

Terminological comparison on "Geography" and "Earth Sciences" of high school textbooks

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Both physiography and geoscience in the high school curriculum have a lot of similar content. These similarities may function more effectively in education systems, when these contents are taught in a coordinated way. However, there are some problems with the terminology use in textbooks, such as the same meaning but in different terms and the same word but different meanings. These problems may cause confusion among students. It might be difficult to rid these differences immediately, but if we are aware of these problems, teachers can deal with these terms adequately.

In this study, terms and their meanings in textbooks are compared. All the textbooks of geography and geoscience are referred: 3 books of Geography B, 6 of Geography A, 2 of Geoscience, 5 of Basic geoscience, 5 of Science and Human Life. With regard to geographical content, we compared the definition of macro-morphology, alluvial plains and the development process of landform. Concerning meteorological and climatological content, we compared the definitions of atmospheric circulation and Köppen-Geiger Klassifikation.

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