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Literacy Skills in Social Studies Curriculum

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Abstract: In this study, it is aimed to examine the learning outcome in the social studies course (SSC) curriculum in Turkey in terms of seven literacy skills as “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy”. This research is designed according to the case study that is often used in qualitative research. In the study, literacy skills in the current SSC curriculum in Turkey were evaluated as a situation; interviews and documents constituted multiple sources of information of the research. As a result of the research, it was determined that a significant part of the learning outcome in the curriculum of SSC (84%) was related to literacy skills. While the highest gain was in the “financial literacy” (f=25) skill area, it was determined that the least gain was in the “media literacy” (f=6) skill area. In addition, it was determined that the gains related to literacy skills were included on the basis of grade level, the maximum fifth grade (f=31); at least at the fourth grade level (f=24). However, the most “environmental literacy” and “financial literacy” at the fourth and fifth grade level, “legal literacy” and “political literacy” at the sixth grade, and gains in “political literacy” skills at the seventh grade level were included the most.

Keywords: Literacy skills, Social Studies, Curriculum.

Introduction

Literacy was only expressed as the ability to read and write in the past. However, with the industrial revolution, its meaning has expanded and started to be used in a certain field, in the sense of being well educated in the subject and having a wide accumulation of knowledge. Hence, the meaning of the concept of literacy today has been significantly developed to include the ability to read and write, which is its origin. (McBride et al., 2013). As a matter of fact, with social change and transformation, the concept of literacy has gained different functions (Önal, 2010). Especially in the last half century, what is expected from a literate citizen; can understand, make informed decisions, and act on the complex issues and events faced by today's society (McBride et al., 2013). This has brought with it new types of literacy (Önal, 2010). New literacy concepts have started to be used in many different discourses such as “computer literacy”, “ecological literacy”, “cultural literacy”, “art literacy”, “mathematical literacy” (McBride et al., 2013).

Today's individuals are expected to be literate in many skill areas such as “critical literacy”, “cultural literacy”, “historical literacy”, “technology literacy”, “scientific literacy”, “political literacy”, “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy”. As Duman and Girgin (2007) state, in today's information age, it is inevitable for individuals to be multiple literates to understand the format in which information is produced and used. Therefore, one of the objectives of educational activities is to ensure that students have multiple literacy skills. In this context, when the specific objectives and objectives of the curriculum of the SSC are taken as a basis, it should be emphasized that the content of this course is of a quality that will enable students to have multiple literacy skills.

As a matter of fact, in the curriculum of the SSC, students are entitled to “media literacy” with the “Individual and Society” learning area, “historical literacy” and “cultural literacy” with the “Culture and Heritage” learning area, “geography literacy” with the “People, Places and Environments” learning area, “environmental literacy” and “map literacy”, “technology literacy” and “digital literacy” with the “Science, Technology and Society” learning area, “financial literacy” with the “Production, Distribution and Consumption” learning area, They are expected to acquire many literacy skills in the teaching of this course, especially “legal literacy” with the “Active Citizenship” learning area and “political literacy” with the “Global Connections” learning area. In this context, in the current study, seven literacy skills [Ministry of National Education (MoNE), 2018] were examined in the context of the learning outcome of “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy” under the heading of skills in the SSC curriculum in Turkey. First, it is useful to clarify these seven concepts of literacy briefly.

Environmental Literacy

Karatekin (2013, p. 60) defines environmental literacy as “being aware of how natural systems function and how these systems interact with the systems formed by humans”. Roth (1968), who first used the concept of environmental literacy; has used this concept in the form of individuals having basic consciousness, awareness and understanding of environmental problems. Rockcastle (1989) defined environmental literacy as an understanding of the interaction between the natural environment consisting of living and inanimate beings and man.

Digital Literacy

When the definitions made about what digital literacy is examined, it is understood that digital literacy is the ability to create meanings and communicate with others by making use of

digital tools including the skills of searching, evaluating, synthesizing from digital sources and critical literacy skills (Martin, 2005; Ng, 2012). “Digital literacy includes the complex, cognitive, sociological, and emotional skills necessary for users to work effectively in the digital environment. Reading the instructions on the graphic screens, as well as creating new meaningful materials in this environment, evaluating the quality and validity of the information in the digital environment are among the digital literacy activities” (Karabacak & Sezgin, 2019, p. 322). “This newly emerging concept of digital literacy may be used as a measure of the quality of learners’ work in digital environments and provide scholars and developers with a more effective means of communication in designing better user-oriented environments” (Eshet Alkalai, 2004, p. 93).

Financial Literacy

Remund (2010) defined financial literacy as the ability to understand the most basic financial issues, to make the right short-term decision while making long-term planning by following the differentiating and developing economic conditions. Mandell (2008) defined this concept as the ability to have knowledge about financial instruments (securities, stocks, bonds, etc.) that change over time and become difficult to understand, and to make effective decisions in the long term. Diri & Arı (2020) defines financial literacy as individuals having the knowledge and skills to effectively manage their own financial resources to achieve sustainable financial well-being and supporting this with their behaviour and experience.

Map Literacy

Kimerling et al. (2016) define map literacy as map use and divide map use into three categories. These categories consist of map reading, map analysis, and map interpretation. Koç et al. (2017) emphasize that individuals should have developed map skills or be good map literate in order to benefit effectively and efficiently from maps in their daily lives (location, navigation, etc.) for various purposes of military and economic life (preparation of development plans, ensuring homeland defense and security, determination of road routes and land use studies, etc.). Sönmez (2013) states that children should use maps and spheres effectively from a young age to understand geography and to recognize the environment in which students are located.

Legal Literacy

Legal literacy can be defined as the ability to recognize and understand words used in the context of law, to reach the rights of access to the justice system, to recognize foreign legal terms. Legal literacy cannot be explained as turning students into experts in the field of law, but rather making them aware of their duties and responsibilities as a citizen within the scope of law (Oğuz, 2013). Similarly, Zariski (2014) emphasizes the purpose of legal literacy as ensuring that individuals are aware of their rights and responsibilities within the scope of law as an effective citizen and that they are able to transform their knowledge of law into behaviour in their lives, rather than specializing in the field of law.

Media Literacy

Media literacy is defined as the ability to access, analyse, evaluate, and transmit messages in different written and non-written formats (cinema, video, television, advertisements, internet, etc.) (Aufderheide, 1993). According to Masterman (1992), the most important goal of media literacy is to provide students with the ability to critically judge media tools by developing the necessary competence, personal confidence, and awareness against the media tools they will encounter in the future. In particular, the acquisition of media literacy,

which includes knowledge and skills related to students' understanding and interpretation of news, is of great importance in the education process (Deveci & Çengelci, 2008).

Political Literacy

Political literacy can be defined as having the ability to think critically and have basic political knowledge about the political processes that become a part of daily life to understand how social life works (Selanik-Ay & Yavuz, 2016: 36). Although there is no common definition of political literacy, in its narrowest sense, it means that citizens have a say over the rulers and political decisions taken within political systems (Doğanay et al., 2007). Participation serves as a mechanism that ensures the integration of society with the values of the regime and the participation of individuals in the system. With political participation, it is envisaged that citizens will internalize democratic values and judgments and accordingly maintain their loyalty to the democratic regime (Uysal, 1981). As a matter of fact, children should be sufficiently shown from a young age that politics directly or indirectly touches everyone and affects everyone's lives (Tarhan, 2015). For this reason, early ages are the most ideal ages to introduce children to the functions of democracy (Selanik-Ay & Yavuz, 2016).

The Purpose and Importance of the Study

It is seen that social studies education, which includes different disciplines of social sciences, has a wide and rich range in terms of literacy (Güleç & Hüdavendigâr, 2020). As a matter of fact, seven literacy skills are included in the curriculum: “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy”. From this point of view, the aim is to provide students with these literacy skills in the curriculum of SSC. However, since the curriculum is a general framework, it is seen that no explanation is made about which achievement is related to which literacy skill area and the level of inclusion of literacy skills in the program. In addition, when the relevant literature was examined, this deficiency was found. As a matter of fact, some literacy skills are evaluated in the context of individual SSC (Aksoy et al., 2019; Görmez, 2018), but in Turkey, in the context of SSC, there was no study in which the learning outcome in the curriculum were examined in terms of literacy skills by applying for expert opinion.

For this reason, in the current study, it is aimed to examine seven literacy skills in terms of learning outcome as “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy” of the SSC curriculum in Turkey and the level of inclusion of literacy skills in the program has been determined. Considering the importance of these seven literacy skills and the objectives of the SSC, it is thought that the analysis of this course in terms of literacy skills will be a guide for the relevant studies and the practitioners of the curriculum.

In this respect, it is foreseen that the study will make an important contribution to the relevant literature. In this direction, the problem sentence of the research is “the learning outcome in the curriculum of the SSC; Which of the skills of environmental literacy, digital literacy, financial literacy, map literacy, legal literacy, media literacy and political literacy are related, and how are the literacy gains distributed by grade level and learning areas?” is determined as.

The sub-problems of the current research are as follows:

1. “What are the learning outcome related to environmental literacy skills in the social studies curriculum, and how is the distribution of these gains according to class level and learning areas?”

2. “What are the learning outcome related to digital literacy skills in the social studies curriculum, and how is the distribution of these gains according to class level and learning areas?”
3. “What are the learning outcome related to financial literacy skills in the social studies curriculum, and how is the distribution of these gains according to grade level and learning areas?”
4. “What are the learning outcome related to the map literacy skill in the social studies curriculum, and how is the distribution of these gains according to the grade level and learning areas?”
5. “What are the acquisitions related to the legal literacy skill in the social studies curriculum, how is the distribution of these acquisitions according to the grade level and learning areas?”
6. “What are the learning outcome related to media literacy skills in the social studies curriculum, and how is the distribution of these gains according to class level and learning areas?”
7. “What are the learning outcome related to political literacy skills in the social studies curriculum, how is the distribution of these gains according to class level and learning areas?”

Method

This research is designed according to the case study that is often used from qualitative research designs. Case study work can be defined as “analysing one or several situations holistically within their own limits (environment, time, etc.)” (Yıldırım & Şimşek, 2016, p. 75). In other words, “a case study survey is a qualitative approach in which the researcher collects detailed and in-depth information about real life, a current limited system (a situation) or multiple limited systems (situations) over a period of time (e.g., observations, interviews, audio visual materials, and documents and reports) through multiple sources of information and presents a situation description or situation themes” (Creswell, 2016: 97). Condition; it can be individuals, groups, institutions, cultures, programs, regions, neighbourhoods, nations, and states, but they can also be something that is specified as important events in a program (Patton, 2014). In this study, literacy skills in the current SSC curriculum in Turkey were evaluated as a situation; interviews and documents constituted multiple sources of information of the research.

Collection of Data

Data in case studies; interviews can be collected using multidimensional data collection techniques such as focus group, observations, and document analysis (Yıldırım & Şimşek, 2016). In the current research, data were obtained by reviewing documents and interviewing experts. Therefore, data were obtained according to multiple data collection techniques in the study. In the study, the current social studies course curriculum was determined as the data source (MEB, 2018). In other words, the principle of actuality was considered when determining the social studies course curriculum as the data source. Social studies course curriculum is available at <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=354>.

Analysis of Data

Since the contents of the documents are analysed at a certain stage of all qualitative research, it is stated that what is done in the data analysis is the content analysis (Merriam, 2013). As a matter of fact, content analysis is “a scientific approach that investigates social reality by objectively and systematically classifying, transforming into numbers and making inferences about the message contained in verbal, written or other materials in terms of meaning and/or grammar” (Tavşancıl & Aslan, 2001, p. 22). In this research, the expert opinion of the

researcher was consulted and the general structure and learning outcome of the SSC curriculum were subjected to content analysis in terms of literacy. In this context, firstly, eight experts who have academic studies in the field of social studies education literacy were interviewed face-to-face and the classification/coding of 131 learning outcome in the curriculum in terms of “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy” was made (Table 1). While coding, it was possible to associate the gains with more than one literacy area. Then, the codes reached were brought together under the relevant categories and presented in the form of tables, described, and interpreted. The term frequency (f) was used to determine the intensity of the results reached quantitatively in the tables. To clear the research from personal errors in coding, attention has been paid to the consensus between experts. This process, also known as intercoder reconciliation, is very important for the reliability of the study. As a matter of fact, in the research, attention was paid to the fact that the consensus between coders was over .80 (80%) for each gain coded according to literacy areas. In the literature, it is emphasized that the consensus between coders is above .80 (80%) is a sufficient result in terms of reliability (Miles & Huberman, 2019). It was concluded that the consensus between coders for the whole study was .87 (87%). According to these results, it can be said that the consensus or reliability between the coders is quite good. Therefore, a common opinion was obtained by determining what the findings obtained in the research meant not only to the researcher person, but also to more than one person.

Table 1
Demographics of experts

Gender	The titles	Professional experience
Man	Professor Doctor	20-30
Man	Associate Professor	20-30
Man	Associate Professor	20-30
Woman	Associate Professor	20-30
Woman	Associate Professor	20-30
Man	Doctor	20-30
Man	Doctor	10-20
Woman	Doctor	10-20

Findings

It was determined that 110 of the total 131 learning outcomes in the SSC curriculum were related to at least one literacy skill. Therefore, it is possible to say that a significant part of the learning outcome in the curriculum (84%) is related to literacy skills. In addition, the distribution of the learning outcome in the curriculum of the SSC according to literacy areas was also examined. In this context, it was determined that the literacy skill area, in which the highest gain was included in the curriculum, was financial literacy skill with 25 learning outcomes. This skill area is followed by political literacy with 24 learning outcome, legal literacy with 22 learning outcome, environmental literacy with 16 learning outcome, digital literacy with nine learning outcome and map literacy with eight learning outcomes. It was determined that the skill area in which the least gain was included in the curriculum was media literacy skill (f=6). When the distribution of learning outcome according to grade level was examined, it was found that 24 gains at the fourth grade level, 31 gains at the fifth grade level, 28 gains at the six grade levels, and 27 gains at the seventh grade level were related to the literacy skill area. At the fourth and fifth grade level, the most gains related to environmental literacy (f=5) and financial literacy (f=5) skills, sixth grade level legal literacy (f=8) and political literacy (f=8) skills, and seventh grade level political literacy (f=10) skills were included (Table 2).

Table 2
Distribution of literacy gains in the curriculum according to grade level

Literacy skill area	Grade level				
	4th Grade (f)	5th Grade (f)	6th Grade (f)	7th Grade (f)	Total (f)
Environmental literacy	5	9	1	1	16
Digital literacy	4	3	1	1	9
Financial literacy	5	9	6	5	25
Map literacy	3	1	3	1	8
Legal literacy	2	6	8	6	22
Media literacy	1	1	1	3	6
Political literacy	4	2	8	10	24
Total	24	31	28	27	110

In the current research, the distribution of the gains related to literacy skills in the SSC curriculum according to learning areas was also examined. In this context, the learning area where the most gains related to literacy are found is the “Production, Distribution and Consumption” (f=26) learning area. This learning area is followed by “Active Citizenship” (f=24), “People, Places and Environments” (f=16), “Global Connections” (f=16), “Science, Technology and Society” (f=11) and “Culture and Heritage” (f=9). The learning area where there is the least gain in literacy is the “Individual and Society” (f=8) learning area. Moreover, the highest number of legal literacy skills in the “Individual and Society” and “Active Citizenship” learning area, the most political literacy in the “Culture and Heritage” and “Global Connections” learning area, the most environmental literacy in the “People, Places and Environments” learning area, the most digital literacy in the “Science, Technology and Society” learning area, and the most financial literacy skills in the “Production, Distribution and Consumption” learning area are placed (Table 3).

Table 3
Distribution of literacy gains in the curriculum according to learning areas

Learning area	Literacy skill area							Total (f)
	Environment (f)	Digital (f)	Financial (f)	Map (f)	Legal (f)	Media (f)	Political (f)	
Individual and Society	-	-	-	-	5	3	-	8
Culture and Heritage	2	-	-	-	-	-	7	9
People, Places and Environments	8	-	-	7	1	-	-	16
Science, Technology and Society	1	8	-	-	1	1	-	11
Production,	4	1	20	-	1	-	-	26

Distribution and Consumption								
Active Citizenship	-	-	1	-	14	-	9	24
Global Connections	1	-	4	1	-	2	8	16
Total	16	9	25	8	22	6	24	107

Findings on Environmental Literacy

In the curriculum of the SSC, it was determined that a total of 16 learning outcome, five at the fourth grade level, nine at the fifth grade level, and one at the sixth and seventh grade levels, were related to environmental literacy. Therefore, the grade level with the most gains is the fifth grade of secondary school (Table 2). When the distribution of the gains related to environmental literacy according to the learning areas in the curriculum was examined, it was determined that the learning area with the most gains was “People, Places and Environments” with eight learning outcomes. This learning area is followed by the “Production, Distribution and Consumption” learning area with four learning outcome (Table 3). Therefore, it is seen that a significant part of the learning outcome related to environmental literacy in the curriculum (66.7%) are included in these two learning areas. The distribution of environmental literacy-related outcomes across other learning areas is presented in Table 3.

The most agreed sample learning outcome of the experts related to environmental literacy in social studies course curriculum (SSCC) are as follows:

“Distinguishes between natural and human elements in the environment in which he lives” (SSCC, 4.3.3.).

“Makes inferences about the landforms and population characteristics in and around the place where he\she lives” (SSCC.4.3.5.).

“Introduces the surrounding natural assets and historical places, objects and artifacts” (SSCC.5.2.2.).

“Compares the cultural characteristics of various parts of our country with the cultural characteristics of the environment in which it lives and determines the similar and different elements between them” (SSCC.5.2.3.).

“Analyses the effects of unconscious consumption of resources on living life” (SSCC.6.5.2.).

“Together with his\her friends, he\she develops ideas for the solution of global problems” (SSCC.7.7.4.).

Findings on Digital Literacy

In the curriculum of the SSC, it was determined that a total of nine learning outcome, four at the fourth grade level, three at the fifth grade level, and one at the sixth and seventh grade levels, were related to digital literacy. Therefore, the grade level with the most gains is the fourth grade of primary school (Table 2). When the distribution of digital literacy learning outcome according to the learning areas in the curriculum was examined, it was determined that the learning area with the most gains was “Science, Technology and Society” with eight learning outcomes. Therefore, it can be said that almost all of the learning outcome related to digital literacy in the curriculum (88.9%) are included in this learning area. The other

achievement is included in the “Production, Distribution and Consumption” learning area. In the remaining learning areas, there is no gain in digital literacy (Table 3).

The most agreed sample learning outcome of the experts related to digital literacy in social studies course curriculum (SSCC) are as follows:

“Classifies the surrounding technological products according to their areas of use” (SSCC.4.4.1.).

“Compares past and present uses of technological products” (SSCC.4.4.2.).

“Question the accuracy and reliability of the information it obtains in the virtual environment” (SSCC.5.4.2.).

“Observe security rules when using the virtual environment” (SSCC.5.4.3.).

“Puts forward ideas about the effects of scientific and technological developments on future life” (SSCC.6.4.2.).

“Analyses the changes that digital technologies bring about in the production, distribution and consumption network” (SSCC.7.5.6.).

Findings on Financial Literacy

In the curriculum of the SSC, a total of 25 learning outcome, five at the fourth grade level, nine at the fifth grade level, six at the sixth grade level and five at the seventh grade level, were related to financial literacy. Therefore, the grade level with the most gains is the fifth grade of secondary school (Table 2). When the distribution of financial literacy related learning outcome according to the learning areas in the curriculum was examined, it was determined that the learning area with the most gains was “Production, Distribution and Consumption” with 20 gains. As can be seen, a significant part of the financial literacy related learning outcome in the curriculum (80%) is included in this learning area. Other learning outcome related to financial literacy were included in the “Global Connections” (f=4) and “Effective Citizenship” (f=1) learning areas. In the remaining learning areas, no financial literacy gains were included (Table 3).

The most agreed sample learning outcome of the experts related to financial literacy in social studies course curriculum (SSCC) are as follows:

“Creates its own exemplary budget” (SSCC.4.5.4.).

“Uses the surrounding resources without wasting them” (SSCC.4.5.5.).

“Analyses the production, distribution and consumption network of products to meet basic needs” (SSCC.5.5.4.).

“Collaboratively develops new ideas based on production, distribution and consumption” (SSCC.5.5.5.).

“Prepares investment and marketing project proposals by taking into account the geographical characteristics of Turkey” (SSCC.6.5.3.).

“Analyses the place and importance of qualified manpower in the development of the Turkish economy” (SSCC.6.5.5.).

“Evaluates the effects of developments in production technology on social and economic life” (SSCC.7.5.2.).

“Recognize the economic zones and organizations with which Turkey has relations” (SSCC.7.7.2.).

Findings on Map Literacy

In the curriculum of the SSC, a total of eight learning outcome, three at the fourth and sixth grade levels, and one at the fifth and seventh grade levels, were related to map literacy. Therefore, the grade level with the most gains is the fourth and sixth grades (Table 2). When the distribution of the learning outcome related to map literacy according to the learning areas in the

curriculum was examined, it was determined that the learning area with the most gains was “People, Places and Environments” with seven learning outcomes. Therefore, almost all the learning outcome related to map literacy in the curriculum (87.5%) are included in this learning area; the other achievement was determined to be in the field of “Global Connections” learning. In the remaining learning areas, no gains in map literacy were included (Table 3).

The most agreed learning outcome of the experts related to map literacy in social studies course curriculum (SSCC) are as follows:

“Makes inferences about the position of any place in its vicinity” (SSCC.4.3.1.).

“Draws a sketch of the spaces he uses in his daily life” (SSCC.4.3.2.).

“Introduces various countries around the world” (SSCC.4.7.1.).

“Maps generally describe the landforms of the place on which it lives and its surroundings” (SSCC.5.3.1.).

“Defines the geographical position of continents, oceans and our country using concepts related to location” (SSCC.6.3.1.).

“Examines the basic physical geographical features of Turkey, landforms, climatic features and vegetation on relevant maps” (SSCC.6.3.2.).

“Shows the basic human geographical features of Turkey on the relevant maps” (SSCC.6.3.3.).

“Interprets the demographic characteristics of Turkey based on the factors affecting the distribution of the population in Turkey” (SSCC.7.3.2.).

Findings on Legal Literacy

In the curriculum of the SSC, a total of 22 learning outcome, two at the fourth grade level, six at the fifth grade level, eight at the sixth grade level and six at the seventh grade level, were related to legal literacy. Therefore, the grade level with the most gains is the sixth grade of secondary school (Table 2). When the distribution of the learning outcome related to legal literacy according to the learning areas in the curriculum was examined, it was determined that the learning area with the highest gain was “Effective Citizenship” with 14 learning outcomes. This learning area is followed by the “Individual and Society” learning area with five learning outcome (Table 3). Therefore, a significant part of the learning outcome related to legal literacy in the curriculum (86.4%) are included in these two learning areas. The distribution of the remaining legal literacy gains across learning areas is presented in Table 3.

The most agreed examples of legal literacy related experts in social studies course curriculum (SSCC) are as follows:

“Gives examples of the rights he had as a child” (SSCC.4.6.1.).

“Takes responsibility for his words and actions in family and school life” (SSCC.4.6.2.).

“Gives examples of the enjoyment of rights as a child and the violation of these rights” (SSCC.5.1.4.).

“Explain fundamental rights and the importance of exercising these rights” (SSCC.5.6.3.).

“Argues that solutions to a problem must be based on rights, responsibilities freedoms” (SSCC.6.1.5.).

“Declare that their rights and responsibilities as an active citizen of the Republic of Turkey are constitutionally guaranteed” (SSCC.6.6.5.).

“Exercise their rights and fulfil their responsibilities while making use of communication tools” (SSCC.7.1.4.).

“Gives examples of adverse situations that will arise if freedom of residence and freedom of movement are restricted from fundamental rights” (SSCC.7.3.4.).

Findings on Media Literacy

In the curriculum of the SSC, a total of six learning outcome, one at the fourth, fifth and sixth grade level and three at the seventh grade level, were associated with media literacy. Therefore, the grade level with the highest gains related to media literacy is the seventh grade of secondary school (Table 2). When the distribution of the gains related to media literacy according to the learning areas in the curriculum was examined, it was determined that the learning area with the highest gain was the seventh grade “Individual and Society” learning area with three learning outcomes. The distribution of the remaining gains in media literacy by learning areas is presented in Table 3.

The most agreed learning outcome of the experts related to media literacy in social studies course curriculum (SSCC) are as follows:

“Compares the cultural elements of different countries with the cultural elements of our country” (SSCC.4.7.3.).

“Question the accuracy and reliability of the information it obtains in the virtual environment” (SSCC.5.4.2.).

“Question the effects of popular culture on our culture” (SSCC.6.7.4.).

“Uses positive means of communication in individual and social relations” (SSCC.7.1.2.).

“Discusses the role of media in social change and interaction” (SSCC.7.1.3.).

“Exercise their rights and fulfil their responsibilities while making use of communication tools” (SSCC.7.1.4.).

Findings on Political Literacy

In the curriculum of the SSC, it was determined that a total of 24 learning outcome, including four at the fourth grade level, two at the fifth grade level, eight at the sixth grade level and 10 at the seventh grade level, were related to political literacy. Therefore, the grade level with the most gains is the seventh grade of secondary school (Table 2). When the distribution of political literacy related learning outcome according to the learning areas in the curriculum was examined, it was determined that the learning area with the highest gain was the “Effective Citizenship” learning area with nine learning outcomes. This learning area is followed by “Global Connections” with eight learning outcome and “Culture and Heritage” with seven learning outcomes. All of the learning outcome related to political literacy in the curriculum are included in these three learning areas. (Table 3).

The most agreed sample learning outcome of the experts related to political literacy in social studies course curriculum (SSCC) are as follows:

“Explains the relationship between the independence of his country and his individual freedom” (SSCC.4.6.4.).

“Comprehend Turkey's relations with its neighbours and other Turkic Republics” (SSCC.4.7.2.).

“Values our Flag and the National Anthem, one of our symbols of national sovereignty and independence” (SSCC.5.6.4.).

“Explains the importance of tourism in international relations” (SSCC.5.7.3.).

“Compares different forms of government in terms of the basic principles of democracy” (SSCC.6.6.1.).

“Explains the relationship between the legislative, executive and judicial powers in the Republic of Turkey” (SSCC.6.6.2.).

“Relates the basic characteristics of the Republic of Turkey to practices in social life” and “Gives examples of international organizations of which Turkey is a member” (SSCC.7.6.3.).

Conclusion and Discussion

In the current study, seven literacy skills as “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy” of the SSC curriculum in Turkey were evaluated in the context of learning outcome. In this context, it was concluded that environmental literacy is one of the skills included in the curriculum. Accordingly, it was determined that a total of 16 learning outcome in the program, including five at the fourth grade level, nine at the fifth grade level, and one at the sixth and seventh grade levels, were related to environmental literacy. In the study conducted by Karatekin and Yılmaz (2019), it was found that a total of 39 learning outcome, including 12 at the fourth grade level, 11 at the fifth grade level, 10 at the sixth grade level and six at the seventh grade level, were related to environmental literacy. Therefore, it is seen that the findings of the current research and the findings of the study conducted by Karatekin and Yılmaz (2019) differ. It is thought that this difference may be due to the difference of opinion among experts. However, in the current study, data were collected by applying expert opinion and attention was paid to the fact that the consensus between experts for each gain was 0.80 (80%) and above. Gains that are thought to be related to environmental literacy and below 0.80 of the inter-expert consensus were found to be meaningless in the current research and were not evaluated in relation to environmental literacy. This also applies to other literacy skills.

In the current research, it was determined that the gains related to environmental literacy in the curriculum of SSC were mostly included in the “People, Places and Environments” learning area. As a matter of fact, “this learning area, which aims to provide students with the spatial basic knowledge, skills and values necessary for human life, is basically geography oriented. With the People, Places and Environments learning area, it is aimed to recognize the human environment and interaction, to understand the causes and consequences of this interaction by using various skills and values in this regard and to gain an individual or social perspective for the future. The interaction of people, place and environment creates a wide and colorful spectrum. Thanks to the People, Places and Environments learning area, it is aimed to provide students with research, environmental literacy, perception of change and continuity, observation, map literacy and perception of space skills at all grade levels where the SSC is taught” (MoNE, 2018, p. 10). As can be seen, the “People, Places and Environments” learning area is focused on environmental literacy and map literacy. In the study conducted by Karatekin and Yılmaz (2019), it was revealed that the gains related to environmental literacy were given more space in the “People, Places and Environments” learning area. Therefore, this result is in line with the relevant finding of the current study.

Another literacy skill included in the curriculum of the SSC is the digital literacy skill. In the current research, it was concluded that a total of nine learning outcome in the social studies curriculum, four at the fourth grade level, three at the fifth grade level, and one at the sixth and seventh grade levels, were related to digital literacy. In the study conducted by Yeşiltaş (2019), a total of 11 sample learning outcome, including three at the fourth grade level, five at the fifth grade level, one at the sixth grade level and three at the seventh grade level, were associated with digital literacy. In addition to this small difference, the current research shows that the learning outcome associated with digital literacy in the curriculum of SSC are mostly included in the “Science, Technology and Society” learning area; It was determined that the same result was reached in the study of Yeşiltaş (2019). Therefore, it can be said that the findings of the current research and the findings of the study conducted by Yeşiltaş (2019) coincide with each other.

Another of the seven literacy skills included in the social studies curriculum is financial literacy skills. In the current research, a total of 25 learning outcome in the social studies curriculum, including five at the fourth grade level, nine at the fifth grade level, six at the sixth

grade level and five at the seventh grade level, were associated with financial literacy. In the study conducted by Adalar (2019), financial literacy skills at the fourth grade level of SSC were analysed and it was determined that five outcomes were related to financial literacy. All of the gains associated with financial literacy in Adalar's (2019) study were also associated with financial literacy in the current research. In this respect, it can be said that the findings of the two studies coincide with each other. In addition, it was determined that a significant part of the financial literacy-related gains, which were included the most in the curriculum with 25 learning outcomes, were in the "Production, Distribution and Consumption" learning area. As a matter of fact, "the basis of this learning area is the development of students' entrepreneurial and conscious consumer skills. They are expected to understand that resources are limited in the country's economy, to believe in the importance of the need to protect existing resources, to reveal differences and similarities by comparing their own economic life with those of others, to examine the economic conditions of the place where they live and to strive to improve these conditions. Production, Distribution and Consumption is the typical theme of economic issues. Students learn basic concepts related to production, distribution and consumption. It is aimed that students know the professions they are interested in by knowing the features required by the professions they are interested in" (MoNE, 2018, p. 10).

Map literacy is one of the skills included in the curriculum of SSC and gained to students at primary and secondary school level through social studies lessons. In this study, it was determined that the gains in map literacy in the curriculum of the SSC were quite low. Accordingly, a total of eight map literacy gains, three in the fourth and sixth grades and one each in the fifth and seventh grades, were included in the program. The findings of the study conducted by Sönmez (2019) and the findings of the current study overlap significantly. However, the results differ for a gain found to be related to map literacy in the current research and for the two gains found to be related in Sönmez's (2019) study. In addition, both in the current study and in Sönmez's (2019) study, it was determined that almost all of the learning outcome related to map literacy were included in the "People, Places and Environments" learning area.

Another of the seven literacy skills included in the curriculum of the SSC is the legal literacy skill. In the current research, it was concluded that a total of 22 learning outcome in the social studies curriculum, including two at the fourth grade level, six at the fifth grade level, eight at the sixth grade level and six at the seventh grade level, were related to financial literacy. In the study conducted by Oğuz-Haçat (2019), a total of 21 learning outcome, including five at the fourth grade level, seven at the fifth grade level, six at the sixth grade level and three at the seventh grade level, were related to legal literacy skills. Therefore, it is observed that the findings of the study in question and the findings of the current study overlap significantly. However, in the current research, seven learning outcome related to legal literacy were not related in the study of Oğuz-Haçat (2019); On the other hand, it should be noted that the six learning outcome related to Oğuz-Haçat's (2019) study were not related to legal literacy in this study. In addition, both in the current study and in the study of Oğuz-Haçat (2019), it has been determined that a significant part of the learning outcome related to legal literacy is included in the field of "Effective Citizenship" learning.

In this research, it was concluded that media literacy is the literacy skill in which the least gain is included with six gains in the literacy skills in the curriculum of the SSC. In the literature, there was no study in which the current SSC curriculum was analysed in terms of media literacy. For this reason, the findings of the current study could not be compared with the studies in the literature. However, Altun (2010), who examined the curriculum of the 2005 SSC in terms of media literacy, found that a total of 19 learning outcome in the past curriculum, including four at the fourth grade level, three at the fifth grade level, four at the sixth grade level and eight at the seventh grade level, were related to media literacy skills. In this context, it can

be said that the number of learning outcome related to media literacy has been reduced with the current SSC curriculum. The reason for this situation can be attributed to the media literacy course, which was opened as an elective course at the secondary school seven and eighth grade level. Because there are gains in media literacy given as a separate course, there may not be a need for many gains of this literacy in the curriculum of SSC.

The last of the literacy skills included in the curriculum of the SSC is the political literacy skill. In the current research, it was concluded that a total of 24 learning outcome in the social studies curriculum, including four at the fourth grade level, two at the fifth grade level, eight at the sixth grade level and 10 at the seventh grade level, were related to political literacy. In the study conducted by Görmez (2018), 33 learning outcome, including nine at the social studies fourth grade level, eight at the fifth grade level, 10 at the sixth grade level, and six at the seventh grade level, were associated with political literacy. In this respect, it can be said that the findings of the current research and the findings of the study conducted by Görmez (2018) differ from each other.

Based on the findings of the research, the following recommendations can be made in the current research:

In the curriculum of the SSC (MoNE, 2018), there are seven literacy skills under the heading of “Skills”: “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy”. However, when the curriculum is examined, it is observed that the subjects and learning outcome related to “historical literacy”, “geographical literacy”, “cultural literacy”, and “visual literacy” are also included. For this reason, these literacy skills can be included under the heading of “Skills” in the curriculum.

In the current research, the curriculum of the SSC was analysed in terms of learning outcome in the skills of “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy”. The curriculum of the SSC can also be analysed in terms of learning outcome in “historical literacy”, “geography literacy”, “cultural literacy” and “visual literacy” skills.

Based on the findings of the current research, social studies textbooks can be subjected to content analysis in terms of “environmental literacy”, “digital literacy”, “financial literacy”, “map literacy”, “legal literacy”, “media literacy” and “political literacy”.

It was determined that the gains related to “media literacy”, “map literacy” and “digital literacy” from the literacy skills in the curriculum of SSC were insufficient. For this reason, it may be suggested that the number of learning outcome related to these literacy areas can be increased in updating the program.

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