

## **WHAT IS YOK? A Visual Study of Metaphor**

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## **Abstract**

Higher Education Council was assigned as a legal body by the constitution in order to plan, organize, govern and inspect the higher education institutions. The purpose of this research is to reflect the perceptions of student teachers concerning higher education institutions giving undergraduate education. From the visional metaphoric perspectives, the metaphoric visionary technique was used in order to analyze the perceptions of student teachers. This research will provide contributions to other researchers how the metaphoric perspective is easy to understand some complex issues.

## **Introduction**

Higher education is one of the educational levels that follow high schools which provide individual development without going far away from traditional goals. As organized institutions, higher education meets societal needs and country development (Güven, 2000; s.316). The higher education institutions have important roles to provide qualified workforce, produce science and technology, enlighten the society, community development and change, and leading expectations. For these reasons, the higher education institutions are the sources of prestigious for countries.

Counting the task of public services government undertakes tasks which particularly the provision of internal and external security and justice, and individuals can not do it alone or even can be done with failure to provide efficiency, differently from country to country (Tüsiad, 2000: 53). One the most important task is undoubtedly the management of universities (Balderston, 1995: 1) accepted the largest and most durable social institutions. Management of universities is carried out by Council of Higher Education in Turkey. Council of Higher Education is Constitutional Corporation created according to the basic principles of the higher education system based on 1982 Constitution of the Republic of Turkey. This establishment generated with the fourth article of the law is described as “the council is attendant with the aim of giving direction to the field of higher education in accordance to the requirements of contemporary science and technology in the higher education’s spirit of integrity, and basic principles and policies of the State Development Plan: doing the necessary investigations, inquiries and assessments, providing coordination between higher education institutions, giving recommendations to the competent chair and authorities” (Doğramacı, 2007: 21).

Turkish Higher Education System in previous years the university reform of 1981 consisted of five types of institutions; universities, academies connected to the ministry of national education, two years vocational colleges and conservatories some of them connected to other ministries and lots of them connected to the ministry of national education, three years education institutes connected to the ministry of national education and YAYKUR engaged in teaching with mails. Above mentioned higher education system began to give signs of failure and corruption after a period for the lack of effective central planning in a coordinated between all higher education levels, especially in sixties and seventies rapid increase in many regards like number and types of higher education institutions and number of students. In addition, political, social and economical problems in 1960-80 increased the deterioration of higher education. Therefore, a major reform became inevitable in the late of seventies and at the end the reform was enacted in 1981.

Higher education has entered a reconstructing process in a way academic, institutional and administrative with higher Education Law No. 2547 enacted in 1981. Thanks to that law all higher education institutions in our country are grouped under the Higher Education Council’s (HEC) umbrella, converted academies to universities and education institutions to education faculties, and conservatories and vocational colleges are connected to universities. Thus, Higher Educational Council; an organization having autonomy and public legal personality in duties and powers frameworks provided by the provisions of the law and

Constitution 130 and 131 agents, became the only organization responsible for all higher education. As of 1982, Turkish Higher Education System was turned into a structure formed by 27 universities and their institutions, faculties, academies, conservatories and colleges. Higher Education Council which is responsible for planning, coordinating, managing and supervising of higher education was determined by Constitution.

Institutions of higher education have been a massive shift in recent years due to “equipping individuals with knowledge, skills and competences to adapt world’s changing conditions, being active citizens are not afraid to bear initiatives and responsibilities, having the critical thinking skills and sensitive about human rights and democracy, environmental, cultural and aesthetics values, and improving potential competitor of the country by separation of giving education to wide audience, directing of the researches to production of internationally renowned science and art, supporting to the strength of the country, aiming effective and sustainable community service activities” (<https://basin.yok.gov.tr/?page=duyurular&v=> ). In fact, higher education institutions are obligate with training of highly qualified manpower needs of society, proposing solutions to problems of the country besides providing the process of science and technique (Güven, 2000: 263).

In this study, the meaning of the higher education institution is defined with the help of visual metaphors. Metaphors are concepts helping to make statements based on establishing a relationship between known concrete things and abstract concepts (Güven & Güven, 2009: 504). Metaphors provide that individual develops ability for seeing a particular case to another case in a different perspective and a productivist way for practice what they learn (Saban, 2005; Oğuz, 2005). Metaphors can create social realities for us. Therefore, metaphors may be a guide to our future actions (Lacoff & Johnson, 2005). Metaphoric concepts can also be expanded as the way of figurative, poetic, colorful talking and thinking outside of casual conversation and thinking and imaginative language of thinking (Lacoff & Johnson, 2005). Accordingly, visual metaphors; one type of the metaphors, are associated with that how visual space is organized as comparison of the cultural and social knowledge. Metaphors are divided into two as descriptive metaphors and visual metaphors. Descriptive metaphors are related to naming objects, how objects are shown and how issues are organized. Visual metaphors are depicting events describing and interpret pictures in the photographic properties. (Lengler & Eppler, 2007). Its fundamentals are based on Greek Rethoric Art. It illustrates transferable feature of knowledge in concepts.

The important in visual metaphors is reflection of a case of thinking according to appearance. Thinking according to appearance has a vital importance for significations and analysis of visual metaphors, and creating mental processes (Dennis & Brain, 1995). Keneddy (1982) in his studies stated that visual metaphors carry features for running the metaphorical level and are used quite often by teachers. Visual metaphors means briefly portraying of information down to the details of the meanings as visualization method is systematic, rules-based, superficial, continuous and graphic presentation or helping ways to get the meaning depending on experience (Lengler & Eppler, 2007). They show how to take shape visual perception for the organization of meaning in the comparison of the cultural and social knowledge (Robert & Clair, 2000).

### **The Purpose Of This Research**

The purpose of this research is to describe the perception of student teachers of primary school education about higher education council through visionary metaphoric approach. These student teachers will work in the primary schools in the short terms.

### **Limitations**

The research was conducted at the school of education in Canakkale Onsekiz Mart University. 80 student teachers, studying at the primary school education in the academic

year of 2011-2012. The study was limited by data collected through images and explanations about images.

### **Sampling Group**

Even if the attitude of student about school is important, the perceptions of student teachers about higher education council are more important for the school of education that has teacher training program. At the process of higher education, describing priorities and problems of student teachers is more important. For this reason, the sample of this research included third and fourth grade student teacher (80 student) who are studying at the primary school education in the 2011-2012 academic years.

### **Method**

The purpose of this research is to describe the perception of student teachers of primary school education about higher education council through visionary metaphoric approach. The technique of visionary metaphoric approach will be applied in order to analyze collected data.

### **Data Collection, Analyzing and Interpretation**

The researchers asked the students to draw the illustrations, pictures and write brief explanations about the higher education council. The visionary metaphoric illustrations and pictures were analyzed in terms of the below frameworks:

- |  |                      |                     |
|--|----------------------|---------------------|
| 1. Reading papers and giving page numbers. | 2. Naming and coding |                     |
| 3. Sorting.                                | 4. Categorization.   | 5. Interpretations. |

First of all, the researchers examine the visionary metaphors and give page numbers to the collected papers. After that, some weak papers were extracted from the study and 68 papers have been evaluated. The sample list of metaphors was prepared and sorting was completed. This study has two parts: 1. the visionary metaphors were collected at the different categories, 2. Data analyzing makes easy for the study. Correlations applied among metaphor categories and the reason of metaphors was described in the study.

### **Results**

In this research, 68 valid metaphors have been collected from the participants. In terms of gender, 18 visionary metaphors have been reflected by males and 50 metaphors by females. From the class based perspectives, 41 visionary metaphors were produced by the third grades and 27 grades by the fourth grades.

The perceptions of student teachers were collected under six metaphoric categories as in Table 1.

### **Discussion**

#### *Category 1. Finding Solutions of Nation's Problems*

There are seven categories under this part. The most important visionary metaphors: four visionary metaphors related to Thinking human, also, one visionary metaphor related to Fish born and three related to Politicians. The meanings of these metaphors are that the process of higher education is exhausted and problematic and the higher education council has not found solutions to the problems.

#### *Category 2. Planning of university process*

There are 12 visionary metaphors under the category. The main titles are Unhappy face, Ruins of house, Handcraft, Snake, Surprise egg, Pprison, Chameleon, Barbed wire, Gun and Zoo. The main messages of these metaphors are: Higher education council; does not work functionally, there is no perment policy, there are too much missions and these missions are unclear, the council interferes universities and brings some limitations, the council interferes academic freedom.

#### *Category 3. Inspection of University Administration*

There are 11 visionary metaphors under the category. The main statements are Ordered man, Unjust guy, Cruel king, Dangerous sign and Hand over the institutions. Implications of visionary metaphors under this category are:

The higher education council has power and tries to hold control over the institutions.

The higher education council bases strictly the rules.

The council has the highest authority in administration and inspection.

#### *Category 4. Ordering University Affairs*

There are 14 visionary metaphors under this category. The highest reflections are; Mountain, Factory, Money, Money case, Action, Thinking man, Bank, Teacher, Horseshoe, Racing kids, Crying eye, Dollar, and Cheating. These metaphors implied:

The system does not work.

The system can not meet the needs of academic and administrative demands.

The council can not find any solution in the placement of high school students and educational programs.

The council is very sensitive in taking tuition and fees.

#### *Category 5. Adminstrating of university process*

There are 18 visionary metaphors in this category and the main titles of the category are: Board of trustees, Snaked-tongue man, Authority, Face, Horrible, President, Sun, Monster, Building, Tree man, Center building, and Faculty. The main characteristics of this metaphor are the institution that all universities depend on it; administrating all universities; one authority in higher education; all higher education institutions (public-private) are under the only one authority; the table indicates the sample images.

#### *Category 6. Training of high qualified human source*

6 visionary metaphors represent this title. The most important titles are: Trash men, Unemployed young, Advice, House wife, and Monster. Metaphors under this category implied that the higher education accepts more students than its capacity and can not find solution unemployment issues.

### **Conclusion**

The student teachers, studying primary school education of the university and will take teaching responsibility in the near future explained point of views through visionary metaphors about the higher education council. In conclusion, the student teachers described the problems of higher education council rather than describing the structure and nature of higher education council. The results also indicated that they are concerning universities and their applications, they are not aware of philosophies and policies of higher education council as an institution.

### **Suggestions**

The visionary metaphors can be used as a powerful pedagogical tool in order to understand the individuals' images what they have in their minds. This method can be used at the each educational stage of individual in order to understand the use of visionary metaphors and the scheme of their mind. Also, the process can be restructured.

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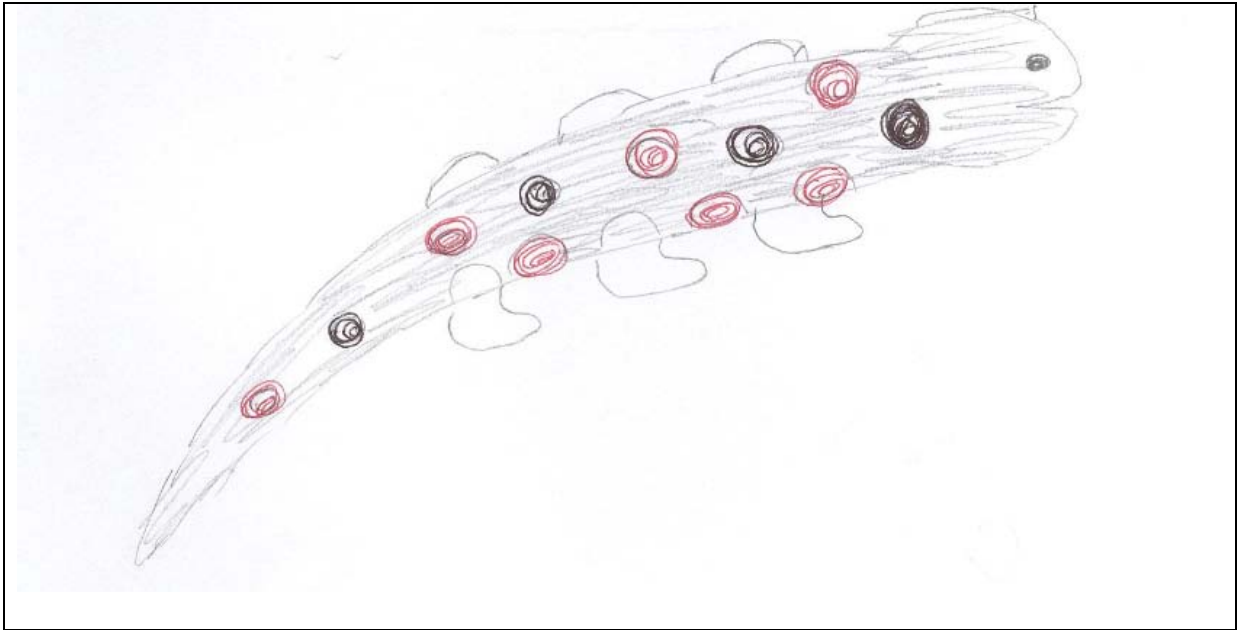
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**Table 1.** *Distribution of Metaphors According to Categories*

Category	Metaphor	(f)	%
1.Finding solutions to the problems of Nation	Student, Thinking person (4), Fishbone, Politician (2)	7	10,3
2.Planning process in university	Sad face, Ruined house (2), Clamp, Snake, Surprise egg, Jail, Chameleon, Barbed wire, Gun, Zoo	12	17,64
3. Supervising process in university	The Man who orders, Balloon seller, Cruel man (3), Cruel king, Danger sign (4), Hand on schools	11	16,17
4. Organizing process in university	Mountain, Factory, Money, Case, Action, Thinking person, Bank, Teacher, Horseshoe, Competing children, Crying eye, Dollar, Cheating	14	20,59
5. Managing process in university	Man with snake tongue, Delegation of the court, Authority, Scary face, President, Sun, Monster, Building (5), Tree man, Center building, Faculty (3)	18	26,47
6. Training highly skilled manpower	Garbage men, Unemployed child (2), Counsel, Housewife, Creature	6	8,82
<b>Total</b>		<b>68</b>	<b>100</b>

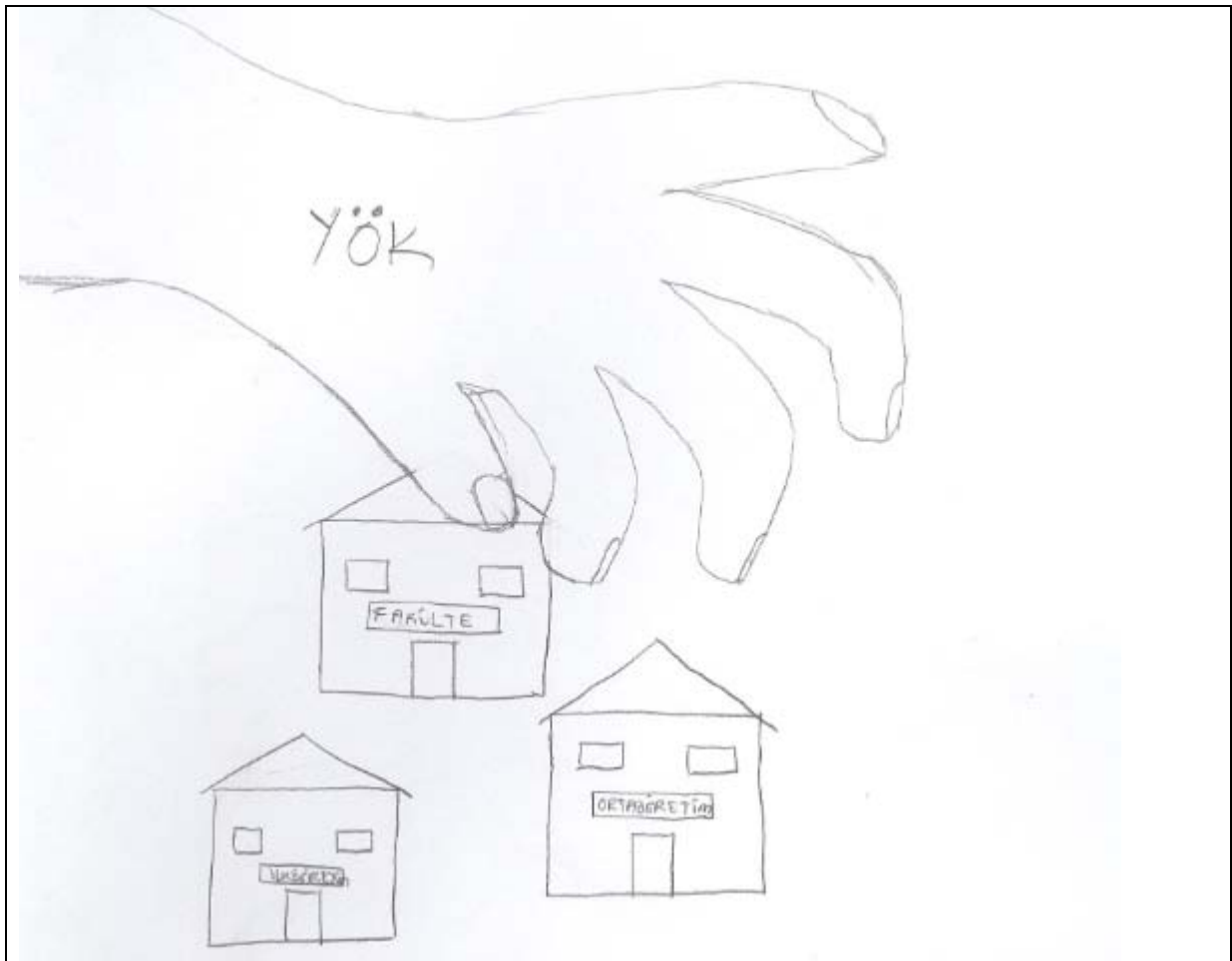
**Picture 1.** *Chameleon Metaphor*



**Picture 2.** *Tree Man Metaphor*

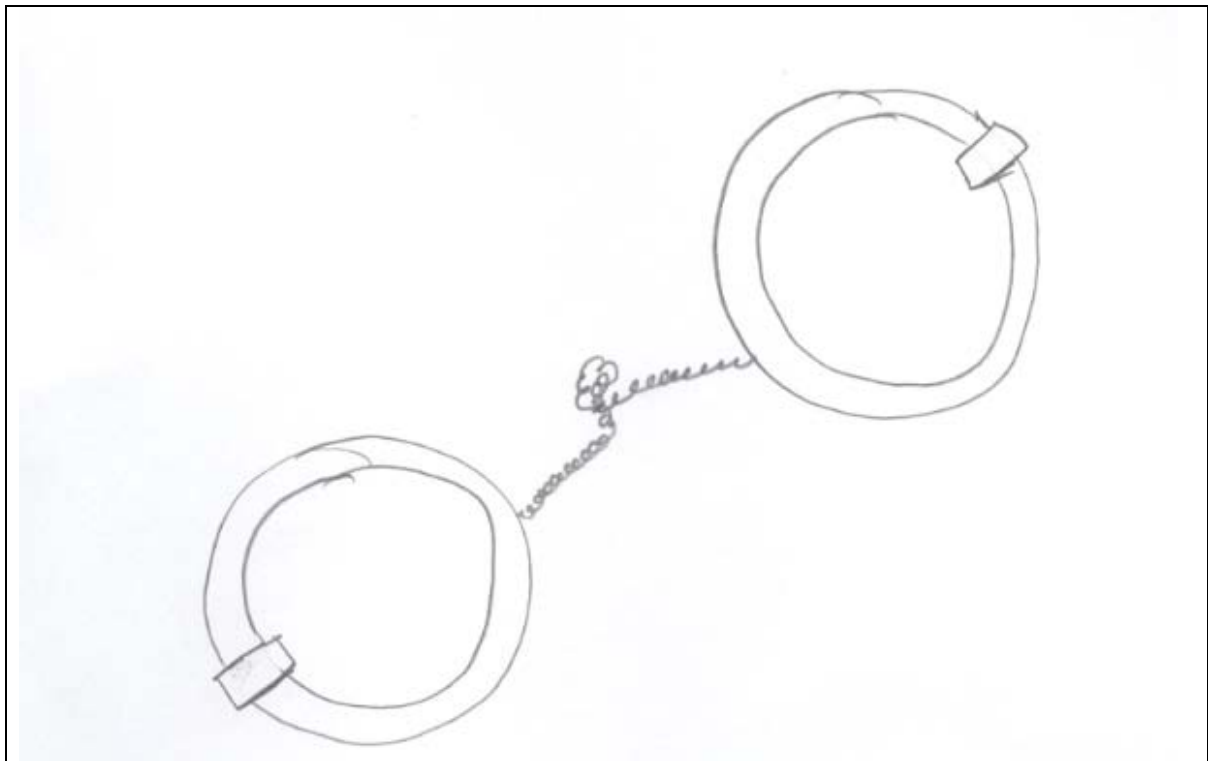


**Picture 3.** *Hand Over Schools Metaphor*





**Picture 4.** *Handcraft Metaphor*



**Picture 5.** *Politician Metaphor*



**Picture 6.** *Snake Tongue Man Metaphor*

