

# NEW APPROACHES IN SOCIAL STUDIES EDUCATION (I)



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# **New Approaches in Social Studies Education**

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## PART 1

# Social Studies Education with Information Technologies

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## 1. Introduction

We may define information technologies as the means that enable us to create, collect, accumulate and process, retrieve, disseminate, and protect information (Karahan, 2001; Aktaş, Alioğlu and Vardar, 2007). The fast development in information technologies has influenced all the dimensions of our daily lives at a significant level, and its importance has increased as an indispensable element of especially educational systems (Aktürk, 2006). Computer, which is one of the most important technological advances of informatics, has become indispensable because of its functionality and speed in transporting information when compared with the other systems. While this indispensability is valid in all areas of economy, the decrease in profit rates of the capital in private sector and the increasing competition conditions have made it compulsory to find new technological innovations (Kazgan, 1997). This situation increased the importance of informatics in economy, and accelerated the new economy process.

In universities, which are the most important institutions of education, one of the factors that *pushed* the change is the new technology, which is constantly evolving (Aktaş, Alioğlu and Vardar, 2007). Among these developments, especially the fast and intense developments in information technologies have influenced higher education institutions more. In this context, it is obvious that the effects of technological development on universities are increasing with each passing day. These effects have positive sides as well as some negative sides. For example, technological developments facilitate research processes, but weaken the university concept

that is based on *place* (Yılmaz and Horzum, 2005). We may claim that the increasing effect of information technologies on educational places have brought with them several innovations in education. We may also claim that the developments in information technologies in the whole world have influences in many fields, and have made it compulsory to make some different activities in these fields. One of these fields is education, and information technologies have had important influences on educational programs, in institutions where education is provided, and on administrators and teachers who are the executors of education.

### 1.1. The Use of Information Technologies in Education

With the global age, information accumulated and increased in a fast manner, and this was reflected in the technology, which has a close relation with information, and technology gained a fast pace in developing. As of the scientific enlightenment period, many technological developments have been witnessed through time. Educational sector also received its share from the technological opportunities that evolve and develop with each passing day. Educational institutions have important duties in developing a society in terms of social, cultural, technological and economic sides and in determining the place of the society among other societies. Teachers, who are the executives of the educational processes in these institutions, must use all possible opportunities to fulfill their responsibilities in raising students in an efficient, creative and constructive manner (Küçükahmet, 1994; Demirli, Kerimgil and Donmuş, 2012). As a matter of fact, technology has become a strong part of the lives of individuals and of societies. It is possible to claim that ensuring that people make use of this strength in realizing themselves and obtaining the qualifications required by the present age are among the duties of educational institutions.

When the issue is using the technologies in educational institutions, the first thing that crosses the mind is computers and Information Technologies. These technologies help teachers, administrators, families and students in monitoring students, organizing class materials, developing environments that are suitable to the “*real*” life situations, and in making evaluations and managing educational institutions, which are all important educational processes (Zarotsky and Jaresko, 2000; Demirli, Kerimgil and Donmuş, 2012).

Information Technologies (ITs) enable us to transfer technological advances to daily life in a fast manner, and access information in a short time thus influencing all dimensions of life (Karasar, 2004; Seferoğlu and Soylu, 2007; Topu and Göktaş, 2012). One of the systems affected by these developments is -no doubt- the educational system (Akkoyunlu, 1996; Göktaş, Yildirim and Yildirim, 2008a, 2008b; Topu and Göktaş, 2012). For this reason, the use of IT in education is an important topic that deserves detailed research (Seferoğlu, 2007; Topu and Göktaş, 2012). In order to keep pace with the changes and developments on efficient use of IT, many efforts

have been made in our country. These efforts have been continued until our present day by updating the principle of being relative to students. In this context, the works based on the FATİH Project (Increasing Opportunities and Improvement in Technology Movement) in Turkey still continues in the student and teacher dimensions and attracts attention because it shows the importance given to IT in education in Turkey. Using the ITs in transferring activities that are based on the acquisitions in learning and teaching process in education influences enhances the interaction between the teacher and students in education. Using the information and communication technologies in educational institutions increases the proximity between students and technology (Demirli, Kerimgil and Donmuş, 2012). The teacher has the key role in using the technology in educational institutions. In this context, it is important that teachers understand the effects of technology in teaching and learning process (Zhao, Hueyshan and Mishra, 2001; Demirli, Kerimgil and Donmuş, 2012). Especially the teachers who work as specialists in technology act like a bridge between technology, educational institutions and students (Valcke, Rots, Verbeke and Braak, 2007; Demirli, Kerimgil and Donmuş, 2012). In performing this duty as the bridge, teachers who work in educational institutions in Turkey have to obtain adequate competency in Information Technologies Teachers Special Field Competencies, which was adopted by Turkish Education Board. The properties that form this quality consist of performance indicators grouped under 6 main themes, which are as follows (Arıkan, 2009).

- ✓ Designing, planning and organizing the educational process and the medium
- ✓ Technological concepts and practices
- ✓ Teaching-Learning-Program
- ✓ Monitoring and evaluation of the developments
- ✓ School, family, social relations, ethics and social issues
- ✓ Professional development.

Certain behaviors and activities come to the forefront in teachers who have the above-mentioned qualifications or who develop themselves in this field with certain criteria. Some of these may be listed as follows;

- ✓ The possibility of encountering discipline problems in educational environments may be reduced to a minimum level
- ✓ It may avoid the distraction of students in classes in educational environments
- ✓ Communication may be established with students who can think in empathy, who are open to critics and who can renew themselves
- ✓ Teaching by entertaining and being up-to-date may be cared more in classes.
- ✓ This may help students in their self-realization processes
- ✓ An efficient awareness may be created in students in learning-teaching process
- ✓ Social problems may be handled in educational environments by giving examples

## 1.2. Use of Technologies in Social Studies Education

The primary aim of Social Studies classes is to train citizens that are well-trained, effective and equipped, and willing to participate in democratic life (Braun, 1999; Kaya, 2008). This type of a citizen is an active participant in individual and social activities according to the conditions of the day, and can answer the questions asked to him/her by filtering the information coming from the social environment (Sunal and Haas, 2005; Kaya, 2008). S/he does this by performing the cognitive and affective aims mentioned in Social Studies program. The aim of Social Studies classes is to revise the social planning with a careful manner, and make students become ready to meet the society. For this reason, it is necessary that teachers and students are ready to the *informational revolution* and the effects of computer in the society (Nelson, 1998; Kaya, 2008). Right at this point, we may claim that using technology -just like any other educational resources- support the targets of Social Studies and the results of its education (Sunal and Haas, 2005; Kaya, 2008). We may claim that using technology in Social Studies education has become important especially in Fatih Project learning environment in recent years. Bolick (From 2002:184, Narrated by Kaya, 2008) handled the integration of Social Studies and technology under three main categories, which are Cooperative Communication Activities, Data Collection Activities, and Multimedia Activities. These categories are;

### 1.2.1. Cooperative Communication Activities

These activities are the ones that are performed without considering any kind of differences in the communication activities between teacher, student, parents, and administrators. These activities have varied through history according to the growing needs to ensure an efficient learning-teaching process. Right at this point, we may claim that although the communicative world of student, which was narrow and limited in the past, has had an unlimited quality with the help of Information Technologies through time, and the *spatial distance concept* disappeared in communication. In other words, teacher and student, who were stuck between four walls in the past, may work in a cooperative manner -no matter where in the world- by using the opportunities of video-conferences, e-mail or web sources, solve the emerging problems, provide new learning areas in every field, and share knowledge with ease (Bolick, 2002; Kaya, 2008).

In Social Studies teaching, although many technological means are influential in sharing the works and problems of students, we may say that using computer is much more influential. Especially through computers, students have met databases on the Internet, and this increased the effect of Information Technologies during the learning process (Nelson, 1998).

We may also claim that the activities intended to increase the technology-based communication skills of students at primary and secondary education level had an increasing accel-

eration as of 2005. Especially, when the Social Studies education program, which was used in 2005, and the draft Social Studies program that will be used as of 2017-2018 academic year are considered, it has been influential in learning field, acquisitions, content, and skills.

### 1.2.2. Data Collection Activities

In studies or assignments conducted on Social Studies teaching, we may claim that the most important means in collecting data is the Internet. The Internet (the international network) was developed in 1969 by the Ministry of Defense (the Pentagon) of the United States of America for the purpose of accelerating the sharing of information on military issues in the whole world (Martorella, Beal and Bolick, 2005; Kaya, 2008), and today, it emerges before us with the questions “Why don’t you search on the Internet?”, “Why don’t you ask the Internet?” or “The answer for this question is on the Internet” (Braun, 1999:346).

When the effects of the Internet on the development of students in doing the assignments given in Social Studies education classes are considered, we may say that teachers must provide certain privileges and freedom for students to use the Internet for the purpose of performing efficient learning or teaching, because students are now aware of the fact that Internet develops the critical thinking, problem solving, written communication skills and cooperative working skills (Chapin and Messick, 1999, Kaya, 2008). This awareness has arrived in our present world as of 1993 when the Internet had a revolution in the whole world. In those times, nearly 130 websites sought the answer to the question “Where and how to teach?” while today, hundreds and millions of websites seek the answer for the same question (Martorella, Beal and Bolick, 2005).

Teachers and students, who reduced the reliability and being up-to-date problems in data collection processes to a minimum level with the help of the Internet in Social Studies education, can make use of other Information Technologies and the functions of them (Tablet PCs, mobile phones, teleconferences, etc.). In recent years, students make use of internet-assisted Information Technologies not only in Social Studies classes but also in many other subjects in primary schools and secondary schools. When the Social Studies education program, which was used in 2005, and the draft Social Studies program that will be used as of 2017-2018 academic year in 5<sup>th</sup> grades are considered, we may claim that internet-based Information Technologies are used in intraschool and extraschool assignment activities under the title of “Data Collection Activities”.

### 1.2.3. Multimedia Activities

Teachers and students, who are the most important variables in learning-teaching process in Social Studies education, use several software to enable them perform learning-teaching

activities in a qualified manner. Such software helps teachers and students to develop Social Studies concept and the related disciplines by using multimedia descriptions. The learners, who are encouraged in this way, have the opportunity of constructing their information in a meaningful manner, and the teachers have self-confidence when they teach their classes by using the software (Bolick, 2002).

Depending on the Social Studies education study field, after the learning process formed as based on using Information Technologies and the relevant software in teaching-learning process, students assess the data sources they collect and organize their knowledge in order to test the hypotheses or interpret the answers of the questions. In the end, students reach definitions and results that may be necessary for future studies (Garcia and Michaelis, 2001; Kaya, 2008). However, not every software may be used in Social Studies learning environments. The software that may be used in Social Studies classes must meet certain criteria and standards. When these standards are considered, it is seen that the facility and prices of the software that may be used in Social Studies classes are important criteria in choosing the software. Meanwhile, the facility of the manuals of such software is another important factor in choosing the software. Applying to *listservs* discussion groups (Newsgroups) for the purpose of finding solution for the problems about the software is an important method in obtaining information on the compliance of the software (Braun, 1999, Kaya, 2008). In 1980s, when softwares first emerged, they were constructed on drill and practice just like electronic workbooks. Today, on the other hand, the software is classified as educational software, problem solving software, simulation software, word-processor and database software, and aims to develop upper-level thinking skills (Kaya, 2008). It is clear that students that have upper-level thinking skills can analyze new situations easily, create new ideas or understand complex things (Mukherjee, 2004; Kaya, 2008). It is also an important issue that software may serve different purposes. Some Social Studies software, for example Tom Snyder's Timeliner Program or Mapping Softwares may be used in many different areas at many different educational levels. This is similar to the facility of using the same database or the same spreadsheets both by the teacher and the students, which brings an important positive aspect to the Social Studies education (Kaya, 2008). Using software programs for multiple purposes also brings saving time and money opportunities. This situation is one of the most important qualities of a software in Social Studies. Right at this point, the question of "According to which criteria should we choose the software to be used in Social Studies learning environments?" becomes important (Kaya, 2008). We must consider several criteria in order to be able to answer this question. These criteria are;

- ✓ Special Education Principles (being suitable for student, openness, transition towards the unknown from the known, from the concrete to the abstract one, integrity, being economic etc.).

- ✓ General Education Principles (the course books used, materials, class hours, etc.).
- ✓ Social Studies Educational Program (the acquisitions).
- ✓ Teacher Competencies (Field, vocational and general knowledge).
- ✓ Program Development Basics (Individual, Social, Philosophical, Psychological, Economic, Topic Area).

We may again claim that although using Information Technologies in Social Studies learning environments brings variety to the learning environment, it is also influential on learning-teaching process. This learning medium and process, the number of the means of information technology and their functions vary according to the development levels of countries. Educational field received its shares from the negative environment created by the economic conditions in the early years of the Republic in Turkey (Aydın and Aydın, 2011). In order to be rescued from this negative environment, there were several attempts and developmental works, which ensured that the technology-based education reached our present day in the field of Social Studies learning environments in Turkey.

The use of technology in Social Studies is the most meaningful structural method that may be used to cover the needs of students and to increase their interest in classes (Heafner, 2004). However, not using this structural method within certain and suitable criteria may bring with it several negative aspects. Such negative aspects may be;

- ✓ Increasing discipline issues
- ✓ Using Information Technologies for different purposes
- ✓ Distraction during learning-teaching process
- ✓ Reaching ready-made information or content with the help of Information technology
- ✓ The lack of awareness in students

In order to save students from the abovementioned negative aspects, teachers, who are the narrators of the class subjects, must take certain precautions, which are;

The teacher must introduce the Information technologies that will be used in Social Studies classes, and tell the functioning of them in a meaningful manner.

- ✓ Social Studies teachers must use Information Technologies in classes for the purpose of attracting the attention of students, to motivate them, to make them learn in a meaningful manner, to concretize, and reinforce the subject.
- ✓ Students must be enabled to make use of the properties of the Information Technologies used in Social Studies classes that might bring them to explore and study.
- ✓ Students' needs must be considered in the Information Technologies activities that are prepared for the data collection processes or to be used in Social Studies classes.

### 1.3. Examples of Studies Conducted on the Use of Information Technologies in Social Studies

Anderson and Becker (Narrated from 2001, by Kaya, 2008) conducted a study on the attitudes of Social Studies teachers towards Information Technologies, and reported that there were limitations in the use of technology in Social Studies classes.

Koçoğlu (2017) conducted a study under the title "Perceptions of Teacher Candidates about Social Network Usage Levels in Turkey", and reported that there were negative effects of using social networks in learning environments in the learning level of the students and in the attitudes of students towards classes.

Akman and Patoğlu (2016) conducted a study with the title "Examining the Controversial Subjects in Social Studies Course Books in Secondary Education: A Content Analysis", and reported that the subjects might be concretized by making use of technological means and equipment in teaching complex subjects in Social Studies field.

Taylor and Duran (2006:16) conducted another study and reported great success levels with the MITTEN (Michigan Teachers' Technology Education Network) program they used in the study. With the help of the program, a suitable environment was provided for educators where they could share the resources and learning. The program affected the learning levels of students in a positive way, and increased their interest in Social Studies classes. According to the findings of the study, using technology with cooperative approaches in Social Studies classes gave the most positive and the most suitable results.

Kaya (2008) conducted a study with the title "Using Technology in Social Studies Classes", and determined at which stages and functions the technological equipment in Social Studies classes. He also reported that technological equipment had positive as well as negative sides.

Yeşiltaş and Kaymakçı (2014) conducted a study with the title "Technological Dimension of the Social Studies Teaching Program", and mentioned the elements of the program that was prepared on the use of technology in Social Studies classes.

Öztürk (2006) prepared a post-graduate thesis with the title “Assessment of the Competences in the Use of Technology in Training Social Studies Teachers”, and reported the adequate and inadequate sides of Social Studies teacher candidates by using techniques to reveal the adequacy in using technology.

Azatemür (2003) conducted a study with the name “Using Equipment in Teaching History in High Schools: The Case of Sivas”, and tried to seek the answers to the question “How may we make better use of educational equipment in teaching history classes?” The purpose was to define the materials used in history teaching at secondary schools, to determine their benefits, to detect whether such equipment was in the schools, and to ensure that the use of equipment became more efficient by considering the viewpoints of the students and teachers. In the results of the study, it was reported that adequate equipment was not used in classes, which is a parallel result of some other studies, and the use of more equipment was recommended.

Aydın, Dündar and Kaya (2017) conducted a study with the name “Teaching Social Studies with Local History Activities”, and reported that teaching local history in Social Studies classes by making use of Information Technologies gave more efficient and qualified results.

## Results

In this study, which was prepared to examine the importance of Information Technologies used in the Social Studies education field, which aims to raise efficient and democratic citizens, and to make students learn in a meaningful, permanent and conceptualized manner, based on the “science technologies” concept, the acquisitions of students and the responsibilities of teachers in teaching these classes have been focused on. The changes in the usage of Information Technologies in Turkey were also examined with justifications. The issue of how Information Technologies were used in Social Studies learning field and how they were integrated with Social Studies were also dealt with in the study. In the last part of the study, the positive and negative sides of using Information Technologies in Social Studies classes were examined, and the precautions that must be taken by Social Studies teachers to eliminate the negative sides were explained. The activities mentioned in the Social Studies education program, which was used in 2005, and the draft Social Studies program that will be used as of 2017-2018 academic year were considered, and the activities designed for using Information Technologies in classes and the activities designed for students and teachers were explained.

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## PART 2

# Alternative Assessment Methods in Social Studies

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### 1. Introduction

Constructivist learning theory prefers assessment methods that support student learning instead of traditional assessment approach. This approach can be defined as assessments meant for both learning and the learners involved. According to Stiggins (2007), assessment of learning includes not only tracking the students, but also an instructional strategy and learning process that improves student learning. Constructivist learning theory was first applied in the United Kingdom in 1998, and then used as the foundational approach of educational programs in many countries—including the U.S., Australia, New Zealand, Germany, Spain, Canada, Taiwan, and Israel. In 2004, Turkey adopted this learning method with a piloting phase in 9 cities and then the constructivist learning method became the foundation of educational programs across the country in 2005. The proponents of the constructivist learning method say that constructivist learning activities should have the following characteristics:

1. Learning should be realized by learners and be controlled internally. Therefore, students' self-discipline and metacognitive knowledge should be considered.
2. Learning activities, measurement and evaluation activities, and tools that are used for these purposes should be able to enhance metacognitive skills such as self-analysis, self-reflection, and self-awareness.
3. Students should gain multiple perspectives, and a variety of measurement and

evaluation techniques should be used; students should get experience with self-evaluation (Yurdabakan, 2011: 58).

An assessment method that considers the above mentioned features can be described as assessment for learning. Additionally, Stiggins and Duke (2008) claim that, to create beneficial evaluation, teachers should openly answer the following questions before designing and creating an assessment method.

1. Based on evaluation results, what instructional decisions will be made?
2. Who is going to apply these decisions?
3. Which decisions will help educators to make good decisions?

Answers to these questions will serve as a guide to achieve the goal of accurate assessment and, therefore, assessment for learning will occur. The structuring of constructivist learning theory is learner-centered, liberalistic, individual, and holistic, and prioritizes evaluating the process rather than an end product (Dilaver ve Akyürek Tay, 2008). These properties of constructivist learning theory caused changes in learning and teaching strategies. In addition to this transformation, traditional exam-based assessment methods' observed negative effects and constructivism, an emerging new approach to learning, led to search for alternative teaching and assessment methods that promote deeper learning and studying and supporting high level learning (Tynjala, 1998). Herman (1992) said that educational assessment is an innovation process, where old models are seriously questioned, and new techniques are being developed. Therefore, researchers have become greatly interested in alternative assessment methods (Dochy, Segers ve Sluijsmans, 1999), and many definitions have been explored to describe alternative evaluation.

Alternative assessment is described as the instructional techniques and processes that can be easily integrated into daily classroom and school activities (Hamayan, 1995). As it is described, alternative evaluations are an assessment that can occur during teaching and learning processes in order to provide further learning. Another definition of alternative assessment notes that it is about making decisions regarding the quality of students' responses to questions, and alternative education includes self-tracking as well as providing feedback. The goal of many education systems is easing the transition from feedback to self-tracking (Sadler, 1989), and alternative evaluation serves this goal. According to Tierney, Carter and Desai (1991 cited in Hamayan, 1995), alternative assessment enables students to further develop their skills and abilities. In other words, alternative evaluation provides chances for teachers to see the levels of students' gained skills and abilities, and also the limits of these skills and abilities—all during instructional processes.

Herman, Aschbacher and Winters (1992) noted that the below features are common in alternative forms of assessment:

1. Asking students to do, create, produce, or make something;
2. Noticing high level thinking and problem solving skills;
3. Using meaningful instructional activities;
4. Using real life examples;
5. Understanding that humans are not machines, so humanistic judgements must be made when grading;
6. Requiring new teaching and assessment roles for teachers.

Alternative assessment describes measurement tools that are not used in traditional evaluation methods (Çepni, 2009) and defines measurement tools that assess end products as well as a learning process. In another words, alternative evaluation can be defined as assessment that is not included in traditional evaluation methods and which is usually beneficial for assessing an end product and learning process together, though it also enables one to measure and assess only the product.

Additionally, alternative assessment has some distinctive features. Janich, Liu, and Akrofi (2007) explained these features as consisting of the following:

1. Alternative assessment is situated in the classroom, with teachers making choices in the measures used.
2. Alternative assessment is based on a constructivist view of learning whereby the student, the text, and the context impact learning outcomes.
3. Alternative assessment is predicated on the view that learning processes are equal to, if not greater than, the resulting products.

Based on the above explanations, it is possible to say that alternative evaluation emerged from the constructivist learning view, and assessment strategies which are derived from a framework of constructivist learning theory that includes assessing process, product, or both (Dorn, Madeja ve Sabol, 2004). Alternative assessment provides chances for teachers to consider every student's learning needs and their learning styles, as well as adaptation to instruction, individual tracking of student achievement, the creation of instructional activities that interest and motivate students, and assessment tools designed to enable students to make goal-oriented and objective evaluations so that students progress and advance (Greenstein, 2010). Therefore, developing alternative assessment tools is crucial. Herman, Aschbacher,

and Winters (1992) said that even though alternative evaluation requires one to have new strategies to analyze educational results, the concept of developing alternative evaluation tools is backed up by years of research. That is why developers of high quality tests such as benchmark tests, criterion tests, or performance tests have to follow the below rules, with some variations:

1. Determining the skills and achievement that students will develop;
2. Elaborating upon tasks that students will use to demonstrate their skills and achievement;
3. Determining evaluation criteria and standards for student performance while students are on task;
4. Developing a dependable scaling process;
5. Identifying validity proofs for supporting decisions that are derived from student assessment;
6. Improving educational and instructional programs, the accuracy of evaluation through test results, and the feedback provided to students, parents, and community.

Alternative evaluation tools that are developed based on the above mentioned features serve our goal of assessment and make it possible to evaluate a course. Social Studies courses are some of the courses that can integrate alternative evaluation methods to help us to identify the level of skills and abilities that students have gained. Savage and Armstrong (1996) defined a Social Studies course as a subject which is composed of humanitarian and Social Studies in order to improve citizenship skills. The main goal of the Social Studies subject is becoming an effective citizen, and some features of effective citizen are so described in such a class. In general, these features can be grouped under the title of skills and values. The below list presents the skills for students to gain through the Social Studies subject:

1. Thinking skills,
2. Research skills,
3. Time and chronology skills,
4. Map and globe skills,
5. Communication skills
6. Comprehending change and continuity skills,
7. Interpersonal and intergroup skills,
8. Drawing and interpreting tables, graphs, and diagram skills, and
9. Literacy of digital, financial, and media skills.

The values students aim to gain through social studies are:

1. Patriotism,
2. Justice,
3. Independence,
4. Peace,
5. Freedom,
6. Diligence,
7. Integrity,
8. Tolerance,
9. Hospitality,
10. Respect,
11. Love, and
12. Helpfulness

Significant time is required for students to gain these skills and values, and there is a need for tracking, controlling, and drawing conclusions. It is not possible to determine whether students have gained the intended skills and values, or encountered problems during the instructional activities, when making evaluations through a traditional assessment approach. Therefore, it is necessary to implement alternative assessment since this requires us to assess the process rather than the product. As a matter of fact, in Turkey, the 2005 Social Studies curriculum (as well as 2017 Social Studies curriculum) suggest that an evaluation approach should be in line with the constructivist learning theory evaluation approach through the below articles.

**Article 17:** Teachers should select assessment tools and methods that are appropriate with chapter structure. Teachers should know that evaluation is a part of instruction and it cannot be apart. Teachers should not evaluate only the learning product, but also learning process. They should use traditional and alternative evaluation strategies together. These assessment strategies and tools are composed of ; observation, performance assignments, interviews, self-evaluation scales, portfolio, projects, poster, multiple choice, matching, fill in the blank, and open ended tests. Teachers should not ask divergent questions that will result students to have divergent thinking when using traditional evaluation methods. Some students may be quiet in group discussions, but can write very good compositions or draw pictures. Some students make good presentation but cannot write it very well. As can be seen that using the variety of evaluation tools will give chances for students to see they have learned. As instructional activities, students should make projects such as pictures, photos, poster, songs, PPT presentations, and maquette. Students should be given chances to present these products to their families and acquaintances (MEB, 2005).

**Article 14.** Evaluation tools and methods that are appropriate with the structure of the chapter. Not only product but also learning process should also be assessed. Traditional assessment and alternative assessment method should be used together in evaluation (MEB, 2017).

Based on these properties, there are several issues that Social Studies teachers need to be aware of when making evaluations. These issues may be listed as:

- a) Selecting assessment tools based on topics;
- b) Applying evaluation as a part of instructional activities in order for learning to occur;
- c) Not only assessing the product, but also the process;
- d) Using traditional and alternative evaluation methods;
- e) Aiming to improve divergent thinking when using traditional evaluation;
- f) Being able to use a variety of evaluation tools together.

An assessment method which is developed based on the above issues will be in line with constructivism. Consequently, constructivist Social Studies teachers have to implement alternative assessment techniques and traditional assessment methods together, and Social Studies teachers are able to use alternative assessment tools as effectively as they use traditional assessment tools. As a result, Social Studies teachers' opinions of alternative assessment are important. Therefore, the following section covers Social Studies teachers' definitions, problems, and suggestions for using alternative assessment methods. It also includes a discussion of advantages and disadvantages of alternative assessment.

### **Social Studies Teachers' Opinions About Alternative Assessment**

Social Studies teachers generally think that alternative assessment is project-performance evaluation (Tay, 2013). Nitko (1991 cited in Bıçak, 2010) noted that alternative evaluation is also called performance evaluation, but that they do not mean the same thing. Gitomer and Duschell's (1997) definition of alternative evaluation, an evaluation that aims to assess performance, is similar to Social Studies teachers' definition of the same. Moreover, previous research (Bal, 2009; Yalçinkaya, 2009; Adanalı and Doğanay, 2010; Toptaş, 2011; Aydoğmuş and Coşkun Keskin, 2012) has shown that teachers have most commonly used project and performance based assignments. It is possible to conclude that Social Studies teachers define alternative evaluation as "project-performance evaluation" since project and performance assignments are the most commonly used alternative evaluation methods. Additionally, since performance based assessment is a kind of alternative evaluation (Wei ve Pecheone, 2010), it also supports Social Studies teachers using the term "project-performance evaluation" when defining alternative assessment.

According to Social Studies teachers, alternative assessment is “step by step evaluation,” “determining student performance and tracking their progress,” and “controlling the process of a task in a certain period” (Tay, 2013). Based on these descriptions, Social Studies teachers describe alternative evaluation as: assessing learning activities in a process, controlling the learning in predetermined points, and evaluating the product as well as the process. These descriptions of alternative assessment point out assessing the process. For example, Hamayan (1995) defined alternative evaluation as consisting of instructional methods and processes that can easily be integrated into classrooms or schools’ daily activities. Dorn, Madeja, and Sabol’s (2004) description of alternative evaluation covers assessing the process, product, or both. Birgin (2008) also pointed out that alternative evaluation forms should serve for assessing student learning, determining shortcomings during learning, and tracking student progress. Bahar, Nartgün, Durmuş, and Bıçak (2010) said “multiple answers, strategies and constructed processes are assessed, authorized, and rewarded by teachers” in describing alternative evaluation, and this description implies that alternative evaluation includes assessing the process and controlling the process, as teachers also expressed. Based on the above mentioned explanations, it is possible to conclude that Social Studies teachers’ descriptions of alternative evaluation match up with descriptions in the literature.

Social Studies teachers have also defined alternative evaluation as “student socialization” and as “not only acquiring knowledge but also using the knowledge” (Tay, 2013). This definition may be connected with the general framework of a project and performance evaluation, which are methods of alternative measurement and evaluation. Furthermore, Çalışkan and Yiğittir (2015) said that while a product is assessed, the main focus is evaluating the performance during the process in performance-based assessment, and performance-based assessment is more relevant to real life and student-centered when compared to traditional measurement and evaluation. Moreover, performance-based evaluations fulfill a task of preparing students for real life if they are designed with consideration for real life problems and solutions. On the other hand, project based evaluation encourages students to participate in group study and collaborative learning activities. Group study and collaboration activities have a significant effect on student socialization. Furthermore, Ada, Baysal, and Kadioğlu (2009) claimed that project based evaluation encourages active student participation, includes high level thinking activities, supports the use of a variety of tools and resources, deals with social and life skills together, and points out the use of technology as a learning tool. These definitions of alternative evaluation in literature match up with teachers’ descriptions of alternative evaluation as “student socialization” and as “not only acquiring knowledge but also using the knowledge.”

Literature indicates that teachers, including Social Studies teachers, know more or less alternative evaluation, think that it is important, but they have some problems with it (Jonson, 1999; Kleinert, Kennedy ve Kearns, 1999; Cheng, 2006; Şaşmaz Ören ve Tatar, 2007; Şimşek, 2011; Yeşilyurt, 2012). However, Corcoran, Dershimer, and Tichenor (2004) said that even though many educators agree on the importance of using at least one kind of alternative (otantic) evaluation in classrooms, they also mention that applying an alternative evaluation technique is difficult.

Social Studies teachers categorized the problems with applying alternative evaluation strategies and solutions to solve problems into four main types: system, teacher-student, school, and parents. Table 1 shows the problems and solutions offered for problems of using alternative evaluation methods in classrooms (Tay, 2013).

Table 1

Problems and solutions offered for using alternative evaluation methods

<b>Problems</b>	<b>Solution Offers</b>
<i>System related</i>	<i>System related</i>
Examination system	Reforming the exam system
Principals interfering to change grades in the system	National Ministry of Education (MEB) should oversee grades and control the system Educating principals on alternative education
Limited hours of Social Studies courses	Increasing the number of Social Studies courses
Practice exams	Conducting practice exams out of class
Performance assignments' lack of direct effect on academic achievement	Accounting performance assignments grades in academic achievement
<i>Teacher and student related</i>	<i>Teacher and student related</i>
Teachers' lack of information	Providing professional development courses for teachers
Additional burdens on teachers	Teachers should work in the school all day long
Difficulty of composing project/performance groups	
Not being able to create measurement-evaluation tools	
Students' tendencies toward easier tasks	
Students' lack of interest	Creating teacher-student collaboration
Requirement of doing homework for every course	
Time problem for students	
<i>School related</i>	<i>School related</i>
Schools' physical structure	Improving schools' infrastructures
Lack of Social Studies laboratories	
Crowded classrooms	Reducing the number of students in a classroom
<i>Parents related</i>	<i>Parents related</i>
Lack of interest and knowledge of parents	Educating the parents
Parental expectations	
Project and performance assignments being done by parents	
Additional costs for parents	
Socio-economic status of parents	

Having limited numbers of Social Studies courses is a system-related problem. The research regarding problems that teachers encounter when using alternative evaluation methods shows that the main issues are time related, and they are described as: limited number of courses, lack of time, and not having enough time (Tomal ve Şenol, 2007; Şaşmaz Ören ve Tatar, 2007; Duban ve Küçükyılmaz, 2008; Yalçınkaya, 2009; Karakuş, 2010; Şimşek, 2011; Yeşilyurt, 2012; Aydoğmuş ve Coşkun-Keskin, 2012).

Another problem that Social Studies teachers face is the existing standardized exam system. Tomal and Şenol (2007), Karakuş (2010), and Aktürk (2012) found that standardized exams are crucial problems in integrating alternative evaluation strategies. Social Studies teachers express the issue that standardized exams and problems related to these exams—such as principals' interfere to change student grades in the system and practice exams—are some of the important problems that they face when designing alternative assessment tools. Another problem that prevents teachers from integrating performance-based evaluation is a lack of any direct impact on students' academic achievement (Tay, 2013)

Social Studies teachers have expressed that the main teacher-student related issue related to not being able to use alternative evaluation is teachers' lack of knowledge about alternative assessment. Literature also confirms teachers' lack of knowledge on integrating alternative evaluation (Duban ve Küçükyılmaz, 2008; Çepni, 2009; Bal, 2009; Ataman ve Kabapınar, 2012; Tuncer ve Yılmaz, 2012). Hambleton and Murphy (1992) maintained that if teachers do not have knowledge and skills related to alternative evaluation, they will face problems when integrating such assessment strategies in a classroom environment.

Causing extra work for teachers is another problem that teachers encounter with alternative evaluation. This problem can be explained by the disadvantage of project-based assessment, which brings up extra work and additional responsibilities for teachers (Çalışkan ve Yiğittir, 2015).

The literature (Şaşmaz Ören ve Tatar, 2007; Yalçınkaya, 2009; Şimşek, 2011; Aydoğmuş ve Coşkun-Keskin, 2012; Aktürk, 2012; Ataman ve Kabapınar, 2012) supports Social Studies teachers in defining teacher-student related problems when using alternative evaluation: “causing additional work to teachers, difficulty of composing project/performance groups, not being able to create measurement-evaluation tools, students' tendency for easier tasks, students' lack of interest, requirement of doing homework for every course, and students' time problems.”

Social Studies teachers identified having crowded classrooms as a school-related problem that prevents their using alternative evaluation methods. The research (Yalçınkaya, 2009; Şimşek, 2011; Yeşilyurt, 2012; Tuncer and Yılmaz, 2012; Aydoğmuş and Coşkun-

Keskin, 2012; Aktürk, 2012) has shown that this is one of the most common problems—to have crowded classrooms not only for Social Studies teachers, but also for teachers of other subjects.

Parent-related problems have been identified as: “parents’ lack of knowledge and interest, parents’ expectations, project and performance assignments are done by parents instead of students, causing additional costs for parents, and parents’ socio economic statuses” (Tay, 2013). Social Studies teachers’ having the problem of uninterested parents has also been identified in other studies by Yalçınkaya (2009), Şimşek (2011), and Aktürk (2012).

Alternative evaluation methods that can be used in Social Studies courses include:

- |                                  |                            |
|----------------------------------|----------------------------|
| a) Performance based evaluation, | j) Attitude scales,        |
| b) Portfolio,                    | k) Self evaluation,        |
| c) Project based evaluation,     | l) Peer evaluation,        |
| d) Rubrics,                      | m) Group evaluation,       |
| e) Check lists,                  | n) Interview,              |
| f) Concept maps,                 | o) Constructed grid,       |
| g) Rating scales,                | p) Diagnostic tree, and    |
| h) Observation forms,            | q) Word association tests. |
| i) Oral presentations,           |                            |

Research has shown that performance based evaluation, portfolios, project based evaluation, check lists, concept maps, oral presentations, and interview assessment methods are the most commonly used alternative evaluation methods (Adanalı and Doğanay, 2010; Aydoğmuş and Coşkun-Keskin, 2012; Yeşilyurt, 2012; Kaya, Balay, and Göçen, 2012). On the other hand, rubrics, rating scales, observation forms, attitude scales, self evaluations, peer evaluations, group evaluations, constructed grids, diagnostic trees, and Word association tests are either rarely used or never used (Aydoğmuş and Coşkun-Keskin, 2012; Yeşilyurt, 2012; Kaya, Balay ve Göçen, 2012).

Alternative evaluation provides many advantages. These advantages include:

- a) Reducing the burden on students,
- b) Results of permanent learning

- c) Enhancing student research skills,
- d) Helping students to reach the information by themselves
- e) Students improving their skills in self-expression,
- f) Learning by doing,
- g) Improving creativity,
- h) Increasing productivity,
- i) Enabling students to discover skills,
- j) Helping teachers to better know students,
- k) Providing self-control for students,
- l) Developing new skills,
- m) Helping students to gain self-confidence,
- n) Helping students better manage their time,
- o) Helping students gain socialization skills,
- p) Helping students gain communication skills, and
- q) Helping students to become active.

Looking at the advantages of alternative assessment, it can be observed that these advantages apply to both teachers and students, and that these advantages mostly point out improving skills. Besides the above listed advantages, however, there are also some disadvantages of using alternative evaluation which should be noted. According to Social Studies teachers, disadvantages of alternative assessment include:

- a) Causes extra work for teachers,
- b) Results in time issues,
- c) Costs too much,
- d) Increases test anxiety,
- e) It is hard to store all the student projects and products
- f) Lack of resources, and
- g) Increases paperwork

The disadvantages that have been identified by Social Studies teacher coincide with the problems that are faced when integrating alternative assessment methods. We can conclude that Social Studies teachers categorize the disadvantages of alternative evaluation as system-based, teacher-student related, school-related, and parents-related.

### **Results**

Alternative evaluation has been increasingly used since 1980 as a reflection of constructivist learning theory, and it refers to non-traditional measurement methods. Its approach is one of evaluating the process in general. Alternative assessment has emerged as a result of traditional assessment methods only assessing products being insufficient for answering the needs of contemporary educational approaches. Current Social Studies courses prioritize teaching and the learning of skills and values, which requires a use of alternative evaluation approaches. Therefore, Social Studies teachers need to be equipped with alternative evaluation skills and experiences.

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## Social Studies Education with Different Learning Environments

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### 1. Introduction

There is learning activity in the very heart of education, because realization of education depends on the realization of learning (Aküzüm, 2013; Sever, 2015). What learning is and how it occurs in humans have always attracted the curiosity of humans, and learning has been defined in different ways, which is also the case in education. For example, according to Bacanlı (2007), learning is extremely permanent changes occurring in the behaviors of the organism through repetitions or experiences. According to Senemoğlu (2003), learning is the relatively permanent changes occurring in behaviors or in potential behaviors as a result of experiences and is not referred to as the growth and temporary changes occurring in the body due to various effects. According to Yeşilyaprak (2007), learning covers the permanent changes observed in behaviors as a result of repetition or experiences. It is possible to mention more definitions on learning, and it is obvious that there are no major differences between these definitions. As a matter of fact, the majority of psychologists and educators today see learning as a *traced behavior change* occurring as a result of experiences. Based on this definition, the following conditions must exist in order to talk about learning;

- ✓ There must definitely be a behavior change as a result of learning,
- ✓ This change must occur as a result of experiences,
- ✓ This change must leave permanent traces (Aküzüm, 2013; Sever, 2015).

Since learning is an absolute behavior change, the behaviors observed as a result of learning must have certain properties. Based on the definitions of learning, it is important that the behaviors acquired after learning must appear with the interaction between the experiences of the individual and his/her environment, it must have permanent traces, and the learner must be involved in the learning process. On the other hand, learning may be effective on the change in emotions, thoughts and attitudes, and the behavior change may appear in the form of new behavior or in the form of quitting certain behaviors (Sever, 2015). It is necessary to form proper learning environments to see such behavior types or to observe the change in them.

The learning environment hosts all of the factors that affect the learning process. For this reason, the environments formed with the interaction of place, time, infrastructure, equipment, and psycho-social factors, which exist in learning process and which have certain influences on it, may be called as the *learning environments*. In general, learning environments, which are emphasized in terms of their efficacy on learning, are described as the places where individuals use their existing resources for the purpose of defining the events happening around them and developing meaningful solutions for problems (Wilson, 1996). In addition, Wilson also stated that learning environments are places where learning is *fed* and supported rather than being places where learning is imposed with force. With this statement, the role of a teacher as the guide in learning environments is emphasized. In addition to the teacher in learning environments, the students, the properties of the subject and other factors must also be determined and defined, the learning level must be determined, and the data on the achievements obtained as a result of the materials and methods must be analyzed with accuracy. In case these factors are considered and learning environments are redesigned, these environments may be transformed into more efficient learning environments. In addition, in case learning environments are structured in advance, it becomes easier for students to reach the learning target without any uncertainties (Yılmaz and Akkoyunlu, 2006). In this way, efficient learning environments may be formed with certain regulations in this way, and students may become equipped with knowledge and skills for their upper-level educations and for their lives to move on (Emrem, 2008).

The Constructivist Approach, which takes the individual speeds and differences as the bases and considers the learner as the sole authority in learning, explains the learning environment as one of the most important variables of the learning process. The learning environments that are organized in accordance with the principles of Constructivist Approach require that individuals take more responsibilities in the learning process, because the mental constructions on the elements to be learnt are performed by the individual alone. For this reason, constructivist learning environments are organized in such a manner that will enable students to interact with their environments more, and therefore have immense experiences (Arkün and Aşkar, 2010). With the help of such learning environments, individuals have the opportunity of testing

the accuracy of their previously constructed information in their minds, correct their mistakes, and even replace previous information with new one (Yaşar, 1998).

In Social Studies study field, which is defined as the “integrating social and human sciences concepts for the purpose of applying citizenship skills in critical social issues with an interdisciplinary understanding” (Barth, 1991, p.7), there are various disciplines; and for this reason, different learning environments are needed for the acquisitions prepared for each discipline. There are educational institutions that host different learning fields in them as well as those that have transformed existing classroom environment in such a way that is suitable for the acquisitions of the class throughout the world. For the purpose of ensuring efficient learning in learning environments prepared for the Social Studies Education Study Field, the means, tools and materials that are suitable for the acquisitions of the classes must be used in the learning-teaching process (Sever and Koçoğlu). Although these materials vary, smart boards that have technological properties (Koçoğlu,2017), tablet PCs, and virtual learning environments are used in Turkey in the context of the FATİH Project that has been applied in recent years. In their study, Sever and Koçoğlu (2015) grouped these learning environments under 11 categories, which are:

- ✓ Educational learning environments
- ✓ Political learning environments
- ✓ Geographical learning environments
- ✓ Touristic learning environments
- ✓ Legal learning environments
- ✓ Sociological learning environments
- ✓ Virtual learning environments
- ✓ Technological learning environments
- ✓ Historical and Artistic learning environments
- ✓ Cultural learning environments
- ✓ Religious learning environments.

Although the acquisitions that are suitable for the whole of the learning environments in Social Studies Study Field are included in Social Studies Curriculum, it is possible to claim that the most-frequently used learning field in Turkey is the Educational Learning Environment.

The proficiency of teachers, economic opportunities and the structure of schools are influential factors in this preference. It is an incorrect judgment claiming that using educational learning environments in Social Studies frequently means using traditional hypotheses in education, because using this learning environment in the guidance of the principles of the Constructivist Hypothesis increases the realization of learning with modern learning principles.

Social Studies is a primary and secondary education subject that is formed with the mass teaching concept in which the interaction of humans with social and physical environment in the past, present and future are taught, involving the integration of learning fields under one single theme or unit, reflecting the Social Studies and citizenship fields like history, geography, economy, sociology, anthropology, psychology, philosophy, political sciences and law for the purpose of helping individuals realize their purpose of existence (MoNE, 2005). Based on this definition on Social Studies, the learning environments for the Social Studies classes' curriculum must be suitable for the following;

- ✓ Activities that are suitable for the developmental stages of students (being intended for students)
- ✓ Activities intended for the acquisitions that cover different disciplines in Social Studies study field (wide area design)
- ✓ Activities intended for daily needs (vitality, being close to life)
- ✓ Activities that increase the interaction levels of students throughout learning process.

Since education is a phenomenon that lasts from the birth until the death of an individual, it includes political, social, cultural and individual dimensions in it at the same time. For this reason, it is extremely difficult to define education with a certain definition, because education consists of different processes within each other. Meanwhile, education is also a social process that ensures social adequacy and optimum individual development under the influence of a selected and controlled environment (especially the school). This process shows variations according to the quality of educational learning environments (Ekinçi, Bal and Gürol, 2012; Koçoğlu, 2015). Changes in every aspect are reflected in education, and the individuals needed by the modern society and the qualities of the educational environments that are meant to raise them are debated again and again. In order to acquire the skills needed by modern age, a constructivist approach is adopted, which forces educationalists to prefer the Constructivist Approach and learning environments based on this approach (Tse-Kian, 2003; Koçoğlu, 2015). In this context, the Constructivist Philosophy is becoming widespread, has shown itself in research and articles in educational field, and has influenced many education specialists at

universities to apply more authentic environments for learning and teaching (Herrington and Herrington, 2006).

Traditionally, learning environments based on educational environments consist of the shaping of schools, classrooms and conference halls. In order for these environments to become a *spatial learning environment*, it is necessary that these areas are converted into places that are suitable for use in learning, teaching, learning and teaching strategies together, because these four elements constitute a general structure needed for a student in the learning process (Thomas, 2010). This structure brings certain responsibilities to students in the efficiency of the learning and teaching process. The most important of these responsibilities is being included in the learning environment and in the meaningful learning process (Graetz, 2006). Formal education, which is also called as systematic and regular education, is an education that is established deliberately with a professional quality (Fidan, 2012). Systematic education occurs through learning. Learning denotes the changes that appear as the interaction of individuals (Büyükkaragöz, 1996). In other words, learning may be defined as the changes in the behaviors of an individual by establishing communications and interactions. In this context, learning environments may be defined as any of the areas where education takes place throughout the formal or informal education process. Based on this definition, the first learning environments that cross the mind are school, family, circle of friends, social and economic environment. Today, when educationalists are developing various methods on learning methods, they claim that one of the basic means of such methods is the technological equipment. The viewpoints claiming that technological equipment must exist in every corner of the educational institutions are becoming more and more widespread; and there are some other viewpoints claiming that in places where these conditions do not exist, there must be certain other places that have such technological equipment, and they must always be open for everybody. The common side of both viewpoints is the requirement of places with technological equipment at primary education schools. Technological equipment is the indispensable means of specialized education. Without the specialized educationalist and the technological equipment required by this specialty, the specialized education model will be meaningless (Çınar, Çizmeci and Akdemir, 2007), because a productive learning process is only possible with the “*seeing*” of the student, as well as the presence of the teacher, studying and discussing with friends within small work groups in an active manner, and sometimes creating his/her own individual working environment. The places where such works are collected is the “branch classroom” and “practice area” where the equipment of the relevant specialty will be present (Çınar, Çizmeci and Akdemir, 2007; Koçoğlu, 2015). One of the places that have such technological equipment is the school. School is the most prominent educational place or institution that raises individuals in accordance with the economic activities of the state and with the requirements of modern live. School is accepted as “the institution that prepares the required human force”. On the other hand, in classical and

general terms, “the place where education is provided in any level and in any complex manner consisting of at least one teacher who has devoted himself/herself to education may be considered as an educational instruction (Öncül, 2000; Koçoğlu, 2015).

According to Baloğlu (1990), not even once have the resources been at the desired level in education in the Republic of Turkey (Şimşek, 1995). This situation gave rise to the emergence of certain problems in education mainly the learning environment or learning place. The Ministry of National Education has made several regulations to prevent such problems that may appear in educational process. In the context of these preparations, according to the basic assumptions defined by the Ministry of National Education, Primary School General Directorate, the following conditions are defined for 8-year compulsory education;

- ✓ Each class has its own class teacher between the 1<sup>st</sup> and 5<sup>th</sup> years. However, as of 4<sup>th</sup> year, the classes that require specific areas are provided by branch teachers in specific classrooms as much as possible.
- ✓ All classes between 6<sup>th</sup> and 8<sup>th</sup> grades are provided in specific places allocated for branch teachers.
- ✓ Classrooms are designed for maximum 30 students in order to provide and protect educational quality. There are separate desks and chairs for each student in classrooms.
- ✓ The primary school is also an in-service educational center for social, cultural and sportive activities that are open for public use.
- ✓ School buildings are open for use throughout the year aside from the educational hours. As well as places that are open for all users in the primary school, there are specific places for four different age groups.
- ✓ Schools, program and durations are designed in such a way that will ensure academic, social and personal development of students.

Parallel to the developments in education in Turkey, different educational models were developed and tested in various periods. Each educational model formed its own curriculum, and based on this curriculum, the definition of educational places were changed, because place is one of the most important means in ensuring the applicability of an educational model in terms of its qualitative and quantitative characteristics. In this context, it is extremely important that the aims of educational curriculum are studied well and the required educational places are planned well. Organizing the educational places in accordance with the requirements, structure, subject, and type of the classes together with all technological and physical equipment

to help the teaching of classes has become one of the most emphasized topics of recent years (Çınar, Çizmeci and Akdemir, 2007; Koçoğlu, 2015).

The basic aim of the learning environments prepared for Social Studies study field is to ensure that students learn by living and experiencing during the learning-teaching process in order to increase the meaningful learning level. However, it is not completely fair to associate the realization of this purpose with the learning environments that are suitable for acquisitions, because although learning environment is ready, if there is a teacher who does not know how, where and when to use these materials and equipment, the realization of the main purpose will not be possible. For this reason, we may claim that teacher proficiencies are influential on the efficient use of learning environment.

In Social Studies Study Field, learning environments that enable students perform learning with the awareness of time sensitivity to cover their present needs with the past experiences for the purpose of being prepared for the future are needed. In this study field, which is considered with a social prejudice because of its abstract-based acquisitions and contents, in order to eliminate this prejudice, the learning environments in this field must be prepared to be used by Social Studies teachers. Such learning environments will affect the student success in a positive way. This positive effect has been reported in previously conducted studies. Dorman (2001) conducted a study and investigated the effect of learning environment on academic success. In this study, it was reported that there was a strong relation between academic success and the learning environments. Karataş (2008) conducted another study and investigated the effect of problem-centered learning environments on cognitive and affective learning of students' learning in order to develop problem-solving skills. He reported that problem-solving skills of students and the skills of them in applying the problem-solving steps developed and changed in a positive way as well as their attitudes towards certain subjects. Aysan, Tanrıöğen and Tanrıöğen (1996) conducted another study and reported that one of the academic successes of the students was the problem about the learning environments. Papanastasiou (2002) reported in his study that learning environment was effective on student success. For this reason, it is possible to claim that learning environments designed in accordance with the target of the study field -no matter which Social Studies field it is- increases the success levels and skills of students.

## Results

As well as in Social Studies education, in other disciplines and studies conducted in any countries of the world and in Turkey, the basic aim is to make students, who take classes on the study field, achieve success by ensuring meaningful learning. For this purpose, a constant program change is preferred based on modern hypotheses. As long as these program changes

are not reflected in the design of the learning environments, successful results must not be expected, because the attention, perception, discriminating and permanence levels of students will be fairly low in a class that is taught in a learning environment that is not suitable for the acquisitions of the learning process. For this reason, program changes must always be reflected in the learning environments. In this study, the importance of the preparation of learning environments that are suitable for the acquisitions of the Social Studies study field has been emphasized, and an evaluation has been made on the effect of learning environments on learning-teaching process, and the most commonly used learning environments used in Social Studies have been mentioned.

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## Teaching Social Studies with Humorous Elements

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### 1. Introduction

Social Studies classes are considered as a Citizen Training Program that aims to merge the findings of Social Studies; simplify them according to the levels of students, and make students acquire the knowledge, attitudes and values they will need in producing solutions for social problems and in adapting social life by using them (Erden, 1996, p. 8; Bilgili, 2006: 6). For this reason, many disciplines are made use of in forming the contents of Social Studies field (Koçoğlu, Ersoy and Atik, 2016:131). In addition, when Social Studies classes are analyzed in theoretical terms, it is observed that it is a field of study that introduces the events on the earth with all their varieties, explains the reasons for their happening, and teaches the rights and responsibilities of being a citizen through abstract acquisitions and activities (Koçoğlu, 2015). As a field of study, although Social Studies show variations in transferring an abstract perceptual content, it is also possible to transfer these variations through metaphoric associations and similar activities (Koçoğlu and Kaya, 2016).

When the vision of Social Studies that aim to train good citizens who are aware of duties and responsibilities and who are agreeable with social life (Koçoğlu, Avcı and Kurtdaş, 2016) is integrated with the subjects of Social Studies, which include comprehensive topics, this field has become even more comprehensive.

In addition, well-organized educational materials are needed for an efficient and productive education (Kılınç, 2006). Social Studies having such an immense area and involving

many disciplines in its structure have made the education of it become a more abstract subject. This situation has caused that it has become more difficult for students to acquire more permanent and productive learning during the learning-teaching process. For this reason, it is possible to claim that educational materials must be used in an efficient manner in order to perform more permanent and meaningful learning and to eliminate these negative aspects.

Using visual elements in education has caused that learning has become more permanent and efficient. While learning occurs at a rate of 10% with *listening*, this rate goes up to 80% when *seeing* is added. According to Paiviyo, pictures are important, because it is more probable to remember such elements when compared with verbal information (Narrated by Ateş, 2006). Visual elements have made many contributions to educational environment. One of the most important contributions is the activation of previous knowledge, integrating the information, structuring the understanding in the mind and facilitating the remembering of the learnt things (Koçoğlu, Aydemir and Ekici, 2016:29).

The efforts to concretize the abstract elements require that various methods and techniques are used to reach the targets defined by Social Studies classes (Banks and Banks, 1999; Ellis, 2007). As well as different techniques and methods, using various materials in Social Studies education will ensure that this field becomes more concrete and meaningful. The most important material in this context is various humorous elements used in Social Studies classes.

## 2. Humor

Laughing or smiling is a universal language and expresses satisfaction. Humor, on the other hand, is defined as all of the situations leading to this laughter or smile (Altinkurt and Yılmaz, 2011). Humor is an effective narration tool used to explain or narrate a feeling, thought or a message by adding wit and epigram (Yakar, 2013: 10). Humor, as the opposite of joylessness, means transforming something into another thing that is laughable or that is funny (Moccia, 2013). Humor is seeing the entertaining side of the events and situations instead of seeing the seriousness in them (Kurki, 2001). Also, humor makes the communication and interaction among humans become easier (Mackie et al., 2008). Although the types of humor are different, the liking and taste of humor is universal, and are shared by all human beings (Raskin, 1985: 2).

According to Morreall (1997), humor affects people in many different fields. Humor is effective when people are successful or even when they are unsuccessful in doing something. When people aim to succeed in a certain field, they do not see and think about anything else. However, monitoring the situation from far away with a humorous viewpoint makes them criticize themselves and the thing they do, and thus, prevent them from exaggeration. Humor is not only a means that make people laugh but also give them different viewpoints in many fields, and show more than one side of the events or subjects. In other words, when using humor, the aim

is not only to entertain people and make them laugh, but it is also targeted to teach them and acquire different viewpoints and dimensions (Oruç, 2006: 6).

According to Yerlikaya (2009: 14), humor is a wide and comprehensive concept that covers anything that is said or done by people, and perceived as comic; and anything that has the tendency to make others laugh. Meanwhile, it is also the mental processes enabling that such a situation is perceived or created, and includes our emotional reactions that make us like these processes. Humor is a means of communication that tells us a subject by showing its funny sides and makes us *think* in this process (Yakar, 2013: 10). In addition, humor also facilitates the communication between humans and makes them laugh as well as helping people to see the events or even to see themselves from different perspectives. In this way, the relations and behaviors that have become stereotyped and monotonous gain a different dimension and become more meaningful and sincere.

Lowis (1997) classified the fields in which the benefits of humor might be observed under four basic categories, which are;

- Humor facilitates the establishment of social relations and helps people for social control.
- Humor may be used in intermediacy and helps people in perceiving the implicit meaning of aggressiveness.
- Humor helps people to cope with stress, and therefore, may be used for this purpose in psychotherapy.
- Humor may be used in an efficient manner in education and teaching.

It is already known that using humor in many different fields opens the road to establish more sincere relations in these fields and facilitates socializing. In addition, we may also claim that using humor in educational processes brings many benefits and facilitates learning. Humor ensures that students are more careful (Oruç, 2010). Using humor in a suitable and timely manner in classrooms facilitates learning. In addition, it also creates a supportive and positive learning environment in classrooms (Narrated from Kehr by Yılmaz, 2011). Humor forms a positive learning medium and creates learning in the classroom accompanied by laughter. Although laughter is perceived as a nonsense action by adults, it indicates that students enjoy learning. When teachers use humor in their classes, this means that they have promised their students to learn by entertaining (Hill, 1988).

Especially in educational processes, it is extremely difficult to have the attention of students on class topics. It is already known that the duration for attention is 10-15 minutes in average. Students' not joining in classroom activities and teacher's conducting the class in a one-way method will make students be bored after some time because of mere listening and they will eventually lose their attention. In order to avoid this, it is necessary that humor is used by teachers in classes to make students participate in the subject in a more active manner and to reduce the tension and fear in students. In this way, the interest of students in classes will increase and the negative points in learning will be eliminated (Ulloth, 2002). In addition, using humor in education in an efficient manner will reduce the stress in students and make them form positive attitudes towards school. In this way, it is possible to claim that the motivation in students in learning will increase, and more efficient learning will occur.

## 2. The Elements of Humor

### 2.1. Jokes

The word "*fıkra*" (i.e. "*joke*" in Turkish) is derived from an Arabic word. Like many other foreign-originated words, this word also evolved in time, and became used to mean various concepts (Yıldırım, 1999:1). In dictionaries, joke ("*fıkra*" in Turkish) is defined as "a story told together with wit", "a brief text in newspapers written to note daily topics", "each of the items of the law", and "a paragraph in any text" (Hocaoğlu, 1978:1). A joke is the type of verbal literature that is brief, compact, witty and humorous (Elçin, 1998: 566). In addition, a joke is a brief, funny and challenging verbal prosaic story with intelligence and delicacy, and generally aims to take some share of wisdom from the real life. It also has some wit, fun, critics, and irony as characteristic elements (Abaoğlu, 1984).

Yıldırım (1999:3) defined joke as "A joke is the name given to the common epic/dram-type realistic stories that consist of an event taken as an example from the real life, consisting of a full idea sometimes, with a short and compact narration style, and reflects the bad and funny events, contradictions, opposing elements, and the conflict between the old one and the new one in daily social life stemming from humane mistakes in a way that is based on a delicate sense of humor based on common sense, or with a witty word, sometimes in a sharp mocking manner, and is commonly created with the language of prose and belongs to the verbal literature".

Jokes take their roots from the life itself; reflect lives, traditions and customs of people, and when doing so, follows a witty and funny method. For this reason, jokes have been considered within a different status among the other literary types. Jokes have didactic and entertaining properties together, and deal with social relations by taking them away from being mere mechanical elements to give them a humane identity. This requires an indirect expression of what is desired to be said by "*ornamenting*" it with humor (Öngören, 1983: 34; Şahin, 2004).

Therefore, a joke told with a witty expression makes the person addressed laugh and in the meantime think without offending him/her.

In Turkish nation, the most famous witty personalities in history are Nasrettin Hoca, Incili Çavuş, Bekri Mustafa, Kemine, Esenpulat, Ahmed Akay, and Aldan Köse. In addition to these, it is also possible to mention Öküz Mehmed Paşa, Koca Ragıp Paşa, Fitnat Hanım, Haşmet and Pinti Hamdi although they are not as famous as the former ones. It is possible to see some communities, groups or personalities from the everyday life in jokes (Elçin, 1998: 567).

Some of the Public Literature works have been converted into written media, and some of them have been narrated as verbal tradition without being written. Jokes have been associated with the society and human life with their structural characteristics, and may be considered as “*multi-colored mirrors*” that reflect our past to our present day. In these *smiling mirrors*, historical codes and symbols have been formed on an aesthetical plain and have been integrated with the text. Jokes also transfer existing traditional characteristics among generations by carrying cultural identity and traditional lifestyles and the human himself to this complex structure (Özdemir, 2007: 372-373).

The society tells its characteristics with jokes. In other words, a society tells itself with its own language. It is possible to obtain information about the economic, social, cultural status, beliefs, attitudes and behaviors of a society through jokes. As a matter of fact, jokes are brief, but they tell many things. For this reason, it is possible to see jokes as the *mirror* of a nation, or in a more accurate word, as a *perfect tableau* painted by a master (Hocaoğlu, 1978:1).

Dursun Yıldırım classified jokes in three groups based on the main characteristics of the events in them (Yıldırım, 1999:6);

- Jokes that are related with beliefs and cults, religious customs and ceremonies, religious bans, superstitions and religious people.
- Jokes about the events that take place between the administrators and the people.
- Jokes about the events related with family, law, moral values, solidarity, education and similar topics.

Jokes have the property of being didactic and educative with their characteristics of correcting mistakes, and making people think while making them laugh (Aydın, 2006: 41). With this property, using jokes in education will bring many benefits, because teaching the main subject with jokes will attract the attention of students on the subject and make them concentrate on it. This will create an atmosphere both by entertaining students and teaching them in a funny and sincere environment.

## 2.2. Cartoons

The word “*karikatür*” (i.e. “*cartoon*” in Turkish) is derived from the word “*caricare*” in the Italian language. When the meaning of “*caricare*” is investigated it is seen that it has meanings like “*loading*” or “*exaggerating*” (Özer, 1985; Kılınç, 2006; Özalp, 2006; Özşahin, 2009). Cartoons have been defined in many ways, which may be expressed as follows:

According to Avşar (2007), cartoon is the art of catching the funny and interesting sides of events or people, bringing them to the forefront, and thus, converting them into laughter with exaggerated lines. In cartoons, readers are supposed to investigate the subjects matter with a critical viewpoint as well as enjoying the humor in them, because cartoons are prepared with a creative attitude and are usually handled with a critical viewpoint (Topuz, 1986). Cartoons are the products of an art that addresses every age group and include entertainment, laughter, irony, thinking and visuality (Uğurel and Moralı, 2006).

A cartoon means the drawing of a human or a thing by exaggerating. In today’s understanding, cartoon means the art of making humor with lines (Kılınç, 2006). The Meydan Larousse Encyclopedia (1990) defined cartoon as “the depiction of mostly a certain person or a human type with visual arts without dealing too much with the details (generally in a weird and funny way) and in a manner that involves the exaggeration of certain characteristics.

A cartoon consists of three elements (Narrated from Özer by Uslu, 2005):

**1- The Art Element:** Cartoon is a branch of fine arts. Different from other branches of art, cartoon produces humor by drawing an object in a funny way. The cartoonist uses some techniques like exaggeration, distortion, and deformation in drawing for being funny.



**Source:** Erdil Yaşaroğlu, <http://www.komikkarikatur.net/karikatur/super-gercek-gelin-degil-mi-39.html> (12.02.2017-13:10).

**2- The Intellectual Element:** This may be defined as the spirit of the cartoon that defines the main subject by sending the message to readers. When cartoon becomes visible, there is always a funny message for readers. Cartoon is an art that disseminates ideas without the need for translation. When people share cultural elements with others, the expression of cartoon becomes universal.



Erdil Yaşaroğlu © komikaze.net

**Source:** Erdil Yaşaroğlu, <http://www.komikkarikatur.net/karikatur/super-gercek-gelin-degil-mi-39.html> (12.02.2017-13:14).

**3- The Humor Element:** Humor is the reason of existence for a cartoon. Without humor, a drawing is not considered as a cartoon. The function of humor in a cartoon is introducing the critics and conveying the principal message and advice that stem from the critics.

Another cartoon type is the *conceptual cartoons*. Such cartoons are the drawings that include daily situations, and are drawn in the type of a cartoon and propose new viewpoints by providing information on the subject matter. They enable the reader to view an existing situation in another viewpoint, and meanwhile warn the reader to develop new and further ideas. They are not prepared with humorous concerns; however, they have the aim of creating debates, attracting interest, and arousing scientific thoughts (Kılınç, 2008: 54). The most important characteristic that differentiate conceptual cartoons from other ones is the fact that they do not include critics and exaggeration.

Although conceptual cartoons are different from the other known cartoon types in structural terms and do not host humorous and exaggerated elements, narrating the events and characters with lines make them gain the property of being cartoons. In conceptual cartoons, generally questions and answers or the ideas of three or more characters on daily events are

presented in speech bubbles (Coşkun, 2009: 34). Conceptual cartoons are defined as the expression of a discussion among three or more characters with drawing. In this discussion, each character is defending a different idea. One of the ideas defended in the discussion represents the form of thinking that is accepted as scientifically true, the other ideas defend the thinking form that is not scientifically true but formed by students in a way that is specific to them. These thinking styles are accepted as misconceptions by scientists (Naylor, Downing and Keogh, 2001; Kabapınar, 2005, Morris, Merritt, Fairclough, Birrell and Howitt, 2007).

Conceptual cartoons ensure a strong concentration for students to make meaningful explanations about the problem or the subject in question. Exhibiting ideas in a visual form plays an important role in attracting attention. Processing the information in the memory only occurs with the individual interest of the pupils on the subject matter. Conceptual cartoons attract this interest (Baysarı, 2007).

The most general reasons for using conceptual cartoons may be listed as follows (Chin and Teou, 2010):

- Clarifying the ideas of students
- Improving the ideas by challenging
- Developing alternative viewpoints
- Providing stimuli for discussion
- Helping students ask their own questions
- Providing a starting point for research
- Increasing the participation and motivation
- Adopting scientific situations into daily situations
- Providing differentiation
- Developing the language and helping teach literacy
- Expanding the materials as reinforcement activities
- Summarizing at the end of a subject
- Providing that students summarize their own ideas by drawing cartoons
- Making use of extracurricular times
- Supporting that the people also reach science

Educators have mentioned that using cartoons as a means of motivation might be useful in encouraging students, especially the ones that have insufficient self-confidence, to participate in classes and express their ideas (Haugaard, 1973). Conceptual cartoons are influential on the learning of the individual throughout his/her life. Cartoons do not only eliminate the misconceptions of children from primary school level but they are also influential in eliminating the indecisiveness of teachers on the subject and practicing the information (Köse, 2004). For this reason, it is extremely important that conceptual cartoons are used in motivating students during their educational processes and in increasing their motivations, and ensuring that they can think in a critical and creative manner, and participate actively in classes to perform meaningful learning.

### 2.3. Story

The texts that tell about an event that happened to a few people at a certain time and place or the ones that reflect the characters of some people, and most of the time, consist of several pages called as “*story*” (Oğuzkan, 2010, p.99). In addition, Civaroğlu (2000:77) defined study as follows; “Story is the type of text that handles an experienced event or one that is possible to be experienced in the context of certain place, people and time”. According to Cemiloğlu (2005, p.27), a story is a type of literature and class material, which is the typical example of common similar types based on an event and includes all elements that are used in other types of literary works and may be made use of in teaching Turkish.

Story is important for people from any age group. However, it is especially an inevitable and indispensable phenomenon for children. Children who face the story concept as of early years of their lives both narrate the events they produce and make use of other narration styles (Aytaş, 2006, p.270). Stories ensure that children develop in terms of personality and language use. Stories enhance the vocabulary of children and introduce the power of the language and make them perceive how they can use the language to convey their messages in a creative manner (Akyol, 2006, p.139).

In education, stories have an important and distinctive place. Story activities ensure that children reveal their problem-solving skills, imaginations, creations and experiences in their inner worlds (Zembat and Zülfikar, 2006). In many studies conducted previously, it was determined that stories develop language skills and influence social development of children in a positive way in many aspects (Isbell, Lindauer, Lowrance and Sobol, 2000; Morris, Taylor and Wilson, 2000). In addition, story activities used in classrooms will cause that students participate actively in the classes.

It is possible to list the benefits of stories used in education as follows (Demircioğlu, 2014:171-172):

- They ensure that students recognize the events and people at times and places that are different from theirs.
- They ensure that students meet and learn the different periods in the past with sympathy.
- They enhance the vocabulary about the past and arouse their interest and curiosity.
- They help to increase the experiences between the teacher and students.
- They help that students understand the past in the light of evidence.
- They make classes become interesting and entertaining by using written, visual and other relevant materials.
- They teach how to differentiate between real and imaginary people and characters.
- They make students comprehend that the past has different aspects.
- They develop the speaking skills of students in front of a group.
- They prepare the ground for using the debate methods and facilitate the exchange of ideas.
- They enhance imagination and ensure that creative ideas emerge.
- They help to realize the cultural transfer process.
- They ensure that the classroom environment moves outside being an artificial medium and bring the past to today.
- They help to develop thinking skills.
- They ensure that the reading, writing and listening skills of students develop and their vocabulary is enhanced.
- They facilitate remembering since they increase the comprehension and understanding skills.

As it may be understood from the definitions, using story activities in educational media brings many benefits to students in many different fields. Using story activities in classes does not only bring benefits for students, but they also enable the teacher to move the class from

being monotonous and make it become more entertaining and make students learn by entertaining.

#### 2.4. Theater

The word theater is derived from the Greek word “*theatron*” which means “*the place to watch*”, and was lent to our language by the Italian word “*teatro*”. This is the art of animating a story on a place that is spared as a stage with the words and movements of the players (<http://www.tiyatrotarihi.com>). In addition to this, theater also means the shows that are prepared to exhibit in front of audience on a stage. It is the art of telling feelings and events with gestures and speeches. In general, the word “*theater*” is also used as the works that are represented on stage (<https://tr.wikipedia.org/wiki/Tiyatro>).

Theater has the property of having audio, visual and tactual (written when needed) sources for the interaction between the message and the audience, and may address all feelings of the people who watch them. Enabling the players to establish communication even with smell, the players being alive, the possibility of asking questions to the audience, the players’ being able to sit right next to children, the possibility of the interaction of children by taking part in the play through various methods, which are the properties that do not exist even in television (which is considered as the most influential means of our present age) reveal the superior sides of theatre in communicational field (Inal, 2000, p.35).

Theater is one of humorous elements, and performs many functions within the society and reflects the culture of it. A prominent type of theater is *comedy*. This type of theater aims to make people think, and educate by making them laugh and entertain. Comedy aims to make people laugh and think while exhibiting individual and social deficits (<http://www.dilededebiyat.net/nesir-bilgisi/sanatsal-nesir-duzyazi/tyatro-ozellikleri/komedi-tyatrosu>). For this reason, we may claim that theater has a specific place among the humorous elements.

### 3. Humorous Elements Used in Social Studies Education

Although humorous understanding vary among societies, it is possible to claim that it has a very important function for all societies. Since humans started to interact and communicate with each other, humor somehow has had its place within the society, because humor ensures that social relations are more sincere and are stronger. In addition, humor acts as a mirror that reflects the society and the culture of it. Considering humor, which has such an important position within the society and which affects human relations in a positive way, as a separate element from education or not including humorous elements in educational media may make education become a strict and boring subject. In this context, especially the Social Studies education provides a wider area of usage for humorous elements, because there is citizenship in

the very heart of Social Studies. This, therefore, covers the human and humane relations. In this context, it is possible to claim that humor has an extremely important place both for individuals and for the society.

In Social Studies education, many techniques have been used throughout history in conveying the humorous elements, which have important functions for the individual and for the society. Using these techniques varies according to the disciplines that exist within Social Studies field of study. For example, we may mention the Local History Technique in conveying the humorous elements in history discipline (Aydın, Dündar and Kaya, 2017).

Using humor in Social Studies education affects teacher and students in a positive manner. It moves the classes away from being monotonous and boring, and ensures a more entertaining learning medium. However, when applying humor in classroom environment, it is necessary that the main purpose is not ignored, and humor is used for the purpose of education, because the sole purpose of humor is not laughing and entertaining. Humor also ensures that students gain different viewpoints and see events from different angles. For this reason, it is important that humor is used for the main purpose and with a great attention both in course books and in the practices of teachers. It must be kept in mind that the real purpose in using humor is facilitating the learning of students and make the teaching process become more productive and entertaining.

In order for classes to attract attention it is necessary that there are some additional features in their presentation. With these additional elements, the teacher will be able to create the desire to learn in students (Küçükahmet, 2003: 130). A teacher who uses humor as a teaching technique spends more energy in the classroom. S/he does not see his/her students as mere “receivers” of ready-made information; on the contrary, s/he sees that students are curious, game-friendly and creative, and notices that they play with thoughts, constantly ask strange questions, and sometimes produce witty words on their own. Such a teacher will not present the subjects in curriculum as a *monotonous* and *dry* knowledge, and will not consider the time spent in the classroom as a time period in which only some things are taught (Morreall, 1997: 137).

Oruç (2010: 195) conducted a study on the effects of using humor in Social Studies classes on students’ success and reported that there was a statistically significant difference between the posttest success score averages of the study group in which humor was used and the control group in which no humor was used in favor of the study group. It was concluded that the teaching conducted as based on humor in Social Studies classes provided important contributions to the academic success levels of students.

It was proved in previously conducted studies that using humorous elements in educational process has positive effects on the academic success of students. In this context, the issue

of how to integrate humorous elements into education or classroom environment and how to improve them in the most productive manner has gained importance in our present world. It is possible to claim that carrying humor into classroom environment occurs through teachers and course books. In Social Studies education, using course books have an important place in using humorous elements. In general, cartoons, jokes that make students laugh while make them think, and short stories on the subject are used as humorous elements to enhance the class in Social Studies course books.

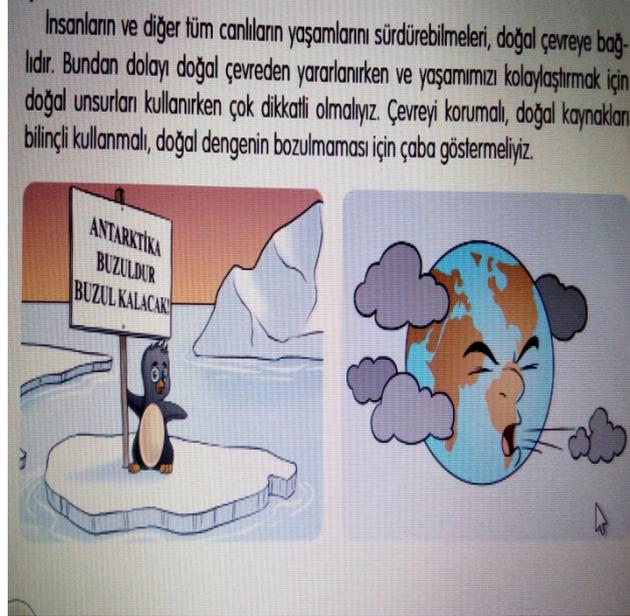
The cartoons, jokes or short stories used in Social Studies classes attract the attention of students and ensure that they concentrate on the class, hold their interest alive, and make them participate in the teaching process. They also open the way to creative thinking through debates and make students acquire certain skills that enable them to express themselves.

#### **4. Humorous Elements in Social Studies Course Books**

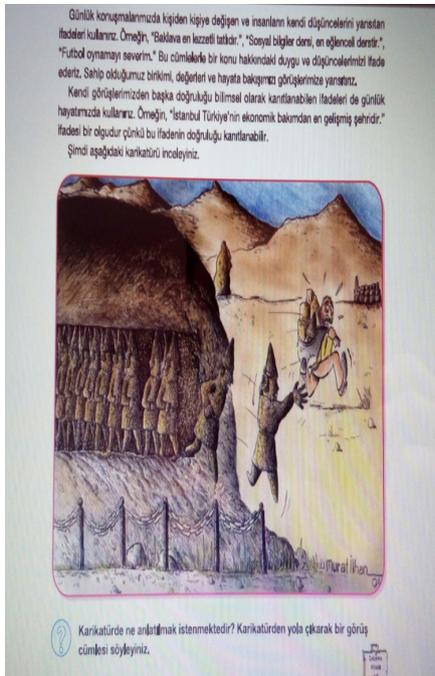
In the new curriculum of Social Studies classes, it is foreseen that the interaction between teacher and students is intense in a student-centered educational environment rather than mere information transfer in order to form meaningful learning in students. The new curriculum has been formed in the light of the Constructivist Educational Approach, and aims to make students acquire information, skills and values in different fields. In this context, it is necessary that the education is enhanced with various materials in order to realize the targets of education, because the more students involve sensory organs in learning the more permanent the learning will be. For this reason, adding visual elements to the materials will enable students to make information become meaningful and assess it after interpreting. As well as the visual elements used in Social Studies teaching, the support of humorous elements will make the materials become more productive. In addition, humorous elements will attract the attention of students and increase their interest in classes. Merging visual materials and humorous elements in course books will make Social Studies classes that include many abstract concepts become concrete, and the information will become more meaningful in students thus realizing the acquisitions that are targeted by the curriculum.

Below are some examples of humorous elements included in Social Studies 4-7<sup>th</sup> Grades.

**Example 1:** Humorous Elements in 4<sup>th</sup> Grade Social Studies Course book in Units “The Place We Live” and “I am learning my past” (MoNE, 2013a).



**Example 2.** Examples of Cartoons Included in Units “I am Learning Social Studies” and “The Resources of Our Country” in 6<sup>th</sup> Grade Social Studies Course Book (MoNE, 2013b).



**Example 3.** Examples of the cartoons included in the Unit “Bridges between Countries” in 7<sup>th</sup> Grade Social Studies course book (MoNE, 2013c).

Aşağıda verilen karikatürleri inceleyiniz. Karikatürlerde küresel ısınmanın neden olacağı hangi sorunlara dikkat çekilmiştir?



? Küresel ısınmanın sonuçları ile ilgili dünya genelinde bir değerlendirme yapıldığında ortaya nasıl bir sonuç çıkabilir? Açıklayınız.

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**KÜRESEL SORUNLARA KÜRESEL ÇÖZÜMLER**

Aşağıda verilen karikatürleri inceleyiniz.



**Düğünelim!**

Küresel sorun denince aklınıza neler geliyor? Örnek veriniz. Küresel sorunlara çözüm arayan bildiğiniz uluslararası kuruluşlar hangileridir? Ülkemizde bu konuda faaliyet gösteren sivil toplum kuruluşlarına örnek veriniz.

**Kavramlar**

- Çevre
- Çevre kirliliği
- Doğal kaynaklar
- Doğal ortam
- Ekvator
- Genelleme
- İsraf
- Kurum
- Kutup
- Küresel Sorun
- Tasarruf

Küresel sorun: Dünyada geniş alanları etkileyen doğal afetler, bulaşıcı hastalıklar, savaş, açlık, yoksulluk gibi olayların neden olduğu sorunlar.

Karikatürlerde dünyada bütün insanları etkileyen sorunlardan hangilerine dikkat çekiliyor? Karikatürlerdeki kişiler ne yapmaya çalışıyorlar? Açıklayınız.

When we analyze the humorous elements in the Social Studies course books, we see that there are cartoons in general. As seen in Example 1, 2 and 3, the subject desired to be taught or the message to be conveyed through cartoons are expressed with comic drawings. However, the aim here is not to perform a narration with cartoons. In addition, it was also aimed to make students think, evaluate and interpret the event. Especially with the questions asked on the cartoons, a debate is created in the classroom environment, and students are enabled to express themselves. In this way, it is concretized and made more understandable with humorous lines that an event has more than one dimensions influencing each other.

## Results

Social Studies education is a study field that includes different disciplines, and makes use of the contents of these disciplines in the light of the acquisitions planned for Social Studies classes. During this process, various strategies, methods, techniques, equipment and materials are used in conveying the contents, which are intended to make the planned acquisitions be acquired, to students. The purpose of these activities in the conveying process is to increase

the meaningful learning levels of students. There is a need for concretizing the learning fields included in Social Studies education study field because the contents and acquisitions have abstract bases. Humorous elements may also be used together with the other means and materials that are used to eliminate the need of concretizing. In the present study, the effects of using humorous elements in Social Studies classes on students and learning environment were investigated. In addition, evaluations were made on the humorous elements included in Social Studies course books used at schools in Turkey and the importance of including humorous elements in Social Studies course books was emphasized.

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## PART 5

# Analysis of Actuality in Social Studies Education

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## 1. Introduction

As science and technology have developed and changed in recent years, societies in our increasingly globalizing world are aware of and influenced by political, economic and social developments instantaneously. Countries that cannot remain indifferent to the positive-negative implications of all these developments need contemporary education-instruction models to identify the steps they should take in response to these changes. It is possible to argue that there is a close correlation between the level of development of a society and the education system and its applications. Today, the developments in the field of education require studies on the new approaches and different choices that could be utilized in instruction of Social Studies and Social Studies. New developments, emerging social, cultural and technological problems, solution proposals, pursued educational policies, new requirements have a significant effect on especially the development of Social Studies curricula and therefore primarily affecting the understanding of Social Studies and curricula, and augmenting the significance of the future provisions (Ocak and Bulut, 2014).

With the update of the Social Studies curriculum, studies were conducted to train individuals with skills, attitudes, values and understanding necessary to develop their research-inquiry, critical thinking, problem-solving and decision-making skills, to become lifelong learning individuals, and to keep their curiosity about their environment and the world alive (MEB, 2006). It is of great importance to pick this knowledge up from everyday life so that the targeted achievements in the education-instruction process could be consistent and utilized in necessary situations. For an individual to be an active citizen, to acquire knowledge about past and present events, and to make inferences about the future, the individual should follow current events and comment on these events reported by news sources such as newspapers, television and magazines.

### 1.1. The Significance of Textbooks in Education

A textbook is a learning-instruction material that includes texts prepared in accordance with the learning level and developmental features of the students and the principles in the curriculum and presents the students with the information on the course. Textbooks, one of the most extensive material utilized in the instruction process, are an important instrument frequently used by students and teachers and the content of which is designed based on the achievements depicted in the curriculum. The textbook is a printed learning-teaching medium that discusses predetermined information in a planned and organized manner and guides the student towards the target achievements of the course and includes manuscripts and visuals such as pictures and graphs (Keser, 2004).

The textbook is a printed publication that is used in formal and non-formal educational institutions of all types and grades for instructional purposes and prepared based on the curriculum (MEB, 2004). Toprak (1993) noted that textbooks are useful instruction material that present the knowledge related to the course content determined in curricula and provide studying opportunities in line with the objectives set out in educational programs and the speed of reinforcement, preparing for the exams and learning of the students (Demirel, 2009: 40).

Textbooks are among the material that contribute to the development of children's cognitive, emotional and psycho-motor skills the most. Especially during primary education, textbooks play a significant role (Demirel, 2009: 38). The association established by the textbooks with other areas, the teacher's utilization of general culture elements during the instruction of the topics affect the classroom environment positively and result in a pleasant education - instruction. Textbooks assist the teacher to instruct the course in a planned and systematic manner. On the other hand, since they limit the instructed topics at a medium level, textbooks assist the teacher in determination of the limits of the instruction (Tosunoglu and Aslan, 2001). Learning does not occur only in the school environment. The student also needs to learn out-

side the school context. The teachers' task of guidance and counseling are fulfilled by textbooks outside the school (Demirel, 2009: 46).

The textbooks designed based on the adequate instruction principles of students establishing associations between the topics and learning from the tangible to the abstract and from the known to the unknown play a significant role in removing the misconceptions and learning drawbacks by providing retention. Furthermore, textbooks provide the students the opportunity to learn by themselves and repeat what they have learned. In regions where teaching material are inadequate, tools and equipment are limited, family and related support is insufficient and classes are crowded, textbooks help the teacher (Güzel et al., 2009). One of the features that distinguish textbooks from other books is that they are aimed at a field of study, information is presented in a systematic way, it is suitable for the student level and the topics covered are limited to the curriculum (Gökdere and Keles, 2004.) When a book is assigned as a textbook, it means that the content of that book is consistent with the curriculum of the related course for a certain grade. Thus, it means that the textbook is an instrument that could implement the strategies, methods and techniques and suitable for the goals and behavior of the curriculum (Kılıç & Seven, 2008: 19).

The qualifications of textbooks are determined in "Ministry of National Education textbooks and educational instruments regulation" Article 6 as follows (MEB, 2009):

1. The content cannot contain information contrary to the Constitution and current legislation.
2. Textbooks aim to train individuals who are faithful to Atatürk's Principles and Reforms stated in the General Objectives of Turkish National Education included in National Education Law no: 1739 and to Atatürk's Nationalism expressed in the Constitution, who adopt, protect and develop the values of the Turkish Nation, love their family, country, and nation, and always honor the nation, know and fulfill their duties and responsibilities towards the Republic of Turkey which is based on human rights and the basic principles of the Constitution, are they are designed with the Basic Principles of Turkish National Education.
3. They could not be contrary to human rights and could not reflect any kind of discrimination (such as gender, race, religion, language, color, political thought).
4. Textbooks are prepared according to scientific rules and disciplines.
5. Textbooks could not include any form of advertising elements.
6. The reading texts in the textbooks should guide the training of individuals who are

good, respectful, honest, hard-working citizens and know and fulfill their duties and responsibilities towards the Republic of Turkey.

7. Textbooks comply with General Objectives and Basic Principles of Turkish National Education and the objectives of the curriculum and the educational institution.
8. Textbooks contain achievements depicted in curricula about Atatürk principles and reforms.
9. Textbooks contribute to the development of values such as dialogue, tolerance, culture of reconciliation, empathy, respect for differences and human rights, equality, participation, pluralism, and rule of law.
10. Textbooks attract the attention to questioning the knowledge and production of knowledge.
11. Textbooks encourage the contemporary use of information technologies.
12. Textbooks include the knowledge, skills, manners, attitudes, values and competencies that the curriculum aims to provide.
13. Textbooks avoid prejudicial and narrow proposals and include different perspectives related to the topic.
14. Textbooks could not include elements that batter and degrade individuals, institutions and organizations.
15. Textbooks prioritize the student by assigning the role of the guide to the teacher and an active role to the student. They offer a variety of options to satisfy different interests, abilities and needs of the students.

The visual material and their design in textbooks are significant for the teaching-learning process (Koçoğlu, 2017). The visual material used in textbooks are indispensable elements that improve the creative thinking skills of the students, improve their esthetic taste, contribute to their intelligent development and help them to recognize the world. The high quality and aesthetic value of the utilized visual material also increase the perception level of the students. In development of the aesthetic perception of the students and in the formation of the habit of reading books, the influence of textbooks with a strong visual design is significant (Uzuner, Aktaş and Albayrak 2010).

## 1.2. Characteristics of A Quality Social Studies Textbook

The most significant objective of the instruction Social Studies course in basic education is for the students to acquire “social personality”. The most important characteristic of social personality is to be a good citizen. Based the achievements that the students should acquire, the children are expected to possess critical, creative thinking skills, develop interpersonal relationships, and be aware of their rights and responsibilities. Thus, it is very important that the textbooks that are used as the most important tool in achieving the goals set about the students at school could address the child in the related age group. In this context, it is important to instruct historical topics using little stories and legends to the children in this age group would make the topics more interesting for the children since they are already interested in stories and would learn these topics and would acquire the desired changes in behavior, in other words, learning would be achieved. Social Studies textbooks tackle with basic human needs, ways of satisfying them and social life and behavior. In this context, the students also get to know their duties as citizens, their immediate environment, their country, and other countries neighboring the country, and therefore the textbooks should include current information and be at an adequate level for the students, who are the target audience. Textbooks should include tangible knowledge and steer away from abstract information. In construction of the Social Studies textbook content, it is important to follow target behavior determined by the curriculum and the whole curriculum.

In Social Studies instruction, fundamental changes were implemented in the 2004-2005 academic year and the instruction strategies, techniques and methods utilized in developed countries were adapted. Thus, the Social Studies curriculum and the related course were reorganized based on the constructionist approach. Constructivism refers to the construction of the knowledge by the individual. In constructivism, the knowledge is not instructed directly to the individuals, but individuals re-create the knowledge they acquire. In addition to their existing knowledge, they learn by adapting new knowledge to their own subjective situation (Özden, 2003).

The textbooks based on constructivism are not designed to provide students prêt-a-porter knowledge, instead, they allow students to create their own knowledge by activating pre-learning. The role and function of the textbook author has changed considerably in the course of preparing textbooks based on constructivist approach. The author no longer provides the information in a didactic manner, is rather a guide for the student to access information. Well-designed material used to support instruction and abstract-tangible concepts in the teaching-learning process in Social Studies course generally improve the instruction process and learning (Yalin, 2008: 82). From this perspective, it could be argued that is inevitable that the age range of the user and the pedagogical expectations for the age group should always be taken

into consideration in all processes from the planning stage to the use of the textbooks in the classroom (Kabapınar, 2006: 224).

A quality Social Studies textbook should

- focus on the student in activities under the guidance of the teacher,
- promote active use of information technologies,
- demonstrate how to acquire knowledge by promoting research, and prioritize interests and needs of students when designing and presenting the topics,
- include texts, visuals and activities that would make the students love the national and moral values, traditions and customs of the Turkish society to transfer these values to future generations,
- include universal values such as democracy, liberty, equality, justice, and human rights to train an individual with awareness and integrated with the world,
- exclude unnecessary masses of information when associating topics with other fields during instruction,
- avoid abstract concepts that students experience problems with when instructing real life events.

Social Studies textbook content should be instructed from the simple to the complex, from tangible to abstract, from easy to difficult, consistent with learning principles, and contain actual information that is relevant to everyday life. According to the principle of actuality, it was provisioned that education and instruction activities should be conducted by establishing a relationship between the course content and current events and problems (Özbay, 2009).

### 1.3. Instruction Principles And Actuality Principle

Principles are relations between concepts that are accepted as valid in all cases (Sene-moğlu, 2004: 533). As an antecedent idea, the principle is the baseline of an activity and guides the activity during the process. Thus, education-instruction principle could be defined as the basic idea that could shed light on the organization and execution of the instruction (Hesapçioğlu, 1998: 147).

There are certain principles that need to be observed and utilized during the instruction of the courses in the education and instruction system and authoring of the textbooks for these courses. These principles and the consistency of the experience with the student's level are the primary requirements. From the known to the unknown principle is the acquisition of new

knowledge and experiences on top of the student's previous knowledge. From the tangible to the intangible principle is realized through the sensory organs; as much as the sensory organs are involved, the learning will be accordingly easier and permanent. Instruction is commenced with the tangible, the objects that sensory organs could perceive, and then directed towards the abstract. Proximodistal principle: For the child, the immediate surroundings include the home and family, expanding to the neighborhood, school, village, city and country finally encompassing the world. The initial relationship with the physical environment expands to include the socioeconomic and cultural environment. Immediate surroundings are always prominent in the interaction. Thus, the immediate environment is more meaningful for and better known to the people. Economy Principle: The instruction should be planned so that all education and instruction activities could be conducted within the minimum time and using the minimum amount of energy to obtain maximum productivity. Clarity Principle: The student should be able to observe clearly the topics covered in the class using different tools and material. If the instruction is conducted with only oral narrative, it should be conducted using sentence structures that could be easily understood by the students and the instruction should be very clear and substantive. Activity Principle: This is also referred to as the "student action" or "job principle". Perhaps due to the courses and topics it included, the old school did not involve the students in the instruction where the students passively listened to what the teacher instructed. However, in contemporary instructional activities, instead of only comprehending by listening, students actively participate in the class, ask questions, research related topics using their own plans and techniques, systematize and organize their findings, compare, observe, think, conclude and participate in the class activities. Readiness principle refers to the competence of a learner that includes the skills and knowledge required to teach a new topic. During the learning process, the internal state of learners and their previous knowledge play an important role. The Verisimilitude Principle: Based on the philosophy that the school is the life itself, this principle attests that the instructional environment should be established parallel to the real life and should not be an artificial environment and the experiences should be presented in a way to represent the real life and to relate with the current reality. Since the school prepares students for life, school instruction should be the life itself. The principle of obedience to authority and freedom (Sociability): One of the most significant objectives of education is to socialize children as conscious as self-confident individuals. Socialized individuals should recognize and respect parents, school administrators and teachers, regulations, laws, the society and spiritual authorities such as religion, ethics, traditions, and customs. The Principle of Securing Knowledge and Skills: The objective of instruction is to teach individuals and groups knowledge and skills based on target achievements, and to enable them to teach the same to other individuals and groups. In other words, in education, complete and accurate instruction of knowledge and skills should be prioritized as much as the interests of the society and intelligence, talents and interests of the individual.

### 1.3.1. Actuality Principle:

It could be observed that there is an active set of learners in learning environments that are reorganized according to the constructivist approach. It is an emphasis that the learning is an intellectual process that individuals who are active and in the same social environment construct to define their world parameters. Since learning is also a social process, cognitive development occurs as a result of social interaction. The actuality principle is also called the livability principle. We cannot isolate educated individuals from contemporary events. Education should train individuals who follow current verbal and published media and can adopt the opinions and ideas displayed in the media using a critical approach (Doğanay, 2002: 158).

### 1.4. The Significance of Actuality Principle in Social Studies Education

Social Studies course is based on the interpretation of the produced knowledge, the skills acquired, the values and attitudes of the past, the changes that occurred on these values and attitudes, and what kind of changes could occur in the future. According to Arın and Devci (2008), to achieve basic goals such as active citizenship training in Social Studies education requires the use of current events that help students to understand the past, present and future. Social Studies course has the responsibility to train individuals who continuously define, recognize and attempt to resolve changing national and global problems. Social Studies curricula should relate to current knowledge representing human experience, culture and beliefs and the social world (Öztürk and Dilek, 2002). Students are exposed to social problems using current events in Social Studies course and they are integrated with social life. Thus, the Social Studies course performs an important function in the formation and development of the child's social personality (Sözer, 1998).

'Students are under the influence of current events and news through the exposure to the written and visual media sonuna (Aydın ve Aydın, 2011). When the minds of the students are busy with the current affairs and when the course planned at the beginning of the semester is not productive, the teacher should act on the "actuality principle" and utilize the opportunities. The students are aware of the fact that they are a part of mankind through the Social Studies course and they are sensitive to the issues that concern their nation and the world (MEB (4-5) Social Studies Curriculum, 2005: 7-9).

Current phenomena and events facilitate the realization of the objectives of Social Studies education that enables the interpretation of the events that take place in the students' country and in the world, the training of active citizens who know their legal rights and responsibilities, the laws and rules, and developing the thinking, critical and inquiry skills of the students, and the conduction of inferences between the past and present (Demirtas and Barth, 1997). The utilization and integration of the use of current events in the Social Studies course, and especially

their reflection in the course at every stage, integrates the school and the society (Kaltsounis, 1987). The actuality principle is also called the livability principle. It is not possible to isolate educated individuals from contemporary events. The education should train individuals who can follow the current verbal and written media and adopt the opinions and ideas displayed in them using a critical approach (Doğanay, 2002: 158). Paying attention to the actuality principle in education and instruction increases the students' interest in the course (Tomal, 2007: 84).

The 5th, 6th and 7th grade curriculum of Social Studies course, which is a wide-range course and incorporates several scientific disciplines, needs to be implemented with an interdisciplinary approach. It is extremely important for students to reflect what they learned in the class and apply it in their daily lives. The students should be instructed the knowledge that they would use in their daily lives with the "school is life itself" motto. Social Studies course, which is the life itself, is among the student-centered dramatized courses where it is easy to relate to everyday events. Thus, the reduction of certain abstract topics and the number of topics in general will make the course even more efficient by rendering the course more student centered and related to everyday life. To make topics more understandable To enable learning by practice.

Current events could be instructed with three main approaches within the context of the Social Studies curriculum (Paykoç, 1987; Kaltsounis, 1987):

- *Instructing current events as a supplement to Social Studies curriculum:* In this approach, the teacher instructs current events using activities such as organizing news maps during the first minutes of the class every day, organizing discussions about the news added to the news notebooks, and using bulletin boards.

- *Instructing current events as a compliment or reinforcement in Social Studies curriculum:* In this approach, the topics instructed in the class are associated with current events when it is appropriate to do so. Examples related to the topics are presented using current events. For example, when earthquakes and fault lines are instructed, the teacher may ask students to discuss current events related to earthquakes in class.

- *Instructing current events as the bases of Social Studies topics:* In this approach, he current events that are identified in daily papers and television are used as the topic in class. For example, a separate topic can be organized with the students using news sources for important social and universal issues such as earthquakes, the content of the amended laws, environmental pollution, health, science and technology, natural disasters, war, and peace, etc.

Activities that could be utilized when using current events can be listed as follows (Paykoç, 1987):

- Instruction of current events that are consistent with the course topic with discussions
- Organizing a news bulletin board
- Utilizing daily papers
- Utilizing television
- Organizing roundtable discussions
- Organizing panels
- Designing posters and mural paintings
- Filing the news in a particular folder or a notebook
- Drawing cartoons about the news
- Preparing radio news shows
- Dramatization of newsworthy events
- Following up certain events on the TV or listening to live radio shows

## **2. Analysis of Actuality Principle in 4th, 5th, 6th And 7th Grade Social Studies Textbooks**

### **2.1. Analysis of Actuality Principle in Social Studies Textbooks Designed with the New Curriculum**

#### **2.1.1. The Topics in 4th Grade Social Studies Textbook Where Actuality Principle was Implemented**

According to the new curriculum prepared by the Ministry of National Education (MEB), Social Studies textbooks have been updated to include current topics based on the actuality principle. It could be argued that 4<sup>th</sup> grade Social Studies textbook addressed the actuality principle as observed in the achievements of the topics of “I know myself,” “I learn my past,” “the place we live in,” and “from production to consumption.”

Under the title of “I know myself,” which is the first chapter of the 4th grade Social Studies textbook, while students learn self-knowledge and self-awareness and how to express their emotions and ideas, actuality principle was adopted with citations from various newspa-

pers, magazines and news sites in the textbook. Initially the topic emphasized the differences of identity between individuals with a magazine article titled “Your Biological Identity Card: The Fingerprint.”

In Chapter 2, under the topic “I learn my past”, the child becomes aware of her or his family history, cultural achievements and that she or he is a cultural ambassador. Early in the topic, an individual conducts an oral history study with a family member. Students are asked to explain this conversation.

“Which objects with sentimental value you have at home?”

“What are the differences between current marriages and this marriage ceremony?”

“Which family heirlooms that are kept meticulously do you have at your home?”

In another section of the same chapter, under the title of Our Cultural Assets, the subject was visualized with photographs of Turkish cultural traditions and revealed the cultural similarities and differences between the past and the present.

In another topic of the same chapter, “Games in Turkish History”, it could be observed that although entertainment tools change and are replaced by technological devices, different games are introduced parallel to communications tools. Although it is not as common as the old times, children still play in playgrounds in their neighborhoods or at school gardens. In this chapter, the Social Studies textbook explains the games that were played in the past with visuals and asks the following questions to the students:

“Do you play the games explained above? If you do, what are the similarities and differences between the games you play and the games explained above?”

In line with the principle of actuality, the aim is to raise awareness among the students about the differences between the games played in the past and today’s games. The final section of the “I learn the past” chapter is titled “From liberation to liberation” and includes a current news item consistent with the actuality principle. In the section entitled “News corner” included two news reports: one was adapted from a report by Ömer Sami Coşar, Kurtuluş, dated June 11, 1919 published in War of Independence Gazette and another was a press report titled “Mustafa Kemal Pasha ar Samsun” dated May 19, 1919.

In chapter 3, under the title “The Place We Live In,” certain current events compiled from the Internet news were presented in the subject “How is the weather today?”

“Snow depth is 30 cm at Yalova.”

“A severe storm is effective in Bandırma.”

“Enjoying the sea in December.”

In the topic titled how ready we are for natural disasters, we observe that the textbook guides the student to investigate a current topic as follows: “Visit [www.deprem.gov.tr](http://www.deprem.gov.tr) and do a research on earthquake.”

In chapter 4, from production to consumption section, the students were asked a question related to current events. The question was as follows:

“Think about the news on natural disasters in our country or anywhere in the world. While some of the aid campaigns include monetary aid, some are in the form of material aid. What is the relationship between the contents of the material aid and the basic needs of people? Please explain.”

A magazine article about universal consumer rights was given. Based on the information obtained from <http://www.makarna.org.tr/> internet site under the topic in the same chapter titled “The bread is at our doorstep”, a graph about “Pasta Exports Between 2008 - 2014” was presented. Also on the same page, “cookie production chart between 2006 and 2011” and “cookie exports between 2008 and 2012” were presented. And students were asked ‘what can you say about the contribution of production activities to our country using the above narrative and graphics’, and they were given a chance to infer.

In the “glad to have” section of the 5<sup>th</sup> chapter and under the topic “telephone,” pictures taken at Ulus neighborhood in Ankara on 1928 and 2014 were presented. The students were then asked questions about these two photographs. The question was as follows:

“If we had a chance to show the second picture to those Ankara inhabitants seen in the first picture, what could they say about the daily lives of today’s inhabitants? Please guess.”

In the section titled “what could cause technological disasters?” in the same section, a current event about the atomic bomb was discussed.

#### “THE ATOMIC BOMB”

“The first atomic bomb was dropped at Hiroshima on the morning of August 6, 1945, with a bomber plane named Enola Gay. The explosion took as little as one-tenth of a second. The impact of the explosion was one of the world’s greatest technological catastrophes.”

Furthermore, in the same topic, an Internet news article titled “Global warming results in increased humidity as well” was presented.

In chapter 6, in the section “All together,” under the topic called “All together, hand in hand,” the significance of public and civil institutions was discussed and an Internet news article was presented.

“Educational Support for Muş from Europe. Two primary schools will be built in Muş province with the support from Europe within the “Enroll me at the school, father” campaign. Primary schools will be built in two villages in Muş province with the donations of the Europeans who supported the “Enroll me at the school, father” campaign, initiated for the enrollment of girls at school.”

The chapter 7, “People and Administration” unit, “Administration of our neighborhood and village” topic was introduced with a current Internet news article titled “Neighborhood elections are concluded.”

In the topic “Municipalities are with us on our worst days,” the duties of municipalities were emphasized with Internet news articles titled “Flood in Tekirdağ and Edirne” and “Snow removal efforts by Bilecik municipality.”

A current event was discussed using the news article “School administration requested an overpass from the district governor. Anatolian high school administration wants an overpass or an underpass to be built on D400 highway next to the school in Tarsus district in Mersin province under the topic “We can solve any problem if we want to.”

The last section in 4<sup>th</sup> grade Social Studies textbook; “Friends Abroad,” the topic “World Tour” was introduced with the Internet news article “Koç has started a 2-yearlong campaign” and “A halfway party by Koç” news article. Furthermore, in the same section, there were articles about important days such as mother’s day, world environment day and human rights day.

### **2.1.2. The Topics in 5th Grade Social Studies Textbook Where Actuality Principle was Implemented**

In chapter 1 of the 5th grade Social Studies textbook, in the section “I am Learning My Rights,” the signature of “Convention on the Rights of the Children” adopted by the United Nations General Assembly on the Rights of the Children was discussed and posters, Internet and newspaper articles related to children’s rights were presented. Current campaigns about right to education, one of the basic children’s rights, were mentioned and as mentioned in the newspaper news article entitled “The Most Effective Mobilization”, girls achieving their education rights as a result of various campaigns were stressed.

In chapter 2, “Turkey, step by step” unit, in every stage of education and with studies conducted on education, in education and instruction, “Annual schooling figures (1923-1938)” were stated using graphs based on MEB data.

In chapter 3, “Let’s get to know our region” unit, a current table, “The provinces with the highest population in regions (2014)” based on TSI 2014 data was presented.

Following these current news article, questions such as the following were asked to the students within the framework of actuality principle:

“How does the climate of the region where you live affect human activities?”

“Which areas have the highest population in the region where you live?”

In the same unit, three current projects were also discussed.

“Atatürk Dam, built within the framework of Southeastern Anatolian Project (GAP), generates power as well as providing agricultural irrigation.”

“Bolu Mountain has been the most difficult passage on Ankara-Istanbul highway for many years. Especially during winter season, the highway has been closed to traffic due to snow, but with the construction of Bolu Mountain Tunnel, the highway was shortened and the transportation was facilitated.”

“Ordu-Giresun airport that was put to service in 2015 could be given as an example for that. With the introduction of the airport that was planned for several years and will be built on reclaimed land, the transportation between Ordu and Giresun and other provinces and the world became speedier.”

In the same unit, the attention of the students was brought to the topic of natural disasters with a newspaper article published in 2004 titled “Avalanche followed the flood”. Furthermore, on natural disasters, the traumatic impact of earthquakes on social life was explained with a poem by Ibrahim Simsek written about Izmit August 17 Earthquake. In this topic, a current internet news article about the earthquakes was presented. The news article was as follows:

“Istanbul is under the risk of earthquakes sue to the fault lines that pass through the southern province. A significant earthquake in these fault lines could result in important loss of life and property. This is due to the wrong applications that could extend the damages caused by an earthquake. This condition creates a great risk for Istanbul as mentioned in the article below:”

In the section called “Our products” in chapter 4, under the topic “Occupations and Economic Activities,” the following questions were posed to the students:

“What are the most common occupations in your region? Why do you think these occupations are more common than others?”

“Which economic activity areas are more common in newspaper job postings?”

Furthermore, a visual news article related to newspaper ads was presented.

Also under the topic “We produce with my peers” in the same section, the indications or certain current science and project festivals were identified as follows:

“Students from every corner of the country participate in science and project festivals organized by TUBITAK and Ministry of National Education. Participating students exhibit the projects they conducted to facilitate human life.”

In chapter 6, “Those who work for the society,” under the topic “Needs and Institutions,” the work conducted by an institution to meet current needs were discussed.

“TOKI built 65000 residences in 17 different areas at Kayaşehir. A portion of the residences were delivered to families, fulfilling the housing needs of 325000 individuals. In addition to residences, school, health center, police center buildings were constructed to meet the basic needs of the society.”

“Seventeen health center buildings with 2324 beds were constructed at Kayaşehir.”

In the same section, under the topic “The institutions belong to us all,” a current event was narrated as follows:

“One day before the class, our teacher asked us to learn how the needs of earthquake victims were met after the 2011 Van earthquake. We all studied on the assignment before the class. After our teacher explained the topic, I had the first right to speak. After me, Elif, Beyza, Semih and Sinem shared their views.”

In the topic “civil society, contemporary society,” it was stated that forestation projects were conducted to create productive forests and increase the afforested land. “The ‘oak project’ conducted by TEMA aimed to prevent erosion and afforest the country.” After these statements, the students were asked about the significance of the project conducted by TEMA and an attempt was made to reinforce non-governmental organizations with a current event.

In the introduction of the chapter 7, “One Nation, One Flag,” the students were asked the question “what could be the reason for the designation of indoors as non-smoking areas?” In the same chapter, the benefits of a current council were discussed under the topic of “Central Administration.”

“Prime Ministry implements the BIMER (Prime Ministry Communications Center) system for rapid, active and easy communications between the citizens and the state. Using the

toll-free number 150, citizens could communicate their wishes, views and complaints to district governorates, governorates and the ministry.”

In this chapter, under central administration topic, the views of current Internet sites of the ministries are presented to provide information about the duties and the activity areas of the ministries to the students.

In the final chapter of 5<sup>th</sup> grade textbook, “It’s our world,” several current visuals about movies, music, dance, sports and books that would unite children of the world with universal values were utilized. Under the topic “International Trade” in the same chapter, an Internet news report with important information on Turkish exports was presented. Furthermore, based on this information, the students were asked to infer by answering the question “what can you infer about Turkish exports?” The newspaper article titled “Turkey considers maritime transport important in reaching USD 1.2 trillion trade volume that it targeted in 2023” was presented.

World heritage lists were stressed using a current topic: “As seen in the article below, inclusion of Cumalı Kazık in Bursa and Multilayered Cultural Landscape Area in Izmir was a significant step in recognition of the common heritage and Izmir and Bursa.”

The fact that tourism was extremely important in recognition of the common heritage was stressed as seen in the Internet news article: “Hagia Sophia church was the most visited venue in Turkey in 2014. In the tourism show organized in Istanbul (EMITT), the cultural and touristic values of our country was introduced to over 70 countries.”

“The convergence between Kaş (Antalya) and Kastelorizo (Greece) could be given as an example for the role of tourism in international relations. Increasing relationships between Kaş and Kastelorizo enhances the collaboration in culture, arts, trade and sports as could be seen in the visual below.”

### **2.1.3. The Topics in 6th Grade Social Studies Textbook Where Actuality Principle was Implemented**

Current affairs were often mentioned in the 6<sup>th</sup> grade Social Studies textbook within the context of actuality principle.

In chapter 1, “I learn Social Studies,” under the topic “I could not cross the bridge,” a story narrated by a student named Elif in a current news article was presented.

“Hi, my name is Elif Güvendik. We live in Gazi neighborhood. I am a 6<sup>th</sup> grade student in Maltepe Primary School. I took the school shuttle that day like any other. As we approached the Gazi bridge, the traffic slowed down. We learned that it was due to a bus stuck on the bridge last

night. In the morning, my father had noticed the news about an accident on TV. I realized that the road has been closed due to the accident reported in the news and was still closed to traffic.” In the same chapter, information that could assist the evaluations of the children about their environmental sensitivity perspectives were stressed with current news resources titled “Snap Inspection of Public Transport Vehicles” dated April 13, 2013 and titled “The Environment is Entrusted to Children” dated February 24, 2011.

In chapter 2 titled “Life on Earth,” under the topic “Alone with Nature,” climate events that occur in life and natural events such as earthquakes and floods were explained with an Internet news report titled “THAILAND STRUGGLES WITH THE LARGEST FLOOD IN FIFTY YEARS.”

In chapter 3, “Turks on the Silk Road,” under the topic “The Weddings of the Past,” a table found in [aregem.kulturturizm.gov.tr](http://aregem.kulturturizm.gov.tr) web site that compares the past and present weddings was mentioned and the similarities and differences and the past ceremonies were instructed to the students.

In chapter 4, “Resources of Our Country,” under the subtopic “Our mines,” under the topic “Our resources and economy,” “Annual production figures of certain mines” based on TSI 2012 data, the Internet news article “FORESTRY PRODUCTS ARE PROCESSED IN BUCAK” under the subtitle of “Forest,” “The tourists that visited Turkey between 2008 and 2012” based on TSI 2012 data under the subtitle of “Nature and Economy Merge,” and “Tourism Income in Turkey Between 2009 and 2011” were reinforced using graphs and quotes from current data. In the same chapter, the following question was posed to the students:

Questions such as “In your opinion, the state provides services to the citizens in areas other than those mentioned above? Please investigate. Can taxes prevent unemployment, famine and poverty? Please discuss” were asked to focus on current issues. Furthermore, in this chapter, the fact that environmental problems could be resolved with social solidarity and the students should not feel despair on these issues was stressed with the news reports titles “Tonight, the lights will be turned off for one hour,” and “Do these and save the world.” The topic titled “Being useful” aimed the students to learn about the social projects using newspaper articles on “Standard for shoot pickles,” and “Robot Warden,”

In chapter 5, “Our Country and the World,” under the topic “Economic Relations,” 2012 Import and Export figures in Turkey based on TSI 2012 data were provided and the following questions were asked to the students: “Germany is the leading importer of Turkish goods. Why? Turkish exports are mainly agricultural products. Why? Why there are mainly European countries among the five countries that import and export the most to Turkey?” Furthermore, the students were asked “what could be the reasons behind environmental pollution,” which is

a global problem and “how pollution affects living organisms?” Collected newspaper articles on current news such as “The World Came for Help,” and “They were destroyed by tsunami, we should rush for help.” In the same chapter, under the title “I love people,” the opportunity to understand and giving meaning to today’s world was provided to the students with the following actual news report: “Eleventh European Youth Olympics, organized by the Union of European Olympic Committees was held in Trabzon between July 23-30 2011. In this first Olympics organized in Turkey, 3300 14-17 years old athletes participated from 49 countries.”

In the last chapter titled “Democracy Adventure,” under the topic “We have rights,” the information was instructed with newspaper articles titled “Freedom is our right train comes to a station near you,” and “Turkey in Numbers.” Furthermore, in the same section, it was observed that the students were allowed to comprehend and criticize the universality of human rights within the context of United Nations Declaration of Human Rights and European Convention on Human Rights with “Those who protect us” activity.

#### **2.1.4. The Topics in 7th Grade Social Studies Textbook Where Actuality Principle was Implemented**

Current affairs were often mentioned in the 7<sup>th</sup> grade Social Studies textbook within the context of actuality principle.

On page 29, in chapter 1, “Communications and Human Relations,” under the title “Atatürk and Mass Communications,” the establishment of communication tools are presented with past experiences with a section titled “Anatolian Agency Searches for Its Name,”

In the second chapter of the textbook titled “Population of our country,” statistical information that shows the population and population increase rates between 1927 and 2010 based on TSI data were presented. Furthermore, the graphics for “Distribution of Population Based on Age and Gender,” and “Annual Urban and Rural Distribution in Turkey” based on TSI 2010 data and distribution of employed population based on occupations and literacy rates based on gender based on TSI 2010 data were presented. In the same chapter, under the topic “The Right to Education and Employment,” actuality principle was maintained with a newspaper article titled “Education is a must.” Under the topic “Housing and Voyage,” a section of an Internet news article titled “22 villages under quarantine after wolf attack in Kütahya,” was presented.

In chapter 4 titled “Science in Time,” under the topic “Ancient Civilizations and Technology Exhibition,” a section that talked about the significance of Bodrum Underwater Archaeological Museum was used. Also in the same chapter, actuality principle was stressed with a Sumerian script obtained from TUBITAK.

In chapter 5, “Economy and Social Life,” under the topic of “Foundations in Social Life,” a question was posed to direct the students towards current information. The question was as follows: “What are the social roles of the services provided by Foundations General Directorate? Examine the photograph on the Internet site of the general directorate and explain the slogan. There is the date 1048 on the general directorate logo. What could be the reason for that date? Please explain.”

In chapter 6, “Living Democracy,” current examples of the studies conducted by the state on social state approach were presented with an Internet news article titled “Orphanages become history.” Also in the same chapter, when discussing the significance of non-governmental organizations, current Internet news articles were used to reinforce students’ knowledge and provide retention.

In chapter 7, “Bridges Between Countries,” under the topic “Global Solutions for Global Problems,” United Nations and related institutions that conduct work on diverse fields were introduced and their significance was stressed and Internet news articles titled “1 million people in pain,” “1 billion hungry people project,” and “Preventing waste with smaller loafs of bread” were utilized. In the same chapter, under the topic of “Responsibility of Humanity,” the protection of world heritage list items with international agreements was stressed using current Internet news articles.

### 3. Results

In conclusion, it was observed in the descriptive analysis of 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade Social Studies textbooks based on actuality principle that allow the students to learn the knowledge by experiencing and observation where the data that children could observe and witness every day are used in prominent examples in the instruction and studies were conducted to achieve career awareness that in certain topics in the primary school Social Studies textbooks prepared according to the new curriculum, the requirements for actuality principle were fulfilled. For example, when the topics were instructed, current events and those reported in the visual and printed media were used in conjunction in sections in the beginning or right after the beginning of each section under the heading of “Internet news report, newspaper report, or magazine report.” In the same manner, statistical information based on the data obtained from certain institutions and organizations was utilized. However, only updated information should be included in the Social Studies textbook based on the publication date of the latter.

It was observed that this principle should be used more extensively in textbooks that would be designed for Social Studies course, which is closely related to daily life and current issues constitute a significant part of, especially in 7<sup>th</sup> grade textbooks.

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## PART 6

# The Analysis of the Target Expectation Concepts in Social Studies Education from the Students' Point of View

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## 1. Introduction

It is without a doubt that education shapes the future of a country. Thus, the education system has the biggest role in this future. Exactly at this point, the answer to the question how the targets and expectations in Social Studies education should be in terms of students within the scope of education system must be given after a good consideration. Considering the general function of education, it is said to ensure the individual's compliance with the society (Gökalp, 2016:1). With the words of Plato, education is to provide the best of maturity to the person. This maturity is a process, in which the individual acquires the national and moral values of the society he lives in. Within this process, Social Studies education needs to be evaluated at a different platform. Social Studies are a step, where the individual is at a point of becoming an active and productive citizen in the society. In Social Studies course, the child finds an opportunity to know about his close and far environment he lives in, his past and future closely. Therefore, it can be said that this course has a significant function in creating and developing the social personality of the child (Can, Yaşar and Sözer, 1998: 11). Social Studies “approaches the interaction of the person with his physical and social environment within the dimension of time via interdisciplinary approach by benefiting the contents and methods of other sciences related to society and humanity and it equips individuals with basic democratic values related to the life in a globalizing world. Besides, it can be defined as a study area that aims to raise thinker and skillful democratic citizens (Doğanay, 2005: 17). Social Studies is an elementary school course that reflects the Social Studies such as history, geography, economy, sociology, anthropology,

psychology, philosophy, political science and subjects such as citizenship knowledge; includes the combination of learning fields under a unit or theme; studies the interaction of the people with their social and physical environment within the context of past, today and future; and was created with the understanding of collective education (MEB,2005:12). It is also stated that raising new generations that live in the Republic of Turkey, connected to each other with Ataturk nationalism, protect the gains of the Republic; maintain the positive aspects of our traditional values, and also ready to accept contemporary and universal values are main responsibilities of Social Studies education (Safran, 2008:15). Özdemir (2006:7) stated in his study that NCSS (1992) explained the aims of the Social Studies course as the following: being aware of the important developments experienced in the world, taking part in participation and observation activities at home and in society, gaining the skill of decision making that is suitable to democratic understanding, defining individual and cultural understanding of identity within the context of social life. In that context, when the definitions and national and universal aims in regard to the Social Studies course are analyzed, it is seen that Social Studies course prepares the students for the social life by providing them with necessary basic information, skills and attitudes and in that sense has the qualifications of a basic course. As it is widely known, the aim of Social Studies education is not only to raise democratic and good citizens but also to provide the students with basic values and skills that need to be found in the citizens (Aksu, 2015: 209). Barr, Barth and Shermis, (1977) conducted one of the first studies in regard to what the basic approaches towards Social Studies education are. In their studies, they focused on the three approaches concerning the Social Studies teaching. These approaches were Social Studies as the conveyance of citizenship, Social Studies as a social science and Social Studies as reflective research (Öztürk and Deveci, 2011:2). The aim in the approach of Social Studies as citizenship is to teach students the duty and responsibilities of citizens in a short cut. In parallel with this, the aim of Social Studies education is seen the conveyance of basic values and faiths accepted by the society to young generations (Çulha Özbaş and Erbudak, 2015:308). Social Studies as a social science are based on the assumption that gaining knowledge, skill and values of Social Studies is the best preparation for effective citizenship (Öztürk and Deveci, 2011:3). The other one is the Social Studies as reflective research field. The general aim of this approach is to help students learn to make decisions about the problems and situations that affect them (Doğanay, 2003:21). In addition to this, the aim is to provide the student with the ability to make decisions and become an effective person accordingly. In this way the students gain research abilities (Kılıçoğlu,2014: 7). While taking steps towards this direction, it is necessary to take the learning differences in children into consideration (Öztürk and Saydam, 2017:4). When Social Studies course teaches about citizenship, it will perform this with values that cannot be separated from the citizenship education together with the character education (Sönmez and Karatekin, 2017:733). In recent years it has been presented in Social Studies education reform reports that

citizenship education and human rights are the most important objectives of Social Studies education (Merey, Karatekin and Kuş, 2012: 796).

The aims within this context were reflected in the Social Studies program for the year 2005 in the following way.

In accordance with this understanding, 2005 Social Studies Program;

- ✓ Accepts that every student is a unique individual.
- ✓ Sheds light to the future lives of the students and shows awareness for the development of qualities expected from the individuals.
- ✓ Prioritizes learning and the actualization of learning by enabling the development of knowledge, concept, value and skills.
- ✓ Encourages students to think, ask questions and exchange ideas.
- ✓ Aims that the students are raised to become healthy and happy individuals physically and mentally.
- ✓ Centralizes national identity and gives importance to the adoption of universal values.
- ✓ Aims that the students develop in spiritual, ethical, social and cultural aspects within the frame of their own customs and traditions.
- ✓ Gives importance that the students are raised as individuals that know about and use their rights and fulfill their responsibilities.
- ✓ Ensures that the students have awareness towards the social problems.
- ✓ Ensures the students use their experiences and interact with their environment throughout their learning process.
- ✓ Gives importance to the variety of learning-teaching method and techniques so as to reach every student.
- ✓ Enables assessment of the learning and teaching processes within their flow of time by checking the student work files periodically (MEB, 2005:13).

12 articles given above present the aims of Social Studies course. Actually, while it is attempted to present the aims, expectations from the students are listed as well. The aims of Social Studies education also shape the aims of the individuals that will constitute our society.

With this course it can be said that the students will learn that they are individuals, they will be raised based on their qualities, knowledge, concept, skills and values, they will think and ask questions, they will learn about protecting their national identity and adopting the customs and traditions of their society, know about their rights and responsibilities, embrace the social problems, be in contact with the environment and in return the method and techniques will be used to enable student learning and throughout this process the evaluations will be conducted. The content includes the aims and the expectations from the students in accordance with these aims. In the study of (Çetin, 2016:68) it was found that when students are making sense of Social Studies they are aware of the subject fields, they gain certain knowledge, skill and values towards their individual and social developments and also acquired certain information regarding the science, technology and social change areas as part of their learning process.

### 1.1. General Aims of 1998 Social Studies Program

- ✓ Raises students to be dedicated to their family, country, nation, Atatürk reforms and principles and hardworking, researching, self-sacrificing, entrepreneur good persons and good citizens.
- ✓ Enables students understand that they are the children of a great nation by grasping the importance of Turkish nation in world history, honorable past and place among the nations and the services that nation provided for humanity and acquire a character that can afford any kind of sacrifice so as to actualize the ideal of the Turkish nation.
- ✓ Ensures that students know that the Republic of Turkey is a national, democratic, secular and social law state that is based on human rights; grasp the features and importance of the republican regime.
- ✓ Makes sure that the students comprehend that living as a society is a must and the concept of nation and the character of the Turkish nation; strengthen the feelings of love, respect and trust towards the Turkish nation, Turkish flag, Turkish soldier and army.
- ✓ Embraces the intelligence and talent, love of science and art, aesthetic taste and the greatness of the sense of humanity and turn these superior features into behavior.
- ✓ Treasures nation and country works above anything else and turns providing service to the country with heart and soul into a habit.

- ✓ Recognizes the important Turkish figures that contributed to our nation and humanity in history; teaches how the farsightedness, great comprehension, courage, sacrifice and heroism of the persons giving direction to the historic events in time and place impacted the flow of history.
- ✓ The students comprehend and appreciate not only the national but also the universal aspects of Mustafa Kemal Atatürk and other important Turkish figures that guided the society; they see the humanitarian duties of our nation and recognize the need for love, respect and service towards humanity.
- ✓ They understand the meaning of Turkish reform, its importance in different aspects, its impact on the welfare and happiness of Turkey and the future of this country; they are raised to become self-sacrificing Turkish children that are loyal to the values of Turkish reform, ready to protect them at all times.
- ✓ They comprehend that today's civilization is the work of a long past; they understand the service and share of Turkish nation within this civilization and thus reach to the awareness to risk any sacrifice in order to "carry our national culture beyond the level of contemporary civilization level" as per the directives of Atatürk.
- ✓ They develop the skills of thinking, researching and reasoning by comparing the causes and results of the social, economic and political events of the past with today's world so as to evaluate today better.
- ✓ They become competent enough to assume duty and responsibility anywhere, become loyal to the family integrity, develop the sense of responsibility and duty for the welfare and happiness of the family.
- ✓ They adopt the concept of law, gain the sense and habit of complying with the law and state authority.
- ✓ Recognize old, new art and cultural works around them and our national values such as museum and monuments and learn about the necessity to protect them.
- ✓ They understand that people need each other; appreciate the importance of taking part in group activities and helping others and become competent in them.
- ✓ They embrace the fact that people shoulder mutual rights and responsibilities, and understand that they have to show respect and tolerance towards their views and beliefs.

- ✓ They learn to apply the rules of working, taking responsibility, helping and making decisions together.
- ✓ They learn to arrange all their works in accordance with the rules of democratic life.
- ✓ They understand the basic principles on which the family, school and social life depend and the obligation to live as a society.
- ✓ They turn compliance with the traffic rules into habit.
- ✓ They recognize the importance of our country's place in the world, and willingly develop the sense of responsibility in the development of our country.
- ✓ They acquire general knowledge in regard to the relationship of Turkey with its close and far neighboring countries and other countries of the world.
- ✓ They learn about the geographic features of the other country and regions that the Turks live in and understand that the Turks are a great nation living in a wide area.
- ✓ They analyze the mutual impact of people on each other and the geographic environment as well as the human communities' ways of living and getting by; they are raised to become knowledgeable and effective citizens in the economic development of the country.
- ✓ They make use of plans, sketches and graphics by acquiring information about them.
- ✓ They understand the importance of environment protection for today and the upcoming years.
- ✓ They comprehend that a livable environment is a fundamental human right.
- ✓ They recognize the economic values of the immediate vicinity and the national resources and understand that protecting them is their responsibility.
- ✓ They gain the habit of using carefully and protecting their own belongings and school belongings and tools.
- ✓ They gain the habit of being thrifty and following a planned study.
- ✓ They learn about the basic information in regard to production, consumption and distribution.

- ✓ They analyze the way the human communities live and survive and learn about the economic relationships among them.
- ✓ They comprehend the meaning of tourism and especially the importance for our country.
- ✓ They understand the impact of the population growth rate on education and economy (MEB,1998).

Social Studies, taught as a course in the primary school and middle school stages in our country, try to fulfill the duties of actualizing the general aims of Turkish National Education System and reaching the aims determined as an education program (Akdağ, 2009: 3). The sentence of 34 general aims with multiple meanings was arranged as the sentence of 131 general aims with singular meaning (Koçak, 2002). In the study of Akpınar and Kaymakçı (2012), the descriptive data in regard to the general aims of 1998 Social Studies program state that the aims were citizenship (47.06%), geography (17.65%), citizenship and geography (17.65%), citizenship and history (14.71%) and history (5.88%). The general aims of 1998 Social Studies education program consist of four main parts; 1- Aims in terms of Citizenship Duties and Responsibilities, 2- Aims in terms of Relationship Among People in a Society, 3- Aims in terms of the Ability to Know the Environment, Country and World, 4- Aims in terms of Developing the Idea and Skills of Economic Living. In the context of target expectation, it can be interpreted that the aims of 1998 Social Studies program were evaluated in terms of citizenship education, which is the nature of Social Studies (Koçoğlu, 2012: 10).

### **General Aims of 2005 Social Studies Program**

- ✓ The student recognizes his physical and emotional characteristics; interest, wish and abilities as a free individual.
- ✓ The student is raised as a citizen of the Republic of Turkey with a national consciousness that loves his homeland and nation, knows and uses his rights, fulfills his responsibilities.
- ✓ The student recognizes the place of Atatürk Principles and Reforms in social, cultural and economic development of the Republic of Turkey, and is willing to maintain the secular, democratic, national and contemporary values.
- ✓ The student knows that the rules of law bind everyone, and every person and institution is equal before the law.
- ✓ The student comprehends the fundamental elements and processes that make up of the Turkish culture and history, and accepts the necessity to protect and develop the cultural heritage that enables the creation of national consciousness.

- ✓ The student knows about the geographical features of the environment he lives in and of the world, and explains the interaction between humans and the natural environment.
- ✓ The student uses, arranges and improves the information appropriately and in various ways (map, graphic, table, globe, diagram, timeline etc.).
- ✓ The student understands the fundamental concepts of economy and comprehends the place of national economy in development and international economic relationships.
- ✓ The student recognizes the professions and believes in the importance of working in social life and in the necessity of each profession.
- ✓ The student questions the historical evidences belonging to different periods and spaces and determines the similarities among the people, objects, events and facts, and recognizes the change and continuities.
- ✓ The student comprehends the development process of science and technology and their impact on the social life and thus uses the information and communication technologies.
- ✓ The student seeks for scientific ethic in accessing, using and producing information by taking scientific thinking as basis.
- ✓ The student makes use of the fundamental concepts of Social Studies when explaining the relationships between the individual, society and state.
- ✓ The student believes in the importance of participation, and puts forth unique views for the solution of personal and social problems.
- ✓ The student comprehends the historical processes of the concepts of human rights, national sovereignty, democracy, secularity and republic and their impact of today's Turkey, and regulates his life in accordance with the democratic rules.
- ✓ The student analyzes the intersocietal political, social, cultural and economic interaction in different era and spaces.
- ✓ The student shows sensitivity towards subjects that involve his country and the world by having the awareness of being part of humanity (MEB, 2005:11).

When analyzed in the context of target and expectations, a bigger and systematic emphasis on cognitive, affective and psychomotor features were observed in 2005 Social Studies

education program in comparison to other education programs (Akpınar and Kaymakçı, 2012: 624). Social Studies provide students with the acquisition of the sense of responsibility, and the skills and behaviors for producing solutions to social problems (Aykaç, 2007:47). In line with the general aims, the targets and expectations from students via Social Studies course are listed in 17 articles. Recognition of interest, wish and abilities as an individual, raising as an individual that loves his country, nation and state, being adhered to Atatürk principles and reforms, maintaining the secular and national values, believing in the superiority of law and knowing it along with the reasons, being aware of the fundamental factors and processes that make up of Turkish culture and history, recognizing the world he lives in and knowing about the nature human interaction, being able to use the knowledge in place and time in his life, knowing about economy and professions, sensing changes and continuities belonging to different eras, contributing to science and technology and contributing to his country, evaluating the relationship between individual, society and state, believing in the importance of participation, giving importance to human rights and national sovereignty, analyzing the intersocietal events in different periods, and showing awareness towards subjects that involve his country and the world are among the expectations of 2005 Social Studies education program. Without a doubt, these expectations will be actualized in accordance with an aim. That aim in question is the nature of Social Studies education. That is to say, to raise individuals to be loyal to their country and love their nation. Therefore the Social Studies course aims make the lives of the students suitable for daily life (Gülüm and Ulusoy, 2008:114). In a study conducted by Kulaç and Uslu (2014), they reached to the conclusion that the way the Social Studies course is taught today gained general culture, taught Turkish geography to students and prepared them to the social life. With Turkish geography, the foundation for the patriotism is laid. The main source for the development and establishment of the sense of patriotism is the geography education (Aksoy, 2003). Geography gains in Social Studies education create the basis for these. Based on these ideas, the biggest responsibility of the geography teachers is to ensure the raising of patriotic citizens that will be needed by Turkey, know about, protect and develop their own values (Çifçi and Dikmenli, 2016:852). In this aspect, it is directly proportional to the general aims of Social Studies program.

### **General Aims of 2017 Social Studies Program**

The general aims of Social Studies Course Education Program are stated in accordance with the aims and principles of Turkish National Education defined by the Basic Law of National Education numbered 1739 and are given as follows: With the Social Studies Course Education it is aimed:

- ✓ to raise individuals who love and always elevate their homeland and nation; who are aware of their rights and use them, who fulfill their responsibilities and have national consciousness as citizens of the Republic of Turkey,

- ✓ to recognize the place of Atatürk principles and reforms in the social, cultural and economic development of the Republic of Turkey, and willing to maintain the democratic, secular, national and contemporary values,
- ✓ to recognize that the rule of law binds everyone, every person and institution is equal before the law,
- ✓ to accept the need for protecting and developing the cultural heritage that make up of the national consciousness by comprehending the fundamental factors and processes that create the Turkish culture and history,
- ✓ to recognize the geographic features of the environment he lives in and of the world and to explain the interaction between humans and environment, and to develop their ability to recognize the space,
- ✓ to recognize the limitation of the natural environment and resources, to try to protect the natural resources within the environmental sensitivity, and to have an understanding of sustainable environment,
- ✓ to have the ability of thinking critically as individuals that know about accessing correct and reliable information,
- ✓ to comprehend the basic concepts of economy and the place of national economy in development and international economic relationships,
- ✓ to believe in the importance of working in social life and in the necessity and integrity of every profession,
- ✓ to question the historical evidences of different periods and places and to determine similarities and differences among the people, objects, events and facts, to recognize the change and continuities,
- ✓ to comprehend the development process of science and technology and their impact on the social life and thus use the information and communication technologies with awareness,
- ✓ to seek for scientific ethic in accessing, using and producing information by taking scientific thinking as basis,
- ✓ to be able to use basic communication skills as well as the fundamental concepts and methods of Social Studies so as to regulate the social relationship and the problems they encounter,

- ✓ to believe in the importance of participation, to put forth unique views for the solution of personal and social problems,
- ✓ to comprehend the historical processes of the concepts of human rights, national sovereignty, democracy, secularity and republic and their impact on today's Turkey and to regulate their lives in accordance with the democratic rules,
- ✓ to know the importance and ways of becoming a virtuous person by taking national and moral values as basis and adopting the universal values,
- ✓ to show sensitivity towards subjects that involve their country and the world by having the awareness of being part of humanity,
- ✓ to recognize their interest, wish and abilities and physical emotional characteristics as an independent individual (MEB, 2017:5).

## Results

The general aims stated for 2005 Social Studies program with 17 articles were listed as 18 articles in 2017 Social Studies program. In the context of target and expectations, it is aimed for students via 2017 Social Studies program to become individuals that love their homeland, and nation with national consciousness, to comprehend the importance of Atatürk principles and reforms, to believe in the superiority of the rule of law, to understand the factors that make up of Turkish culture, to recognize the environment they live in and the world, to comprehend the limitations of natural resources, to know how to access correct and reliable information, to grasp the importance of national economy by knowing the fundamental concepts of economy, to have the awareness of work life and profession, to question the historical evidences in different era and spaces, to use the information and communication technology with awareness, to give importance to scientific ethic in using information, to use Social Studies concepts in social relationships, to adopt human rights, national sovereignty and democracy and apply them in their lives today, to adopt national and moral values, to be sensitive towards issues involving our country and the world, to be aware of physical and emotional characteristics as well as interests and wishes as free individuals. These aims were created in accordance with the targets of educating the young generations that are the future of our country as individuals that are committed to their homeland and nation. It is necessary for these target and expectations to be considered thoroughly by the students.

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## Compass Metaphor of Mevlana in Social Studies Education

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### 1. Introduction

Throughout the history humans have always come across with the concept of educating and getting educated and the best education of that age has been tried to be given. Though, informing and pursuing a career come at first as goals of education and teaching these also have undertaken an effective role on composing human behaviours, personalities and textures (Ulusoy & Dilmaç, 2012). In this respect education is the process of transforming the culture, knowledge, belief, ability, values, and resemblances to the subsequents. In other words education is the process changing the pattern of behaviours (Ulusoy & Dilmaç, 2012); however, this education depicts variabilities according to the values of the society they belong to.

Individuals learn to separate “good-bad” and “right-wrong” through social rules, traditions and customs, and to take a measure in the direction of their own moral principles. Values constitutes our beliefs about everything. “Value” as a term refers to our standards and principles that make our judgments, ideas, situations, and actions good, bad, desirable and beautiful for us (Yazıcı, 2006).

Even changing the values is possible, this is a difficult and a time taking process. New situations and cultures over time can reduce the value of certain values and cause new and other values to be formed. Personal experiences shape or change values. From the point of view of classification, it is seen that values are psychological, sociological and philosophical bases (Demircioğlu & Tokdemir, 2008). The individual members of a society are not the same as each other even if they adopt the values and rules of society.

Individuals of a society, in some ways similar to each other, but in some aspects they acquire very different personalities (Ulusoy & Dilmaç, 2012).

According to Yazıcı (2006), its properties must be known in order to better understand what the values are. The properties of the values can be ordered:

1. Values are beliefs. Even though, they do not carry purely objective, emotionally purified ideas. When they gain an activity they pass through the emotions.
2. Values are related to the behavior of the individual (such as equality) and the way they behave in reaching these goals (fairness, charity).
3. Values are superior than specific actions and situations. For example, the value of obedience is in effect at home, at work, at school, and in all of our relationships with people we do not know.
4. Values are changeable. There may be changes in value priorities in order to meet the interactions and emerging needs over time.
5. Values are sorted among themselves according to the precaution they bear. This creates a ranking system that determines the value priorities. Cultures and individuals can be described by value priorities systems.
6. Values serve as standards that guide the selection or change of behavior, people and events.
7. Values vary according to the cultures they are affiliated with. Even within the cultures they belong to, they may even differ. For example, two different societies may have the same value, but the level of importance they have may differ.

Value education is helping people to come to a situation where all human-specific activities as human activities can be carried out in a manner appropriate to their aims, in other words, the opportunities that distinguish human beings from human beings and other being (Ulusoy & Dilmaç, 2012).

Values can be taught and learned. When humans come into the world, they are born without knowing these values. The value of different societies to take different forms and to evaluate differently shows that they learned later. We learn from the adult individuals of our community or from our peers how we should behave in which situation. The values here are an education before everything else. This education is not just about the lessons taught in schools. One can not deny that the whole society is a school and every human being is a teacher and a student of this school (Aydın, 2010).

According to Simon (2009), there have been four important movements in value education, namely value realization, character education, citizenship education and moral education. In addition to the value education curricula mentioned above, there are values education practices such as religious education, ethics education, law related education, critical thinking, empathy development, cooperation skills, decision making skills, moral reasoning, life skills, sexuality education and drug education.

From the beginning of the 1900's, studies on the aims and methods of moral education have been carried out. At the beginning of this period, moral education was carried out in order to increase the academic success of the student and to improve the citizenship consciousness. Value and moral education continued with traditional methods after the Second World War. In the mid-1960s, the value disclosure approach developed by Sidney Simon and colleagues in the United States developed alternative teaching methods to tackle-based value education through approaches such as fair community schools developed and implemented by Kohlberg and colleagues in the early 1970s. After the 1980s, traditional values such as patriotism, family, responsibility and trust began to return, and in 1992, Lickona withdrew attention to the character education movement (Akbaş, 2008).

In the Ottoman Empire, Ottoman intellectuals wanted to make cultural purchases from the West during the modernization process, but they did not want to undergo a change of culture as a result of these purchases. This problem, which constantly occupied the agenda of the Ottoman intellectuals and bureaucrats, was thought to be solved only by rejecting the "values and values" of the West. This was also a distinctive criterion for deciding what to buy and what to avoid from Western civilization (Acun, 2007; Koçoğlu & Erdoğan, 2017). In this context XIX. A hierarchy of values education was published by Sadık Rifat Paşa in the beginning of the century. This hierarchy transmitted by day (2014) is as follows:

1. To be afraid of God in the first place: to worship him, to give thanks to his blessings, to fear him and to do bad things, always to do good is diligent and wise. It is the knowledge that you need to be much more than everything; Knowledge is to learn and collect what you do not know.
2. It is necessary to honor the mother, father and child: This is happiness.
3. Do not lie: This is a very bad and forbidden habit, so you should avoid it in terms of religion and reason.
4. To not lecture, to take away: This is a bad job and adjective, perhaps even more ugly than falsity.

5. Hypocrisy: To go between two people who are mutually or unconcerned and to raise their resentment by saying different words to each other. This genius is a very ugly and evil loser, which is also called a nifak.
6. Gossip: This genius is something that does not deserve the right of humanity and wisdom.
7. Destructiveness: To waste, to swallow, to waste things, especially for himself, then relatives and other people. It is absolutely necessary to avoid it.
8. Self-Interest: Self is the person's self-conceit, seeing himself superior than others. Especially when he knows things he does not know, it's a bad habit to move around.
9. Envy: It is the desire of jealousy, attract, and get away from others, rank, clothes, property and other beautiful things.
10. Mischief: This bad feature is something that will never give a hand to children and cause them to remain ignorant. For example, not to go to the school, not to do homework, not to work on the lesson, and to spend time with inappropriate words and games.
11. Fraud: To say and do things to try to deceive his parents, his teacher and other people with all kinds of lies is a very ugly and bad work.
12. Desolation and enchantment: It is a very bad thing for the children who are mature enough. E.g; To enter into all kinds of clothes and to do things like juggling and to ask for something from it and to say things that are embarrassed and shameful in the things to be embarrassed, to make things that are shameful by other means.
13. Saying bad words: These are bad words one should avoid to use. That is swearing and saying bad words to others. No one likes such words.
14. Larceny: It is theft. This temper is one of the worst habits both logically and religiously. God bless, the fate of every one who gets accustomed to it causes various disgrace and leniency.
15. Condemnation: To look down on others in a way that will not appeal to the elders and their grandparents, to take action, to insult, to mock.
16. Grudge and hatred and selfishness are the evil of the people: When a person is bored or has suffered something about him, he should not forget him and take revenge on him if he has an opportunity.

17. Faithfulness: A person promises and does the work he has received. This is the sign of happiness and humanity. One should not forget friends and relatives and should do them as good as they can.
18. Respectfulness: This is the good manner of man. It is one's respectfulness to his elders with regard to science, age and ability. Not to insult the lower class and to respect everyone's right.
19. What is called conviction is a good and comfortable reputation for the owner: food, beverage, clothing and things, not to look at things more and to be thankful and thankful to the blessings of God Almighty.
20. Hüsn-i karîn: Always talking to good people and avoiding to talk with bad and inappropriate people. Because the person always has the pleasure of the people he sees and has a close relationship.
21. Not to be hasty: they want to rush and stubbornness in everything except what is needed for religion and wisdom; To stand in a place that is not right. Do not listen to the words and advice of your husband, master and master, and make a tradition for the sake of your life.
22. Cleanliness: Cleanliness is a respected manner both religiously and rationally and it is needed to get rid of all kinds of dirt and contamination. Cleaning is a sign of good behavior.
23. Munificence (generosity): The greatest of good manners, it is the supreme of the moral beauties of self and society.
24. Selfishness and stinginess: The opposite of generosity is that you do not give generously to the person who is harvesting what is in your hand and what is next to you. This is a very bad thing.
25. Assistance and compassion: Helping to others is being merciful pityingly. For example, if a man has a hard job and he asks for help, rationally and religiously it is a good thing to be diligent and wise to help him with his hand, language and money.
26. Healthy body: To pay attention to the health of the body. Every blessing in the world is health. First of all thanking goodness for health is necessary. Because, God bless, if a man's body is not healthy, he can not worship and worship it deservingly.

27. Nuisance and subjectivity: It is the manner of avoiding bad and ugly words which can hurt others and having a smiling face and sweet spoken when he speaks to others.
28. Civility and reverence: It is the first manner to be found both young and old aged people. Especially there are good manners to be gained especially by children. One must always be respectful to his elders. When he goes to a great man, he must button up, reverence, get in with civility and kiss his hand.
29. Jurisprudence: This is to learn and apply the general rules that must be observed among people. One should behave with love and sympathy to his brothers and to the people who are like his brothers and sisters.
30. Chastity and charity: These adjectives are among the finest adjectives and are something that everyone and especially young people and children need. It is the protection of honor and chastity.
31. Religious law: This genius is one of the greatest and basic conditions of mankind. That is, when nuisance and love take place between two people after along period and they do favor for each other, they should be respectful to each other and should not hurt.

In XIX<sup>th</sup> Century - II<sup>nd</sup> Constitutionalist Period's child magazines in addition to the problems of the age there are also quite comprehensive information on childhood, childhood understanding and values. The socio-economic, political and moral problems of the period made the issue of values important. For that reason, the magazines particularly emphasized in terms of values (Gurbetoglu, 2007).

It is thought that the problem of erosion or destruction of values is thought to be the basis of the problems that bring the country to the brink of collapse. Reconstruction of these values according to the conditions of the circus was regarded as a necessity to build, especially the moral values were given special importance. It is entirely focused on the basis of social development as it is accepted as the basis for the coherence and exaltation of moral values. Within the moral values mentioned here, it is seen that the values related to national morality predominate. It was aimed to equip the new generation with all values, especially moral values, and it was assigned to primary education institutions and trainers. In this context, children's magazines serving as educators have contributed to the targeted moral change process. In this process, every opportunity is evaluated for the targeted values to be gained, and national consciousness is desired to be kept alive by drawing attention to the dramas, cruelties and slaughter that are experienced in wars (Gurbetoğlu, 2007). The reasons for the negativities, regressions and demolitions in this period have also been the subject of Bektashic descendants and tried to help people to take lessons from history. In this respect, the values of honesty and honesty

are emphasized (Yalçınkaya, 2015). In addition to this, it usually deals with the social disorders experienced during the disintegration period of the Ottoman Empire. The hardships, pressure, injustice, disorder of security, the livelihoods of the poor, the inner face of the people who defraud the people, the distant behavior of some rich people from humanity are acrimoniously criticized. When it is examined, it is possible to have opinions and knowledge on many subjects such as the people's thoughts, customs, traditions, morals, socio-cultural structures and even history (Yalçınkaya, 2015).

### 1.1. Mevlana Celeleddin Rumi and Compass Metaphore

“Seventy-two nations listen their secrets from us. We are like a tuning pin combining two hundreds of nations in a single episode “. “I walk seventy-two nations with the one foot, while with other I stand firmly on the shari’a with a compass (calliper,divider).” (Firuzafer, 1963).

With this analogy, known as the “compass metaphore” Mevlana describes his philosophy of multiculturalism and tolerance in a unique style and approach. He expresses respect for all cultures, integrating them in themselves, without distancing from their own personality and being aware of their own personality. In other words, it means trying to experience without ignoring the environment (the stranger) and to melt different ideas in a single pot. A belief expresses that I do not mean to ignore other beliefs and not to recognize it, on the contrary, it implies that one has to try to discover other beliefs on the one hand while fully embracing it.

Mevlana’s Compass Metaphor can be used as an association and a relational evaluation method in the preparation, development and evaluation of education programs - as can be taken from many different perspectives.

Curriculum programs were prepared in 1924, 1926, 1948, 1968, 1998 and 2005, depending on the changes that took place in Turkey and in the world for Social Studies education. Although each of the prepared curricula seems to have very important and fundamental changes in the curriculum, the subjects of history, geography and citizenship are; It is seen that every epoch takes place in the programs on the axis of Turkish world and Turkish culture. When the metaphor of Mevlana is related to the social information education and programs in Turkey, it is possible to reach some important evaluations about the subject.

The first assessment in the context of compass metaphor is about the definition, basic philosophy and general purposes of the Social Studies education which is included in the Social Studies course curriculum. In this context, Social Studies course aims to provide students with human relations and citizenship competencies by taking an interdisciplinary approach; (MEB, 2015) is a fusion of Social Studies such as history, geography, anthropology, archeology, econo-

mics, law, philosophy, political science, psychology and sociology. The basic approach to Social Studies education is to hire all the branches of sciences that contribute to making accurate and logical decisions in daily life by acquiring knowledge, skills and values about personal, family, regional, national and global issues by taking people to the center. Thus, in the Social Studies education, “Compass” is centered on one foot, while the other foot is circulating on the sciences that serve the purpose of improving human relations and citizenship competencies of individuals in society.

Among the general objectives of the Social Studies curriculum, at the first point the expression “The importance of being a virtuous person, knowing national, spiritual and universal values together with their individual characteristics as a free member of society” is found. When these expressions are related to the metaphor of the compass; the individuality of the person and the awareness of his national and spiritual values and the possession of them constitute the foot in the center of the verse, while the other state of understanding this universal character with this consciousness and integrating it in his own self constitutes the other leg of the verse. The main purpose of Social Studies education is to bring together the positive features of virtuous human beings from all world cultures and to gain them to all individuals who are free members of the Turkish society by dissolving them in the same pot.

Another aim of Social Studies education is; It is stated that they are the individuals who contribute to the formation and development of tolerance and reconciliation culture in every field of life, producing peaceful solutions to the problems that the citizens of the Republic of Turkey should be aware of their rights, freedoms and responsibilities and participating effectively in democratic life. On the other hand, It is expected that they will be aware of the mutual interaction in the world as having knowledge about the social, economic, political, cultural and ecological effects of globalization and reach a consciousness of being beneficial to human beings (MEB, 2015).

Another evaluation on the axis of Mevlana’s compass metaphor is about the issues of Turkey and the Turkish world which are important topics in Social Studies education. When the Social Studies curriculum is examined (MEB, 2015); One step of Social Studies education is that the Turkish society is traveling on the national identity individual and the national culture while the other foot is universally circulating the Turkish world cultures. Social Studies education comes from the center of the Republic of Turkey; aims at the conception of the basic elements and processes that constitute Turkish culture by individuals and the protection and development of the cultural heritage that provides the formation of national consciousness.

Although the subjects of the Turkish world were not included as the main topics in the Social Studies curriculum program prepared by the constructivist education approach in 2005,

the topics related to the Turkish world were included in the contents of the units. When we look at the Unit Content of the Social Studies Course in the 2005 Primary Education Curriculum;

- 1- I'm learning my past; In this unit, it is requested to give an example to the ones that continue today even from the games that Turks have played extensively in history.
- 2- My Remote Friends, here again in the Turkish world is talking about Central Asia and the Balkans.
- 3- Step by Step Turkey, Turkey is considered geographically.
- 4- Know our region, the region where we live is examined geographically.
- 5- The Turks On the Silk Road, the historical silk road and the Turkish states and their communities are covered.
- 6- Journey in Turkish History
- 7- Our Country and the World, deals with Turkey's relations with Turkic Republics and neighboring countries (Gülüm & Demirok, 2016).

In the program, the issues related to the Turkish world are not considered under separated headings but it is expected that the individual will be able to gain the benefits of the program of the Turkish culture of the world with a large scale by taking the social, political and economic relations of the Turks and the Turks in the achievements of the units.

Another assessment in the context of the compass metaphor is related to the seven learning areas identified in the Social Studies Curriculum and their teaching techniques. Here, "gains" in relation to each learning field are formed to cover the areas of interest. Some gains in learning areas are knowledge, some skills, and some are value-based. Deepening and expanding the knowledge, skills and values of the learning areas in the program and the class levels of the students; (MEB, 2015), aiming at simplicity, complexity, concrete abstraction and close proximity. In this context, it is planned that the students will evaluate the cases, events and processes within the scope of Social Studies education in local (close environment) in the fourth class, province in fifth class, national in sixth class and international in seventh class. When considered in the context of the compass metaphor, in terms of the learning area, the students themselves are the central leg of the compass, while the other legs circulate in their immediate surroundings, distant surroundings, national and international circles respectively. In close proximity to the basic rationale of teaching techniques of abstract and simple complexity, Mevlana's metaphor of metaphor is set in close proximity to concrete and simple concepts to form a fixed stance in the center of the verse; The other leg of the compass can be simulated (circled) to understand the distant, abstract and complex.

## Results

In every field of human life, improvement and progress must be held. To achieve this to benefit from other experiences is needed. It is necessary to look at the culture of all the societies of the world as the eyes of the world's memory. Western societies need to make new breakthroughs not by assimilating or destroying other societies but by taking the advantages of them. The most important way to achieve this is education. To achieve this education is just possible with Social Studies Teaching Program which aims both to raise good citizens and to train individuals adapting to the necessities of the age. For this reason, the Social Studies education program in Turkey should be two main axis. The first is to know the age of living well and the second is to have a strong vision of civilization. The show should be well known; Societies that have a strong grip on their own civilization do not experience feelings of oppression from other societies. They both have their own civilization and become light to other civilizations. Therefore, I believe that we can overcome this with the metaphor of Haztel Mevlana's caliber, which is one of the important symbols of Turkish civilization. One leg is a fixed caliper. The other foot is a system of education circulating all the civilizations in the world.

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## Planning the Integration of Teaching and Evaluation in Social Studies Education

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### 1. Introduction

The concept of education, started with the existence of living beings, continues to exist in every kind of population no matter what the education level is. In primitive tribes or in developed civilized societies, human beings have been continuously inventing new materials in order to meet the demands of social daily life, and as a result of this continuing process, it is crucial to establish an efficient teaching system in order to cope with the changes. Permanent behavioral change and education process definitely exists if there is learning.

In “Dictionary of Education”, the concept of education is defined as; “the sum of processes in which an individual gains ability, tendency and other demeanors, which are practically significant in the society. Education is a social process and it includes a distinguished and controlled environment besides school activities in order to ensure a high-level of personal development and social abilities.” Based on this definition, education is established on the below mentioned detailed goals:

- Education helps individuals’ self-realization,
- Education helps individuals develop healthy and high level human relations,
- Education develops individuals’ economic efficacy,
- Education improves individual’s civic responsibility (Varış, 1998).

Education is a process aiming at changing behaviors of individuals in a specific, desired way and it can be said that it is a service for individuals (Sever, 2015).

There are two types of education; formal education which is planned and purposeful and informal education which is unplanned and doesn't have a specific purpose. There are two types of formal education which are organized and mass education. Organized education is the type of education in schools; it is gradual and based on the basic goals of National Education. On the other hand, there isn't a specific level or precondition in mass education and the goals of individuals are significant.

The goal of organized education is to raise efficient and valuable human power in a country. Every state determines specific goals that will serve its purpose and prepares curriculums in line with these purposes. These curriculums are the practices in schools for this aim. All of the subjects in education programs include different numbers of learning environments and acquisitions.

Education process starts in a family and continues until the end of life. One of the most significant stages of this process is family and another one is school. Children socialize in schools (Şimşek, 2016). There is primary school, secondary school and high school respectively. Citizenship education is included firstly in the lesson named 'Introduction to Science'. But the class that has a direct goal about raising citizenship awareness through education is Social Studies.

### 1.1. Nature of Social Studies

The basic function of educational institutions is to give necessary information and improve the ability and values in them in order to enable students become efficient and fruitful citizens in the world of 21<sup>st</sup> century. A significant amount of these information, ability and values are attempted to be given in schools through Social Studies classes (Kılıçoğlu, 2009).

There are various definitions of the concept of Social Studies (Akdağ, 2009; Barr, Barth and Shermis, 1978; Barth, 1991; Çatak, 2016; Garcia and Michaelis, 2001; Köstüklü, 2001; Safran, 2008; Sönmez, 1998). But the basic definition that is accepted by Social Studies educators is mentioned below:

“Social Studies is a field of study which is made of an interdisciplinary combination of art, literature and Social Studies in order to provide citizenship competence. In the school program, Social Studies ensures a systematic and coordinative field of study which is made of the related parts of anthropology, archeology, economy, geography, history, law, philosophy, political sciences, psychology, religion, sociology, art, literature mathematics and physical sciences.

The basic goal of Social Studies is to help young individuals in the process of giving reasonable and knowledge-based decisions as the citizens of democratic societies which are made of socially and culturally different people living in a global world (NCSS, 1993).

Social Studies puts human beings in the center and help children acquire information, completely comprehend learning processes and become active citizens (Zarrillo, 2000/2012).

The lesson of Social Studies focuses on analyzing human and society and the relation between them in the frame of environment. It increases the knowledge about human-society relations and experiences about these two and it sets an environment for individuals in order to explore their values and thoughts (Kabapınar, 2016).

Social Studies lesson aims at enabling students accommodate themselves to the societies they live in as citizens who adopted democratic values; additionally, it focuses on providing experiences in order to enable these students put their knowledge into practice (Ulu Kalın and Aydemir, 2016).

## 1.2. History of Social Studies Education

It is known that Social Studies tradition started in Turkey at the second half of 19<sup>th</sup> century. According to the Statute on General Education in Sultan Aziz period in 1869, social fields in Ottoman Junior High Schools were separated to different lessons as “*General History*”, “*Ottoman history*” and “*Geography*”. In 1986, in an education conference in America, administration department combined the topics of history and geography and named it “*Social Studies*”; after this, in the period of Sultan 2<sup>nd</sup> Abdülhamit in 1904, “*Brief Ottoman History*” lesson was included in the curriculum of secondary schools.

As a name of a lesson, the concept of “Social Studies” was firstly used in 1916 in America. In 1921, establishment of National Council for the Social Studies by America accelerated the process of the use of this concept.

In the history of Turkish Republic, the lessons of “Country Studies” (Malumat-ı Vataniye) started to be taught in schools in 1924. Two years after that, Country Studies lesson was combined with the lesson “Morality Conversation” and named “Nation Studies”. In the primary school draft prepared in 1962, History, Geography and Citizenship lessons were combined under the name of “Society and Country Research”.

The adventure started in the second half of 19<sup>th</sup> century was included in the curriculum as “Social Studies” lesson in 1968. But 12 March memorandum occurred in 1971 and 12 September Military Coup occurred in 1980 changed the mentality about nation-state; in 1985, Social Studies lesson was removed and “National History” and “National Geography” lessons were included in the new curriculum.

Social Studies lesson was included again in the curriculum in 1998, when primary education was accepted to be compulsory. The lesson was taught through constructivist education model gradually in 2005. In 2012, compulsory education model was implemented through 4+4+4 model and with this model, Social Studies lesson was relatively a more significant class. With this system, “Human rights, Citizenship and Democracy” lesson was compulsory in 4<sup>th</sup> grade while elective courses such as “Folk Culture”, “Media Literacy”, “Law and Justice” and “Thinking Education” were included in secondary school curriculum (İnan, 2014).

### 1.3. Social Studies Education in Different Countries

4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade Social Studies Curriculum, which can be seen in the internet page of Ministry of Education, Head Council of Education and Morality, is prepared with a constructivist understanding and changes that are necessary in today’s education system are completed. In this section of the study, information about the goal of Social Studies in some countries around the world will be presented.

While in some countries such as Greece, New Zealand, Singapore, Pakistani, Norway, Canada, Jamaica, Sweden, England, Republic of South Africa, Finland, Czech Republic United States and Germany, constructivist understanding and student centered education is practiced in teaching Social Studies, in some other countries (Egypt), teacher centered approach is practiced. In addition to these approaches, in some countries (Iran) behaviorist approach is used and in some others individual differences are ignored (Japan) (Öztürk and Deveci, 2011).

Social Studies education was firstly constructed when there were various problems in United States at the beginning of 20<sup>th</sup> century, resulting from significant social transformation in the fields of culture and economy. The aim was to find solutions to the significant problems of that time (Meray, Karatekin and Kuş, 2012).

When the development process of Social Studies lesson in Germany is analyzed, it can be seen that there is a parallelism between the process and the country’s geography, history and socio-political development. The goal of Social Studies education in Germany is to prepare students for social and political life and raise them as responsible individuals who internalize democracy and turn this belief into practice (Kaya, 2011). In Germany, Social Studies lesson includes the topics of history, geography and politics. In 5<sup>th</sup> grade, there are 3 hours Social Studies classes, in 6<sup>th</sup> grade there are 3 hours classes, in 7<sup>th</sup> grade 3 hours, in 8<sup>th</sup> grade, there are 3 hours, in 9<sup>th</sup> grade there are 4 hours and in the 10<sup>th</sup> grade there are 3 hours of Social Studies classes including history, geography and politics issues per week (Aytaçlı, 2015).

In Finland, Social Studies education starts in 7<sup>th</sup> grade and continues until the 12<sup>th</sup> grade. In 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades, Social Studies education includes basic information about social structure and functioning and the ways through which the citizens affect social structure are

taught. Besides that, the other goals are to encourage students while educating them, to raise them as conformist, responsible, independent, productive, communicative and peaceful citizens. The goal of secondary education Social Studies program including 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades is to ensure students become efficient and critical thinkers and prepare them for participating in social activities while reading current matters correctly (Kop, 2011).

Swedish society, which has a multicultural structure, contains different ethnic and socio-cultural structure. Social Studies Curriculum is framed with an understanding of creating knowledge in a democratic, multicultural society about national and global issues (Aktin, 2011).

In Japan, which reached high standards in education and has become the world star in technology, Social Studies lesson is in each grade starting from the 3<sup>rd</sup> grade until high school. The goal of the lesson is to ensure students have the ability to benefit from different point of views about social phenomenon and build a thinking style based on these different viewpoints. On the other hand, deepening the love of nation and history, and raising students who aim at creating and protecting a democratic and peaceful nation are the main goals (Şahin, 2011).

In Canada, one of the most developed countries in the world, there is a federal administration and there isn't a single national education policy. There is a different education system in each state; but in the section of *Cultural Citizenship* in Social Studies curriculum, "Canadian Identity" is the main focus (Tuncel and Güngör, 2011).

Social Studies lesson, whose main goal is to raise effective citizens, starts in Australia in nursery class; in the 1<sup>st</sup> and 2<sup>nd</sup> grades, the lesson is included in geography and history classes while in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades, Citizenship and Nationality lessons are added to the curriculum (Turgut Kahyaoglu, 2015).

The issue of whether or not the goals of Social Studies education are reached is the topic of another study. But the answer of the very same question in Turkey is the main topic of this study.

#### 1.4. Changes in Social Studies Curriculum

Content of Social Studies education program is created after a careful process of choosing what is significantly related with Social Studies among the information produced by different disciplines. The basic disciplines included in Social Studies are history, anthropology, geography, archeology, sociology, psychology, philosophy, economy, law, politics, education and religion. The domains of Social Studies education are environment education, democracy education, cultural heritage education, citizenship and human rights education, media literacy and current matters education, values education, disaster and earthquake education and aesthetics education (Koçoğlu, 2015).

In the Social Studies curriculum, published by Turkish Republic, Directorate of National Education (2017), Social Studies is defined as “the class is based on the understanding of mass education and Social Studies are simplified for pedagogical reasons” (<http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=71>).

In the curriculum prepared in 2017, it is emphasized that Turkey Qualifications Framework should be taken into consideration in order to reach international education standards, which can be defined as a process through which students gain abilities, attitudes, aesthetic sensibility and positive behaviors based on the cultural values of their society. In this framework, there are *native language literacy, physical education and sports proficiency, information literacy, information and communication technologies literacy, science literacy, human rights and democracy awareness proficiencies, mathematics literacy, learning proficiencies, self awareness, art proficiency, basic life proficiency, foreign language literacy and proficiencies and citizenship knowledge and awareness*.

In the definitions of these competencies, there are defined awareness and competencies that are required from students to gain in the scope of lifelong learning. Draft curriculums include different basic abilities and competences. One of these is competences about citizenship. The ones that are directly related with Social Studies education are: efficient use of public properties, the ability to cooperate and coordinate in solving problems that affect great number of societies, participating in immediate environment problem solving processes by voting

In the education programs that are renewed according to the requirements of today’s world, it is attempted to overcome the deficiencies and some changes are made in order to raise individuals who are thinking deeply, researching, questioning and producing. Although learning fields in Social Studies curriculum are different in some ways, they are close and have supplementary characteristics in general. The learning fields of the last three Social Studies curriculum are mentioned below:

Table 1. Learning fields of Social Studies Curriculum According to Years

Year 2005		Year 2015	Year 2017
4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> and 7 <sup>th</sup> grade	4 <sup>th</sup> 5 <sup>th</sup> 6 and 7 <sup>th</sup> grade	4 <sup>th</sup> , 5 <sup>th</sup> 6 <sup>th</sup> and 7 <sup>th</sup> grade
Individual and society	Individual and society	Individual and society	Individual and society
Culture and Heritage	Culture and Heritage	Culture and Heritage	Culture and Heritage
People, Places and Environments	People, Places and Environments	People and Place	People, Places and Environments
Science, Technology and Society	Science, Technology and Society	Science, Technology and Society	Science, Technology and Society
Production, Distribution and Consumption	Production, Distribution and Consumption	Economy and Sustainability	Production, Distribution and Consumption
Global Connections	Global Connections	Global Connections	Global Connections
Power, Administration and Society	Power, Administration and Society	Efficient Citizenship	Efficient Citizenship
Groups, Institutions and Social Organizations			

In general, changes in 2017 Social Studies curriculum learning outcomes can be summarized on the basis of grades as mentioned below:

*Changes in primary school 4<sup>th</sup> grade learning outcomes*

- In the former “Efficient Citizenship” learning field, only personal rights of individual and personal rights among friends were mentioned. But in the new program, the frame is broadened and acquisitions about reaching a personal role in the nation’s independence are included.
- There are no notable changes in other learning fields.

*Changes in secondary school 5<sup>th</sup> grade learning outcomes*

- Acquisitions in the first learning field are mostly protected. The goals of understanding and digesting personal, social, environmental and global features are quite consistent with the nature of the lesson.
- A significant change is made in the second learning field and 5<sup>th</sup> grade Social Studies is removed from the program. The goal in this change is to teach Atatürk’s Principles and Reforms in a more proper age, when students are ready.
- The line of learning fields is changed in the new program. Acquisitions in the field of “Science, Technology and Society” is rearranged according to the requirements of the era and current concepts such as virtual environment, online shopping and internet are included.

*Changes in secondary school 6<sup>th</sup> grade learning outcomes*

- In general, outcome number in the program is decreased, but the intensity of the topics is increased.
- It is seen that in “Individual and Society” learning domain, a theme of “individual in society” is attempted to be created.
- In “Culture and Heritage” learning domain, Turkey Seljuk Empire is included and an introduction to Turkish history is made. History topics including the time period until the Turkization of Anatolia are designed and presented in a chronological style.
- The teaching line of learning topics is changed, which is similar with the change in the 5<sup>th</sup> grade curriculum.
- The most significant point of the program is that “15<sup>th</sup> of July, Democracy and National Unity Day” topic is included in “Democracy Adventure” learning domain. This change is made in order to raise individuals who are responsible and conscious.

*Changes in secondary school 7<sup>th</sup> grade learning outcomes*

- As the topic of Turkization of Anatolia is included in the 6<sup>th</sup> grade learning outcomes, Ottoman History topics are moved to the beginning of 7<sup>th</sup> grade history topics.
- Topics about the History of Europe are also attempted to be given in a comparative history teaching style.
- Democracy movements in the era of Atatürk are included in the program.
- The last period of Ottoman Empire is removed from the 1<sup>st</sup> World War topic.

### 1.5. Integration of Social Studies Education

There have been many tragic events in the last years in Turkey, there have been an increasing number of femicides, child abuses, thefts, frauds, crimes and physical injuries and finally there have been a significant attempt to stage a coup on 15<sup>th</sup> of July, 2016. All these show that there are many people in the country who never reached the conscious and responsibility of a being a good citizen, which is the goal of Social Studies classes. When the present programs are analyzed, it can be seen that there are the goals of giving national and moral values, teaching the issues of national will, democracy, and loyalty to cultural values, adoption of historical values and diplomatic relations. At this point, it is seen that there are some problems in the integration of this program with daily life.

When the literature is analyzed, it is determined that there are no studies on the topic of Social Studies Curriculums’ integration with life. This study is significant in terms of filling this deficiency. Meetings with different study groups are made in order to reach this aim, and their opinions about integration of Social Studies with daily life are taken.

Descriptive approach is used as the basic goal of this study is to define and explain the issue clearly and to make evaluations in line with the standards. In order to research the problem of the study, case study design is used in the scope of descriptive approach (Çepni, 2007).

In order to broaden the frame of this study, 3 different sampling groups are used. The first sampling group of this study is made of 25 senior students in Artvin Çoruh University, Faculty of Education, Social Studies teaching department.

The second sampling group of this study is made of 12 graduate students who have been studying on thesis after taking a minimum of 21 credits classes on Social Studies education field.

The third sampling group of this study is made of a total of 6 Social Studies teachers; while 4 of these teachers are female, 5 of them are male, and all of them have experiences of 10 to 15 years in teaching.

In the process of defining sampling, firstly candidates are informed about the topic problem to be worked and the goal of the process. After the process of informing, volunteer candidates are chosen.

As data collection tool, a semi-structured interview containing 6 open-ended questions is used. Interview questions are prepared, presented to 3 field experts and 1 language expert and face validity is analyzed.

Firstly the question of ***“What is the goal of Social Studies?”*** is asked to the sampling group. Social Studies teaching, university senior year students gave these answers to the question:

- To raise active citizens.
- To raise individuals who have a specific level of knowledge
- To raise individuals who have a conscious of national unity and integrity
- To raise individuals who are sensitive to what is happening in the environment
- To raise individuals who are charitable
- To raise individuals who are conscious about individual rights and freedoms
- To raise generations who knows his/her history
- To raise generations who have the sense of responsibility
- To raise generations who know what to do in future
- To prepare individuals to social life

When the above mentioned points are analyzed, it can be seen that although teacher candidates defined Social Studies differently, the definitions are all correct.

The answers of post graduate students who completed taking classes and began thesis process are mentioned below:

- To raise active citizens.
- To raise presentable citizens. To form self respecting individuals who are loyal to their homeland, who are modern, analyst, innovative, willing to take risk and honest,
- To raise individuals who are sensitive to social events, responsible and knowledgeable about his/her history,
- To raise individuals who are knowledgeable about cultural heritage, who follow scientific developments, who can comprehend the value of universal values,
- To raise individuals who know the responsibilities and rights, who are loyal and committed to Atatürk's principles and reforms, love and protect his/her nation, and who have the conscious of citizenship,
- To integrate individuals who know themselves, who can criticize themselves, who are aware of personal features, who are knowledgeable about their country and history, who are conscious and follow daily topics.

When the issues mentioned by graduate students are analyzed, it can be said that they agree on the goal of raising effective citizens and although they made different definitions, the definitions are all correct.

Findings about the thoughts of Social Studies teachers on Social Studies education are mentioned below:

- To raise citizens who are faithful to Atatürk's principals and reforms, who carry the national, moral, humanistic and cultural values of Turkish nation; to raise individuals who are honorable and have knowledge, ability, behavior and general culture of the profession of teaching,
- To raise individuals who know individual rights and freedoms. To help individuals know themselves, follow world's updates, knowledgeable about environment and culture and have social solidarity belief,
- To raise individuals who know their duties, responsibilities, who are respectful to human rights, who keep pace with developing technology and individuals who love their homeland and nation,
- To raise individuals who can hand our history, culture and national values to the next generations and to raise more modern people,
- To raise individuals who know about their environment, society, their needs, who can make synthesis between past and future, who can put these synthesis into practice and defend them. To raise a society who carry out nationalistic, democratic and equalitarian values in line with Atatürk's principles and reforms.

When the findings about the goals of Social Studies education are analyzed, it can be said that, all three of the sampling groups are knowledgeable about the topic, they know the goal of Social Studies education and they are able to state this in their individual perspective. Although professional experience and the number of studies made by participators increased the content of definitions, basically all of the sampling groups' sentences can be accepted to be true.

The second question the interview form, which is prepared to gather information, is **“Do you think that the goal of Social Studies Curriculum is fit for the purpose?”** findings about the question are mentioned below:

Findings obtained from *Social Studies teacher candidates* are:

- Yes they are.
- There are some missing points.
- The program should be more detailed.
- There are some missing points, the program is too broad and it should be narrowed.
- There are some missing points in moral and values education.

Teacher candidates get the chance to study Social Studies Curriculum during their university education (Special Teaching Methods I-II). With this knowledge, they defended the view that the present program is proper for reaching the goals of Social Studies education.

Thoughts of *post graduate students* on Social Studies Curriculum's sufficiency are presented below:

- I don't think that the program is convenient. People who prepare the program aren't knowledgeable enough on the issue.
- If the program is efficiently practiced, the education will reach the goal.
- Yes it is convenient.
- Thoughts of graduate students imply that the program is sufficient, and it will be successful if practiced properly.

Findings about *Social Studies teachers'* views are presented below:

- Affective goals are ignored, it is not proper for reaching general aims.
- There are some missing points about abilities and values
- Exam-oriented education restrains reaching the main goal.
- Program isn't sufficient for reaching the goal, there are some deficiencies.

Findings about the second question of the study show that while people who know Social Studies Curriculum theoretically think that the program is fit for the purpose, the ones who actually put the program into practice think that it is not sufficient.

The third question asked to the sampling group is “**Is there any problems/flaws in the process of putting the program into practice?**” findings obtained through this question are presented below:

Answers of *Social Studies teacher candidates* are presented below:

- Teaching technologies aren't efficiently used,
- The program is heavy,
- Class teachers are insufficient,
- Individual differences such as socio-economic factors, upbringing etc. are ignored,
- Education system is changed too often,
- Constructivist education system isn't used by teachers,
- Course content aren't proper for daily life,
- Insufficient class hours.

Social Studies teacher candidates stated the problems/flaws in program's practice process through their observations in School Experience class.

Thoughts of *post graduate students* on the issue are presented below:

- There aren't many idealist teachers,
- Acquisitions in the program aren't proper for practicing them in class as education environments are insufficient,
- Parent attitudes,
- Time problem resulting from intense curriculum.

Sampling group, made of post graduate students, answered the question through their observations in School Experience and Teaching Practice classes during their university education. According to the sampling group, most of the flaws in the program are resulting from insufficient education environments and insufficiency of idealist teachers.

Problems in putting the program into practice are mentioned by Social Studies teachers as such:

- Goals of Social Studies education depend on individuals, non-objective teaching,
- Time problem resulting from intense curriculum,
- Theoretical information doesn't comply with daily life,

- Exam oriented studies negatively affect reaching goals,
- There are deficiencies about education materials,
- Prejudices created by families and environment obstruct reaching positive behaviors.

Obtained findings show that flaws of the program in the process of practice mentioned by post graduate and graduate students have similar ideas about the flaws mentioned by Social Studies teachers.

The question of “**The issue of learning domain is added to the revised Social Studies Curriculum two years ago. What kind of changes do you think this domain will make in terms of raising effective individuals?**” is asked to the sampling group in order to determine their views on *Efficient Citizenship* learning domain, which is added to the curriculum through some changes. Findings obtained through this question are mentioned below:

Views of Social Studies teacher candidates on the issue are presented below:

- Adding 15<sup>th</sup> of July, attempt of military coup to the curriculum will be effective in raising efficient citizens,
- I think that a value which lacks quality will not have a quantitative meaning,
- I don't think that the change will make a contribution,
- I don't have an idea about the issue.

While most of the teacher candidates think that the change will be effective, some other ones mentioned that it won't make any contribution.

Findings obtained from *Post Graduate Students* are mentioned below:

It makes significant contribution to raising efficient citizens,

- It will be successful about constitutional citizenship,
- Program changes that are made as desk works will not be useful in practice.

In contrast to graduate students, post graduate students are more moderate about the change; it is seen that they think that the change will make contribution to the goal.

Thoughts of *Social Studies teachers* about the change are presented below:

- In the field of education, which is made on the basis of a heavy and slow bureaucratic viewpoint in Turkey, changes in programs occur too often. Changes for general purposes decreased the significance of national goals.
- I believe that there will be an increase in teaching citizenship, understanding efficient citizenship concept in theory and putting this understanding into practice.
- Adding the military coup attempt to the curriculum will be efficient in reaching the goal.

Like graduate students, Social Studies teachers believe that putting 15<sup>th</sup> of July military coup attempt to the program will be efficient in raising efficient citizens.

The question of “**What is your opinion about the relation between the increase in crimes such as femicide and child abuse and the functionality of Social Studies curriculum?**” is asked to the sampling group. The obtained findings are mentioned below:

Findings about the answers of *Graduate students* to the question are mentioned below:

- If the number of studies on the goals of Social Studies education is sufficient, these crimes will decrease,
- Social Studies class is the most efficient one in solving social problems,
- There is no flaw in Social Studies education, this situation is resulted from different issues,
- Values education should be prioritized in Social Studies education program,
- Education starts in the family, awareness of families should be raised in order to prevent these events.

Answers of *post graduate students* to this question are presented below:

- Social Studies education is significant in terms of teaching their rights to individuals,
- If Social Studies education is given properly, in line with the main goals, these crimes will decrease,
- These crimes increase when social values are forgotten. Values education should be prioritized in Social Studies curriculum.
- Non-communication resulting from the technological developments is the reason why these crimes increase. Social Studies class isn't the only one to accuse; families and teachers are also responsible.
- Social events should be mentioned during lessons, this will decrease such things.

*Social Studies teachers* stated these views about the relation between social crimes and Social Studies education:

- Scientific studies about values will help decrease these crimes,
- Values education should be given perfectly in schools,
- We should ensure equality and we should put values into practice in terms of social issues,
- Social Studies curriculum is quite insufficient at this point. It can be more compatible with daily life,
- Concepts about morality and religion should be taught better,
- I don't think that these crimes are directly related with Social Studies education,
- It is obvious that there are some flaws in terms of putting the goals of classes into practice.

When the answers of teacher sampling group are analyzed in general, it can be said that according to them, when values education becomes more important, when these values are integrated with daily life and Social Studies education is built on this basis, then there will be a change and opportunity to decrease and even put an end to such crimes.

Findings obtained through all of the questions asked until this point show that, people who take Social Studies education and the ones who manage this process are really aware of the general purpose of Social Studies education and missing points in this process. The main topic of this study, which is *the steps that should be taken in order to ensure the integration of Social Studies education*, is presented with the question of **“What are the possible methods to reach a successful way to raise efficient citizens?”** The answers to this significant question are presented below:

Thoughts of *graduate students* on this question are mentioned below:

- School-family cooperation should be enhanced,
- Social Studies education should start at preschool period,
- Education should be consistent,
- Social Studies education should be more significant,
- A “Sacred Focus” that will be accepted by everybody in the society should be created,
- Values education should be significant,
- I don’t have information.

Graduate students, who are Social Studies teacher candidates stated that raising effective citizens can be possible by creating a consistent school-family cooperation, giving values education properly and creating a “Sacred Focus” which will be accepted by everybody.

Thoughts of *post graduate students* on this issue are:

- Examples of ‘efficient citizens’ should be from immediate environment and history,
- National values should be taught at early ages, just like Japans, visits to significant historical places such as Çanakkale martyrs memorial and Sarıkamış,
- Classes should be based on constructivist understanding with efficient participation,
- The topic of social values should be added to Social Studies program

Post graduate students stated that, family is crucial in reaching the goals of Social Studies education. They mentioned that students must have the chance to practice what they learn at school and they should see and feel the significant historical places in order to have a national identity and conscious.

Thoughts of Social Studies teachers are more realistic and detailed when compared to graduate and post graduate students. Findings obtained from teachers are presented below:

- Values education isn't significant enough in the program,
- Giving the values in the program cognitively is the source of the problem,
- The real problem is not the absence of moral knowledge; it is the absence or limitedness of practice,
- Teachers and parents should be good role models,
- Students should have the chance to be free and have experiences on their own,
- Social issues should be included in teaching programs,
- Children who think, analyze, question and research should be raised,
- Children should have the right to speak and they should participate in activities in schools,
- Children should have conscious of responsibility,
- Education systems that can affect political parties to have a common understanding, systems that can create reliable and consistent non-governmental organizations and society; they should be permanent and sustainable.
- Topics such as "Patriotism", "State", "State-Citizen relation", "Our Rights and Freedoms" should be more significant in the program,
- Social media should be used efficiently in order to transfer the knowledge and conscious about citizenship,
- Public service announcements should be prepared. The slogan of "Take your voucher too, Mustafa Ali" is imprinted on our brains. Slogans that will support the conscious of being citizens should be shown very often through media,
- This should be the general policy of government. Only Social Studies education isn't enough for creating this conscious,
- Political and social language using violence, social discrimination, sexual discrimination should be eliminated,
- Instead of exam-based education, constructivist and research based education understanding should be adopted in order to create individuals who make difference in life,
- The number of education faculties should be decreased, quality of education should be increased.

## Results

When the vision of Social Studies teaching program is analyzed, it can be said that the program is based on criticism, creativity and productivity (Kara and Başı, 2016).

Social Studies focuses on the interaction between human beings and social and physical environment through time and it is very important in school programs. Social Studies, whose basic goal is to create an active participation oriented citizenship understanding, makes significant contributions to the socialization of children (Doğanay, 2008).

As is known, Social Studies education has three traditions. The first is *Social Studies education as a Social Science remark*; the second is *Social Studies education as reflective research* in order to develop decision making ability; and the third is *Social Studies education as Citizenship teaching*, which is the real duty of the process.

All three of the traditions mentioned above are based on raising effective citizens. The basic goal in Social Studies is to raise citizens that fully comprehend the way of thinking adopted by scientists. On the other hand, the basic goal of reflective research remark is to ensure individuals make reasonable, well-thought and careful decisions while carrying out the duties of citizenship. Finally, there is a real 'transmission' in citizenship teaching remark. Teachers transfer information, behaviors, viewpoints and values that are accepted by society to their students through the ways they design.

In Turkey and in the world, present Social Studies education is shaped around the remarks mentioned above. But unfortunately globalization, capitalism, raw material research, hunger and wars cause significant problems such as violence, insecurity, bad habits, intolerance, lack of empathy, respect and love.

Findings show that in Turkey, children commit crime between the ages 15 and 17 (Yavuz, 2003). When crime rate according to gender is analyzed, it can be said that girls commit much less crime than boys. Tartar (1993) determined that while 30,4% of girls commit crime, this ratio is 69,6% in boys. Yakışıklı (1997) stated that while 12% of girls commit crime, this ratio is 88% in boys.

The crime committed the most by criminal children is robbery (38, 1 %), homicide (14%), theft (11, 7%) and rape (8, 8%). The crime types committed the least are carnal abuse (1%), abduction of girl (1%), threatening (1%) and drug traffic (0, 3%) (Ardıç Program, 2008).

Although the above mentioned data are obtained in the past years, there are still many children committing these crimes every single day. Although the history of Social Studies education goes back to Ottoman Empire period, it is obvious that the real goals of the program couldn't be reached.

One of the goals of this study is to understand and solve this problem. In order to do that, Social Studies teachers, graduate students and post graduate students are included in the research process. The goal of Social Studies program, the appropriateness of the program in schools, flaws in teaching processes, the function of Social Studies education in society, the role of it in the ratio of criminal acts are analyzed; and –may be- most importantly, the question of 'what should be done in order to integrate Social Studies education successfully' is asked.

In line with the obtained data, it is determined that graduate and post graduate students, and Social Studies teachers know the goal of Social Studies education very well and they can define it correctly. While graduate and post graduate students defend that the revised program is proper for reaching the goal, most of Social Studies teachers think that Social Studies program isn't proper for raising effective individuals and there are still some deficiencies in it.

Graduate and post graduate students generally stated that problems in the process of putting theory into practice are resulted from the physical situation of schools, insufficient class hours, insufficiency of teachers, their reluctance to accept innovations and changes. Social Studies teachers, on the other hand, mentioned that time problem and exam-oriented education cause these problems.

One of the most significant in education is curriculum changes that have been made too often. The last change on education is the draft education programs that are published on January 2017. In this study, sampling groups are required to give answers by taking both 2015 Social Studies Education Programs and the draft program into consideration.

"Efficient Citizenship" learning domain is included in Social Studies Teaching Program which is accepted in 2015. 15<sup>th</sup> of July Military Coup attempt is added as an acquisition to this program in 2017. Thoughts of sampling groups on this change are generally positive. Graduate and post graduate students and Social Studies teachers mentioned that this change will make a positive contribution to the goal of the class and such a significant current example will be effective in teaching citizenship.

Unfortunately Turkish Republic went through many military coups and memorandums although it is a young state. After transition to multi-party system, many military interventions were made which threatened national sovereignty. There were military coups in 1960 and 1980, and the army warned the governments through memorandum in 1971 and 1979. In 1997, postmodern military coup concept was introduced to Turkey in 1997 with a National Security Council assembly. In addition to these, military coup attempts in 1962, 1963, 1969, 1971 and finally 15<sup>th</sup> of July, 2016 failed.

It is impossible to say that Social Studies education isn't successful in Turkey, which has gone through so many military coups and memorandums. Efficient citizenship conscious, which was included in different classes during Ottoman Empire period, and then included in lessons during Republic period under different names, couldn't be successful. On the other hand, on the night of 15<sup>th</sup> of July, 2016, the grandsons of heroes who defended the country in Çanakkale, set the example of being efficient citizens. Honorable Turkish public, who protected the national will, discharged their responsibilities.

The misdeeds that occur in the country such as child abuses, femicide, theft and homicide show that being efficient citizens couldn't be taught to children, the expected goals couldn't be reached. The thoughts of sampling group on the effect of this issue on Social Studies education are presented below:

Graduate and post graduate students have similar thoughts on the issue. They focused on that when the program's topics are taught properly, such crimes will decrease and the program should include more values education topics. On the other hand, Social Studies teachers stated that these crimes aren't directly related with Social Studies topics, social factors have significant effects and values education isn't carried out properly. As mentioned before, the goal of this study is to find the most proper way to integrate Social Studies education into real life in order to raise effective citizens. Related findings obtained from sampling groups are mentioned below:

Graduate students stated that, in order to raise effective citizens, Social Studies education should start at early ages, there should be school-family cooperation, "Sacred Focuses" should be created and values education should be improved.

Post graduate students defended that Social Studies education can reach its goals when there is a constructivist understanding in education. In addition to this, immediate environment examples and showing historically significant places to children are important factors in education process.

Views of Social Studies teachers, who are individually in teaching process, are much more applicable in raising effective citizens. Firstly, it is obvious that the teachers are likeminded on the issue of raising thinking, questioning and researching individuals. Besides some flaws in values education, they focused on a moral deficiency in society. They stated that the effect of media can be used in order to overcome these problems, raising effective citizens is the responsibility of all of the lessons –not just Social Studies- raising effective citizens should be the general education policy of government.

Glorious Turkish history should be taught to students in details in order to reach the goal of Social Studies education and integrate it into real life. Young generations who know the heroic struggles of their ancestors will naturally be real patriotic. Conscious families and teachers will be the architectures of the next generations as they have the key role in raising effective, free, democratic, responsible and knowledgeable individuals.

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## PART 9

# The Reflection of Education As a System to Social Studies Education

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### 1. Introduction

Ludwig Von Bertalanffy, who lived between 1901-1972, has developed “General System Theory” which is valid for many areas of science although his major was Biology (URL 1). Bertalanffy is one of the first intellectuals stating the importance of thinking from system point of view in all disciplines (Ramage&Shipp, 2009). This theory is based on the hypothesis that everything is a part of a system in which all of them are correlated and dependent each other. According to this theory, in order to understand an organized unity, all parts composing this unity and relations among those parts should be known (İlğan, 2013). As for the General System Theory, every system is interacting directly with its proximal environments and indirectly with its remote environments (Aydoğan, 2013). Formerly, General System Theory has started to be used in science; afterwards, it has been started to be used widely in all branches of Social Studies. The system approach has been emerged to organize and manage the organizations. The purpose of System approach is to determine and organize the relation of sub systems within each other and the contribution to upper systems in order to reach the objectives of the organization (Sariaslan, 1984). The System approach has also been used in education, which is a social institution shaped with the influences of many variables. According to the system theory, education is set up from many parts. These parts are both affected from education system and affect it as well. For this reason, elements of education system need to be understood to perceive education system. Thus, it is possible to see the objectives, principles and basic philosophy of education system in curricula. In this part of this book, the relationships between Social Studies

course, an important part of Turkish education system, and education system are tried to be put forth. Primarily, the concept system is going to be emphasized.

### 1.1. The Concept of System

System is defined in Turkish Language Association's Grand Turkish Dictionary "An organization of methods to help receiving results" (URL 2), various definitions have been made for this term. In its plain meaning, it can be described as unity organized from elements related with each other (Ackoff, 1971). Sönmez (2010) described the system as a dynamic structure consisted of different and suitable elements to realize at least one aim. Başaran (1993) stated that not only living creatures show characteristics of system, but also objects that comprised of elements related each other and take input and transform into products can also be a system. Kaya (1984) expressed that system is consisted of smaller elements than its own body and it is a part of a bigger system than itself as well. Consequently system shows the structured and fixed relations between various elements and constructs a unity in this form (Marshall, 2009). However this unity represents total sum more than its elements (Çalık, 2013). The points come forward made in definitions of system can be summarized as:

- System follows certain methods for a certain objective.
- System is a unity consisted of elements.
- There is relation among system and elements.
- There is a frame that encircled the system.

Tortop et all (2007) characterized the elements that constructed the system as sub system and every system should have sub-system/systems; and stated that a unity without sub system cannot be described as system. Because like the development of sub-systems depends on the system, the operation of the system depends on the sub-systems and on the supply that they provide (Gürsel, 2012). For instance, education is a system, and it is in relation to the larger systems (state, society etc) that affect it. However there are also sub-systems of education. For example, schools are sub-systems of the education system. Therefore, each system functions as a sub-system of upper-systems, as well as having sub-systems that are gathered around for common objectives (Sezgin, 2013). It is compulsory to act systematically in a learning organization like school which is part of the education system. Because the concept system needs a deep understanding of the subside structure and transforms complexity into a meaningful integrity (Gürsel, 2008).

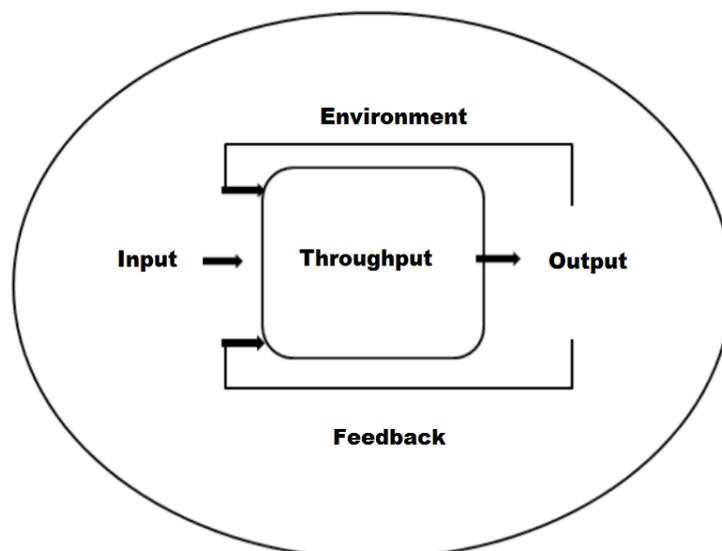
## 1.2. Types of System

According to the General System Theory, systems are divided into two as: open and closed systems. The main reason for this distinction is the relationship between the system and the environment. If a system has a relation and interaction with the environment, this system is called as open system. If a system has closed itself against its surroundings, has no interaction and does not receive energy from its surroundings, such systems are then called closed systems. In closed systems, problems are tried to be solved within their own internal dynamics, not by taking an external input, and they focus on the internal elements (Buluç, 2010). Open systems need the environment to maintain their existence, but closed systems do not need environment because they are self-contained systems. Open systems are not static and they have dynamic structure which is open to development, change and growth, so they choose to adapt to their surroundings (Yalçinkaya, 2002). Supervisors working in open systems have to consider the expectations and constraints of the environment (Ada & Küçükali, 2016). With this feature, open systems are democratic systems at the same time.

Tortop et al. (2007) have summarized the functioning of an open system as follows:

“Open systems operate energy, information, materials and materials that they receive as input from the environment or from other systems in line with their aims, and transform them into goods and services in various forms and return them to the environment or other systems as output. The quality of the outputs aimed and the quality of the outputs obtained are evaluated by feedback. If there is a difference between the outputs obtained with the intended outputs, this difference are tried to be eliminated by making changes in the inputs of the system.”

The operation of the open system is given in Figure 1.



**Figure 1.** Katz and Kahn's Open System Model (Simplified from Katz & Kahn,1978).

### 1.3. Education System

The social unit constituted by education, which is a social institution, is called education system (Hesapcıoğlu, 1998). It is also possible to see the operation of the open system given above in the education system, too. Because of the intertwined relation of education and society, education functions as an open system. Education system established by the members of the society in order to meet the needs of the individuals and the social institutions and it has appeared due to the necessity. For this reason, they use each other's inputs and outputs (Hoşgörür & Taştan, 2012). In order to reach success in the education system, the relations between the above mentioned items of the open system should be revised continuously (Odabaşı, 1997) or entropy can occur. Entropy can be thought as the collapse of the system and it means that all the systems disappear as a result of a constant loss of energy (Aydoğan, 2013). Entropy occurs rarely in open systems, because open systems try to prevent entropy by receiving energy, information and material from their environment (Sezgin, 2013; Tortop et al.), however collapsing of closed systems is easier because they do not receive energy from environments. Griffin (1993) and Köni (1982) have shown the reasons for the entropy of a system as followings.

1. The organization does not work in line with its objectives
2. The constituent elements of the organization end the support and relations,
3. The internal balance of the organization is broken and can not perform its mission
4. Loss of the qualities of the organizational elements
5. Doing no re-structuring to eliminate negations in the organization (Adapted: Tortop et al, 2007)

There are some drawbacks to setting up the education systems as closed systems. The first drawback is taking the problems of the system independent from the environment, the other one is neglecting the sub-systems which provide information and as a result of that situation, feedback cannot be fulfilled for the education system (Bursalıoğlu, 1970). Therefore, more entropy is observed in closed systems.

The operation of an open system includes 5 basic elements. These are input, processing, output, feedback and environment. Since education is an open system, all these elements are also seen in the education system. For this reason, these elements must serve the objectives of the education system. The most basic aim of the education system is to "intentionally change the behaviour of the individual through his or her own experience" (Ertürk, 1972). It can be said that the education system works well as long as the input of the education system, the process, the output, the feedback and the environment contribute to the formation of these intended behaviours. Now these elements will be briefly mentioned.

**Input:** The most basic feature of an open system is that it receives energy from its environment. The energy is called as input. Inputs may change depending on the system's features. However, if inputs are not suitable for the objectives of the system, the desired outputs will not be reached. In social systems such as education, human resource, information, capital, time, tools and equipment are used as input. Classes, books, computers, teaching materials, teachers and students are important inputs for schools (Hoy & Miskel, 2010). Also, the output of a system can be an input to the same system. For example, pre-service teachers are outputs of the system when they are studying in the institutions that educate teachers; then they may be the input of the system after they become teachers. Inputs must be of such a feature that the desired quantities and qualities do not disrupt the programmed balance of the system. The opposite situation leads to entropy (Sönmez, 2010 b).

**Process:** It is an activity of transforming what the system receives as inputs to realize its objectives, both for itself and for other systems. The process is an element of a system in which inputs are processed, formed, reconstructed in the direction with the targets, that is, and bringing to the desired product state. Process in education system can be described as where inputs and educational activities to serve in the realization of educational objectives are transformed into functional ones, where production of desired behaviour in education is made (Filiz, 2011). Sönmez (2010a) stated that in order to equip students with desired behaviours in the education system, all activities must be carried out in the process part and listed the operations in the education system in the following order:

1. Unit order and quality
2. Reinforcement, feedback, correction and clue
3. Student participation
4. Tools and equipment
5. Learning, teaching strategies, methods and techniques
6. Mental processes
7. Teacher
8. Physical conditions of the teaching environment
9. Time
10. Love
11. Evaluation for formation and training

**Output:** As a result of the operation process, inputs are transformed into a product. The outputs may vary according to the objectives of the system. The most important output of the education system is qualified human power. The functions of education as a social open system are the important outputs of this system. These:

- Providing societal socialization
- Transferring cultural heritage
- Political function
- Economic function
- Changing and transforming society
- Individual Assistance (Hoşgörür & Taştan, 2012).

**Feedback:** It is an open system process that informs to what extent the system has reached its pre-determined objectives, shows the failing aspects of the system and establishes the qualification of the relationship between the system and the subsystems. Schools, which are a sub-system of the education system, have two types of feedback. The former one is the “internal auditing and protective mechanisms”; the latter is the “external auditing and protective mechanisms” that supervise the entire system. That headmaster’s supervising the classes, the teachers’ examining the pupils and examinations that reveal the success of the courses can given as examples for the former; supervision of schools by the inspectors and examinations that show the success of the school can be given as example for the latter (Şahin, 2013). Feedbacks are the information about the system to help correcting the system itself (Hoy & Miskel, 2010).

**Environment:** It refers to the setting in which an open system receives energy apart from its sub systems is called as environment. Open systems cannot survive without the environment. For this reason, these systems are in constant interaction with their environments. When systems begin to close themselves to their environments, their energy is reduced. As for the education system, it has a very wide range of environment in which it interacts and receives input. For example, the society, technological conditions, the parents and the socio-economic situation in which the schools are located are the environmental conditions that directly affect the education system today. While the environment provides inputs to school such as student, material, energy, information and cultural values; the school provides educated people and information to the environment, that is, schools as social system take inputs from their environments and transform them into educational services and again present them to their environments (Sezgin, 2013).

The education system explained in detail as an open system above is presented in this section in relation to Social Studies education.

### **Investigation of Education As Open System Within The Scope Of Social Studies Course**

Ornstein & Hunkins (1993) defined the education program as an action plan involving the strategies used in achieving the desired goals and objectives. Saylor, Alexander and Lewis (1981) stated that the education program is an organized list of educational intentions. Therefore, it is possible to see the objectives and intentions that are expected from education in the curriculum. As a matter of fact, reflections of the Turkish education system on Social Studies education are seen firstly in the General Objectives of Turkish National Education. The New Social Studies Curriculum will be put into action gradually from the 2017-2018 Academic Year with the approval numbered 75 and dated 17.07.2017. The expression at the beginning of the general objective section of the new Social Studies curriculum *“The general objectives of the Social Studies Curriculum are expressed in accordance with the General Objectives and Basic Principles of Turkish National Education as a part of National Education Basic Law numbered 1739 as follows:”* has directly linked the general objectives and basic principles of Turkish National Education to the general objectives of the Social Studies curriculum. According to the 1st and 2nd article of the National Education Basic Law numbered 1739; the general aim of Turkish National Education,

All members of the Turkish Nation,

1. To be raised as loyal to Atatürk reforms and principles and Atatürk nationalism, which finds its expression in Constitution; as citizen who internalize, protect and develop national, moral, human, spiritual and cultural values of Turkish Nation; educated being aware of their duties and responsibilities towards the Republic of Turkey, which is a democratic, secular and social law state based on human rights and basic principles at the beginning part of the Constitution, love their family, country, nation and always try to glorify them;

2. To raise them as individual who has a developed personality and character in a balanced and healthy way with respect to body, mind, morality, soul and emotion, a free and scientific thinking ability, has a wide world view, respects human rights, values personality and enterprise, creative, productive people (URL 4).

It is considered that Social Studies course realizes the general purpose of the Turkish National Education given above with 18 general purposes as an input of the education system. The general objective of Turkish National Education explains the ideal and desirable type of citizen expected from Turkish Education System. This task has been mostly carried out by Social Studies course in primary and secondary school. Accordingly, it is the responsibility of Social

Studies lesson to raise students who are important input of the education system as citizens mentioned in the general aims of Turkish National Education.

Turkey, a candidate state to European Union, aims to heighten the education system to the standards of the European countries within preparation for entering the European Union and has realized some projects for this purpose (Şişman, 2010). One of these projects is the Turkish Proficiency Framework (TPF). Turkey Proficiency Framework; designed to be compatible with the European Proficiency Framework; refers to the national qualifications framework that demonstrates all the qualifications that are gained through vocational, general and academic education and training programs, including primary, secondary and higher education, and other learning paths (URL 5). One of the innovations in the Social Studies curriculum is that TPF will be implemented in the program. The TPF has been added to the Social Studies curriculum as the main competencies that must be acquired. These competencies are:

- Communication in Mother Tongue
- Communication in Foreign Languages
- Mathematical Competence and Competencies in Science / Technology
- Digital Competence
- Learning to learn
- Social and Citizenship Proficiency
- Perception of Taking Initiative and Entrepreneurship

• Cultural Awareness and Expression (URL 6), however, no information is available on how these competencies are not associated with the achievements of the program and how these competences (especially communication in mother tongue, foreign language communication) can be gained.

With general purpose of the Social Studies course “*To demonstrate sensitivity to the issues that concern the country and world by bearing the awareness that he/she is a part of humankind*”, students are aimed to become a world citizen (URL 6). This general purpose of the Social Studies course is mainly realized by the “global connections” learning area. It is aimed to educate Turkish citizens who are active and responsible, who can follow the agenda of developing world with the learning field of global connections and produce solutions to the problems they are facing. However, Şahin, Şahin & Yildiz (2016) have found that Social Studies education program does not reflect as much as the selected texts, in-class activities and evaluation processes even if the aim is to educate the citizens of the world citizens as a result of the studies with pre-service Social Studies teacher.

Among the functions of the education system, the social function holds the first place. The social function of education is to educate individuals who are compatible with the society to ensure and sustain the continuity of society. To accomplish this function:

- Cultural heritage of the society is transferred to the students:
- Socialization of students is ensured:
- Individuals are raised to develop the culture of society (Fidan & Erden, 1998). Thus, individual displays the expected behaviour pattern from him/her and becomes a successful member of in the society and integrating with the culture in which he/she lives (Yanıklar, 2010). Turkish education system fulfils this function of education through Social Studies course because one of the basic principles of teaching Social Studies is “enculturation”. Each society introduces its own culture to young members and tries to develop the existing culture. Thus socialization of younger generation is ensured (Safran, 2008). It is aimed to gain the social function of education with the objectives in the “individual and society” and “culture and heritage” learning areas in the Social Studies course. Examples of these gains include:

**SB.4.2.2.** The student gives examples by investigating the elements reflecting the national culture in the family and his/her surroundings.

**SB.5.2.4.** The student analyses the role of the cultural elements in people’s living together.

**SB.6.1.2.** The student analyses the influence of social, cultural and historical ties in the development of the individual and social cohesion.

One of the functions of the education system is political function. One of the most important political function of education is to raise citizens who are abiding by the Constitution. This function is realized by teaching the students the current political system and accepting its legitimacy and taking part in the task of protecting it (Gelişli, 2011). The other political function of education, the “democracy education principle” which is the basic principle of National Education is expressed in Article 11 of Basic Law of National Education No. 1739, as follows: *“Democracy consciousness that citizens should possess for the realization and continuation of a strong and stable, free and democratic society order; knowledge, understanding and behaviour belonging to the country management and respect to the spiritual values are tried to be gained and improved the by the students in all types of educational activities; however political and ideological suggestions contrary to Atatürk’s nationalism, which finds expression in the Constitution and interference with the daily political events and debates of this manner are not permitted in educational institutions”* (URL 4). According to this principle, educational institutions have important responsibilities for the de-

velopment and continuity of the democratic system. The education system has encumbered this responsibility into Social Studies classes in primary and secondary schools. The basic aim of Social Studies is the citizenship education (Doğanay, 2008). Citizenship education is an awareness of the rights and responsibilities of an individual through education. The Social Studies course in line with its nature has been a citizenship education course. As a matter of fact, the first tradition of Social Studies is the social information as a transferring of citizenship. The primary purpose this approach is to make citizens become loyal citizens of the state. The main objectives of the transferring of citizenship include developing a reasonable patriotism, developing a basic understanding of the values, institutions and practices of the member state, forming responsible citizenship, promoting active democratic participation and demonstrating the attitudes, behaviours and competences necessary to develop good relations with other people (Barr, Barth & Shermis, 2013). Although Güven (2011) states that teachers should be equipped with sufficient knowledge and skills in order to raise good citizens both found its expression in the mission of primary education and Social Studies course; Gürel (2016) have found that majority of primary school teachers, some of Social Studies teachers did not consider themselves sufficient in terms of citizenship education.

Another function that the education system reflects on Social Studies education is the economic function. The basis of development is well-trained human power. According to the 3rd article of the National Education Basic Law numbered 1739; The general aim of the Turkish National Education is to prepare all the members of the Turkish Nation by “*developing their interest, ability and ability and acquiring the necessary knowledge, skills, attitudes and behaviour together and providing them with a profession to make themselves happy and contribute to the happiness of the society*” (URL 4). In order to realize this general objective, with Social Studies course curriculum students are aimed learn the characteristics of the professions that they are interested in by recognizing the professions in the field of production, distribution and consumption. The acquisition **SB.6.5.6.** in the Social Studies curriculum “Student searches for personality traits, skills and training processes the professions that interest he/she interested in” (URL 6). For example, among the economic functions of the education system, individuals are conscious consumers. A conscious consumer contributes both to the economy of the country and to the conservation of limited natural resources. The acquisitions in the field of production, distribution and consumption of the Social Studies teaching program contributes to this economic function of education. Examples of these acquisitions include;

“**SB.4.5.3** Student demonstrates conscious consumer behaviour as a responsible individual”,

“**SB.5.5.5.** Student uses his/her rights as a conscious consumer. “.

With the general objectives of the new Social Studies course curriculum's 1, 5, 6, 11, 14 and 17<sup>th</sup> students are aimed to know and use the rights about the environment, to define the environment they live in, to have a healthy interaction with the environment and to be sensitive to environmental problems that concern their country and the world with the awareness that they show participation behaviours in solving problems and that they are part of humanity. (Karatekin, 2011). These objectives can be provided through students' having environmental values (Karatekin & Sönmez, 2014) being an environmental literate (Karatekin, K. & Aksoy, 2011) and being an ecological citizen. When the new program is examined, it is seen that the acquisitions directly related to the environment are not sufficient. It seems that existing environmental gains are aimed at providing protectionist environmental behaviours rather than gaining environmental values. "SB.4.4.5. The students use technological products without harming themselves, others and nature" "SB.4.5.5. The students do not waste resources on his/her environment." Individuals with environmental values cannot be raised by teaching environmental protection behaviours without understanding that human beings are part of nature in the solution of environmental problems.

In the education system the characteristics of the individuals who process the raw materials are also determinants in the quality of education as well as the raw materials and the quality of the teachers who will process this input is more important when it is considered that the students are the inputs of the education system. Therefore the teacher is one of the most basic elements of the education system and determines the quality of the learning-teaching process (Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008). No education system can produce services above the quality of the staff that will operate it, so a school is just as good as the teacher in it (Kavcar, 1988). Thus, it is necessary that the teachers who are going into the education system have certain standard and the competences they should have about the teaching profession are determined. Competence is defined as having the professional knowledge, skills and attitudes required to perform duties specific to a profession (MONE, 2008), realizing the expected role in expected quantity and quality by the worker; (Üstüner, Demirtaş, Cömert and Özer, 2009) as a concept that must be acquired by teachers in order to improve the qualifications that teachers have to possess (Köksal, 2008). In Turkey, teacher competencies have been prepared by the Ministry of National Education General Directorate of Teacher Training in order to provide a benchmarking and comparison system for the quality and quality of teachers. As a result of the arrangements made, teachers' general competencies were determined as 6 main competencies, 31 sub-competencies and 233 performance indicators (GDTT, 2008) The 6 main competencies determined are:

- Personal and Professional Values-Professional Development
- Recognition of the Student

- Teaching and Learning Process
- Monitoring and Evaluation of Learning, Development
- School-Family and Social Relations
- Program and Content Information

Apart from these competencies, which all teachers should have, there are special field competencies of Social Studies Teacher Training (URL 3) which put into force with the approval numbered 2391 on July 25, 2008. The special field competencies of Social Studies consist of 5 main competencies, 20 sub-competencies and 132 performance indicators. The five main areas of competency identified are:

- Planning and organizing the teaching process
- Learning-teaching process
- Monitoring and evaluation
- To be able to cooperate with school, family and society
- Providing professional development

These competencies are expected to be used in the pre-service teacher training programs of higher education institutions that train teachers (GDTT, 2008). However, as a result of the research done by Uslu (2013), it is concluded that 80% of the special field competencies can be gained; and 20% of special field competencies the courses cannot be obtained with compulsory courses in the Social Studies education undergraduate program. Another result is that 49 of the compulsory courses in Social Studies education program are related to Social Studies teacher special field competencies, but the remaining 10 courses are not related. Karatekin & Topçu (2016) have found that Social Studies teachers felt most inadequate in special field competence was that “to be able to collaborate with the school, family and society”; whereas pre-service Social Studies teacher felt that they were most inadequate in “to be able to planning and organizing the teaching process” special field competence.

Çelikkaya, Karakuş and Demirbaş (2010) have found that Social Studies teachers use traditional assessment tools more than alternative assessment tools. However, the performance indicator within the Social Studies special field competences requires that “Teacher know the process of preparing and applying the different measurement and evaluation tools and methods” that teachers have the ability to prepare and use different measurement tools other than traditional measurement tools.

Among the special field competencies that Social Studies teachers should possess are knowledge and skills related to teaching strategies, methods and techniques. However, the results of the literature studies have showed that Social Studies teachers do not have enough knowledge about teaching strategies, methods and techniques in pedagogical field knowledge and Social Studies teachers do not go beyond traditional teaching methods and techniques in their lessons (Demircioğlu, Genç & Demircioğlu, 2015, Çelikkaya & Kuş (2009). Kan (2006) thinks that students can develop negative attitudes towards Social Studies lessons because teachers do not know enough about student-centered methods and do not apply them in their classes. These results show that Social Studies teacher and pre-service teachers, both important part of the pre-service and in-service training system, are not at the desired level in terms of special field competencies. For this reason, it is obvious that Social Studies teachers, which are important inputs of the education system, are likely to have problems in reaching the pre-determined goals on the students who are both inputs and outputs of the education system.

One of the important elements of the education system is textbooks. The textbooks were approved by the MONE Board of Education, which is a part of this system and designed in accordance with the curriculum prepared to realize the aims of the education system. One of the reasons why textbooks are important in the Turkish education system is that they are widely used by teachers (İşman, 2008). For this reason, Social Studies textbooks reflect both general objectives of Turkish National Education and general objectives, gains, values and skills included in Social Studies curriculum. However, in the researches have conducted on Social Studies textbooks since 2005, there have been found some deficiencies. As a matter of fact, Kabapınar (2014) states there have been important changes in the textbooks used in our country since 2005 as the necessity of constructivism, but there are certain texts written in line with behavioural learning theory yet. For example, Taş (2007) stated that teachers did not have positive thoughts on the contents of Social Studies textbooks and the contents should be presented in such a way as to ensure that the objectives are realized efficiently. Gülersoy (2013) have stated that the 6th grade Social Studies textbook aims to raise qualified citizen from pragmatic point of view, when looked from accuracy with social realities it has a limited quality that ensures students compatibility with the society they live in, psychologically the book contains accurate information, it encourages learning but that it does not sufficiently take into account the level of readiness of the learners, and it addresses the learner's intelligence areas in terms of the learning-teaching process but it does not support too much consensual learning. Özkan & Tutkun (2014) have given examples in his research and reached the result that 4th and 5th grade Social Studies textbooks are insufficient in content.

Lastly, it is vital to discuss the role of feedback in education system. Feedback is an essential element of an educational system, and thanks to feedback, the educational system re-

news itself. Feedback is such an important issue that it provides information about the quality of education to the all shareholders of education, for example teachers, administrators, policy makers etc. Feedback is used not only on the beginning of the education, but also in the process and at the end of the educational process. All kinds of feedback are based on the measurement results, so in order to give feedback to the shareholders, educational assessment is a must (Crocker & Algina, 1986; Cronbach, 1990). Assessment in educational process is administered for multiple purposes and one of these purposes is to identify the students' aptitude and abilities at the beginning of the education process. This assessment type is named as diagnostic assessment and aims to learn the beginning level of students and gather information about the students' cognitive, affective and psychomotor features. In this type of assessment, to determine the cognitive characteristics" of students, ability, selection and exemption tests are administered and students background knowledge is measured. Teachers, school administrators and policy makers put account of the results of measurement and revise the educational program and lesson plans according to the results. Also at this stage, attitude scales can be applied to the students to learn their attitudes towards the lessons/topics. As for Social Studies course, all the grade levels, there are some background knowledge which should be known for all the students, for this reason, before the lesson, Social Studies teacher should make some evaluation to learn what his/her students learn about the topic.

After the diagnostic assessment, the other assessment type in the educational process is formative assessment and is administered throughout the process. This assessment type is named as formative because according to the results of this assessment, educational activities are reformed. Thanks to the results of this assessment, students' learning drawbacks, so teachers can apply compensatory learning activities. Formative assessment activities also include parents into the educational process. The results of the formative tests are presented to the parents of the students and by this way, they can learn their children' levels of learning. In this type of assessment, in addition to the tests which are composed of items having the exact answers such as multiple choices, true-false and short answered questions, project and performance assessment techniques can be implemented (Taras, 2005). These assessment techniques allow the measure the abilities such as critical and creative thinking that cannot be identified by the traditional assessment techniques. These abilities are known as 21<sup>th</sup> century abilities and are essential for being global world citizen (Kutlu, Karakaya & Doğan, 2008). Also in order to make students more familiar to the real world problem, authentic assessment techniques can be used. By this way, students' problem solving abilities can be improved. Of course, these techniques require different criteria to evaluate the students' works and rubrics should be used by the teacher to assign points to the students. As for Social Studies, teachers can use so many authentic assessment techniques because in the Social Studies, there are so many topics related to real world, such as ecological problems, natural disasters, debates of an updated political problems etc. Such a close

relationship between the real world issues makes the usage of authentic assessment technique as a requirement rather than preference for the social science teachers. Thanks to the authentic assessment techniques, students' ability to problem solving, reasoning, making research which is impossible to be evaluated or developed by traditional assessment.

The last type of assessment aims to determine the students' level of learning and in considerate of system approach; the summative assessment shows the level of realization of educational goals. The summative assessment pictures the success of the educational system and gives such crucial information about the system that all of the stakeholders can evaluate themselves by using the results of this measurement. In this type of assessment, it is impossible to evaluate the students' levels according to the all educational goals, because there are so many educational goals to assess in a single test. For this reason, only the critical goals are carried into action. Also in this assessment type, not only the cognitive abilities but also the affective features of the students should be taken into account (Harlen & James, 1997). In Social Studies course, teachers are expected to make a sensation to the students and develop positive attitudes towards to the world, environment and history, so the students' attitudes that are assessed at the beginning of the education, should be assessed for the second time and the difference of the students' features are determined.

## Results

Education is an open system that is affected by many systems and affects many systems. All the input, process, output, feedback and environmental elements that should be on an open site are all seen in the education system. If the educational systems do not use inputs that serve their objectives, they will not be able to reach the desired output. When to be looked at the general objectives of the Turkish National Education System, it will be seen that Social Studies course is the most effective course to accomplish these general objectives in primary and secondary schools. In addition, the Social Studies course, complied with its nature, provides important contributions to the social, political and economic functions of education. Therefore, the outputs of the Social Studies education which is a part of the Turkish National Education system are of great importance. By looking at these outputs, it is possible to find out about the sufficiency of teachers, students, materials and curriculum. These deductions are feedback that will help to improve the quality of both the education system and Social Studies education. The education system and Social Studies education, a sub-system of it, should eliminate their deficiencies by considering these feedbacks.

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## Teaching Social Studies with Creative Drama Method

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### 1. Introduction

**S**ocial Studies is a field where the skills, attitudes and values in social life are acquired by students based on knowledge and selected from Social Studies discipline in order to raise good citizens who know their responsibilities in primary education schools (Sever, 2015, p. 4). In the Social Studies curriculum that was designed in the light of the Constructivist Approach that was adopted as of 2005, students are placed in the very heart of the education. In this approach, the teacher is expected to guide the educational process, and create a step for the learner to acquire relevant knowledge in an efficient manner. A teacher who adopts the Constructivist Approach is not considered as the absolute authority in the learning environment, but as the supporting guide for the individuals who discover, learn and make sense of what they learn. The teacher is also considered as the guide who makes students notice their missing points and mistakes; and then, correct them (Şimşek, 2009, p. 126).

In this context, Social Studies Program;

1. Accepts that each student is a specific individual.
2. Casts a light on the future lives of students and shows sensitivity to the improvement of the qualities expected from the individual.

3. Ensures that knowledge, concepts, values and skills are improved; and prioritizes the realization of learning.
4. Encourages students to think, ask questions and exchange ideas.
5. Aims to raise students as healthy and happy individuals in physical and emotional terms.
6. Cares for the raising of students as individuals who know and use their rights and fulfill their responsibilities.
7. Ensures that students are sensitive to social problems.
8. Ensures that students use their prior knowledge in learning process and establish communications with their environment (Aykaç and Adıgüzel, 2011, p. 299).

In the light of the Constructivist Approach, teachers are expected to see the differences between their students, create enhanced learning environments for them, and support the education process with relevant materials. A learning environment in which students can express themselves freely and show their existence during the learning process is important for the Constructivist Approach. This approach emphasizes the use of various learning methods and strategies. In Social Studies field, cognitive learning is focused. For this reason, using mere traditional methods like the narration method or asking questions and receiving answers method will be inadequate. In the Constructivist Approach, on the other hand, the understanding claiming that the individual must be dominant in the learning process prevails. Creative drama method constitutes the basis of the “*live and learn*” method.

The word “*drama*” is derived from the Greek word “*dran*”, which means “*doing, making, acting*” (Lehman, 1986; Narrated by: San, 1990). Creative Drama, on the other hand, means “Animating a purpose or a thought by using some techniques like improvising or roleplaying based on the experiences of a group and its members” (Adıgüzel, 1993, p. 56).

Creative Drama is the animating or making sense of an experience, an event, an idea, an educational unit, and sometimes an abstract concept or behavior in a “*gamily*” process by individuals in a group work by making use of improvising, roleplaying, theatre or drama techniques through re-organizing past cognitive patterns, observations and experiences (San, 1996, p. 149). According to another definition, Creative Drama, as an educational method, an artistic training field, and as a discipline, is an approach that will enable individuals to become people who are open to group work and who can express themselves freely in a creative manner (Üstündağ, 1996, p. 19).

Drama is called “Creative Drama” in the USA, “Drama in Education” in the UK, as “School Play” and “Play and Interaction” (*Schulspiel, Spiel und Interaktion*) in Germany, and as “Creative Drama” in Turkey.

Major characteristics of drama are as follows:

- Drama integrates education.
- Reality and plays are integrated in drama.
- Reality and fiction are integrated in drama.
- A situation is created with improvisation.
- Drama converts knowledge into experience.
- Drama is based on dramatic experiences.
- Drama is social, and is created with single, double, and multiple groups.
- Drama is a process. There is a difference between the initial and present points.
- Drama consists of improvisations. Without improvisation, there will be no dramas (Okvuran, 2003, p. 82).

Creative Drama is becoming widespread in every stage of education. The purpose in formal education is to save student from being passive listener and make him/her become and active individual. This is possible by using the Creative Drama Method in educational environments. In this way, students become active during the learning process, and activate sensory organs and learn by doing, and experience the events or situations (Üstündağ 1988, p. 59).

The aims of Creative Drama are as follows:

- Providing creativity and aesthetic development,
- Acquiring critical thinking skills,
- Acquiring social development and cooperation habits,
- Acquiring self-confidence, and decision-making skills,
- Acquiring language and communication skills through vocabulary enrichment,
- Developing imagination, feelings and thoughts,

- Developing the skills to understand and feel others (establishing empathy),
- Acquiring experience on different events, phenomena and situations,
- Providing the opportunity to develop moral and spiritual values,
- Being able to analyze problems and acquiring problem-solving skills,
- Providing information to the individual on the acquired, changed or corrected behaviors,
- Showing the individual how to cope with unwanted situations, events or phenomena,
- Ensuring that the individual sees the world in a more concrete manner,
- Concretizing abstract concepts and experiences,
- Providing that the differences among individuals are considered with tolerance (Üstündağ, 1988, p.59).

Tekerek defined creative drama as “An experience that brings important contributions to the acquisition of some humane characteristics like creativity, imagination, acting together, organization, empathy, self-discipline, freedom, and respect that are functional on the self-confidence and self-existence in a process that proceeds from abstract one to the concrete one” (Tanrıseven and Aytaç, 2013, p. 332).

Drama has an extremely great importance in education. Drama is an efficient way that makes individuals acquire certain characteristics such as cultural development, self-confidence, self-recognition, creativity, critical viewpoint, self-realization, problem-solving and producing solution ways (Genç, 2003). Considering Creative Drama activities as an approach whose sole purpose is to make students conceptualize a set of knowledge will lead us to a dead-end. Creative Drama helps students to socialize and increase their self-confidence. Creative Drama activities may be included in every step of formal education, in informal education, in classes, or may be considered and used as a separate educational field (San, 1992). Creative Drama expands the language usage areas and the quality of the individual. It creates various opportunities to try different speaking methods. Creative Drama, which has a certain language form in itself, ensures that students approach themselves and others in a critical manner (Aytaç and Çetinkaya, 2013, p. 675).

During Creative Drama activities, students find the opportunity to express their feelings and thoughts freely; and therefore, increase self-confidence and gain the skill of discriminating

between their feelings. Since Creative Drama provides real sections from daily life, students may acquire the opportunity of producing solutions for possible problems they may face in life.

Creative Drama Method, which brings the opportunity of contributing to the cognitive, affective and behavioral development for the individual, has been used to increase the academic success of students in different subjects and to acquire certain acquisitions in curricula. Study results revealed that drama is influential in increasing students' success. For example, significant increases were reported in academic success levels of students in the following fields in favor of the Creative Drama; Social Studies, (Bağcı-Kılıç, 2005; Özer, 2004; Yılmaz, 2013; Zayımoğlu, 2006), Mathematics (Bulut and Aktepe, 2015; Hatipoğlu, 2006; Şenol-Özyiğit, 2011), Physical Sciences (Arieli, 2007; Hendrix, Eick and Shannon, 2012; Öcal, 2014), Information Technologies (Atalay and Şahin, 2012), Citizenship and Democracy Education (Ulubey, 2015), The History of Revolutions and Kemalism (Altinkulaç and Akhan, 2010), German (Kırmızı, 2012), French (Aydeniz, 2012), Art (Atan, 2007), Music (Yiğit, 2010), Life Sciences (Selanik-Ay, 2005), Physics (Şahin, 2012) and Turkish (Karacil, 2009). On the other hand, the studies conducted by Sağır, (2001), Tımbıl (2008) and Dikmenli-Vardar (2015) reported that there were no significant increases in the academic success levels of students in Physical Sciences and in Social Studies in the studies conducted by Bingöl (2015) and Rüzgâr (2014) (Ulubey and Toraman, 2015, p. 198).

### **1.1. Application Steps of Drama**

Although it differs according to the structure of the group, there is a certain order in drama activities. These are; warm-up, playing (pantomime and roleplaying), improvisation, creation and evaluation.

### **1.2. Warm-up and Relaxation**

This step is where several activities are made on using senses with different methods, strengthening observation power, bodily and tactile works, recognition, establishing interactions, receiving reliability, and adaptation. There are certain codes in this step, and the leader guides the way (San, 1996; San, 2001; Üstündağ, 2000). The participants establish communications with themselves, recognize their bodies, move their bodies in a rhythmic manner, and use their hearing, seeing, touching and smelling senses (Morgül, 1999, p. 21). With the introduction activities in this step, the participants know themselves and other people (Üstündağ, 1998).

During the warm-up step, the leader must motivate the group in the light of the purpose of the activity. Through these activities, the participants activate their sensory organs. Relaxation activities include the relaxation of the body and the relaxation of the soul and mind (Morgül, 1999). Relaxation activities are sometimes performed after warm-up activities and sometimes before the evaluation step. Using music in these activities ensure the relaxation of the body and thoughts.

### 1.3. Playing (Pantomime and Role-playing)

This step is where playmaking is made, and the plays are developed. Creation and imagination dimensions are also included in the activity (San, 1996; San, 2001). This step includes activities intended for interaction and communication in the group, development of imagination; and involves the use of five senses through pantomime (Okvuran, 2001).

### 1.4. Improvisation

Improvisation is explained as the situation that develops spontaneously and suddenly without sticking to any text as it occurs to someone. It cannot be expressed as a definite process. The individual expresses himself/herself in a comfortable manner. Improvisations are the bases of drama activities (Üstündağ, 1998). Improvisation may be performed based on a study, tale, poem, tableau, photograph, a piece of news in the paper, or an imaginary situation (Okvuran, 2001). This process may be evaluated as a specific process since the details are not defined in advance. This is a stage where participants may express themselves in a comfortable manner. This step starts by defining a topic or a theme by considering the individual characteristics of the participants. Sometimes, certain steps are planned for a predefined target.

### 1.5. Creation

This step is started as based on a predefined point. It is not known how the process will proceed and end (San, 1996; San, 2001). In this step, the participant may need certain materials. Materials and equipment may be used when necessary. Sometimes, although there are no preparations for this, the participants may use the things that exist in the environment at that moment. In this process, an object, a picture, or a photograph may be used, and the communication may be based on these objects (Üstündağ, 1998; Üstündağ, 2000).

### 1.6. Evaluation

The evaluation step is one of the most important steps of drama activity. Evaluation must be made when it is demanded by the leader or by the participants (Üstündağ, 1998). Evaluation may be made after several steps. The leader may start this step by asking questions like “What did you feel?”, “At which points did you feel joy?”, “Where did you have difficulty?”, “What else can be done?” to the participants (Aral et al., 2000; San, 1996). This step ensures some outcomes like developing the skill to make evaluations, ensuring interaction, constructive criticism, leaving the drama activities in a satisfied manner, etc.

1.

## 1. Elements in Drama Process

**1.1.The Leader:** The importance of the leader is great in achieving the target of drama activities. In drama, the leader must create an environment in which the participants will feel safe. The leader must ensure that the group achieves a level that enables its participants to discover and express their feelings and thoughts in a comfortable manner with dramatic plays. A good leader is a respected, tolerant person and is a good observer that conveys reliability to its environment; and during application stage, s/he must have the necessary flexibility of making changes in the play. The leader must be familiar with the theatre science and must have a detailed knowledge on the rules of the theater. The leader must be a psychologist and a pedagogue in order to understand the psychology of the players and be helpful to them. S/he must prepare the equipment and materials to be used during the play. In addition to these, the leader must also have a high imagination and must be good at playwriting. The role of the leader is great in establishing efficient communication among group members (Aral et al., 2000; Aral et al., 2000).

**1.2.The Participants:** Participants are also important in drama, because one of the most important elements that constitute drama is participants. The ages, genders, interests and needs of the participants must be considered in drama. The individuals participating in drama activity must be willing and suitable to work as a group (Aral et al., 2000; Aral et al., 2000).

**1.3.The Medium (The Place):** The conditions of the place where drama activities are performed are important. The ground must be covered with parquet or carpet to facilitate movements like stretching or sitting. Well-lit places without noise where it is possible to work on bare feet, safe, and suitable are influential for drama works to be performed in accordance with the targets of the drama (Aral et al., 2000; Aral et al., 2000).

**1.4.Materials:** In drama activities, materials are not necessary. However, sometimes materials may become important in making the participants adopt their roles and feel themselves in the play. Almost any type of materials may be used in drama activities. The most important thing is the fitting of the material to the targets of the drama activity (Aral et al., 2000; Aral et al., 2000).

## 2. Creative Drama Method in Social Studies Education

Drama has a great importance in educational processes. It is also influential in the realization of permanent behavior change in individuals. A memorization-based traditional education prevents children from developing cognitively and learning sharing the questioning power. Drama, on the other hand, is a field on its own that develops and educates children. It is also an efficient method that develops creativity (MoNE, 1998, p. 32).

Demirel (2009) reported that the rate of remembrance and permanency in verbal-based (what is read/heard) education was 10% - 20%; and it rose to 30% in learning with visual elements; and to 90% with experience-based (by seeing/hearing/touching/saying) learning. These rates reveal that drama may be of great help in Social Studies education, which is dominated by cognitive elements (Sevda, 2013, p. 48).

As it is mentioned in Social Studies program, new approaches have emerged in educational curricula with the influence of the changes and transformations experienced in the whole world. Social Studies program has moved away from mere behavioristic approaches, and have evolved towards an approach that constructs the education in the light of active participation in life, making accurate decisions, supporting and developing problem-solving processes by caring for the existing experiences of the individual and the value of the information. With this approach, a new understanding has been adopted that is student-centered, therefore activity-centered; balancing knowledge and skills in terms of Social Studies by considering the experiences and individual differences of students to enable them interact with the environment (MoNE, 2005, p. 51).

Using drama in education will contribute in acquiring educational targets and skills in several disciplines like Mathematics, Science, Social Studies (Koç and Dikici, 2003, p. 2). When the studies conducted on drama are analyzed, it is possible to claim that there are positive developments in recent years in the field of education. However, studies conducted on Social Studies are few in number among these. In actual fact, having abstract concepts and being a multidisciplinary field make drama become important for this study field.

The drama method for social science classes is extremely suitable to activate the students from being inactive, and make them “*live and learn*”. Especially when historical events are animated, students act and feel like the people in the past, and therefore understand the cause-effect relations of the historical events (Sever, Yalçınkaya, Mazman, 2009, p. 157).

Morris (2004) reported that using dramatization method was very useful in developing the thinking skills of students in Social Studies subjects and in learning them. While students are studying the history subjects, they imagine the events in history, and in this way, feel as if they are living in old times and places. Students use structured drama to learn about past events, places and people and replace them with the characters of the past. In this way, students also develop their prediction skills for future events and their future lives (Sever, Yalçınkaya, Mazman, 2009, p. 157). With the drama method, students may acquire many experiences, skills and historical attributes they cannot otherwise learn in the traditional education method.

In Social Studies classes, students make use of creative drama methods and concretize abstract experiences. In this way, they will have the power of analyzing the events and phenom-

ena happening around them and in the whole world. In this way, contributions will be made to the development of critical thinking skills in students.

In Social Studies classes, students have the opportunity of experiencing their citizenship responsibilities, social roles and social problems with drama activities. Animating different social problems helps individuals better understand the society and the relations in it.

Values education has an important place in today's educational concept (Koçoğlu, 2014). The awareness of an individual on certain values, and adopting them and forming the personality in the light of these values occur through education. This education is called as *Values Education* (Yeşil and Aydın, 2007, p. 71). One of the basic subjects in teaching values is Social Studies classes. The values that have been planned to be taught to students in Social Studies Curriculum for 6<sup>th</sup> and 7<sup>th</sup> Grades in units have been mentioned as follows; “the family union, being fair, independence, peace, freedom, being scientific, hardworking, solidarity, sensitivity, honesty, aesthetics, tolerance, hospitality, being healthy, respect, love, responsibility, cleaning, patriotism, and helpfulness” (MoNE, 2005, p. 89). Drama method may be made use of in teaching students the above-mentioned values. The perception of students may be stimulated with drama activities.

Students may acquire the habit of taking responsibility and working together with the help of drama activities in Social Studies classes. Students may also acquire the habit of developing empathy with these activities. Drama activities also ensure that students develop in terms of individual and social skills, establish comfortable and healthy relations with others, and thus, become socialized (Kavcar, 1985, p. 37).

During Social Studies classes, using one single method may make it become boring and unproductive. Several methods may be combined and used in Social Studies classes rather than limiting the methodology with one single method. If the drama method is used in a way that will support other methods, Social Studies classes may become an attractive subject for students. Drama is an influential method to avoid that students spend boring and motionless time in classes for long hours. In this way, contributions are made to the physical and cognitive developments of students (Aydın ve Aydın, 2011).

The contribution of Social Science classes to the awareness of individuals on their feelings may become more influential when combined with this method. The individuals have the opportunity of observing and assessing the feelings and behaviors of theirs and others during the drama activity. The inclusion of the individuals in such activities increases their self-confidence. It is already known that teaching classes with drama method help develop the communication skill within groups. In this way, students may understand other people and societies starting from their social environment in historical and geographical aspects, and thus, develop their imaginations (Küçükahmet, 2001, p. 69).

For a successful drama activity, the teacher who will apply the drama activity must have the behaviors required by the method and must be trained in this field (Önder, 2009, p. 53).

## Results

Social Studies field is dominated by cognitive learning method, and hosts many disciplines in it. For this reason, the process of the teaching of this field has great importance. Right at this point, the importance of the methods and techniques that will be used by the students and teachers in acquiring the knowledge is not debatable.

It is not possible to mention one single method and technique in achieving the targets of education. More than one method and technique may be used in classes. Social Studies classes are suitable for using more than one method and technique simultaneously.

Parallel to the development of modern education concept, many methods and techniques have been developed to keep students active in classes. One of these methods and techniques is the creative drama. Unlike the traditional educational concept at schools today, creative drama method allows students express themselves in classes and makes them become active throughout all steps of the learning process. Drama activity may be applied in all units of Life Sciences and Social Studies classes where abstract concepts are intense for the purpose of increasing success. Meanwhile, students may experience a situation that may be never encountered in their lives in drama activities. It may be possible to revive possible events that might be encountered in daily life. On the other hand, children may also have the opportunity of experiencing and learning situations which they cannot face in daily life with drama activities in Social Studies classes, and thus, they can develop their thinking, interpreting, perception, listening and speaking skills.

When the contents of Social Studies classes are analyzed it is seen that these contents are suitable for using the drama method in classes. For this reason, when the curriculum is being prepared, it will be more beneficial to include drama activities in classes.

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## Analysis of Value Transfer in Social Studies Education Within Framework of The Principle of Causality

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### 1. Introduction

Causality is defined as the principle that every phenomenon has a cause and the same causes will produce the same effects under the same conditions (Çelebi, 2005: 181). In other words, causality refers to the relationship between cause and effect. Although causality is a philosophical category and principle that has been debated over centuries, one of the points on which philosophers agree is the basis of this principle that everything needs an antecedent to happen (Berkant, 2009: 128). Given that causality is the cause and effect relationship between phenomena, facts and objects, cause refers to the occurrence of phenomena, facts and objects and effect refers to the result or outcome of this occurrence. When considered within an educational context, causality is divided into two main divisions: the identification of causes and the discovery of effects (Tay, Kurnaz and Taşdemir, 2010: 244).

Causality is closely related to the perception of the observer of causal relation. This perception means that we have created an expectation for the interaction between objects based on life experiences. Perceptions of causal events are the premise of causal thinking. Causal thinking refers to a mental process of seeking for a possible cause and effect relationship between knowledge assets of every size (concept, event, etc.) and every nature (daily, scientific, etc.) existing in the nature (Berkant, 2009). Causality principle has two closely-related characteristics including ontological and epistemological aspects. The ontological aspect of causality refers to the determinist interpretation of existence (the universe or nature). The epistemological aspect of causality includes the establishment and identification of a causal connection between two events or

phenomena through the acquisition of the knowledge of the universe or nature in the process of determining factual reality (Tay, Kurnaz and Taşdemir, 2010 as cited in Özçınar, 1997: 18).

Piaget (1930) listed seventeen types of causal relations in child thought if any arbitrary simplification is discarded. These are as follows:

- |                            |  |
|----------------------------|--|
| 1. Motivation type         | 10. Reaction of the surrounding medium |
| 2. Finalism                | 11. Mechanical causality               |
| 3. Phenomenistic causality | 12. Causality of generation            |
| 4. Participation           | 13. Substantial identification         |
| 5. Magical causality       | 14. Condensation and rarefaction       |
| 6. Moral causality         | 15. Atomistic composition              |
| 7. Artificialist causality | 16. Spatial explanation                |
| 8. Animistic causality     | 17. Explanation by logical deduction   |
| 9. Dynamic causality       |  |

The first type of causality is *psychological causality*, or in other words, motivational causality. For example, God or people send us dreams since we have done things that we should not have done. It is certainly the most primitive type; however, it also “the one that survives the longest” (Piaget, 1930: 258).

*Finalism* coincides with the first type of causality as a follow-up. However, it gradually distinguishes itself from it. These connections with psychological causality cannot be perceived or cannot be clearly seen (Piaget, 1930: 259).

*Phenomenistic causality* means that there is a relationship between two facts in the description of events and these events are by no means related to life except for their contiguity in time (Piaget, 1930: 259).

*Participation* is more common than in its first instance; however, it disappears after 5-6 years of age. The principle of participation is the following: It is designed between two objects with similarity or affinity relationship. In other words, the occurrence of the first allows the other to occur (Piaget, 1930: 260).

*Magical causality*: Gestures, thoughts or touchable objects are assigned or related to efficacy, and there are a lot of participations established among these objects. Thus, certain words have an effect on a number of objects (Piaget, 1930: 261).

*Moral causality*: Children explain the existence of a certain movement or feature by the necessity; however, this necessity is always about morality. Put it differently, it involves the view that events happen because they have to happen (Piaget, 1930: 261).

*Artificialist causality*: Psychological causality or pre-causality is explained in neither purely moral terms nor purely physical terms. Both matter and consciousness mean nothing but all life. First, the event or object is explained, and then the activity created by the person is designed as an object. Put it differently, explanations are made with objects and the outcomes of what is done by people (Piaget, 1930).

*Animistic causality*: Children explain the existence of a character or form by an internal biological tendency which is both alive and conscious. Animistic causality completes artificialist causality (Piaget, 1930: 262).

*Dynamic causality*: Once the effectiveness of the objects of the previous animistic stage is appropriately eliminated, the internal forces of the explainable activities and movements of the objects still remain. Thus, there is primitively confusion between force and life. Finalism outlasts pre-causality while dynamism outlasts animism (Piaget, 1930: 262).

*Reaction of the surrounding medium* is the type of causality which involves the first realistic physical descriptions made by children. Despite being primitive, the movements of objects are physically expressed. Although there are the traces of dynamic causality in these explanations, magic, impulse, intention, or mystery seem to disappear (Piaget, 1930: 263).

*Mechanical causality* occurs in this kind of causality between the ages of 7-8.. The explanation at this point is also mechanical (Piaget, 1930: 263).

*Causality of generation*: The explanations in causality of generation are not separated from the previous type (Piaget, 1930: 264).

*Substantial identification* resembles the causality of generation. Objects do not result from other things but result from the burning and fusion of other matters. Substantial identification is frequent between the ages of 8 and 10 (Piaget, 1930: 265).

*Condensation and rarefaction:* Children give explanations about the matters that make up the main feature of objects (Piaget, 1930: 265).

*Atomistic composition:* Once objects are considered to result from condensation or rarefaction of the original matters, they will be inevitably considered to be made up of particles tightly or loosely compiled together (Piaget, 1930: 266).

*Spatial explanation* involves the years after the age of 9 and 10 and children produce advanced explanations (Piaget, 1930:266).

*Explanation by logical deduction* involves all mechanical, spatial, atomistic explanations and others. This stage covers the ages 10, 11 and over (Piaget, 1930: 266).

### 1.1. Instructional Elements of the Concept of Causality

According to Tay (2011), all of the scientific process skills including basic process skills, causal process skills, and experimental process skills may be closely related to causality and it is necessary to help students acquire the skills shown in Figure 2 for the development and use of the concept of causality in students.

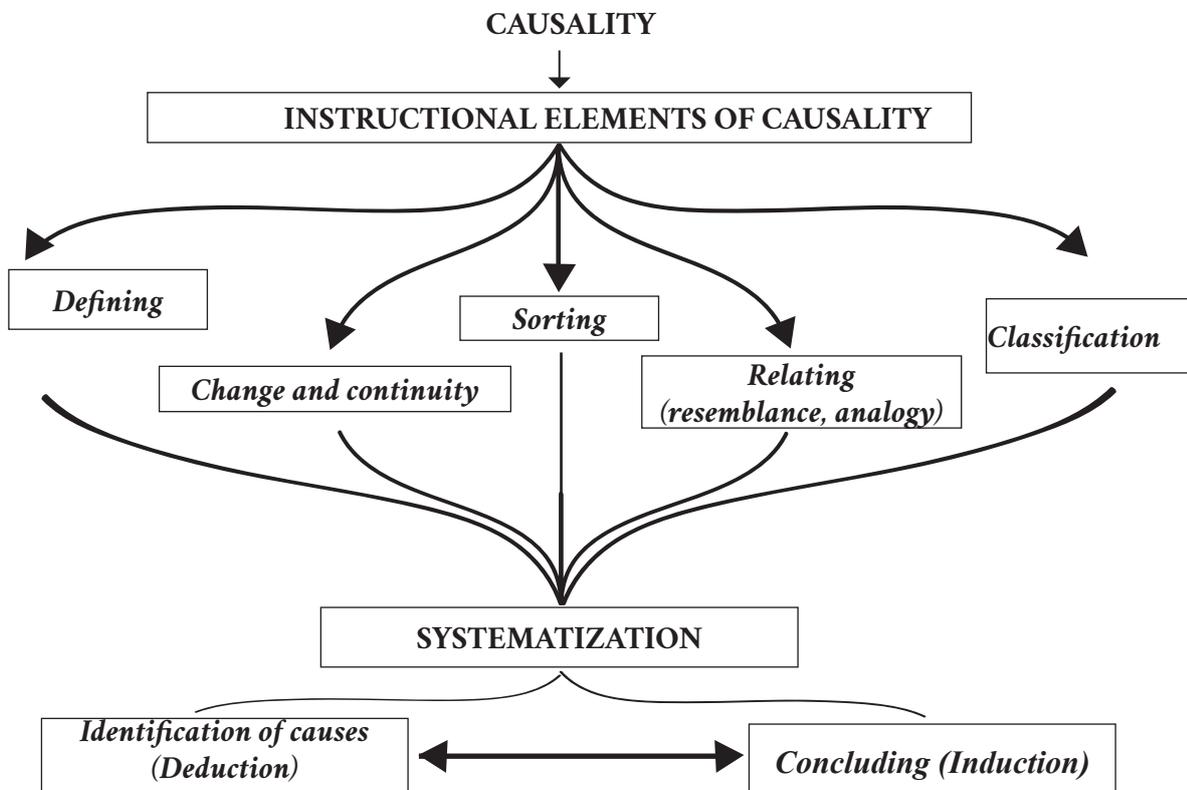


Figure 1: Instructional Elements of the Concept of Causality (Tay, 2007: 114).

As shown in Figure 1, the instructional elements of causality include defining, change and continuity, sorting, relating, classification, deduction, and induction. These concepts are complementary to each other with their specific characteristics. Defining, relating, sorting and classification skills constitute the main components in the understanding and creation of causality, while change and continuity facilitate the systematization of these four components. The concept of causality could best be comprehended through this systematization, the identification of causes in some cases, the deduction of effects in some cases and the promotion of both in other cases (Tay, 2011). The instructional elements of the concept of causality are briefly explained below.

### **Defining**

It is the first step in determining the causality relationship between two objects, phenomena and events. The operational nature of definitions is of importance as it affects the meaning of definitions. When defining is performed in a general manner rather than in an operational manner, this may result in wrong causal relationships (Tay, 2011: 466).

### **Relating (resemblance, analogy)**

Relating or analogy is a method that allows students in the classroom to treat an event as if it were real and to do educational work on it (Yıldızlar, 2009). The analogy facilitates new discoveries that help compare what is known with what is unknown. Analogy also helps explain new ideas, clarify relationships and solve problems (Şahin, 2016).

### **Sorting**

Sorting is the ability to order a series of pieces according to a specific relationship. Children in concrete operational stage sort objects by their length, weight and tone (Selçuk, 1999: 79).

Sorting skill includes the sorting of events, phenomena and objects according to a specified characteristic. Considered in the context of causality, the determination of causality between two events may be closely associated with the sequence of events. Here, sorting is often related to the precedence and succession of events. For example, in order to reveal the existence of a causal relationship between two events in history, it is necessary to know which one happened first and which one later. Likewise, this is also true for situation geographical events (Tay, Kurnaz and Taşdemir, 2010: 247).

## Classification

Classification is the process of grouping objects, phenomena and events into categories in accordance with their relations with each other and their characteristics determined through observation. It includes the ability of categorization based on properties and relations. An effective classification process has two factors: the power of learning the figures and the power of organizing the perceptions. The first involves taking into account all relevant perceptual properties of a set of objects, knowing the meanings of words and to store them in mind. The latter involves employing the logical principles in categorization process (Tay, Kurnaz and Taşdemir, 2010: 247). Classification is the logical process developed at the concrete operational stage. At the age of 7, children can group objects into a category, for example, they can collect all red objects into a group. However, they lack the concept of class inclusion. At this stage, children can group objects into two or more classes and subclasses (Selçuk, 1999: 79).

## Change and Continuity

Change refers to negative or positive conditions that events, phenomena and objects have experienced over time. Continuity can mean the maintenance of events, phenomena and objects over time, in other words, their sustenance. Change and continuity refer to the condition and continuity of events, phenomena and objects over time. From the perspective of causality, in order to correctly establish the causal relationship between two things, it is necessary to know the condition and continuity of these two events (Tay, Kurnaz and Taşdemir, 2010: 247).

## Identification of Causes (Deduction)

Deduction means moving from a general statement to a specific case. Children perform very little reasoning and it is often related to rare and special cases due to the difficulties in being aware of own thoughts (Tay, 2011).

## Concluding (Induction)

Induction means drawing a conclusion. It involves reaching a general conclusion from a particular case. In this regard, concluding includes effect (outcome, consequence) which is one of the main components of causality (Tay, 2011).

## Social Studies and Causality

There are concepts, skills, values and attitudes that need to be taught and learned within the scope of Social Studies teaching in Turkey. Causality is one of these concepts and establishing cause and effect relationship is one of these skills (Tay, Kurnaz and Taşdemir, 2010: 248). The concept of causality, which is a requirement of scientific knowledge, has an important place in

Social Studies and, by extension, in Social Studies. Social Studies reflect the need for gathering information from many fields of science and forming this information based on scientific reality and scientific consistency. Indeed, the Social Studies curriculum put into effect in 2005 has this property. The concept of causality is included in the Social Studies curriculums as a skill and a necessary concept (Tay, 2011:453).

Skills help students to learn the subjects and activities in the curriculum in a more permanent, active and meaningful manner (Özdemir, 2009: 21) refers to the abilities that students acquire, develop and transfer to their life as intended in the learning-teaching process (Ministry of National Education, 2005b). Concept, in general, refers to a knowledge structure that represents the changeable common properties of different objects and phenomena that gain meaning in the human mind (Kılıçoğlu, 2013: 329). The concept of causality is covered in the Social Studies curriculum within the framework of concept teaching. The curriculum aims to teach concepts covered in the curriculum at the level of introduction, development and reinforcement. The concept of causality should be taught at the level of introduction in the 4<sup>th</sup> grade, at the level of development in the 5<sup>th</sup> and 6<sup>th</sup> grades, and at the level of reinforcement in the 7<sup>th</sup> grade. The teaching methods, techniques and strategies to be used in the acquisition of the skills that build up the concept of causality should include problem-solving. Accordingly, it may be possible to help acquire the concept of causality and the skills associated with it through sequence learning (chaining), rule learning, concept teaching, multiple intelligence, constructivist teaching, systematic education, problem-solving, research, and collaborative learning methods (Tay, 2011: 470). The teaching of causality can be carried out in four stages including describing, exploring, explaining and examining which all cover these skills (Tay, 2011). Approaches to the teaching values take part when the 2005 primary education social studies curriculum is examined. These are: Explaining value, moral reasoning, value analysis and observational learning.

Value is to ensure that learners internalize values through their own experiences. The key element of explaining the value is expressing the answer. (MEB, 2005a: 89). Kohlberg's argument is that the moral reasoning approach is aimed at revealing the ethical judgements given to students by stories which include the moral dilemma. (MEB, 2005a). The role of the teacher is to help students solve their problems by giving examples of moral dilemmas.

## Results

In the value analysis approach, it is an analysis that requires attention, thought, and distinction in value education. Value questions signify that they test value questions in a rational way without being emotionally. (MEB, 2005a). People make many emotional evaluations such as good-bad, right-wrong. The active participation of the individual is needed as it is in teach-

ing cognitive behaviors in the teaching of affective behaviors. At the same time, it is necessary to create an environment for the value that the individual needs to acquire. (MEB, 2005b).The purpose of providing the environment for value teaching is to ensure value learning through observation. When causality is perceived as a cause-and- affect relationship, Students can gain value by expressing a value in the value-teaching approaches and describing the cause and effect of providing the stated value. Value transfer can be avoided if it doesn't arouse attention when transferring any value. Values education can be taught based on causality by questioning the experiences of Students and establishing cause-effect relationships.

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## Ways of Effective Teaching and Learning in Social Studies in Context of Learning Climate

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### 1. Introduction

The Social Studies subject has been on the agenda in Turkey in the 1960s. In early 1960s, the content of this course was given through history, geography, and citizenship lessons. These lessons were combined in 1962 with an interdisciplinary approach under the title 'Community and country studies'. In 1968 the same course was named 'Social Studies' (Aktepe, Tahiroğlu & Meydan, 2014).

Social Studies, Social Studies, and humanities are offered by an integrative approach designed to improve citizenship competences. Social Studies in the school program consisted of findings of like anthropology, archeology, economics, geography, philosophy, law, psychology, political science, history, religion and sociology.

Social Studies lesson is taught at elementary and middle school level. The aim of the current Social Studies program is to educate effective individuals who have problem solving and decision making skills, who think critically and creatively, who can understand what they have learned, questioning instead of memorizing the information transferred to them, reaching information when necessary, researching them, looking at events from different perspectives (MEB, 1998).

Active participation by pupils in lectures affects learning positively. Individual differences of students should be taken into account during the course. In order to provide effective learning in current Social Studies curriculum in Turkey, students are required to take

part in the learning-teaching process, which is to be possible in learning environments where individual differences are taken into account and active participation is provided (Özbek, 2005).

Social events that occur in daily life; current issues are dealt with within the scope of Social Studies course which aims to train responsible, active, thinking citizens who have gained democratic values (Deveci & Çengelci, 2008).

It is expected that the Social Studies course will use some teaching methods and strategies of the teachers in the learning-teaching process so that the students can have certain qualifications within the defined goals and show the permanent behavioral changes. The most appropriate strategies and methods should be determined taking into consideration the purpose, subject, learning environment and student characteristics.

**Learning Environment:** Active learning can be carried out in a safe environment supported by the teacher, where clear expectations and positive relationships are encouraged at the highest level (Characteristics of Highly Effective Teaching and Learning in Social Studies, 2017).

### **Teacher Characteristics:**

#### **A. The teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. Teacher:**

1. Creation, interrogation, sharing, discussion, justification and analysis of processes of engaging in civil participation, social research and historical thinking
2. Developing various perspectives, respect for well-supported positions and developing sensitivity towards cultural differences and similarities

Teachers must be aware of and meet the needs of students in order to make Social Studies instruction (NCSS, 2009). Teachers should make use of the differences and natural consequences of the students in their environment. Provided that they build on the skills and experiences of the students, teachers can design learning environments where students struggle to build meaningful connections and develop their knowledge and perspective. In Social Studies, as in any discipline, students can benefit from many ways in which they can understand a given concept. Increasingly, middle school teachers have students with different abilities and different experiences. For this reason, the teacher has to apply different teaching methods to the students with individual differences. Successful middle school teachers employ a variety of teaching methods to engage both the subject domain knowledge and the learning process (NCSS, 2009:253). Şeker and Oruç (2013) Social Studies instructors are studying their views on education according to learning styles and individual differences; it is suggested that

the use of current learning and teaching methods and techniques for success in Social Studies lessons, shaping of lessons with real events, stories and real life patterns, placement of education technology and materials as much as possible and education and training period should be arranged according to student needs.

Middle school students need to have access to basic democratic values, equality of opportunity, justice and diversity in learning experiences, including freedom of speech and thought. Middle school Social Studies teachers should create opportunities for their students to discuss values, engage in solving real-world problems, and make informed decisions (NCSS, 2009:253). Deveci and Çengelci (2008) Social Studies teacher candidates argue that they do research on current topics in lectures, discuss current events, and distinguish the first minutes of lectures to current.

Challenging middle school Social Studies education supports lifelong learning and active citizenship. Rather than examining many superficial aspects to students, opportunities for in-depth research of several important concepts should be given. Challenging Social Studies projects include projects and simulations that require the application of discussion, negotiation and critical thinking skills. Middle school Social Studies students should question, evaluate and justify the sources of information instead of simply reading and answering questions. The teacher should ask questions in a kind that encourage students to make decisions, problem solving and problem analysis (NCSS, 2009:253). İzci and Koç (2012) Social Studies teachers claimed that they need to know English well to be able to perform the skills needed for lifelong learning. They also stated that teachers should lead collective learning through lifelong learning.

According to the Social Studies literature, student attitudes towards Social Studies course and related factors are significantly affected by two factors: (a) active participation and willingness of the teacher; (b) the perceived value of the subject field (Tanner, 2009: 141). Demirkaya and Arıbaş (2004) argue that the attitudes and performances of the teacher in the classroom, the use of technology and materials in the lessons and the active participation of the students in the class are effective on the attitudes of the students towards the Social Studies lesson.

Providing students with authentic learning activities is an important factor in ensuring student participation. Marks (2000) defined a scale consisting of 4 items related to the frequency of engaging meaningful academic students in the Social Studies class in the context of authentic instructional work: (a) students are asked to ask interesting questions and solve new problems; (b) focus only on one sense of meaning; (c) they apply the conditions and problems of life outside the school; (d) discuss with teachers and students about their ideas about the subject (Tanner, 2009:141).

By taking advantage of forward-looking ideas and arguments, researchers have made some recommendations for best practices in teaching Social Studies (PELP, 2009):

When students choose their own subjects for research, they need opportunities for exercise selection and responsibility. Particularly in Social Studies class, active participation is needed to prepare students for democratic citizenship. Good teachers prepare a list of important topics that will help their students make brilliant choices. It not only ensures student participation, it also teaches how to select topics in a logical way to prepare reports and articles (Zemelman, Daniels & Hyde, 1998:140).

Teaching Social Studies should include exploration of explicit questions that challenge students' thinking. This means going beyond a learner with some difficulty in mind through meaningful questions. In order to mobilize this principle, teachers need to learn how to prepare questions that will attract students to discuss. Another teaching skill needed for this research is the open approach to the conduct of the constructive group discussions (Zemelman, Daniels & Hyde, 1998:140-141). Kılınç and Çalışkan (2015) Social Studies teachers are studying the behavior of students to ask questions during course processing teachers often ask questions that are intriguing to their students, and that these questions are in a manner that is easy to understand, but that it is encouraging to think of students. While teaching concepts related to real life in Social Studies class, active participation of students in Social Studies class and wider communities is required (Zemelman, Daniels & Hyde, 1998:141).

Students are actively involved in both independent and collaborative learning environments without building the skills and habits needed for life-long responsible learning in teaching Social Studies (Zemelman, Daniels & Hyde, 1998:142).

The learning of Social Studies should be based on the assumption of knowing nothing about the subject and the preliminary information that students have gained in their life and community (Zemelman, Daniels & Hyde, 1998:143). In the vast majority of students, the use of primary resources in Social Studies classes has been found to revive in the minds of the history. They are especially pleased with the hide-and-seek game shown in digital photos (Torrez & Waring, 2009:84). Doğan (2008) claimed that evidence-based Social Studies classes are performing at a high level of learning in the students, and that the students are more motivated in the classes. In addition, Social Studies have stated that teachers should conduct activities that will reveal the differences between primary and secondary sources.

Multiple perspectives and historical prejudice concepts emerged in these students. Finally, all students have learned to distinguish between primary and secondary resources (Torrez & Waring, 2009:84).

Teachers of both classes stated that they were more attentive to the lessons of the students than before. One of the teachers stated that they did not believe that middle school students could use the primary sources and authentic research method before this application. Both teachers alleged that allowing the use of digital resources in lesson allowed them to connect with resources outside the classroom and engage in disciplined research (Torrez & Waring, 2009:85).

**B. Teacher motivates learning desires in a safe, healthy and supportive environment where students develop love and mutual respect. Teacher:**

1. The teacher cultivates and motivates learning desires in a safe, healthy and supportive environment in which students develop love, mutual respect, uncertainty tolerance and courage.
2. Develop and promote civic characteristics such as individual responsibility, self-discipline, self-government, courtesy, respect for others' rights, honesty, respect for law, open-mindedness, critical thinking, negotiation and reconciliation, stability, public affairs, compassion and homeland love.

**C. The teacher develops the value of intercultural understanding and difference.**

Five principles have been identified by NCSS for social information defined as “essential characteristics of powerful Social Studies” (NCSS, 2002):

- First Principle: Social knowledge teaching and learning are powerful when they are meaningful. Significance is stimulated when learners are linked to knowledge, skills, beliefs and attitude networks. So when they are emphasized that their content is meaningful and important to the students, they will find it useful both inside and outside the school when they are developed through activities (NCSS, 2002:12).
- Second Principle: Social knowledge teaching and learning are strong when complementary. When technology is used effectively in teaching, integration is encouraged when teaching is linked to knowledge, skills, value and attitudes with effective social/political action (NCSS, 2002:12). With the implementation of the Fatih Project in Turkey, the use of smart boards has become widespread in the classroom. However, teachers and students should be educated about the effective use of smart board in order to be able to obtain the expected benefit from smart board use (Bulut & Koçoğlu, 2012).

- **Third Principle:** Social knowledge is strong when teaching and learning is value-based. Social information content consistently includes exams and provides an understanding of values - the person's own and others' perspectives, beliefs, principles, actions and inactions are expressed as values. Value-based education is suitable for education in a democratic society where individual rights and the public interest are guaranteed. These are: 1- Social Studies guide students in taking into account the ethical dimensions of the issues and explaining the contradictory issues by providing an environment of the application of social values and reflective development towards the public interest; 2- students make value-based decisions about the relevant social issues and think through critical thinking and become aware of potential social policy implications; 3- without expressing personal, religious or political views, teachers want to make sure that their students are: (a) aware of the values, difficulties and dilemmas in a subject they are dealing with; (b) taking into account the costs and interests of various individuals and groups of potential behavior; (c) to develop well-thought-out jobs that are consistent with fundamental democratic social and political values; (4) teachers encourage their students to be respectful of opposing views, to respect well-supported work, to be sensitive to cultural similarities and differences, and to assume a responsibility.
  - **Fourth Principle:** Social Studies teaching and learning are stronger when faced with an intriguing environment. Social Studies become interesting when your teacher shows interest in and interest in well thought-out discussion requests and student mentions. However, when ideas or responsibilities are undertaken, ideas are far from interesting (NCSS, 2002:13).
- D. **Fifth Principle:** Social Studies teaching and learning are stronger when the learning environment is active. Social Studies becomes productive in the active learning environment: (1) teachers and students engage in reflective thinking and decision making when events are clearly considered during teaching; (2) through interactive negotiation, students learn new perceptions through active structuring; (3) facilitates the meaning structures necessary to develop important social perceptions; (4) teachers provide progressive guidance through the provision of information, modeling, and explanation, while building lesson guidance, encouraging students to become independent, self-directed learners, and less guiding. Teachers emphasize authentic activities that evoke real-life practices using skills and the content of the field. Çepni, Aydın and Şahin (2015) have touched on the importance of teacher guidance in teaching practice studies in their study of teacher candidates' views on teaching practice. In the same study they emphasized that teachers did not provide sufficient guidance during teaching practice in Turkey.

- E. **The teacher encourages students to accept their responsibilities to make their own learning and to meet the different learning needs of all.**
- F. **Teacher demonstrates effective and sufficient classroom management, including classroom habits that support comfort, order and appropriate learning behaviors.**
  - 1. Allow collaborative groups, project-based tasks, original work, dialogue/discussion, service learning and student presentations
  - 2. Encourage students to act as members of the learning community

Yerlisu Lapa and Ardahan (2009) stated that in Turkey many events are organized under the name of spring festivals in universities. In general, it is recommended that these festivals, where the individual prefers passive participation, should be designed to be realized with active participation. In the same study, the authors emphasized the importance of ensuring student associations participate in the spring festivals in.

- G. **The teacher gives his/her students fair access to technology, space, tools and time.**
- H. **Teachers allocate their most productive time to their students in order to ensure that they are engaged in learning, discussing and providing meaningful connections with process content by living. Teacher:**
  - 1. Supports social interaction, historical thought and civic participation
  - 2. Encourage lifelong learning, inquiry, civic participation, democratic principles and processes
- I. **The teacher designs lessons that allow learners to participate in the authority activities they learn that a process is a natural part of a learning process.**
  - 1. The teacher creates an environment where student work is valued, appreciated and used as a learning tool.
- J. **Every student knows each other, is intuitive to each, and builds a constructive relationship with each student.**

#### **Student Characteristics:**

- A. The student accepts his own learning responsibilities.
- B. The student collaborates with other students. Student:

1. In the group there is a need to take individual responsibility, self-discipline/self-management, courtesy, respect for the rights of other individuals, honesty, respect for the law, openness, critical thinking, show and support public behavior such as compassion, public affairs, patriotism, negotiation and reconciliation
- C. Expect mutual respect for different perspectives
- D. In an interdependent world, a democratic society, as culturally different citizens, makes informed and justified decisions for the public good.
- E. Demonstrates a sense of achievement and confidence. Student:
1. Explain and defend the personal perspective and position within the school or community.
  2. Take critical thinking and value-based decisions.
- F. The student takes educational risks in the class. Student:
1. Evidences, defends and supports the belief that their own beliefs and ideas are wrong in controversial matters.
- G. The student uses the technology in a manner that is safe, responsible, and ethical.

NCSS believes that the main mission of Social Studies education is to help students develop knowledge, skills and values and to use them effectively to become effective citizens. An effective citizen: (1) accepts basic democratic values and tries to keep them alive; (2) accepts his or her responsibilities for the well-being of his/her family and of the community; (3) local communities have enough knowledge about people, history and traditions shaping Turkey and the world; (4) to have knowledge about the establishment documents, community organizations and political processes of our country; (5) be aware of the problems and events affecting people at the local, country, regional and world level; (6) explore knowledge from various sources and perspectives to develop conscious ideas and creative solutions; (7) meaningful questions can analyze and evaluate questions and information and ideas; (8) use effective decision making and problem solving skills in public and private life; (9) has the ability to cooperate effectively as a member of a group; (10) participates actively in individual and community life (NCSS, 2001).

To be a responsible citizen, students should not only have content knowledge and core democratic values, but at the same time have the opportunity to learn and practice citizenship skills related to the needs and problems of the community outside the classroom. Learning through in-service not only improves citizen participation skills, values and attitudes, but also catches the opportunity to learn by doing what they are doing in the curriculum (NCSS, 2003).

Social information, which has an important place in the acquisition of life knowledge, values and skills of the individual, is based on the individual acquiring social skills in social life and using these skills to overcome the problems of orientation (Koçoğlu, 2014). The process by which the individual acquires these social skills requires interaction with the family, society, educational environment and friend environment in which the individual lives.

Integration of learning by community service local history interrogation intention to participate in community services from students from class 3 to class 12; there is individual opinion that citizens' knowledge, skills and attitudes are significantly increased. Consistent with literature-based learning literature, researchers believe in learning, debating, and reflecting on social litigation and citizen problems in a citizen-linked program that contributes to positive outcomes for students. In addition, in most cases, students can choose what they want to work with and they can create community service activities themselves. The collective service learning literature emphasizes the importance of student views and ownership. These elements are presented in many citizen-linked project work. Such programs increase the collecting influence and participation of the students and also contribute to the increase of the students' social knowledge significantly (Wade & Yarbrough, 2007:380-382).

Public discussions on student literary interpretations deepen their writers' perceptions of perspectives and implications for their interpretation. These findings support studies in the existing literature that demonstrate that group discussions strengthen students' perceptions of complex social issues and events. By sharing their comments with classmates who do not usually participate in their own ideas, they create the opportunity to represent a richer and more complex historical event more than they can individually create (Kohlmeier, 2006:52).

A three-tiered approach is needed to adequately integrate technology into the classrooms: First, teachers must acquire the ability to use technology comfortably; second, teachers must integrate these technologies skillfully and explicitly into the class of Social Studies courses; third, teachers should expand teaching repertoire including both teacher-centered and student-centered approaches (Keeler & Langhorst, 2008:167).

As a citizen of today's digital world, children and young people need instruction in the application of skills for critical analysis and ethical decision-making. Cyber-citizenship education is a natural extension of the role of citizenship education within the discipline of Social Studies, which is always included in the school curriculum. Cyber-citizenship lessons can, for example, explain the problematic aspects of the internet and strengthen critical skills for coping with these difficulties (VanFossen & Berson, 2008).

Wagner has proposed 7 skills for the 21st century based on a conversation with business and industry leaders. The first is critical thinking and problem solving: "the habit of asking

qualified questions is the most frequently mentioned feature of critical thinking and problem solving. Critical thinking and problem solving by asking qualified questions take place very close to each other in the minds of many employer and business consultants. Thus they represent the new global 'information economy's First Survival Ability' together. These two skills that our children need to participate effectively in today's democracy are equally (Wagner, 2008: 14-15).

All the people I talked with them emphasized the importance of working on teams as core competencies. This developed the Second Survival Skill: Leading with the cooperation and influence (Wagner, 2008:22).

Individual skills from different cultures, a key prerequisite for multinational corporations increasing in number of people working across networks across borders... Core competence is the ability to think strategically: to decide where to work best from both talent and perspective costs. But it follows a bigger struggle: to work with people from very different cultures and to know how to organize effective collaboration teams (Wagner, 2008:24).

Today, leaders want to see that individuals are taking more initiative and are entrepreneurial in their search for opportunities, ideas and strategies for progress... It is often mentioned that individuals have the ability to take the initiative in solving the problem and a problem in the team or finding a better solution (Wagner, 2008:32).

Fifth Survival is effective verbal and written communication. There are many studies focusing on communication skills, college and workplace focus on the fact that the learner is unprepared. These skills are becoming more important in teams of individuals from different cultures. The ability to articulate an individual's ideas in a democracy and to communicate effectively between cultures is also an important civic skill (Wagner, 2008:34).

Students with multicultural literacy are aware of how their cultural beliefs, values and sensitivities affect the thoughts and behavior of others. These students; they recognize and appreciate the similarities and differences in their beliefs, appearance and lifestyles; know the historical process of the main thought structure of Turkish culture; empathize with other cultural groups' (North Central Regional Educational Laboratory, 2003).

## Results

The basis of Social Studies teaching constitutes constructive learning environments. In these environments, students attach importance to collaboration, use different learning environments and materials, access enriched and primary resources, take their own learning responsibilities, pre-program inquiry, research, problem solving, critical and creative thinking.

In the course of teaching successful Social Studies in profession; do not distinguish between students, prepare them for higher education and life, attach importance to school-family relations, plan teaching activities, use time effectively, work in cooperation with other teachers and administrators (Çelikten & Can, 2003).

Current educational technologies should be used effectively in Social Studies courses. In the use of educational technologies, active participation of students in the course must be ensured. Course-specific instructional materials and the course material that students make must be actively used. The materials used in the lessons, the questions asked by the teacher, should inspire the students, lead them to individual research and always enthusiastically seek a higher learning.

Students should be directed to do project work in Social Studies courses in cooperation with students. Thus, students will gain knowledge sharing and individual research skills, working together, task and responsibility awareness.

Social Studies is one of the basic aims of the course to educate active citizens who are aware of their citizenship responsibility. For this reason, attitudes, behaviors and activities should be supported to improve citizens' awareness in the lectures.

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## Reflective Thinking in Social Studies Curricula

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*“If we teach today’s students as we taught yesterday’s,  
we rob them of tomorrow.”*

John Dewey

### 1. Introduction

Thinking is one of the most important skills that separate humankind from other living organisms. This concept has deep meanings and no boundaries. Thinking has existed from the first day of humankind on to this date, and it is a foundational skill that enabled humanity to reach today’s level. Humankind has overcome their psychical weaknesses against nature through the power of thinking, and ruled many things in history. Mankind noticed the power of thinking, and “thinking” was for the first time systematically investigated in ancient times. Thinking is a function of the brain. Thinking is the definition of using the brain, and thinking is expressed with the principle of “I am thinking, therefore I exist” in Descartes’ philosophy. While Descartes said he was thinking, he also suspected his thinking. Descartes said, “I doubt, so I think; if I know what I think it is, it is an expression of my existence. Then I am.” The Turkish Language Institution defined the concept of thinking as “mind’s own state and independency that is separate from sensation, observation, and designs” in its current Turkish dictionary. Dewey (1933) described thinking as finding out cause and effect relations in a stable and balanced way.

In the historical process, there have been multiple goals of educating kids for families and schools. In today's world, one of the foundational purposes of education, without a doubt, is raising individuals that have skills in thinking, questioning, and problem solving. The knowledge that mankind has acquired over many centuries, can be obtained in many more areas, within a few years through today's technology. This richness of information that is all around us has made the method of directly transferring the knowledge to newer generations invalid. As a result, the modern educational approach is focused on improving learners' thinking and reasoning skills.

There is not much space for improving students' thinking and problem solving skills in traditional learning activities and assessment processes. Students need to decide where, when, and how to use the knowledge that they have acquired. Knowledge that students are not able to decide how to use will be meaningless for students. Teaching methods that use direct transfer of knowledge is abandoned in today's schools. Direct transfer of knowledge is replaced with teaching foundational values and skills. Thinking skills (creative thinking, critical thinking, problem solving, decision making, reflective thinking, etc.) is one of the important sets of skills, among other skills.

Without a doubt, it is very crucial for students to gain a variety of thinking skills for education systems. There are several subjects in education systems that enable students to gain such a variety of thinking skills. For example, mathematics certainly improves children's thinking skills. Mathematics enable students to develop systematic and correct approaches to events and to solve problems quickly. Fine Arts is also a critical subject for students to develop holistic thinking. Language and thought are intertwined. Language is the embodiment of thought. On the other hand, Social Studies as a subject area have an important mission: preparing students for social life and helping them to gain skills necessary for their society. Raising effective citizens is the ultimate goal of education systems. Social Studies is the first course that comes to mind which serves this goal. Because citizenship issues are the main cause for Social Studies to exist and develop.

The goal of Social Studies as a subject is raising students as citizens who adopt democratic values and equipping students with skills to adapt to their society, creating opportunities for students to practice their knowledge. Social Studies as a discipline strives to create a democratic society and enable members of such a society to gain basic knowledge, skills, and values. Having individuals gain reflective thinking skills can be seen as a basic requirement for effective citizenship so that a democratic life and culture will be protected and advanced. Individuals face many problems in their daily lives. In order to overcome these problems, people need to have skills that are required for reflective thinking because people who can think reflectively can ask questions, think critically and creatively, have a high level of problem solving skills, can make

evaluations and analyses, and think and find alternatives. All of these skills are fundamental skills for individuals in a democratic society. In this respect, reflective thinking and democracy are becoming two areas that feed into each other. Educational institutions should provide the qualifications necessary for all students to participate adequately in democratic processes. Democracy education should be able to demonstrate not only democratic principles and practices but also individuals with democracy who can tolerate criticism and criticism at the same time (Karatekin, Kuş and Sönmez, 2010).

A democratic society is a required environment for reflective thinking. For democracy to live, the members of the society need to think reflectively. Individuals who have reflective thinking skills are aware of the importance of protecting a democratic life culture and protecting it. They also notice and criticize anti-democratic applications that are revealed in social life. They offer rational and peaceful solutions for problems. Members of the societies that are insensitive and passive, and who accept similar thoughts without questioning, will not support the development of the democracy. Sooner or later, these people will destroy the democracy and create a uniform type of thought with time. Social Studies courses strive for students to gain democratic values and skills in the form of behavior rather than through theoretical information in everyday life. This point is very important in supporting the improvement of reflective thinking. The main goal of the Social Studies curriculum in Turkey, which is to form citizens who are democratic, active and respectful of human rights, is visibly promoted in the Social Studies curriculum (Kuş, 2014).

In Turkey, constructivist learning theory has been the foundational base for a Social Studies curriculum that was implemented in 2004. Curricula were updated in 2017 and this update did not abandon the constructivist approach. In constructivist learning theory, it is important for students to analyze and think on the knowledge rather than memorizing it as is. This approach enables learners to construct, create, interpret, and improve their knowledge. The foundational principles in constructivism are:

- Research, interpret, and analyze knowledge
- Improve knowledge and thought processes
- Combine past experiences with new ones

Constructivism is not gathering and memorizing the knowledge, but thinking about and analyzing knowledge. This kind of educational process will steer learners toward constant thinking and questioning, which are the skills of reflective thinkers because the goal of reflective learning is raising individuals who can take responsibility for their own learning, assess themselves, question, think creatively and reflectively, make correct decisions, solve problems,

and adapt to social relationships. This understanding was not eliminated in the latest update of Social Studies teaching programs in 2017. Enabling students to think reflectively when facing social problems was stressed in Social Studies teaching programs.

### **What is Reflective Thinking?**

The word “reflective” is produced from the word “reflection” in English and “reflecto” in Latin. The roots of reflective thinking go back to Socrates. However, the systematic method of reflective thinking was created by John Dewey. Understandings of reflective thinking have evolved to the current state through Schon’s (1983) and Kolb’s (1984) work, which was application based. Dewey explained the philosophical foundation of reflective thought in his book, *How We Think*. According to Dewey, thinking is finding out relationships between cause and effect in a stable and balanced way. On the other hand, Dewey defined reflective thinking as consciously looking for foundations of a belief, and analyzing the appropriateness of the foundations to support the belief. Reflective thinking starts with a doubt or a problem and ends with a solution. A reflective thinker compares different ideas, ask questions, questions himself/herself and events, can think critically, solve problems, and make decisions independently. For Dewey, reflective thinking is actively, permanently, and carefully supporting beliefs or facts that are based on empirical information. Learning alone is not enough for reflective learning; students also need to practice the knowledge in their lives.

Dewey explains the meaning of reflective thinking in four dimensions (Dewey, 1933):

- I. In reflective thinking, opinions are not sorted in just a simple way; there is a sequence based on meaningful associations between opinions. An opinion is based on the previous opinion, and it decides the suitability of the following opinion.
- II. Reflective thinking is focused on phenomenon and beliefs about ideas and events. Reflective thinking aims to bring emotions to a positive state and improve them.
- III. Reflective thinking bases beliefs on logical foundations. Perceived and thought out situations are either accepted or rejected based on whether or not they are logically eligible.
- IV. Reflective thinking requires conscious research on the nature, conditions, and foundations of a belief.

Dewey indicated the difficulty, complexity, and time-consuming disadvantages of applying reflective thinking, but he also indicated that reflective thinking will result in high quality learning.

According to Wilson and Jan (1993), reflective thinkers question themselves; critical thinkers can investigate, explain, organize, find causes, analyze, generalize, develop hypotheses, predict, assess, and synthesize; creative thinkers generate new ideas, find alternatives, adapt, explore choices, and make assumptions; metacognitive thinkers can make decisions, select suitable strategies, assess themselves, create their own goals (make plans), and activate their own goals.

In the tradition of reflective inquiry, content is based on the development of children's decision making, unlike the content traditionally found in textbooks. Students use knowledge when solving problems and making decisions, but the important skill is not just learning the knowledge. The important skill is making decisions based on scientific reasoning and problem solving (Doganay, 2002: 21).

Opinions of different researchers about the reflective thinking process are categorized in the following sections (Lee, 2005: 701).

Table 1 the process of reflective thinking

Proponent	Theme	Process
Dewey (1933)	Reflective thinking process	An experience Spontaneous interpretation of the experience Naming the problem(s) or the question(s) that arises out of the experience Generating possible explanations for the problem(s) or question(s) posed Ramifying the explanations into full-blown hypotheses Experimenting or testing the selected hypotheses
Schön (1983)	Reflective thinking approach	Reflection-in-action Problematic situation Frame/reframe the problem Experimentation Review consequences/implementation

Pugach and Johnson (1990)	A peer collaboration framework	Reframing through clarifying questions Problem summarization Generation and prediction Evaluation and reconsideration
Gagatsis ve Patronis (1990)	Progression of reflective thinking	Initial thoughts Reflecting on the subject and trying to understand Discovery and (partial) understanding Introspection Full awareness
Eby & Kujawa (1994)	A model of reflective thinking	Observing Reflecting Gathering data Considering moral principles Making a judgement Considering strategies Action
Lee (2000)	Reflective thinking process	Problem context/episode Problem definition/reframing Seeking possible solution Experimentation Evaluation Acceptance/rejection
Rodgers (2002)	Reorganized Dewey's phases	Presence to experience Description of experience Analysis of experience Intelligent action/experimentation

Research on reflective thinking has shown that the effective usage of experiencing and identifying problems, creating hypotheses, testing hypotheses, questioning, testing, problem solving, assessing, and noticing things are all required thinking skills.

Even though Dewey (1933) created the philosophical foundations of reflective thinking, Schon's (1987) work has been most helpful in the aspect of applying it. Schon (1983) claimed that practitioners should construct their knowledge with their own reflective applications and explained reflective thinking, defining the what and why of an action, as a dialectical examination between theory and practice. Schon (1987) described reflection in two ways: reflection-in-action and reflection-on-action. Reflection-in-action is focused on solving the occupational problems that arise when the action is taken momentarily and managing actions by questioning them. On the other hand, reflection-on-action is deeply assessing and going back, employing intentional and systematic thinking about an action after it is conducted. Schon (1933) indicated that reflection includes the need for practitioners to question their own actions, asking questions like: Did it work? Why did it work? Why did it not work? What else can be done? Help practitioners to rethink their activities, and it will guide their future applications.

### **Philosophy of Revised 2017 Social Studies Teaching Program and Reflective Thinking**

Reflective education programs are based on the progressivism philosophy which is also a base for reflective thinking. Pragmatism and progressivism are starting points for reflective thinking. Students should be taught through research and learning methods that will help to meet their needs and solve their problems. As long as information is useful for action, it is true.

The principles of progressivism include:

- A student-centered education for the child
- Education in a democratic environment
- Education that provides learning by doing
- Education that encourages groupwork
- Education that uses problem solving methods

Reflective thinking supports students taking responsibility for their learning, identifying their goals, assessing themselves, and participating in the learning process.

Reconstructivism or structuralism that is an advanced form of progressivism are the foundational base for reflective education. Reflective education programs focus on concepts, and it embraces deductive reasoning method. Students are responsible for their own learning and they are active. In general, elementary level programs include the features of reflective thinking teachers and a reflective teaching environment. However, such a program does not adequately mention the concept of reflection and its applications. Moreover, such a program does not sufficiently include activities for improving reflective thinking. Elementary

school programs that aim to raise individuals and societies who can effectively solve problems should include reflective learning skills because these prioritize problem solving skills (Doğan Dolapçioğlu, 2007).

In Turkey, the progressivism philosophy has been the foundational base for Social Studies curricula which were implemented in 2004. Curricula were updated in 2017 and this update did not abandon the progressivist philosophy. Progressivism guides today's education programs because it centers students' interests and needs, and focuses on thinking skills. Progressivism is student-centered and students are active in this learning philosophy. Teachers' roles are in mentoring, and teachers plan activities with students. This approach suggests content be related to students' daily lives, and that the direct transfer of theoretical knowledge should be avoided in progressivism. Problem solving methods should be the foundational method for learning. It is very important to have students gain problem solving and scientific research methods and skills, as well as construct learning with collaboration. Daily life issues should be brought up in the classroom to be assessed with critical thinking. It is necessary to have a democratic school climate in order to apply the above mentioned activities. Constructivism, a learning theory that explains how people learn, and was developed from progressivism, is a foundational base for reflective education programs. In constructivism, students are active and they are responsible for their own learning. This approach focuses on students' thinking skills, such as problem solving, critical thinking, and developing different points of view. These kinds of skills are also foundational skills for reflective learning, but reflective learning is not limited to these skills. Reflective thinking is not a topic or a standard that we can teach in several class hours. Therefore, it should be included throughout a teaching program with consideration for students' readiness levels.

Curricula are evolved with the program development process and this process is composed of four phases: goals, content, teaching-learning conditions, and assessment.

### **1. Goals**

The process of identifying goals is the most important phase of the program developing process because goals affect all of the other phases. Goals of education and teaching programs clearly state the levels of students after the teaching and learning process. Goals should be stated so as to reflect students' behaviors, not the teachers. Therefore, goals should help students to solve social, political, and personal problems they face in their daily lives. Dewey points out the importance of students' active participation when creating goals. If students are to think reflectively on goals, they first need to embrace them. If students believe in the goals and willingly embrace the goals, they will reflect on their personal level, and identify and fill the gaps in their skills and knowledge to reach the goals (Demiralp, 2010).

Barr, Barth, and Shermis (1977) revealed three traditions related to Social Studies. As they are known, they include:

- Social Studies as transferring citizenship
- Social Studies as social science
- Social Studies as reflective thinking

In Turkey, these traditions were used as a foundational base and they were related via standards in the current version of Social Studies curricula. This approach was kept in the 2017 update, and the importance was given to ‘Social Studies as Social Science’ and ‘Social Studies as Reflective Thinking’. The following expressions were used in the third article in a section that explains cautions when applying the teaching program:

*“The importance should be given to ‘Social Studies as Social Science’ and ‘Social Studies as Reflective Thinking’. Students should be aware of the scientific methods used by social scientists (Geographer, Historian, etc...). Using events both inside and outside of the school, students should often have to be faced with real life problems and contradictory situations, and reflect on social problems they face.”*

This explanation shows that a great deal of consideration has been given to reflective thinking in the revised version of the Social Studies curricula in 2017. The above article points out the importance of encouraging students to think reflectively on social problems they face in their lives. Even though the reflective thinking term was not used in the standards, it asks teachers to relate social problems to standards in order to encourage students to think reflectively. One of the most important revisions in the current program is that it provides this flexibility.

The following expressions were used in the second article in a section that explains cautions when applying the teaching program:

*“Social Studies’ foundational teaching principles, such as ‘locality, actuality, interdisciplinary, reflective inquiry, connections between past, present, and the future, and time, continuity, and flexibility’ must be taken into consideration. In terms of these emphasized principles, teaching times can be changed when necessary.”*

This statement also emphasized “reflective inquiry” and that necessary changes can be made if needed.

Within the general objectives of the Social Studies curriculum, there are many objectives that serve reflective thinking. These are as follows:

- *Have critical thinking skills to know how to reach accurate and reliable information,*
- *Use the information and communication technologies consciously by understanding the development process of science and technology, and their effects on social life,*
- *Use scientific thinking and science ethic as bases in accessing and using knowledge, and producing within the*
- *Be able to use basic communication skills and Social Studies' foundational concepts and methods to organize social relationships and solve the problems students face,*
- *Believe the importance of participation and produce opinions to solve personal and social problems,*
- *Be aware of the fact that students are a part of humanity and be sensitive to the issues that concern their own country and the world.*

These general goals include the ability to think critically, think analytically, solve problems, and collaborate, which are essential skills for reflective thinking. Therefore, the individuals reaching these goals can also reach reflective thinking skills.

## 2. Content

Content is the second basic element of curriculum development (subject, unit, scope, curriculum, content). Content is a basic tool for reaching objectives. The content should not be distant from the social and daily life of individuals. In our age, with the accumulation of new knowledge, rapid developments in science and technology are not reflected in the content and integrated into the content in a timely manner. This situation creates a distance between the content of students' responsibilities in school life and the contents of their education (Çıtak, 2016). Thus, curricula developed based on reflective thinking principles not only include constant subject information, but given the constant change of information, it is necessary to have students gain the ability to achieve reliable information. Students should be able to bring daily topics and information to the classroom, and teachers should use those daily issues to have students gain necessary skills for reflective thinking.

According to reflective thinking approaches, the content is quite different from content traditionally found in textbooks. Content is used as a tool for improving students' decision making processes. Students use knowledge while solving problems or making decisions, but the point is not the knowledge, but the thinking and decision making skills which are based on problem solving and scientific reasoning (Doganyay, 2002:21).

Primary and secondary school teachers use textbooks that are reviewed and approved by the Turkish History Institution (TTK). Teachers keep themselves responsible for teaching all of the subjects in the books. However, teachers who aim to teach reflective thinking skills do not have to follow textbooks because not all of the books have the same high quality. At this point, teachers can make necessary changes, staying within the curriculum, to have students gain reflective thinking skills. Additionally, the content of a reflective teaching program should be related to the real life of the students involved. The student will be able to think reflectively if they can use the information that is learned in the school in their daily lives.

Many skills, such as research, digital literacy, critical thinking, collaboration, proof using, decision making, media literacy, and problem solving, in Social Studies teaching programs are directly related to reflective thinking skills.

Looking at the general structure of a Social Studies curriculum, it is possible to say that teachers can relate almost all of the standards in the curriculum through reflective thinking, and have students reach these standards. Table 1 presents sample standards from all relevant grade levels (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades) that can be related with reflective thinking.

Table 2: Sample standards that are related with reflective thinking in Social Studies Curricula

4 <sup>th</sup> Grade	
Learning Subject	Standards
Science, Technology, and Society	<i>Develop ideas for designing unique products by taking surrounding conditions as a starting point</i>
Production, Distribution, and Consumption	<i>Use surrounding resources without wasting them</i>
5 <sup>th</sup> Grade	
Individual and Society	<i>Explain multidimensionality of an event by taking a surrounding sample as a starting point</i>
People, Places, and Environment	<i>Question the causes of environmental disasters and problems that occur in the environment</i>
Science, Technology, and Society	<i>Question the accuracy and reliability of information obtained in the virtual environment</i>
Production, Distribution, and Consumption	<i>Develop new ideas for production, distribution, and consumption through collaboration</i>
Global Connections	<i>Suggest innovative ideas for societies by researching interests, wishes, and needs</i>
6 <sup>th</sup> Grade	

Individual and Society	<i>Question prejudices against different gender, socioeconomic, and cultural groups in order to live in harmony in society</i>
Science, Technology, and Society	<i>Propose ideas about the effects of scientific and technological developments on future life</i> <i>Research by following scientific research phases</i>
Production, Distribution, and Consumption	<i>Analyze the effects of the unconscious consumption of resources on living organisms</i> <i>Create investment and marketing project proposals by taking Turkey's geographical conditions into consideration</i>
Global Connections	<i>Question the influence of international popular culture on our culture</i>
<b>7<sup>th</sup> Grade</b>	
Individual and Society	<i>Discuss the role of the media in social change and interaction</i>
People, Places, and Environment	<i>Discuss causes and consequences of migration through sample examinations</i>
Science, Technology, and Society	<i>Assess the contribution of freedom of thought to scientific developments</i>
Production, Distribution, and Consumption	<i>Analyze the changes that digital technologies bring to production, distribution, and consumption networks</i>
Production, Distribution, and Consumption	<i>Analyze the problems encountered during the implementation process of democracy</i>
Global Connections	<i>Develop ideas with peers to solve global problems</i>

As seen in Table 2, all of the sample standards are directly related to reflective thinking because these standards include skills like asking questions, critical and creative thinking, problem solving, assessment, analysis, and approaching events with different points of view to develop alternatives. For example, the 5<sup>th</sup> grade Science, Technology, and Society learning subject standard, “*Question about the accuracy and reliability of the information obtained in the virtual environment*” is directly related to critical thinking and problem solving skills. Teachers can have students gain reflective thinking skills through this and similar standards.

### 3. Learning and Teaching Conditions

The third phase of the curriculum development process is teaching-learning conditions. In the process of reflection-based learning-teaching, an answer is sought as to how to teach. The learning-teaching environment in which the reflective learning approach is adopted must be student-centered. Students learn new information by doing, with consideration for readiness and prior knowledge levels since these are required for reflective thinking. In the learning process, it is necessary to give reinforcement to support high level thinking, provide feedback to make corrections, and conduct assessment. Students should be given chances, from start to end, to express and assess themselves.

To improve reflective thinking, educators can use techniques such as autobiographical writing, metaphors and imagination, group work, cultural writings, appropriate control mechanisms, and curriculum analysis (Copeland, et al. 1993).

The principles of reflective thinking based learning-teaching practices are (Gür, 2008: 195):

- Reflective practice requires mutual agreement.
- Reflective practice is obtained with experiences.
- Reflective practice includes reflective tendency and transformation.
- Reflective practice is about the process of self-learning.
- Reflective practice is the process moving from organizing to research.
- Reflective practice is creating curiosity in the process of knowledge construction.
- Reflective practice is identifying individuals who think critically and form creative ideas.
- Reflective practice is a way of creating symbolic views of class and school.
- Reflective practice is a bridge between theory and practice.
- Reflective practice is the postmodern way of knowing.

#### 4. Assessment

The last phase of curriculum development is assessment. In this phase, one checks to see if students have reached the objectives through content and learning-teaching conditions. One also checks how many goals have been reached. In the assessment phase, all aspects of curriculum development such as students' progress, content-objectives relationships, and the quality of learning activities are reviewed comprehensively.

In reflective-thinking based assessment, students' psychical, social, emotional, and cognitive developmental levels should be determined to see if students are ready to achieve objectives. Thus, students can question their achievement level in comparison to objectives. Students' verbal and behavioral feedback during the learning processes is critically important for reflective teaching. These points of feedback will serve as clues about teaching practices for teachers to not repeat the same mistakes (Inonu, 2006:45).

The Social Studies curriculum adopts traditional assessment and evaluation tools as well as reflective thinking and inquiry assessment approaches. Curriculum stresses not only assessing the product, but also the learning process. Moreover, the curriculum emphasizes assessing student performance, self-assessment, and group assessment (Ata, 2009: 43). This measurement evaluation approach is the measurement-evaluation process that is required for reflective thinking.

## Results

Without a doubt, it is very important for today's education systems to teach different thinking skills. The Turkish education system is also making necessary changes and updates for this purpose. The Social Studies curriculum was revised in 2017 and it did not abandon this approach. In the constructivist learning theory, it is important for students to analyze and question knowledge rather than memorizing it. This kind of education system would encourage the thinking and constant questioning that are skills of reflective thinking individuals. The revised Social Studies curriculum gives special importance to "Social Studies as Social Science" and "Social Studies as Reflective Thinking" approaches. Curriculum development phases, objectives, content, learning-teaching conditions, and assessment are prepared in accordance with reflective thinking principles and these phases can be related with reflective thinking. Additionally, the revised curriculum has given necessary flexibility to teachers so that they can teach reflective thinking skills to students.

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*“New Approaches in Social Studies Education I”*, he emphasized important issues that are effective in Social Studies education. The content of this book consists of 13 chapters. Each chapter in this book has been reviewed by at least three experts who are influential in the international scientific community. The purpose of this book is to provide resources for young researchers who are interested in the world of science who want to educate themselves in the field of Social Studies, as well as opportunities for readers to follow contemporary issues in the field of Social Studies.