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CHANGE AND CONTINUITY PERCEPTION SKILLS IN SOCIAL STUDIES CURRICULUM IN TURKEY AND AMERICA WITHIN THE SCOPE OF TEACHING HISTORICAL TIME

TARİHSEL ZAMAN ÖĞRETİMİ BAĞLAMINDA TÜRKİYE VE AMERİKA BİRLEŞİK DEVLETLERİ SOSYAL BİLGİLER ÖĞRETİM PROGRAMLARINDA DEĞİŞİM VE SÜREKLİLİĞİ ALGILAMA BECERİSİ

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Abstract: Change and continuity perception skills are among the fundamental skills of historical thinking. It is important to address these skills in terms of the content covered in social studies courses and explore comprehensively with sub-dimensions beyond historical description. The aim of this study is to compare the change and continuity perception skills addressed in social studies curriculum in Turkey and the United States of American within the scope of historical time teaching. A document analysis method was used in the study and the sample consisted of Social Studies Standards of Education Department of the State of Michigan and the Social Studies Curriculum of National Education Ministry of the Republic of Turkey. In analyzing the data, descriptive statistics and content analysis were employed. The results showed that the change and continuity perception skills in both programs are particularly focused on history subjects in 6th and 7th grades. Acquisitions addressing change and continuity perceptions skills were more diverse in the Social Studies Standards of the Michigan State and were addressed in courses including history, geography, individual and society, economics, culture, technology and agriculture. The perception of change and continuity in the social studies curriculum of the Republic of Turkey is addressed with a narrow perspective in topics including history, individual and society, culture and technology. However, when standards and acquisitions of both education programs were analyzed, it was found that the chronological aspect of change and continuity in general and the perception of future are not addressed much and that the change and continuity experienced in a certain field are not associated with different fields

enough.

Keywords: Perception of change and continuity, comparative education, social studies.

Özet: Temel tarihsel düşünme becerilerinden biri olan değişim ve sürekliliği algılama becerisinin sosyal bilgiler dersinin içerdiği konular açısından belirli bir bağlamda ele alınması; zamansal bir betimlemenin ötesine geçilerek alt boyutları ile kapsamlı bir şekilde incelenmesi önem taşımaktadır. Bu araştırmada tarihsel zaman öğretimi bağlamında Türkiye ve Amerika sosyal bilgiler öğretim programlarında yer alan değişim ve sürekliliği algılama becerisinin karşılaştırılması amaçlanmıştır. Araştırmada doküman incelemesi yönteminden yararlanılmış; araştırmanın örneklemini ise Michigan Eyaleti Eğitim Departmanı Sosyal Bilgiler Standartları ve Türkiye Cumhuriyeti Milli Eğitim Bakanlığı Sosyal Bilgiler Dersi Öğretim Programı oluşturmuştur. Verilerin analizi sürecinde betimsel istatistiklerden ve içerik analizinden yararlanılmıştır. Araştırma sonucunda her iki öğretim programında da değişim ve sürekliliği algılama becerisinin 6. ve 7. sınıflarda özellikle tarih konularında yoğunlaştığı görülmüştür. Değişim ve süreklilik algısını içeren kazanımlar Michigan Eyaleti Sosyal Bilgiler Standartlarında konu alanına göre daha fazla çeşitlilik göstermiş; tarih, coğrafya, birey ve toplum, ekonomi, kültür, teknoloji ve tarım gibi konularda ele alınmıştır. Türkiye Cumhuriyeti Sosyal Bilgiler Dersi Öğretim Programında ise değişim ve süreklilik algısı; tarih, birey ve toplum, kültür ve teknoloji konuları olmak üzere daha sınırlı bir bakış açısıyla ele alınmıştır. Bununla birlikte her iki öğretim programında yer alan standartlar ve kazanımlar incelendiğinde genel olarak değişim ve sürekliliğin kronolojik boyutuna, gelecek zaman algısına çok az yer verildiği; belli bir alanda yaşanan değişim ve sürekliliğin farklı disiplinlerle çok az ilişkilendirildiği görülmektedir.

Anahtar Kelimeler: Değişim ve süreklilik algısı, karşılaştırmalı eğitim, sosyal bilgiler.

Introduction

Considering the extensive content of social studies focusing on “humans,” several core disciplines, particularly history, bring the concept of historical time and in relation to this the skills of change and continuity perception to the forefront. There are researchers who support the perspective of historical consciousness being more than the mentioned time and the chronology of time and this being a pre-condition to acquire the awareness of time. Other researchers support that traditional hour/calendar time is independent of historical time and that the consciousness of historical time includes the sense of other times, changes that occur ahead of time and the differences between various periods (Wilschut, 2012, p. 119). Focusing on children’s actions reveal that “perception of historical time” is neither a single cognitive characteristic nor a developmental characteristic of the mind (Barton, 2002, p. 174). Booth (1994) and others showed that the children’s thoughts related to time is not only dependent on maturing but also teaching strategies, materials, engaging with other children and experiences. There are studies associating the process of historical time concept development in children with cognitive development based on age while recent studies suggest that certain skill competencies in the current concept can be acquired through appropriate and qualified methods (Şimşek, 2006, p. 110-111).

The concept of historical time is concerned with the past regardless of near or distant past, and thus, it should be addressed within the conditions of the past. Therefore, in addition to linearity, individual, cultural, social conditions and characteristics of regions are considered variables determining historical time (Dilek, 2001, p.21). Without the concept of historical time, children can't have the systems necessary for the process of knowledge acquisition. Thus, it is important for teachers to encourage discussions and create tasks to advance the historical time concept actively (Hodkinson, 1995, p. 79). Considering history topics that constitute the core of social studies courses, development of a qualified perspective of history, evaluation of incidents in the past-now-future axis, and interpretation of a situation within a historical context show the importance of the "historical time" concept.

Researches in the literature focusing on teaching historical time show that chronology is the beginning of developing a sense of historical time. The reasons for this include children, from the very first moments of their lives, experiencing change and rhythm and routines both in their bodies and surroundings which are considered as fundamental elements for a historical time approach (Galan, 2016, p. 6). Chronological thinking requires distinguishing the past, present time and future as well as developing a time perspective, measuring time, interpreting and creating timelines, and explaining consecutive, continuity and change structures (Prickette, 2001, p. 83-84). Understanding chronology involves comprehension of consecutiveness, change, continuity, causes and consequences of change or comprehension of the speed of change and continuity (Cooper, 2012; Hoodless, 2002). During the process of teaching historical time, information and skills related to chronology should expand beyond remembering or making a plain sequence of the past. When the international literature is researched, elements including social structures, power relations, culture, immediate surroundings, experience are found to be dominant in teaching the aforementioned information and skills (Cooper, 2001; Haith et al., 1994; Levstik & Barton, 1996).

Another skill that needs to be considered within the scope of teaching historical time is the perception of change and continuity. Students need to understand historical roots, the realization of temporal transition, and how past events shape their worlds within the scope of social studies courses. While developing these realizations, students need to know how life was in the past and how it changed and improved over time. This provides the perspective needed to restructure and interpret historical events, and to address the past, present and future (Prickette, 2001, p. 88). Within this context, the change and continuity perception as a sub-element of historical time concept is a complex skill that requires the use of several elements including chronology, culture, language, cognitive maturity all together. The perception of change and continuity can be influenced by the age variable as well as experiences related to historical position (Seixas & Peck, 2004) or cultural instruments (Barton, 2001). However, comprehension of continuity helps children to understand how conditions or periods last, to understand the sense of period, and to see the distant and close relationships between events. This allows children to calculate the length of sovereignty or wars (Cooper, 2012, p.8). Additionally, change and continuity are also acquiring fundamental ways to organize the complexity of past (Seixas, 2006, p. 6). On the other hand, one of the least researched aspects of children's historical thinking processes is the understanding of how and when human lives change over time (Barton, 2001, p. 887). One of the main obstacles in understanding history is the struggles students experience in understanding the change and continuity over time, and in comparing similarities and differences between periods (Maxim, 1997; Waldron, 2003).

The perception skill of understanding change and continuity in social studies courses allow individuals to understand their positions in historical processes and their historical roots, to comprehend the direction and speed of change, to create a perspective of future departing from past, to analyze the impacts of change on sociocultural context. And to analyze change and continuity within the frame of causality. Within this context, it is seen that change and continuity perception skills in the process of historical thinking are present in education programs in several countries. "Explaining change and continuity" is one of the components included in the standards of chronological thinking skills of fourth grades developed by The National Center for History in the School in the U.S.A. (UCLA History, 2018). The National Council for the Social Studies in the U.S.A. defined time-continuity and change as one of the ten learning areas and stated that social studies curriculums should include experiences to explore the past and its heritage within the scope of this learning area (NCSS, 2018). Time-continuity and change are accepted as one of the national standards in the U.S.A while it is listed both as a learning area and skill with the title of 'perception of change and continuity' for the first time in 2005 in the social sciences curriculum in Turkey. In the 2005 social studies curriculum, the focus was centered around finding similarities and differences, perceiving continuity and change over time, distinguishing historical concepts and interpretations, recognizing cause-effect relationships of problems in the past, and finding alternative solutions to solving historical problems within the scope of skill of change and continuity perception (Milli Eğitim Bakanlığı, 2005). When the revised 2018 social studies curriculum in Turkey is evaluated, it was seen that perception of change and continuity is one of the 27 skills listed in the curriculum. Time-continuity and change is accepted as one of the fundamental principles of social studies education. Additionally, it was stated that identification of similarities and differences between people, objects, events, and concepts by questioning historical evidence of different periods and locations, and perception of change and continuity are important. The concepts of 'time-continuity-change' are also considered as one of the main principles of social studies course in achieving acquisitions (MEB, 2018).

The purpose of this study is to compare the skills of perception of change and continuity in social studies curriculums in Turkey and the U.S.A. within the context of teaching historical time. However, there is no national and central curriculum that is applied in all the states in the U.S.A which is different from Turkey. A main framework for the states is "National Curriculum Standards for Social Studies" was developed by the National Council for the Social Studies (NCSS) in the American education system. Curriculum design practices in the U.S.A. are performed by educational departments in the states in alignment with the aforementioned national standards. Within this context, in the Michigan Social Studies Standards, it is emphasized that social studies education should have direct and open connections to both local and national standards and that incorporation of local examples in these standards would be improved at a local level (MDE, 2019). Thus, it can be said that Michigan Social Studies Standards show parallelism with the U.S. national social studies standards. In other words, the curriculum implemented in the state of Michigan mostly represents the nation. However, one difference between the U.S.A and Turkey is that in the U.S. the word 'standard' is used as opposed to 'acquisition' in the social sciences curriculum. These academic standards reveal the educational expectations of students in Michigan and guide the process of developing a local curriculum (MDE, 2019). Also, in the related curriculum, citizenship, economics, history and geography were identified as the four core areas for social studies.

There are several comparative studies based on the social studies curriculum (Yazıcı, 2009; Osmanoğlu & Yıldırım, 2013; Şeker, 2014; İnce & Bingöl, 2018; Kafadar, Öztürk & Katılmış, 2018). However, there is no research in the literature directly examining the ability to perceive change and continuity within the scope of the social studies curriculum. In this context, this research may contribute to the literature in terms of teaching skills in social studies and provide a comparative perspective. The purpose of this research is to compare the change and continuity perception skills presented in the social studies curriculum in Turkey and the U.S.A. within the context of teaching historical time. The sub-research questions in alignment with the scope are as follows:

- When the Michigan Social Studies Standards and the Turkish Republic Social Studies Curricula are compared in terms of teaching historical time, what's the distribution level of change and continuity perception skills by grade level?
- When the Michigan Social Studies Standards and the Turkish Republic Social Studies Curricula are compared in terms of teaching historical time, what's the distribution level of change and continuity perception skills by subject fields?
- When the Michigan Social Studies Standards and the Turkish Republic Social Studies Curricula are compared in terms of teaching historical time, what's the distribution level of change and continuity perception skills by sub-dimensions?

Method

The aim of this study was to describe the two curricula in terms of change and continuity perception skill within the context of teaching historical time. Using a comparative approach based on description, document analysis method was used. Document analysis is a research method that includes accessing resources related to a goal, reading, note-taking and evaluation phases (Bryman, 2004). Additionally, document analysis is a systematic procedure to review or evaluate print or electronic materials (computer-based and transferred via internet) (Bowen, 2009). Within this scope, both curricula containing information related to the sub-research questions were analyzed using a document analysis method.

Data Sources

Textbooks, student and teacher books, lesson and unit plans, program instructions, and official documents related to education can be used as data sources in the process of document review in educational research (Bogdan & Biklen, 1998). Also, personal documents including journals, memories, confessions, and letters as well as printed media, periodicals, magazines or books can be analyzed (Bailey, 1982). Within this scope, Michigan Social Studies Standards (MDE, 2019) and Turkish Republic Social Studies Curriculum (MEB, 2018) were identified as the data sources for this study.

Data Collection Process

Document analysis involves reviewing, reading (extensive evaluation) and interpretation. This iterative process combines the elements of content and thematic analyses (Bowen,

2009). During the data collection process in alignment with document analysis, processes of document access, originality check, and document comprehension were used. Social studies curriculums which constitute the raw data for the study were accessed through the countries' official websites¹. Michigan social studies curriculum downloaded from the official website of Michigan Department of Education and the Turkish social studies curriculum was downloaded from the official website of the Ministry of National Education. Then, the documents were checked for originality. During the phase of document comprehension, experts read both documents twice before the analysis. After the reading, the curricula were evaluated both individually and comparatively considering the sub-research questions of the study.

Data Analysis

The data analysis included using descriptive statistics for frequency/percentage distributions in addressing the first and second sub-questions. For the third sub-question, a content analysis was completed in alignment with the sub-dimension of the change and continuity perception skill. Content analysis is a data analysis method that aims to make inferences deductively from written materials with pre-determined dimensions (Gökçe, 2001; Arıkan, 2011). Considering the steps of content analysis, the process is detailed in the next paragraph (Arıkan, 2011; Baş, 2008; Bilgin, 2000):

First, both curricula were read prior to the analysis in order to develop a projection for the category identification phase. Then, a draft of form was prepared in consideration with the sub-questions of the research. Departing from written research in the field related to the change and continuity perception skills, the following sub-categories were identified; using chronological concepts, having a perception of future, identifying similarities and differences during change and continuity, discovering the impacts of sociocultural context during change and continuity, establishing cause-effect relationship, associating the change and continuity experienced with different disciplines. Following the category identification, coding process started. During the process of coding, units of analysis were identified and each 'standard' or 'acquisition' was calculated as one unit. An example from the process is presented in Figure 1.

¹ Michigan Social Studies Standards are available at <https://www.michigan.gov/mde/>
Republic of Turkey Social Studies Curriculum is available at <https://ttkb.meb.gov.tr/>

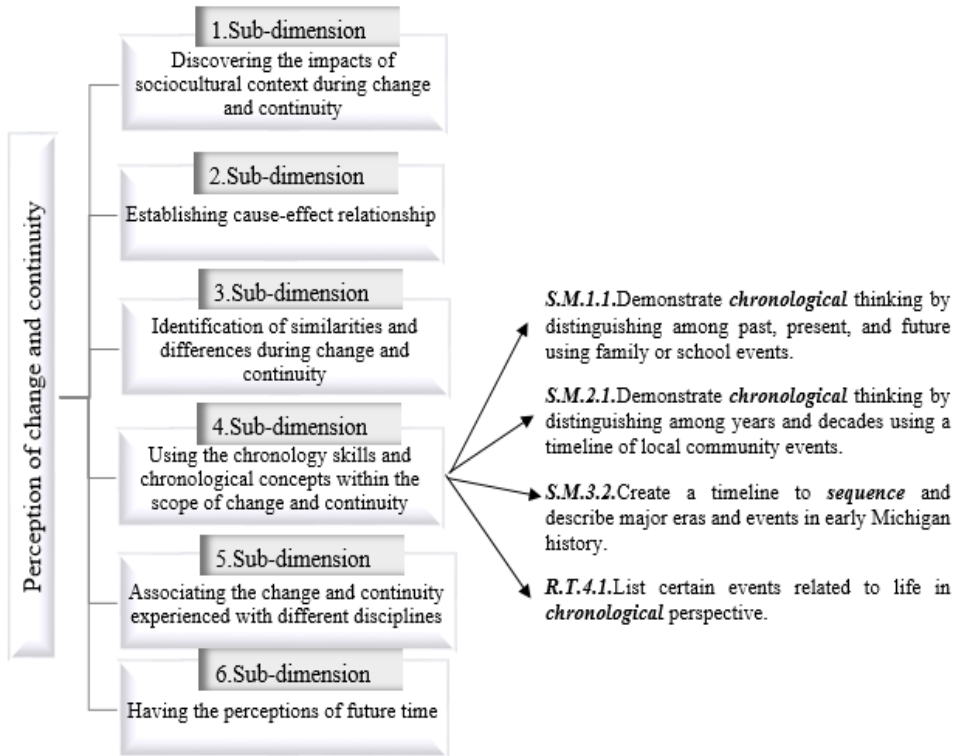


Figure 1. A coding example for the process of content analysis.

Both researchers coded the data according to the pre-determined sub-categories on the coding form. In coding, “S.M.” was used to indicate State of Michigan and “R.T.” was used to indicate Republic of Turkey and grade level and acquisition /standard numbers were taken into consideration as well. Following the coding process, to ensure reliability and validity in alignment with the qualitative approach, as suggested by Guba (1981) expert analysis was used in the internal validity process while detailed description was used for external validity. Within this context, direct quotations from the curricula were used, expert opinion was consulted, and the research process was detailed during the data collection and analysis phase. In determining reliability, the reliability formula (Reliability=consensus/consensus+divergence of opinion) suggested by Miles & Huberman (1994) was used in the coding process. The results showed the reliability level as % 83. The goodness of fit coefficient indicates that these categories can be used in high reliability.

Findings

When the Michigan Social Studies Standards are compared with the Republic of Turkey Social Studies Curricula in terms of teaching historical time, the distribution of change and continuity perception skills stated in acquisitions/standards by grade level is presented in Table 1.

Table 1. Distribution of standards related to change and continuity perception by grade level.

Grade Level	Michigan Social Studies Standards		Republic of Turkey Social Studies Curriculum	
	<i>f</i>	%	<i>f</i>	%
1. Grade	2	6,9	-	-
2. Grade	4	13,8	-	-
3. Grade	2	6,9	-	-
4. Grade	3	10,34	2	16,67
5. Grade	1	3,44	1	8,33
6. Grade	6	20,69	4	33,33
7. Grade	6	20,69	5	41,67
8. Grade	5	17,24	-	-
Total	29	100	12	100

As presented in table 1, there are 29 standards in the Michigan Social Studies Standards while 12 acquisitions are listed in the Republic of Turkey Social Studies curriculum about change and continuity perception skills. The number of acquisitions/standards are the highest in 6th and 7th grades in both curricula. As there is no social studies course in the 1st, 2nd, 3rd and 8th grade in Turkish curriculum, these grades were excluded from the analysis.

When the Michigan Social Studies Standards and the Republic of Turkey Social Studies curriculum were compared in terms of teaching historical time, the distribution of acquisitions/standards with change and continuity perception skills by subjects is presented in Table 2.

Table 2. Distribution of acquisitions/standards related to change and continuity perception skills by subjects.

Subject Field	Michigan Social Studies Standards		Republic of Turkey Social Studies Curriculum	
	<i>f</i>	%	<i>f</i>	%
History	15	51,72	4	33,33
Geography	7	24,15	-	-
Individual and Society	2	6,89	3	25
Economics	2	6,89	-	-
Culture	1	3,45	2	16,67
Technology	1	3,45	3	25
Agriculture	1	3,45	-	-
Total	29	100	12	100

When the distribution of acquisitions/standards related to the skill of change and continuity perception were analyzed by subjects, the most frequently addressed subject in both programs were history. However, standards related to change and continuity perception were more diverse in the Michigan Social Studies Standards as they are addressed in subjects including history, geography, individual and society, economics, culture, technology and agriculture. On the other hand, the Republic of Turkey Social Studies curricula addressed the change and continuity perception from a narrow perspective through the subjects of history, individual and society, culture and technology.

When the Michigan Social Studies Standards and the Republic of Turkey Social Studies curriculum were evaluated in terms of teaching historical time, the distribution of acquisitions/standards by sub-dimensions of the change and continuity perception was found as shown in Table 3.

Table 3. Distribution of acquisitions/standards by the sub-dimensions of change and continuity perception skills.

Researches in the literature		Michigan Social Studies Standards		Republic of Turkey Social Studies Curriculum		Total	
		f	%	f	%	f	%
Using the chronology skills and chronological concepts within the scope of change and continuity	Drake & Nelson (2005), Şimşek (2006), Cooper (2012) Seixas & Morton (2012) Wilschut (2012), Galan (2016) UCLA (2018)	4	16	1	9.09	5	13.89
Having the perceptions of future time	Hudson et al. (1995), Silverman (1996)	-	-	1	9.09	1	2.78
Identification of similarities and differences during change and continuity	Prickette (2001), O'Hara & Q'Hara (2001), Cooper (2012), Cooper (2014)	8	32	2	18.19	10	27.78
Discovering the impacts of sociocultural context during change and continuity	Levstik & Barton (1994), Epstein (1997), Barton (2001), Barton & Levstik (2004), Seixas & Peck (2004), Ellis (2007),	4	16	3	27.27	7	19.44

Establishing cause-effect relationship	Bage (2000), Alleman & Brophy (2003), Ellis (2007), Cooper (2014)	7	28	2	18.19	9	25
Associating the change and continuity experienced with different disciplines	California State Board of Education (1988), Prickette (2001),	2	8	2	18.19	4	11.11
Total		25	100	11	100	36	100

First, a literature search was conducted to identify the sub-categories related to change and continuity. Afterwards, the distribution of change and continuity perception skills by its sub-dimensions was analyzed. As shown in Table 3, the focus was on identification of similarities and differences during change and continuity while there was no standard related to the sense of future in the Michigan Social Studies Standards. When the Republic of Turkey Social Studies curricula was analyzed by focusing on the impacts of socio-cultural context during change and continuity, it was seen that sense of future and chronology was not included much. When both curricula were evaluated together, identification of similarities and differences in change and continuity was addressed most frequently while perception of future was the least frequently addressed.

Discussion, Conclusion and Suggestions

The distribution of change and continuity perception by grade level is not homogenous in either curriculums and mostly centers in 6th and 7th-grade levels. However, the development of time and the change and continuity perception in relation to time starts at early age. Within this context, Blow (2011) in his article titled 'Everything flows and nothing stays': how students make sense of the historical concepts of change, continuity and development' studied what change, continuity and development mean for children and developed a model based on the study to further the understanding process of these concepts. In this model, age intervals were taken as the basis in detailing the developmental stages of the change and continuity perception. Therefore, considering the age variable, it is thought that it is important to introduce the change and continuity perception in the first grade and gradually continue from simple to complex. For example, asking children to chronologically order their daily routines, drawing attention to the continuity of daily, weekly, monthly and seasonal time frames, the physical changes since their last birthday, changes in traditional children games, or seasonal differences in things they use are some examples to introduce in the first grade and to expand in later years in a more complex way.

The distribution of acquisitions/standards related to change and continuity perception by subjects showed that history is the discipline in both programs that are frequently addressed. This is an expected outcome due to the nature of change and continuity perception. However, change and continuity perception skill is comprehensive and related

to all disciplines of the rich content included in social studies course. Acquisitions/standards related to change and continuity are more diverse in the Michigan Social Studies Standards and addressed in subjects including history, geography, individual and society, economy, culture, technology and agriculture. For example, in relation to the standard of *“Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places”* presented under the 6th-grade *“Humans and the Environment”* subject emphasizes causality and how deforestation in a region can cause floods, how plastic trash can cause pollution in lakes and oceans, how overuse of fertilizer and phosphate can cause changes in water quality, and how different climate factors can cause global climate changes are highlighted. Additionally, in the standard of *“Explain how communities are affected positively or negatively by changes in technology.”* under the 6th grade *“Human Characteristics of Spaces”* asks to establish relationships in how changes in transportation and communication technology affect places where humans live, how changes in the production process impact locations of factories, how changes in energy technologies impact environmental effects and economical activities. In the Republic of Turkey Social Studies Curriculum, the perception of change and continuity is established with a narrower perspective in the subjects of history, individual and society, culture and technology. Within this scope, the acquisitions related to change and continuity are centered in the subjects of *“Culture and Heritage”* and *“Individual and Society.”* For example, in the 4th-grade *“Culture and Heritage”* subject, the acquisition of *“be able to compare traditional children games with contemporary games in terms of change and continuity”* or in the 6th grade *“Individual and Society”* subject, the acquisition of *“be able to examine the change of social roles over time”* are presented.

The analysis of standards and acquisitions presented in both curricula showed that the chronological aspect of change and continuity and the perception of future are not addressed sufficiently. Also, change and continuity are less frequently associated with different disciplines. The concept of historical time includes both the perception of change and continuity and knowledge and skill of chronology (Şimşek, 2006). In order to understand historical situations, a chronological order of events is necessary (Turner-Bisset, 2005, p. 143). However, the purpose for children is not only the skills of chronological ordering of the past but also to be able to explain logically and understand the relationships between the events that are not temporal (Stow & Haydn, 2000, p.86). However, in both curricula, using chronological skills and concepts within the scope of change and continuity is not addressed enough and chronology is addressed in a simpler axis. For example, 3rd-grade social studies standards of the Michigan state include *“Create a timeline to sequence and describe major eras and events in early Michigan history”* under the subject of *“The History of Michigan”*. In the Republic of Turkey Social Studies Curriculum, the acquisition of *“being able to order certain events of their lives chronologically”* is listed in the 4th-grade curriculum under the *“Individual and Society”* subject. Chronological skills are addressed with *“putting in order”* and *“describing”* dimensions more simply and plainly. However, chronological thinking requires making a distinction between past, present and future and developing a perspective of time in terms of consecutive events (distant past and now), measuring time, interpreting and creating timelines, and explaining the structures of consecutive, continuity and change (Prickette, 2001, p. 83-84). Thus, chronological awareness is essential to understand change and continuity. Chronology awareness is essential for understanding change, and the sequence of events with chronology can be used as a good starting point in this process (Cooper, 2012; Seixas & Morton, 2012;

Wilschut, 2012). In addition, chronological thinking is an action necessary to sort events from the past to the present and to know and use time, change, continuity and other concepts related to chronology (Demircioğlu, 2014, p.36).

When the perception of future is analyzed within the scope of change and continuity perception skill, it was found that it is not included in the Michigan Social Studies standards while it is included only once in the Republic of Turkey Social Studies curriculum. However, the perception of change and continuity not only contribute to creating a perspective on concurrence but also on future. Making predictions, interpretations, making inferences, being cautious and developing visions through the data obtained from the past is important for the development processes. There are studies showing that children in early ages have "a sense of future" within the context of consecutiveness-continuity and change. Hudson et al. (1995) showed that children between the ages of 3 and 5 can create various verbal plans in relation to future, and Silverman (1996) showed that children at the age of 7 can build past events through using event diagrams in a realistic way and that they can develop their structured expectations. Therefore, it is important to address change and continuity not only through the "past" dimension but also future dimension in order to develop vision. One of the fundamental goals of social studies courses particularly is "qualified citizens" and with the perception of future these citizens can be sensitive and cautious to national or global issues, can adapt to changes in the future, identifying goals by predicting changes and the speed of changes, can resist to negative changes. For example, taking precautions against environmental changes global warming will have in the future, adapting to changing technological systems by predicting the speed and effects of changes, being able to analyze societal consequences -both negative and positive- that may be caused by the changing cultural systems or to be able to visualize the continuity or change of future political systems are directly and indirectly influenced by the future perception of qualified citizens.

Although change and continuity perception skill is too comprehensive to only fit in history topics, it was found that this skill is not associated enough with different disciplines in both curricula reviewed. The perception of change and continuity in terms of social studies courses should not be addressed only in history topics within the scope of a before-after relationship or only chronological order. Prickette (2001) revealed the relationships between the "change" concept and different disciplines within the social sciences (geography, history, behavioral sciences, economics, politics, citizenship) and associated them with certain standards. Both change and continuity expand to different disciplines as multidimensional due to their impacts. For example, in the 4th grade standards of Michigan Social Sciences, the standard listed under "National Economy" reads as "*Explain how changes in the United States economy impact levels of employment and unemployment*". This standard requires making connections with different disciplines including the changes in demand for natural sources, technological changes, and changes in competition. However, the impacts of the specified change on health, education or social areas can also be considered. For instance; a technological innovation may not only impact the field of technology only, but also agriculture, economy, communication, culture, politics or art directly or indirectly. A changing element can result in a jump, decrease, recession or a big revolution in a different field. Therefore, connecting change and continuity to different disciplines allows identification of single and multi-natured relationships between different disciplines in a multidimensional and integrated way.

Addressing the skill of change and continuity concept in terms of content included in social studies within a certain “context” and evaluating it with all its dimensions comprehensively by going beyond a temporal description is important. Reflecting the skill of change and continuity perception on curricula within the context of teaching historical time is one of the most important necessities of a quality and effective social studies teaching. However, there are studies showing the challenges in classroom in teaching the skill of change and continuity perception as well as how this skill is addressed insufficiently and vaguely in curricula (Kiriş Avaroğulları, 2014; De Groot-Reuvekamp, Von Boxtel, Ros & Harnett, 2014; Martin, 2013). However, posing questions related to time and change is the center of historical questioning but curricula do not provide space for this (Cooper, 2012, p.3). In the current study comparing the acquisitions/standards related to change and continuity perception addressed in the Turkish and American social studies curricula, it was seen that certain insufficiencies exist in both. Based on the findings from the study, the following recommendations are developed:

- While chronological thinking within the scope of change and continuity perception skill is reflected in curricula, it can be introduced in curricula starting from the first grade by moving beyond a chronological order concept and taking the class level into consideration.
- Acquisitions/standards can be expanded by emphasizing the perception of future during change and continuity in addition to the perception of past.
- Acquisitions/standards can be structured multidimensionally by focusing on how change and continuity in one field may affect other fields of social sciences.

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Genişletilmiş Özet

Temel tarihsel düşünme becerilerinden biri olan değişim ve sürekliliği algılama becerisinin sosyal bilgiler dersinin içerdiği konular açısından belirli bir bağlamda ele alınması; zamansal bir betimlemenin ötesine geçilerek alt boyutları ile kapsamlı bir şekilde incelenmesi önem taşımaktadır. Sosyal bilgiler dersi bağlamında öğrencilerin tarihsel köklerini, zamansal geçişin tasavvurunu ve geçmiş olayların dünyalarını nasıl şekillendirdiğini anlaması gerekir. Bu kavrayışları geliştirirken, öğrencilerin geçmişte yaşamın nasıl olduğunu ve zamanla nasıl değiştiğini ve geliştiğini bilmeleri gereklidir. Bu durum tarihi olayları yeniden yapılandırmak ve yorumlamak, geçmiş, bugünü ve geleceği ele almak için gerekli olan bakış açısını sağlar (Prickette, 2001, s. 88). Bu bağlamda tarihsel zaman kavramının bir alt ögesi olarak değişim ve süreklilik algısı; kronoloji, kültür, dil, bilişsel olgunluk vb. pek çok unsurun bir arada kullanılmasını gerektiren kompleks bir beceridir. Sosyal bilgiler dersinde yer alan değişim ve sürekliliği algılama becerisi ile insanların tarihsel süreçlerdeki konumlarını ve tarihsel kökenlerini anlamalarına, değişimin yönünü ve hızını kavramalarına, geçmişten yola çıkarak bir gelecek perspektifi oluşturmalarına, değişimin sosyokültürel bağlam üzerindeki etkilerini analiz etmelerine ve nedensellik çerçevesinde değişimi ve sürekliliği incelemelerine olanak sağlanmaktadır. Bu araştırmada tarihsel zaman öğretimi bağlamında Türkiye ve Amerika sosyal bilgiler öğretim programlarında değişim ve sürekliliği algılama becerisinin karşılaştırılması amaçlanmıştır. Bu kapsamda oluşturulan alt problemler aşağıda belirtildiği gibidir:

- Tarihsel zaman öğretimi bağlamında Michigan Eyaleti Sosyal Bilgiler Standartları ile Türkiye Cumhuriyeti Sosyal Bilgiler Dersi Öğretim Programı karşılaştırıldığında; kazanımlarda ifade edilen değişim ve sürekliliği algılama becerisinin sınıf seviyesine göre dağılımı ne düzeydedir?
- Tarihsel zaman öğretimi bağlamında Michigan Eyaleti Sosyal Bilgiler Standartları ile Türkiye Cumhuriyeti Sosyal Bilgiler Dersi Öğretim Programı karşılaştırıldığında; değişim ve sürekliliği algılama becerisini içeren kazanımların konulara göre dağılımı ne düzeydedir?
- Tarihsel zaman öğretimi bağlamında Michigan Eyaleti Sosyal Bilgiler Standartları ile Türkiye Cumhuriyeti Sosyal Bilgiler Dersi Öğretim Programı karşılaştırıldığında; kazanımların değişim ve sürekliliği algılama becerisinin alt boyutlarına dağılımı ne düzeydedir?

Yöntem

Araştırmada betimlemeye dayalı karşılaştırmalı bakış açısından yola çıkılarak doküman incelemesi yönteminden yararlanılmıştır. Bu bağlamda araştırmadaki verilerin kaynağı Michigan Eyaleti Eğitim Departmanı Sosyal Bilgiler Standartları (MDE, 2019) ve Türkiye Cumhuriyeti Milli Eğitim Bakanlığı Sosyal Bilgiler Dersi Öğretim Programı (MEB, 2018) olarak belirlenmiştir. Verilerin toplanması sürecinde doküman incelemesine uygun olarak; dokümanlara ulaşma, dokümanların özgünlüğünün kontrol edilmesi ve dokümanları anlama süreçlerine başvurulmuştur. Dokümanlara ulaşma aşamasında araştırmacının ham verilerini oluşturan sosyal bilgiler öğretim programlarına erişim ülkelerin resmi web sayfalarından sağlanmıştır. Verilerin analizi sürecinde birinci ve ikinci alt probleme yönelik olarak betimsel istatistiklerden yararlanılmış, frekans/yüzdelerle dağılımlar oluşturulmuştur. Üçüncü alt probleme yönelik olarak ise değişim ve süreklilik becerisinin alt boyutları dikkate alınarak içerik analiz yönteminden yararlanılmıştır. İlk olarak kategorilerin belirlenmesi sürecinde bir projeksiyon geliştirmek adına her iki program da ön okumalardan geçirilmiştir. Ardından

araştırmanın alt problemleri göz önünde bulundurularak taslak bir form oluşturulmuştur. Değişim ve sürekliliği algılama becerisi kapsamında alan yazında ilgili araştırmalardan yola çıkarak; kronoloji becerilerini ve kronolojik kavramları kullanma, gelecek zaman algısına sahip olma, değişim ve süreklilik boyunca benzerlikleri ve farklılıkları tespit etme, değişim ve süreklilik boyunca sosyokültürel bağlamın etkilerini keşfetme, neden-sonuç ilişkisi kurma, yaşanan değişim ve sürekliliği farklı disiplinlerle ilişkilendirme alt kategorileri belirlendikten sonra kodlama işlemine geçilmiştir.

Sonuç ve Tartışma

Değişim ve sürekliliği algılama becerisine yönelik olarak Michigan Eyaleti Sosyal Bilgiler Standartlarında toplam 29, Türkiye Cumhuriyeti Sosyal Bilgiler Dersi Öğretim Programında ise toplam 12 kazanım yer almaktadır. Kazanım sayısının en fazla olduğu sınıf her iki öğretim programında da 6. ve 7. sınıflar olmuştur. Değişim ve süreklilik algısının sınıf seviyesine bağlı olarak dağılımı incelendiğinde her iki programda da genel olarak homojen bir dağılım olmadığı, daha çok 6. ve 7. sınıf seviyesinde yoğunlaştığı görülmektedir. Oysaki zaman ve buna bağlı olarak değişim ve süreklilik algısının oluşumu küçük yaşlardan itibaren gelişmeye başlamaktadır. Değişim ve sürekliliği algılama becerisini içeren kazanımların konulara göre dağılımı incelendiğinde her iki programda da en sıklıkla ele alınan konu tarih disiplini olmuştur. Değişim ve süreklilik algısı sadece tarih konularına sığdırılmayacak kadar geniş kapsamlı ele alınması gereken bir beceri olmasına rağmen her iki öğretim programında da farklı disiplinlerle çok fazla ilişkilendirilmediği görülmektedir. Bununla birlikte değişim ve süreklilik algısını içeren kazanımlar Michigan Eyaleti Sosyal Bilgiler Standartlarında daha fazla çeşitlilik göstermiş; tarih, coğrafya, birey ve toplum, ekonomi, kültür, teknoloji ve tarım gibi konularda ele alınmıştır. Türkiye Cumhuriyeti Sosyal Bilgiler Dersi Öğretim Programında ise değişim ve süreklilik algısı; tarih, birey ve toplum, kültür ve teknoloji konuları olmak üzere daha sınırlı bir bakış açısıyla ele alınmıştır. Michigan Eyaleti Sosyal Bilgiler Standartlarında en çok değişim ve süreklilik boyunca benzerlik ve farklılıkların tespit edilmesine odaklanılmış, gelecek zaman algısı ile ilgili bir standart ise yer almamıştır. Türkiye Cumhuriyeti Sosyal Bilgiler Dersi Öğretim Programı analiz edildiğinde en çok değişim ve süreklilik boyunca sosyo-kültürel bağlamın etkileri üzerinde durulmuş, gelecek zaman algısı ve kronolojiye ise çok az yer verilmiştir. Her iki öğretim programı birlikte değerlendirildiğinde ise en çok sıklıkla değişim ve süreklilik boyunca benzerlik ve farklılıkların tespit etme, en az sıklıkla ise gelecek zaman algısı ele alınmıştır. Her iki öğretim programında yer alan standartlar ve kazanımlar incelendiğinde genel olarak değişim ve sürekliliğin kronolojik boyutuna, gelecek zaman algısına çok az yer verildiği; değişim ve sürekliliğin farklı disiplinlerle çok az ilişkilendirildiği görülmektedir.