



Reverse Tullip Education

Thematic Analysis of Studies in Social Studies Education in Turkey Between 2000-2020

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Abstract

The aim of the study is to examine the theses made in 2000-2020 social studies education in Turkey from a thematic point of view and to obtain the theme distributions and general theme distributions of theses between certain years. Our study with the scanning model, which is a descriptive analysis technique, was analyzed with the content analysis method of 425 theses, including 351 master's and 74 doctoral theses, within the scope of theses written in the field of social studies education. When we look at the total number of dissertations examined, it is seen that the number of Master's thesis is approximately 5 times higher than the number of doctoral dissertations. As a result of the 20-year review, the number of theses increased with 2014, and in 2017 both master's and doctoral theses were the most studied. Researchers often preferred quantitative methods in the dissertations studied.

Keywords: Social studies, Content Analysis, Thematic Analysis.

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INTRODUCTION

The concept of social studies education, which takes an important place in citizenship education in the USA XX. continuing at the turn of the century and later, social, cultural, economic, etc. it emerged as a result of the process of searching for solutions to the problems caused by the great social movement. (Öztürk, 2009; Yılmaz & Tan, 2016). Social studies education programs have an important position in primary education programs which are used for raising individuals who are sensitive to social problems, who actively use the information they receive, who have gained different skills. The work of the National Council for Social Studies (NCSS), which carries out developments in social studies in the United States, and its tendency towards social information are important sources for field-related studies (Safran, 2008). Social studies course prepares the individual for life and teaches him / her to answer the questions he / she will encounter in his / her social life and to learn lessons from his / her experiences (Sözer, 2009). It can be said that the new Social Studies Program, which started to be implemented as a draft by the Ministry of national education in 1998, has been developed according to the previous programs and is capable of responding to the requirements and requirements of our time. In the ongoing period, program development works are expected to continue. However, the important point in these studies is that the program is implemented in line with its objectives and the expected efficiency is achieved at the highest level. In other words, the transformation of objectives into behavior is the most important expectation of the program and society (Sözer, 2009).

The Turkish education system has undergone a systematic program development process that began in 2004 (Tan & Yılmaz, 2016). reformed changes have been made in all programs from primary education programs to university education programs (Akt. Erdoğan, Kayır, Kaplan, Ünal, Akbunar, 2014, 173). With the curriculum changes in 1998 and 2005, Social Studies courses have started to become more similar to their examples around the World (Öztürk, 2006; Safran, 2008; Yılmaz, Çetinkaya & Avan, 2019).

Significant progress has been made in the field of social studies, especially with the 'constructivist approach model' which was implemented after the 2005 change. In order to determine these advances, some academic studies in the field have been analyzed according to specific years (Uysal & Yılmaz, 2019). The research under review aims to provide information on social studies educational research done mostly through teacher opinions and academic studies by 2017. . Büyükalan ve Yaylacı (2020) Between 2005 and 2017, a total of 166 theses, including 135 master's and 12 doctoral theses, which were applied to teacher opinions in the field of social studies education in Turkey, were analyzed with content analysis method. Şahin, Yıldız ve Duman (2011) 1990-2010 550 master's and 62 doctoral theses prepared in relation to social studies education were reviewed and worked. Geçit ve Kartal (2010) Between 2000 and 2010, social studies education research was analyzed using content analysis technique with 414 master's and doctoral theses and 110 articles and 132 papers. Tarman, Acun ve Yüksel (2010) Between 1994 and 2010, 294 master's and 41 doctoral theses in the field of social studies education were studied using the content analysis technique. Oruç ve Ulusoy (2008) 100 of the theses made in the field of social studies teaching in Turkey between 2000-2007 were selected without determining the theme and percentile ratios were given on the subject distribution of the theses, not enough findings were given in the research.

All of these studies show that studies that scan the literature do not cover the last 20 years. Theses from the academic studies that are the subject of our study are important in determining the general trend in social studies education for the last 20 years (Yılmaz & Aydın, 2019).

In this research, it is aimed to examine the theses made in our country in the last 20 years (2000–2020) from a thematic point of view and to obtain the theme distributions and general theme distributions of theses between specific years. Within the framework of this purpose, answers are sought to the following questions;

1. What is the distribution of dissertations by years?
2. What is the distribution of Master's and doctoral dissertations?
3. What is the distribution of dissertations according to research methods?
4. How is the participatory classification of theses?
5. What is the distribution of theses according to the determined themes?

The topic covered in the research is the thematic review of the theses made between 2000-2020 and the fact that it is up to date makes it important to distinguish the research from other research.

METHODS

When graph 1 is examined, it is seen that the number of theses examined in the field of social studies education varies according to the years between 2000-2020. Until 2002 (f.5) it is observed that a limited number of theses were written. With the new curriculum implemented in 2005, the thesis issue written in that year (f.12) the increase is observed. Theses written in 2014 also (f.30) the increase has been seen. In 2017, theses are also the highest (f.57) the number has been reached.

Research Design

In this study, the scanning model, which is a descriptive analysis technique, was used. The descriptive analysis technique includes the stages of processing data, identification and interpretation of findings according to this framework by creating thematic framework (Yıldırım and Şimşek, 2008). The scanning model is based on the exact picture of the existing situation. General scanning models are scanning arrangements made on the entire universe, or a group, sample or sample taken from it, to make a general judgment about that universe in a multi-number universe (Karasar, 2005).

Data Collection Tools

The research was first conducted in Social Studies Education between 2000 and 2020. The themes of the theses written in the last 20 years were determined by the survey of the field literature. The themes to be discussed are as follows: Teaching methods and techniques. Teaching Social Studies, Activity, Teaching concepts and Social Studies Program, Teaching of history subjects, Teaching skills, Instructional technologies and Materials Design, Teaching of Geography subjects, Learning environment, Dec discipline, Teaching courses, Opinion on the course, The Education System, Special Education, Book Review and Teaching value (Yılmaz & Fakirullahoğlu, 2016).

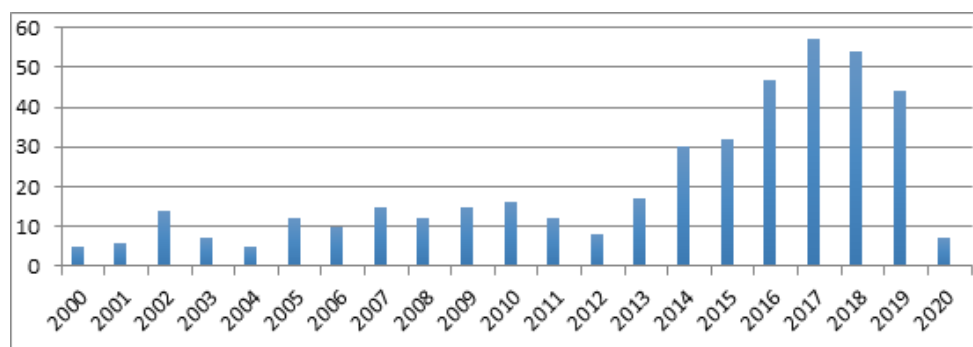
Data Analysis

The research data was analyzed by content analysis method. The data obtained in content analysis is combined into specific themes and interpreted in a way that the reader can understand (Yıldırım & Şimşek, 2008; Yılmaz & Ertuğrul Akyol, 2019; Yılmaz & Yanarateş, 2020). In this respect, topics were scanned and interpreted by combining them around specific themes.

RESULTS

Research Question 1

'What is the distribution of theses according to the years?' the data obtained from the first research question is shown in Graph 1.

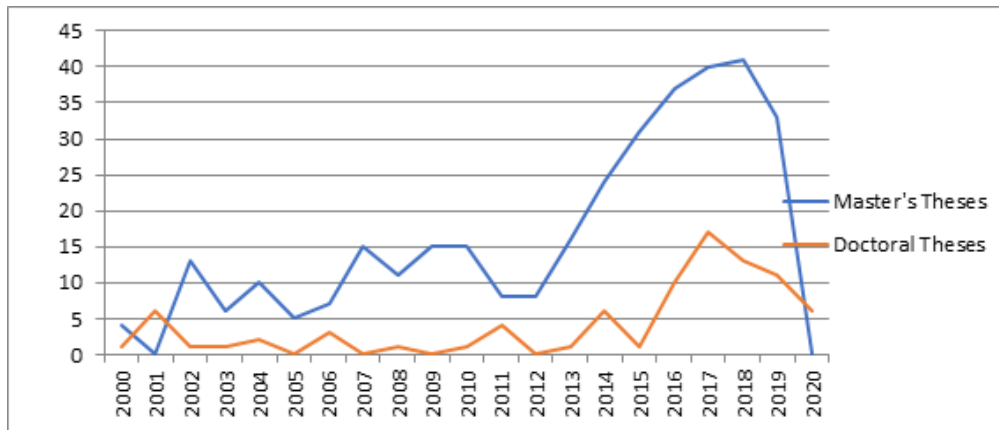


Graph 1: Distribution Of Theses Applied In The Field Of Social Studies Education By Year

When graph 1 is examined, it is seen that the number of theses examined in the field of social studies education varies according to the years between 2000-2020. Until 2002 (f.5) it is observed that a limited number of theses were written. With the new curriculum implemented in 2005, the thesis issue written in that year (f.12) the increase is observed. Theses written in 2014 also (f.30) the increase has been seen. In 2017, theses are also the highest (f.57) the number has been reached.

Research Question 2

'What is the distribution of Master's and doctoral theses in line with the examined theses?' the data on the research question is shown in graph 2.

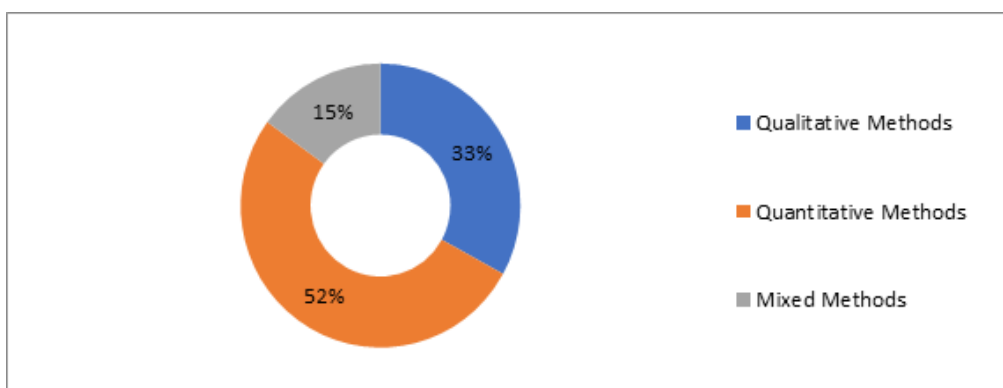


Graph 2: Distribution of Master's and doctoral theses applied in the field of Social Studies Education

When the master's and doctoral theses in the field of social studies education were examined according to the years, it was observed that 1 doctoral theses, 4 Master's theses were published in 2000, and 6 doctoral theses were published in 2001 and there were no master's theses. After 2002, the number of Master's theses increased, while the number of doctoral theses shows that two or three doctoral theses are published each year. The increase in the number of Master's thesis after 2005 may have been supported by studies related to the '2005 primary education program'. There was a significant increase in the number of theses published in 2016, with the highest number of theses being the year 2017 for doctoral theses and the year 2018 for Master's degree. Between 2000-2020, where there were fluctuations, 74 doctoral theses and 351 master's theses were published in the National thesis Center.

Research Question 3

'What is the distribution of theses according to research methods?' the data on the research question is shown in graph 3.

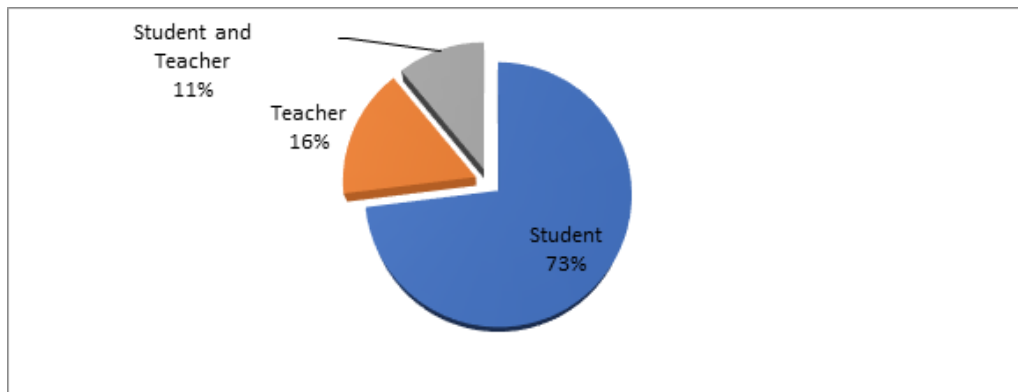


Graph 3: Distribution According To Research Methods Applied In The Field Of Social Studies Education.

When graph 3 is examined, 52% of these in the field of Social Studies Education are used in quantitative methods, 33% in qualitative methods and 15% in mixed methods.

Research Question 4

'What is the distribution of these according to sample groups?'the data on the research question is shown in Graph 4.

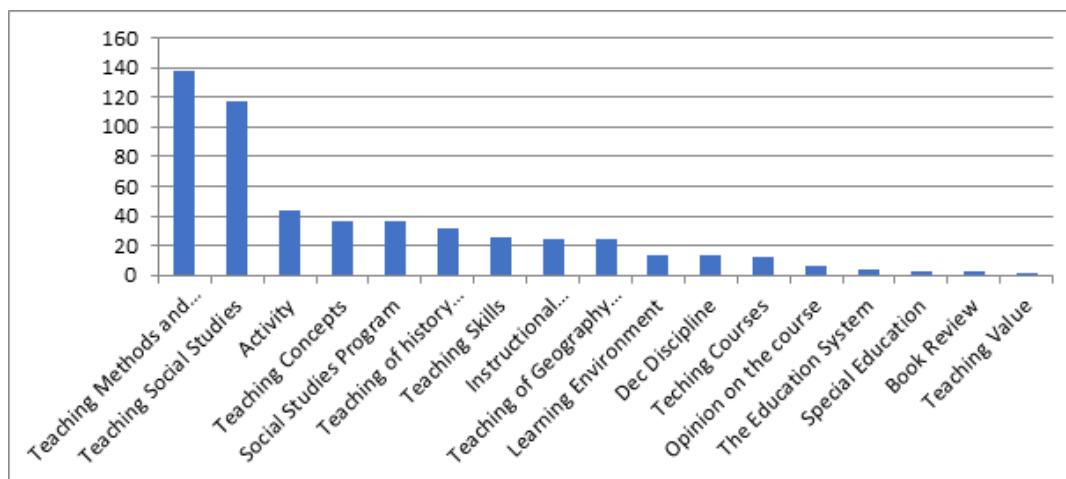


Graph 4: Distribution Of Theses Applied In The Field Of Social Studies Education According To Sample Groups.

When graph 4 is examined, the distribution of the sample groups of theses written in the field of Social Studies Education is shown to be the most preferred sample group of the students (73%). The least preferred sample group is the sample group with students and teachers (11%) together. The teacher sample group shows an average distribution.

Research Question 5

'What is the distribution of these according to the determined themes?'the data on the research question is shown in Graph 5.



Graph 5: Distribution Of Theses Applied In The Field Of Social Studies Education According To The Themes.

When graph 5 is examined, theses written in the field of Social Studies Education are grouped under 17 themes. Looking at the distribution of studies in the field of social studies education “teaching methods and techniques (f.138)” it is seen that the majority of the works under the title. Likewise “Teaching Social Studies (f.117)”, “ activity (f.44)”, “ teaching concepts (f.37)” and “ Social Studies Program (f.37)”, “ teaching of history subjects (f.32)”, whose titles were also found to be among the subjects that researchers often write about. These topics include, respectively “ teaching skills (f.25)”, “ instructional technologies and Materials Design (f.24)”, “ teaching of Geography subjects (f.24)”, “ learning environment (f.13)”, “ Dec discipline (f.14)”, “ teaching courses (f.12)”, “ opinion on the course (f.6)”, “ The Education System (F.4)”, “ Special Education (f.3)”, “ Book Review (f.3)”, “ teaching value (f.2)” following the headlines.

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

According to the data obtained as a result of the research, when the general distribution of theses written between 2000 and 2020 was examined, it was observed that 74 doctorate theses and 351 master theses were written. In the last 20 years, the minimum number of doctoral theses was written as 1 in 2000 and the maximum number of doctorate theses was 17 in 2017. Between 2005 and 2007, no doctorate dissertation was written in the field of social studies education. Considering the postgraduate theses written, it was observed that the minimum number of theses was written in 2000 and the maximum number of theses was 41 in 2018. In 2001, no master's thesis written in the field of social studies education was encountered. It can be thought that the increase in master theses written since 2005 has been realized with the 2005 primary education program.

Considering the methods used in the theses examined, it was observed that the theses written in the field of social studies education used quantitative research methods with a maximum rate of 52%. Qualitative research methods were used in the theses examined with a rate of 33%. In theses, the least mixed method was used with a rate of 15%.

In the study, it was seen that the most preferred students were 73% of the sample group distribution of the theses made in the field of social studies education. As the sample group, teachers took the second place with a rate of 16%. In the theses, the least sample group was chosen as teachers and students with a rate of 11%.

Theses in the study were grouped under 17 themes. Among these themes, it was observed that the most themes written in the field of social studies education were under the subject of teaching methods and techniques with 138 theses and social studies education with 117 theses. It can be thought that the reason for the preference of these themes is the renewed education program. It has been observed that the least written themes are special education, value education and book reviews (Avan, Gülgün, Yılmaz & Doğanay, 2019).

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