

## The Impact of Transformative Learning Theory on Students' Conflict Resolution Skill in Social Studies Course

### Sosyal Bilgiler Dersinde Dönüşümsel Öğrenme Kuramının Öğrencilerin Çatışma Çözme Becerisine Etkisi

Hüseyin Bayram<sup>1</sup> 

<sup>1</sup> Dr. Öğr. Üyesi, Ağrı İbrahim Çeçen Üniversitesi, Eğitim Fakültesi, Ağrı, Türkiye

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##### \*Sorumlu Yazar

Hüseyin Bayram

Ağrı İbrahim Çeçen  
Üniversitesi, Eğitim  
Fakültesi, c-16

[hubayram@agri.edu.tr](mailto:hubayram@agri.edu.tr)

**Abstract:** In this study, it was aimed to examine the impact of transformative learning theory on students' conflict resolution skill in social studies course. Embedded design, one of the mixed research methods, was used in the study. The participant group was formed by multi-stage mixed sampling method. The participant group included a social studies teacher and 51 students in the 5th grade. Conflict resolution skill scale, two semi-structured interview forms and unstructured observation were used to collect the data. Independent sample t-test and covariance analysis were used to analyse the statistical data, while content analysis was used to analyse the qualitative data. At the end of the study, it was found that transformative learning theory increased students' conflict resolution skills. The results also revealed that social studies courses conducted with transformative learning theory were seen by the participants as processes that confuse students' minds, surprise them, make them doubt, lead them to questioning and multidimensional thinking. It was also found that the participants thought that the courses provided students with various knowledge and values, encouraged them to research, analyse and synthesize, and act in a controlled manner. Depending on the results obtained, recommendations for education planners and researchers were developed.

**Keywords:** Social studies course, transformative learning theory, conflict resolution skill, impact

**Öz:** Bu çalışmada, sosyal bilgiler dersinde dönüşümsel öğrenme kuramının öğrencilerin çatışma çözme becerisine etkisinin incelenmesi amaçlanmıştır. Araştırma, karma araştırma yöntemlerinden gömülü desen ile yürütülmüştür. Araştırmanın katılımcı grubu çok aşamalı karma örnekleme yöntemi ile oluşturulmuştur. Katılımcı grupta bir sosyal bilgiler öğretmeni ve 51 tane 5. sınıf öğrencisi yer almıştır. Verilerin toplanmasında Çatışma Çözme Becerisi Ölçeği, iki adet yarı yapılandırılmış görüşme formu ve yapılandırılmamış gözlem kullanılmıştır. İstatistiksel verilerin analizinde bağımsız örneklemler için t-testi ve kovaryans analizi, nitel verilerin analizinde ise içerik analizi kullanılmıştır. Araştırma sonunda sosyal bilgiler dersinde uygulanan dönüşümsel öğrenme kuramının öğrencilerin çatışma çözme becerilerinin gelişmesine katkı sağladığı belirlenmiştir. Öte taraftan dönüşümsel öğrenme kuramı ile yürütülen sosyal bilgiler derslerinin katılımcılar tarafından öğrencilerin zihinlerini karıştıran, onları şaşırtan, şüpheye düşüren, sorgulamaya ve çok boyutlu düşünmeye yönelten süreçler olarak görüldüğü tespit edilmiştir. Araştırmada ayrıca katılımcıların söz konusu derslerin öğrencileri araştırmaya yapmaya, analiz ve sentez yapmaya, kontrollü davranmaya yönelttiği ve öğrencilere çeşitli bilgi ve değerler kazandırdığı yönünde bakış açısına sahip oldukları da saptanmıştır. Araştırmada elde edilen sonuçlar kapsamında eğitim planlamacılarına ve araştırmacılara yönelik öneriler geliştirilmiştir.

**Anahtar Kelimeler:** Sosyal bilgiler dersi, dönüşümsel öğrenme kuramı, çatışma çözme becerisi, etki

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#### Introduction

Social studies deals with the individual and his/her place in society by using information compiled from social sciences. Social studies is also a field that improves the individual's place in society by providing him/her with knowledge, skills and values, making him/her feel happy, peaceful and safe, and making him/her respect the rights of other living beings (Deveci, & Bayram, 2022). In other words, social studies aims to enable individuals to avoid conflict situations by providing them with knowledge, skills and values related to social life. From this perspective, social studies aims to empower individuals with the features they need to resolve conflict situations which they may experience.

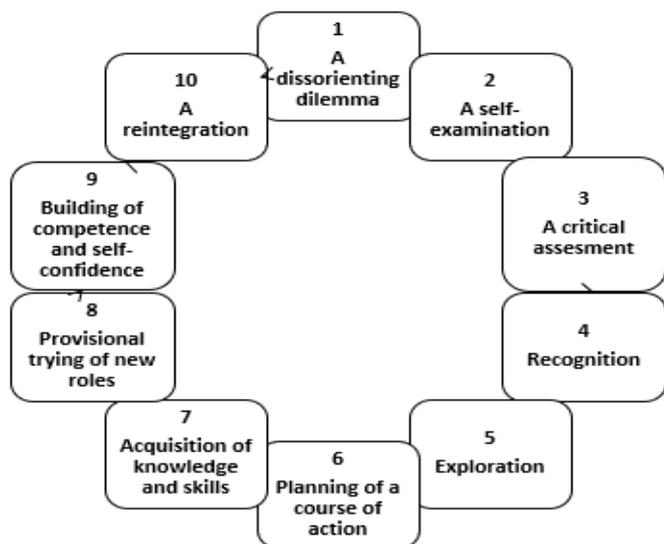
Conflict arises when individuals or groups have behaviours, values, and beliefs that are incompatible with those of the society in which they live (Burton, 1990). In almost every region of the world, conflicts have occurred frequently based on race and ethnicity, economic class, politics, gender-based issues, religion, and culture-based throughout history (Collins, & Sanderson, 2015). Although conflict is a natural consequence of social life, it should remain as low as possible for social life to continue peacefully. Keeping conflict at a low level can be possible by providing

individuals with conflict resolution skill from early ages (Katz et al., 2020).

Conflict resolution skill is to develop and implement solutions that are compatible with human values instead of using violence while trying to achieve goals (Chetkov Yanoov, 1996). Conflict resolution skill can be gained through training aimed at providing individuals with conciliatory behaviours, as well as through training aimed at transforming the behaviours and attitudes that cause conflict. One of the learning theories that can be used to transform the behaviours and attitudes of individuals that cause conflict and to provide them with conflict resolution skill is transformative learning theory (Clements, 2003; Wilner, & Dubouloz, 2010). Indeed, transformative learning theory focuses on the transformation of attitudes, behaviours and beliefs acquired as a result of faulty learning.

Transformative learning has emerged as a theory of adult education (Mezirow, 2018). The basis of transformative learning theory is perspective transformation (Kovan, & Dirkx, 2003). Perspective transformation is the restructuring of an individual's ideas, attitudes, beliefs, and values through new experiences (Cranton, & King, 2003). Transformative learning theory has undergone various changes since its emergence. Initially, transformative learning emerged with a

six-stage process (Mezirow, 1978; Christie et al., 2015). Today, it has become a theory with a 10-stage process (Dirx et al., 2006; Taylor, & Snyder, 2012; Fleming, 2018) including constructivist practices and activities to eliminate psychological deformations (Kitchenham, 2008). The currently accepted stages of transformative learning theory are shown in Figure 1 (Mezirow, 2000a):



**Figure 1.** The stages of transformative learning process

The first stage in Figure 1 is the creation of a disorienting dilemma. The dilemma in question involves giving the individual an experience that does not coincide with his/her past learning. The second stage involves the individual realizing that his/her past learning is flawed. In the third stage, the individual starts to criticize himself/herself for his/her past learning. In the fourth stage, the individual realizes that his/her knowledge and behaviours are not correct and starts the transformation process. In the fifth stage, the individual explores new roles, relationships, and actions for the transformation process. In the sixth stage, an action plan for the transformation process is created. In the seventh stage, the individual acquires new knowledge and skills to implement the action plan. In the eighth stage, the individual tries out temporary roles and tries to find his/her real role. In the ninth stage, the individual has become competent in the roles he/she has tried and is ready to move on to the final stage. In the 10<sup>th</sup> stage, the individual builds new knowledge and behaviours with the gains of the process and the suggestions of the people he/she communicates with, and thus becomes involved in life with a new perspective (Mezirow, 2000b; Mezirow, 2003; Mezirow, 2006).

Transformative learning is a theory that aims to eliminate an individual's faulty learning and give him/her a new perspective. This theory enables the individual to get to know himself/herself and establish more effective relationships with the society in which he/she lives by transforming his/her ideas, behaviours, beliefs, and values (Bayram, 2021). From this perspective, it is understood that transformative learning is a theory that focuses directly on social life. In essence, transformative learning enables the individual to communicate intensively with other people and integrate with society through the transformation process. In this context, it can be said that transformative learning is a theory that can be utilized in the social studies course that aims to provide students with knowledge, skills and values related to social life. As a matter

of fact, the social studies course, like transformative learning theory, deals with the social life of students and aims to educate students about social life. Since transformative learning theory and social studies course have similar aims in this regard, it is assumed that transformative learning theory can be used to transform students' conflictual behaviours in social studies course. In the light of this, it was aimed to transform students' conflictual behaviours and to provide them with conflict resolution skill through practices based on transformative learning theory in the 5th grade social studies course in this study.

When the literature was examined, it was determined that many studies (Southern, 2007; Kerton, & Sinclair, 2010; Kostoulas Makrakis, 2010; Stuckey et al., 2013; Saravanamuthu, 2015; Mogren, & Gericke, 2017; Westoby, & Lyons, 2017; Nada et al., 2018; Sterling et al, 2018; Bullen, & Roberts, 2019; James, 2019; Papenfuss, & Merrit, 2019; Probst et al., 2019; Walshe, & Tait, 2019; Bush et al., 2020; Damianakis et al., 2020; Karkoub, & Abdulla, 2020; Zhu et al., 2020; Shonkoff et al., 2021) have been conducted on transformative learning. For example, Ntiri and Stewart (2009) investigated the effect of transformative learning theory-based practices on functional health literacy and diabetic awareness behaviours in a study in which elderly African-Americans with diabetes were participants. The researchers concluded that transformative learning had positive effects on the literacy and awareness behaviours of the participants. Aguirre et al. (2017) in the study conducted to provide ethical behaviours to marketing and logistics students found that transformative learning theory was effective in teaching ethical behaviours to students and transforming students' perspectives. Bullen and Roberts (2018) examined the impact of transformative learning theory on training related to Australian indigenous life and found that transformative learning increases the level of adaptation and provides various skills. Pudjiarti et al. (2019) examined the impact of transformative learning theory on motivation to transfer self and earned performance and found that transformative learning theory provided successful results. Avsec and Savec (2021) examined the perceptions and experiences of pre-service teachers regarding the use of technology-supported transformative learning theory for sustainable development education. At the end of the study, they found that the participants established a relationship between transformative learning theory and creativity and design skills, and they also saw transformative learning as a theory that develops skills and awareness.

In the literature, it has been observed that transformative learning theory has not been the subject of studies in social studies education, which focuses on social life and aims to provide students with conflict resolution skills as well as various characteristics related to daily life. Conflict behaviours restrict middle school students' socialization and make it difficult for them to become effective individuals. As a matter of fact, students with conflictual behaviours may have problems in embracing the knowledge, skills and values that the social studies course aims to provide and reflecting them into their daily lives. It can be said that transformative learning is a theory that can be used to provide students with conflict resolution skills in the social studies course, which focuses on gaining knowledge, skills and values related to daily life. This is because transformative learning theory provides students with new perspectives by transforming learnings caused by misinformation. It was decided that the lack of the use of transformative learning theory in social studies education to

provide students with conflict resolution skills caused a gap in the relevant literature, and this study was conducted to contribute to the literature by guiding researchers, teachers, national ministries of education and higher education institutions.

**Aim**

The aim of this study is to reveal the impact of transformative learning theory on students' conflict resolution skills in social studies course. Within the scope of this aim, it was tried to transform students' perspectives on conflict by providing them with conflict resolution skills through transformative learning theory-based education in the 5th grade social studies course. One hypothesis and two questions were formulated in the study. These hypotheses and questions are presented below:

- **Hypothesis:** There is a significant difference between the conflict resolution skill levels of the experimental group in which social studies education based on transformative learning theory was applied and the control group in which social studies education based on transformative learning theory was not applied in favour of the experimental group.
- **Question 1:** What are students' views and experiences about the impact of social studies education based on transformative learning theory on students' conflict resolution skill levels?
- **Question 2:** What are social studies teacher's views and experiences about the impact of social studies education based on transformative learning theory on students' conflict resolution skill levels?

**Method**

Embedded design, one of the mixed research methods, was used in the study. Embedded design involves in-depth

examination of statistical findings obtained in experimental research by supporting them with the findings obtained from qualitative data collected at one or more stages (Creswell, & Plano Clark, 2017). The reason why this study was conducted with a mixed embedded design is that it is aimed to support the statistical findings with the findings obtained from qualitative data collected during and after the experiment. The research design followed in this study are shown in Figure 2:

As seen in Figure 2, a pre-test was conducted in the first stage of the study and the first statistical data were collected. Then the data were analysed and filed. In the next stage, the experimental procedure was applied. During the experimental process, the first qualitative data were collected from the students in the experimental group through unstructured observation. After the end of the experimental process, the post-test was conducted, and secondary statistical data were collected and analysed. Then, interviews were conducted with the social studies teacher and the volunteer students in the experimental group. So secondary qualitative data were collected. After analysing the qualitative data collected, the statistical and qualitative findings were combined and the results of the study were reported holistically.

**Participant Group**

Multi-stage mixed sampling method was used to determine the participant group of the study. In the multi-stage mixed sampling method, the participant group of the study is formed through successive stages. These stages are shaped by collecting statistical or qualitative data (Teddlie, & Yu, 2007). The reason for using the multi-stage mixed sampling method in this study is that both statistical and qualitative data were used in the process of forming the participant group. These stages are listed below.

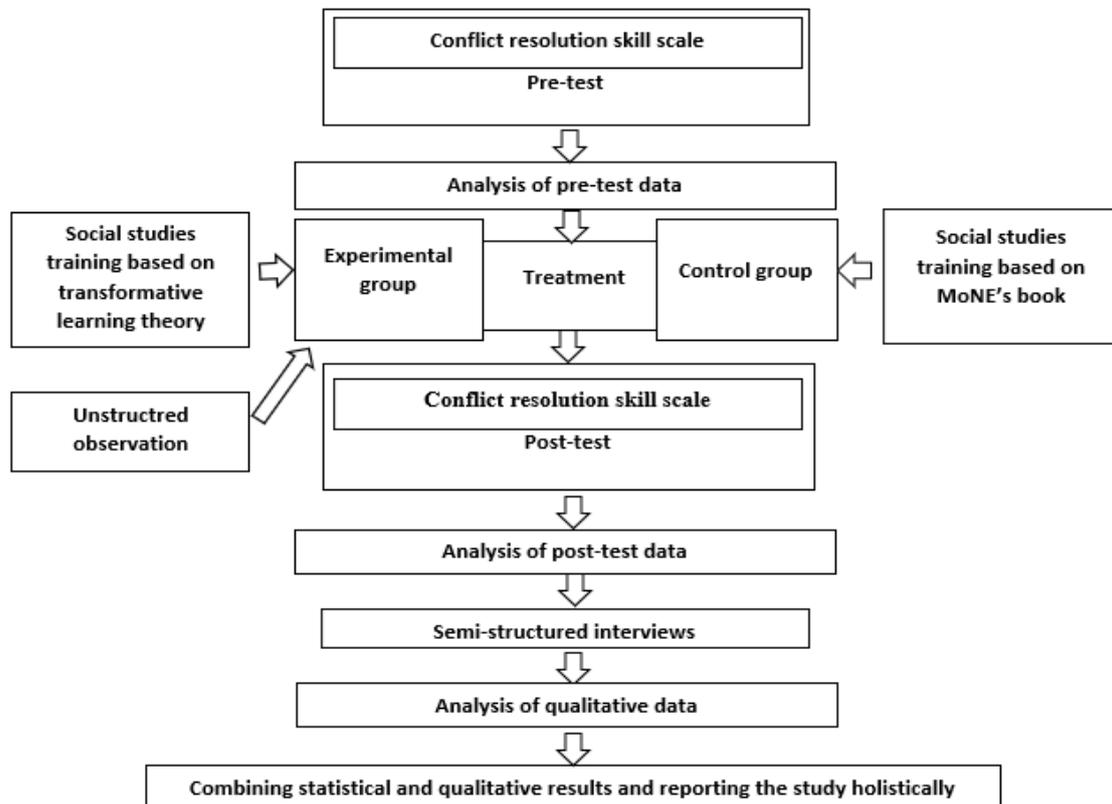


Figure 2. Stages followed in the study

1. Middle schools with at least two 5<sup>th</sup> grade classes were selected in the province where the study was conducted. At this stage, qualitative criterion sampling was applied. The reason why the students in the participant group of the study were selected from the 5<sup>th</sup> grade is that social studies education in middle schools in Turkey starts from the 5<sup>th</sup> grade. It was foreseen that students should be provided with conflict resolution skills from the first grade of middle school.
2. One of the schools was selected by statistical random method.
3. In order to prevent the study from being affected by the gender variable, two 5<sup>th</sup> grade classes with the nearly even male-female student populations were selected in the middle school. At this stage, qualitative criterion sampling method was used. Qualitative data obtained by interviewing the principal of the school were utilized.
4. The social studies teacher of the selected classes was contacted, and it was determined that the teacher was willing to take part in the study and to be interviewed at the end of the experimental process. Volunteerism was taken as a basis at this stage.
5. Following the experimental process of the study was completed, students who volunteered to be interviewed were identified. Volunteerism was taken as a basis at this stage.

Personal information about the experimental and control groups, from which the statistical data of the study were collected, is shown in Table 1 as frequencies and percentages.

**Table 1.** Personal information about the experimental and control groups

Information	Experimental		Control		
	f	%	f	%	
Gender	Female	13	52	15	57,70
	Male	12	48	11	42,30
	Total	25	100	26	100

As seen in Table 1, the experimental group of the study consisted of 25 students, 13 female (52%) and 12 male 48%), and the control group consisted of 26 students, 15 female (57,70%) and 11 male (42,30%).

After the end of the experimental process of the study, interviews were conducted with 10 volunteer students from the experiment group in order to examine their opinions and experiences about the experimental process. Within the scope of ethical principles, the names of the students were concealed, and each student was given a code. The students were coded as S1, S2, S3... and took part in the study.

The social studies teacher of the groups also participated in the study. Thus, the participant group of the study consisted of 51 students (25 in the experimental group and 26 in the control group) and one social studies teacher, totalling 52 people.

### Data Collection

The data were collected through the conflict resolution skill scale developed by Gürdoğan Bayır and Gültekin (2019), semi-structured interview forms developed by the researcher and unstructured observation. Information about the data collection tools of the study is given below.

### Conflict Resolution Scale

The scale was designed as a four-point Likert scale. There are 22 items and two sub-factors named compromise and violence in the scale. The Cronbach's Alpha coefficient of the scale was calculated by the developers as .92 for the overall scale, .92 for the compromise factor and .81 for the violence factor. The scale is scored between 1 and 4. The highest score that can be obtained from the total scale is 88 and the lowest score is 22. In this context, scores between 22-43 indicate low-level conflict resolution skill, scores between 44-65 indicate medium-level conflict resolution skill and scores between 66-88 indicate high-level conflict resolution skill.

The conflict resolution skills scale was developed with the participation of the 4<sup>th</sup> grade students. This study was conducted with the participation of 5<sup>th</sup> grade students. In this context, confirmatory factor analysis (CFA) of the scale was conducted to determine whether the scale could be used in this study. The CFA model of the scale is shown in Figure 3.

The values for the goodness of fit index of the scale's CFA model were calculated as CFI=.924>.90; TLI=.915>.90; RMSEA=.073<.80; SRMR=.055<.80; X<sup>2</sup>/df=3.62<4.0 (Kline, 2011). In this context, it was found that the model in question was at an acceptable level. In other words, the conflict resolution skills scale could be used in this study.

Cronbach's Alpha coefficient of the conflict resolution skill scale was also investigated. It was calculated as  $\alpha$ =.909 for the overall scale,  $\alpha$ =.844 for the compromise factor and  $\alpha$ =.833 for the violence factor. The  $\alpha$  value between .81-1.00 in the overall scale and its sub-factors shows that the reliability of the scale is high (Tavakol, & Dennick, 2011). Based on the results obtained, it was decided that the conflict resolution skill scale was appropriate to be used in collecting the statistical data of this study.

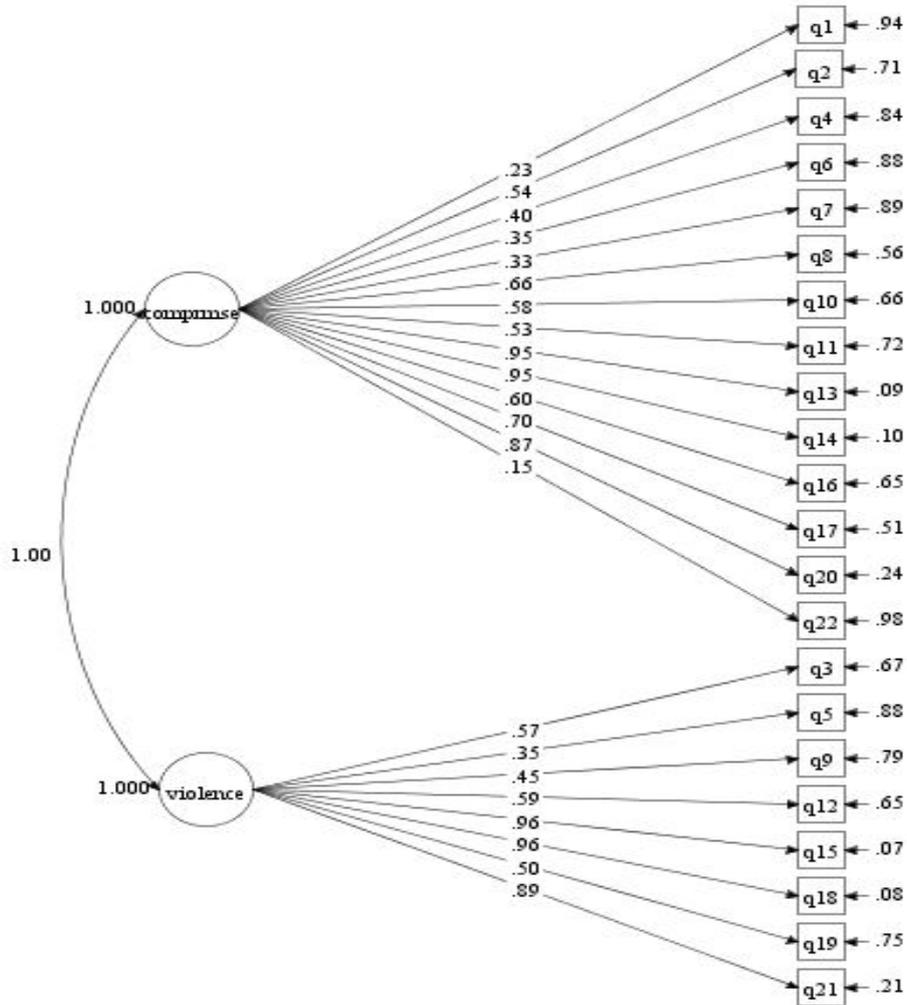
### Semi-structured Interview Forms

Semi-structured interview forms for the social studies teacher and volunteer students were designed to support the statistical findings of the study with qualitative findings. In the process of developing the forms, six experts, including two associate professors, two assistant professors and two PhD students, were consulted. Depending on the feedback received from the experts, the interview forms were reformatted. Information about the interviews conducted by using the interview forms is shown in Table 2.

**Table 2.** Information about the interviews

Participant	Place	Duration
S1	Staff room	28'34''
S2	Staff room	40'07''
S3	Staff room	39'26''
S4	Staff room	37'13''
S5	Staff room	29'40''
S6	Staff room	34'38''
S7	Staff room	32'50''
S8	School canteen	39'15''
S9	School canteen	42'09''
S10	School canteen	33'19''
Social studies teacher	Café	55'42''

As seen in Table 2, seven of the students were interviewed in the staff room and the three of students were interviewed in the school canteen. The social studies teacher was interviewed in a cafeteria outside the school. The interviews with the students were between 29' and 42', while the interview with the teacher



**Figure 3.** Confirmatory factor model of the conflict resolution skill scale

was around 55'. The interviews conducted to collect the qualitative data of the study totalled 412' 5'.

**Unstructured Observation**

Unstructured observation was used to observe the students in the experimental group during the experimental process of the study.

**Data Analysis**

Some procedures were conducted to determine the tests to be used in the analysis of statistical data. The skewness and kurtosis values and Levene's statistics of the statistical data were examined. Since the number of participants in the groups was less than 35, Shapiro Wilk (S-W) test (Tabachnick ve Fidell, 2019) results were also investigated.

The skewness and kurtosis values and results of S-W test are shown in Table 3, the results of the Levene's statistics are shown in Table 4.

As seen in Table 3, the skewness and kurtosis values of both pre-test and post-test data of the experiment and control groups were between -1.5 and 1.5 (Tabachnick, & Fidell, 2019). In addition, the S-W test results of the pre-test and post-test data were higher than .05 (Tabachnick, & Fidell, 2019).

When Table 4 is examined, it is seen that the Levene's statistics results of the pre-test and post-test data of the experiment and control groups are higher than .05 (Tabachnick, & Fidell, 2019). That is, they are distributed homogeneously.

**Table 3.** Skewness and kurtosis values and of S-W test results of the statistical data

Group	Pre-test			Post-test		
	Skewness	Kurtosis	S-W	Skewness	Kurtosis	S-W
Experimental	-.054	-.921	.270	-.289	-.941	.054
Control	.331	-.798	.154	.349	-.325	.715

**Table 4.** Levene's statistics results of the statistical data

Levene statistics	Pre-test			Levene statistics	Post-test		
	df1	df2	p		df1	df2	p
2.834	1	49	.099	1.293	1	49	.261

As a result of the procedures, it was determined that parametric tests must be used in analysing the statistical data. In order to determine which parametric tests to use, the conditions of the study were taken into consideration. First, the following conditions were taken into consideration to determine which tests must be used to analyse the pre-test data.

- The experimental and control groups are unrelated.
- There is only one dependent variable in the study.
- The measurements made are at the level of equal interval scale.

Based on the conditions listed above, the independent samples t-test was used to analyse the pre-test data.

To identify the parametric test that must be used to determine the effect of the experiment procedure, the following conditions were taken into consideration.

- The statistical scores of the experimental and control groups are normally distributed.
- The variances of the scores are equal.
- There is a linear relationship between post-test scores and pre-test scores.
- In-group regression coefficients are equal in the experimental and control groups.

Covariance analysis was used to determine the results of the experimental procedure based on the conditions listed above.

Content analysis was used to analyse the qualitative data of the study. Content analysis aims to reach conceptual and relational structures from the created data set (Creswell, & Poth, 2018). The reason for using content analysis in this study is that the analysis was not based on predetermined themes, but on natural themes that emerged during the analysis. In the

process of analysis of the qualitative data, one third of the codes and themes were sent to two experts who are expert in qualitative data analysis and consulted to determine whether the analysis was done correctly. Based on the experts' feedback, some of the codes were deleted and some themes were redesigned.

**Pilot Study**

Before the experiment started, a pilot study was conducted to check the suitability of the tools and the tasks to be used in the study. The pilot study was conducted in a different middle school for three hours. In the pilot study, both observations and interviews were conducted. As a result of the observations and interviews, it was decided that the tools and activities were suitable for using in the 5<sup>th</sup> grade social studies course. It was also decided that the tools and activities were suitable for the aim of this study, which is to provide students with conflict resolution skill. The suitability of the tools and activities was decided within the scope of the researcher's experiences from the experimental research conducted by the researcher in the past.

**Experimental Process**

The experimental was carried out with the participation of the students of two 5<sup>th</sup> grade classes of a middle school in a province in Turkey and the social studies teacher of these classes. In the experimental process, transformative learning-based social studies course plans developed by the researcher were used. The implementation during the experimental process is visualized in Figure 4.

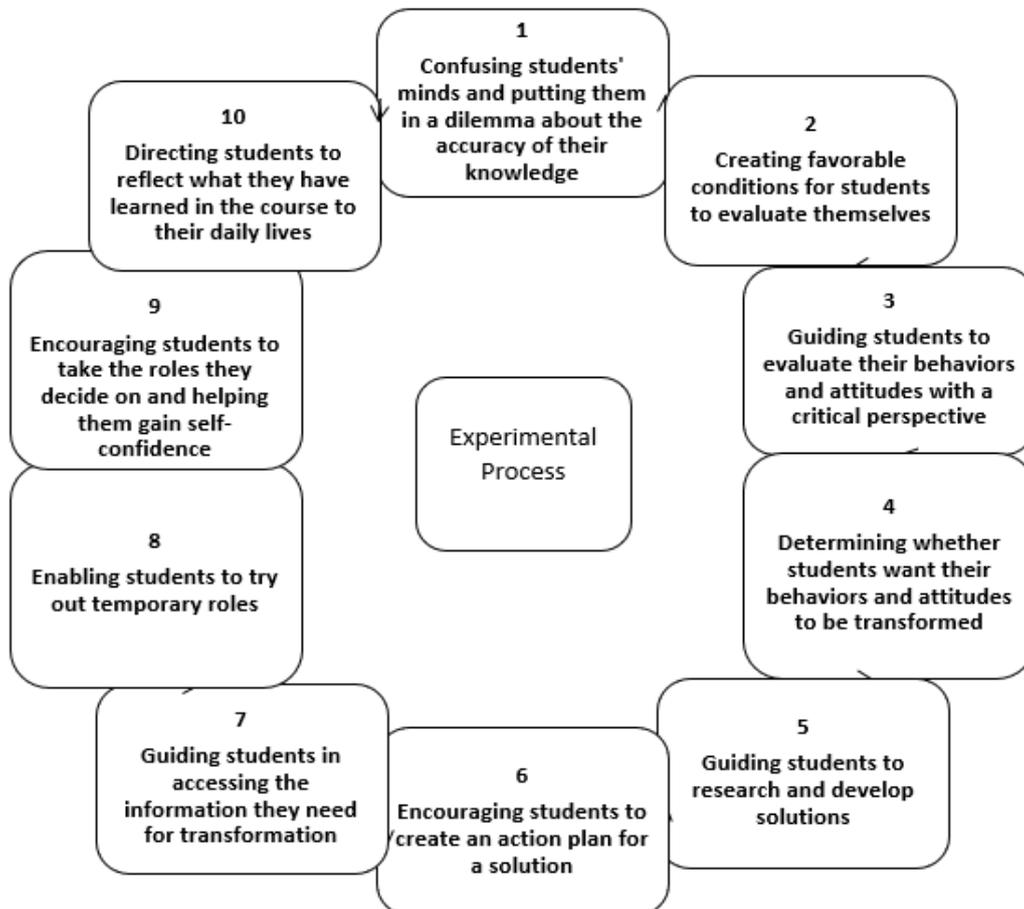


Figure 4. Experimental process

As seen in Figure 4, according to the nature of transformative learning theory, a 10-stage process was applied in the courses taught in the study's experimental group. In the courses, first, the students faced a dilemma about the accuracy of their past learnings that caused conflict behaviours and they were made to doubt their knowledge. Then, favourable conditions were created for students to evaluate themselves in the context of their thoughts, values, and beliefs that led to the conflict. In the next stage, students were encouraged to think critically about their conflicting behaviours and attitudes. Afterwards, students were questioned about their views on the transformation of their past learnings that they had begun to doubt, and it was determined whether they accepted the transformation or not. The students who decided that transformation was necessary were guided to research how the transformation would take place and what information was needed to develop solutions. In the next stage, students were directed to design an action plan to implement the solutions they developed. Then the students were guided on how to access the information needed for the transformation. In the next stage, students were encouraged to identify roles compatible with daily life and experience with them to realize the transformation. In the next stage, encouraging conversations were held with the students who had accepted the roles they had tried and encouraged them to continue in those roles. In the last stage, students were guided to reflect what they had learned in the course to their daily lives. At the end of each course, students were asked to explain how their learnings in the class were reflected in their daily lives in the next course.

In order to minimize the researcher effect, the experiment was carried out by the social studies teacher. Before each course the teacher was informed about the procedure and given the plans to be used in the course. At the same time, in order to minimize the John Henry effect (Saretsky, 1972), the courses in the experiment and control groups were taught by the same teacher. The experimental process of the study, which continued for eight weeks, covered 24 course hours. The learning themes and subjects included in the experimental process are shown in Table 5.

**Table 5.** The learning themes and subjects included in the experimental process

Learning theme	Unit	Week	Subject
Science, Technology and Society	Science, Technology and Social Life	1	The World Wide Web
		2	Real Knowledge
		3	Secure Public Network
		4	I Have An Idea
		5	I am Researching
Production, Distribution and Consumption	Human and Economic Activities	6	Economic Activities and Geography
		7	My Profession
		8	Economy and Social Life

When Table 5 is examined, it is seen that the experimental process of the research was carried out within the Science, Technology and Social Life unit included by the Science, Technology and Society learning theme and the Human and Economic Activities unit included by the Production, Distribution and Consumption learning theme. Five subjects of Science, Technology and Social Life unit and three subjects

of Human and Economic Activities unit were included in the experimental process. An example of the lesson plan applied during the experimental process is shown at the end of the article as Appendix 1.

### Findings

The experimental process included the whole Science, Technology and Society learning theme (five weeks) and three weeks of the Production, Distribution and Consumption learning theme of the 5<sup>th</sup> grade social studies course. The findings are presented under three headings: "The impact of social studies education based on transformative learning theory on students' conflict resolution skill", "Students' opinions and experiences about the impact of social studies education based on transformative learning theory on their conflict resolution skill", and "Social studies teacher's opinions and experiences about the impact of social studies education based on transformative learning theory on student's conflict resolution skill".

### The Impact of Social Studies Education Based on Transformative Learning Theory on Students' Conflict Resolution Skill

Before the experimental process of the study a pre-test was applied to the experiment and control groups. The results obtained from the data analysed with independent samples t-test are shown in Table 6.

**Table 6.** The results of the independent samples t-test between the pre-test scores of the experimental and control groups

Groups	n	$\bar{x}$	sd	df	t	p
Experimental	25	11.96	2.336	49	-.978	.099
Control	26	12.69	2.963			

Based on the values in Table 6, it is seen that there is no significant difference between the pre-test results of the experimental and control groups ( $t_{(49)} = -.978; p = .099 > .05$ ). Within the scope of the results obtained, it was determined that the conflict resolution skill levels of the groups before the experimental process were close.

After the experimental process, a post-test was applied to the groups. Descriptive statistics for the results obtained are shown in Table 7.

**Table 7.** Descriptive statistics of the post-test scores of the experimental and control groups

Groups	n	$\bar{x}$	sd
Experimental	25	17.00	2.901
Control	26	13.69	3.771

When Table 7 is examined, it is seen that the mean post-test score of the experimental group was 17.00 and the standard deviation was 2.901. In the control group, the mean post-test score was 13.69 and the standard deviation was 3.771.

Covariance analysis was used to determine the impact of the experimental process on students' conflict resolution skills. Before the analysis, the equality of the regression coefficients within the groups was checked. The values obtained are shown in Table 8.

As presented in Table 8, the p value of the group x pre-test interaction was calculated as .078. A p value above .05 ( $F_{(1; 47)} = .078; p = .078 > .05$ ) means that the within-group regression curves for the experimental and control groups were equal.

The results of the covariance analysis performed to compare the post-test scores of the groups are shown in Table 9.

**Table 8.** Results related to the interaction between the covariate pre-test scores and the experimental and control groups

Source of variation	Sum of squares	df	Mean of squares	F	p
Corrected model	288.360	3	96.120	10.552	.000
Group	66.687	1	66.687	7.320	.009
Pre-test	67.716	1	67.716	7.433	.009
<b>Group x pre-test</b>	<b>29.479</b>	<b>1</b>	<b>29.479</b>	<b>3.236</b>	<b>.078</b>
Error	428.149	47	9.110		
<b>Total</b>	<b>716.510</b>	<b>50</b>			

**Table 9.** Covariance analysis results for the comparison of post-test scores

Source of variation	Sum of squares	df	Mean of squares	F	p	η <sup>2</sup>	Observed power
Corrected model	258.881	2	129.441	13.577	.000	.361	.997
Pre-test	98.470	1	98.470	10.328	.002	.177	.883
<b>Group</b>	<b>193.656</b>	<b>1</b>	<b>193.656</b>	<b>20.312</b>	<b>.000</b>	<b>.297</b>	<b>.993</b>
Error	457.628	48	9.534				
<b>Total</b>	<b>716.510</b>	<b>50</b>					

When Table 9 is examined, it is seen that the p-value between the post-test scores (corrected according to the pre-test scores) of the experimental and control groups was .000. The value is less than .05 indicates that the experimental process was given statistically significant results ( $F_{(1;48)}=20.312$ ;  $p=.00 < .05$ ). Table 9 also shows the effect size of the experimental process. It is seen that the effect size of the experimental process is .297, that is, it is larger than .14 (Cohen, 1988, p.82). Table 9 also includes the power of the experimental process. The table shows that the power of the experimental procedure was .993.

According to the statistical findings of the study, it was revealed that transformative learning theory increased the conflict resolution skill levels of the students in the experimental group.

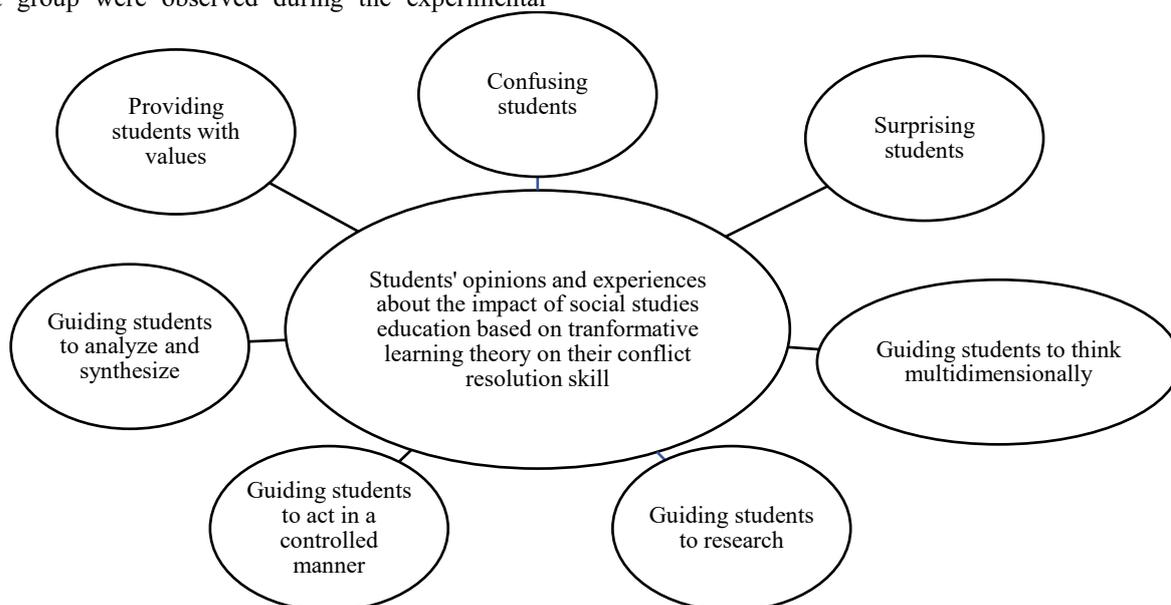
**Students' Opinions and Experiences about the Impact of Social Studies Education Based on Transformative Learning Theory on Their Conflict Resolution Skill**

In order to examine the effect of transformative learning theory on students' conflict resolution skills in depth, students in the experiment group were observed during the experimental

process. In addition, volunteer students were interviewed at the end of the study. The findings obtained by analysing the data collected from the interviews with students and observations are shown in Figure 5.

The findings visualized in Figure 5 are explained below, supported by the findings obtained from interviews with students and observations.

Some of the interviewed students found social studies courses based on transformative learning theory confusing. For example, S4 said in this context, "We were confused. It was not clear whether our teacher was teaching us something or making us forget what we knew. It was as if he was trying to make us forget what we knew." He/she expressed that he/she experienced confusion in the first weeks of the experimental process. Continuing his/her words, S4 said, "I realized it later. That was the point anyway. The teacher was confusing first. Then he was giving the real information." He/she stated that he/she realized the experimental process of the study was experienced in accordance with the nature of transformative learning theory.



**Figure 5.** Students' opinions and experiences about the impact of social studies education based on transformative learning theory on their conflict resolution skill

The findings obtained from the observation data of the study support the interview findings showing that the students were confused. As a matter of fact, the behaviours of the students during the observations and their conversations with each other, and the teacher showed that the students were in a dilemma. For example, the following dialog between the teacher and the student coded S1 during the course in which the social studies teacher explained the difference between technique and science in the second week of the experiment supports this finding:

*S1: Doesn't technique mean science?*

*Social studies teacher: No. Technique and science are two different things. Technique is older than science.*

*S1: How do you mean? How is it older than science?*

*Social studies teacher: Science emerged when people started asking questions like "why and how". Technique, on the other hand, is a part of nature. It emerged together with nature.*

*S1: Doesn't science also tell us what is in nature?*

...

The dialog between the social studies teacher and S1 provides strong findings that S1 was confused. In addition, it is also understood from the dialog that S1 insisted on defending his misinformation and displayed a confrontational personality in the first weeks of the experimental procedure.

It was determined that a few students in the study were surprised during the experimental process. The most interesting opinion that forms the basis of this finding was presented by S8. S8 said, "Normally, we were always learning new things in the course. In the courses you came to (the courses in which the researcher took part as an observer), we were repeating the subjects we knew. Actually, it would be more appropriate to say that we thought we knew. This kind of teaching surprises people. One expects a more normal course." S8 continued: "It's good this way. I had a hard time, but it's good. It turns out that I used to call a chicken a rooster. Now I call a chicken a chicken and a chicken a chicken. In the past, no one could make me give up what I knew. If I called white colour black, everyone would have to call it black." S8 revealed that she got rid of her stereotypes and behaviours in the transformative learning process and developed a compromise perspective.

Observation findings also support the interview findings. It was observed that students were often surprised during the experimental process and that they became more compromising by abandoning their conflicting behaviours during the process.

Some students stated that social studies courses based on transformative learning theory guide them to think multidimensionally. For example, S6 said, "Fighting harms people. A lot of people fight without thinking. However, this is wrong. It is necessary to think about the afterwards. Let's say you had a fight with someone. What will happen afterwards? It is necessary to think about what will happen." He emphasized that it is necessary to think multidimensionally in conflict situations. On the other hand, it was observed that S6 had a conflicting personality in the first weeks of the experimental process. While the student in question exhibited oppressive behaviours towards the students in the experimental group in the first weeks of the experimental process, he started to develop a more compromising personality in the following weeks.

It is possible to say that the observation and interview findings of the study support each other, and that social studies education based on transformative learning theory provides students with conflict resolution skill.

All students in the study stated that the experimental process carried out with transformative learning theory guided them to research. S5 said, "We started to believe that what we knew was wrong, and then we had to research to find the right information." He/she stated that transformative learning directed students to research due to its natural structure. S7, who used similar expressions, expressed his opinion with the following words: "If you are going to learn something from the beginning, there is no other way but to research."

The observations made during the experimental process supported the findings from the interviews. All students in the experimental group had to research in the courses due to the structure of transformative learning theory.

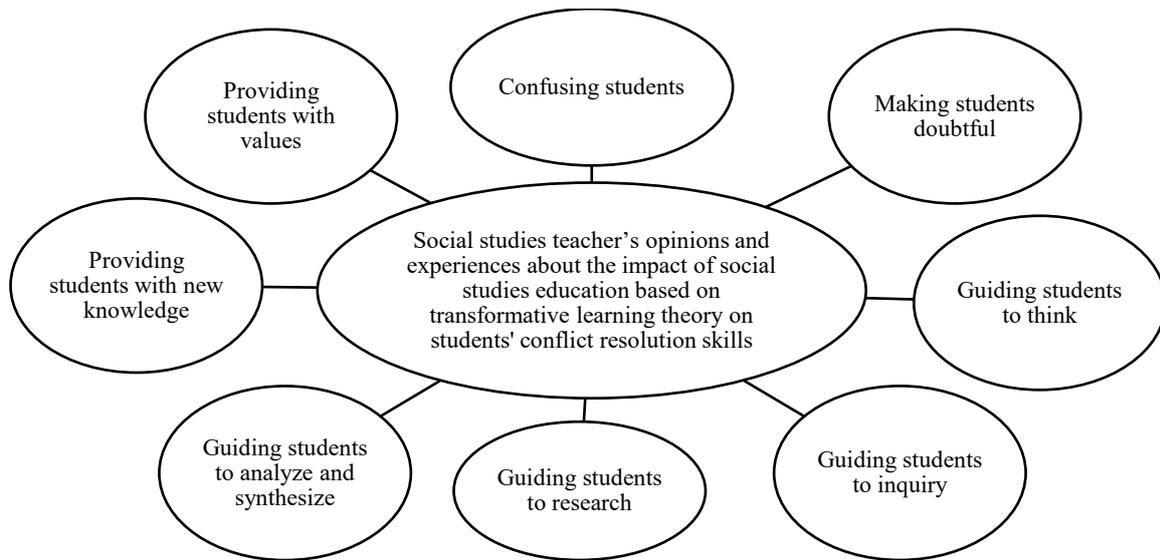
It was found that some students learned to behave in a controlled manner and to analyse and synthesize at the same time during the experimental process. One of these students, S10, used the following expressions in the interview:

*Let me give you an example. When we play soccer, I sometimes make fouls, but I don't do it on purpose. I'm a bit strong. When I'm strong, even my little movements are harsh. In fact, when I am in control, I can avoid harsh acts. For example, in sports course we played soccer. I didn't make a single foul. Everyone was surprised. They said, "You don't make fouls. They said it was amazing. Because I controlled myself, I told myself that there was no need to play hard. I told myself to play normally like everyone else.*

When S10's statements are analysed, it can be said that the transformative learning process guided S10 to behave in a controlled manner. S2 said, "In the courses of this semester, we always corrected wrong information. I learned something in these courses. Something can never be one hundred percent wrong or one hundred percent right. It is always necessary to think about it. You have to examine it. Then you need to find its shortcomings. Then you need to learn new things and combine the old with the new in order to overcome the deficiencies. In this way, something completely new emerges." He/she stated that the transformative learning process gave him the ability to analyse and synthesize.

During the observations, it was observed that transformative learning guides students to behave in a controlled manner and to analyse and synthesize due to its natural structure. In this context, it was determined that observation and interview findings supported each other.

Some students in the study stated that they gained various values in social studies courses conducted with transformative learning theory. S9 stated the following regarding the subject: "In the courses now, it was always said don't conflict, compromise. This is true. I agree, people should not conflict. The best thing is to compromise. That's what I believe now. Everyone's rights should be respected. Everyone should be respected. Everyone is equal. No one is superior to anyone else." and stated that the transformative learning process provided him/her the values of respect and equality. Another student who thought that transformative learning process provided him/her with values was S3. S3 presented his/her opinion on the subject as follows:



**Figure 6.** Social studies teacher’s opinions and experiences about the impact of social studies education based on transformative learning theory on students’ conflict resolution skill

"I am thinking now, there is no problem that cannot be solved with kindness. For example, recently I had a problem with my friend named .... It was not a problem, but it would have been a problem if it had not been solved. It was a matter of taking a seat in class. I said, "I'll sit in the back." he/she said, "I'll sit in the back." we argued a little bit. Then we both said to each other, "Okay, I'm not sitting, you sit. I mean, when you are polite like that, every problem is solved immediately. However, if we had both insisted on sitting in the back seat, we would have fought. But we were polite to each other, and the problem was solved. The same thing can happen at home. We have one bicycle at home. My brother and I argue over it. He says you ride it too much. I say you ride too much. It is not nice to offend a member of family for something as small as a dot. We don't argue with my brother anymore. Whichever of us rides."

When S3's statements are analysed, it can be said that S3 gained the values of tolerance and giving importance to family unity in the transformative learning process.

Observation findings support the findings obtained from the interviews. When the first weeks of the experimental process were compared with the last weeks, it was found that the students started to behave more respectful and tolerant towards each other and the teacher, avoided oppressive behaviours and protected the value of equality.

**Social Studies Teacher’s Opinions and Experiences about the Impact of Social Studies Education Based on Transformative Learning Theory on Students’ Conflict Resolution Skill**

In the study, social studies teachers' opinions on the impact of transformative learning theory on students' conflict resolution skill were sought. The findings obtained by analysing the data are shown in Figure 6.

The findings visualized in Figure 6 are explained below, supported by the findings obtained from the interview with social studies teacher.

In the interview, the social studies teacher stated that students were confused in social studies courses based on transformative learning theory. The teacher's statements in this context are as follows.

"We normally follow the books of the Ministry of National Education in our courses. In the study we did with you, we followed a different way. We confused the students. According to what you said, the aim was to confuse them. It was obvious that the students were confused. I could see it, you could see it too. Anyway, the method you made me use was different. It was something neither I nor the students had ever seen before. And this confused the students."

When the teacher's statements are examined, it is understood that the teacher realized that students were confused in the transformative learning process. On the other hand, it is seen that the teacher also knew the content of transformative learning theory.

The teacher said that transformative learning makes students doubt their knowledge. The teacher said, "We tried to demolish a lot of information that the students thought was true. We almost demolished and rebuilt their thoughts, especially about the concepts of conflict and compromise. We first made the students doubt. If you ask me, we were very successful. Anyway, if the student does not doubt what he/she considers true, he/she will not change it." and expressed his/her opinion. The teacher continued, "In a course we talked about Ubuntu. You also saw that the students behaved without rushing, pushing and shoving each other in that course." He/she stated that students started to move away from conflicting behaviours in the transformative learning process.

It was determined that the teacher saw transformative learning as a theory that guides students to think and question. The most striking statement of the teacher in this context is as follows.

*The confused and doubting student has to find a new way to eliminate his/her doubts. The way to do this is to start thinking and questioning. Students would come to me after classes and ask me questions. They also asked their parents questions at home. I even experienced something like this: A parent said, "Our child thinks a lot. He started questioning everything" I told him. Of course, I said (laughing) we are using a new method. I said everything will be better.*

The teacher's view, which he/she supported with examples from his/her own experiences, shows that the transformative learning process directs students to think and question.

The teacher stated that transformative learning theory directs students to research and to make analyses and synthesize. The teacher's statements about transformative learning theory directing students to research are as follows: *"When I first met you, you talked about reconstructing knowledge. This already requires a lot of research. Tearing down a wrong and building a right can only be possible through research. This is what the children were doing. They had to do it. Because otherwise it is impossible to create something new."* The teacher then added, *"Some information of the children's was not entirely wrong. It was incomplete. At that time, they were analysing their old information and combining it with new information to create a new structure."* He/she stated that transformative learning directed students to analyse and synthesize.

The teacher stated that transformative learning theory provides students with new knowledge and values. The teacher used the following statements in this context:

*"In your study, we focused on the concepts of conflict and compromise. We tried to provide students with knowledge and behaviours on how to resolve conflict. If you ask me, we were very successful. If you ask why, we showed the students how special it is to be sweet tongued, to be respectful, to respect rights. For example, after the activity called "What can't be solved with a sweet tongue?" I noticed that many students changed their behaviours. Of course, they learned many new things simultaneously. In the courses where we used examples from different cultures... I think we brought many values and knowledge. Children's behaviours changed. They started to behave politely. Sometimes they come to me and talk about how they resolve conflict situations."*

From the teacher's words, it is understood that the teacher sees transformative learning as a theory that enables students to learn new knowledge and at the same time provides students with various values.

## Conclusion and Discussion

In the study, both statistical and qualitative data were collected and analysed, and the findings of the study were presented. The findings were interpreted, and the results of the study were discussed within the scope of similar studies in the literature.

It was concluded that social studies education based on transformative learning theory increased students' conflict resolution skill levels. A literature review was conducted to discuss this result. Smith et al. (2014) conducted a study with students from different countries and found similar results. Smith et al. (2014) concluded that transformative learning transforms the conflicting behaviours of individuals from different cultures. Bang (2016), in his study investigating the effect of arts practices on gaining conflict resolution skills, determined that education based on transformative learning theory provides effective results. Affolter et al. (2009), in their study conducted with the participation of rural community representatives in Afghanistan, concluded that transformative learning theory provided participants with conflict resolution skill, similar to this study. In the literature review, different studies (Berger, 2004; Brown, 2005; Snyder, 2008) that reached similar results to this study were also found. Conflict resolution skill is one of the skills that individuals should have to live in peace with themselves and society. In this context, it is important to provide students with conflict resolution skills

in the social studies course, which aims to provide students with skills for daily life. According to the the results of the study, it can be said that social studies education based on transformative learning theory provides students with conflict resolution skill and contributes to raising students as individuals who are compatible with social life.

In the study, it was found that the participants saw social studies education based on transformative learning theory as a process that confuses and surprises students. In the literature review, studies with similar results were found. For example, Haber Curran and Tillapaugh (2014) found that leadership education based on transformative learning theory confused and surprised participants. Zhu et al. (2022) aimed to teach cultural tolerance to Australian students studying social science in Ghana through activities based on transformative learning theory. At the end of the study, Zhu et al. (2022) found that the participants were confused and surprised by the activities. Similarly, King (1997), in his study conducted within the scope of adult education, concluded that the practices carried out with transformative learning theory were confusing and surprising. On the other hand, it was determined that various studies in the literature (McCusker, 2013; Larson, & Fay, 2016; Nogueiras et al., 2019) obtained similar results. Perspective transformation occurs when individuals transform their existing knowledge, beliefs, and values. Perspective transformation starts with confusion and surprise. On the other hand, perspective transformation is a necessity due to the dynamic nature of social life. In this study, which aimed to provide students with conflict resolution skills in social studies courses based on transformative learning theory, it was determined that students were confused and surprised in accordance with the process of perspective transformation. In this context, it can be said that the study was carried out in accordance with its aim.

In the study, it was determined that the social studies teacher believed the transformative learning process made students doubtful. Müller et al. (2020) reached similar results in their study on sustainable development conducted with transformative learning theory. Müller et al. (2020) reported that all participants in the study doubted about their existing knowledge. Sukcharoen et al. (2020) investigated the effect of transformative learning on spirituality in a study conducted with the participation of nursing students. In the study, it was determined that the participants doubted about their beliefs and values. Similarly, Kumi Yeboah and James (2014) determined that transformative learning is a theory that makes individuals doubtful at the end of the study involving students from different countries in Asia. In addition, Duveskog et al. (2011), Nada et al. (2018) and Cottafava et al. (2019) also obtained similar results. In this study, it was tried to make students doubt about their past learning in social studies courses based on transformative learning theory. The results showed that students were doubtful. Based on the fact that the results are in congruent with previous studies, it can be stated that social studies education based on transformative learning theory is effective in making students doubt, which is one of the stages of the transformation process.

In the study, it was concluded that the participants saw transformative learning as a theory that guides students to question and think multidimensionally. Giles and Anderson (2008) investigated the experiences of individuals in transformative learning processes and found that transformative learning provides individuals with intense thinking and questioning experiences. Hassi and Laursen

(2015) found that in mathematics education based on transformative learning theory, students engaged in multidimensional thinking processes and began to question their past learnings. Similarly, King (2000), in his study aiming to transform the perspectives of adults, found that transformative learning directs participants to think and question. It has been observed that there are different studies (Berger et al., 2006; Aguirre et al., 2017; Neergaard et al., 2020) that have reached similar results in the literature. Students' perspectives on conflict can be transformed through multidimensional thinking and questioning processes. Guiding students to think and question is necessary for them to avoid conflict situations in their social lives and to grow up as effective individuals. The results of the study show that transformative learning theory directs students to think and question. In this context, it can be said that this study, which aims to provide students with conflict resolution skill in social studies courses based on transformative learning theory, fulfils its aim.

In the study, it was determined that the participants saw transformative learning as a theory that directs students to research. Littrell et al. (2022), in a study in which educational practices related to climate change were used, determined that transformative learning theory directed the participants to multidimensional research. Kwon et al. (2021), in a study conducted with the participation of workers, concluded that transformative learning provides research skills. Cox (2017) concluded that education based on transformative learning theory provides research skills. It was determined that many studies in the literature (Karkoub, & Abdulla, 2020; Zhu et al., 2020; Shonkoff et al., 2021) reached similar results. Research skill is one of the most necessary skills in daily life. In fact, research skill is a way for an individual to provide information about the subjects he/she is interested in. One of the skills aimed to be gained by students in social studies education is research skill. Considering the aim of this research, it can be stated that social studies education based on transformative learning theory directs students to transform their perspectives by providing them with research skills and thus, they gain conflict resolution skills.

In the study, it was determined that the participants thought that the transformative learning process guides students to analyse and synthesize. Müller et al. (2020) investigated the effect of transformative learning theory on career development and concluded that transformative learning theory provides participants with the skills of critical analysis and synthesis. Probst et al. (2019), examining transformative learning theory-based education to university students, found that students analysed the knowledge they learned during the transformation process and synthesized it by blending it with their past knowledge. Similarly, Taimur and Onuki (2022) determined that transformative learning is a theory that provides the skills of analyse and synthesize. On the other hand, different studies (Walshe, & Tait, 2019; Bush et al., 2020; Damianakis et al., 2020) that reached similar results were also found in the literature. Social studies education aims to raise individuals who think analytically in their daily lives and at the same time synthesize new and past knowledge. From this point of view, it can be said that this study on providing students with conflict resolution skill has provided students with the skills of analyse and synthesize and has achieved the realization of the aim of both social studies and transformative learning theory.

In the study, it was concluded that students saw transformative learning as a theory that directed them to behave in a controlled manner. Fetherson and Kelly (2007) found that transformative learning theory provides effective results in gaining the characteristic of behaving in a controlled manner. On the other hand, Stuckey et al. (2013) determined that transformative learning theory causes individuals to become irritable in the process of transformation. While Smith et al. (2014) reported transformative learning as a theory that directs individuals to behave in a controlled and calm manner, Saravanamuthu (2015) stated that transformative learning theory causes individuals to experience conflict with themselves and their environment. In the literature, there are also different studies (Southern, 2007; Kerton, & Sinclair, 2010; Kostoulas Makrakis, 2010) that concluded that transformative learning is a theory that directs individuals to behave in a controlled manner, as well as other studies (Bullen, & Roberts, 2019; James, 2019; Papenfuss, & Merrit, 2019) that reached the opposite results. Behaving in control in daily life is a characteristic of effective individuals that social studies education aims to raise. In terms of the results obtained in the study, it can be stated that social studies education based on transformative learning theory helped students to gain conflict resolution skill through directing them to behave in a controlled manner.

In the study, it was concluded that the social studies teacher saw transformative learning as a theory that enables students to learn new knowledge. In the literature, there are many studies that have reached the same conclusion. For example, Morgen and Gericke (2017) reported that transformative learning provides individuals with new knowledge. Similarly, Westoby and Lyons (2017) determined that transformative learning is a theory that provides new knowledge and new perspectives. Shonkoff et al. (2021) revealed in their study that transformative learning theory provides new learning in the process of perspective transformation. Nada et al. (2018), Walshe and Tait (2019) and Bush et al. (2020) also reached similar conclusions. Learning new knowledge is important for multidimensional daily life. Social studies aim to raise students as individuals who can solve conflict situations they may encounter in daily life by continuously learning new knowledge. The results of the study show that social studies education based on transformative learning theory enables students to learn new knowledge and become individuals who can produce solutions to conflict situations.

In the study, the participants stated that transformative learning process provided students with various values. Similarly, Snyder (2008) concluded that transformative learning helps students gain the value of respect by directing them to rational thinking. At the end of his study with pre-service teachers, Resch (2022) found that transformative learning theory provided pre-service teachers with the values of respect and tolerance. Brown (2005) investigated the effect of transformative learning on administrators' beliefs and concluded that transformative learning provides administrators with the value of respect. On the other hand, different studies (Berger, 2004; Sterling et al., 2018; Bullen, & Roberts, 2019) that reached similar results were also found in the literature. When an individual does not have the values of the society in which he/she lives, it causes conflict with the society. It is important for the individual to have the values of the society in which he/she lives in order to live in harmony with the society. Social studies education aims to provide individuals with knowledge and skills as well as values to

avoid conflicting behaviours. In this study, it can be said that social studies education based on transformative learning theory contributed to the development of conflict resolution skill of students' by providing them with various values.

### Recommendations

Depending on the results obtained at the end of the research, various suggestions were developed. These suggestions are categorised under two headings.

#### Recommendations for Education Planners

- Since conflict resolution skill is related to daily life and social studies is a course that aims to provide students with knowledge, skills, and values that they will use in daily life, the Council of Higher Education (CoHE) can add outcomes related to conflict resolution skill in the social studies curriculum.
- MoNE could provide in-service training for social studies teachers on utilizing transformative learning theory to equip students with conflict resolution skill.
- MoNE can add content about how to gain conflict resolution skill through transformative learning theory in social studies textbooks.

#### Recommendations for Researchers

- The impact of social studies education based on transformative learning theory on students' conflict resolution skill can be investigated at different grade levels.
- The impact of social studies education based on transformative learning theory on students' conflict resolution skill can be investigated at different grade levels.
- The impact of social studies education based on transformative learning theory on providing students with different skills can be investigated.
- The impact of social studies education based on transformative learning theory on providing students with different values can be investigated.
- Research can be conducted on the impact of social studies education based on transformative learning theory on providing students with knowledge, and affective characteristics.

### Author Contribution

The author declares that no other author has contributed to the study and that he has read and approved the final version of the study.

### Ethical Declaration

In order to conduct this study, ethical permission was obtained from the scientific research ethics committee of a university in Turkey dated 27.01.2022 and numbered E-95531838-050.99-31734.

### Conflict of Interest

The author declares that there is no conflict of interest with any institution or person within the scope of the study.

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**Appendix 1**

<b>5th Grade Sample Lesson Plan for Production, Distribution and Consumption Learning Theme</b>	
<b>Methods and techniques</b>	Transformative learning theory
<b>Tools and equipments</b>	Textbook, smart board, materials for transformative learning theory prepared by the researcher
<b>Outcome</b>	Develops new ideas based on production, distribution and consumption through collaboration
<b>Stage 1</b>	<i>"Resources are very important for individual and social life. We need to know how to utilize our resources for the economic development of our country. However, unfortunately, most of us do not know this."</i> the teacher confused the students and put them in a dilemma about the accuracy of the information they had.
<b>Stage 2</b>	The teacher's statement <i>"Sometimes we encounter problems during the day. These problems can sometimes be caused by us and sometimes by the people in front of us. We should always try to solve the problems we experience without conflict."</i> , allowing students to return to the world of emotions and providing an opportunity for self-evaluation.
<b>Stage 3</b>	The teacher conducts a drama activity and then says to the students, <i>"Now evaluate yourself. Which behaviors in the drama you watched are similar to your own behaviors? I also want you to think about which behaviors and attitudes in the drama are similar to your own behaviors."</i> and directing the students to critically evaluate their own behaviors and attitudes.
<b>Stage 4</b>	The teacher asked the students, <i>"I want everyone to write down their thoughts on the anecdotal recording forms I have distributed,"</i> to reveal the students' internal confusion. Then, the teacher asked the students, <i>"Do you think this situation (the situation causing internal confusion) should be corrected (transformed)?"</i> in order to determine whether they accepted the transformation of the situations causing internal confusion.
<b>Stage 5</b>	The teacher gives the students the floor and asks, <i>"How do you think this situation (the situation that causes internal confusion) can be corrected (transformed), what can be done to correct this situation? How can we behave?"</i> and directing the students to generate solutions.
<b>Stage 6</b>	The teacher says, <i>"What we need is to first decide what to do and how to do it. That's why I want everyone to create an action plan for the process of correcting this situation."</i> and directing the students to prepare an action plan.
<b>Stage 7</b>	In order to provide students with the knowledge and skills they need to realize the transformation, the teacher had the students read the texts corresponding to the outcome <i>"Develops new ideas based on production, distribution and consumption by cooperating."</i> in the textbook.
<b>Stage 8</b>	The teacher said to the students, <i>"Now everyone should write a short story about our topic. Include yourself in the story. Let's see what you would do to correct (transform) this situation (the situation that causes internal confusion)."</i> the teacher encouraged the students to try new roles for the transformation process.
<b>Stage 9</b>	The teacher encourages the students to gain self-confidence by encouraging them in the roles they assign to themselves.
<b>Stage 10</b>	The teacher said, <i>"Let's apply what we learned in the lesson both inside and outside the school. In the next lesson, I want everyone to tell us how they apply what they have learned in this lesson to their daily lives."</i> the teacher encouraged the students to reflect their experiences in their daily lives.

<b>Drama Text</b>
<b>Let's Cooperate Instead of Making Noise</b>
Four people named Ahmet, Mehmet, Ali and Veli, who are shopkeepers in a bazaar, have established a shoe workshop and become partners. However, they have disagreements about the distribution of the shoes they produce. Instead of cooperating and developing a common solution, they constantly clash. They do not like each other's solution proposals and insist that their own solution proposals be implemented. One day the three partners come together again...
<b>Ahmet:</b> Our products are very high quality, so they should be sold in big stores.
<b>Ali:</b> Just because our products are of good quality, we cannot sell them only in big stores. Then our profits will drop a lot.
<b>Ahmet:</b> Why is that?
<b>Ali:</b> Because people from all income levels do not go to big stores. We can't reach everyone this way.

**Veli:** I think so too. We should sell the shoes we produce to all tradesmen.

**Mehmet:** What do you mean? Should we also sell to the bazaar?

**Veli:** Sure... Why not? Our aim is to make money after all.

**Ali:** No. Not that much. I said we shouldn't just give it to the stores. Okay, I still say that, but let's not reduce our product to the market.

**Veli:** What's the point? Our job is to sell products. What do we care where it is sold?

**Mehmet:** Is that possible? What about our brand value? Can a product be sold both in the market and in a department store?

**Ahmet:** So, what are we going to do? We can't agree on anything. What will happen?

The partners leave the meeting without agreeing. They make a loss because they are always fighting instead of cooperating.