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## Analysis of Postgraduate Theses on Thinking Skills in Social Studies Teaching

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### ABSTRACT

The aim of this research is to synthesize postgraduate theses on thinking skills in social studies teaching. The study was prepared with the qualitative research method. The data were analyzed by descriptive content analysis and thematic content analysis analysis (metasynthesis). The postgraduate theses included in the research were obtained from the National Thesis Center of the Council of Higher Education with an internet connection. Theses were searched with the keywords of social studies and thinking skills. In this study, 55 postgraduate theses which prepared between 2005 and 2019 were examined. The identified studies were coded with the letter 'R' by shortening 'Research'. Codes in the form of R1, R2, R3, ..., R55 were given and recorded in detail. All the theses examined are primarily coded. Then all the encoded data is tabulated for the created themes. The coded theses are categorized according to the purpose, year, university, sample region, thesis type, model, method, results and suggestions. The frequencies of the theses, which were coded and turned into tables, were determined. The frequencies found were interpreted in accordance with the content analysis. According to the results of the research, critical thinking skills were studied the most in the theses. The most theses were prepared in 2019. When the theses were examined, Çukurova University, Central Anatolia and Marmara Region example, master's thesis, experimental model, quantitative method came to the fore. Using different methods improves thinking skills. It is mostly recommended to provide adequate training in pre-service and in-service period.

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## **Sosyal Bilgiler Öğretiminde Düşünme Becerileri ile İlgili Yapılan Lisansüstü Tezlerin İncelenmesi**

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### **ÖZET**

Bu araştırmanın amacı, sosyal bilgiler öğretiminde düşünme becerileri ile ilgili yapılan lisansüstü tezlerin sentezlenmesidir. Çalışma, nitel araştırma yöntemiyle hazırlanmıştır. Veriler, betimsel içerik analizi ve tematik içerik analizi (metasentez) ile çözümlenmiştir. Araştırmaya dâhil edilen lisansüstü tezler, Yüksek Öğretim Kurulu'nun Ulusal Tez Merkezi'nden internet bağlantısıyla elde edilmiştir. Tezler sosyal bilgiler ve düşünme becerileri anahtar kelimeleri ile aranmıştır. Bu çalışmada, 2005-2019 arasında yapılmış 55 lisansüstü tez incelenmiştir. Belirlenen araştırmalar, 'Research' kısaltılarak 'R' harfiyle kodlanmıştır. R1, R2, R3, ..., R55 şeklinde kodlar verilerek detaylı olarak kayıt edilmiştir. İncelemeye alınan tüm tezler öncelikle kodlanmıştır. Daha sonra kodlanan bütün veriler, oluşturulan temalar için tablolaştırılmıştır. Kodlanan tezler, amaç, yıl, üniversite, örneklem bölgesi, tez türü, model, yöntem, sonuç ve önerilere göre kategorize edilmiştir. Kodlanarak tablo haline getirilen tezlerin frekansları tespit edilmiştir. Bulunan frekanslar, içerik analizine uygun şekilde yorumlanmıştır. Araştırma sonucuna göre yapılan tezlerde en çok eleştirel düşünme becerileri çalışılmıştır. En fazla tez, 2019 yılında hazırlanmıştır. Yapılan tezlere bakıldığında, Çukurova Üniversitesi, İç Anadolu ve Marmara Bölgesi örnekleme, yüksek lisans tezi, deneysel model, nicel yöntem öne çıkmıştır. Çeşitli yöntemler kullanmak, düşünme becerilerini geliştirmektedir. Çoğunlukla hizmet öncesi ve hizmet içi dönemde yeterli düzeyde eğitim verilmesi önerilmiştir.

### **MAKALE BİLGİSİ**

**Anahtar Kelimeler:** Sosyal bilgiler öğretimi, düşünme becerileri, lisansüstü tezler

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## **Introduction**

Apart from thinking, sensations and impressions, designs, the independent and unique state of mind is defined as the ability to make comparisons, separate, combine, understand connections and forms (Türk Dil Kurumu, 1998: 660-661).

According to Dewey (1910), everything that goes through our minds is thinking. We think about things that we cannot see, hear, taste or touch directly with our sense organs. Thinking is the scientific activity, reasoning and mental process performed by the individual (Bandman, 1995; Kuhn, 2010; Renatovna & Renatovna, 2021). According to Armay (1981), it is the disciplined and systematization of conceptualization, application, analysis, synthesis and evaluation of information obtained through observation, experience, intuition, reasoning and other means. Thinking; It is a complex cognitive process consisting of knowledge, skills and attitudes. Formation is essential rather than intuition (Orlich, Harder, Callahan & Gibson, 1998). Lipman (2003) defines it as the process of finding or linking outliers and links. Thinking; is to create new information based on existing information (Halpern, 1997; Hirschorn, 2008). According to Heidegger (1968), thinking is the re-activation of what is in the mind. Thinking can be done on prior learning and prior knowledge. Thinking is the mental process of daydreaming, remembering, imagining, paying attention, reasoning, problem solving, and criticism (Fisher, 2005; Frensch & Funke, 2005; Thomson, 1969). The process of producing other ideas by examining and comparing information and concepts and establishing relationships between them in order to reach a conclusion is called thinking. The mental product that emerges as a result of these processes is called thought (Ministry of National Education, 2007: 5-6). To summarize in this context, thinking is all the actions we do mentally. In short, everything that comes to mind, we can say. The product that emerges as a result of mental actions is thought. It is possible for individuals to question the life they live, to make healthy evaluations and to gain mental habits to solve the problems they face through thinking education.

One of the ways to raise people in accordance with 21st century requirements and skills is to develop ways of thinking. In this context, creativity, innovation, problem solving, decision making, critical thinking, learning to learn and metacognition skills should be developed (Binkley et al, 2012). Raising people suitable for the digital age we live in is the focus of education and training. In this direction, the transformation in education systems brings with it an increase in studies on high-level thinking skills. One of the important goals of education is to develop students' thinking skills (Güneş, 2012). In line with the developments in recent years, the Social Studies Curriculum was updated in 2018. In addition to the competencies and perspectives in the program, the increase in the quality and quantity of skills has made thinking skills even more important. The program aims to develop logical and spatial thinking, abstract thinking, creativity, reflective thinking, critical thinking, problem solving,

decision making, scientific thinking and innovative thinking (Ministry of National Education, 2018).

Looking at the literature, there are studies on different types of thinking skills in social studies teaching in recent years. General thinking skills (Baykara, 2006; Gelen, 2011), creative thinking skills in social studies teaching (Çelik, 2015; Güner Yüksel, 2019; Kuyubaşoğlu, 2009; Küçük, 2020; Küçüktepe, 2009; Öztürk, 2010), reflective thinking skills in social studies teaching (Aydın & Çelik, 2013; Çakır, 2019; Gedik, Akhan & Kılıçoğlu, 2014; Türk, 2017; Uygun & Bilgiç, 2018; Uygun & Çetin, 2014), critical thinking skills in social studies teaching (Ateş & Yavuz, 2018; Çelikkaya, 2012; Kiriş Avaroğulları & Şaman, 2020; Küçüktepe, 2009; Narin & Aybek, 2010; Pebriana & Disman, 2017) problem solving skills in social studies teaching (Angişhan, 2019; Aykırı, 2019; Güner Yüksel, 2019), metacognitive thinking skills in social studies teaching (Değirmenci, 2018; Erdoğan & Dikicigil, 2018; Kuru, 2016; Pullu, 2020) have been worked. In addition, studies related to innovative thinking in social studies teaching have been carried out since it was included in the 2018 Social studies curriculum (Kartal, 2020; Şanlı, 2020).

Examining the postgraduate theses on thinking skills in social studies teaching in Turkey according to their purposes, years, universities, sampling, types, research models, research methods, results and suggestions will guide the studies of other researchers.

### **Purpose of the Research**

The aim of the research is to synthesize and analyze the postgraduate theses written about thinking skills in social studies teaching. For this purpose, answers to the following questions were sought:

How is the distribution of the postgraduate theses written according to the research objectives?

What is the distribution of the postgraduate theses by years?

How is the distribution of the written postgraduate theses according to the universities?

How is the distribution of the written postgraduate theses according to the sampling regions?

How is the distribution of the written postgraduate theses according to their types?

What is the distribution of written postgraduate theses according to research models?

What is the distribution of written postgraduate theses according to research methods?

How is the distribution of the written postgraduate theses according to the results of the research?

How is the distribution of the written postgraduate theses according to the research proposals?

## **Methodology**

The study was designed with the qualitative research method. It was analyzed by descriptive content analysis and thematic content analysis (meta-synthesis) based on the qualitative research method. First, trends in qualitative and quantitative studies were revealed. It was then synthesized and interpreted. In meta-synthesis studies, templates and themes are synthesized by comparing the similarities and differences of the studies. It is the interpretation and synthesis of studies on the same subject from a critical perspective by creating themes (Çalık ve Sözbilir, 2014). The findings of multiple studies are synthesized and interpreted in a single study (Finfgeld, 2003; Walsh & Downe, 2004). Meta-synthesis is the researcher's reaching common themes with a holistic perspective. (Glesne, 2013).

### **Data Collection Process and Analysis**

The study has been prepared by considering the following sequential stages. (Noblit ve Hare, 1988; Uygun, 2020):

Stage 1: Determining the topic/title by creating the focus of the topic.

Stage 2: Determining the studies to be synthesized, deciding on the studies to be included and excluded.

Stage 3: Studying and reading the study data.

Stage 4: Establishing the themes by identifying the relationship between the studies.

Stage 5: Transforming studies by comparing them with each other.

Stage 6: Synthesizing the studies.

Stage 7: Presenting the synthesis that has been made.

The data of the master's and doctoral theses examined in the study were obtained from the National Thesis Center of the Council of Higher Education with the help of internet connection. While collecting the data, the keywords 'teaching social studies' and 'thinking skills' were searched. The researches examined in this study are 55 postgraduate theses, 45 of which are master's and 10 doctoral theses, which were done between 2005-2019.

Each of the identified studies was abbreviated as "Research" and coded as "R". It is registered with codes as R1, R2, R3, ..., R55. All theses are primarily coded. Then, all the coded data were tabulated for the themes created. Coded theses were tabulated according to purpose, year, university, sample region, type of thesis, model, method, results and suggestions. The frequencies of the theses tabulated were found.

It was interpreted in accordance with the content analysis over the frequencies found. Validity in qualitative research is that the researcher presents the researched phenomenon as it is and as unbiased as possible (Yıldırım & Şimşek, 2005). The data collection process and the

specification of included and excluded studies are important for validity. The studies included in the research were analyzed impartially and as they are.

### **Criteria for Inclusion and Exclusion of Research**

The research was conducted in Turkey.

The research was conducted between 2005 and 2019.

The title of the research includes the words social studies teaching and thinking skills.

Access to the full text of the research.

The 55 graduate studies included in the study are presented in Table 1.

*Table 1. List of studies included in the research*

<b>Code</b>	<b>Author</b>	<b>Research Subject</b>	<b>Sampling / Province</b>
R1	Yağcı, R.	Critical thinking while teaching social science:evaluation of practiced critical thinking activities for teaching social science to 5th grade	Adana
R2	Türk, N.	The effects of reflective thinking practices in social studies lesson on the fourth grade in primary school on attitudes towards social studies lesson and environment	Ankara
R3	Vural, T.	Creative thinking in education of social knowledge: Evaluation of enhancing uses of activities creativity for new elementary curriculum of fifth class social knowledge education	Adana
R4	Demirtaş, A.	Critical thinking levels of social studies teachers candidates	Kastamonu
R5	Yüksel, S.	The effect of problem based learning method on students 'creative thinking and problem solving skills and academic	Gaziantep
R6	Aslan, D.	Determination of social studies teachers	Kayseri
R7	Onganer, Y.	An evaluation of historical subjects in the social studies textbook of 6th grade students based on their historical thinking skills	Balıkesir
R8	Yayla, O.	The effect of spatial thinking skills and academic achievements of teaching applications based on spatial technologies in social studies education	Trabzon
R9	Sönmez, F.	The effect of geographical information systems (Gis) based on social studies teaching on spatial thinking skills	Trabzon
R10	Özcan, N.	Effect of argumentation-based learning in social studies lessons on academic success, attitudes and critical thinking skills of students	Ordu
R11	Ödemiş, K.	Analysis of the 7th grade social studies textbooks regarding their suitability for development of higher - order thinking skills	Adana
R12	Yavuz M.	The research of the connection between critical thinking level and Social Studies academic achievement of	Ağrı

		secondary school students	
R13	Baştürk, G.	Impact of authentic learning practices on students' critical thinking skills and attitudes towards social studies	Sakarya
R14	Başaran, H.	The effect of 4th grade social studies course supported by digital stories on academic achievement, attitudes, motivation, metacognitive thinking and decision making strategies	Rize
R15	Özgün, A.	Evaluating the effect of critical thinking dispositions of social studies teacher candidates on democratic attitudes in terms of various variables	Nevşehir
R16	Çakır, A.	The effect of reflective thinking activities on students' historical literacy achievements and attitudes in 7th grade social studies course	Sivas
R17	Karakuş, A.	The investigation of the relationship between the social studies - teacher candidates perceptions of individual entrepreneurship and their critical thinking standards	Niğde
R18	Özalp, M.	Evaluation of social studies teachers' questions used in the assessment and evaluation process in terms of critical and creative thinking skills	Trabzon
R19	Ateş, Y.	Investigation of the tendency of social science teacher candidates to critical thinking and their characteristics of social entrepreneurship	Erzincan
R20	Aras, R.	Secondary school 6. grade social studies in problem based learning approach the effect of higher-order thinking skills and creativity level	Erzincan
R21	Yücel, A.	The effect of controversial issues on the development of social studies teacher candidates' critical thinking levels	Nevşehir
R22	Cevger, F.	The effect of argumentation based learning on students' academic success, scientific thinking skills, and scientific discussion levels in social sciences course	Erzurum
R23	Ünlü, B.	The effect of digital stories based social studies courses on students' achievement, locus of control and critical thinking skills	Rize
R24	Abu, M.	The effect of using concept cartoons in social science lesson on the attitudes and creative thinking skills of students	Tokat
R25	Bilgiç, C.	Reflective thinking skills of elementary school students to solve problems, social studies and academic achievements	Afyon karahisar
R26	Bayramoğlu, A.	Evaluation of the subject historical thinking of the social studies curriculum	Aydın
R27	Yıldız, N.	The effects of the activities, which are based on Successful Intelligence Theory, on thinking skills in primary school social studies education	Konya
R28	Çelik, E.	The usage of creative thinking activities in the social studies courses of the 7th grade	Aydın
R29	Tartuk, M.	The investigation of social studies teachers' candidates	İstanbul,

		disposition of critical thinking and empathy	Diyarbakır, Siirt
R30	Atalay, Z.	The effect of differentiated social studies instruction on gifted students' academic achievement, attitudes, critical thinking and creativity	İstanbul
R31	Eşsizöğlü, G.	The effect of project based learning in social sciences on gifted students' achievement, critical thinking and creativity	İstanbul
R32	Uygun, K.	The effect of reflective thinking practices on academic achievement and attitudes in social studies education	Uşak
R33	Özensoy, A.	The effects of the social studies course, organized for critical reading, on students' critical thinking skills	Ankara
R34	Akıncı, B.	Using the representative picture to improve the historical thinking skills in social studies	İstanbul
R35	Hazer, N.	Social sciences teachers competence levels critical thinking	Elazığ
R36	İbrahimoğlu, Z.	The effects of using case study at the 6th grade social studies course on students academic achievement attitudes towards the course and critical thinking skills	İstanbul
R37	Açar, S.	The effects of expedition in social studies lesson in primary school on the field of trip students' critical thinking skill and environmental sensitivity	Çanakkale
R38	Bayır, Ö.	The effects of make use of current events in social studies courses on critical thinking skills of students	Eskişehir
R39	Öztürk, D.	The effectiveness of creative thinking skill on student achievement in primary school 6th grade Social Studies course	İstanbul
R40	Karadağ, M.	Investigation of reflective thinking level of social studies teachers (an example of Şanlıurfa city)	Şanlıurfa
R41	Kuyubaşoğlu, B.	Teacher and student's views on acquiring creative thinking skills in the primary social sciences	Hatay
R42	Taştan, Ş.	To be analysed of social science teacher's constructivist thinking style at primary school and second degree by several variables	İstanbul
R43	Narin, N.	Analyzing critical thinking abilities of the social studies teachers who work at the secondary stage of primary schools	Adana
R44	Eskitürk, M.	The effect of cooperative learning activities which take the base critical thinking ability to academic success in social science lesson	Tekirdağ
R45	Palandökenlier, İ.	Evaluation of the activities in the social studies students' workbooks in terms of creative thinking skills	Adana
R46	Kaya, B.	Assessing social studies preservice teachers' self-efficacy towards teaching thinking skills	Niğde
R47	K.Ahmet	Effects of skill and content-based critical thinking training on students' critical thinking skills, achievement and attitudes in the fifth grade course of social knowledge of	Konya



R48	Uğur, A.	primary school The effect of case study technique as a teaching practice on pupils' empathic thinking skills in the constructivist social studies	Kocaeli
R49	Erdoğan, N.	The influence of illustrated stories in teaching history subjects in social science lessons for elementary education on the development of historical	İstanbul
R50	Baykara, N.	Evaluation of social sciences instruction class in terms of thinking	Antalya
R51	Özdemir, D.	Teachers' opinions about the influence of social studies course on the students' thinking skills	Eskişehir
R52	Demir, M.	The research of fourth and fifth grade primary school students critical thinking levels in social studies lessons according to different variables	Ankara
R53	Can, H.	The effect of the six thinking hats technic on the academic success of the social studies course of the sixth grade pupils	Elazığ
R54	Güzel, S.	The effect of critical thinking skills based on social studies to fourth grade students at primary education on learning outcomes	Antakya
R55	Ödemiş, K.	Analysis of the 7th grade social studies textbooks regarding their suitability for development of higher - order thinking skills	Adana

## Findings

### Purpose-related findings

The distribution of postgraduate theses written on thinking skills in social studies teaching according to research objectives is given below:

**Table 2.** *Distribution according to research purposes*

Research purposes	Code	f
Critical thinking skills	R1, R4, R6, R10, R12, R13, R15, R17, R18, R19 R21, R23, R29, R30, R31, R33, R35, R36, R37, R38, R43, R44, R47, R52, R54	25
Creative thinking skills	R3, R5, R18, R20, R24, R28, R30, R31, R39, R41, R45	11
Reflective thinking skills	R2, R16, R25, R32, R40	5
Historical thinking skill	R7, R26, R34, R49	4
Thinking skills	R27, R46, R50, R51	4
High-level thinking skills	R11, R20, R55	3
Spatial thinking skill	R8, R9	2
Metacognitive thinking skills	R14	1
Scientific thinking skills	R22	1
Six hat thinking skills	R53	1
Empathic thinking skills	R48	1

Constructivist thinking styles	R42	1
<b>Total</b>		<b>59</b>

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When Table 2 is examined, it is seen that critical thinking skills (f=25) are studied the most. R18, R30 and R31 have both creative and critical thinking skills. In R20, high-level thinking and creative thinking skills were studied.

### **Findings related with the year**

The distribution of graduate theses written on thinking skills in social studies teaching by years is given below:

**Table 3.** *Distribution of research by years*

<b>Year</b>	<b>Code</b>	<b>f</b>
2019	R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R55	15
2018	R18, R19, R20, R21, R22, R23	6
2010	R36, R37, R38, R39, R40	5
2008	R1, R3, R45, R46	4
2009	R41, R42, R43, R44	4
2006	R50, R51, R52	3
2007	R47, R48, R49	3
2011	R33, R34, R35	3
2015	R25, R28, R29	3
2017	R2, R24, R25	3
2005	R53, R54	2
2012	R32	1
2013	R31	1
2014	R30	1
2016	R26	1
<b>Total</b>		<b>55</b>

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Considering the distribution of theses by year, it is noticeable that there has been an intensity in recent years. The largest number of studies were conducted in 2019 (f=15).

### **Findings related to the university**

The distribution of postgraduate theses written on thinking skills in social studies teaching by universities is given below:

**Table 4.** *Distribution of research by universities*

<b>University</b>	<b>Code</b>	<b>f</b>
Çukurova University	R1, R3, R11, R40, R43, R45, R55	7
Marmara University	R29, R34, R36, R39, R48, R49	6
Gazi University,	R2, R32, R33, R46, R52	5
Adnan Menderes University	R26, R28	2
Anadolu University	R38, R51	2
Canakkale 18 Mart University	R37, R44	2
Erzincan University	R19, R20	2
Firat University	R35, R53	2
İstanbul University	R30, R31	2
Nevşehir H. Bektas Veli University	R15, R21	2
Recep Tayyip Erdogan University	R14, R23	2
Trabzon University	R8, R9	2
Afyon Kocatepe University	R50	1
Agri Ibrahim Cecen University	R12	1
Ataturk University	R22	1
Balikesir University	R7	1
Cumhuriyet University	R16	1
Erciyes University	R6	1
Gaziantep University	R5	1
Gaziosmanpasa University	R24	1
Karadeniz Teknik University	R18	1
Kastamonu University	R4	1
Mersin University	R41	1
Mustafa Kemal University	R54	1
Necmettin Erbakan University	R27	1
Nigde Omer Halisdemir University	R17	1
Ordu University	R10	1
Sakarya University	R13	1
Selcuk University	R47	1
Usak University	R25	1
Yeditepe University	R42	1
<b>Total</b>		<b>55</b>

When we look at the universities where theses are made, it is seen that they are mostly done in Çukurova University (f=7). Other universities with the highest number of dissertations are Marmara University (f=6) and Gazi University (f=5).

### **Findings related to sampling**

The distribution of postgraduate theses written on thinking skills in social studies teaching according to sampling regions is given below:

**Table 5.** *Distribution according to sampling regions*

<b>Sampling Region</b>	<b>Code</b>	<b>f</b>
İç Anadolu	R2, R6, R15, R16, R17, R21, R27, R33, R38, R46, R47, R51, R52	13
Marmara	R7, R13, R29, R30, R31, R34, R36, R37, R39, R42, R44, R48, R49	13
Akdeniz	R1, R3, R8, R11, R41, R43, R45, R50, R54, R55	10
Karadeniz	R4, R9, R10, R14, R18, R23, R24	7
Doğu Anadolu	R12, R19, R20, R22, R35, R53	6
Ege	R25, R26, R28, R32	4
Güneydoğu Anadolu	R5, R40	2
<b>Total</b>		<b>55</b>

Considering the sampling regions where theses were made, it was mostly made in the Central Anatolia Region (f=13) and Marmara (f=13).

### **Findings related on types of theses**

The distribution of postgraduate theses written on thinking skills in social studies teaching according to their types is given below:

**Table 6.** *Distribution of research by thesis types*

<b>Thesis Type</b>	<b>Code</b>	<b>f</b>
Master's	R1, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R23, R24, R25, R26, R28, R29, R31, R35, R36, R37, R38, R39, R40, R41, R42, R43, R44, R45, R48, R49, R50, R51, R53, R54, R55	45
Doktorate	R2, R22, R27, R30, R32, R33, R34, R46, R47, R52	10
<b>Total</b>		<b>55</b>

When Table 6 is examined, it is seen that master's theses (f=45) are much more than doctoral theses (f=10).

### **Findings related to the research model**

The distribution of postgraduate theses written on thinking skills in social studies teaching according to research models is given below:

**Table 7.** Distribution according to research models

Research Model	Code	f
Screening model	R1, R3, R7, R11, R12, R18, R19, R25, R26, R29, R34, R35, R40, R41, R42, R43, R45, R46, R48, R49, R50, R51, R52, R55	24
Experimental model	R2, R4, R5, R6, R8, R9, R10, R13, R14, R15, R16, R17, R20, R21, R22, R23, R24, R27, R28, R30, R31, R32, R33, R36, R37, R38, R39, R44, R47, R53, R54	31
<b>Total</b>		<b>55</b>

When the theses are examined according to their models, it is seen that the experimental model (f= 31) is more than the screening model (f=24).

### Findings related to the research method

The distribution of postgraduate theses written on thinking skills in social studies teaching according to research methods is given below:

**Table 8.** Distribution according to research methods

Research Method	Code	f
Quantitative	R3, R5, R9, R10, R12, R14, R15, R16, R17, R19, R21, R23, R24, R25, R27, R28, R29, R30, R31, R32, R33, R35, R36, R37, R41, R42, R43, R46, R50, R51, R52, R54	32
Qualitative	R7, R11, R26, R34, R48, R49, R55	7
Mixed	R1, R2, R4, R6, R8, R13, R18, R20, R22, R38, R39, R40, R44, R45, R47, R53	16
<b>Total</b>		<b>55</b>

When Table 8 is examined, it is seen that the most quantitative method (f=32) is used. The quantitative method is followed by the mixed method (f=16) and the qualitative method (f=7).

### Findings related to the research results

The distribution of postgraduate theses written on thinking skills in social studies teaching according to the results of the research is given below:

**Table 9.** Distribution according to research results

<b>Research Results</b>	<b>Code</b>	<b>f</b>
Problem-based, authentic, project-based, argumentation-based learning, differentiated instruction, intelligence theory, google earth, geographic information systems, critical reading, cartoons, stories, pictures, trips, controversial issues, current and case studies develop thinking skills.	R5, R8, R9, R10, R13, R14, R20, R21, R22, R23, R24, R27, R30, R31, R33, R34, R36, R37, R38, R48, R49	21
Activities for thinking skills affect success and attitude towards the lesson.	R2, R16, R25, R28, R32, R39, R53, R54	8
Thinking skills of students, social studies teachers and teacher candidates were found to be high.	R4, R6, R35, R40, R43, R46, R52	7
critical thinking skills; empathy, individual entrepreneurship, social entrepreneurship, democratic attitude, academic success and attitude towards the course.	R12, R15, R17, R19, R29, R44, R47	7
Textbooks develop thinking skills.	R7, R11, R45, R55	4
Problems related to thinking skills: Inadequacy of teachers, situation of students, class size, lack of time and equipment.	R1, R3, R18	3
Social studies course partially provides thinking skills.	R26, R51	2
Social studies teachers prefer brainstorming and creative drama to develop creative thinking.	R41	1
Constructivist thinking styles of social studies teachers differ mostly in the dimension of precise thinking.	R42	1
Thinking skills are often included in the social studies course.	R50	1
<b>Total</b>		<b>55</b>

Looking at Table 9, problem-based, authentic, argumentation and project-based learning, differentiated instruction, intelligence theory, google earth, geographic information systems, critical reading, cartoons, stories, pictures, travels, controversial issues, current and case studies improve thinking skills (f=21).

### **Findings related to research proposals**

The distribution of the postgraduate theses written about thinking skills in social studies teaching according to the research proposals is given below:

**Table 10.** *Distribution according to research proposals*

<b>Research Proposals</b>	<b>Code</b>	<b>f</b>
The necessary trainings on thinking skills should be given at an adequate level during the undergraduate period and while teaching.	R1, R3, R4, R9, R10, R13, R14, R16, R18, R19, R21, R22, R25, R26, R27, R28, R29, R33, R35, R40, R41, R42, R43, R44, R46, R51, R52	27
The curriculum, planning, classroom environment and activities should be prepared at an appropriate and adequate level for thinking skills.	R2, R5, R6, R12, R15, R17, R23, R24, R30, R31, R32, R34, R36, R37, R38, R39, R45, R47, R48, R49, R50, R53, R54, R55	24
Adequate and appropriate infrastructure, equipment, technology and documents should be created for thinking skills.	R7, R8, R11, R20,	4
	<b>Total</b>	<b>55</b>

Looking at Table 10, it is recommended to provide adequate training ( $f=24$ ) mostly during the pre-service and in-service periods, according to the research recommendations.

### **Result and Discussion**

When we look at the literature, there are studies that examine the theses and scientific studies on thinking skills.

PhD theses on critical thinking skills (Dursun, Bulut & Yenen, 2016), all postgraduate theses on critical thinking (Arslantaş & Kurnaz, 2015; Batur & Özcan, 2020), studies on reflective thinking practices in Turkey (Eğmir, 2019), postgraduate theses on creative thinking practices (Eğmir, Keskin & Pektaş, 2020), articles published on creative thinking skills (Saracaloğlu et al., 2014), scientific studies on early thinking skills in Turkey (Bilgiç & Kandır, 2018), doctoral theses on thinking skills in Turkey (Karadem & Fuel Ogun, 2020), and all postgraduate theses on thinking skills in Turkey (Yıldız Yılmaz, 2018). One of the courses in which thinking skills are applied in postgraduate theses is the social studies course (Yıldız Yılmaz, 2018). The effect of creative thinking skill has been studied mostly in the context of social studies course (Eğmir, Keskin & Pektaş, 2020). When the literature was searched, no study was found in which postgraduate theses on thinking skills in social studies teaching were examined. In this study, postgraduate theses on thinking skills in social studies teaching were examined according to purpose, year, university, sample area, type of thesis, model, method, results and suggestions. The results and related discussion are given below:

When the theses about thinking skills in social studies teaching are examined, it is seen that they are mostly made about critical thinking skills. Yıldız Yılmaz (2018), in her study in which she examined postgraduate theses on thinking skills, concluded that the thesis on critical thinking skills was the most.

Among the theses on thinking skills in social studies teaching, the most theses were prepared in 2019. Batur & Özcan (2020) and Karadem & Fuel Ongun (2020) reached similar results in their study.

When we look at the universities where the theses are made, it is revealed that they are mostly made in Çukurova University. In the literature, it is seen that Gazi University has the highest number of doctoral theses on thinking skills (Karadem & Fuel Ongun, 2020) and critical thinking dissertations (Arslantaş & Kurnaz, 2015; Batur & Özcan, 2020).

When the sample regions in which the theses are handled are examined, it is seen that Central Anatolia and Marmara Region come to the fore. In the literature, no study prepared according to the sample region could be found.

With the study, we can say that master's theses are more than doctoral theses. There are studies in the literature that reach similar results (Arslantaş & Kurnaz, 2015; Batur & Özcan, 2020; Eğmir, Keskin & Pektaş, 2020; Yıldız Yılmaz, 2018). In his study, Eğmir (2019) concluded that there are the most doctoral theses.

Considering the models of the theses on thinking skills in social studies teaching, it is revealed that it is the most experimental model. This is in line with the results of Karadem & Fuel Ongun (2020) and Yıldız Yılmaz (2018). Unlike our study, Arslantaş & Kurnaz (2015) states that the most thesis is prepared in the scanning model.

When the theses are examined according to the method type, it is seen that the most quantitative method is used. As there are studies in the literature that reached similar findings (Arslantaş & Kurnaz, 2015; Karadem & Fuel Ongun, 2020; Saracaloğlu et al., 2014; Yıldız Yılmaz, 2018), the most qualitative method was used (Eğmir, 2019) and the mixed method was used the most ( Dursun, Bulut & Yenen, 2016)..

According to the research results of the prepared theses, problem-based, authentic, argumentation and project-based learning, differentiated teaching, intelligence theory, google earth, geographic information systems, critical reading, cartoons, stories, pictures, travels, controversial issues, current and case studies develop thinking skills. . According to the study of Karadem & Fuel Ongun (2020), the most; The effects of applications such as program, education, activity, guide, module, instructional design, approach on thinking skills were examined.



According to the research proposals of the theses on thinking skills in social studies teaching, it is recommended to provide adequate training mostly in the pre-service and in-service periods.

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