

Use of Scientific Articles by Social Studies Teachers in the Preparation for Lessons

Sule EGUZ
Inonu University

Abstract: Scientific articles are recommended as a tool that professionals can use in the teaching process to increase evidence-based education practices in the classroom. In this study, it was aimed to determine the social studies teachers' use of scientific articles in the preparation process and their views on this. The study group of the research consisted of 30 social studies teachers working in Istanbul, Samsun and Malatya provinces. In the study designed according to the case study, one of the qualitative research designs, a structured interview form was used as a data collection tool. The data collection tool was sent to the participants via digital media. Descriptive analysis, one of the qualitative research techniques, was used in analyzing the collected data. The results of the study showed that the teachers preferred mostly short articles with practical suggestions during the preparation process for the lesson. In addition, the participants stated that they found scientific articles generally useful in the preparation process for the lessons, but they saw themselves as weak in using them frequently.

Keywords: Social studies, Scientific article, Teacher

Introduction

Human needs knowledge in order to survive and regulate relationships with nature and other people (Ucak Ozenc, 1997). In the knowledge society, it has been knowledge, and especially scientific knowledge (Ozkan, 2009). Raising individuals who produce knowledge, share what they produce, have research, scientific attitudes and behaviors is one of the main objectives of education systems (Unal & Ada, 2007). In this respect, educators should be effective in the production and use of knowledge in the society where knowledge production and transmission is widespread. Because teachers have the biggest role in raising creative and innovative people who understand, interpret, use the data of the scientific world, reveal new ones, and have acquired problem-solving skills. For this, it is especially important that they include scientific articles in the preparation processes and in the course.

For more than two decades, empirically validated educational practices have not been adequately used by teachers in their classroom; there is a widespread scientific belief that applications are maintained when they are used (Rowe, 2019). At this point, scientific articles are suggested as a tool that professionals can use to increase evidence-based education practices in the classroom. In this study, it was aimed to determine the social studies teachers' use of scientific articles during the course preparation process and their views on this. In line with this general purpose, the following questions were sought:

- How many scientific journal articles did teachers read last year?
- Do teachers use scientific articles in the preparation for classes?
- How often do teachers use scientific articles?
- What types of scientific articles do teachers use?
- What are the important elements in your articles according to the scientific article type (knowledge generation or application assistance)?

Method

The research was conducted according to qualitative research methodology; It was designed with a case study, which is one of the qualitative research models. The most basic feature of the qualitative case study is the in-depth investigation of one or a few situations. In other words, the factors (environment, individuals, events, processes, etc.) related to a situation are investigated in a holistic approach and the focus is on how they affect the relevant situation (Creswell, 2007; Yildirim & Simsek, 2016).

Study Group

The study group of the research consisted of 30 social studies teachers working in the provinces of Istanbul, Samsun and Malatya, who were selected through purposeful sampling in the fall semester of the 2019-2020 academic year. In the sample chosen for the purpose, the main goal is to use individuals who will provide more information about the subject studied and to allow flexibility in number (Patton, 2002). Descriptive information of the study group of the study is included in Table 1.

Table 1. Descriptive information about the study group

School	Participants	Gender	Professional seniority	Graduation
Istanbul	T1	Female	9 year	Master's degree
	T2	Female	12 year	Bachelor's degree
	T3	Male	22 year	Bachelor's degree
	T4	Male	20 year	Bachelor's degree
	T5	Male	27 year	Bachelor's degree
	T6	Male	18 year	Bachelor's degree
	T7	Male	7 year	Master's degree
	T8	Female	11 year	Bachelor's degree
	T9	Female	20 year	Bachelor's degree
	T10	Male	25 year	Bachelor's degree
	T11	Male	7 year	Bachelor's degree
	T12	Female	14 year	Bachelor's degree
Samsun	T13	Male	3 year	Bachelor's degree
	T14	Female	13 year	Bachelor's degree
	T15	Female	10 year	Master's degree
	T16	Female	24 year	Bachelor's degree
	T17	Male	30 year	Bachelor's degree
	T18	Male	5 year	Bachelor's degree
	T19	Male	11 year	Bachelor's degree
	T20	Female	21 year	Bachelor's degree
Malatya	T21	Male	11 year	Master's degree
	T22	Male	16 year	Bachelor's degree
	T23	Male	28 year	Bachelor's degree
	T24	Female	24 year	Bachelor's degree
	T25	Male	18 year	Bachelor's degree
	T26	Male	16 year	Bachelor's degree
	T27	Female	21 year	Bachelor's degree
	T28	Male	2 year	Bachelor's degree
	T29	Female	8 year	Master's degree
	T30	Female	14 year	Bachelor's degree

When Table 1 is examined, it is determined that 43% of the participants are women, 57% are men, and 17% have a master's degree and 83% have a bachelor's degree. In the framework of the research ethics, the names of

the participating teachers were not used directly in the study. For this reason, nicknames ranging from T1 to T30 were used for the participants.

Data Collection and Analysis

In the study designed according to the case study, one of the qualitative research designs, the structured interview form was used as a data collection tool. The data collection tool was sent to the participants through digital media. Structured interview is a type of qualitative interview in which the “interview plan”, which determines in detail how the questions prepared previously are asked and how the data will be collected, is directly applied. The freedom of movement left to the interviewer is the least in this type of interview. Checking and digitizing the answers is easier in this type of interview (Karasar, 2005). Descriptive analysis, one of the qualitative research techniques, was used to analyze the collected data. The descriptive analysis method (Yildirim & Simsek, 2016) was preferred since the conceptual structure and the themes that will serve as the basis for the analysis of the study were determined in advance. In order to present the original opinions of the participants, direct quotations were used from time to time in the study.

Findings

Teachers' Scientific Article Reading Levels

How many scientific journal articles did you read last year?' To determine the articles that teachers read in 2019. The question has been posed. The answers given are included in Table 2.

Table 2. Number of articles read by the participants

		Number of Scientific Articles Read			
		1 scientific article	2 scientific articles	More than 3	
Participants	Those who never read	T2, T4, T14, T16,	T1, T5, T15, T21,	T6, T7, T9	
	T3, T8, T11,	T20, T22, T24, T30	T28	T10, T13	
	T12, T18, T19,			T17, T29	
	T23, T25, T26, T27				
TOTAL	<i>f</i> =10 (%33)	<i>f</i> =8 (%27)	<i>f</i> =5 (%17)	<i>f</i> =7 (%23)	

When Table 2 is examined, it was determined that 33% of the participants did not read any scientific articles in the last year, while 27% of the participants had 1, 17% 2 and those who read more than 3 articles had a share of 23%. Teachers who do not read scientific articles mostly in Samsun and Malatya provinces; It was observed that teachers who read 3 or more articles mostly concentrated in Istanbul provinces.

The Use of Scientific Articles by Teachers in The Preparation Process for Classes and Their Frequency of Use

17 of the 20 participants who stated that they read an article last year, used scientific articles in the preparation process for classes; the other 3 participants stated that they have benefited from articles that support their academic life. Table 3 contains data on the frequency of using the articles by 17 participants who stated that they used them in the preparation process for the lessons.

Table 3. Participants' article usage frequency

		Usage Frequencies			
		Before every lesson	Every week	Once a month	Once a year
Participants (f)	X	1	5	11	

When Table 3 is examined, it is seen that there is no teacher using scientific articles before every lesson. It was determined that there are 1 (6%) participants who use it every week, 5 (29%) who use it once a month, and 11 (65%) who use it once a year. Some of the participants' views are as follows:

It is not possible before every lesson. However, I prefer it once a month when I need it. (T6)

I am in the master's thesis period. For this reason, I try to integrate what I read into my lessons every week. (T15)

Actually, I follow it myself. I am curious as I had a postgraduate education before. But I don't see myself competent when it comes to using it in pre-lesson preparations. I have reflected it only once a year. (T21)

Scientific Article Types Used

17 participants who stated that they used scientific articles during the course preparation process asked: "What kind of scientific articles do you benefit from during the course preparation process? The question has been posed. The distribution of the answers given according to the types of scientific articles is given in Table 4.

Table 4. Types of articles used by participants

Article Types	Participants		
	Istanbul	Samsun	Malatya
Research Articles	T6, T4, T7, T9	T11, T13, T15	T24, T29, T30
Graduate Thesis Articles	T1	T16	X
Compilation and (Literature) Review Articles	T2	T17	T21
Conference Papers	X	X	T28
Abstract Paper	T5	X	X
Technical Note	X	X	X

When Table 4 was examined, it was found that the participants used the most research articles during the course preparation process. Postgraduate thesis article, review and (literature) review article, conference paper and summary papers were other types of articles used. Technical note type articles were not preferred by the participants.

The Most Important Elements in Articles According to Article Types

Participants stated that they preferred the most important elements in the articles according to the types of scientific articles as they provide experimental evidence, suggest activities, include application steps, include visuals and general information resources. 68% of the answers given in general showed that non-length articles containing practical activity suggestions were more useful in the preparation process for the lessons. Participants with a share of 32%, on the other hand, highlighted the usability of the articles as a source of information in general. The participants expressed their views on this issue with the following sentences:

Successful articles including educational practices are useful for me. I use short and concise ones. (T5)

I see it as important resources in expanding a knowledge. For this reason, it is useful in expanding the information that I think will interest students.(T11)

Since social studies lessons are a verbal lesson, students may get bored after a while. Articles containing suggestions for activities can help prevent this. (T30)

Results and Discussion

In this study, it was aimed to determine the social studies teachers' use of scientific articles in the preparation process and their views on this. When the results of the research were examined, it was determined that 33% of the participants did not read any scientific articles in the last year, 27% of them had 1, 17% had a share of 23% of those who read more than 2, 3 articles. Teachers who do not read scientific articles in the study mostly in

Samsun and Malatya provinces; It was found that teachers who read 3 or more articles mostly concentrated in Istanbul provinces.

Of the 20 participants who stated that they read scientific articles in 2019, 17 of them used scientific articles in the preparation process for classes; The other 3 participants stated that they have benefited from the articles to continue their academic life. The results of the study showed that there was no teacher using scientific articles before each lesson. In addition, it was determined in the study that there were 11 participants who used scientific articles once a week, 5 times a month and once a year. Participants stated that they found the articles useful in the preparation process for the lessons in general, but they saw themselves weak in terms of using them frequently.

Another result reached in the study was that the participants used the most research articles during the course preparation process. Postgraduate thesis article, review and (literature) review article, conference paper and summary papers were other types of articles used. Technical note type articles were not preferred by the participants. According to the types of scientific articles, the most important elements in the articles were listed as presenting experimental evidence, suggesting activities, including implementation steps, including visuals and general information resources. 68% of the answers given in general showed that non-length articles containing practical activity suggestions were more useful in the preparation process for the lessons. This result corresponds exactly to the findings in Lastrapes and Mooney's (2020) study. Participants who have a 32% share in the research highlighted the usability of the articles as a source of information.

References

- Creswell, J. W. (2007). *Qualitative inquiry and research: Choosing among five traditions*. London: Sage Publications.
- Karasar, N. (2002). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayıncılık.
- Lastrapes, R. E. & Mooney, P. (2020). Teachers' use and perceptions of research-to-practice articles. *Exceptionality*, 1-15. (2020, Sep 1). General format. Retrieved from <https://doi.org/10.1080/09362835.2020.1772068>
- Ozkan, H. H. (2009). Bilgi toplumu eğitim programları. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(10), 113-132.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. CA: Sage Publications.
- Rowe, D. A. (2019). View from the field: Research and practice. *Teaching Exceptional Children*, 52(1), 2–3.
- Ucak Ozenc, N. (1997). Bilgi arama ve bilgi arama davranışı. *Türk Kütüphaneciliği*, 11(4), 315-325.
- Unal, S. & Ada, S. (2007). *Eğitim bilimine giriş*. Ankara: Nobel Yayınevi.
- Yıldırım, A. & Simsek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

Author Information

Şule Egüz

Inonu University
Inonu University, Education Faculty, Department of Social
Studies Education, Turkey
Contact e-mail: suleeguz@gmail.com
