

## Effective Learning Experiences of Middle School Students in Social Studies Lesson: A Narrative Inquiry

Article Type	Received Date	Accepted Date
Research	21.04.2024	17.07.2024

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### Abstract

Social studies lesson purposes to provide students in primary and middle school levels with knowledge, skills and values related to daily life. The realization of the social studies lesson's purpose of providing students with knowledge, skills and values is possible with the design of effective learning processes. In this research, whether purpose of the social studies lesson to provide knowledge, skills and values was realized or not is examined within the scope of middle school students experiences. The participant group of the research, in which narrative inquiry design from qualitative research methodology was used, included three middle school students. A semi structured interview form that developed by the researcher was used to collect the data, and descriptive analysis technique was used in the analysis process. At the end of the research, it was determined that effective social studies teaching depends on the teaching style used in the classroom, the personality of the teachers and the use of various equipments in the lessons. In addition, in the study it was concluded that lessons in which students learn effectively contribute to students' academic achievement, participation in class and preparation for class. Depending on the results obtained in the research, recommendations for researchers and education planners were developed.

**Keywords:** Social studies, effective learning, middle school students, experinces, narrative inquiry.

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# Ortaokul Öğrencilerinin Sosyal Bilgiler Derslerinde Etkili Öğrenme Yaşantıları: Bir Anlatı Araştırması

Makale Türü	Başvuru Tarihi	Kabul Tarihi
Araştırma	21.04.2024	17.07.2024

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## Öz

Sosyal bilgiler dersi, ilkokul ve ortaokul öğrencilerine günlük yaşama yönelik bilgi, beceri ve değerler kazandırmayı hedeflemektedir. Sosyal bilgiler dersinin öğrencilere bilgi, beceri ve değer kazandırma hedefinin gerçekleşmesi, etkili öğrenme süreçlerinin tasarlanması ile mümkün olmaktadır. Bu bakış açısıyla gerçekleştirilen çalışmada sosyal bilgiler dersinin bilgi, beceri ve değer kazandırma amacının gerçekleşip gerçekleşmediği ortaokul öğrencilerinin yaşantıları kapsamında irdelenmiştir. Nitel araştırma yöntemlerinden anlatı araştırması deseninin kullanıldığı çalışmanın katılımcı grubunda üç ortaokul öğrencisi yer almıştır. Katılımcı grup, sosyal bilgiler dersinin okutulduğu 5, 6 ve 7. sınıfların her birinden birer kişi olacak biçimde tasarlanmıştır. Çalışmanın verileri, çalıştırıcı tarafından geliştirilen yarı yapılandırılmış görüşme formu ile toplanmış ve betimsel analiz tekniği ile çözümlenmiştir. Çalışma sonunda etkili sosyal bilgiler öğretiminin öğretmenin kişilik yapısına ve farklı araç-gereç kullanımına bağlı olduğu ortaya konmuştur. Ayrıca öğrencilerin etkili öğrenmeler gerçekleştirdikleri derslerin kendilerine akademik başarı, derse katılım ve derse hazırlık konularında katkı sağladığı yönünde bakış açısına sahip oldukları sonucuna ulaşılmıştır. Çalışmada elde edilen sonuçlara bağlı olarak çalıştırıcılara ve eğitim planlayıcılara yönelik önerilerde bulunulmuştur.

**Anahtar Sözcükler:** Sosyal bilgiler, etkili öğrenme, ortaokul öğrencileri, yaşantı, anlatı araştırması.

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## Introduction

Education is the process of providing individuals with the competence to sustain their lives in complex living conditions. This process purposes to shape the individuals' mental, emotional, physical, and social development (Başaran, 1978). On the other hand, teaching is the practices carried out gradually in the school environment in accordance with predetermined purposes and including specific time intervals (Şimşek, 2015). As can be understood from this definition, students learn at school through teaching activities. The social studies lesson, which provides content for daily life to primary and middle school students, is also taught through teaching activities in schools.

Social studies is a lesson that blends information compiled from social science disciplines in accordance with the readiness level of primary and middle school students. Social studies purposes to equip students with knowledge, skills, and values that they can benefit from in multidimensional life conditions and to raise students as effective citizens (Deveci & Bayram, 2021). In order to realize this purpose, effective learning processes need to be designed in social studies teaching.

Effective learning refers to the permanent acquisition of knowledge and at the same time the transfer of knowledge to daily life (Picard et al., 2004). The constructivist education approach has been implemented in schools in Türkiye since 2005 in order for students to realize effective learning. The social studies lesson has also been taught in accordance with the constructivist education approach in Türkiye since that date. On the other hand, the social studies lesson in Türkiye is also taught with post-constructivist teaching practices (Bayram, 2022). In order for effective learning to occur, students need to be at the center of the learning process and construct their learning through experiences (Dewey, 2015). In terms of social studies teaching, it can be said that in order for effective learning to occur, teaching processes in which students use research, observation, collaboration, and analysis techniques should be designed.

In the literature review, many studies (Heafner, 2004; Üstün, 2019; Almali & Yeşiltaş, 2020; Azı, 2020; İbak, 2023; Ünalımış, 2023) examining effective learning processes in social studies teaching were found. However, it was determined that these studies examined effective learning processes not within the scope of student experiences, but within the scope of the effects of teaching practices or teaching models in social studies lesson. However, examining learning processes within the scope of student experiences can make important contributions in determining how teaching can be done more effectively. The absence of a research in this context in the literature was considered as a deficiency in terms of literature and this research was conducted. This research is expected to provide a resource on effective social studies teaching for social studies curriculum designers, teachers, and prospective teachers. It is also expected that it will guide researchers who plan to conduct similar studies.

## Purpose

In the research, it was purposed to examine the effective learning experiences of middle school students in social studies lessons. Within this scope, answers to the following questions were sought:

How were the effective learning experiences of the student who completed;

- the 5<sup>th</sup>,
- the 6<sup>th</sup>,
- the 7<sup>th</sup>,

grade of middle school formed in the social studies lesson?

## Method

In this research, a qualitative research method was used. Qualitative research is used in studies that purpose to examine events, phenomena, situations, attitudes, and experiences within their own structure without any intervention (Denzin & Lincoln, 2018). The reason for using the qualitative research method in this research is that the purpose of the research is to examine the effective learning experiences of middle school students in depth without any influence. This research was conducted within the scope of the permission obtained from scientific research ethics committee of a university in Türkiye with the decision dated 28.04.2023 and numbered E-95531838-050.99-69656.

## Design

Narrative inquiry, was used in the research. Narrative inquiry is purposed at examining the experiences of individuals on specified topics within the scope of self-produced stories of the individuals (Webster & Mertova, 2007). The reason why this research was conducted with this design is that the effective learning experiences of the students in the participant group of the research were examined within the scope of the stories produced by the students.

## Participant Group

The participant group of the research included 3 middle school students. One of these students has just completed the 5th grade, one has just completed the 6th grade and one has just completed the 7th grade. The participant group was formed in two stages using the criterion sampling method. In the first stage, a middle school with an average academic achievement level and an average socio-economic level was determined. The reason why the middle school with an average academic achievement level and an average socio-economic level was determined as a criterion was that the effective learning experiences of the students were to be examined independently of academic achievement and economic level variables. In the second stage, the criterion of having just completed the grades in which the social studies lessons was taught was taken as a basis. In this context, 1 student who had just completed the 5th grade, 1 student who had just completed the 6th grade, and 1 student who had just completed the 7th grade, were selected.

The names of the students were kept confidential within the scope of ethical principles. Instead, students took part in the research with a code name of their own choosing. The 5th grade student chose the code name Muhafız, the 6th grade student chose the code name Gökür, and the 7th grade student chose the code name Tuğhan. Descriptive information about the participants is as follows:

**Muhafız:** The 11 year old participant with the code name Muhafız is an individual who likes to do sports and also has the habit of reading books. Defining himself as a researcher and a person who follows scientific developments, Muhafız's personality structure was defined by the researcher as reconciliatory and problem-solving oriented.

**Gökür:** The participant with the code name Gökür, who was noted by the researcher as a shy individual, is 12 years old. Gökür likes watching television and traveling with her friends, is successful in her studies and has a personality open to development. Gökür transferred to her current school in the second semester of last year.

**Tuğhan:** Tuğhan, one of the most social students at the school where the research was conducted, is 14 years old. Tuğhan stated that he was involved in a wide variety of activities in his daily life and that the most important concept for him was family. Tuğhan is a sociable individual who is also able to express himself clearly.

## Collection of the Data

A semi structured interview form which developed by the researcher was used to collect the data. While developing the form, five field experts, one from the fields of guidance and psychological counselling, two from social studies, one from Turkish language and one from measurement and evaluation, were consulted. The final structure of the interview form was created based on the feedbacks. The final version of the interview form included 5 questions. A pilot study was also conducted to check the comprehensibility of the interview form.

The data were collected in stages by teleconference method. In the first stage, students were interviewed and primary data were collected. Then, it was determined that the data collected was insufficient and the students were interviewed again. In the second interview, some questions were asked again and a rich data set was created. In the last stage of the data collection process, a short interview was conducted to collect additional data. Information about the data collection process is shown in Table 1:

**Table 1.** *The process of data collection*

Participant	1. Interview	2. Interview	3. Interview	Total	Grand Total
Muhafız	58'42"	25'13"	11'10"	95'5"	
Göknur	55'33"	27'10"	15'21"	98'30"	281'5"
Tuğhan	57'29"	19'35"	10'26"	87'30"	

As seen in Table 1, a total of three interviews were conducted with the students. Looking at the duration of the interviews, it is seen that the interviews with Muhafız continued for 95'5", with Göknur for 98'30" and with Tuğhan for 87'30". Within the scope of the information above, it is seen that the interviews with all students continued for a total of 281'5". After the end of the data collection process, the data were organized and filed for the analysis stage.

### Analysis

Descriptive analysis technique was used in the research. Descriptive analysis is based on the analysis process within the scope of predetermined themes (Creswell, 2013). The reason for using the descriptive analysis technique in analyzing the data of this research is that the analysis was made according to the questions in the interview form. As a matter of fact, the questions in the interview form were assigned as themes in the analysis process.

In order to ensure the reliability of the analysis process, the questions in the interview form, the raw and the analyzed versions of the data collected from a participant were sent to 3 associate professors who are competent in qualitative research and their opinions were obtained in terms of the appropriateness of the analysis. The analysis was redone within the scope of the feedback received from the experts. During the analysis, Miles and Huberman's (1994) reliability formula was used. The reliability of the coding was found to be 91.17%. A value above 80% indicates that it is reliable (Miles & Huberman, 1994).

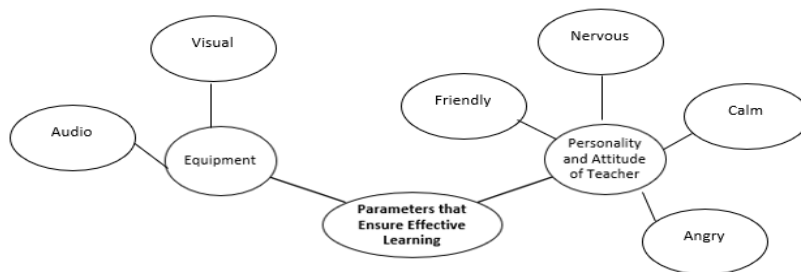
In the research, firstly, the participants were asked to narrate the social studies lessons in which they realized the most effective learning. Then, the parameters that enabled them to realize effective learning in these lessons were focused on. After determining these parameters, the results of effective learning processes were also examined.

### Findings

The findings of the research are given under two main headings: "Parameters that Ensure Effective Learning" and "Outcomes of Effective Learning".

#### Parameters that Ensure Effective Learning

Student experiences related to various parameters that enable their to realize effective learning were reached. These parameters are shown in Figure 1:

**Figure 1.** *Parameters that ensure effective learning*

When Figure 1 is examined, it is seen that the findings of parameters that ensure effective learning are combined under two themes: the "Personality and Attitude of Teacher" theme with codes "Friendly, Nervous, Calm and Angry" and the "Equipment" theme with codes "Audio and Visual". These themes with codes are given below as headings.

### **Personality and Attitude of Teacher**

It was determined that the social studies lessons in which students realized effective learning were related to the teacher's personality and attitude in the lesson. As a matter of fact, students stated that the lessons of teachers who were calm and cared about the students were more effective. The findings obtained from the students are supported by the direct statements of the students and interpreted below.

#### **Tuğhan:**

*"Actually, we liked the teacher very much. Not only me, but the other friends also liked the teacher very much. He/she was very interested in us. He/she was always smiling. I don't remember him/her ever getting angry. When the teacher came to class, he/she was cared about all of us. One by one, he would say, "How are you?" and we would study together."*

Based on Tuğhan's words, it can be concluded that the teacher's behavior towards students is also a factor in Tuğhan's learning in social studies lessons. As a matter of fact, Tuğhan emphasized the teacher's communication with students and friendliness while talking about the social studies lessons in which he learned the most.

#### **Göknur:**

*"In my previous school, our teacher was a bit older. He/she was also a bit angry. We couldn't make noise in the class. We were afraid to talk. We didn't talk unless our teacher asked us a question. We didn't want to participate in the class. Because we didn't participate in the class, we couldn't learn anything. Our teacher in this school is very good. I like his/her very much. He/she is very kind to us. He/she never gets angry. He/she asks us questions. We also ask him/her questions. If there is something we don't understand, we immediately ask questions. So we are not afraid of the teacher. We learn a lot in class."*

The findings from the interview with Göknur revealed that Göknur was afraid of the social studies teacher at her previous school because the teacher was older and nervous. For this reason, Göknur did not want to participate in class and could not learn the lesson. On the other hand, when Göknur's statements were examined, it was clearly understood that Göknur praised the social studies teacher at her current school for the teacher's communication with students and his/her attitude towards students, and that Göknur learnt effectively thanks to the teacher's attitude.

#### **Muhafiz:**

First of all, Muhafiz talked about his perspective on the teacher profile he prefers. Muhafiz's view in this context is as follows:

*"I think the personality of the teacher is very important. If the teacher is good, students want to come to school. If the teacher is not good, students don't want to come to school. The teacher has to be a good person. Some teachers have very harsh personalities. I don't enjoy the lessons of teachers with harsh personalities. So I come to classes reluctantly. Some teachers are very mild-mannered. The lessons of such teachers are very enjoyable."*

Within the scope of Muhafiz's statements, it is understood that Muhafiz has the view that effective learning occurs in the lessons of teachers with calm personalities. Continuing his words, Muhafiz said the following:

*"Our social studies teacher is a bit strict. We are always worried that the teacher will get angry with us. But in the lesson we did in the laboratory, our teacher never got angry. He/she did not silence us. On the contrary, he/she said, "Children, if there is anything you don't understand, be sure to ask!" The science teacher said the same thing. When the teacher didn't get angry, I asked a lot of questions, and I understood the lesson."*

The findings obtained from the interviews with Muhafiz showed that the social studies lessons in which Muhafiz learned effectively were the lessons in which the social studies teacher did not behave angrily.

## Equipment

It was determined that the social studies lessons in which students realized effective learning were the lessons in which different equipments were used. As a matter of fact, students stated that they learnt more in the lessons in which audio and visual equipments were used. The findings in this context are interpreted below, supported by the direct statements of the students.

### Tuğhan:

*“In those lessons (the lessons in which the graduate student did experimental procedures), the teacher brought balloons to the class. Our names were written on those balloons. We all found our names. We also listened to songs in class. We listened to all kinds of songs. The teacher brought colorful books. Those books were very beautiful. We used them. Sometimes we watched movies. We learnt the lesson from the movies. It was very nice. I wish we could have lessons like that again.”*

Tuğhan revealed that the use of a wide variety of equipment in social studies lessons provided effective learning. In fact, Tuğhan's emphasis on balloons, music, colorful books and movies shows that Tuğhan misses the social studies lessons in which these concepts were used.

### Göknur:

*“In my previous school, we only used books. In my current school, we use a smart board. Sometimes we watch videos. We also design materials. For example, we designed a model of a world map when we were doing a lesson on climate. We all made a map in a lesson on history. In another history lesson, we watched a movie. This way, I enjoy the lesson. I understand the lesson. I don't enjoy it when I only use books. Then I don't understand the lesson either.”*

When Göknur's words are examined, it is understood that the use of different equipments in the lessons made her happy and that Göknur realized effective learning in this way.

### Muhafız:

*“We went to the laboratory for a lesson on rainfall. There were different equipments than usual. There was a round glass (glass tub). Inside that glass was something like a small saucepan. There was also a small electric oven. So there was everything. The lesson is good when different equipments were used. What is learnt in the lesson is not forgotten. You even want to do more lessons.”*

Muhafız, just like Tuğhan and Göknur, thinks that a wide variety of equipment should be used for effective learning. As a matter of fact, Muhafız stated that using different equipments in social studies lessons helped him to realize effective learning.

## Outcomes of Effective Learning

In the research, students' experiences related to the outcomes of effective learning were identified. These results are shown in Figure 2:

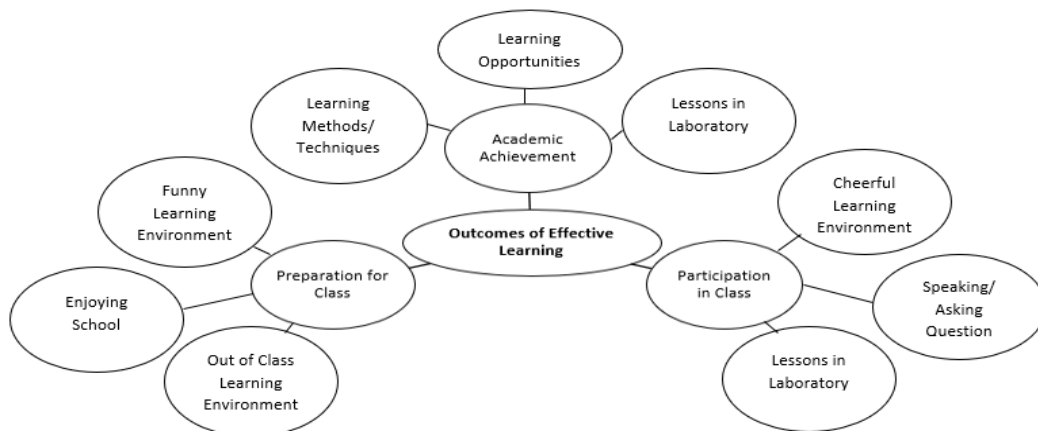


Figure 2. Outcomes of effective learning

When Figure 2 is examined, it is seen that the outcomes of effective learning findings are combined under 3 themes: the "Academic Achievement" theme with codes "Learning Methods/Techniques, Learning Opportunities and Lessons in Laboratory", the "Participation in Class" theme with codes "Cheerful Learning Environment, Speaking/Asking Question and Lessons in Laboratory" and the "Preparation for Class" theme with "Funny Learning Environment, Enjoying School and Out of Class Learning Environment". These themes with codes are given below as headings.

### **Academic Achievement**

It was determined that social studies lessons in which students realized effective learning contributed to students' academic success. The findings in this context are interpreted below, supported by the direct statements of the students.

#### **Tuğhan:**

*"I learnt a lot in those lessons (the lessons in which the graduate student did experimental procedures). Last year my highest mark was the mark of social studies lesson. Because the topics we studied in the class stayed in my mind. Even though a year has passed, I still remember them very well. Let me tell you a little bit. Now, if there is production in a country, that country develops and becomes rich. But if there is no production, the country cannot develop. The country remains poor. That is why everyone in the country must produce. Everyone must work. Everyone must be hardworking. Also, the country should use the products it produces. A country that brings and uses products from outside (from abroad) spends its money abroad. It becomes poor."*

Tuğhan's statements correspond to the content of the Production, Distribution, and Consumption theme of social studies lesson. When Tuğhan's statements were examined, it was determined that Tuğhan had most of the outcomes of the mentioned theme. Continuing his words, Tuğhan expressed the contribution of effective learning processes to his academic achievement with the following words:

*"I got 95 points in social studies that semester. Normally I am not very good at school. But that semester the lesson was very good. I was studying because I was interested in the lesson. Actually, it would be more accurate to say that I was learning the lesson. When I learned the lesson, I got a high score. That was the lesson I got the highest mark in middle school."*

Based on Tuğhan's experiences, it was determined that the social studies lessons in which the graduate student conducted experimental procedures and used various methods and techniques contributed to Tuğhan's academic achievement.

#### **Göknur:**

*"I have been very successful in my new school. I have been very successful not only in social studies but in all lessons. I got full points in social studies last semester. I am also very successful in my current other lessons. My teachers also say that I am successful. I am successful in history, geography and all other subjects of social studies."*

Göknur's perspective is that the opportunities at her new school paved the way for her to achieve high academic success. Continuing, Göknur added the following:

*"Because I like this school. I like my social studies teacher. I like the style my teacher uses. I like everything about my school. When there is love, my lessons are good. I get high marks on tests, I get high marks on oral and written exams."*

Göknur's sentences show that she associates her academic success in the social studies lesson with all the variables in her current school.

#### **Muhafız:**

*"Because the lesson I mentioned was enjoyable, my achievement in that lesson was high. Because I fully understood the lesson. I think it makes a lot of sense to study in the laboratory. Also, our teacher's understanding attitude made the lesson meaningful. For example, our teacher asked a lot of questions in that lesson. I answered all of them correctly."*

Based on Muhafız's words, it is understood that Muhafız increased his academic achievement due to the social studies lesson was taught with the science lesson in the laboratory.



### Participation in Class

It was determined that social studies lessons in which students realized effective learning contributed to students' participation in class. The findings in this context are interpreted below, supported by the direct statements of the students.

#### Tuğhan:

*"When the lessons are cheerful, it is nice to participate. So the person wants to participate in the class. I was participating in class during those lessons (lessons in which a graduate student did experimental procedures)."*

#### Göknur:

*"I have already been participating in class since I came to this school. I speak at almost every lesson, I ask questions, and I tell what I know in the class."*

#### Muhafız:

*"In fact, in the lesson we studied in the laboratory, not only me, but all the students were participating. Because the lesson was going well. We were not bored."*

Considering the words of all the students in the research, it is understood that the students think that the social studies lessons in which they realize effective learning positively affect their participation in the class.

### Preparation for Class

It was determined that social studies lessons in which students realized effective learning led students to prepare for the lesson. The findings in this context are interpreted below, supported by the direct statements of the students.

#### Tuğhan:

*"I was always waiting for those lessons. Because I had a lot of fun in those lessons (the lessons in which the graduate student did experimental procedures). I was also preparing for the lesson. I was studying the subjects given by the teacher. I was going to the class prepared."*

#### Göknur:

*"I prepare for all lessons at this school. I also prepare for the social studies lesson. I do the homework the teacher gives me, I read the subjects, I read the book before the lesson starts, I go to class prepared, because I like my school."*

#### Muhafız:

*"I prepared for the lesson in the laboratory. I don't prepare much for the other lessons. If the lessons were taught in the laboratory or outside the classroom, I would still go to the lessons prepared."*

All three students stated that the social studies lessons in which they realized effective learning motivated them to prepare for the lesson.

### Discussion, Conclusion and Recommendations

These findings were organized and the results of the research were presented and discussed in the light of similar researches in the literature.

In the research it was concluded that students' effective learning experiences were related to the teacher's personality and attitude in the lessons. Similarly, Toropova, Myrberg and Johansson (2019) found that effective learning is related to the personality of teacher. Skaalvik and Skaalvik (2014) found that teachers' personality and emotional states affect students' learning processes. Similarly, Simbula, Guglielmi, and Schaufeli (2010) also found that teachers' personality has an impact on teachers' teaching skills.

In the research, it was determined that the social studies lessons in which students realized effective learning were the lessons in which different equipments were used. Cai et al. (2021), who examined the effect of augmented reality in physics teaching, similarly determined that the use of different equipments

in lessons is contributed to students' effective learning. Sattar et al. (2019), who conducted a similar research, concluded that the use of a wide variety of equipment contributed to students' effective learning. Händel et al. (2020), who investigated the impact of digital reading on learning processes during the Covid-19 pandemic, also found that the use of different equipments helped students to learn effectively.

It was determined that social studies lessons in which students realized effective learning contributed to students' academic achievement. Similarly, Hwang, Wang and Lai (2021), who examined the effect of online learning environments on students' academic achievement, concluded that learning environments where different methods and techniques are used have a positive effect on students' academic achievement. Harahap, Nasution and Manurung (2019), who examined the effect of blended learning approach on students' academic achievement, found that non-traditional teaching approaches increased students' academic achievement. Iglesias-Pradas et al. (2021), who concluded that the remote teaching approach contributed to students' academic achievement during the Covid-19 pandemic, reached similar results.

In the research it was determined that social studies lessons in which students realized effective learning contributed to students' participation in class. Al-Amin et al. (2021) examined how online learning environments affect students' participation in class. At the end of the research, they found that the students who participated in the research thought that different learning environments motivated them to participate in class. Ruthotto et al. (2020), who examined the effect of virtual learning environments on students' participation in class, also reached similar results. Ahmad (2021), who investigated the reasons for students' participation in classroom discussions, found that the use of different teaching methods and techniques was among the reasons for students' participation.

It was determined that social studies lessons in which students realized effective learning led students to prepare for the lesson. Goedhart et al. (2019) found that the flipped classroom environment led students to prepare for lessons. Similarly, Su-Ping et al. (2020) found that non-traditional teaching methods and techniques motivated students to prepare for lessons. Shatri (2020) determined that using information technology in learning process contributed to students to prepare for lessons.

Social studies is a lesson that purposes to provide primary and middle school students with knowledge, skills and values related to daily life. In order to realize this purpose, effective learning processes need to be designed in social studies teaching. In this research, which purposed to examine the effective learning experiences of secondary school students in social studies lesson, it was determined that effective social studies teaching depends on the teacher's personality and attitude and the use of different equipments. At the same time, it was also determined that effective learning experiences in the social studies lesson contributed to students' academic achievement, participation in class and preparation for class. Based on the results of the research, it can be said that the use of different teaching methods and techniques in social studies lesson is necessary for designing effective learning processes. On the other hand, it can also be said that the personality of social studies teachers and the use of different equipment in the social studies lesson are important factors for designing effective learning processes.

Depending on the results, various recommendations were designed. The recommendations are presented below.

### **Recommendations for Researchers**

- Researchers can conduct researches using different qualitative research designs to examine effective learning processes in social studies lesson.
- Researchers can conduct quantitative researches examining effective learning processes in social studies lesson.
- Researchers can conduct mixed-methods based researches examining effective learning processes in social studies lesson.
- Researchers can conduct researches examining effective learning processes in social studies lesson at primary school level.

- Researchers can conduct researches with large participant groups examining effective learning processes in social studies lesson.

### Recommendations for Education Planners

- Teachers can develop effective ways of communication with students in order to implement effective learning processes in social studies lesson.
- Teachers can use various equipments to design effective learning processes in social studies lesson.
- Teachers can develop effective ways of communication with students and use various teaching methods and techniques and various equipments in order to increase students' academic achievement in social studies lesson.
- Teachers can develop effective ways of communicating with students and use various teaching methods and techniques and various equipments in order to increase students' participation in class in social studies lesson.
- Teachers can develop effective ways of communicating with students and use various teaching methods and techniques and various equipments in order to increase students' preparation for class in social studies lesson.
- MoNE could provide in-service training for social studies teachers on designing effective teaching processes.
- A lesson on designing effective learning processes can be added to the social studies teaching program by the Higher Education Council.

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