>Türkiye Yüzyılı Maarif Modeli Rapor-2</i> (TYMM Report 2)	2024	Official explanatory report/guidance	Compulsory education	Turkish	48	https://tymm.meb.gov.tr/rapor-2.pdf	11 Feb 2025
D3	<i>Türkçe Dersi Öğretim Programı – 5. Sınıf</i> (Turkish Language Curriculum – Grade 5)	2024	Subject curriculum/syllabus	Primary education (Grade 5)	Turkish	35	https://mufredat.meb.gov.tr/ProgramDetay.aspx	12 Feb 2025
D4	<i>Türkiye Yüzyılı Maarif Modeli: İlkokul Programları Taslak Paketi</i> (Primary Education Curriculum Draft Package)	2024	Draft curriculum compendium	Primary education (Grades 1–5)	Turkish	300	https://gorusoneri.meb.gov.tr/2024programtur5678.pdf	13 Feb 2025
D5	<i>Türkiye Yüzyılı Maarif Modeli Uygulama Kılavuzu</i> (Implementation and Guidance Notes)	2024	Implementation guide/policy support	Primary and secondary education	Turkish	36	https://tymm.meb.gov.tr/uygulama-kilavuzu	14 Feb 2025
D6	<i>İlkokul Öğrenci Profili ve Yeterlilikler Çerçevesi</i> (Primary Student Profile and Competency Framework)	2024	Framework document	Primary education	Turkish	18	https://tymm.meb.gov.tr/ogrenci-profil	15 Feb 2025

D7	<i>Değerler Eğitimi ve Erdem–Değer–Eylem Yaklaşımı</i> (Values Education and the Virtue–Value–Action Approach)	2024	Conceptual guidance note	Cross-level (primary emphasis)	Turkish	22	https://tymm.meb.gov.tr/degerler-egitimi	16 Feb 2025
D8	<i>Ölçme ve Değerlendirme Rehberi</i> (Assessment and Evaluation Guide)	2024	Assessment framework	Compulsory education	Turkish	40	https://tymm.meb.gov.tr/olcme-degerlendirme	17 Feb 2025
D9	<i>Ders Kitabı: Türkçe 5. Sınıf</i> (Turkish Language Textbook – Grade 5)	2023	Textbook (student-facing)	Primary education (Grade 5)	Turkish	120	https://derskitaplari.meb.gov.tr	18 Feb 2025
D10	<i>Okul Temelli Planlama ve Sosyal Etkinlikler Rehberi</i> (School-Based Planning and Co-Curricular Activities Guide)	2024	Guidance document	Primary education	Turkish	28	https://tymm.meb.gov.tr/sosyal-etkinlikler	20 Feb 2025

Notes:

1. Only documents officially issued or hosted by MoNE or the TYMM portal were included, in line with recommendations for policy document analysis that emphasize provenance and institutional authority.
2. While several documents apply across compulsory education, the analysis focused on sections explicitly relevant to primary education (Grades 1–5). Page ranges used for coding are documented in the audit trail (Appendix C).
3. All documents were analyzed in the original Turkish. English translations of quoted excerpts were produced by the research team and verified for semantic accuracy. Original Turkish excerpts are provided alongside translations in Appendix D to support interpretive transparency.
4. Each document was saved locally using the format: [TYMM_DocumentID_Year_Title_DateAccessed.pdf]. An archive log containing checksums, file sizes, and page counts is available upon request for peer review.

Appendix B

Codebook and Intercoder Reliability

Appendix B documents the complete qualitative codebook used in the analysis and reports procedures and results for intercoder reliability (ICR). Providing a detailed codebook and reliability metrics enhances analytic transparency, reproducibility, and methodological rigor, as recommended in contemporary qualitative research standards.

B.1 Codebook Development Procedure

The codebook was developed through an iterative process combining inductive and deductive strategies. Initial codes were generated during familiarization with the TYMM *Common Text* and primary-level curriculum documents. These preliminary codes were refined through pilot coding, team discussion, and reference to recent methodological guidance on codebook construction and reflexive thematic analysis.

Each code entry includes: a clear operational definition, inclusion criteria (when the code should be applied), exclusion criteria (when it should not be applied), and an anchor example drawn from the corpus (translated into English). Codes were organized into six analytic families reflecting the study's research questions and theoretical framing.

B.2 Full Codebook

Family 1: Explicit Values and Virtues

Code	Label	Definition	Inclusion criteria	Exclusion criteria	Anchor (translated)
V-NAMED	Named value/virtue	Explicit lexical reference to a value or virtue	Direct mention of terms such as <i>honesty, respect, responsibility, patriotism</i>	General moral aspirations without specific value terms	"Students demonstrate honesty in academic and social interactions." (D1)
V-LIST	Values list	Enumerated list of values or virtues	Bullet lists or enumerations of values	Single value references outside the list form	"Core values include responsibility, respect, and compassion." (D2)
V-DEFINITION	Value definition	Formal definition or explanation of a value	Explanatory text defining the meaning or scope of a value	Mere naming without explanation	"Responsibility refers to fulfilling one's duties toward self and others." (D7)

Family 2: Values as Competencies and Learning Outcomes

Code	Label	Definition	Inclusion criteria	Exclusion criteria	Anchor (translated)
V-COMP	Value as competency	Value framed as a competency or capacity	Outcome statements linking values to abilities	Vision statements without performance verbs	"Students can apply empathy in peer collaboration." (D3)
V-LO	Value-based learning outcome	Learning outcome explicitly linked to a value	Outcomes with action verbs tied to values	General skill outcomes without ethical content	"Explains the importance of fairness in group work." (D4)

V-PROG	Developmental progression	Value is described as developing across grades	Statements on age-appropriate value growth	Single-grade mentions	"Respect is progressively deepened from Grades 1 to 5." (D4)
--------	---------------------------	--	--	-----------------------	--

Family 3: Pedagogical Operationalization

Code	Label	Definition	Inclusion criteria	Exclusion criteria	Anchor (translated)
V-PED	Pedagogical guidance	Teaching strategies for values education	Role-play, discussion, projects, service learning	Purely declarative value statements	"Teachers are encouraged to use role-play to practice cooperation." (D5)
V-ACT	Learning activity	Student activities linked to values	Classroom or extracurricular activities	Assessment-only descriptions	"Community service projects foster social responsibility." (D10)
V-MODEL	Role modelling	Teacher or adult modelling of values	Explicit references to modelling behavior	Student-only activities	"Teachers act as role models of ethical conduct." (D5)

Family 4: Assessment and Evaluation

Code	Label	Definition	Inclusion criteria	Exclusion criteria	Anchor (translated)
V-ASSESS	Assessment of values	Value linked to assessment or evaluation	Rubrics, checklists, observation criteria	Pedagogical guidance without assessment	"Cooperation is assessed using peer evaluation forms." (D8)
V-IND	Behavioral indicator	An observable indicator of a value	Described behaviors used as evidence	Abstract descriptions without indicators	"Listens respectfully during group discussions." (D8)
V-FEED	Feedback on values	Feedback or reflection on value-related behavior	Teacher comments, self-reflection prompts	Summative-only assessment	"Students reflect on their fairness in group tasks." (D8)

Family 5: Implicit and Discursive Framing

Code	Label	Definition	Inclusion criteria	Exclusion criteria	Anchor (translated)
V-IMPL	Implicit value	Value implied but not named	Cultural, moral, or civic discourse	Explicitly named values	"The ideal student contributes positively to society." (D1)
V-VISION	Visionary framing	Values embedded in vision/student profile	Aspirational descriptions	Operational outcomes	"The TYMM aims to raise virtuous individuals." (D1)
V-CULT	Cultural-national framing	Values linked to national or cultural identity	References to national heritage, unity	Universal ethical values without national framing	"Education strengthens national consciousness." (D7)

Family 6: Implementation and System-Level Support

Code	Label	Definition	Inclusion criteria	Exclusion criteria	Anchor (translated)
V-TRAIN	Teacher training	Professional development for values education	Training modules, guidance for teachers	Classroom-only strategies	"Teachers receive in-service training on values education." (D5)

V-SCHOOL	Whole-school approach	School-wide values initiatives	School culture, policies, climate	Individual classroom activities	"Values are reinforced through school culture." (D10)
V-POLICY	Policy alignment	Alignment with national policy or goals	Explicit links to national education goals	Standalone curriculum text	"Values education aligns with national education objectives." (D2)

B.3 Intercoder Reliability Procedures

Intercoder reliability was assessed to evaluate the clarity and operational consistency of the codebook. While reflexive thematic analysis does not require statistical reliability as a validity criterion, reporting ICR is recommended in policy-oriented qualitative studies to enhance transparency.

Procedure:

1. Sample: 20% of the total corpus (by page count), stratified by document type (policy text, curriculum, guidance).
2. Unit of coding: Meaningful text segment (sentence or paragraph).
3. Metrics: Percentage agreement and Cohen's kappa (κ).
4. Threshold: $\kappa \geq 0.60$ interpreted as acceptable agreement for exploratory qualitative research.

Disagreements were discussed in calibration meetings, leading to refinement of code definitions and merging or splitting of overlapping codes.

B.4 Intercoder Reliability Results

Table B1. Intercoder Reliability by Code Family

Code family	Number of codes	% agreement	Cohen's κ (mean)	Interpretation
Explicit values and virtues	3	91%	0.78	Substantial agreement
Values as competencies/outcomes	3	88%	0.72	Substantial agreement
Pedagogical operationalization	3	85%	0.69	Moderate–substantial
Assessment and evaluation	3	90%	0.75	Substantial agreement
Implicit/discursive framing	3	82%	0.63	Moderate
Implementation/system support	3	87%	0.71	Substantial
Overall	18	87%	0.71	Acceptable

Codes with κ below 0.60 during the initial round (primarily within the *implicit framing* family) were revised for definitional clarity, after which acceptable agreement was achieved. Final coding of the whole corpus was conducted using the revised codebook.

B.5 Use of the Codebook in Analysis

The finalized codebook guided full-corpus coding and subsequent theme development. Codes were grouped into higher-order themes reported in the Results section, and exemplar quotations were selected to illustrate each theme. The complete coded dataset, reliability logs, and audit trail are archived and available for peer review upon request.

Appendix c

Audit Trail and Analytic Memos

Appendix C documents the analytic decision-making process undertaken during the study. The audit trail provides a chronological and thematic record of methodological choices, code development, and analytic refinements, while analytic memos capture reflexive insights and theoretical considerations that informed interpretation. Together, these materials enhance credibility, dependability, and confirmability, in line with contemporary qualitative research standards.

C.1 Purpose and Structure of the Audit Trail

The audit trail was maintained throughout the research process to document:

1. corpus construction and document selection decisions,
2. evolution of the codebook and coding rules,
3. intercoder calibration and resolution of disagreements, and
4. transitions from codes to higher-order themes.

Records were kept in dated log files and analytic memos, which were periodically reviewed during peer debriefing meetings. Table C1 summarizes the main stages of the audit trail.

C.2 Audit Trail Summary

Table C1. Audit Trail of Analytic Decisions

Stage	Date(s)	Decision or activity	Rationale	Outcome
Corpus identification	1–10 Feb 2025	Identified official TYMM and MoNE documents	Ensure authoritativeness and policy relevance	Initial corpus list (n = 18 documents)
Corpus refinement	10–20 Feb 2025	Restricted corpus to primary-education–relevant documents	Align with research focus and manage scope	Final analytic corpus (n = 10 core documents)
Initial familiarization	15–25 Feb 2025	Close reading of the Common Text and the Grade 5 curriculum	Identify preliminary value-related patterns	Draft list of 31 initial codes
Pilot coding	1–10 Mar 2025	Double-coded 20% of the corpus	Test the clarity and usability of the code	Identification of overlapping and ambiguous codes
Codebook revision	11–18 Mar 2025	Merged/split codes; clarified definitions	Improve intercoder agreement and analytic precision	Revised codebook with 18 core codes
Intercoder calibration	20–25 Mar 2025	Calculated agreement and Cohen’s κ	Enhance transparency	Mean κ = 0.71 after refinement
Full corpus coding	26 Mar–15 Apr 2025	Applied finalized codebook in NVivo	Generate consistent coding across the corpus	Completed coded dataset

Theme development	16–30 Apr 2025	Grouped codes into candidate themes	Move from descriptive to interpretive analysis	Five provisional themes
Theme refinement	1–10 May 2025	Reviewed themes against the corpus	Ensure internal coherence and external distinction	Four final themes reported in Results

C.3 Analytic Memos

Analytic memos were written throughout the coding and interpretation process. Below are representative excerpts that illustrate how reflexivity and theoretical sensitivity informed the analysis.

Memo 1

Explicit vs. Implicit Values (18 Feb 2025)

While many values are explicitly named in the TYMM Common Text, several passages rely on aspirational language (“ideal student,” “social harmony”) without specifying concrete virtues. These implicit framings require careful distinction from explicit value outcomes to avoid over-interpretation. A separate code for implicit values is therefore warranted.

Analytic implication: Creation of the code V-IMPL (Implicit value) to capture discursive framing without lexical naming.

Memo 2

Values as Measurable Outcomes (5 Mar 2025)

Learning outcomes increasingly frame values in terms of action verbs (e.g., demonstrates, applies, participates). This suggests an intentional alignment with assessment discourse. However, some outcomes blur the line between skill and value, raising questions about conceptual boundaries.

Analytic implication: Differentiation between V-COMP (value as competency) and V-LO (value-based learning outcome) to preserve conceptual clarity.

Memo 3

National and Cultural Framing (22 Mar 2025)

References to national identity and cultural continuity appear frequently in value-related sections. These framings are not neutral; they shape how values are positioned vis-à-vis citizenship and belonging. Treating these as a distinct analytic category avoids subsuming them under the category of generic moral education.

Analytic implication: Introduction of V-CULT (cultural–national framing) to examine ideological dimensions of values education.

Memo 4

Assessment Tension (2 Apr 2025)

Assessment guidance for values often emphasizes observation and reflection rather than standardized measurement. This may indicate a pragmatic compromise between accountability demands and the complexity of moral development.

Analytic implication: Use of V-ASSESS, V-IND, and V-FEED to distinguish forms of assessment discourse.

C.4 Reflexivity Statement

The researchers acknowledge their positionality as education scholars trained in curriculum studies and qualitative methodology. This background informed sensitivity to policy language, competency frameworks, and debates surrounding the assessability of values. To mitigate interpretive bias, the study incorporated peer debriefing, intercoder calibration, and systematic documentation of analytic decisions. Reflexive memos were used to surface assumptions and to ensure that interpretations remained grounded in textual evidence rather than normative expectations.

C.5 Role of Appendix C in the Manuscript

Appendix C supports the main manuscript by: (1) demonstrating methodological transparency, (2) enabling readers to trace analytic decisions from raw documents to reported themes, and (3) providing evidence of rigor beyond descriptive document review.