

Constructivist Practice: A Cross-Cultural Comparison

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The Association for Constructivist Teaching has expanded its commitment to teachers globally. Recognition of the importance of cross-cultural perspectives is evidenced in international conferences and journal and newsletter articles. The literature also supports the importance of global perspectives. According to Wang, Lin, Spalding, Odell and Klecka (2011), “globalization is a powerful and emergent influence on education that...is influencing teaching practices and teacher education” (p. 119). We are two educators and researchers (one from Turkey and one from the United States) who work with teachers to support them in their constructivist practice. We are curious about teachers’ perspectives, from both countries, on their roles, successes and struggles, and the benefits they see for their children.

According to Fosnot (2005), “Constructivism is a theory of knowledge and learning; ...both what knowing is and how one comes to know.” There are multiple interpretations of constructivist pedagogy (Branscombe, Castle, Dorsey, Surbeck and Taylor, 2003; Brooks and Brooks, 1999; Richardson, 2005; Stipek and Bylar, 2004). We grounded our thinking in Richardson’s (2005) five elements of constructivist pedagogy, (a) developing students’ background knowledge, (b) facilitation of group dialogue to create a shared understanding of a topic, (c) students’ engagement in tasks structured to challenge existing understandings, or (d) development of students’ meta-awareness of their own understandings and learning, and (e) planned and unplanned introduction of formal domain knowledge. In the literature, there are also descriptions of teachers’ constructivist practice (e.g., Cunningham, 2006; Rainer Dangel, Guyton and McIntyre, 2004; Siraj-Blatchford & Sylva, 2004; Stipek, 2004), that readers might find interesting.

While this is an important foundation for us, for this study we are more interested in the process of implementing constructivist practices, e.g., the teachers’ roles, successes and struggles, than in describing teachers’ practice (another important study). In our experience, classroom teachers interested in transforming their practice often find the implementation of constructivist pedagogy

difficult. According to Windstichl (1999), “constructivism suggests a set of instructional commitments for teachers that differ from traditional subject-centered approaches” (p 140). Airasian & Walsh (1997) and Windschitl (2002) provide theoretical analyses of research and offer a framework for considering the obstacles, issues, and dilemmas inherent in diverging from traditional classroom practice.

Windschitl (2002) suggests the range of dilemmas that teachers face in creating constructivist classrooms include conceptual dilemmas (understanding constructivism), pedagogical dilemmas (developing new instructional expertise), cultural (transforming classroom culture), and political (confronting controversy). There are also successes for teachers. For example, Guccione (2011) writes about her successes in “making space” for children’s inquiry despite mandated curricular requirements.

In working with experienced teachers intent on understanding and implementing constructivist pedagogy, we hear them talk about problematic situations that defy easy answers. Yet they find ways to implement constructivist practices, including changing their roles as teachers. They describe benefits for themselves and their children. We want to capture their voices, in particular, their successes, struggles, changing roles, and the benefits for children. This leads us to our research question: What are the experiences of teachers implementing constructivist practices in Turkey and the United States? In this article, we describe the context for constructivist practice in both countries, we share our research methods, we present findings (both similarities and differences) in teacher perspectives, and conclude with suggestions and wonderings.

Context for Constructivist Practice in Turkey and the United States

Primary school education in Turkey is composed of eight-year schools attended by children 6-14 years old. It is compulsory and free of charge in state schools (Basic Law of the Ministry of National Education, 2006, p. 13). In 2004, the Turkish Ministry of National Education conducted reformatory work and created new regulations carried out in cooperation with the European Union. This work began with improving the teaching curricula of the essential primary school subjects taught in the first 5 years

(i.e., Turkish, mathematics, life sciences, social sciences, science, and technology). The new curriculum first was implemented in 120 pilot schools in nine provinces (Istanbul, Ankara, Izmir, Samsun, Diyarbakır, Kocaeli, Bolu, Hatay, and Van) and revisions were made accordingly. The curriculum was then applied across the country (81 provinces) in the 2005 - 2006 academic year (Ministry of National Education, 2005). The most important of the changes is the transition from a behaviorist to constructivist approach to learning. The role of the classroom teacher changed together with the implementation of new curriculum. According to Akpınar and Ergin (2005), the teachers did not present student-ready knowledge; they expected children to explore and construct knowledge through activities and guidance and the role of the teacher was no longer to transfer knowledge, but to support students' active and creative participation, to provide them with guidance, and to form suitable learning environments.

Similar to Turkey, public elementary education in the United States is composed typically of six-year schools (K-5) that are also compulsory and free of charge. Unlike Turkey, there is currently no national curriculum in the United States, although the Common Core Standards are in varying levels of discussion, adoption and implementation. While influenced by federal policies, states and local districts determine curriculum and approaches to teaching ranging from behaviorist to constructivist, often within the same school. In terms of constructivist pedagogy, the range of practices varies greatly, often depending on the level of support and professional development in individual schools. There are relatively few examples of individual public schools that explicitly support a school-wide focus on constructivist practice. At the time of this writing, there is a strong emphasis (from both the federal and state level) on standards-based learning, accountability, and high-stakes testing. Researchers describe the effects of federal policies and mandates as narrowing of curriculum and pedagogy, proliferation of prescriptive literacy programs, increased assessments, and negative effects on teachers' identity, autonomy, and desire to teach (Achinstein & Ogawa, 2006; Au, 2007).

While this study focuses on elementary education in both countries, we cannot underestimate the differences in culture and the contexts in which these teachers work. In Turkey, constructivist practice is part of a national reform movement; in the United States federal reform (and its intended and unintended consequences) has behavioral underpinnings. In Turkey, teachers may be new to constructivist practices and in the U.S. teachers may be constrained in their learner-centered practices. In both countries, national mandates are exerting pressure on curriculum and pedagogy, thus influencing classroom practices. A cross cultural study of public education in both countries is warranted, but beyond the scope of this paper.

Method

This section describes the research methods, including participants, data collection and analysis, and limitations. This is a small pilot study to determine future areas of investigation and considerations for teachers and teacher educators. Given our question, a qualitative approach to research is appropriate. Qualitative research is a frequently preferred approach for capturing participants' experiences, emotions, and ideas (Ekiz, 2003, p. 25). This approach allows us to hear teachers' perspectives and examine their views on implementing constructivist practice.

Participants. Fifty-two teachers from two large metropolitan, capital cities, who were implementing constructivist practices in their classrooms, contributed their perspectives. Thirty-two teachers from three primary schools located in Ankara, Turkey, and 20 teachers from 10 elementary schools in Atlanta, Georgia, participated during April of the 2010-2011 academic year. The teachers differed in their years of experience. Fifteen of the teachers from Turkey had from 6-10 years of experience and 17 had ten or more years of experience. All teachers from the United States had less than ten years of experience. There were 6 male teachers and 26 female teachers from Turkey; all US teachers were female. Ethnicity and socio-economic variables for participants, or their schools, were not

documented. To adhere to ethical standards, participation was voluntary and teachers' responses were anonymous.

Data collection. The questionnaire employed in the study included four open-ended questions related to teachers' implementation of classroom practices. Asking open-ended questions offered an unrestrictive approach making it possible to hear participants' ideas, gaining important information about their practice (Kus, 2003). The open-ended questions provided a flexible strategy for initial examination of the phenomenon (Yıldırım and Şimşek, 2008). We asked teachers the following questions:

1. In your application of the constructivist approach, what do you see as the benefits for children?
2. In your application of the constructivist approach, what are your roles as a teacher?
3. In your application of the constructivist approach, what are the most important issues/problem you have experienced?
4. In your application of the constructivist approach, what has been most successful?

Teachers wrote complete, but short, responses to each of these questions, which became data for analysis.

Data analysis. The teachers' responses were summarized and analyzed by question. One author translated responses from Turkish teachers into English. Each author analyzed the responses from their respective countries and created categories of comparable ideas. We then came together to define, discuss, and negotiate the categories. We used matrices and diagrams as suggested by Miles and Huberman (1994) to sort and compare the data from each country. These were helpful in organizing and representing data for further analysis. Once sorted by category, we looked for themes, particularly commonalities and differences, across the complete data set. When we use teachers' words verbatim, you will see them set in quotation marks.

There are certain limitations in cross cultural work, and this study in particular, that should be considered. First, personal interviews or focus groups would provide more depth and access to teachers' ideas; however, travel limitations precluded these strategies. Interviews also would provide an additional data source to ensure greater trustworthiness. Second, translations were a tedious process that fell to one author and writing in two languages is often difficult for international scholars. Finally, this is a small scale study to identify perspectives for future consideration; it is an interesting beginning.

Findings

Teachers in Turkey and the United States voiced their opinion about the process of implementing constructivist practice, in particular their roles as teachers, their successes and struggles and their perceived benefits for children. These are presented in this order, first noting predominant categories and commonalities and then differences within each category. As expected, there is overlap among categories; they are based on the varied perspectives of the teachers and are not mutually exclusive.

Teachers' changing roles. Branscombe et al. (2003) suggested the importance of an active role for teachers in helping children construct knowledge throughout the day. Teachers in Turkey and the United States embraced this active role and provided their perspectives on what this means in their classroom. We found two categories common to teachers in both countries: creating a student-centered classroom and reconsidering themselves as learners. There were two categories specific to teachers from Turkey: creativity and parent-teacher communication. One category was specific to US teachers: community building.

Teachers from both countries identified changing roles in terms of creating a student-centered classroom. Teachers found themselves being more flexible, encouraging children to participate, providing opportunities for children to make decisions about their learning, sharing roles with children, and encouraging children to think critically. They wanted to know more about children, so they listened.

They wanted children to solve their own problems, so they encouraged them to “work out their disagreements.” They wanted children to think critically, so they “asked them challenging questions” and to “explain their thinking.” Teachers also focused on their role in planning and providing classroom activities. For example, teachers noted, “I am planning based on individual children’s characteristics,” “I’m giving more class activities related to daily life,” and “I am enriching class activities and classroom experiences.”

Teachers also stated that they reconsidered themselves as learners. In both countries teachers found themselves to “reflect more on their practice,” “learn and plan differently,” “conduct classroom research,” and “constantly refresh their knowledge.” Teachers also reported being less controlling, having different priorities, and being “open to the innovation.” In line with their changing roles, teachers found themselves working harder than before. Teachers from Turkey also reported they were moving beyond the classroom by “taking leadership roles” and “increasing their school responsibilities.”

When asked about teachers’ changing roles, the teachers in the US differed from their Turkish counterparts in the importance of building classroom community. In the US, classroom community was a high priority. Teachers viewed their class as a “community of learners,” they incorporated community building into each day, and emphasized community and relationships all year. Teachers saw their role as encouraging collaboration saying, “I want children to talk to each other.” They also saw their role as encouraging decision-making as a community. Teachers from Turkey noted a role related to teacher-student-parent communication that was not mentioned by US teachers. For example, they found they communicated more often with parents to explain their role as teacher and discuss concerns about children. Perhaps this is a result of educating parents about a new approach to learning.

Struggles in classroom practice. As noted by Windstichl (2002), teachers experienced multiple dilemmas when implementing constructivist pedagogy. We asked teachers from both countries about the most important issues or struggles they experienced in their implementation of constructivist

practice. In this question, there were the most differing perspectives (six). There were two areas of commonality, lack of time and classroom management.

Lack of time was an issue in both countries. Teachers wanted longer classes and more time for activities. They admitted, “a constructivist approach often takes longer” and they wanted more time for children to “investigate and explore” and more time for “community building.” Likewise, classroom management was a struggle for teachers in both countries, but there were slight variations. Teachers in Turkey believed that “discipline and classroom control were harder to achieve,” and “many students did not follow class rules.” Teachers in the United States found discipline easier but time management was difficult, and it was a struggle to “make sure children stayed focused.” Teachers in both countries agreed that as they valued and encouraged children’s conversations, the noise level of the classroom increased.

There were three areas of differences for teachers in both countries. Teachers in the United States identified three areas distinct from teachers in Turkey: (a) school context, (b) balance of instruction, and (c) constructivist pedagogy itself. The school context presented the first challenge to teachers in the United States. Teachers believed their schools took a more behaviorist approach limiting their ability to implement constructivist pedagogy. They also believed co-workers could be a challenge. Many co-workers were “skeptical” about constructivist pedagogy and wanted to keep the “status quo.” They found “resistance from other teachers who don’t see the value of a constructivist approach.” A second struggle related to balancing instruction. As many US teachers were influenced by behaviorist approaches, they found it difficult to leave their traditional views and create a balanced approach. They questioned “When is it better to teach directly and when is better to use a constructivist approach?” They were used to controlling the environment and children and found it difficult to “give up control;” “letting go” is hard. Finally, constructivist pedagogy required teachers to think differently about children. They believed it was hard for “young children to make decisions” and that some “students

came without the prior knowledge they needed.” They found facilitating children working in groups and encouraging children to think critically was more difficult than teaching skills to large groups.

Teachers from Turkey identified three categories of problems that were not described by teachers from United States. One category related to course materials. Turkish teachers noted, “course materials were missing” and that “students could not find enough resources to do their work”. A second problem related to the physical properties of schools and classrooms. For example, teachers noted “classes were crowded” and “class space was small.” “Technological equipment was insufficient in classrooms,” and the “the libraries were not equipped well.” Finally, teachers from Turkey identified problems related to teacher-parent communication. They wanted more contact with parents, and to a lesser extent, they noted problems related to economic situations, e.g. “in some homes, there is no internet connection.”

Successful experiences in constructivist practice. Teachers in Turkey and the United States shared their perspectives on their most successful experiences. Logically, these experiences were closely linked to the teachers’ roles (above), and they viewed their success in terms of the benefits for children (in next section); you will see a clear overlap in these categories. Common to all teachers’ successes were three categories: instruction and learning, student-centered learning, and children’s personal development.

First, teachers from both countries identified successes in the category of instruction and learning. Teachers felt successful in using new methods of instruction, for example, problem-based learning, questioning students, visual presentations, integrated lessons, and technology. They noted that instruction was more meaningful, exploratory, and collaborative. They believed children found learning enjoyable, and that they learned more by “doing and experiencing.” This led them to believe that learning increased and became more permanent.

Next, teachers from both countries identified success in the category of student centeredness or using “learner-centered strategies.” In both countries teachers found children to be active and productive in the classroom: for example, they “willingly attended courses,” “took responsibility,” “worked cooperatively,” and “contributed” in class. Teachers also noted successes related to “understanding children’s individual differences.”

Finally, teachers from both countries identified successes in the category of children’s personal development. In both countries, teachers found children developed self-confidence and ways to solve their own problems. They felt successful as they understood children better and the children “took on more responsibility.” They were pleased that children “recognized their own interests and abilities” and were “open to new ideas.”

Teachers from Turkey identified successes in three categories that were not described by teachers from United States. One category of success related to encouraging children’s verbal expression. For example, teachers noted success related to the students “expressing themselves,” “being more social and talkative,” and “speaking their thoughts freely.” Another category of success relates to children’s creative ideas. They believed constructivist practices brought out the creativity of students, noting their “very interesting ideas and strong writing, poetry and pictures emerging during activities.” Finally, teachers from Turkey focused on teacher-parent communication and noticed “increased successful co-operation between the teacher and the family.”

As with the benefits and role changes, community emerged as a success distinctive to US teachers. Teachers believed they were successful building community during the school year. They successfully conducted morning meetings and encouraged children to connect with others; they observed them “greeting and complimenting” each other. They believed these accomplishments came from continuous team building activities that facilitated group work and group decision making.

Benefits for children. Teachers in Turkey and the United States voiced their opinion about the benefits of constructivist practice for children. There were four benefits common to both groups of teachers: student-centered learning, verbal expression, personal development, and children's learning, and one different category for each group: sense of community in the United States and creative ideas in Turkey.

Teachers from both countries identified benefits for children related to a student-centered approach. In both countries teachers found children to take a more active role in the classroom, both in "increased participation" and "taking more responsibility for their learning." Teachers noticed children were more "inquisitive" and "explored ideas and materials." They also thought children benefited from "figuring out problems on their own."

In both countries, teachers found that children were expressing themselves verbally: for example, they were comfortable explaining their thinking. In Turkey, teachers identified benefits of constructivist practice as children expressing their thoughts and feelings and they also found that oral performance was affected positively. Benefits identified by US teachers included children building their academic language skills, most likely because they were asked to explain their thinking.

Another benefit identified by teachers from both countries included children's personal development. Comments such as "children develop and build self-confidence" and "children feel valued" were evident from teachers in the United States and Turkey. Teachers' perspectives in Turkey focused more on individual children's development, e.g., "children's decision-making skills developed," and children gained "self-knowledge and acceptance." US teachers' perspectives also included benefits related to relationships, e.g., "children develop trust of teachers and other students," and they "develop respect for others."

Optimistically, teachers in both countries found children benefited in the area of learning. First they found that children were motivated to learn. Second, they believed children "were engaged in and

generated their own learning.” In Turkey, students learned to “overcome difficulties in learning and to make good learning choices.” In the United States, teachers believed children understood more content when they investigated and solved problems.

Teachers from the United States also identified benefits that were not described by teachers from Turkey. One category of benefits related to a sense of community. For example, teachers noted benefits related to the classroom, e.g., “the classrooms is a safe environment,” and the “classroom is a happier and more pleasant place.” They also identified benefits for individuals, such as, “friendship” and “feeling a part of something.” Finally, teachers noticed benefits related to learning (“children teach each other”) and for classroom management (“there are less discipline problems”).

Teachers from Turkey identified one area of benefit—developing creative ideas—that was not noted by teachers from United States. Turkish teachers described benefits such as children developing “creative thinking skills” and “creatively solving problems.” Finally, teachers noticed benefits for children in the use of a variety of creative course materials.

Summary and Suggestions

Overall, there are 11 common perspectives and 14 differing perspectives in the four areas studied: teachers’ roles, successes, struggles, and benefits for children. To summarize the data from Turkey and the United States, we use two visual tools. Figure 1 illustrates the commonalities, and Figure 2 shows the differences in elementary teachers’ perspectives. Keep in mind, graphics are useful in delineating ideas, but they also have the potential to constrain our thinking (Rogoff, 2003). The ideas are never as neat as they are in graphic form.

For teachers and teacher educators, we believe it is helpful to hear cross-cultural perspectives. Sharing common roles can empower teachers to support each other. Understanding the successes and struggles provides a foundation for thinking about collaboration and professional development. Seeing

the benefits for children provides motivation for teachers to persist in their implementation of constructivist practice when struggles arise.

Our many conversations about our findings increased our understanding of each other's cultures and it is important to discuss what we noticed and are still wondering. The teacher's perceived benefits for children is the most exciting outcome of our work. To find teachers in two countries who see children engaging in their learning, exploring materials, solving problems, playing an active role, and taking responsibility for their learning is powerful! In addition, they see enhanced personal development (confidence, respect, trust) for their children. One area to explore is the benefits that Turkish teachers (but not US teachers) see related to creative ideas. Why might creative problem-solving be more explicit in one country than the other? Research suggests that the effects of US policy are a likely reason (Achinstein & Ogawa, 2006). Follow-up with teachers through interviews will assist us in answering this question.

Constructivist practice is often equated with a student-centered approach so it is not surprising that in both countries, creating a student-centered classroom is seen as a predominant role for teachers. Fortunately, they also see it is a success and a benefit for children. For example, as teachers are successful in their instruction and creating a student-centered classroom, they identified children as engaged and responsible. As teachers are successful in fostering children's personal development, they see children being more confident, respectful, trusting, and feeling valued. Teachers seeing promise in their practice and benefits for children are necessary to sustain change.

There is only one category of benefits for children, verbal expression, that is not identified by teachers as one of their successes. However, as teachers build community, create more student-centered classrooms, and allow children to express their ideas, we anticipate that children's language might improve. It is possible that enhancing verbal expression is more implicit in constructivist practice than explicit. This is another key idea to pursue in future research.

The idea of building community is emphasized by all US teachers and few Turkish teachers. For US teachers, it is part of their role, the success, and the benefits for children. Many US teachers believe building community is important to the success of their constructivist practices. While US teachers focus on community in the classroom, teachers in Turkey focus on improving parent-teacher communication. They identify communication with parents as part of their role, one of their struggles, and ultimately one of their successes. In both cases, we surmise there are cultural differences that might help us understand this discrepancy. Gordon (2009) reminds us of the important role that the political educational climate and the culture of schools play in how constructivist theories shape educational practice.

It is encouraging to hear teachers feel successful for the most part; however, time and classroom management remain common concerns. The school context also is a dilemma for both groups of teachers, but for different reasons. Turkish teachers struggle with the physical properties of the school, class size, space, lack of materials, etc. US teachers struggle with colleagues and the prevailing ideology of public schools in the US. Returning to Windstichl's framework (2002), the majority of the teachers' perspectives relate to pedagogical concerns and to a lesser extent, political issues.

Interestingly, what is not mentioned as a concern in either context is assessment. Given the focus on testing, particularly in the United States, this is puzzling. While we did not explicitly ask about assessment, we anticipated it would emerge related to a teachers' role or as a struggle. We would like to explore further teachers' roles in documenting children's learning and their successes and struggles related to performance assessment.

The teachers' perspectives are interesting and informative but limited in depth. The perspectives, 11 commonalities and 14 differences, identified here provide a framework and focus for future research and direction for constructivist practitioners. We analyzed open-ended, written documents from teachers; we want to follow up with more focused questions and interviews to

understand their contexts and understandings of constructivism. We only focused on teachers' roles, successes, and struggles; a next step is to document actual teaching practices in both countries. How exciting it would be to forge relationships with teachers from a variety of countries, and interview teachers and conduct observations in schools around the world.

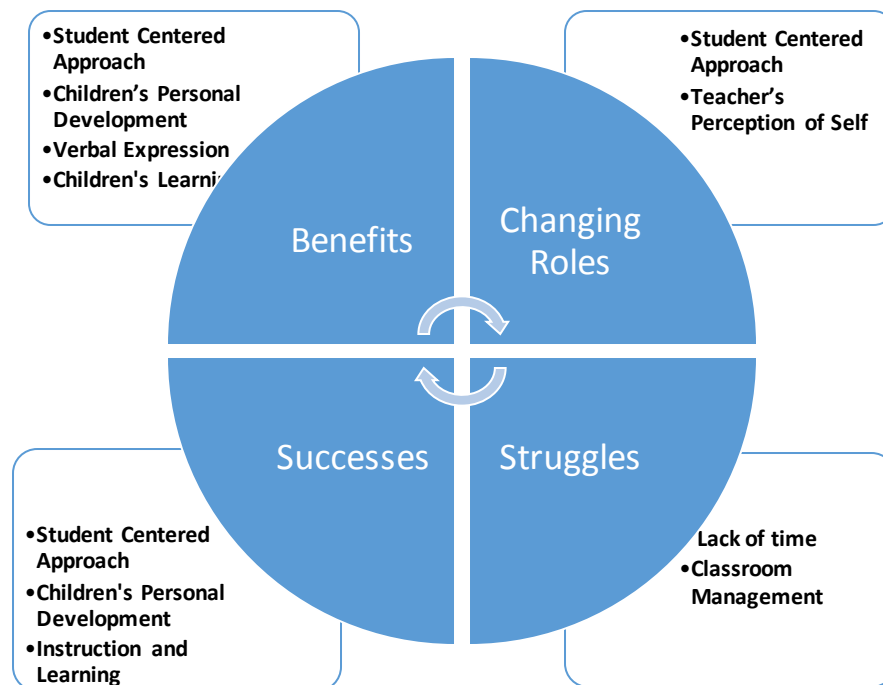


Figure 1. Common Perspectives on Constructivist Practice: Teachers in Turkey and US

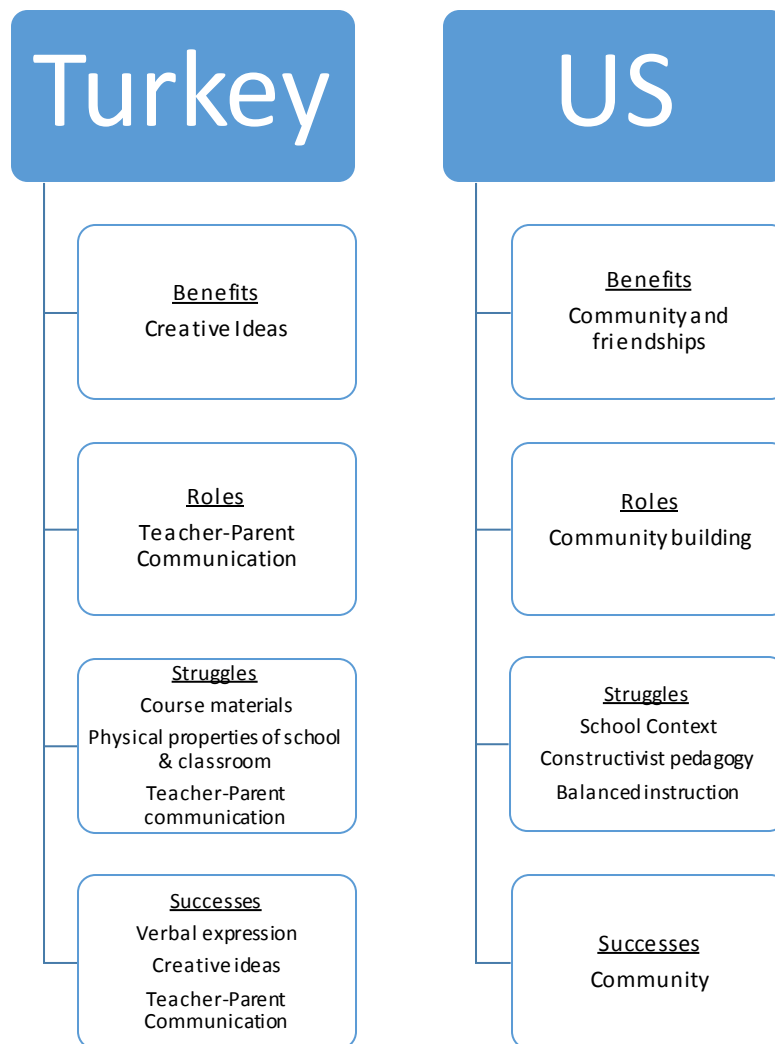


Figure 2. Differing Perspectives on Constructive Practice: Teachers in Turkey and US

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