

Perceptions of University Students Participating in Student Club Activities: Kültürel Miras Student Club Example

Yiğit Cebeci^{1*} 
Hüseyin Çalıřkan¹ 
Mehmet Uymaz¹ 

Sakarya University, Sakarya, Türkiye,
yigitcebeci@sakarya.edu.tr,
hcaliskan@sakarya.edu.tr,
muymaz@sakarya.edu.tr

*Corresponding author

Received: 01.12.2023
Accepted: 01.04.2024
Available Online: 29.04.2024

Abstract: The study aims to determine and examine the perceptions of students who participate in student club activities as organizers and participants regarding skills, values, and abilities/skills within the scope of these activities. The study group consisted of 14 university students who participated in the activities of a student club operating within the faculty of education of a state university in the 2022-2023 academic year. The study was carried out within the framework of phenomenology research design. "Activity Diary Interview Form" was used to collect the study data, and the data were analyzed with the descriptive analysis method. As a result of the study, it was determined that university students who participated in student club activities as organizers and participants made statements about skills 64 times and values 33 times according to the 2023 Social Studies Curriculum. In addition, it was determined that in these student club activities, university students put forward expressions regarding skills and abilities such as "world knowledge, love of learning, collaborative work, self-management, examples of altruism, language ability, initiative and volunteering activities" according to developed Paul's Transcript.

Keywords: Student Clubs, Student Club Activities, Skills, Values, Paul's Transcript

1. Introduction

Universities are not institutions that only produce and transfer knowledge through research and teaching. In addition to important roles such as the protection of local and universal cultural heritage, global collaborations, health care, community service, entrepreneurship, and innovation, universities also undertake important socialization roles such as protecting the general good in society, protecting and imparting social and universal values, identifying and solving social problems. The fact that universities can achieve their desired effects on social life only through formal education may only sometimes coincide with the expectations of the current century. When this is the case, universities also consult types of learning such as volunteering, community service practices, and service learning. One of the counterparts of volunteering, one of these types of learning at the university, stands out as a student club. Universities establish communities in order to ensure that their students are better educated in today's conditions, to contribute to their free time, to motivate their energy in favorable areas, to support the social and cultural development of societies, and to seek solutions to various problems of humanity (Turan et al., 2017).

Student clubs are a framework where activities for particular purposes are carried out in line with the interests and wishes of students in higher education. Student clubs, sports clubs, artistic clubs, social responsibility clubs, clubs working in the field of engineering, clubs working in the field of health, clubs working in the field of environment and nature, cultural and academic clubs, clubs working in the field of foreign student exchange programs, clubs working in the field of religion and spirituality, it is seen that it operates in many areas, including community service clubs. The establishment and functioning of student clubs in different subjects is important for universities to serve their purposes (Eskici & Aktař, 2014).

Bentley University (2022) summarizes the benefits of being a member of a student club in 12 points: Knowing yourself better: providing many opportunities to learn more about yourself, your goals, and strengths. Providing a sense of community; being a voice: being a voice for others can create the chance to affect positive change, developing social skills: simply teaching you these skills not only, but it can also help you expand and develop what you already have, learning teamwork: it can enable the exchange of ideas and advice, creating networking opportunities: another great benefit is the opportunity to network, you can meet new students, make connections and gain new relationships. Can provide employment opportunities, using skills learned in the classroom: can create an environment where the skills learned can be tested, can teach you to interact with different groups of people, can provide leadership skills, can create the opportunity to take a break from classes and have fun, can enrich your CV and give you a chance to benefit society. As can be seen, being a volunteer participant of a student club means that the student is self-aware, develops a sense of belonging, defends the general good, is a social, active, participatory, team member, entrepreneur, serving, leader, responsible, open to knowledge, curious about teaching, aware and contributing. It can play a vital and versatile role in making people sought after in society and business life.

When the specific objectives of the social studies course curriculum are examined, it is seen that the students are raised as citizens of the Republic of Türkiye who love their homeland and nation, know and use their rights, fulfill their responsibilities, and have national consciousness. They should understand their place and be willing to keep democratic, secular, national, and contemporary values alive. They should understand the essential elements and processes that make up Turkish culture and history and accept that the cultural heritage that enables the formation of national consciousness should be protected and developed. They should understand the importance of being a virtuous person by adopting national, spiritual and universal values, and Goals such as knowing their ways and showing sensitivity to issues that concern their country and the world (MEB, 2023). It is thought that student clubs can assume roles such as strengthening the integration and adaptation process of students with faculties, diversifying the campus texture, understanding and contributing to the overcoming of social problems through various community service participation, contributing to the cultural and social development of societies, preserving and disseminating local and universal cultural heritage, and nurturing students' interests, desires, needs and horizons. It should not be ignored that they can directly or indirectly contribute to the objectives of the social studies curriculum and benefit from the elements of this curriculum.

The social studies course curriculum tries to provide knowledge, skills, and behaviors, values and competencies serve as the link and horizon that establishes the integrity between these knowledge, skills, and behaviors. In the Turkish Language Association (2023) dictionary, skill is defined as "the state of being able to do a job, the ability to accomplish a task and to conclude a process by the purpose." According to Piaget and Vygotsky, skill is the mental structuring of information obtained from physical and social interaction based on prior knowledge (Quiesse, 2007). Values are unifying elements that ensure social peace and bring individuals together on a common ground (Çavdarlı, 2002). Our values, which constitute our essential human characteristics, are the source of power and strength that enable us to take action in the routine flow of our lives and in dealing with the problems we encounter (MEB, 2023). Kuçuradi (1971) expresses the phenomenon of value as the same people, the same events, the same situations, the same movements, the same decisions, the same works, the same phenomena being evaluated in different ways, interpreted in different ways, and explained in different ways by different people.

The aim of the social transcript application is to provide students with social skills (communication, teamwork, critical and analytical thinking, leadership, teamwork, critical and analytical thinking), to

contribute to the upbringing of individuals with domestic and national value judgments, universal and human values, intellectual accumulation and aesthetic understanding (SUBÜ, n.d).

Unschooling society advocates following another and different transcript stance. Most unschooled families use something other than conventional transcripts with course names, credit hours, and letter grades (Griffith, 2021). This has also produced an alternative to the traditional transcript approach. Mary Griffity, the author of *The Handbook of Unschooling*, described this transcript approach as “Paul's transcript” a method by which unschoolers can present their educational history for college or job applications. Accordingly, 15-year-old Paul, an unschooled student, records the skills and talents she has acquired throughout her education under various themes. This information box has become the name of a method for unschooled students that will replace the transcript we know. The student should be able to have a list of skills and abilities for herself. Teachers should also have such special observation notes to prepare for the students. They are trying a different resume (CV) and portfolio. It is thought that the following headings could be added to such a document: Citizenship impacts, advocacy activities, donation campaigns, suitable to participation training, examples of altruism, and volunteering activities (İnan, 2022).

When the relevant literature was examined within the scope of the study, various studies dealing with student clubs and their activities were encountered. The study conducted in this context includes views on student clubs, their achievements, the purposes and activities of students' participation in clubs, the fields of activity and importance of student clubs, the history of student clubs and their activities, the roles of student clubs in gaining various skills and values, the effects and contributions of participation in student club activities on students, the activities and effectiveness levels of student clubs and volunteering. (Foley et al., 2022; Al-Musa & Al-Qudah, 2021; Kuzu, 2021; Işık & Erdoğan, 2020; Turan et al., 2017; Kuhar & Sabljic, 2016; Ay, 2015; Eskici & Aktaş, 2014; Akyol & Onbaşı, 2014; Darwen & Rannard, 2011; Karimi & Matous, 2006; Foubert & Urbanski, 2006; Gray, 1952).

In the literature, only a few studies have been found in which the perceptions of university students were taken in the focus of the activities carried out by a student club. However, they were carried out using qualitative methods. It is believed that the study will contribute to this gap in the literature and may be helpful in terms of taking a closer look at student perception of student club activities, which types of student club activities may play a role in developing which values and skills, and which abilities the gains acquired in student club activities may correspond to. The study is thought to be an original study in these aspects.

The study was conducted to determine and examine the perceptions of students who participate in student club activities as organizers and participants regarding skills, values, and abilities/skills within the scope of student club activities.

In this context, in the perceptions of students who take part in student club activities as organizers and participants,

1. Which skills are included in the 2023 Social Studies Curriculum?
2. Which values are included in the 2023 Social Studies Curriculum?
3. Which abilities and skills are included in the developed Paul's Transcript?

2. Method

2.1. Research design

This study was carried out within the framework of phenomenology research design, one of the qualitative research methods. The phenomenology model focuses on aware phenomena that need a

deep and detailed understanding. Facts can appear in various forms, such as our world's perceptions, concepts, situations, events, experiences, and tendencies in our world. The phenomenology model can provide a suitable research basis for studies that investigate phenomena that are not entirely foreign. However, at the same time, we cannot reason about their exact meaning (Yıldırım & Şimşek, 2005). The phenomenology pattern was preferred to reveal the perceptions of the students who participated as organizers and participants in the student club activities in detail, based on their responses to the activity diaries, and to draw attention to the contributions of the activities based on the opinions they expressed.

2.2. Study group

The study group consisted of 14 students who organized and participated in the activities of a Kültürel Miras Student Club operating within the faculty of education of a state university in the 2022-2023 academic year. The "criterion sampling" approach, one of the purposeful sampling methods, was preferred in determining the university students participating in the study. The basic understanding of the criterion sampling method is to study all situations that meet a set of criteria determined or prepared by the researcher (Yıldırım & Şimşek, 2005). In studies where the criterion sampling method is preferred, observation units can be formed from people, events, or situations with specific qualifications. In this case, units that correspond to the criteria determined for the sample are included in the sample (Büyüköztürk et al., 2014). Being a member of the student club examined was determined as the main criterion in selecting university students to participate in this study.

2.3. Kültürel miras student club and its activities

This study includes the activities of the Kültürel Miras Student Club, which operates under the faculty of education of a state university in Türkiye. The main objectives of this student club are; "To introduce, disseminate and protect local and universal cultural heritage elements in the light of social studies. To serve and develop the general good among the academy, faculty, school, and society, in the footsteps of the reforms of Head Teacher Mustafa Kemal Atatürk. To provide the homeland and the world by free thought, wisdom and conscience, and peace." Furthermore; "To provide teacher candidates who are constructive, can read the future, develop active and participatory citizenship skills, and enrich the social transcripts of teacher candidates." This student club has been operating since 2019. It carries out activities in various academic, scientific, national, local, universal, social, cultural, sportive, artistic, community service and drawing attention to world problems. In this context, 24 activities and related themes organized by a student club in the 2022-2023 academic year are given below.

Table 1*Activities Organized by Kültürel Miras Student Club and the Corresponding Themes*

Theme Corresponding to the Activity Performed	Activities
Diverse Cultural Heritage	Different Cultures Different Heritage Series: Poland Different Cultures Different Heritage Series: Kosovo Different Cultures Different Heritage Series: Austria
Nationality	29 October Republic Day Celebrations, 10 November Mustafa Kemal Atatürk Commemorate Ceremony
Raising Awareness	Touch to the Most Precious Heritage: Shelter Visit We Are Also The Reason of Climate Crisis Community and Police Hand in Hand: Kades Application Training Different Career Steps of a Social Studies Teacher: Teachers' Day with Memories Overcoming Erasmus and Yds/Yökdil Exam Anxiety with the Experiences of an Academician
Socialization	Social Studies Movies: My Best Friend Anne Frank Movie Screening Social Studies Movies: Türk İşi Dondurma Movie Screening Social Studies Movies: Cep Herkülü Naim Süleymanoğlu Movie Screening World Cup Match Screening: Croatia-Brazil Social Studies Gets Social Entertainment Night
Social Participation	Community Assembly I: Community Vision 2029 Document Community Assembly II: Spring Term Activity Plan National Personalities Series I: Who is Aydın Sayılı?
Education Related to Social Sciences	Designing the Future: Future Education in Our Minds Women in Turkish History Panel
Travel-Observation Studies	We Discover the Cultural Heritage of the Capital: Ankara Trip. Birth of an Empire: Iznik and Bursa Trip

2.4. Data collection tools

The "Activity Diary Interview Form" was used to collect research data. While developing this form by the researchers, the current Social Studies Course Curriculum (2023) and Paul's Transcript in the book "Handbook of Unschooling" written by Mary Griffithy were used. The form included the headings

“observation”, “acquisition” “comment”, and “future” regarding the activities carried out by the student club. In the observation section, asking students how the activity took place and what was presented in the activity. In the acquisition section asking students what was learned from the activity. In the comment section asking student whether the activity was productive or not and what its shortcomings were. In the future section, asking student to leave a note for themselves for the future based on the activity. The developed form was first presented to three field experts (2 social studies education, 1 measurement and evaluation). Necessary corrections were made in line with the experts’ opinions, and the form was given its final form. Through these questions, the perceptions of university students who participated in student club activities as organizers and participants were examined regarding skills, values, and talents/skills according to developed Paul’s Transcript and 2023 Social Studies Curriculum.

2.5. Data collection and analysis

After each activity carried out by a student club within an academic year, the "Activity Diary Interview Form" was distributed to the students who organized and participated in these activities. They were asked to answer the relevant questions consisting of four stages. The students' answers to the questions were analyzed descriptively according to the skills and values in the 2023 Social Studies Curriculum and the headings developed in the context of suggestions found in Paul's Transcript in the book 'Handbook of Unschooling' by Mary Griffithy. Descriptive analysis, considered within the scope of qualitative data analysis, involves examining, summarizing, and interpreting the data obtained through different data collection techniques according to predetermined themes. During the descriptive analysis process, the primary purpose is to convey the findings obtained within the scope of the study to the reader in a processed, summarized, and interpreted manner (Yıldırım & Şimşek, 2005). In the first stage of descriptive analysis, a framework is created for data analysis based on the purpose and sub-goals of the study or the conceptual framework of the study. This framework is a guide on how to organize and present data. The obtained data is organized in the next stage, and the findings are defined. Regarding the final stage, the identified findings are described, interpreted, and related (Şahin, 2010). In this study, the data obtained from university students were analyzed within the scope of the study questions and purpose. In order to increase the understandability of the data obtained through the descriptive analysis method, examples from student responses are included in the findings section. The findings obtained within the framework of these examples are presented by establishing a relationship with studies conducted on similar subjects and interpreting them.

2.6. Validity and reliability

The research findings are based on the data in the activity diary interview form of the organizer and participating students. Enriching such a long-term study with findings based on the researcher’s objective observations and notes or the researcher's diary would have increased the reliability and credibility of the research. Likewise, participant observation is generally used in phenomenological studies. To ensure the research’s validity, methods such as long-term interaction, expert opinion, participant confirmation, researcher triangulation, and depth-oriented data collection can be used. The main characteristic of participant observation is that the observer is a member of the group. This is not only physical and It is not only the physical presence but also the ability to share the social, psychological, symbolic verbal and non-verbal expressions, traditional-social habits, behavioral patterns and internal dynamics of the members of the group (Büyüköztürk, 2013). In order to ensure validity in this study, researchers were diversified, the study period was tried to be long, and the validity of the study was tried to be ensured by taking the opinions of three experts both in the preparation phase of the data collection tool and the analysis of the data. In order to increase the external validity (transferability) of study results, detailed description and purposeful sampling are recommended (Yıldırım & Şimşek, 2005). In this regard, during the data collection phase of the study, the documents were analyzed without any changes, and academic studies related to the study topic were examined in

detail. The data obtained through the analyses carried out within the scope of the study were described comprehensively in terms of the external validity and consistency of the study.

Apart from its validity, another essential feature of study is its reliability. The consistency of the results of the study with those of other studies indicates that the study is reliable (Balcı, 2001). While carrying out this study, a detailed literature review was conducted and determined that the results of this study and the results of other studies were consistent. In collecting and analyzing the data of this study, expert opinions were used to ensure the reliability of the study.

2.7. Ethical principles

Ethics committee permission was received from Sakarya University Rectorate Ethics Committee with the decision dated 22.11.2023 and numbered 25/13.

3. Findings

The data obtained in the context of the first sub-objective of the study was analyzed in terms of the skills in the 2023 Social Studies Curriculum, and the findings related to this analysis are given below.

The Status of the Skills in the in the Activity Diaries of University Students Who Take Part in the Student Club Activities as Organizers and Participants, According to the 2023 Social Studies Curriculum

Table 2

Skills and its Frequency Identified in the Statements of University Students Participating in the Activities

Theme Corresponding to the Activity Performed	Identified Skills	Frequency
Diverse Cultural Heritage	Social participation, Observation, Decision making, Critical thinking, Perceiving time and chronology, Perceiving change and continuity, Perceiving space, Using evidence	13
Nationality	Collaboration, Innovative thinking, Critical thinking, Communication, Social participation	6
Raising Awareness	Entrepreneurship, Empathy, Critical thinking, Environmental literacy, Using Turkish correctly and effectively, Decision-making, Communication, Recognizing stereotypes and prejudice, Social participation, Research	18
Socialization	Perceiving change and continuity, Perceiving time and chronology, Social participation	4
Social Participation	Critical thinking, Social participation	2
Education Related to Social Sciences	Critical thinking, Perceiving change and continuity, Perceiving time and chronology, Social participation, Digital literacy, Recognizing stereotypes and prejudice	7
Travel-Observation Studies	Creative thinking, Observation, Decision making, Perceiving change and continuity, Using evidence, Perceiving space, Critical thinking, Social participation, Research	14
Total		64

According to Table 2, it was determined that the skills in the 2023 Social Studies Curriculum were included 64 times in total in the activity diary interview forms of university students who participated in student club activities as organizers and participants. It was understood that the activities carried out under the theme of raising awareness were the theme corresponding to the most skills, while the activities carried out under the theme of social participation corresponded to the most minor skill.

Below are direct quotes from the activity diary interview forms and inferences regarding the skills identified from these quotes.

ZK4: "We participated actively as a community. We prepared the Atatürk commemoration corner with our academic. Afterward we formed a circle and expressed Atatürk's important words, the thoughts, and words expressed by important people about Atatürk. This activity, where I participated as a presenter, was very productive."

When the statement in the activity diary of the student who organized and participated in the 10 November Commemoration of Mustafa Kemal Atatürk activity was examined, *participation, cooperation, communication* and *decision-making* skills were determined.

ZI2: "...These two girls, raised with the utmost love and affection by their families, have no fears or concerns other than hearing the footsteps of war. However, their Jewish identity causes them trouble even in the Netherlands. All Jews in the Netherlands must wear a yellow star on their lapels. Above that yellow star, it says, 'I am a Jew'. As a result of increasing pressure, the two friends are thrown to different places: Hannah with her family to a concentration camp in Germany, and Anne hide in the attic of a building in Amsterdam, not in Switzerland as her friend thought. The murder committed by the Nazis is again in front of our eyes, as always..."

When the statement in the activity diary of the student who organized and participated in the Social Studies Movies: My Best Friend Anne Frank Film Screening activity was examined, *perceiving change and continuity, perceiving time and chronology*, and *empathy* skills were determined.

TA1: "I felt this again, even though I knew they had feelings as much as we did. Their looks and movements were all signs that they were excited when they saw us. The tricks they played on us, the way they loved one while the other came and tried to make us love them, all showed that they were hungry for love and that their only concern was not food and water. At that moment, I felt at peace; but was also sad for so many animals in such a small space."

When the statement in the activity diary of the student who organized and participated in Touch to the Most Precious Heritage: Shelter Visit activity was examined *emphaty* skill were determined.

ZI6: "... The previous parliaments of our country tell us a lot. They are objects that speak for us..."

When the statement in the activity diary of the student who organized and participated in the We Discover the Cultural Heritage of the Capital: Ankara Trip activity was examined, *creative thinking* skill were determined.

MS3: "As a social studies teacher candidate, everyone should visit a city like Ankara, where events that deeply affected the history of the Republic of Türkiye took place. The trip must be accompanied by a guide equipped with historical knowledge rather than an idle one. "I think it was beneficial for us to do this trip with such a guide."

When the statement in the activity diary of the student who organized and participated in the We Are Discovering the Cultural Heritage of the Capital: Ankara Trip activity is examined, *perceiving change and continuity, observation, critical thinking, recognizing stereotypes and prejudice, using evidence, perceiving the place*, and *decision-making* skills were determined.

HT11: “One of the most striking aspects of this activity was that it reminded us that humans, Homo Sapiens, will also become extinct one day.”

When the statement in the activity diary of the student who organized and participated in the We Are Also The Reason of Climate Crisis activity was determined, *observation*, *research*, and *critical thinking* skills were determined.

HT14: “We got to know and discover Austria from various aspects. For me, the differences in the attitudes and attitudes of teachers towards students in the two countries were particularly striking.”

When the statement in the activity diary of the student who organized and participated in the Different Cultures Different Heritage Series: Austria activity was examined, *critical thinking* and *evidence-use* skills were determined.

The data obtained in the context of the second sub-objective of the study was analyzed in terms of the values in the 2023 Social Studies Course Curriculum, and the findings related to this analysis are given below.

The Status of the Values in the in the Activity Diaries of University Students Who Take Part in the Student Club Activities as Organizers and Participants, According to the 2023 Social Studies Curriculum

Table 3

Values and its Frequency Identified in the Statements of University Students Participating in the Activities

Theme Corresponding to the Activity Performed	Identified Values	Frequency
Diverse Cultural Heritage	Sensitivity, Independence, Freedom, Respect, Responsibility	5
	Patriotism, Respect, Solidarity, Diligence	8
Nationality	Sensitivity, Love, Helpfulness, Scientificity, Responsibility, Peace, Independence	13
Raising Awareness	Freedom, Love	2
Socialization	Equality	1
Social Participation	Patriotism, Scientificity	2
Education Related to Social Sciences	Patriotism, Scientificity	2
Total		33

According to Table 3, it was determined that the values in the 2023 Social Studies Curriculum were included 33 times in total in the activity diary interview forms of university students who participated in student club activities as organizers and participants. It was understood that the activities carried out under the theme of raising awareness were the theme with the most value within the scope of values, while the activities carried out under the theme of social participation were the theme with the most minor value.

Below are direct quotes from the activity diary interview form and inferences regarding the values determined from these quotes.

BA12: "Today, many animals are extinct or endangered. It was an activity organized to prevent this situation as much as we could and to draw attention. An attempt was made to raise awareness by building a cemetery of extinct animals and a small track to show the harsh climate change experienced by animals. "I became more aware that we need to stop this extinction by acting more thoughtfully for ourselves and them."

When the statement in the activity diary of the student who organized and participated in the We Are Also the Reason of Climate Crisis activity was examined, *sensitivity*, *scientificity*, and *responsibility* values were encountered.

HT2: "I hope that in the future, people will not be oppressed and bullied because of their race, nation, or anything else."

When the statement in the activity diary of the student who organized and participated in the Social Studies Movies: My Best Friend Anne Frank Film Screening activity was examined, *peace*, *independence*, and *freedom* values were encountered.

HT5: "I hope that future generations future generations will not forget the cultures of the countries and will be passed on to future generations."

When the statement in the activity diary of the student who organized and participated in the Different Cultures Different Heritage Series: Poland activity was examined, *sensitivity* value was encountered.

MS2: "It was a document that increased the systematicity of our club. At the same time, a democratic environment in which we all participated on behalf of our club was created, with everyone's participation and right to vote, rather than a hierarchical order."

When the statement in the activity diary of the student who organized and participated in the I. Community Assembly Community's Vision 2029 Document activity was determined, *equality* value was determined.

TA1: "When I entered the shelter and met their love-hungry gaze, I was filled with sadness and happiness. We loved our paw friends, and they loved us."

When the statement in the activity diary of the student who organized and participated in the Most Precious Heritage: Shelter Visit activity was determined, *love* value was determined.

Below, the data obtained in the context of the third sub-objective of the study was analyzed in terms of the 2023 Developed Paul's Transcript, and the findings related to this analysis are given below.

The Status of Including Skills and Abilities in the Activity Diaries of University Students Who Take Part in the Student Club Activities as Organizers and Participants, According to the Developed Paul's Transcript

Table 4

Skills/Abilities and its Frequency Identified in the Statements of University Students Participating in the Activities

Theme Corresponding to the Activity Performed	Identified Skills/Abilities	Frequency
Diverse Cultural Heritage	Knowledge of the world, Love of learning, Collaborative work	4
Nationality	Knowledge of the world, Love of learning, Collaborative work	3
Raising Awareness	Cooperative work, Self-management, Examples of altruism, Love of learning, Language ability, Assertiveness, Volunteer work, Self-management	9
Socialization	Collaborative work	-
Social Participation	Collaborative work	1
Social Sciences Related Education	Love of learning ,Collaborative work	1
Excursion and Observation Studies	Knowledge of the world, Collaborative work	3
Total		21

According to Table 4, it was determined that the skills and abilities in the Developed Paul's Transcript were included 21 times in total, in the activity diary forms of the students who participated as organizers and participants in the student club activities. It was understood that the activities carried out under the theme of raising awareness correspond to the most skills and abilities, while the activities carried out under the theme of socialization to the most minor skills and abilities.

Below are direct quotes from the activity diary interview form and inferences regarding the skills and abilities identified from these quotes.

BA5: "First of all, the fact that a Polish citizen made the presentation attracted my extra attention. Many factors, such as the country's food, dances, places to visit, traditional clothes, history, history, cultural structure, religious structure, and currency, were enriched with videos and photographs. "I learned many things I did not know about their country."

When the statement in the activity diary of the student who organized and participated in the Different Cultures Different Heritage Series: Poland activity was examined, *world knowledge ability/skill* was determined.

ZI6: "Of course, the first stop of our trip was Anıtkabir, where the grave of our Great Leader, Gazi Mustafa Kemal Atatürk, is located. After our visit to Anıtkabir, the First Parliament and the Second Parliament declared our Republic. "We also visited the Parliament and the Ziraat and İş Bankası Museums, which serve as a cornerstone in our country's economic independence."

When the statement in the activity diary of the student who organized and participated in the We Are Discovering the Cultural Heritage of the Capital: Ankara Trip activity was examined, *world knowledge ability/skill* was determined.

TA1: "We set out to the shelter with our animal-loving friends. We had a paw friend with us who lost his eye, and he was treated."

FY5: "T.A. organized our activity; it was held with our volunteer teacher candidates, with the contributions of the Municipality Shelter staff and the hospitality of the Youth Center. We visited the shelter of the Municipality in the middle of the day. We played with them and learned about their diet, from their diet to the vaccinations they received."

When the statements in the activity diary of the students who organized and participated in the Most Precious Heritage: Shelter Visit activity was examined, *example of altruism* abilities/skills was determined.

BA9: "I tried to make the presentation productive by taking many small notes that would be useful to me on a topic that interested me. Most of all, I saw what steps to follow and what sites and books I should use to develop a language for Erasmus Exam. "I learned what I needed to do to get the same results by taking our teacher's experiences, actions, and progress in this regard as an example."

When the statement in the activity diary of the student who organized and participated in the Overcoming Erasmus and Yds/Yökdil Exam Anxiety with the Experiences of an Academician activity was examined, *love of learning* and *self-management* abilities/skills were determined.

4. Discussion, Conclusion and Recommendations

The first result obtained as a result of the study: university students who participated in student club activities as organizers and participants used skills-related expressions 64 times in these activities, according to the 2023 Social Studies curriculum, and these were; *social participation, observation, decision making, critical thinking, perceiving time and chronology, perceiving change and continuity, perceiving space, using evidence, collaboration, innovative thinking, communication, entrepreneurship, empathy, environmental literacy, using Turkish correctly and effectively, decision making*. Supporting this result Musa and Al-Qudah (2021), who examined the role of student clubs in Arab universities in promoting cultural diversity through student opinions, found that university clubs and activities provide students with various skills. Regarding the skills of giving information, recognizing stereotypes and prejudice, research, digital literacy, using evidence and perceiving space. (Foley et al.,2022) who examined the perceptions of students who took part in university clubs (leadership) about the benefits of their participation in club activities and their post-graduation contributions, found that those who were leaders in university clubs demonstrated results in various skills such as ethics, time management and flexibility, communication and cooperation, networking, social learning, social participation and practical problem solving skills. Eskici and Aktaş (2014) found that university students think that club activities enable them to have a pleasant time, allow them to improve themselves and their social environment.

The second result obtained as a result of the study: university students who participated as organizers and participants in student club activities used values-related expressions 31 times in these activities, according to the 2023 Social Studies curriculum, and these were; *sensitivity, respect, love, independence, freedom, patriotism, responsibility, solidarity, hardworking, helpfulness, scientificity, peace, equality*. Al-Musa and Al-Qudah (2021) found that they expressed high levels of agreement with items containing values and related content such as "student clubs aim to instill in me good morals", "student clubs aim to instill in me tolerance and tolerance", "student clubs aim to instill in me my values and religious beliefs", "student clubs aim to instill in me loyalty and belonging to my homeland", "students enrolled in the same student club have common interests". Dugan and Komives (2017) revealed that university clubs contribute to developing individual, social, and civic awareness.

The final result of the study is that university students who participated as organizers and participants in student club activities used abilities/skills related expressions 21 times in these activities, according to the developed Paul's Transcript and these were; and that these were; *knowledge of the world, love of learning, collaborative work, self-management, examples of altruism, language ability, initiative, volunteer work*. Similar to the result of Foubert & Grainger (2006) who examining the effects of participation in clubs and organizations on the psychosocial development of university students participation in student organizations. It is a strong relationship with student's ability to create and clarify goals, participation in education, career planning, life management, and cultural participation. Although this relationship can be one-way or mutually reinforcing, students who participate in clubs and organizations during their university experiences also have a strong relationship with many areas Foubert & Grainger (2006).

University life stands out as a more accessible environment compared to the past educational experience, where the individual can quickly reveal his identity and have the ability to act as he wishes. This may cause the person to complete his development or completely lose his essence while determining his attitudes and behaviors. At this point, communities emerge to respond to the wishes and expectations of individuals (Akyol & Onbaşı, 2014). It becomes inevitable to consider student clubs as structures that can provide clues in developing solutions as a complement to student-centered/participatory education and training suggestions for the quality problems that arise with universities globalization and massification process (Kuzu, 2021). Because the importance of the social, cultural, and scientific contributions of student clubs to the university in which they operate through the activities they carry out should not be denied. In this regard, the example of a student club can be examined. Student clubs and activities: Being considered as a tool that can be consulted in transferring values and skills that sometimes curriculums may be blocked in conveying, developing many different skills during a vast flow of activities ranging from the structural functioning of the club to event planning, organizing and carrying out its activities, peer teaching, exchange of ideas between different departments and even faculties. It can contribute to creating opportunities for people to establish personal and social ties, providing skills that every professional candidate needs to develop in line with their career, realizing their potential, meeting new interests, developing leadership skills, and adopting the local and universal values that the society and the world expect from them. It should not be overlooked that student clubs and activities can also be used to provide professional development for prospective teachers. When social studies teacher candidates' mission to prepare their students as child citizens is evaluated, it would be beneficial for them to consider the contributions of being a participant in a student club in becoming ready to acquire, adopt, and transfer the skills and values that their students may need in order to grow up as good citizens.

In addition to reporting on the assessments of students with traditional degrees, diplomas and transcripts, it would be beneficial to report on the skills and abilities of graduates, to value them, and to pay attention to the uniqueness of everyone with their knowledge, abilities, skills and values by expanding social transcript approaches. As İnan (2022) states, the student should have a list of skills and abilities for himself and a special observation note that teachers will prepare for the student. A different curriculum vitae (CV) and portfolio essay can be considered an additional document alongside diplomas and transcripts. In this way, the university will graduate more active, valuable, and responsible individuals to the society in which it conducts science and the world. As Albert Einstein said, "In fact, everyone is a genius. But if you judge a fish by its ability to climb a tree, it will spend its whole life believing it is stupid."

The study was carried out to determine and examine the perceptions of university students who participate in student club activities as organizers and participants regarding skills, values, abilities/skills within the scope of their activities. When all the results obtained are evaluated the

suggestions offered to researchers in terms of different dimensions and equivalent studies are as follows:

- Different dimensions can be examined by expanding the study conducted through quantitative methods.
- Scales can be developed to determine the effectiveness of student club activities.
- Similar studies can be carried out in the context of different universities, faculties, and clubs, and comparative student club activities, skills, and value perception studies can be carried out.
- A comparative research can be conducted regarding skills and values between the perceptions of club members who are solely responsible for organizing student club activities, regarding planning and carrying out these activities, and the perceptions of students who are only participants.
- Opinions of academic staff, faculty administrators, and administrative staff regarding student club activities can be examined.

References

- Akturan, U., & Esen, A. (2008). *Fenomenoloji. Nitel Araştırma Yöntemleri Nvivo 7.0 ile Nitel Veri Analizi [Phenomenology. Qualitative Research Methods Qualitative Data Analysis with Nvivo 7.0]*. Ankara: Seçkin Yayıncılık.
- Akyol, A., & Onbaşı, A. (2014, May). Öğrenci Topluluklarının Sivil Toplumdaki Rolü ve Önemi-Hitit Üniversitesi Felsefe ve Tarih Topluluğu Merkezli Bir İnceleme [The Role and Importance of Student Communities in Civil Society A Study Centered on the Hitit University Philosophy and History Community]. *Uluslararası Türk Dünyası Sivil Toplum Zirvesi Bildiri Kitabı*. Retrieved from: <https://www.gelisimveinsan.com/wp-content/uploads/2015/12/19.pdf>
- Ay, K. (2015). *The Effectiveness Level of Student Club Activities in Developing Core Skills Included in the Curriculum: Student and Teacher Perspectives* [Unpublished masters' thesis]. Pamukkale University, Institute of Educational Sciences.
- Al-Musa, E., & Al-Qudah, M. (2021). The Role of Student Clubs in Arab Universities in Promoting Cultural Diversity Among the Students Enrolled In Them From Their Perspective: The University Of Jordan As A Model. *Psychology and Education*, 58(5), 893-903. Retrieved from: https://www.researchgate.net/profile/Mohammed-Al-Qudah/publication/351853003_The_Role_Of_Student_Clubs_In_Arab_Universities_In_Promoting_Cultural_Diversity_Among_The_Students_Enrolled_In_Them_From_Their_Perspective_The_University_Of_Jordan_As_A_Model/links/60ad40d3458515bfb0a30a98/The-Role-Of-Student-Clubs-In-Arab-Universities-In-Promoting-Cultural-Diversity-Among-The-Students-Enrolled-In-Them-From-Their-Perspective-The-University-Of-Jordan-As-A-Model.pdf
- Balcı, A. (2001). *Research in social sciences: Method, technique, and principles*. Ankara: Pegem Publishing.
- Bentley University. (2022). *12 Reasons Why You Should Join a Student Organization*. Retrieved from: <https://www.bentley.edu/news/12-reasons-why-you-should-join-student-organization>.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2014). *Scientific research methods* (17th ed.). Pegem Publications.
- Büyüköztürk, Ş. (2013). *Veri analizi el kitabı [Handbook of Data analysis]*. (18th ed.). Ankara, Pegem Publications.
- Çavdarlı, M. (2002). *Erosion of social values and cultural imperialism in Türkiye*. [Unpublished masters' thesis]. Süleyman Demirel University, Institute of Educational Sciences.
- Darwen, J., & Grace Rannard, A. (2011). Student volunteering in England: a critical moment. *Education+ Training*, 53(2/3), 177-190. <https://doi.org/10.1108/004009111111115717>
- Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national student*. College Park, MD: National Clearinghouse for Leadership Programs.
- Eskici, M., & Aktaş, R. (2014). University students' views on student clubs. *Asya Öğretim Dergisi*, 2(1 (SPECIAL)), 31-40. Retrieved from: <https://dergipark.org.tr/tr/pub/aji/issue/1538/18841>
- Foubert, J. D., & Urbanski, L. A. (2006). Effects of involvement in clubs and organizations on the psychosocial development of first-year and senior college students. *NASPA journal*, 43(1), 166-182. <https://doi.org/10.2202/1949-6605.1576>
- Foley, C., Darcy, S., Hergesell, A., Almond, B., McDonald, M., & Brett, E. (2022). University-based sport and social clubs and their contribution to the development of graduate attributes. *Active*

Learning in Higher Education, 14697874221127692.
<https://doi.org/10.1177/14697874221127692>

Gray, M. (1952). Chapter IX: Student Clubs. *The Bulletin of the National Association of Secondary School Principals*, 36(184), 80–93. <https://doi.org/10.1177/019263655203618410>

Griffith, M. (2021). *The Handbook of Unschooling*. Pegem Publishing.

İnan, S. (2022). *Paul's Transcript: A Review*. *Easy Campus*. Retrieved from <https://www.kolaykampus.com/blog-detay/paulun-transkripti>

Karimi, F., & Matous, P. (2018). Mapping diversity and inclusion in student societies: A social network perspective. *Computers in Human Behavior*, 88, 184-194. <https://doi.org/10.1016/j.chb.2018.07.001>

Kuçuradi, D. (1971). *The problem of value in terms of human philosophy*. Ankara: Yankı Publications.

Kuhar, K., & Sabljic, J. (2016). The Work and Role of Extracurricular Clubs in Fostering Student Creativity. *Journal of Education and Training Studies*, 4(4), 93-104. Retrieved from: <https://eric.ed.gov/?id=EJ1088514>

Kuzu, O. H. (2021). Student clubs at universities: A Content analysis on diversity. *Eğitimde Nitel Araştırmalar Dergisi*, 27, 52-73. Retrieved from: <https://dergipark.org.tr/en/pub/enad/issue/64454/980985>

Tan, M., & Temiz, K. (2003). The Place and Importance of Scientific Process Skills in Science Teaching. *Pamukkale University Faculty of Education Journal*, 1(13), 89-100. Retrieved from: <https://dergipark.org.tr/en/pub/pauefd/issue/11130/133117>

TDK. (2023). *Turkish Language Association dictionaries*. Retrieved from <https://sozluk.gov.tr/>

Turan, İ., Duysak, A., & Kuğuoğlu, İ. H. (2017). The place and importance of university student communities in socialization. *Recep Tayyip Erdoğan University Social Sciences Journal*, 3(6), 203-217. Retrieved from: <https://dergipark.org.tr/en/pub/rteusbe/issue/33040/371680>

MEB. (2023). *Secondary Education Social Studies Curriculum*. Retrieved from <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=1264>

Murşit, I., & Erdoğan, A. (2020). Üniversite Öğrencilerinin Sosyal Sorun Çözme Becerileri Sürecinde Öğrenci Topluluklarının Rolü: Süleyman Demirel Üniversitesi Örneği [The Role of Student Communities in the Social Problem Solving Skills Process of University Students: The Example of Süleyman Demirel University]. *Selçuk Üniversitesi Sosyal Bilimler Meslek Yüksekokulu Dergisi*, 23(1), 240-256. <https://doi.org/10.29249/selcuksbmyd.677860>

Şahin, A. E. (2010). *Fundamental Concepts Related to Education*. In V. Sönmez (Ed.), *Introduction to Educational Science*, 1-24.

Sakarya Uygulamalı Bilimler Üniversitesi-SUBÜ (n.d.) SUBÜ Sosyal Transkript Yönergesi [SUBÜ Social Transcript Directive]. Retrieved from <https://sks.subu.edu.tr/sites/sks.subu.edu.tr/files/2021-01/SUB%C3%9C%20Sosyal%20Transkript%20Y%C3%B6nergesi.docx>

Quiesse, J. (2007). *Talents innés, aptitudes éducatibles, Oser l'approche orientante, tome 1: Pourquoi l'approche orientante, éditions Qui plus est [Innate talents, educable skills, Daring the orienting approach, volume 1: Why the orienting approach, éditions What's more]*.

Yıldırım, A., & Şimşek, H. (2005). *Qualitative Research Methods in Social Sciences* (5th ed.). Seçkin Publishing.

Article Information Form

Author(s) Notes: The authors would like to express their sincere thanks to the editor and the anonymous reviewers for their helpful comments and suggestions.

Author(s) Contributions: All authors contributed equally to the writing of this paper. All authors read and approved the final manuscript.

Conflict of Interest Disclosure: No potential conflict of interest was declared by the author.

Copyright Statement: Author owns the copyright of their work published in the journal and their work is published under the CC BY-NC 4.0 license.

Supporting/Supporting Organizations: No grants were received from any public, private or non-profit organizations for this research.

Ethical Approval and Participant Consent: It is declared that during the preparation process of this study, scientific and ethical principles were followed and all the studies benefited from are stated in the bibliography. Ethics committee permission was received from Sakarya University Rectorate Ethics Committee with the decision dated 22.11.2023 and numbered 25/13.

Plagiarism Statement: This article has been scanned by iThenticate.