

| Research Article / Araştırma Makalesi |

Multiculturalism in Social Studies Teaching: A Meta-Synthesis Study

Sosyal Bilgiler Öğretiminde Çokkültürlülük: Bir Meta-Sentez Çalışması

Nergiz Kardeş İşler¹

Keywords

1. Social studies
2. Multiculturalism
3. Meta-synthesis
4. Qualitative studies
5. Teaching

Anahtar Kelimeler

1. Sosyal bilgiler
2. Çokkültürlülük
3. Meta-sentez
4. Nitel çalışmalar
5. Öğretim

Received/Başvuru Tarihi

20.05.2020

Accepted / Kabul Tarihi

14.09.2020

Abstract

Purpose: This paper aims to evaluate the findings of studies investigating multiculturalism in social studies teaching in Turkey. Studies examining the concept of multiculturalism, which belongs to an important place in the social studies course, were analyzed, and the findings related to what was focused most, what was needed and the subjects that had never been investigated before were presented.

Design/Methodology/Approach: The meta-synthesis method, which is one of the qualitative methods based on interpreting and synthesizing the findings of the studies, carried out with a qualitative and mixed method investigating multiculturalism in the field of social studies teaching. In the meta-synthesis method, researches on the same subject are interpreted from a critical point of view by creating themes or main templates. Within the scope of the "inclusion criteria" determined, 11 studies examining multiculturalism in social studies teaching were analysed.

Findings: The findings showed that in order to describe the current situation, the great majority of the studies examined the documents, and the data collection and data analysis methods were similar due to the document analysis method. Studies examining multiculturalism in different units of the curriculum of social studies course show that the situations of addressing multiculturalism in the program have varied over the years, and that there have been significant developments over time in terms of the representation of multiculturalism in the context of learning domain. Studies conducted on social studies textbooks show that the reflection of multiculturalism on books took place later than the curriculum. As a result, it is seen that the level of multiculturalism is still not sufficient.

Conclusion: Instead of conducting descriptive studies that determine the extent to which multiculturalism is represented in social studies documents, social studies researchers are suggested to carry out studies using different methods that create products for the creation of multicultural education environments that can be carried out with a social studies curriculum.

Öz

Çalışmanın amacı: Bu çalışma ile Türkiye’de sosyal bilgiler öğretiminde çokkültürlülüğü araştıran çalışmaların değerlendirilmesi amaçlanmıştır. Bu doğrultuda, sosyal bilgiler dersinde önemli bir yere ait olan çokkültürlülük kavramının incelendiği çalışmalar analiz edilerek bu çalışmalarda en fazla neye odaklandığı, neye ihtiyaç duyulduğu ve daha önce hiç araştırılmamış konulara ilişkin bulgular ortaya konulması sağlanmıştır.

Materyal ve Yöntem: Sosyal bilgiler öğretiminde çokkültürlülüğü araştıran nitel ve karma desenle yürütülmüş çalışmaların nitel bulgularını yorumlamak ve sentezlemek için nitel araştırma desenlerinden meta-sentez yöntemi kullanılmıştır. Meta-sentez yönteminde, aynı konu üzerinde yapılan araştırmalar tema veya ana şablonlar oluşturularak eleştirel bir bakış açısıyla yorumlanır. Çalışmalar "dahil etme ölçütleri" kapsamında değerlendirilmiş ve sosyal bilgiler öğretiminde çokkültürlülüğü inceleyen 11 çalışma olduğu tespit edilmiştir.

Bulgular: Elde edilen bulgularda; çalışmaların büyük çoğunluğunda mevcut durumu betimlemeye yönelik olarak dokümanların incelendiği, kullanılan bu yöntemden dolayı da veri toplama yöntemleri ve analiz türlerinin birbirine benzerlik gösterdiği görülmektedir. Sosyal bilgiler dersi öğretim programlarının farklı öğelerinde çokkültürlülüğü inceleyen çalışmalar, programda çokkültürlülüğe değinile durumlarının yıllar içinde farklılık gösterdiğini, özellikle öğrenme alanı bağlamında çokkültürlülüğün temsili açısından zaman içinde önemli gelişmeler olduğunu göstermektedir. Sosyal bilgiler ders kitaplarıyla ilgili yürütülen çalışmalar ise çokkültürlülüğün kitaplara yansımalarının öğretim programlarına göre daha geç olduğunu göstermektedir. Sonuç olarak, çokkültürlülük konusunda hala yeterli bir düzeyde olmadığı görülmektedir.

Önemli Vurgular: Sosyal bilgiler araştırmacılarına, çokkültürlülüğün sosyal bilgiler dokümanlarında ne oranda temsil edildiğini tespit eden betimsel çalışmalar yürütmeleri yerine sosyal bilgiler dersi öğretim programıyla yürütülebilecek çokkültürlü eğitim ortamlarının oluşturulması konusunda ürünler ortaya koyan, farklı yöntemlerin kullanıldığı çalışmalar yürütmeleri önerilmiştir.

¹ Corresponded Author, Hacettepe University, Faculty of Education, Department of Primary Education, Ankara, TURKEY; <https://orcid.org/0000-0002-9536-1428>

INTRODUCTION

The heterogeneity that exists in any society or any individual is distinguished through different viewpoints and different ways of expressing opinions. These different viewpoints generally evolve from discrepancies rooted in ethnic origin, race, religious heritage, gender, social class, age, language, and learning ability (Dilworth, 2000). Consequently, the discrepancies in these domains enable the formation of a multicultural structure in society. Culture is defined as a range of shared beliefs, values, expected behaviors (Herbig, 1994) and practices (Mason, 2007). Culture also emerges as a notion that is passed down from generation to generation and that is directly associated with education (Başbay & Kağnıcı, 2011). As a result of different cultures' gathering to live together, the concept of multiculturalism appeared. Multiculturalism has changed the whole world's perspective through famine, hunger, unemployment, soaring prices, the rise of inflation during the First and Second World Wars, economic crises encountered such as international and intercontinental migrations, and the developments in communication and transportation (Karasu Avcı & Faiz, 2018). Education is one of the processes in which multicultural structure appears visibly. With the emergence of the concept of multiculturalism, terms such as multicultural education, multicultural society, multicultural school, multicultural teacher ensued (Polat & Kılıç, 2013). In education systems with multicultural perspectives valuing individual differences, treating every individual equally, and considering the social and cultural environment in which individuals maintain their lives are essential (Karasu Avcı & Faiz, 2018). While teaching something to different cultural groups, teachers should be careful about how factors like time immigration, social class, region, religion, having a divergent feature, and education; and behaviors and values affect individuals in an ethnic group and subgroups (Banks, 2013). The education model which argues that the educational process is not culturally neutral, but that culture is at the center of teaching and learning processes is the multicultural education (Edwards, 2004).

Multicultural education started as a result of the Human Rights Movement in the 1950s and 1960s (Edwards, 2004). Dunn (1997) remarks that multicultural education came up as a response to assimilation policy of the dominant culture in the United States against immigrants. When the literature is reviewed, it is seen that a variety of definitions are used for the term multicultural education (see Banks, 1993; Bennett, 2001; Gay, 2010; Irvine, Armento & Causey, 2001; Nieto, 1999; Sleeter, 2001; Tileston, 2004). For instance, while Bennett (2001) defines multicultural education as a means of providing equal educational opportunities for students of all races and ethnic backgrounds, Banks (2013) identifies it as education in which all students, regardless of their gender, social class, race, ethnicity, and culture, have equal educational opportunities at school. Gorski & Covert (2000) describe multicultural education as education that is grounded on the dedication to providing educational experiences intended for all students' access to all kinds of potentials such as the ideal of social justice and equality in education at local, national, and global levels. Sleeter (2001), on the other hand, defines multicultural education processes as recognizing and valuing others' different backgrounds, making sure that curricula and materials represent various groups, and developing a positive self-concept for each student. Although multicultural education is a type of education based on the dynamics of multiculturalism, it is not an education that is only provided to students who are not members of the dominant culture of the society and who are of different cultures, but it is a type of education that provides equal educational opportunities to all students (Acar Çiftçi & Aydın, 2014). Köşker & Erdoğan (2020) states that multicultural education helps students to develop positive attitudes towards individuals from different cultural groups, reduces their discriminatory attitudes, increases the level of tolerance between groups, and thus provides students with opportunities and experiences to get to know their own culture and other cultures. In societies where cultural differences such as ethnic origin, race, language, religion, gender, etc. exist, multicultural education aims to decrease prejudices, identity conflicts and power struggles in education and to implement educational policies that address society's expectations and support pluralism (Acar Çiftçi & Aydın, 2014). This education model offers significant opportunities for the development of skills of recognition, acceptance, sensitivity, showing respect, communicating effectively, and coexisting with different cultural groups (Gay, 2014). Multicultural education is regarded as a progressive approach in order to holistically criticize discriminatory policies and practices in education and to transform education (Acar Çiftçi & Aydın, 2014; Duygu Erişti, 2012).

In the literature, alongside the studies supporting multicultural education, it is also observed that some criticisms have been made against this educational approach. Among these criticisms, one prominent view is that this approach is considered as a threat against social unity. In other words, it is thought that the existing common culture is weakened by the ethnicity culture supported by multicultural education (Parekh, 2002). Alongside this, Sleeter & Grant (1999) argue that the multicultural education approach mostly draws attention to cultural issues and that it is not sufficient in centering upon social inequalities and the skills the students need to combat these. For example, teens at school may learn not to be sexist; however, the question being asked is whether these students know about how to react when faced with sexist situations. Sociologists claim that in this case, teens would restructure their beliefs and behaviors to suit their circumstances. Similarly, Suzuki (1984) expresses concerns that multicultural education often becomes a celebration of differences without acknowledging the social problems that cause some of these differences and not showing due interest in social justice issues. Despite the view that multicultural education is for all students, some researchers (Glazer, 1997; Schlesinger, 1998) regard multicultural education as studies on "others". This situation marginalizes this educational approach and excludes it from being a part of the general education reform (Banks, 2013).

Banks (1993) expresses the dimensions of multicultural education as (a) content integration, (b) knowledge creation process, (c) reducing prejudice, (d) an equality pedagogy and (e) the social structure of an empowering school culture. Many studies (see Bennet, 2001; Irvine & Armento, 2001; Mann, 2013; Sleeter, 2001) have been carried out on how multicultural education should be integrated into curricula conducted at the course level in schools, especially in public schools, in order to realize these dimensions. Another important aspect of such an integration is that it provides equal opportunities for all students to be successful (Bennett, 2001; Sleeter, 2001). To exemplify, Irvine & Armento (2001) presented specific examples for the inclusion of multicultural education in the planning of language arts, mathematics, science and social studies courses for primary and secondary school students, and for linking these courses, which are based on multicultural education, to general curriculum standards. It is known that, as well as being integrated into many curricula and learning and teaching processes, multicultural components are at the basis of social studies courses by its nature.

Multicultural Education in Social Studies Course

The content of the social studies course consists of information obtained from various branches of science such as history, geography, economics, law, sociology, psychology, and political science. In this interdisciplinary course, the main purpose of which is to raise effective and responsible citizens, it is aimed to provide students with national and universal values. Gutmann (2004) states that an important purpose of citizenship education is to teach tolerance and recognition of cultural differences. Since the beginning of the 1970s, social sciences researchers have advocated for multicultural citizenship education as an approach to preparing teens to live and work in a pluralistic democracy (Banks, 1973, 1994; Gay, 1997). When social studies course curricula are examined, it is seen that another purpose of the course is individuals to understand the interaction of the society in which they live with other societies. According to Aydın (2012), multicultural social structure has existed in Turkey for centuries, though the impact of the education system on cultural diversity is still not effective. In addition to the multicultural social structure existing in Turkey for centuries, global-level migrations have also affected this structure. Social studies course is one of the top courses in which the reflections of this cultural diversity and change can be observed the most. Many of the learning areas and learning outcomes in which beliefs, ideas, knowledge are explained at the universal level, which are included in the structure of this course under the name of "the processes of being I and us; culture and cultural heritage notions; the process of creating national consciousness; the importance of groups, institutions and social organizations, and global connections" show that this is a course that focuses on individual-individual, individual-society and society-society interaction. Another essential dimension of this course is the dimension of "value teaching". In this dimension of the social studies course, it is intended to teach many core values such as sensitivity, respect, solidarity, peace, justice, equality, freedom and responsibility (MoNE, 2018). It appears that these are the values that would serve the purpose of living together with all individuals from different gender, race, ethnicity, culture and social class, which are included in the definition of multicultural education defined by Banks (2013).

The National Council for the Social Studies (NCSS), which was founded as an association in 1921 in the United States, set some standards for the social studies course curriculum in 1994. In 2010 standards, it is seen that the information that constitutes the content of the course and the information obtained from different disciplines is based on multiculturalism (NCSS, 2020). However, studies on how social studies teachers plan and implement multicultural content could not keep up with the philosophical and theoretical developments in the field (Dilworth, 2004). NCSS uses the standard expressed as "experiences that enable the study of culture and cultural diversity" instead of the term multicultural education. These standards set by NCSS were taken into consideration in the changes made to the curriculum of the social studies course in Turkey in 2005. There are ten standards determined by NCSS (NCSS, 2020). In order to comply with these standards, nine out of 10 standards in learning domains were included in the curriculum (Doğanay, 2008). In addition to this, with the changes made to the 2005 curriculum in 2009, a learning domain called "Global Connections" on the basis of multiculturalism and various units named "Distant Friends, Bridges Between Countries" appropriate for each grade level supporting this learning domain were added to the curriculum.

Günay & Aydın (2015), who analyzed the studies on multicultural education carried in Turkey between 2005 and 2014, expressed that the publications made in this field centered upon students' attitude, knowledge, awareness and classroom environments. As a continuation of this study, Köşker & Erdoğan (2020) looked into the studies on multicultural education between 2014 and 2018 with content analysis. Their study concluded that the studies on multicultural education gradually increased and, while they showed similarities to those in the previous study, the subjects researched were enriched, and new studies were carried out on multicultural education practices and multicultural education tools. On the other hand, the literature review revealed that the participants of the majority of studies on multiculturalism in the field of educational sciences carried out in recent years in Turkey were teachers and teacher candidates, and it also demonstrated that these studies were mainly conducted with quantitative research methods (Polat & Kılıç, 2013). It has been observed that the most studied subjects are the perceptions (e.g. Akar, 2017; Akkaya, Susar Kırmızı & İşçi, 2018; Başarır, Sarı & Çetin, 2014; Marangoz, Aydın & Adıgüzel, 2015), attitudes (e.g. Durmuş, 2017; Güleç, 2019; Güngör, Buyruk & Özdemir, 2018; Kaba, 2019; Kervan, 2017; Koçak & Özdemir, 2015; Köşker & Özgen, 2018; Onur Sezer & Bağçeli Kahraman, 2017; Siviş, 2019) and competencies (e.g. Başarır, 2012; Başbay & Bektaş, 2009; Bulut, 2014; Ekinci, 2019; Karadağ, 2019; Polat & Kılıç, 2013; Tari, 2019; Yılmaz, 2016) of educators towards multiculturalism, scale development or adaptation studies regarding multiculturalism (e.g. Acar Çiftçi, 2017; Başbay & Kağnıcı, 2011; Bulut &

Sarıçam, 2016; Gezer & Şahin, 2017; Özdemir & Dil, 2013; Akçaoğlu & Arsal, 2018; Toraman, Acar & Aydın, 2015; Yazıcı, Başol, & Toprak, 2009), and, in recent years, metaphor studies on multiculturalism (Günay, Aydın & Koç Damgacı, 2015; Karasu Avcı & Faiz, 2018; Öksüz, Güven Demir & İci, 2016). Nevertheless, it has been seen that few studies (e.g. Aslan & Aybek, 2018; Kanatlı Öztürk, 2018) have been carried out on how to present multiculturalism in the classroom environment.

Just as the research carried out with teachers and teacher candidates who are/will be the implementers of education is important, research on the reflections of multiculturalism in the other components of education such as curricula, textbooks, in-class/out-of-class activities, and on the other elements that make up the learning-teaching process are also important studies that should be carried out. Within this context, it is seen that there are very few studies examining multiculturalism. Especially, determining the tendencies of the studies examining multiculturalism in the social studies course, which is given at primary and secondary school level and includes the elements of multiculturalism in its content, and identifying where the findings of these studies are concentrated will shed light on the future studies in this field. In accordance with all this information, this study aims to reevaluate the qualitative findings of studies investigating multiculturalism in social studies teaching in Turkey with meta-synthesis methods. In line with this purpose, the sub-problems for which answers are sought regarding studies investigating multiculturalism in social studies teaching are as follows:

- What is the distribution of the studies by years and publication types?
- What are the sampling features of the studies?
- What is the distribution of studies according to data collection methods?
- What is the distribution of studies according to types of data analysis?
- What are the characteristics of the subjects focused on in the studies?
- What are the characteristics of the qualitative findings of the studies?

METHOD

In order to interpret and synthesize the findings of qualitative and mixed design studies investigating multiculturalism in social studies teaching in Turkey, meta-synthesis, which is a qualitative research design, is adopted as the research method in this study. Meta-synthesis approach, which was first used by Noblit & Hare (1988) for the systematic review of qualitative studies, has been recognized as a valid and effective method. Cooper & Hedges (2009) stated that a meta-synthesis study follows the same processes as meta-analysis and other research synthesis processes, with stages such as data collection, coding and analysis. As a form of data analysis, meta-synthesis studies help establish a regular foundation for knowledge creation (Cooper, 2010). Also known by the name "thematic content analysis" (Polat & Ay, 2016) in Turkey, this method involves synthesizing and interpreting research on the same subject with a critical point of view by creating themes or main templates (Çalık & Sözbilir, 2014).

In recent years, an increase in studies conducted at national level with meta-synthesis method in the field of education has been noticed (e.g. Alkış Küçükaydın, 2019; Ceylan, Uştuk & Çomoğlu, 2017; Çiftçi & Karaman, 2019; Dağhan & Akkoyunlu, 2015; Dede & Arslan, 2019; Öztürk & Güven, 2020; Polat, 2015; Yıldırım, Çalık & Özmen, 2016; Yıldırım, Kurşun & Göktaş, 2015; Yıldızlı, Acar Erdol, Baştuğ & Bayram, 2018; Yıldırım, 2016; Yücel-Toy, 2015). With the increase in these studies, by classifying many studies accumulated in different fields of education, comparing and evaluating the focus subjects and the findings obtained, the prominent trends and gaps in these areas have been revealed. Therefore, studies that look at the literature with a critical point of view such as meta-synthesis studies should increase. By using this method to analyze the studies examining the concept of multiculturalism, which has a significant place in the basis of social studies, what is mostly focused on, what is needed and the tendencies of the researched topics related to the social studies course may be seen and the gaps in this literature may be identified by presenting the topics that have never been explored. "Criterion sampling", which is one of the purposive sampling methods, is utilized in this study. Patton (2014) states that all occasions that meet certain criteria are selected in this sampling method. In this regard, the criteria used in selecting the studies to be included in the meta-synthesis within the scope of this study are stated in the following section. In meta-synthesis studies, few studies are addressed and an in-depth review is conducted (Bondas & Hall, 2007; Çalık & Sözbilir, 2014; Polat & Ay, 2016).

Data Collection Process

Online databases were searched to identify studies to be included in data analysis. To find the studies conducted in Turkey, the database of the Council of Higher Education Thesis Center, ULAKBIM Social Sciences database and Web of Science (WoS) database were browsed in the field of educational sciences. While browsing the databases, the terms "çokkültürlülük", "çok kültürlülük", "çokkültürlü", "çok kültürlü", "multicultural" and "multi-cultural" were used. As a result of this, 54 studies included in these indexes and conducted in the field of education were reached. Following the review and identification of all 54 studies that examine multiculturalism in different dimensions, 11 studies (4 postgraduate dissertations, 7 articles) examining multiculturalism in terms of "social studies teaching" (social studies course curriculum, social studies textbooks, teacher guide

books or studies involving social studies teaching-learning situations) have been found. The criteria for including these studies conducted in the field of social studies teaching in meta-synthesis are listed below:

1. In accordance with the method of the study, it has been ensured that studies conducted with qualitative or mixed designs are included in order to provide access to qualitative findings,
2. The samples of the studies were necessitated to be based in Turkey,
3. It was ensured that the studies examined multiculturalism by including social studies course curriculum, social studies textbooks, teacher's guide books or teaching-learning situations (in-class and out-of-class activities) of the social studies course,
4. No limitations regarding issues such as publication year or language were not imposed.

After applying the criteria listed above, it was determined that 25 out of the 54 studies were conducted using qualitative and mixed research methods for the purpose of providing access to qualitative findings. It was found that 14 of these 25 studies were related to the opinions/attitudes or perceptions of faculty of education students (teacher candidates) or teachers towards multicultural education. Consequently, 11 studies (Appendix 1) constituted the sample of this study in order to keep the studies related to the teaching process of the social studies course within the scope according to the 3rd criterion in this study. The distribution of these studies by their publication years and publication types is shown in Figure 1.

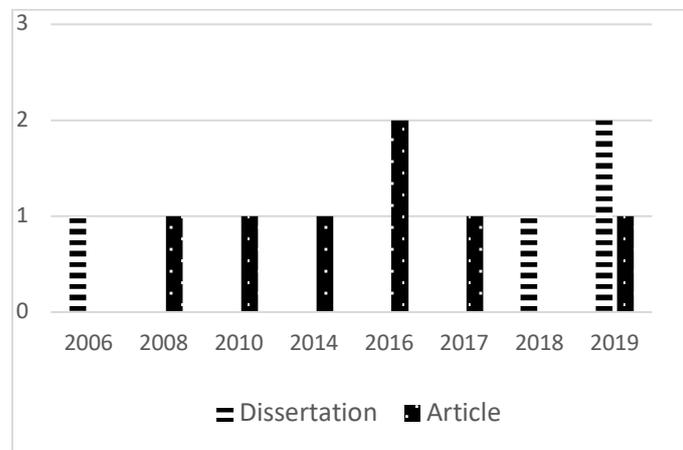


Figure 1. The distribution of studies by publication year and publication type

When Figure 1 is examined, it is seen that the first one of the 11 studies included in this study was a postgraduate dissertation published in 2006, and the last studies were 2 theses and 1 article published in 2019. It is noticed that between 2006-2019, there were no postgraduate dissertations published on multiculturalism in the field of social studies teaching and no publications were reviewed in ULAKBIM TR or WoS indexes in 2007, 2009, 2011, 2012, 2013, and 2015. In addition to this, even though articles examining multiculturalism in social studies teaching have been published since 2008, it is observed that the term "multiculturalism" is not included in the title of the study that's the first one of the postgraduate dissertations though it is a study examining multiculturalism. However, it is seen that the other dissertations bearing the name "multiculturalism" in the title of study were published in very recent dates as 2018 and 2019 (S1, S2 and S4). It is noted that 4 of the published studies are postgraduate dissertations and 7 of them are national articles in journals reviewed in ULAKBIM TR Index while in the journals reviewed in Web of Science indexes (Science Citation Index Expanded, Social Sciences Citation Index, Arts & Humanities Citation Index, Emerging Sources Citation Index) revealed no articles published that would serve the purpose of this study. In addition, it was observed that in the indexes included in this study, reviewed articles were not produced from postgraduate dissertations. 2019 appears as the year in which the most number and variety of studies (2 dissertations and 1 article) were published. The fact that 2019 is such a year can be considered as an indicator that scientific publications related to this field may continue to be produced in the future. Detailed data on the descriptive features of the studies are shown in Table 1.

Table 1. Descriptive features of studies included in meta-synthesis

Code	Author(s)/Publicatic	Publication type	Subject area	Sample	Class level
S1	Doğan (2019)	Master's thesis	Reflection of multiculturalism in textbooks	Textbooks (1968-2019)	4 th to 7 th grade
S2	Taş (2019)	Master's thesis	Multiculturalism in the curricula and text books	Curricula (1998 and 2017) Text books (1998 and 2017)	4 th to 7 th grade and 4 th and 5 th grade
S3	Şimşek, Dağistan, Şahin et al. (2019)	Article	Multiculturalism in the curriculum	Acquisitions of courses	1 st to 8 th grade
S4	Kanatlı Öztürk (2018)	Doctoral dissertation	Social studies course activities	Students	4 th grade
S5	Akar and Yalçın (2017)	Article	Multiculturalism concepts in teacher's guide book	Teacher's guide book (2013)	4 th grade
S6	Akhan and Yalçın (2016)	Article	Multiculturalism in curricula	Curricula (1961-2005)	4 th to 8 th grade
S7	Seban and Uyanık (2016)	Article	Multiculturalism in curricula	Acquisitions of courses	1 st to 5 th grade
S8	Keskin and Yaman (2014)	Article	Multiculturalism in the curricula and text books	Text books and curricula (2005)	4 th to 7 th grade
S9	Açıklın (2010)	Article	Approaches in social studies education	Curriculum (2009)	4 th to 7 th grade
S10	Cırık (2008)	Article	Reflection of multiculturalism	Acquisitions of courses	1 st to 5 th grade
S11	Fırıncı (2006)	Master's thesis	Multiculturalism in the curricula and text books	Curriculum (2005)	4 th grade

Data Analysis

The analysis steps created by Noblit & Hare (1988, 1999) were followed in this study. Noblit & Hare indicated that the studies included in meta-synthesis are to be analyzed in seven steps. Within this framework, detailed information regarding the seven steps implemented in this study is as follows: The first step is called "Getting Started" and involves the researcher to demonstrate how they can reflect their intellectual knowledge by examining a data set composed of many studies. This field was determined as "studies of multiculturalism in social studies teaching" for this study. The second step involves establishing criteria for studies to be researched and the process of deciding on those studies. The criteria selected in this study are explained under the heading "data collection process". The third step includes the process of reading the determined studies. The fourth step is a process during which how much these studies are related to each other is revealed for the purpose of synthesizing them. In this process, listing the metaphors, word groups, ideas and/or concepts that emerge from the studies increases comprehensibility. The descriptive features of the studies are listed with a table at this stage (see Table 1). The fifth step is named as converting the findings of the studies into each other. The sixth step is a process in which high-level inferences are made to synthesize the findings and new findings are uncovered. The seventh step is called "expressing the synthesis". It is the process of explaining all dimensions of the findings obtained by sticking to the synthesized studies.

The issues to be taken into account to ensure validity and reliability in meta-synthesis studies have been mentioned in many studies (Creswell, 2007; Leung, 2015; Lyons-Thomas, Liu & Zumbo, 2014; Patton, 2014; Polat & Ay, 2016; Xu, 2008). By considering these issues, the purpose of the study and the inclusion criteria for the scientific publications included in the study were clearly expressed for the validity of the findings of the study. In addition to this, the details of all studies included in meta-synthesis (publication type, sample, data collection method, analysis type, etc.) are shown in Table 1. For the reliability of the obtained findings, the analysis results were compared by involving another researcher who is an expert in the field of social studies in the analysis of the data during the process of creating the themes and the consistency of the obtained themes and codes was ensured.

FINDINGS

In this study, 11 studies that research multicultural education in the field of social studies in Turkey and conducted with qualitative patterns were examined. The findings obtained as a result of this examination are presented under two main headings. The first one of these is "descriptive findings" that shows features such as the focus of the studies, sampling characteristics, data collection methods, etc., whereas the latter is "synthesis of research findings" that includes the analysis of the findings of the studies and their synthesis with each other.

Descriptive Findings

The most prominent finding when the studies included in the meta-synthesis are examined is that while some of the studies focus on the "multiculturalism" phenomenon, some of them focus on the phenomenon of "multicultural education" that is a part of multiculturalism. Information on this finding is presented in Figure 2.

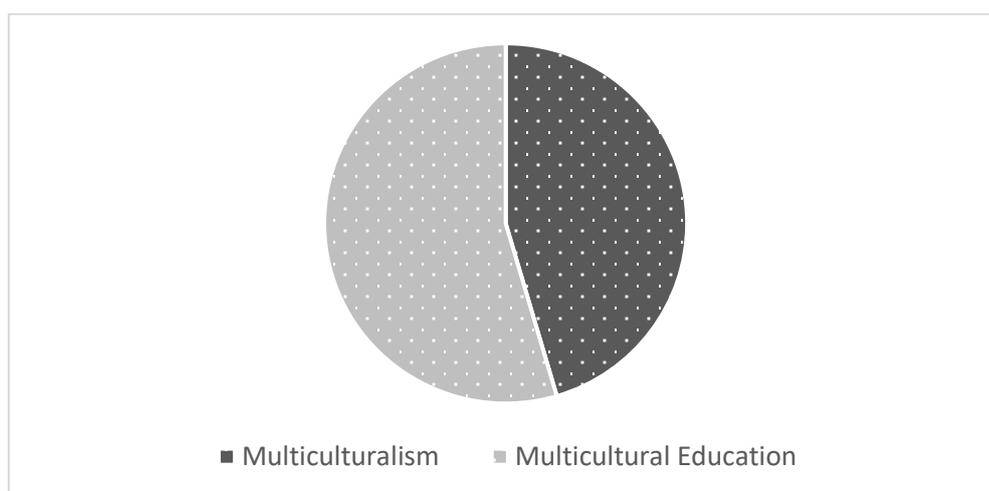


Figure 2. Distribution by subject in focus

Figure 2 shows that the studies included in this study focus on two themes related to multiculturalism. One of them is "concepts/principles related to multiculturalism", while the other one is "multicultural education". It is seen that these studies are

studied in a similar ratio (55%, 45%). While 5 out of 11 studies (S1, S2, S3, S5, and S11) focus on concepts related to multiculturalism, 6 of them (S4, S6, S7, S8, S9, and S10) focused on multicultural education.

In addition to the subject that the studies focus on, the domain of social studies teaching in which they research multiculturalism emerges as another important finding. When the samples determined in these studies are examined, it is noticed that these samples are the curriculum, textbooks, teacher's guide books and primary school students of the social studies course. Information on the type and number of these studies is shown in Figure 3.

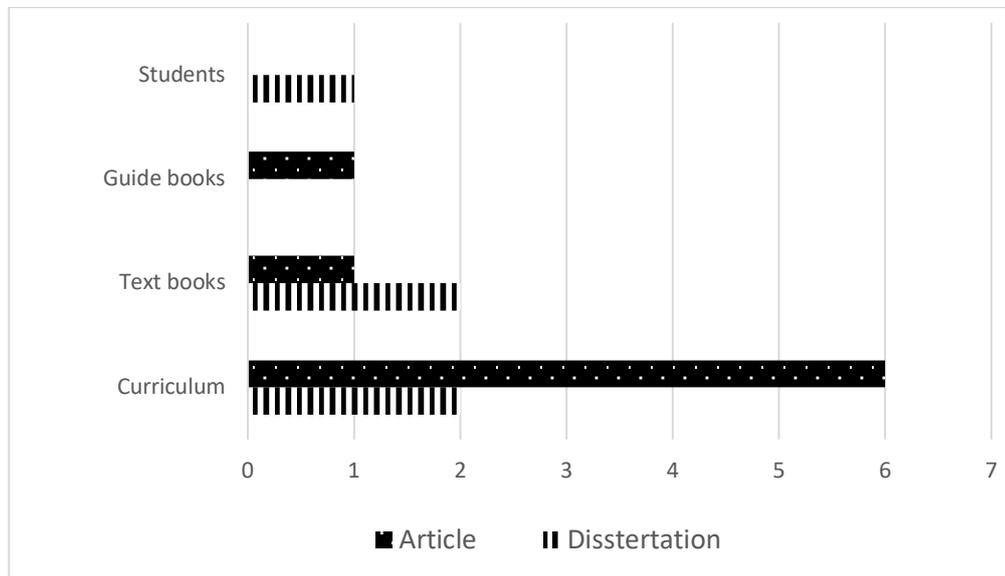


Figure 3. Distribution by sample types

It is seen in Figure 3 that most of the studies examining multiculturalism in the social studies course (1 postgraduate dissertation, S11; 6 articles, S3, S6, S7, S8, S9, S10, S11) analyzed the curriculum of the course. It is observed that the most researched subject after the curriculum is social studies textbooks. It is understood that 2 of these studies are postgraduate dissertations (S1, S2) and one is an article (S8). This article that is coded as S8 happens to be a study that analyzed both the curriculum and the textbooks. It is also found that there is one study about students and one study about teacher’s guide books. These are a postgraduate dissertation (S4, conducted with fourth grade students) and an article (S5) respectively. Table 1 shows in detail at which grade level these studies examined the social studies course curriculum/lessons/guide books.

The information in Figure 3 shows that, as a natural result of the fact that most studies were conducted with the curriculum and books (textbooks and guide books) of the course, the method mostly used is the "document analysis" method. Findings regarding these data are shown in Figure 4.

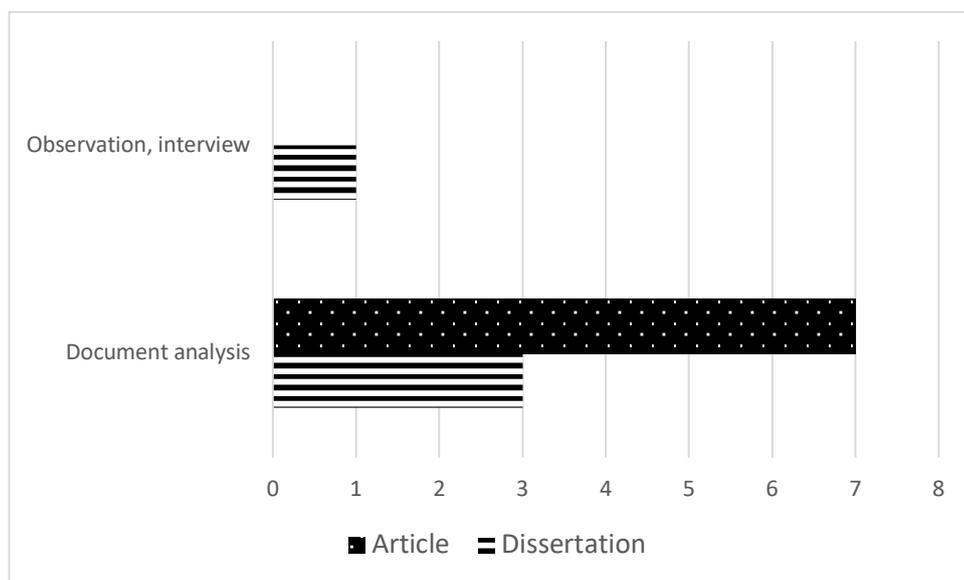


Figure 4. Distribution according to data collection methods

When the data collection methods of the studies are examined, it is seen that "document analysis method" was used in 10 studies. Unlike all these studies, only in the postgraduate dissertation coded as S4 was the data collection method diversified, which was due to the fact that the sample of the study was 4th grade students and that action research design used. In this framework, various types of data collection methods such as observation, semi-structured interview, focus group meeting, tape recording, student products, and diaries were used in S4. Information on the analysis methods followed in the analysis of the collected data is shown in Figure 5.

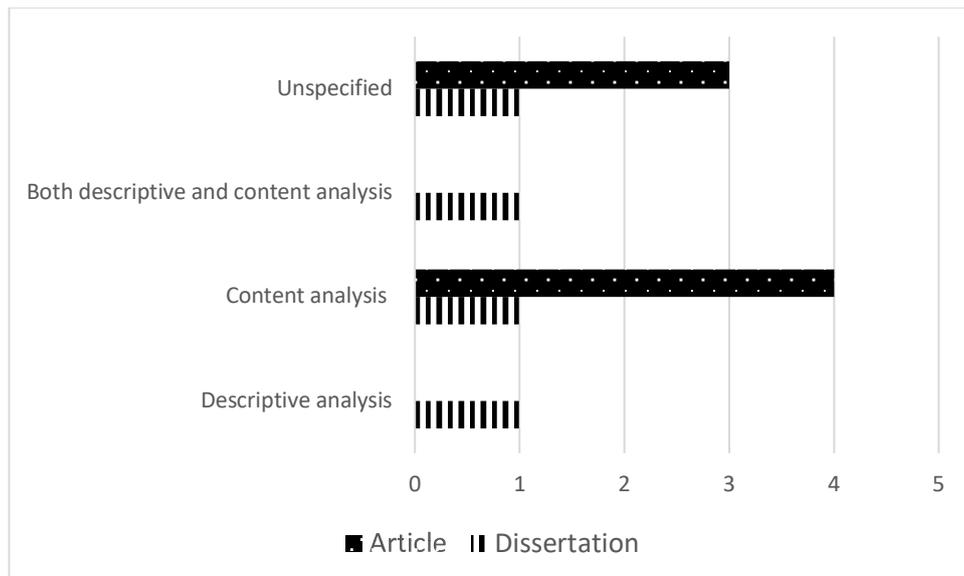


Figure 5. Distribution by types of data analysis

As can be seen in Figure 5, the data in the examined studies were analyzed through content analysis and descriptive analysis. In 4 of these studies (3 articles, S8, S9, S10; 1 dissertation, S11), no information was found on the type of data analysis used. This is an important deficit for a scientific research. Furthermore, the type of analysis that was adopted most often was content analysis that was used in 5 studies (4 articles, S3, S5, S6, S7; 1 dissertation, S2). In one of the two remaining dissertation studies (S4), both content analysis and descriptive analysis were utilized while in the other dissertation study (S1), it was seen that only descriptive analysis was used.

Synthesis of Research Findings

Multiculturalism in Social Studies Course Curricula

It was observed that there are 8 studies (S2, S3, S6, S7, S8, S9, S10, S11) investigating multiculturalism in the social studies course curriculum (see Figure 3). While all of these studies focused on the curriculum of different years, it was noticed that some of them focused on the learning areas in the curriculum as well as the curriculum learning outcomes. When these findings were evaluated, it was seen that most of the findings of the studies overlapped with each other.

When the objectives and learning outcomes of the social studies curricula (1962, 1968, 1988, 1993, 1998, 2005) applied in our country from the past to the present were examined in terms of multicultural education, it was concluded that the programs were not sufficient; especially, the 2005 program was found to be weak in terms of addressing multicultural education (S6), though it was formed according to the constructivist education approach. In the 2005-2006 academic year curriculum, 16 (17.2%) of the 93 learning outcomes in the 4th and 5th grade social studies course could be associated with multicultural education (S10). This curriculum that was implemented in 2005 was used until 2017 with some changes over time. In the 2013-2014 academic year 4th and 5th grade social studies curriculum, only 12 acquisitions (13%) were found to be related to multiculturalism and these were included in the categories of "pluralism, intercultural competence and critical awareness". No learning outcomes were encountered in the other categories named as assimilation, cohesion and social action (S7). As a result of the analysis of the social studies curriculum applied in the same academic year on the basis of the classes and the learning outcomes, the ratio of the outcomes emphasizing multicultural education to all outcomes was determined to be approximately 13% (S8). In the year 2018,

it was seen that only 12 of the 4, 5, 6 and 7th grade social studies course learning outcomes (a total of 131 outcomes) were related to multiculturalism, which corresponds to a rate of 9.1% (S3).

It was observed that there were studies (S8 and S9) that examine the curriculum in terms of learning areas as well. In this context, with the changes made to the 2005 curriculum in 2009, a learning area referred to as "Global Connections", and various units supporting this learning area, were added to the curriculum. These units were given in the 4th and 5th grade curriculums under the titles "My Distant Friends" and "Our World". In addition to this, the units "Our Country" and "the World and Bridges Between Countries" in the 6th and 7th grade curriculums point to this learning area. With the inclusion of these learning areas and units, the social studies curriculum has become more supportive of multicultural and global education approaches compared to previous curriculums (S9). In the learning area named "Culture and Heritage", a total of 29 learning outcomes at the level of classes are included, 9 of which are related to multicultural education. In the learning area named "Global Connections", 13 out of the 19 outcomes included are related to multicultural education (S8). A detailed study was conducted on the 1998 and 2017 social studies course curriculums, and the relevance of these curriculums to multiculturalism was determined. A study was conducted based on the general purpose, explanation, learning outcomes, explanations outcomes of the 1998 and 2017 curriculums, the textbooks prepared according to these curriculums, and on the themes related to multiculturalism such as cultural difference and diversity, differences in religion and belief, and different gender (S2). In this study (S2), it was determined that in the 2017 social studies course curriculum 20 out of a total of 66 outcomes (21%) at the 4th and 5th grades were suitable for multicultural education.

In conclusion, the findings of these studies examining multiculturalism in different elements of social studies course curricula indicate that the cases of addressing multiculturalism in the curriculum differ over the years, while they also show that there have been important developments over time in terms of the representation of multiculturalism, especially in the context of learning areas. Despite the changes made to curricula in 2005, it is seen that multiculturalism is still not sufficiently addressed.

Multiculturalism in Social Studies Textbooks

It is observed that there are three studies (S1, S2, S8) conducted in which the textbooks were analyzed, which is another subject in which multiculturalism is studied the most in social studies teaching (see Figure 3). When these studies are examined, it is seen that two of them are postgraduate dissertations (master's level, S1 and S2) completed in 2019, while one is an article from 2014. The examination of these studies revealed that the unit contents or the activities of the textbooks used were analyzed in these studies. The main findings that emerged by synthesizing the findings obtained from these studies are stated below.

One of the primary findings that is encountered in all social studies textbooks and which reflects the basic trend of social studies textbooks that have been examined from 1968 to the present is the dominant nation-state mentality. Ekinçi (1999) expresses that, since the foundation of the republic, Turkey has adopted a policy of a monocultural homogeneous nation and maintained this by transforming it into a state policy. The concern of societies containing a large number of differences about the disruption of national unity gave rise to the nation-state perspective that causes individuals to be shaped by a single culture. At the basis of most criticisms directed at the nation-state lies the situation created by its uniformizing dominant structure. The fact that social studies textbooks reflect the nation-state perspective has created great limitations in terms of the systematization of multicultural content (S1). In the social studies textbooks which were designed after the constructivist education philosophy was put into the center in the curriculum in 2005, it was aimed to enable students to gain awareness of different cultures and to recognize the socio-cultural structures of societies.

The textbooks prepared within the framework of the social studies course curriculum of the 2005-2006 academic year is of particular importance in terms of reflecting multiculturalism. So much so that the reflections of multiculturalism can be observed more clearly in social studies textbooks published since this year (S1). Nevertheless, the examining of the activities in the books used at the 4th, 5th, 6th and 7th grades has revealed that multicultural elements were not reflected in the activities very well. For example, the insufficient reflection of local and global cultural diversity in all published social studies textbooks (before and after 2005) is seen as an inadequacy regarding multiculturalism. Besides, it is noteworthy that the possible emphasis on multiculturalism is made within the scope of human rights, thus avoiding narratives about cultural diversity (S1 and S8). In addition to all these, it is seen that unit questions, visuals and speech texts are used effectively in terms of multiculturalism compared to the books designed according to the previous curricula (S1). For instance, in the textbook activities prepared within the framework of the 1998 curriculum, it was observed that there were direct and indirect objectives suitable for multiculturalism and multicultural education, yet the main purpose of the activities was to raise citizens according to national identity (S2). To give another example, it is an important improvement that the concept of cultural diversity, which had been expressed as being composed of different nations in previous textbooks, was expressed in the social studies textbook published in 2018 with the word multiculturalism (S1).

Multiculturalism in social studies course teacher's guide books

It is seen that there is only one study (S5) examining the concepts related to multiculturalism in the social studies course teacher's guide book. In this article, the concepts in activities, reading passages and notes for the teacher in the 4th grade social

studies teacher's guide book published in 2013 are examined in the context of democracy and multiculturalism. Within the scope of this meta-synthesis study, only basic findings about multiculturalism are included. The findings of the study revealed 19 concepts directly related to multiculturalism (e.g. culture, change and continuity, value, tolerance, similarity and difference, social interaction) and 6 concepts (such as homeland, family, peace) related to both democracy and multiculturalism. It was concluded that 56% of the concepts in the guide book are related to democracy and/or multiculturalism. The authors of the study expressed that some of the concepts in the remaining 44% can be easily correlated with democracy and multiculturalism. They also expressed that the concept of "religion", which is not included in the teacher's guide book, but is an important part of the multiculturalism mentality, should be included in the guide book and student textbook activities.

Multiculturalism in social studies course activities

It is observed that there is only one study (S4) focusing on multiculturalism in the learning-teaching processes of the social studies course. This study that was included in the meta-synthesis study is a postgraduate (doctoral level) dissertation completed in 2018. In the aforementioned dissertation, contrary to other studies in the field, it was aimed to investigate the effect of social studies course activities prepared within the framework of multiculturalism on the respect for differences value and on improving research skills, instead of examining any document (curriculum, textbook, etc.). Unlike other studies, this study, which focuses on real classroom data, was conducted in a primary school 4th grade social studies course. As the findings to be presented in this heading are obtained from a single study, the main findings of the study regarding multiculturalism are expressed without going into details. As a result of the interviews with the teacher and the students and the observation of the researcher, it was observed that the students lacked the respect for differences value (e.g. sexist discourse, violent discussions, negative discourse regarding sectarian differences). Likewise, it was seen that students' research skills were not at the desired level. To this end, in order to develop this value and these skills, the respect for differences value was examined under six sub-headings as respect for different cultures, different race/origin, different beliefs, different languages, disabled individuals and the opposite gender, and was taught in the social studies course in six cycles throughout the whole process. In this study, in which the problems encountered in the implementation of social studies activities prepared within the framework of multicultural education and the solutions applied to these problems were presented, it was observed that there were developments such as increased awareness of students in terms of the stated value and display of a negative stance to prejudice within the framework of multicultural activities. In terms of research skills, it was observed that these skills of students were improved in research assignments given according to their curiosity and interests, and by eliminating grade anxiety and uncertainties.

DISCUSSION

As a result of the evaluation of the qualitative findings of studies of multiculturalism in social studies teaching in Turkey, these findings were synthesized under two headings. In this context, under the heading "descriptive findings" in which the descriptive features of the studies are shown, it was seen that multiculturalism studies were conducted within the framework of the "multiculturalism" concept and "multicultural education" in the social studies literature. Although this situation brings to mind there is a focus on the themes of "multicultural education" under multiculturalism, it is seen that only 1 of the 11 studies included in this study (S4) prepared activities within the framework of multicultural education and worked in the dimension of "content integration" of multicultural education stated by Banks (2013). In the process of content integration, teachers are expected to present the required contents with examples from various cultures and groups. Although it is stated that the remaining studies focus on the concept of multicultural education, it is seen that the dimensions (such as objectives, goals, skills, learning areas) in the analyzed documents (such as curricula, textbooks, guidebooks) are not analyzed within the framework of "multicultural education" but within the concept of "multiculturalism". This situation shows that in 5 of the 6 studies (S6, S7, S8, S9, S10) which express a focus on multicultural education, the concept and dimensions of multicultural education were not sufficiently investigated. Another prominent finding is that approximately 91% of the studies were conducted on the analysis of documents such as curricula, textbooks and guide books from the past to the present. This shows that there is only one study (S4) involving the classroom activities of such an interdisciplinary course as social studies which is based on multiculturalism. Classroom interaction, as in all other courses, is an important element in the conduct of the social studies course. When studies on the social studies course in Turkey are examined, it is seen that the studies are carried out intensively in similar frameworks, and a need for more studies enabling the use of resources that increase classroom interaction emerges. In addition to the importance of the availability of a phenomenon such as multiculturalism in the documents used in the education process, it is equally important to what extent these concepts in these documents are implemented in classrooms. In this respect, there is a need for studies showing examples of in-class applications of multiculturalism in the field of social studies. In addition, the existing circumstances are described by making descriptive analyses in studies conducted with curricula or books. However, the fact that the researchers did not make suggestions regarding the learning areas, units and contents that are included in the curriculum which can be transformed in line with multiculturalism is another important deficiency. Lately, the importance of widely including cultural differences in curricula from primary school to higher education institutions is emphasized (Polat & Kiliç, 2013). If the curriculum is shaped with a content related to ethnic and gender issues without any change, students would see the experiences of cultural

groups and women from the perspective and conceptual framework of the traditional western order (Bender, 2006; Levine, 1996; as cited in Banks, 2013). Therefore, including concepts and situations related to multiculturalism in the documents used in schools, but molding them with the perspective of dominant and common historical or intellectual currents would not be enough to fill this gap in the field. Only shaping the curriculum without changing it would be insufficient to create educational environments with a multicultural perspective (Bender, 2006).

As a consequence of the fact that the vast majority of the studies (10 of them) were conducted with the document analysis method, it is revealed that the publications repeat each other on scientific processes such as data analysis methods used. While the contribution of such studies to the field is not denied, the use of multiple data collection methods would be significant in terms of the richness of the findings to be obtained. At the same time, this would ensure an increased validity and reliability of the findings. For example, in a study that examines the development of multiculturalism in curricula from the past to the present, methods such as interviewing teachers who have taught the relevant programs and observing the implementation of the current curriculum in classroom environments can be utilized. Similarly, different qualitative research designs can be applied. It is seen that only one study (S4) included in the meta-synthesis was conducted with a different design (action research). In addition to these, no information was found regarding the type of data analysis used in 4 studies (S8, S9, S10, S11). This is considered to be not an acceptable situation for a scientific research in which scientific processes are employed.

As a result of the synthesis of the findings of the studies included in the meta-synthesis, it is noticed that the findings divide into four main themes under the heading "synthesis of research findings". These themes are; "Multiculturalism in social studies course curricula", "multiculturalism in social studies textbooks", "multiculturalism in social studies course teacher's guide book" and "multiculturalism in social studies course activities". In this section, these themes will be discussed in two parts as descriptive findings obtained through document analysis and findings related to classroom activities.

When multiculturalism is examined in social studies curricula, it is seen that the most studied document is "curricula" in the descriptive findings obtained through document analysis. In this regard, it is emphasized that multiculturalism is not adequately included in the social studies course curricula that have been applied from past to present. It has been concluded that although the curricula in Turkey were regulated in 2005 according to constructivist philosophy, it is lacking in addressing multicultural education. Cirik (2008), who conducted a study similar to these, concluded that multicultural education is not sufficiently included in the existing primary education curricula. The findings of these studies support the findings of the study conducted by Cirik (2008). It was revealed that the social studies course curriculum became more supportive of multicultural approaches than the previous curricula with the addition of the "Global Connections" learning area and the units supporting this learning area to the program through the changes made in the 2005 curriculum in 2009. The fact that 69% of the learning outcomes in this learning area (see S8) are related to multicultural education is a rather high rate compared to other learning areas. While the inclusion of multiculturalism in a learning area at such a rate is a positive development, it is clear that multiculturalism can be involved in all of the social topics in the course content related to recognizing and respecting different cultures, the individual's social responsibilities, rights and duties regarding integration with society, and human rights (Darling, 2006; Dilworth, 2000). In other words, it is obvious that multiculturalism should be included not only in certain units of the course but in all its contents. Criticisms against multicultural education in the literature have been mentioned in the introduction part of the study. It should be taken into account that there are differences in the perspective of societies towards multicultural education with the influence of these criticisms. For example, it is seen that Turkey, which is among the countries that take notice of the standards set by the NCSS, has made adaptations according to its own social conditions while transferring the relevant standards to the curricula. For instance, the "Individual Development and Identity" standard in the standards set in 1994 is treated as "Individual and Society" (MoNE, 2018) in Turkey. In a similar manner, it is observed that the standard named "Time, Change and Continuity" does not take place as a single learning area in the social sciences curriculum in Turkey and is included in all learning areas in integration with them (Keçe & Merey, 2011).

It is observed that another set of descriptive findings obtained by document analysis were obtained from textbooks and guide books. It is seen that most of the recent studies investigating multiculturalism in social studies teaching has examined multiculturalism in social studies textbooks. Many studies have stated that practices suitable for multicultural education are not sufficiently included in curricula and textbooks. It is possible to say that the curriculum and textbooks in Turkey has failed in terms of addressing multiculturalism. Neither the existence of an ethnic group other than Turkish nor any other cultural difference is accepted in the curriculum and textbooks (Ünal, 2004). Textbooks are still written with the national culture mentality that overlooks the different ethnic cultures, languages and religions in Turkey (Çayır, 2016). In addition to the fact that the cultures and groups other than the dominant culture are not represented in the textbooks, these groups are marginalized in the textbooks by disregarding the history of these and their contribution to the general history (Acar Çiftçi & Aydın, 2014). Although the findings obtained in this study overlap with these findings, it is possible to say that some improvements have taken place over the time. The findings show that the fact that social studies textbooks reflect the nation-state perspective creates great limitations in terms of the systematization of multicultural content. However, it is observed that the situation in the curriculum has also occurred in the textbooks, that is, activities have been designed to raise awareness of different cultures with the effect of the constructivist

education philosophy in 2005. On the other hand, the reflection of this situation in the textbooks took place in 2018, which is very recent. The word multiculturalism was included for the first time in the textbook prepared in accordance with this curriculum. It is seen that there is one study (S5) that examined the concepts related to multiculturalism in the teacher's guide book, which is another social studies book. As a result of the study, it was noticed that 56% of the concepts in the guidebook are related to democracy and/or multiculturalism. Teacher's guide books serve as a manual for transferring the learning outcomes in the curriculum to the teaching process. With the implementation of the constructivist approach in our country, teacher's guide books have gained importance for various reasons (Ayvacı & Er Nas, 2009).

In the findings related to classroom activities, it is seen that there is only one study (S4) examining multiculturalism in social studies lesson activities. The absence of any other study for the implementation of social studies course activities prepared within the scope of multicultural education in the classroom in Turkey demonstrates the great gap in this area. In the teaching environment, teachers' valuing the cultural backgrounds of all students, accepting differences, supporting students to give examples from their lives, working to create an environment of social interaction and using different methods and techniques to support students' learning can be considered as necessary and important efforts to create a multicultural teaching environment (Başbay & Bektaş, 2009).

CONCLUSION AND RECOMMENDATIONS

As a result of this study, it has emerged that there is a need for the classroom setting implementation examples of multiculturalism, which has goals such as demonstrating the strengths and value of cultural diversity, supporting human rights and respecting others, advocating equality in distribution of power and income between groups, promoting social justice and equality for all people, and promoting alternative life choices for people (Gollnick & Chinn, 1990). Education policies in Turkey are still not equipped to bring multiculturalism into educational environments (Köşker & Özgen, 2018). Such examples appear not only as a need for social studies courses, but also as a need at all levels from pre-school to university level and in all courses. In this study that examined the studies investigating multiculturalism in social studies teaching in Turkey, the tendencies of the studies conducted in this field, the areas in which the findings of the studies are concentrated, and the gap in the literature were revealed. The absence of any other meta-synthesis, meta-analysis or compilation studies in this field suggests that this study would be the main source to shed light on other studies to be conducted. As a result of the findings, some suggestions were made for researchers who will work in the field of social studies teaching. Some of these suggestions are related to the design of the studies. For example, different mixed and qualitative designs (e.g. action research, case study, conversation analysis, etc.) can be used in the studies conducted, and the data can be enriched by using more than one data collection method. In addition to these, in terms of the topics these studies can focus on, it is possible to carry out studies that will serve transformation and change instead of doing descriptive studies that determine the extent of multiculturalism in past or present documents. Especially, studies that make suggestions on what can be done in the process of creating multicultural education environments, or show the effects of practices in different contexts (value teaching, raising awareness, skills teaching, social adaptation, etc.) can be conducted.

REFERENCES

- Acar Çiftçi, Y. (2017). Eleştirel çokkültürlü eğitim öğretmen yeterlikleri ölçeği (EÇEÖYÖ): Bir ölçek geliştirme çalışması. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 26(1), 69-99.
- Acar Çiftçi, Y. ve Aydın, H. (2014). Türkiye'de çokkültürlü eğitimin gerekliliği üzerine bir çalışma. *Sosyal Bilimler Dergisi*, 33, 197-218.
- Akar, C. (2017). Sınıf öğretmenleri adaylarının eleştirel düşünme eğilimlerinin çokkültürlülük değerlerini yordama düzeyi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 18(1), 741-762.
- Akçaoğlu, M. ve Arsal, Z. (2018). Çokkültürlü yeterlik ölçeğinin Türkçe'ye uyarlanması: Geçerlik ve güvenirlik çalışması. *Kastamonu Eğitim Dergisi*, 26(1), 261-270.
- Akkaya, N., Susar Kırmızı, F. ve İşçi, C. (2018). Öğretmen adaylarının çokkültürlülüğe ilişkin algılarının farklı değişkenler açısından incelenmesi. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 29, 308-335.
- Alkış Küçükaydın, M. (2019). A Qualitative meta-synthesis of science education studies regarding pedagogical content knowledge. *Journal of Turkish Science Education*, 16(3), 336-349.
- Aslan, S. ve Aybek, B. (2018). İlkokul 4. sınıf öğrencilerinin çokkültürlü eğitime dayalı olarak uygulanan etkinlikler ile ilgili görüşlerinin incelenmesi. *Kuramsal Eğitimbilim Dergisi*, 11(1), 58-82.
- Aydın, H. (2012). Multicultural education curriculum development in Turkey. *Mediterranean Journal of Social Sciences*, 3(3), 277-286.
- Ayvacı, H. Ş. ve Er Nas, S. (2009). Öğretmen kılavuz kitaplarının yapılandırmacı kurama göre öğretmen görüşlerine dayalı olarak değerlendirilmesi. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 3(2), 212-225.
- Banks, J. A. (1973). *Teaching ethnic studies: Concepts and strategies*. Washington, D.C: National Council for the Social Studies.

- Banks, J. A. (1993). Multicultural education: Historical development, dimensions, and practice. *Review of research in education*, 19(1), 3-49.
- Banks, J. A. (1994). Multiethnic education: Theory and practice. (3rd ed). Boston: Allyn and Bacon.
- Banks, J. A. (2013). *Çokkültürlü eğitime giriş*. (Çev. Hasan Aydın). Ankara: Anı.
- Başarır, F. (2012). *Öğretmen adaylarının çok kültürlü eğitime ilişkin görüşlerinin ve öz-yeterlik algılarının değerlendirilmesi*. Yayınlanmamış Yüksek Lisans Tezi, Erciyes Üniversitesi, Kayseri.
- Başarır, F., Sarı, M. ve Çetin, A. (2014). Examination of teachers' perceptions of multicultural education. *Pegem Eğitim ve Öğretim Dergisi*, 4(2), 91-110.
- Başbay, A. ve Bektaş, Y. (2009). Çokkültürlülük bağlamında öğretim ortamı ve öğretmen yeterlikleri. *Eğitim ve Bilim*, 34(152), 30-43.
- Başbay, A. ve Kağnıcı, D. Y. (2011). Çokkültürlü yeterlik algıları ölçeği: Bir ölçek geliştirme çalışması. *Eğitim ve Bilim*, 36(161), 199-212.
- Bender, B. (2006). Place and landscape. C. Tilley, W. Keane, S. Kuechler, M. Rowlands ve P. Spyer (Ed.) *Handbook of Material Culture* (s. 303-314) içinde. London: Sage
- Bennett, C. (2001). Genres of research in multicultural education. *Review of Educational Research*, 71(2), 171-217.
- Bondas, T. ve Hall, E. O. (2007). Challenges in approaching metasynthesis research. *Qualitative Health Research*, 17(1), 113-121.
- Bulut, C. (2014). *Öğretmenlerin çok kültürlü yeterlik algılarının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Ege Üniversitesi, İzmir.
- Bulut, M. ve Sarıçam, H. (2016). Okul öncesi öğretmen ve öğretmen adaylarında çokkültürlü kişiliğin çokkültürlü eğitim tutumları üzerindeki etkisinin incelenmesi. *Kırıkkale Üniversitesi Sosyal Bilimler Dergisi*, 6(1), 295-322.
- Ceylan, E., Uştuk, Ö. ve Çomoglu, İ. (2017). The ELT practicum in Turkey: A meta-synthesis of 2008-2017 qualitative research. *The Literacy Trek*, 3(2), 102-113.
- Cooper, H. (2010). *Research synthesis and meta-analysis: A step-by-step approach* (4th ed.). Los Angeles, CA: SAGE.
- Cooper, H. ve Hedges, L. V. (2009). Research synthesis as a scientific process. In H. Cooper, L. V. Hedges & J. C. Valentine (Eds.), *The handbook of research synthesis and meta-analysis* (2nd ed., ss. 3-16). New York, NY: Russell Sage Foundation.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Çalık, M. ve Sözbilir, M. (2014). İçerik analizinin parametreleri. *Eğitim ve Bilim*, 39(174), 33-38.
- Çayır, K. (2016). Türkiye'de ulusal kimliği yeniden tanımlama yolunda özcülük, çokkültürlülük ve kültürlerarası eğitim. *Eğitim Bilim Toplum Dergisi*, 14(55), 77-101.
- Çiftçi, E. Y. ve Karaman, A. C. (2019). Short-term international experiences in language teacher education: A qualitative meta-synthesis. *Australian Journal of Teacher Education*, 44(1), 93-119.
- Dağhan, G. ve Akkoyunlu, B. (2015). Eğitimde teknoloji kullanım sürdürülebilirliği üzerine yapılan çalışmalardaki genel eğilimler: Bir tematik içerik analizi çalışması. *Eğitim ve Bilim*, 40(178), 225-253.
- Darling, L. F. (2006). Teaching social studies as if it matters: Young children and moral deliberation, pp. In E. W. Ross (Ed.), *The social studies curriculum: Purposes, problems, possibilities* (pp. 265-282). State University of New York.
- Dede, S. Ç. ve Arslan, S. (2019). Review of the articles and thesis conducted on math textbooks in Turkey between 2002-2018. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 13(1), 176-195.
- Dilworth, P. P. (2000). *Multicultural content integration in social studies classrooms*. Yayınlanmamış Doktora Tezi, Emory University.
- Dilworth, P. P. (2004). Multicultural citizenship education: Case studies from social studies classrooms. *Theory & Research in Social Education*, 32(2), 153-186.
- Doğanay, A. (2008). Çağdaş sosyal bilgiler anlayışı ışığında yeni sosyal bilgiler programının değerlendirilmesi. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 17(2), 77-96.
- Dunn, R. (1997). The goals and track record of multicultural education. *Educational Leadership*, 54,74-77.
- Durmuş, G. (2017). *Sosyal bilgiler öğretmen adaylarının küresel vatandaşlık ve çokkültürlü eğitime yönelik tutumlarının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Amasya Üniversitesi, Amasya.
- Duygu Erişti, S. (2012). A multicultural interaction through video conferencing in primary schools. *Turkish Online Journal of Distance Education*, 13(3), 70-86.
- Edwards, M. A. (2004). *The social studies curriculum and the incorporation of the Banks' Multicultural Integration Model*. Yayınlanmamış Doktora Tezi, Immaculata University.
- Ekinci, Ö. (2019). *Ortaöğretim okulu öğretmenlerinin kültürel zekâ düzeyleri ile çokkültürlü yeterlik algılarının incelenmesi*. Yayınlanmamış Doktora Tezi, Necmettin Erbakan Üniversitesi, Konya.
- Ekinci, T. Z. (1999). *Demokrasi, çokkültürlülük ve bir yargısal serüven*. İstanbul: Küyerel Yayınları.
- Gay, G. (1997). The relationship between multicultural education and democratic education. *Social Studies*, 88, 5-11.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY: Teachers College.
- Gay, G. (2014). *Kültürel değerlere duyarlı eğitim: Teori, araştırma ve uygulama*. (Çev. H. Aydın). Ankara: Anı Yayıncılık.
- Gezer, M. ve Şahin, İ. F. (2017). Çokkültürlü eğitime yönelik tutum ve kültürel zekâ arasındaki ilişkinin YEM ile incelenmesi. *Doğu Coğrafya Dergisi*, 22(38), 173-188.

- Glazer, N. (1997). *We are all multiculturalists now*. Cambridge MA: Harvard University.
- Gollnick, D. M. ve Chinn, P. C. (1990). *Multicultural Education in a Pluralistic Society*. New York, NY: Macmillan.
- Gorski, P. C. ve Covert, B. (2000). A working definition of multicultural education. *Multicultural Pavilion*, 1-4.
- Gutmann, A. (2004). Unity and diversity in democratic multicultural education: Creative and destructive tensions. *Diversity and Citizenship Education: Global Perspectives*, 71-96.
- Güleç, F. (2019). *Sınıf öğretmenlerinin kültürel sermaye yeterlikleri ile çokkültürlü eğitime yönelik tutumlarının incelenmesi: Siirt ili örnekleme*. Yayınlanmamış Yüksek Lisans Tezi, Afyon Kocatepe Üniversitesi, Afyon.
- Günay, R. ve Aydın, H. (2015). Türkiye’de çokkültürlü eğitim ile ilgili yapılan araştırmalarda eğilim: Bir içerik analizi çalışması. *Eğitim ve Bilim*, 40(178), 1-22.
- Günay, R., Aydın, H. ve Damgacı, F. K. (2015). Eğitim fakültelerinde görev yapan akademisyenlerin çokkültürlü eğitim kavramına ilişkin metaforik algıları. *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(1), 291-312.
- Güngör, S., Buyruk, H. ve Özdemir, Y. (2018). Öğretmen adaylarının çokkültürlülüğe ilişkin tutumları. *Elektronik Sosyal Bilimler Dergisi*, 17(66), 816-837.
- Herbig, P. (1994). *The Innovation Matrix: Culture and Structure Prerequisites to Innovation*. Westport, CT: Quorum.
- Irvine, J. J., Armento, B. J. ve Causey, V. E. (2001). *Culturally responsive teaching: Lesson planning for elementary and middle grades*. New York: McGraw-Hill.
- Kaba, S. (2019). *Sosyal bilgiler öğretmenlerinin kişilik özellikleri ile çok kültürlü eğitime yönelik tutumları arasındaki ilişkinin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Marmara Üniversitesi, İstanbul.
- Karadağ, Y. (2019). *Sosyal bilgiler öğretmen adaylarının çokkültürlü yeterliklerinin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Kütahya Dumlupınar Üniversitesi, Kütahya.
- Karasu Avcı, E. ve Faiz, M. (2018). The metaphors of secondary school teachers towards the concept of “Multiculturalism”. *Journal of Education and Training Studies*, 6(5), 179-188.
- Keçe, M. ve Merey, Z. (2011). İlköğretim sosyal bilgiler kazanımlarının sosyal bilimler disiplinlerine ve disiplinlerarası anlayışa uygunluğunun belirlenmesi. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 8(1), 110-139.
- Kervan, S. (2017). *Öğretmenlerin çokkültürlü eğitime yönelik tutumları ile epistemolojik inançları ve öğretim yaklaşımları arasındaki ilişki*. Yayınlanmamış Doktora Tezi, Balıkesir Üniversitesi, Balıkesir.
- Koçak, S. ve Özdemir, M. (2015). Öğretmen adaylarının çok kültürlü eğitime yönelik tutumlarında kültürel zekânın rolü. *İlköğretim Online*, 14(4), 1352-1369.
- Köşker, N. ve Erdoğan, E. (2020). Trends in multicultural education research: A five-year content analysis of Turkish and ERIC databases. *International Journal of Education and Literacy Studies*, 8(1), 48-60.
- Köşker, N. ve Özgen, N. (2018). Multiculturalism concept and its reflections on education: The case of Turkey. *Review of International Geographical Education Online*, 8(3), 571-600.
- Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of family medicine and primary care*, 4(3), 324-327.
- Lyons-Thomas, J., Liu, Y. ve Zumbo, B. D. (2014). Validation practices in the social, behavioral, and health sciences: A synthesis of syntheses. In *Validity and validation in social, behavioral, and health sciences* (pp. 313-319). Springer, Cham.
- Mann, A. N. (2013). *Integration of multicultural education into K-12 social studies courses: A case study*. Yayınlanmamış Yüksek Lisans Tezi, Walden University.
- Marangoz, G., Aydın, H. ve Adıgüzel, T. (2015). Öğretmenlerin çokkültürlü eğitime karşı algısı. *Turkish Studies*, 10(7), 709-720.
- Mason, A. (2007). “Multiculturalism and the critique of essentialism.” In *Multiculturalism and Political Theory*, ed. Anthony Simon Laden and David Owen. Cambridge: Cambridge University Press, 221-43. <https://eprints.soton.ac.uk/34221/>
- MEB (2018). *Sosyal bilgiler dersi öğretim programı (İlkokul ve Ortaokul 4, 5, 6 ve 7. Sınıflar)*, Ankara: MEB.
- NCSS (2020). National curriculum standards for social studies: Introduction. <https://www.socialstudies.org/standards/introduction> adresinden 27 Nisan 2020 tarihinde edinilmiştir.
- Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. New York, NY: Teacher’s College.
- Noblit, G. W. ve Hare, R. D. (1988). *Meta-ethnography: Synthesizing qualitative studies*. Newbury Park: Sage.
- Noblit, G. W. ve Hare, R. D. (1999). Chapter 5: Meta-Ethnography: Synthesizing Qualitative Studies. *Counterpoints*, 44, 93-123.
- Onur Sezer, G. ve Bağçeli Kahraman, P. (2017). Sınıf ve okul öncesi öğretmen adaylarının çokkültürlü eğitime yönelik tutumları ile kültürlerarası duyarlılıkları arasındaki ilişki: Uludağ üniversitesi örneği. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 13(2), 550-560.
- Öksüz, Y., Güven Demir, E. ve İci, A. (2016). Öğretmenlerin ve öğretmen adaylarının " çokkültürlü eğitim" kavramına ilişkin metaforlarının incelenmesi. *Electronic Journal of Social Sciences*, 15(59), 1263-1278.
- Özdemir, M. ve Dil, K. (2013). Öğretmenlerin çokkültürlü eğitime yönelik tutumları: Çankırı ili örneği. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 46(2), 215-232.
- Öztürk, A. ve Güven, S. (2020). Analysing studies conducted on responsibility education in Turkey: A meta-synthesis study. *Elementary Education Online*, 19(2), 865-888.

- Parekh, B. (2002). *Çokkültürlülüğü yeniden düşünmek*. (Çev. B. Tanrıseven), Ankara: Phoenix.
- Patton, M. Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri* (3.Baskı). M. Bütün ve S. Beşir Demir (Çev. Edt.). Ankara: Pegem Akademi.
- Polat, İ. ve Kılıç, E. (2013). Türkiye'de çokkültürlü eğitim ve çokkültürlü eğitimde öğretmen yeterlilikleri. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 10(1), 352-372.
- Polat, S. (2015). The Evaluation of qualitative studies in Turkey about critical thinking skills: A meta-synthesis study. *International Online Journal of Educational Sciences*, 7(3), 229-243.
- Polat, S. ve Ay, O. (2016). Meta-sentez: Kavramsal bir çözümleme. *Eğitimde Nitel Araştırmalar Dergisi*, 4(2), 52-64.
- Schlesinger, A. M. (1998). *The disuniting of America: Reflections on a multicultural society*. WW Norton & Company.
- Siviş, S. (2019). *Öğretmenlerin eğitimde çok kültürlülük üzerine algılarının değerlendirilmesi*. Yayınlanmamış Yüksek Lisans Tezi, İstanbul Aydın Üniversitesi, İstanbul.
- Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94-106.
- Sleeter, C. E. ve Grant, C. A. (1999). *Making choices for multicultural education: Five approaches to race, class and gender*. New Jersey: Prentice-Hall.
- Suzuki, B. H. (1984). Curriculum transformation for multicultural education. *Education and urban society*, 16(3), 294-322.
- Tari, D. (2019). *Sınıf öğretmenlerinin öz duyarlık ve çokkültürlülüğe yeterliklerinin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, İstanbul Üniversitesi, İstanbul.
- Tileston, D. W. (2004). *What every teacher should know about diverse learners*. Thousand Oaks, CA: Corwin.
- Toraman, Ç., Acar, F. ve Aydin, H. (2015). Primary school teachers' attitudes and knowledge levels on democracy and multicultural education: A scale development study. *Revista de Cercetare si Interventie Sociala*, 49, 41-58.
- Ünal, I. (2004). *Çok dilli, çokkültürlü toplumlarda eğitim*. Komisyon Raporu (s. 144-148) içinde. Eğitim-Sen 4. Demokratik Eğitim Kurultayı.
- Xu, Y. (2008). Methodological issues and challenges in data collection and analysis of qualitative meta-synthesis. *Asian Nursing Research*, 2(3), 173-183.
- Yazıcı, S., Başol, G. ve Toprak, G. (2009). Öğretmenlerin çokkültürlü eğitim tutumları: Bir güvenilirlik ve geçerlik çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 37, 229-242.
- Yıldırım, M., Çalık, M. ve Özmen, H. (2016). A meta-synthesis of Turkish studies in science process skills. *International Journal of Environmental and Science Education*, 11(14), 6518-6539.
- Yıldırım, Ö., Kurşun, E. ve Göktaş, Y. (2015). The factors affecting the quality of in-service training on information and communication technologies. *Education & Science*, 40(178), 163-182.
- Yıldızlı, H., Acar Erdol, T., Baştuğ, M. ve Bayram, K. (2018). A meta-synthesis on Turkish metaphor studies of teachers. *Eğitim ve Bilim*, 43(193), 1-43.
- Yılmaz, F. (2016). Multiculturalism and multicultural education: A case study of teacher candidates' perceptions. *Cogent Education*, 3(1), 1172394.
- Yıldırım, B. (2016). An Analyses and meta-synthesis of research on STEM education. *Journal of Education and Practice*, 7(34), 23-33.
- Yücel-Toy, B. (2015). Türkiye'deki hizmet öncesi öğretmen eğitimi araştırmalarının tematik analizi ve öğretmen eğitimi politikalarının yansımaları. *Eğitim ve Bilim*, 40(178), 23-60.

Ek 1. Meta-Senteze Dahil Edilen Çalışmalar

- Açıkalın, M. (2010). Sosyal bilgiler eğitiminde yeni yaklaşımlar: Çokkültürlü ve küresel eğitim. *İlköğretim Online*, 9(3), 1226-1237.
- Akar, C. ve Yalçın, D. (2017). İlkokul 4. sınıf sosyal bilgiler öğretmen kılavuz kitabında yer alan kavramlar listesinin demokrasi ve çokkültürlülük kavramları açısından incelenmesi. *Türkiye Sosyal Araştırmalar Dergisi*, 21(2), 435-450.
- Akhan, O. ve Yalçın, A. (2016). Sosyal bilgiler öğretim programlarında çokkültürlü eğitimin yeri. *Trakya University Journal of Social Science*, 18(2), 23-46.
- Cırık, İ. (2008). Çok kültürlü eğitim ve yansımaları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 34, 27-40.
- Doğan, A. (2019). *Çokkültürlülüğün 1968'den günümüze sosyal bilgiler ders kitaplarına yansımaları*. Yayınlanmamış Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi, İzmir.
- Fıncı, T. (2006). *Küreselleşmenin öğretim programları üzerindeki etkisi (İlköğretim 4. sınıf sosyal bilgiler dersi öğretim programı örneği)*. Yayınlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi, Ankara.
- Kanatlı Öztürk, A. (2018). *Çokkültürlü eğitim çerçevesinde hazırlanan etkinliklerle farklılıklara saygı değeri ve araştırma becerisi geliştirmeye yönelik bir eylem araştırması*. Yayınlanmamış Doktora Tezi, Çukurova Üniversitesi, Adana.
- Keskin, Y. ve Yaman, E. (2014). İlköğretim sosyal bilgiler programı ve ders kitaplarında yeni bir paradigma: Çokkültürlü eğitim. *Turkish Studies*, 9(2), 933-960.
- Seban, D. ve Uyanık, H. (2016). Türkiye'de çokkültürlü eğitim: 1-5. sınıf programlarında yer alan kazanımların analizi. *Pegem Eğitim ve Öğretim Dergisi*, 6(1), 1-18.

-
- Şimşek, H., Dağistan, A., Şahin, C., Koçyiğit, E., Yalçınkaya, G. D., Kart, M. ve Dağdelen, S. (2019). Kapsayıcı eğitim bağlamında Türkiye’de ilköğretim programlarında çokkültürlülüğün izleri. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(2), 177-197.
- Taş, C. (2019). *Sosyal bilgiler dersi öğretim programları ve ders kitaplarında çok kültürlülük: 1998–2017 sosyal bilgiler ders kitaplarının karşılaştırılması*. Yayınlanmamış Yüksek Lisans Tezi, Sakarya Üniversitesi, Sakarya.