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The Views of Science and Art Center (SAC) Students Regarding Socratic Inquiry Seminars*

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Bilge CAN***

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Abstract. The purpose of this study is to determine the views of students attending Science and Art Centers (SAC) about Socratic research seminars. This qualitative study was conducted with nine undergraduate students. Individual interviews were conducted with students after the seminars, which spanned 10 weeks, about their opinions of the seminars. As a result of the content analysis, it was found that students rated the Socratic research process as a process in which they can freely express their thoughts, have a scientific experience that contributes to their development, individual differences come out, a good method is used for the development of the discussion, questions and discussions about science are held. In addition, students believe that at the end of the seminars, they can ask better questions both quantitatively and qualitatively, change their ideas, question themselves, develop their sense of curiosity, emphatically respond to different opinions and make philosophical inquiries.

Keywords: Science and Art Center (SAC) students, socratic inquiry seminar, viewpoints of students

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* This study was prepared from the doctoral thesis of the first author, of which the second author was the advisor.

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Introduction

Socratic inquiry, the basis of inquiry, is a powerful and popular technique that guides students to produce qualified thoughts by providing deep and meaningful questions (Paul & Elder, 2007). By developing a learner-centered education approach, Socrates has chosen to discover knowledge through active participation such as discussing and questioning, forming ideas, defending ideas, and sharing ideas. What Socrates wants to do with education is not to memorize or collect information but to give people the ability to think, discuss, and analyze. Through his unique method, he aimed to give people the opportunity to structure, form, interpret, and develop information (Kantarci, 2013). Claiming that the question-answer technique and Socrates method are confused, and the distinction is not clearly revealed, Aydin (2001) defines the method applied by Socrates in philosophical discussions as a method of finding the adapted form of teaching states that it is different from the question-answer technique. According to this, the method of finding that Socrates used in philosophy and is used for many different purposes in teaching, consists of using the combination of techniques such as question-answer, advice, problem-solving, brainstorming, and case study (Aydin, 2001). Thus, Socratic inquiry contributes to the student's ability to analyze a subject or a problem in-depth, have an opinion on the subject, and be able to make comments freely and approach other thoughts and suggestions critically (Bozer & Kurnaz, 2016).

Wiggins (2004) emphasizes that Socratic inquiry seminars are a different class type or teaching strategy and states that these seminars will be understood better when considering what seminars are not. According to this, Socratic inquiry seminars are not an education, not an interactive lesson, or not student talks recorded in the 19th century as "recitation." Socratic seminar is neither a debate nor a teacher-directed activity; instead, it is an in-class discussion where students take turns sharing their thoughts, feelings, and reactions. Socratic seminar is rather a collective inquiry into questions and issues that are often raised and animated through a reading activity or experience sharing. One of the main goals is to improve everyone's understanding of events, which should not be confused with answering the teacher's questions. Socratic inquiry seminars also aim to improve each person's understanding on their own through speaking, testing ideas, and in-depth thinking. The aim is not to give information about a subject, complete the subject, and close the subject, but remove the cover, decode, and bring it to the surface (Wiggins, 2004).

In Socratic inquiry seminars where a real discussion environment is created, 'content' and 'process' are performed together. The student not only learns more about an idea or text but also learns how to discuss it (Wiggins, 2004). In order for students to be fully involved in Socratic dialogues as active inquirers, they need to be comfortable with the process (Wenning et al., 2006). At this point, it is stated that the seminar, designed to enable students to discover a text, a problem, an experience, is not a form of speech that takes place with teacher-led instructions (Wiggins, 2004) and the role of the teacher should not be teaching only (Schjelderup, 2009). The teacher's primary role is to awaken students' interest in scientific and philosophical issues, guide them to academic thinking,

and help them examine themselves independently (Schjelderup, 2009). Therefore, in the classroom where the seminar is held, students have the opportunity to ask questions, reflect on them, and discover others' answers. From this point of view, it is stated that the development of students' habits and skills is expected from the teacher in the traditional education environment; but in this new environment, these have become students' opportunity and responsibility (Wiggins, 2004).

Increasing the effective use of Socratic inquiry in classrooms and making individuals acquire this skill to reflect it on their daily lives is an important issue for raising mature individuals as an idea. Although Socratic inquiry skill is a necessary and effective method for the student's intellectual development, there are insufficiencies in the application and acquisition of this skill in our country. The importance of Socratic inquiry is mentioned, but there is not enough research on this subject, and studies are insufficient to solve its problems (Bozer, 2014).

Examining national and international studies on Socratic questioning as a method in general, one finds that there are studies on its use in teaching a subject or a concept (Bijoch, 2015; Coban, 2016; Dadi, 2013; Korkmazer, 2016; Oktay, 2012; Yakar, 2017; Zeybek, 2019) and that it can be used in the development of cognitive domains (Ertugrul & Inan, 2009). In addition, the place it occupies in programs and practice (Cebi, 2006) and the questions asked by teachers in the Socratic inquiry have been studied (Al-Darwish, 2012; Bulbul-Huner & Kucuktepe, 2018; Kucuktepe, 2015). Moreover, it is discussed in terms of its effect on skills such as critical thinking (Emir et al., 2012; Hong & Jacop, 2012; Kusmaryani, 2017; Shahsavar et al., 2013; Yang et al., 2005), reading comprehension (Epcacan, 2013), and speaking (Kusmaryani, 2017). In addition, it is seen that the effect of Socratic inquiry is examined in relation to academic success and permanence (Emir et al., 2012; Bulbul-Huner, 2018), metacognitive awareness (Emir et al., 2012); second language learning (Knezic et al., 2013), and students' answers to questions and diary writing (Sahamid, 2016).

In reviewing the studies examined, it appears that while Socratic questioning has positive effects on many aspects, such as critical thinking, metacognitive awareness, reading and speaking skills, academic achievement, persistence, teaching of subjects or concepts, and language development, there is no study that directly addresses students' experiences with and views of the Socratic questioning seminar. At this point, the research question of this study is determined as "What are the opinions of SAC students on Socratic inquiry seminars?".

Method

Basic qualitative research, one of the qualitative research designs, was used in this study. Researchers who conduct basic qualitative research are concerned with how people interpret their lives, construct their world, and what meanings they add to their experiences (Merriam, 2018). Therefore, the primary purpose in basic qualitative research is to reveal and interpret how meaning is constructed. In this research, a 10-

week process consisting of two activities, three videos, and five reading texts selected according to the learning areas (science, scientist, scientific method, and scientific knowledge) included in the Science and Art Center's science curriculum (SAC) was conducted for participants to experience the Socratic inquiry seminar. After the seminars, the opinions of the participants about their experiences in the seminar process were determined. Thus, as a requirement of basic qualitative research, it was aimed to reveal and explicate the interpretations of the Socratic Inquiry Seminars that emerged from the participants' experiences.

Study Group

The study group of this study consisted of 5th grade students who were registered in the Individual Talents Recognition (ITR) program in a SAC affiliated to the Ministry of National Education in Denizli, Turkey, in the Fall Semester of the 2018-2019 Academic Year and who were recognized as gifted. The research was conducted with nine students, four girls and five boys, who voluntarily participated in the *Socratic Inquiry Workshop* opened by the researcher at SAC. The reason why the study group was chosen from the SAC students in the study is that Socratic inquiry, which is applied within the scope of the research, is presented as a learning process different from the implementation of education and training programs in formal education for gifted students to understand their potential and contribute to themselves and the society (MoNE, 2016).

Characteristics of the Researcher

Before starting the research, the researcher participated in the first module of the seminar "Trainer Training in Philosophy with Children" from October 20 to 22, 2017 at "basic level"; then, she received 40 hours of "Trainer Training in Philosophy with Children" at "advanced level" in the second module, which took place from March 10 to 11, 2018 as a continuation of the first module. The seminars, organized by the Child Development Academy, were delivered by Dr. Anton Vandeursen and Dr. Nanda van Bodegraven. The researcher conducting this research has directly experienced philosophizing with children and Socratic inquiry seminars as a participant in seminars that were held both theoretically and practically.

Procedure

The study was conducted in the workshop opened in a SAC in Denizli, Turkey, as stated in the study group statement, and was led by the researcher of the current study. Therefore, seminars were held in classrooms in this SAC. Before starting the seminars, an acquaintance and information meeting was held with the study group and their parents on October 20, 2018. At this meeting, students and their parents were shown Socrates' 3-filter test and videos of Plato's Allegory of the Cave. The purpose of the Socratic Exploration Seminar was explained by having a brief discussion about the videos. Then the parent permission form was distributed to the parents who had attended

the meeting and it was sent through the students to the parents who had not attended the meeting. The time of the workshop has been chosen according to the participants' course schedule and has been set for 3.30 pm-5 pm on Saturdays between October 27, 2018 and December 29, 2018. Within the scope of this study, a 10-week process consisting of two activities, three videos, and five reading texts, lasting 740 minutes in total, was conducted for the participants to experience the Socratic inquiry seminar. In the selection of the activities, videos, and reading texts, the learning areas included in the science curriculum used in SAC were taken into consideration, and the Nature of Science module created for the Individual Talents Recognition (ITR) groups was taken into consideration to develop a general perspective about science in students. Opinions of field experts were taken on the content of the activities to be implemented in the seminars, and pilot applications were made in different groups. Accordingly, seminars were conducted by applying: *4 Tables Activity* and *Mysterious Bones* (developed by Lederman and Lederman, 2005) as activities; *Flying, Stone Age and Technology* and *Science Project Monster* as videos; and some parts taken from Aronson's (2005) book named as *Scientific Goofs: Adventures Along the Crooked Trail to Truth* (i.e., *There is a goof in the Halva, Like Gold, Learning Fire, Dancing Legs, and Run for the Blunders, Reach Success*) as reading texts.

For the steps followed in implementing the seminars, the *Seminar Implementation Plan and Teacher's Guide* proposed by McCall (2009) were used, and the sessions were conducted in this direction. Accordingly, the workshop rules were written on the board, *Speech Bars* were used, and the participants were asked to explain whether they joined each other during the workshop (along with the reasons), and to state their opinions about each other's ideas. Group activities and individual texts were given to the participants as worksheets. In the seminars, after reading the texts or watching the films, participants were asked to think about a topic related to the theme of the texts or films. After all the topics were written on the board, they were asked to formulate a question to discuss about the text or film. After they had about five minutes to think, all the questions were written on the board one by one and the questions they wanted to discuss were selected by voting. By creating a discussion environment on the selected question, the participants were encouraged to question their own and each other's opinions. When the inquiry decreased, they were asked to produce a new question each and the inquiry process was continued with a question selected by voting again. After each seminar, their opinions and suggestions regarding the application were received in writing or orally.

Measures

The main feature of qualitative research is to reveal the perspectives of research subjects and their semantic worlds and see the world through their eyes. Therefore, the defining feature of the interview technique used in qualitative research is to reveal the interviewees' perspectives. For this reason, it is essential to understand the semantic worlds, feelings, and thoughts of the interviewees and to obtain deeper information, unlike quantitative data (Kus, 2009). In this study, "interview form approach" was used

to examine the participants' opinions about Socratic inquiry seminars in depth. In this approach, the interviewer has the freedom to ask both pre-prepared questions and ask additional questions to get detailed information about these questions by adhering to the topics and fields they have prepared previously. Additionally, the interviewer may not ask the questions that have already been answered by the interviewee, skip some questions, or give up asking (Yildirim & Simsek, 2018).

In this study, the participant interview form (prepared by the researcher of the current study) was used as the data collection tool. While preparing the form, the following issues were taken into consideration: making the questions easy to understand, including focal questions, including open-ended questions to avoid guidance, not having more than one question in a question, including alternative and probe questions, and logically organizing the questions. Using the draft interview form prepared before the data collection, a pilot application was made with three students. The opinions about the questions were taken from a science teacher working at SAC and three faculty members who are experts in science education. In the participant interview form, which was finalized after the necessary corrections followed by pilot applications, there are eight questions to determine the students' opinions about the Socratic inquiry seminar, which was held throughout 10 weeks. The content of the questions is generally aimed at determining how the participants feel themselves in the seminars, how these seminars reflect on themselves and their daily lives individually, what they think about Socratic inquiry and questions, and what their positive and negative opinions are about the seminar process. A 15-page data document was obtained from the interviews with the participants (which lasted about 132 minutes in total) after the seminars.

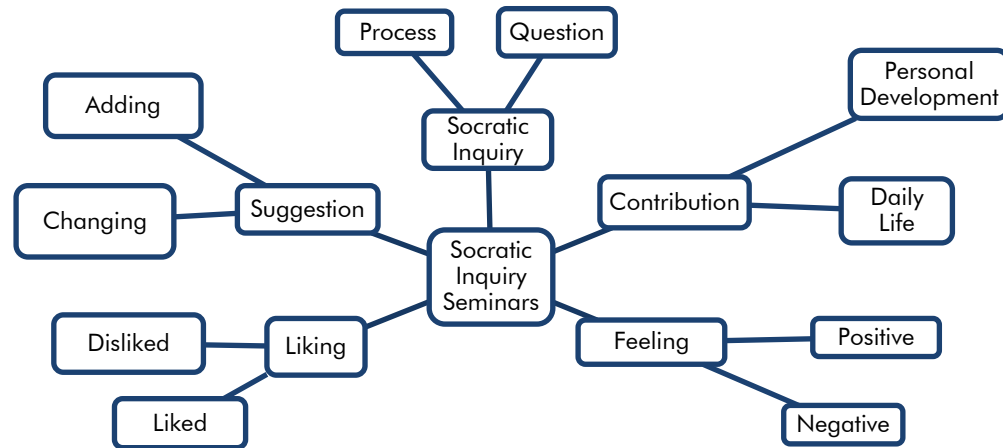
Data Analyses

The data of the research were obtained from the interviews with the participants. Voice recordings of these interviews were obtained, written in a computer environment, and the participants were coded in the form of "P1, P2, P3, P4, P5, P6, P7, P8, P9" to get rid of ethical problems. The data obtained from the interviews with the participants were analyzed according to content analysis. Creswell (2012) interpreted content analysis as bringing together similar data within the framework of certain concepts and themes and organizing them in a form that the reader can understand. Accordingly, the themes and sub-themes reached as a result of the analysis of the opinions of SAC students on the Socratic inquiry seminar are presented in Figure 1 below.

When Figure 1 is examined, the participants' views about the Socratic inquiry seminar are discussed under five themes. Accordingly, the theme of Socratic inquiry was examined in the context of the subthemes of process and question; the theme of contribution was examined in the context of the subthemes of personal development and daily living; the theme of feeling was examined in the context of the subthemes of positive and negative; the theme of liking was examined in the context of the subthemes of liking and disliking; and finally, the theme of stimulation was examined in the context of the subthemes of adding and changing.

Figure 1.

Themes and Sub-Themes regarding Socratic Inquiry Seminar.



Results

The research question was “What are the views of SAC students on Socratic inquiry seminars?” The findings regarding this research question resulting from the content analysis were presented under the main themes determined.

Findings regarding Socratic Inquiry Theme

As a result of the data analysis obtained from the interviews with the participants, the *Socratic inquiry* theme is divided into two sub-themes: *process* and *question*. The codes determined for these sub-themes are given in Table 3.1 below.

Table 1.

Sub-theme and Code Table regarding Socratic Inquiry Theme

Theme	Sub-theme	Code	Participant
Socratic Inquiry	Process	Expressing thoughts freely	P9
		A good way to develop a discussion	P9
		Finding a topic, finding a title, creating a question, discussing science	P8, P5
		Important knowledge	P7
		Scientific experience	P7
	Question	The emergence of different views	P9, P7
		Increase in the number of questions	P2
		Increase in the quality of questions	P2, P7, P5, P4
		Variance in viewpoints	P7
		Question suitable for Socratic thought	P9
Respect for the different viewpoints	P4, P5		
Question not suitable for Socratic thought	P9		

According to Table 1, participants described Socratic questioning as a process of freely expressing their thoughts, acquiring important knowledge, gaining scientific experiences that contribute to their development, uncovering individual differences, using a good method for developing discussion, finding topics and titles, creating questions, and discussing science. Below are examples of direct quotes from participants' views on the Socratic research process.

For the topic of discussion and development, I mean the discussion doesn't necessarily have to be bad. So, it was a good improving method for discussing different topics. (P9)

At first, I clearly say it is an experience, a scientific experience. After that, I say that it improved us. I recommend everyone to participate because it really improves. (P7)

Socratic inquiry is something you find one subject, and you create titles, subjects, questions about it. You discuss about it within the framework of science. (P8)

If anything should be talked about Socratic inquiry... I would say that "Are you sure this information is correct?". (P5)

In examining the above quotations, it is apparent that the participants view the Socratic question seminars as a scholarly experience and a method that improves themselves. They rethink the concept of discussion and deal with it positively, associating it with science regardless of its negative meaning used in daily life, and see it as a process in which they tend to question the accuracy of the information they acquire. Sample citations of the participants' views regarding the sub-theme of the Socratic Inquiry Seminar within the scope of its main theme are presented below.

The reason why you said "create questions" at first is that we are applying Socratic thinking. As if questions arise so that different thoughts can also arise. (P9)

I think there is. Because I was thinking differently there, I think differently here. That's the first reason. And sometimes people think that some looks can be wrong. But s/he doesn't think of looking at something with that look. He goes to another look. (P7)

At first, I could not choose the question. But towards the end, I could find more such questions than the initial ones. I could not find it before. It was ridiculous, but it was good at the end. I mean, I developed as I did it. It was more negotiable rather than having a result. (P2)

Because the questions make more sense when learning more scientific knowledge... Both the questions and the answers make sense. Questions without an answer make people think more. (P5)

For example, I asked a question at first; it was simple. But now, when I ask questions, it is not so simple. The answer is not clear; it can be discussed. (P4)

Questions without an answer make people think more. (P7)

I mean, the questions of my friends, it should not be like discrediting them in general but, I don't know, when I look at their questions, for example, the thing related to flying, "why do they put stars in the sky?" says in that question for instance. I don't think it is suitable for Socratic thinking. I mean, there cannot be different comments on this. I think it will usually be on things that are abstract Such feelings or .. I do not know. (P9)

Since everyone’s perspective is different, almost everyone’s questions were good. (P4)

Because it's their thoughts after all. It must be respected. (P5)

When the above quotations are examined, it is seen that: The participants see the purpose of asking questions as revealing different perspectives; They were able to generate more questions at the end of the Socratic inquiry seminars; The questions they ask developed from simple to difficult, and they think that they increase their qualifications by asking questions that have no answers, that can be discussed more and are logical. In addition, it is seen that the participants evaluated the questions in terms of suitability to the Socratic inquiry, and they respected the questions and perspectives of the other participants.

Findings regarding Contribution Theme

As a result of the data analysis obtained from the interviews with the participants, the *contribution* theme was divided into two sub-themes: *personal development* and *daily life*. The codes determined for these sub-themes are given in Table 2.

Table 2.

Sub-theme and Code Table regarding Contribution Theme

Theme	Sub-theme	Code	Participant	
Contribution	Personal Development	Gaining a new viewpoint	P1, P6, P7, P9	
		Creating different ideas	P1	
		Asking questions to oneself	P1	
		Being able to change his/her mind	P2, P7	
		Detecting good questions	P3	
		Answers to the interview questions	P4	
		Curiosity	P4	
		Empathy skill	P6, P2	
		Foresightedness	P6	
		Defending one's own opinion	P6	
		Supporting-defending others	P6	
		The right to express thoughts freely	P6	
		To be a scientist	P7	
		Listening others	P9	
		Commenting on others’ ideas	P9	
		Being like a philosopher	P9	
		Socratic thinking	P8	
	Daily Life		Give detailed answers to the questions in the lessons	P4
			Acquiring new information	P1, P5
			Asking a question	P2, P6
Thinking in-depth			P2	
Having a different perspective on life			P7	
		Solution-oriented approach to a problem	P8	

According to Table 2, the participants generally stated the contributions of Socratic inquiry seminars to their personal development as; they gained different perspectives and made changes in their ideas, asked questions to themselves, developed their curiosity, empathized, supported others in addition to defending their ideas, had the right to express their thoughts freely and could make philosophical inquiries. Examples of quotations on Socratic inquiry seminars' contributions to the personal development of participants are presented below.

Now I look at events from different angles, I can see those through different people's perspectives. I can come up with different ideas. (P1)

You can look at something from different angles, listen to them, comment on it. Socratic thought comes from Socrates anyway. He is a philosopher, just like him, to be able to look at a subject from different angles and make different interpretations. So, from now on it added things like this to my life and now I think about them. (P9)

I started asking myself questions a bit. I've already noticed. There are times I say why I am doing this. (P1)

Fortunately, I participated it. Because I saw properly good questions. (P3)

Now it adds a little empathy. After all, someone says different points of view, for example, a friend of mine and I always looked from different perspectives. And throughout all the things, I first thought about it, tried to understand it, thought what s/he said and what I said. For example, if what I said makes more sense to me, it may be, if what his/her said makes more sense, OK, I would say that s/he was right, but because what I said was more logical, I defended my own. So, it can give you some empathy ability from here. Different points of view, after all, there are so many different points of view, it also provides foresight. I think so. In the end, I think it improves defending your opinion, supporting others, defending their ideas, and the right to express your thoughts freely. (P6)

It made me closer to being a scientist. I mean I'm in the development process. Let's say this information I learned, for example, is a gun. The information I will learn later in the future is a bullet. So, even if there were bullets, we would not be able to shoot the bullets without a gun. We can think like that. (P7)

When examining the above quotes in terms of the personal development of the participants, we find that they comment on taking different perspectives, making different interpretations, questioning themselves, recognising qualitative differences between the questions asked, approaching different views with empathy, listening to other speakers, which is necessary for healthy communication, and building a foundation in the scientific development process. According to Table 2, sample quotations for the participants' opinions such as gaining new information about the contributions of Socratic inquiry seminars in their daily lives, asking questions, thinking in-depth, and approaching the events with a solution-oriented approach are presented below.

For example, I also acquired new information from the materials we read there. I can use them in my daily life, for instance. (P1)

You know, we asked questions more interestedly, when I ask such questions in daily life, I think more. When I answer in that way, or when they say something comes out of there, I extract a thought, information according to it, I mean when I think more interestedly. (P2)

For instance, in the social lesson at school, the teacher asks questions, the answers of people from here are detailed. Others' answers are straight. (P4)

For example, I learned a different view of life here. I do it by trying it differently. For example, I used to think of it a little differently. But now my perspective has changed a little more. So, that's why my view of life is better now. (P7)

From the above excerpts, participants indicated that they can use the information they acquired in the Socratic questioning seminars in their daily lives, that they can think more deeply by getting into the habit of asking questions, that they can give more detailed answers to questions by justifying their explanations during the seminars, and that they can look at life from different perspectives.

Findings regarding Feeling Theme

As a result of the analysis of the data obtained from the interviews with the participants, the *participants' feeling* theme created by the Socratic questioning seminars was divided into two sub-themes: *positive* and *negative feelings*. The codes determined for these sub-themes are given in Table 3 below.

Table 3.

Sub-theme and Code Table regarding Feeling Theme

Theme	Sub-theme	Code	Participant
Feeling	Positive	Like a scientist	P2
		Like on the discussion program	P4
		Not understanding how time passes	P4, P6
		Fun	P1, P3
		Loving different ideas	P2, P6
	Like a deputy in the Turkish Grand National Assembly	P9	
	Negative	Being bored	P2

According to Table 3, the positive feelings of the participants in the Socratic inquiry seminars was determined as; feeling like a scientist, feeling like a deputy in the Turkish Grand National Assembly, not understanding how the time passed, loving different ideas and fun. Sample quotations of the positive feeling code are presented below.

We can express our thoughts like this at home, but when we are in such a circle of friends, such controversial and different opinions emerge. I feel myself as in the Turkish Grand National Assembly, like I'm a deputy there, I feel like I can explain my thoughts freely. (P9)

I say I'm glad I came. It has already contributed a lot to me. We had fun at the same time. (P1)

I felt like a scientist. I mean, as if I was a scientist, I was investigating something, as if I was discussing it, as if the people next to me were scientists, too. I felt like we were trying to decide what was the right one. (P2)

It was fun. Connecting the bones of the dinosaur. Watching videos and discussing. I had fun. (P3)

I am a person who likes to look from different angles while discussing. I'm just not that fixed minded. I mean, I can change my mind. So, I just felt that if I see two or three points of view, I can

see even more different points of view on Earth. How many people were we here, it was going like 10, 7, 8. But now many people, we were divided into at least three groups here while discussing. Now if these 7-8 people are divided into three groups, what would the world be like? How many different points of view are there? So, I liked that it happened. It was good. I like to discuss over such an idea. I like it. (P6)

According to the above quotations, it can be said that the participants were in a discussion environment and were able to express their opinions freely, which had a positive effect on them. They felt stimulated because they felt like scholars and were curious about other perspectives and saw other perspectives. The negative feeling reflected in the Socratic inquiry seminars belonged to one of the participants by saying “At that time I couldn’t find anything to say. I just sat and bored. It was actually fun, but I was bored because I couldn’t find it myself (P2)”. According to this statement, although the participant states that he is bored when he is not involved in the inquiry, it can be said that he finds it fun to be included in the inquiries in the seminars.

Findings regarding Liking Theme

As a result of the data analysis obtained from the interviews with the participants, the *liking* theme for Socratic inquiry seminars was divided into two sub-themes: *liked* and *disliked*. The codes determined for these sub-themes are given in Table 4 below.

Table 4.

Sub-theme and Code Table regarding Liking Theme

Theme	Sub-theme	Code	Participant
Liking	Liked	Speech bars	P4
		Reading texts-videos	P4, P8, P2
		Discussion environment	P4, P8
		Applying new things in life	P5
		Asking questions	P8
	Disliked	Activity	P7
		Disrespect in the discussion	P8
		Nothing	P1, P2, P3, P4, P5

When Table 4 is examined in the Socratic inquiry seminars of the participants, it is seen that: they like the activities in the applications, the speech bars used in the application, asking questions in the discussion environment, and adding a novelty to their lives with these applications. Examples of direct quotations for these codes are presented below.

You know those sticks or something, I liked them very much. You know they gather and talk about something, I felt like I was in a place like that. We take turns speaking, I liked it. The discussion environment was good. P7 was fine. You know, “Teacher, that’s such and such..”; those answers were very good. The discussion environment was also nice, I have nothing to complain about. (P4)

I loved that we were discussing about science. We were watching something or reading something. We were asking questions about it. We were finding the titles, we were finding the topics. I think it was nice. (P8)

From the above extracts, it is clear that participants were happy to speak sequentially thanks to the language bars used as material for the application, the application process and the science discussion environment. In Table 4, it is seen that there are participants who stated that they did not like an activity in Socratic questioning seminars and that they did not like the hostile outbursts in the discussions; in addition to participants who stated that there is nothing they did not like. Sample quotations regarding the theme of taste are presented below.

Sometimes there were very hostile outbursts. But it wasn't much. (P8)

I'm just not very good with paper, such as cut and paste, that's all. (P7)

I wouldn't change anything. Everything was perfect. (P2)

No, I think everything was perfect. (P4)

From the above excerpts, one of the participants was uncomfortable with the bilateral dialogues that appeared from time to time in the discussion environment and negatively affected the discussion, while another disliked the activities of cutting and pasting the papers. In addition, five participants stated that everything was fine in all applications.

Findings regarding Suggestion Theme

As a result of the analysis of the data obtained from the interviews with the participants, the *suggestion* theme for Socratic inquiry seminars was divided into two sub-themes: *changing* and *adding*. The codes determined for these sub-themes are given in Table 5 below.

Table 5.

Sub-theme and Code Table regarding Suggestion Theme

Theme	Sub-theme	Code	Participant
Suggestion	Changing	Workshop diary	P6
	Adding	Continuation of the workshop	P6, P9

According to Table 5, it is seen that what participants want to change in Socratic inquiry seminars is the reflective diaries, and what they want to add is the continuation of the seminars. Excerpts from the statements where the participants expressed their views are presented below.

For example, I don't like to write, OK it is good to write a poem, but I am not a person who likes to write like that. I mean, if we talk like this instead of writing a diary, or if everyone talks about their opinions one by one, maybe it would be better. Because when you talk like that about your diary, it will be better. I mean, writing makes me lazy, to be honest, I don't like it very much, it is better to talk like this. (P6)

I loved it. I would like it to happen again, but unfortunately, it won't. (P9)

What I want to add is the continuation of it. (P6)

From the excerpts above, it appears that one of the participants suggested that the diaries with reflections be kept orally rather than in writing. This is indeed the case, this change suggested by the participants was applied during Socratic inquiries, and the participants were enabled to make more qualified reflections about the process. In addition, it seems that what the participants want to add to the Socratic inquiry seminars is the continuation of the seminars.

Conclusion and Discussion

When the findings of this research investigating the opinions of SAC students about Socratic seminars are examined, it is determined that the students have very positive views towards the process.

It was found that the students of SAC evaluated the Socratic inquiry process as they were able to freely express their thoughts, obtain important information, gain scientific experiences that contribute to their development, recognize individual differences, interpret the process as a good method for developing discussion, and initiate discussions about science by creating questions. In addition, it was found that they discussed the concept of debate in a positive way by relating it to science, regardless of the negative meaning used in daily life, and they believed that seminars are a process in which they aim to question the accuracy of the information acquired. With these results, the statement included in the Science Curriculum (MoNE, 2018) that "Students should be able to express their opinions comfortably, support their opinions on different grounds, and for developing opposite arguments to refute their friends' claims, environments should be provided where they can discuss the benefit-harm relationship for scientific facts." overlap. Therefore, it can be said that Socratic inquiry seminars are an effective practice to achieve the targets determined for the environment of Science lessons. In Zeybek's (2019) study, students also commented positively on the impact of the Socratic method of inquiry on learning and personal development. They also stated that the Socratic method of inquiry positively affected the class climate in general, that discovering mistakes and shortcomings together and finding the right thing to do together strengthened class communication, cohesion and solidarity, and also positively affected communication between teachers and students. Based on the opinions of the students of SAC about the questions in the Socratic inquiry seminars, it was found that they saw the purpose of asking questions as showing different perspectives, that they were able to formulate more questions at the end of the seminars, and that they felt that they increased their questioning skills by evolving from the questions they defined as easy with clear answers to the questions they saw as difficult with no answer, and which could therefore be discussed more. In the literature, there are studies showing that preschool children who participated in the "Philosophy with Children" curriculum improved the level of questions they formulated in the philosophical exploration processes, and the quality of their answers (answering questions, explaining the reason, giving examples, and the number of words used) also developed (Yildiz-Demirtas et al., 2018). In addition, it was determined that the participants evaluated the questions in

terms of conformity to Socratic inquiry and respected the questions and perspectives of the other participants. Similarly, in Zeybek's (2019) study, students stated that Socratic inquiry method increased their expressiveness and communication skills because it is a student-centered method and it leads them to think and speak; especially after the first application, they stated that they started to respect different ideas more, and could evaluate and develop their ideas together with those different ones.

Contribution of Socratic inquiry seminars to SAC students' personal development according to their own opinions is determined as; gaining different perspectives and making changes in their ideas, questioning themselves by asking questions on their own, distinguishing qualitative differences between questions, developing a sense of curiosity, approaching different opinions with empathy, supporting others as well as defending their own ideas, making different comments, finding the right to express their opinions freely, listening to other speakers which is necessary for healthy communication, making philosophical inquiries, and seminars' providing the basis for the scientific development processes. In the studies in the literature, it is stated that Socratic inquiry contributes to the student's in-depth analysis of a subject or problem, to have an opinion on that issue, and to be able to freely comment on and approach critically to other thoughts and suggestions (Bozer & Kurnaz, 2016). Moreover, the Socratic method of questioning motivates students for the lesson because it arouses curiosity in them, they concentrate better on the lesson and listen to the lesson more carefully and attentively; the teacher's answering the question with a question encourages them to think and reflect; and when they are given the responsibility of finding the wrong and missing points, they are encouraged to question what they know so that they can look at any information with a critical perspective (Zeybek, 2019). As a result of the research, it was found that the contribution of the Socratic research seminars to the daily life of the students of SAC is that they are able to use the information gained, they have the habit of asking questions and thinking deeper, they give more detailed answers to questions at the end of the seminars, and they look at life from different perspectives. Similarly, Shahsavari et al. (2013) found in their study that students improved in their daily life in creating meaningful questions about a topic, thanks to Socratic inquiry practices.

It was found that SAC students of Socratic investigation seminars had positive feelings by loving different ideas, feeling as a scientist, as in the discussion program and as a deputy in the Great Turkish National Assembly, and that they may not understand how time passes while spending good and fun time. Some students stated that they were bored when they could not fully participate in the discussions, suggesting that it is positive and important for them to actively participate in the discussion. Therefore, it can be said that students' being in a discussion environment and being able to express their opinions freely reflect positively on them, they feel excited by feeling themselves like scientists and are curious about different perspectives as well as being able to see different perspectives. The students' expressing that they feel lucky, have fun, and have a good time attending these seminars during the applications supports the results obtained from the interviews. According to Schjelderup (2009), philosophical dialogues give students a model to formulate relevant questions, and thus students develop new knowledge based

on facts and experience. In this way, students learn the process that extends to formulating these answers instead of just learning ready-made answers and are directed to rational thinking. When students apply their own thoughts, they reveal their own knowledge. Thus, unlocking the potential for exploration can make the whole teaching environment exciting, where students are motivated and ready to participate.

It was found that the students of SAC liked the activities in the Socratic research seminars, the activities carried out, the application process, the possibility of speaking sequentially thanks to the talking sticks used, asking questions in a discussion environment about science and adding a novelty to their lives with these practices. In the process of Socratic questioning seminar, the stages of establishing the rules of the session, presenting the stimulus (story, object, picture, etc.), thinking about the stimulus, asking questions, making a connection between the questions, choosing the question to be philosophically questioned, developing thoughts about the question, following others' thoughts, and encouraging them to ask questions directly affect the children's thinking and questioning skills (Trickey & Topping, 2004). On the other hand, negative opinions about the seminars were determined as the result of some activities not appealing to the students' individual interests. Some students sometimes felt uncomfortable with the bilateral dialogues that appeared in the discussion environment and negatively affected the discussion. In Zeybek's (2019) study, students mentioned that there might be deviation from the topic due to irrelevant answers from students about Socratic method of inquiry, some students realising that they gave wrong answers might disturb it, and unnecessary discussions in the classroom from time to time. However, according to Schjelderup (2009), a philosophical dialogue is created by the tension between the commonalities and differences of the participants. Communication stops and becomes meaningless without differences between mutual understanding, experience style, and perspectives. There is no improvement without difference (Schjelderup, 2009). At this point, it can be thought that the discussions that emerged in Socratic inquiry seminars are very important for the development of individuals and a question perceived as irrelevant or wrong may have the opportunity to turn into a new and stimulating question during the seminar.

Finally, in the study, SAC students stated that what they want to be changed in their suggestions for Socratic inquiry seminars is the reflective diaries, and what they want to add is the continuation of the seminars. In Zeybek's (2019) study, too, students stated that they wanted to repeat the Socratic inquiry practices because they found them quite different and interesting. In addition, the students in this study suggested that the journals in which post-application reflections were recorded should be oral rather than written for future seminars. In fact, this change suggested by the students during the Socratic questioning seminars was considered in this study, and from the fifth application onwards, the students' reflections were recorded orally, and more qualified reflections on the process were made. According to De Schrijver et al. (2016), students' findings can be collected after exploring relevant ideas through different discussions, explanations, and research cycles in the dialogue process. This stage enables the facilitator to evaluate the impact of the dialogue on students' concepts of the nature of science and students' thinking deeply on their own reflection processes. This last stage

can lead to the rediscovery of the stimulus used to start the discussion or to different stimuli that can be explored to continue the processes of learning the nature of science. Therefore, the importance of encouraging students to reflect on written or oral seminars is evident in this study. In general, according to the results obtained from this study, it can be said that students' experience of Socratic inquiry seminars contributed significantly to their personal development and usage in daily life.

Suggestions

According to the results obtained from this research conducted to determine the opinions of SAC students on Socratic inquiry seminars, the positive developments observed in students in these seminars, which are applied only once and for 10 weeks within the scope of Socratic inquiry seminars, can be reinforced with longer practices. Socratic Inquiry Workshops or courses can be opened at SACs to ensure this continuity.

In order for more students to benefit, not only in SACs but also in secondary schools, students can be given the opportunity to experience the Socratic research process. In this regard, training for teachers and teacher candidates can be conducted to spread the impact of Socratic inquiry seminars. In this study, activities on science, scientist, scientific method and scientific knowledge were selected for students to make Socratic inquiries. In the practices, it is aimed that the students will gain experience in the Socratic inquiry process rather than achieving the expected gains about these issues. For this purpose, Socratic inquiry seminars can be planned, and applications can be made at different levels, subjects, and lessons.

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The Effect of Realistic Mathematics Education on Fourth Graders' Problem Posing/Problem-solving Skills and Academic Achievement*

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Abstract: This study investigated the effect of the Realistic Mathematics Education (RME) approach on fourth-grade students' achievement and problem posing and problem-solving skills based on four basic operations. "Academic Achievement Test towards Four Basic Operations" was administered to a total of 70 students. Case study model was used in the qualitative part of the research designed with a mixed model, and the obtained data were analyzed by content analysis. The quantitative part of the study was carried out using a quasi-experimental pretest-posttest design with the control group. After the 17-week experimental process, a significant difference was found in experimental group students' academic achievements and problem posing and problem-solving skills using four basic operations. Students who received instruction based on the RME approach comprehended the problem statements better, created more meaningful problems and developed their ability to select the appropriate data and the operation. Extending the classroom use of the RME approach will effectively improve students' problem posing and solving skills and increase student achievement in international exams.

Keywords: Realistic Mathematics Education, four operations, problem solving, problem posing.

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Introduction

Mathematics, which facilitates daily life, has been the basis for many studies in the past and present. In fact, mathematics, which arose from the basic needs of human beings and led to the development of simple counting and measuring operations to meet daily needs, is often used to solve problems in agriculture, commerce, astronomy and architecture (Bayam, 2014). Mathematics, used as a tool to understand and find solutions to the problems encountered in life, is concisely defined by Altun (2008) as the abstracted form of life. Hence, mathematics is not only the science of numbers, shapes, space, sizes and the relations between them, but a universal language based on symbols and shapes. Mathematics is not a static field of science containing exact, fait accompli truths, but a lively field of study based on the trial-and-error approach which is open to new investigations and inventions (Yıldırım, 2010). As defined by the Ministry of National Education (MoNE), mathematics includes producing and processing information, making predictions and solving problems using this language and the relations of all these skills with daily life should be presented to students effectively (MEB, 2009). According to these definitions, mathematics is learned most easily while solving problems encountered in daily life. It cannot be separated from both human and daily life; at the same time, mathematics cannot be taught uniformly.

To what extent individuals can acquire, produce, use information at all levels of the education system starting from pre-school education and to what extent individuals can guide society, science and technology is crucial and these aspects help measure the quality of education programs. In short, a quality education program is expected to ensure that people can "solve problems" (Alemdar-Coşkun, 2016). Problem-solving, the most important part of mathematics programs, is one of the significant components of mathematics in providing students with the necessary knowledge and skills (Baki, 2015). Problem-solving is a cognitive process of transforming a current situation into a desired outcome to solve a problem encountered for the first time (Keane & Eysenck, 2010). This process positively affects the learning process in mathematics, forms the basis of learning and enables individuals to reach a more original solution utilizing developing their creative thinking (Aksu, 1989). Problem-solving stages are defined as "identifying and defining the problem, generating realistic and achievable goals for the problem, producing alternative solutions, evaluating the pros and cons of the problem, deciding on a solution, developing and implementing an action plan and evaluating the outcome" (Rosen et al., 2011). All stages of the problem-solving process require thinking and problem solving. Problem-solving is not solely regarded as the ability to obtain an outcome. The problem posing process is used as a tool in the stages of developing problem-solving skills, understanding mathematical concepts more accurately and associating mathematics with daily life (Stoyanova, 1998). Problem posing generates a new problem or reconstructs a given problem based on mathematical situations or models (Duncker, 1945). This process is regarded as an important stage in making sense of mathematics (Silver, 1994) and students will develop higher-order thinking skills in this process (Cankoy & Darbaz, 2010; Yuan & Sriraman, 2011). The investigation of previous studies shows that problem setting has a positive and significant relationship

with problem solving (Arıkan & Ünal, 2013; Aytekin-Uskun, et al., 2020; English, 1997; Şengül & Kantarcı, 2014) and that the process of problem setting is specified as a component and stage in the problem solving process (Christou, et al., 2005; Kılıç, 2017).

It is evident that today, when mathematics is needed in every aspect of life, students should be guided in breaking down prejudices against mathematics and in transferring mathematics to their lives. In particular, the abstract structure of the mathematics course makes it difficult to understand the subjects related to mathematics and to establish the relationship between mathematical knowledge and real life. In this context, Çilingir et al. (2015) emphasize that the abstract structure of mathematics negatively affects student attitudes and that students regard mathematics as a process based on basic operational skills rather than as a part of real life. Mathematics anxiety embedded in society and difficulties in transferring mathematical knowledge to real life negatively affect achievement in international exams for Turkey. For example, the analyses of the results in PISA 2018, which assessed reading skills, science and mathematical literacy, demonstrated that while Turkey achieved higher scores in reading skills (466) and science literacy (468) than the average scores (reading skills: 453; science literacy: 459), it remained below the average score (459) in the field of mathematical literacy with an average score of 454 (MEB, 2019; Reiss et al., 2019). As Yücel et al. (2013) stated, the results of international examinations show that Turkish students cannot achieve the desired level of performance, they have difficulties, especially in applying the knowledge acquired in school to find solutions to the problems they encounter in real life, they have a high level of anxiety and therefore these negative conditions have a negative impact on their performance in mathematics. However, the 2018 mathematics program emphasizes the relationship between mathematics education and human life. Moreover, mathematics education is student-centered, focuses on conceptual understanding, is organized through concrete materials and situations, and defines mathematics as a process in which students should be constantly reminded that it is part of daily life (MEB, 2018a). In fact, it is found that designing an instructional process that is oriented towards students' understanding is important for understanding basic mathematical concepts (Aktaş et al., 2018; Güven & Karataş, 2004; Kuzu et al., 2018). Transferring mathematical knowledge and skills to daily life and using a process-based teaching approach are reported to be more important than traditional teaching in understanding concepts and creating a more durable learning environment (Çil et al., 2019). In this context, it is believed that the use of Realistic Mathematics Education (RME) student-centred approach will be very effective in the teaching process.

RME was developed in the "Institute for the Development of Mathematics Education (Instituut Ontwikkeling WiskundeOnderwijs-IOWO) established in Utrecht University in 1971 within the scope of the Wiskobas Project (Mathematics in Primary School Project), which was initiated by Edu Wijdeveld, Fred Goffree, Adri Treffers in 1968 and became more significant with the participation of Hans Freudenthal (Van den Heuvel-Panhuizen, 2003; Treffers, 1993; Van den Heuvel-Panhuizen & Drijvers, 2014). The project mainly aimed to protect Dutch mathematics education from the effects of the "New Mathematics" education that emerged in the United States and create a realistic mathematics education

free from the conventionality of traditional arithmetic. The name of IOWO was changed to Freudenthal Institute (FI) since Freudenthal, who was the most important member of the project and determined the current principles of RME, had significant contributions in the field of mathematics (Robertson, 2000). This approach, developed by the Freudenthal Institute, has been adopted and accepted in the education systems of several countries such as Germany, America, Brazil, Denmark, South Africa, England, Spain, Japan, Malaysia and Portugal, especially the Netherlands (Arseven, 2010).

RME is a student-centered teaching and learning approach that allows students to think multidimensionally by helping their imaginations develop (Freudenthal, 1973). RME is based on didactic phenomenology and the teaching process is carried out through a context or a situation that mediates the construction of mathematical concepts as mathematical objects in students' minds (Freudenthal, 1973). According to the RME approach, the teaching process starts with real-life problems, and the students reach the desired information in the problem-solving process. A connection is established between daily life experiences and mathematical concepts in RME, a problem-solving process (Olkun & Toluk, 2007), and abstract mathematics becomes more permanent through concretization. In the RME approach, topics start with real-life problems and students are given opportunities to make sense of the information at every stage of the teaching process. Since the RME approach allows students to interact with each other and play an active role in the teaching process, it lays the groundwork for an increase in students' academic performance and ensures an efficient educational process (Kaylak, 2014).

According to Freudenthal (1991); mathematics begins with problems arising from real life and real life is mathematized and then formal mathematics appears. He defined this process as "mathematization/mathematizing". The mathematization process in RME has been treated under two headings as horizontal and vertical mathematization (Van den Heuvel-Panhuizen, 1998; Treffers, 1987). Horizontal mathematization defines real-life problems presented to students using mathematical expressions to solve them mathematically (Gravemeijer & Doorman, 1999). Vertical mathematization uses mathematical situations in mathematical language abstraction and integrates this new knowledge into previously acquired mathematical knowledge. In other words, vertical mathematization is the process of working with symbols and reaching general or individual formulas by presenting the relationships between concepts (Altun, 2006; Zulkardi, 2002). According to Alacacı et al. (2016), the steps of RME based teaching are as follows: teacher presents and distributes the problem to students, students read and understand the problem, they work on the problem as groups, they share and discuss the solutions under the guidance of the teacher, the teacher asks summative questions by and they discuss the mathematical basis of the results/outcomes.

The positive effects of the RME approach on student performance are frequently reported in previous studies (Demir, 2017; Gravemeijer et al., 1990; Ödemiş, 2019). In addition, Kaplan et al. (2015) conducted a meta-analysis study on the effect of RME-supported educational practices on student achievement. They stated that RME-based educational practices revealed a moderate, positive and statistically significant change in student achievement. In a study on the development of mathematical skills, Noviani et al. (2017)

suggested that the students' spatial skills who participated in the activities based on the RME approach developed more effectively than the students who received education with the traditional approach. In the literature, many researchers stated that the RME approach increases student achievement and facilitates the concept teaching process by helping students comprehend mathematical subjects more effectively (Laurens et al., 2017). For example, Uça and Saracaloğlu (2017) identified that students could effectively establish part and whole relations between weight units, make intuitive explanations about fractions and make sense of decimal fractions based on integer fractions as a result of educational activities on fractions with RME. In addition, it is emphasized that teaching with the RME approach increases the permanence of learning (Cihan, 2017; Kan, 2019) and is effective in developing high-level cognitive skills (Altun, 2001; Cansız, 2016).

Based on the international examination results, reform initiatives have been launched in the Turkish education system to change the required skills of students, the teaching and learning process, and the roles and responsibilities of teachers. Today, accessing, organizing, sharing and interpreting information, as well as applying and understanding mathematics in daily life are becoming more important than mere memorization or direct transfer of information (MEB, 2009). On the other hand, mathematics is a cumulative and interconnected subject consisting of topics that build on each other; therefore, difficulties may arise in learning some subjects if the prerequisites are not fully understood (Kuzu, 2017). In this regard, it is assumed that working on the subjects that form the basis of mathematics, such as addition, subtraction, multiplication and division, contributes to literature. In fact, it can be argued that these four basic operations (addition, subtraction, division, multiplication) occupy a very important place in mathematical calculations and that mathematics is based on these basic operations. Considering all these needs, this study investigated the effects of RME approach on fourth grade elementary students' performance and problem solving skills in problems involving four basic arithmetic operations. Answers to the following research questions were sought.

1. Does teaching with RME approach have an effect on the achievement of primary school fourth grade students in regards to problem posing and problem solving?
2. How did teaching with RME approach change the primary school fourth grade students' problem posing and problem solving skills in regards to four basic operations?

Method

Research Model

Both qualitative and quantitative research approaches were used in this study, which was designed using a mixed methods approach. Mixed methods research (Creswell & Plano Clark, 2015), which can compensate for the weaknesses of both quantitative and qualitative research, provides a broader perspective by using two different perspectives

obtained from closed and open data (Creswell, 2009). According to Creswell (2009), using qualitative and quantitative approaches together provides a better understanding of research problems. In this study, a parallel design was used in which the quantitative and qualitative approaches were equally weighted and collected simultaneously. In parallel design, qualitative and quantitative data that are equally important are collected simultaneously and used together to answer the research question (Creswell & Plano Clark, 2011). In this study, the case study model was used in the qualitative part, which examines the RME approach to problem setting and problem solving skills of fourth grade elementary students in relation to four-operation problems. The case study model is defined as an in-depth description and investigation of a bounded system (Merriam & Tisdell, 2015). On the other hand, the quasi-experimental pretest-posttest design with experimental and control groups, one of the quantitative research designs, was used in the quantitative part, which investigates the effect of the RME approach on fourth grade elementary students' performance on problems with four basic operations. Table 1 shows the symbolic representation of the quasi-experimental design.

Table 1.

Symbolic Representation of the Quasi-experimental Design

Groups	Pretests	Experimental Pprocess	Posttests
Experimental Group	AATTFO	Teaching Based on the RME Approach	AATTFO
Control Group	AATTFO	Traditional Teaching (Lecture, question-answer, discussion)	AATTFO

AATTFO: Academic Achievement Test towards Four Basic Mathematical Operations

Study Group

The study group consisted of a total of 70 fourth grade students studying in the Central Anatolian region of Turkey during the 2019-2020 school year. Of these students, 35 were randomly included in the experimental group and 35 in the control group. The purposive sampling method was used to determine the study group, which is a non-probabilistic method (Cohen et al., 2000). Since the study aimed to determine the effectiveness of the method used in the research, it was not necessary to select a sample representative of the population (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz ve Demirel, 2017). The study group was composed of a total of 70 fourth grade students studying in the Central Anatolian Region of Turkey in the 2019-2020 academic year. Out of these students, 35 were included in the experimental group and 35 in the control group through random method. Purposive sampling method, which is a non-probabilistic sampling method, was used to determine the study group (Cohen et al., 2000). Since the study aimed to determine the effectiveness of the method used in the research, it was not necessary to select a sample representing the universe (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2008). 2017). The ethical permission of this study was obtained from the T.R. Ministry of National Education, Innovation and Educational Technologies General Directorate (date 25.04.2018, number 81576613/605.01/8278421).

Data Collection Tool

20-item "Academic Achievement Test towards Four Basic Mathematical Operations" (AATTFO) developed by Aytekin-Uskun et al. (2020) was used in this study to investigate the effect of the RME approach on primary school fourth grade students' academic achievement on problem posing and problem-solving concerning four basic mathematical operations (addition, subtraction, multiplication, division). The tool has .87 reliability. The mean item difficulty index of the test, which consists of 12 open-ended and 8 multiple-choice items, is .46, the mean discrimination index is .61, and the mean point biserial correlation coefficient is .54. When the items in the test are examined, it is identified that there are two open-ended items for the statement "poses a problem" and one open-ended and two multiple-choice items for the statement "solves problems" for each acquisition. The items in the test were created in line with four themes that are related to real-life and have contexts in themselves. Among the basic mathematical operations, addition is related to the bicycle theme, subtraction to the library theme, multiplication to the greengrocer theme, and division to the global warming theme.

Data Collection and Analysis

During the data collection process, the classes conducted in the control group were carried out with the traditional teaching method (lecture, question-answer, discussion), taking into account the acquisitions in the curriculum. The classes continued as usual under the supervision of the classroom teachers in line with student needs and levels. The classes conducted in the experimental group were carried out taking into account the five basic features of RME emphasized by Gravemeijer (1994) and six basic principles expressed by Van den Heuvel-Panhuizen & Wijers (2005). Activities were carried out in line with the principles of "realistic" and "real life problems" and the teaching process was organized with real life problems. Secondly, considering the "activity principle" and "use of materials", attention was paid to the use of materials during the activity by using models, schemes and symbols that were meaningful in students' lives. Thirdly, students were given the opportunity to produce and use new things in line with the "raising the level of the learning process" and "using their own constructions and productions" principles and students were given the opportunity to reflect their talents with the activities carried out in the classroom. Regarding the fourth principle, "interconnectedness principle" and "intertwined learning strands", attention was paid to presenting the subjects in a patterned structure like interconnected threads, instead of dealing with them separately. Fifth, according to the principle and characteristic of "interaction", the strategies used and/or emerged in both the activity and the problem-solving processes were discussed between the students and the teacher. Finally, considering the "guidance principle", the ground was prepared for the students to develop their own strategies and come up with new ideas under the guidance of the teacher.

First, the experimental and control group students were given AATTFO as a pretest in one class hour. Then, the control group students were taught the four basic operations with the traditional teaching method, while the experimental group students were taught

with the RME approach. In this process, for the control group; two-course hours were allocated for each of the topics of addition and subtraction and multiplication and division operations were taught during three course hours each, followed by a general review during four class hours. After lecture and general review, AATTFO was administered again as a posttest in one class hour. The process completed in 16 course hours: 14 hours of teaching and general review and two hours of pretest and posttest. The 7-week experimental process included four weeks teaching (two hours a week), a week of review (four hours a week) and pre and posttests (one hour each). However, since the curriculum in this study was considered in the presentation of the topics and the purpose of the study was to investigate how students pose and solve problems with the four basic operations, the acquisitions were not given sequentially in this study. Still, the other acquisitions related to the four operations specified in the program were also taught. In this context, the process, which started in the second week of November, continued for 17 weeks and was completed in the last week of February (including one week of semester break during fall and two weeks of regular semester break). Table 2 presents the detailed representation of the experimental process.

Table 2.

Detailed Presentation of the Experimental Process

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Topic	PreT	Ad	Fb	Da	Su	Da	Da	Mu	Da	Da	Di	Sb	Sb	Da	Da	Gr	PosT

PreT: Pretest; PosT: Posttest; Fb: Fall break; Sb: Semester break; Da: Different learning goals of basic mathematical operations; Gr: General Review; Ad: Addition; Su: Subtraction; Mu: Multiplication; Di: Division.

During data analysis, first of all, the data obtained from the 12 open-ended items in the AATTFO were scored independently by two mathematics educators, taking into account the scoring key in the study of Aytekin-Uskun et al. (2020). In addition, the answers given by the participants to the open-ended questions were analyzed by content analysis to describe the change in students' problem posing and problem-solving skills in regards to the four operations.

The data obtained this way were transferred to a statistical program used in social sciences and the agreement between the scores given by two independent raters was calculated with the weighted kappa (Moskal & Leydens, 2000). Weighted kappa, which is a type of kappa statistics, is a method used to calculate the agreement between two raters in multi-rating rubrics (Şencan, 2005). Kappa statistic provides a value between -1 and +1 and a value of at least .60 is recommended. Values between 60 and 80 indicate substantial inter-rater agreement, while values above .80 indicate a perfect agreement (Fleiss, 1971; Wood, 2007). In this context, the obtained inter-rater agreement was perfect for open-ended items 6, 11 and 16, and substantial for the other open-ended items (Table 3).

Table 3.

Inter-rater Agreement Values

	1	2	4	6	9	10	11	12	15	16	19	20
κ	.75	.64	.65	.86	.65	.61	.94	.64	.75	.82	.64	.63

After calculating inter-rater agreement, the raters met again on the items where there was no agreement and reached consensus on those items. Thus, 100% agreement was achieved. Next, the homogeneity of variances and normal distribution were tested for the experimental and control group data for the 20 test items. Table 4 shows the descriptive statistical results of the distribution.

Table 4.

Descriptive Statistics Results of the Distribution

Group	Test	Mode	Median	\bar{X}	Sd	Skewness	Kurtosis	Min	Max	Kolm. Smir.
Experi- mental	Pre	39	39	45.26	22.75	.57	-.74	13	95	.18
	Post	37	57	61.29	20.67	.23	-1.31	30	97	.14
Control	Pre	39	57	54.69	17.53	-.34	-.24	17	89	.14
	Post	44	53	58.63	16.17	.30	-.97	31	89	.15

Table 4 shows that the descriptive statistics values for the distribution such as arithmetic mean, mode and median were close to each other. The skewness coefficients of the distribution were .57 for the experimental group pretest; .23 for the experimental group posttest; -.34 for the control group pretest and .30 for the control group posttest. The kurtosis coefficients were -.74 for the experimental group pretest; -1.31 for the experimental group posttest; -.24 for the control group pretest and -.97 for the control group posttest, and it was determined that these values did not differ significantly from the range of -1 to +1 (Morgan et al., 2004). The histogram, box plots and Q-Q graphs showed that the data showed normal distribution. On the other hand, according to the Kolmogorov-Smirnov test result, p-value was $p < .05$ and it was determined that the normality condition was not met. However, since it is necessary to evaluate the Kolmogorov-Smirnov test results and descriptive and graphical methods together when examining the normality of the distribution (Abbott, 2011; Gnanadesikan, 1997; McKillup, 2012; Stevens, 2009), it was concluded that the distribution of data for both groups was normal in this study.

It can be argued that the sample sizes in the groups did not affect the parametric test assumption, since the score distributions in the study met the parametric test assumptions and the score distribution showed a normal distribution. In this context, the paired sample t-test was utilized to examine the difference between the experimental and control group students' pretest and the posttest score. The difference between the experimental and control group students' pretest scores was examined with the independent sample t-test. Analysis of covariance (ANCOVA) was used to determine whether there was a statistically significant difference between the posttest achievement scores of the students in the experimental and control groups. By using ANCOVA, the effect of pretest scores on posttest scores was aimed to be eliminated. First of all, whether the ANCOVA

assumptions were met was checked and the normality of the distribution, the linearity of the relationship between the pretest and posttest scores, the equality of the within-group regression curves and the homogeneity of the variances were examined. In this study, the significance level was accepted as .05 and the effect size was calculated to test the significance of the changes after the implementation. Significant differences between the mean scores do not always guarantee the difference that exists in practice. Therefore, effect size statistics should be used in the interpretation of the results of tests based on the comparison of mean scores. Regardless of its sign, the Cohen d value used as the effect size is interpreted as small, medium and large effect sizes for .2, .5 and .8 respectively; The η^2 value is interpreted as small effect size in the range of $.01 < \eta^2 < .06$, medium in the range of $.06 < \eta^2 < .14$ and large in the range of $.14 < \eta^2$ (Cohen, 1988).

Findings

The Effect of RME Approach on Achievement in Regards to Problem Posing and Problem-solving

Before starting the teaching process, whether there was a statistically significant difference between the achievements of the students in the experimental and control groups was investigated in regards to problems with four operations. Analysis of students' achievement levels o based on their scores provided the following: $0 \leq \text{score} \leq 20$: Very low, $20 < \text{score} \leq 40$: Low, $40 < \text{score} \leq 60$: Moderate, $60 < \text{score} \leq 80$: High, $80 < \text{score} \leq 100$: Very high. Table 5 presents the obtained findings.

Table 5.

Independent Sample t-Test Results Regarding the Difference Between Experimental and Control Group Students' Pretest Scores

Achievement Test	Group	n	\bar{X}	Sd	t	df
Pretest	Experimental	35	45.26	22.76	-1.94	68
	Control	35	54.69	17.53		

* $p < .05$

According to Table 5, there was no statistically significant difference between the control and experimental groups' pretest scores and both student groups were moderately successful ($\bar{X}_{\text{Experimental}}=45.26$; $\bar{X}_{\text{control}}=54.69$; $t=-1.94$; $p>.05$). Experimental group students were taught four operations (addition, subtraction, multiplication and division) with a teaching method based on the RME approach while the control group students were taught the same topics with the traditional teaching method and then AATTFO was re-administered as a posttest. The paired sample t-test was performed to determine whether there was a statistically significant difference between the pretest-posttest achievement scores of the experimental and control group students and the results are presented in Table 6.

Table 6.

Paired Sample t-Test Results for the Difference between Pretest-Posttest Achievement Scores of Experimental and Control Group Students

Achievement Test	Test	n	\bar{X}	Sd	t	df	d
Experimental Group	Pretest	35	45,26	22,75	-7,982	34	-1,90*
	Posttest	35	61,29	20,67			
Control Group	Pretest	35	54,69	17,53	-1,443	34	-0,34
	Posttest	35	58,63	16,17			

* $p < .05$

According to Table 6, there was no statistically significant difference between the pretest and posttest scores of the control group students regarding their problem-solving achievement for the four operations ($\bar{X}_{pretest} = 54.69$; $\bar{X}_{posttest} = 58.63$; $p > .05$) while there was a significant difference in favor of the experimental group students' post-test scores ($\bar{X}_{pretest} = 45.26$; $\bar{X}_{posttest} = 61.29$; $p < .05$). The teaching method based on the RME approach was observed to have positive effects on student achievement and increased moderate achievement level to high-achievement level. The effect size was calculated as -1.90 and it was very large. The independent sample t-test was used to examine whether the difference between the pretest and posttest scores of the students was statistically significant between the groups and the results are presented in Table 7.

Table 7.

Independent Sample T-Test Results Regarding the Difference between Experimental and Control Group Students' Pretest-PostTest Scores

Differences in PostTest-Pretest Scores		n	\bar{X}	Sd	t	df	d
Achievement Test	Experimental	35	16,02	11,88	3.56	68	.85*
	Control	35	3,94	16,16			

* $p < .05$

According to Table 7, the difference between experimental and control group students' pretest and posttest scores regarding their problem-solving achievement for four operations was statistically significant in favor of the experimental group students ($\bar{X}_{Experimental} = 16.02$; $\bar{X}_{control} = 3.94$; $p < .05$). When the effect sizes were examined, it was seen that the effect was at a large level ($d = .85$). ANCOVA was used to determine whether the difference between the posttest scores of the groups was statistically significant. First, it was checked whether the assumptions of ANCOVA were violated. As a result of the tests carried out in this context, it was determined that the groups had a normal distribution; that there was a linear relationship between pretest and posttest achievement scores ($r = .70$) and homogeneity of variances was met ($F = 2.55$; $p > .05$). In addition, the difference between the slopes of the regression lines between the groups was examined with the "Group x Pretest" joint effect test and it was concluded that the difference was not statistically significant ($F = 3.23$; $p > .05$). According to these results, it was determined that the difference between the posttest scores of the groups can be examined with ANCOVA and the data obtained as a result of the analyses are presented in Table 8, Table 9 and Table 10.

Table 8.

Groups' Actual PostTest Scores and Posttest Scores Adjusted according to Pretest Scores

Achievement Test	Posttest			Adjusted Posttest	
	n	\bar{X}	Standard Error	\bar{X}	Standard Error
Experimental Group	35	61,29	2,14	64,94	3,58
Control Group	35	58,63	2,17	56,27	3,58

Table 9.

ANCOVA Results for Posttest Scores Adjusted for Groups' Pretest Scores

Variances	Sum of Squares	Sd	Mean Square	F	p	η^2
Pretest (Regression)	12727.89	1	12727.89	79.71	.00	.36
Groups (Posttest)	6698.27	1	6698.27	41.95	.00	
Error	10697.43	67	159.66			
Total Adjusted	275189.00	70				

According to the ANCOVA result, there was a significant difference between the posttest scores that were adjusted according to the academic achievement pretest scores ($F=41,953$, $p<.05$). The effect size value for the difference (η^2) was calculated as .36 and it was seen that it had a large effect. Bonferroni comparison test results presented in Table 10 also demonstrated that the significant difference between groups' adjusted posttest scores was in favor of the experimental group ($p<.05$).

Table 10.

Bonferroni test results for groups' adjusted posttest scores

Groups	n	Difference between Means	Standard	p	Direction of the Difference
Experimental	35	9,007	3,103	,005	Experimental>Control

The Effect of RME Approach on Problem Posing and Problem-solving Skills

A statistically significant and positive increase was observed in experimental group students' academic achievement as a result of the activities conducted with the four basic operations prepared with the RME approach. This section aimed to describe the change in student achievement qualitatively and reflect the development of students' problem posing and problem-solving skills. The data obtained within the scope of the study describing the problem posing and problem-solving skills of the students were collected under the themes presented in Table 11.

Table 11.

Themes for Problem Posing and Problem-solving Skills

Problem Posing	Problem Solving
<ul style="list-style-type: none"> Findings About Understanding the Root Cause of the Question Findings Regarding Incorrect Data Use Findings Regarding Lack of Expression 	<ul style="list-style-type: none"> Findings About Selecting the Appropriate Operation Findings Regarding Incorrect Data Use

Findings Regarding the Development of Problem Posing Skills

It was observed that the students were insufficient to follow the instructions while solving the problem-posing questions in the Achievement Test, to pose problems using an understandable language and to accurately use the data presented to them before they were taught with the RME approach.

Findings about Understanding the Root Cause of the Question. As part of the Achievement Test, instructions were provided to the students to guide them in problem posing questions for the four operations. For example, in the bicycle theme, the students were presented with Tables showing the prices of the parts that will make up the bicycle and they were asked to create a question for addition using this data. When the data were analyzed, it was understood that the students' ability to follow the instructions presented to them while writing the questions improved visibly after the RME training. For example; while Uras wrote a problem before the RME training involving addition which required subtraction instead, he was able to use the data presented to him more effectively to pose a problem involving subtraction in accordance with the instructions after the training:

Table 12.

Problems Uras Posed for Subtraction

Before RME	After RME
<i>Naci Abay Primary School has 712 boys and 20 more girls than the number of boys. How many students are in this school?</i>	<i>Hello, I am Ahmet Bey, the principal of the school. This year, 40 girls from the 4th grades left our school. Hence, how many 4th grade girls are left in our school?</i>

In a problem posing question involving division on the theme of global warming, Esra preferred to express her opinion about pandas instead of posing a problem in accordance with the guidelines before the RME training, however, she tried to construct a problem statement after the training:

Table 13.

The Problems Posed by Esra Regarding Division

Before RME	After RME
<i>I saw a panda today, it was so cute and I loved it.</i>	<i>Pandas are endangered. There are 1280 pandas. There are currently 120 pandas left. 120 pandas divided into 4 islands?</i>

Similarly, while Toprak gave information about his own bike by ignoring the instructions given in the question before the RME training, he tried to form a problem statement about addition by following the instructions after the training:

Table 14.

The Problems Posed by Toprak Regarding Addition

Before RME	After RME
<i>My bike has got a flat tire.</i>	<i>My bike is ice blue, it has got a light and a bell. Their costs; ice blue is 138 TL, bell is 30 TL, light is 45 TL.</i>

In the problem posing question, Selinay made a mistake by writing a problem involving addition in the library theme which required subtraction instead before the RME training, but she was able to correct her mistake and write a problem containing subtraction in line with the instruction and outcome:

Table 15.

The Problems Posed by Selinay Regarding Subtraction

Before RME	After RME
<i>In Naci Abay Primary School, the number of female students is 187 and the number of male students is 123 in the first grade. According to this, what is the sum of these?</i>	<i>The number of boys and girls in the 4th grade of Naci Abay Primary School is provided above. The number of male and female students in the 2nd grades is also given. What is the difference in the number of female students in the 2nd and 4th grades?</i>

In regards to the problem posing question on the theme of global warming, Ayaz wrote a problem involving addition before the RME training and after the training he demonstrated improvement by posing a problem that included both subtraction and division in accordance with the directive:

Table 16.

The Problems Posed by Ayaz Regarding Division

Before RME	After RME
<i>The temperature is 138 degrees on 5 week days. It is 10 degrees higher on the weekend. How many degrees is it on the weekend?</i>	<i>It was 138 degrees in total for 5 days on weekdays. How many degrees was the temperature in one day?</i>

While Melike posed a problem requiring subtraction in the library theme by writing a problem involving addition before the RME training, she gave a full and correct answer by writing a question involving subtraction after the training:

Table 17.

The Problems Posed by Melike Regarding Subtraction

Before RME	After RME
<i>If there are 109 stories, 198 fairy tales, 237 novels, 115 poems and 250 test books in a library, how many books are there in total?</i>	<i>A teacher throws away 16 of 250 test books and distributes 35 of them. How many books are left?</i>

Findings Regarding Incorrect Data Use. The Achievement Test provided clues and data (number, table, operation, etc.) together with the problem posing statements and the

students were asked to form problem statements in line with this information. It was observed that while the students ignored the data presented to them or used random data before the training given with the RME approach, they were able to form question sentences by using the data more effectively after the training. For example, it was found that Esra prepared a question by using her own data instead of selecting suitable data from the Table before the RME training, but she was able to pose and solve the problem correctly and in full using the provided data after the training:

Figure 1.

The Problems Posed by Esra Regarding Addition

Before RME

Now, you pose a problem that involves addition to customize your bike and calculate the result. Don't forget; you can make use of the accessories and colors in the catalog while writing your question.

Solution:

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Basic Bike Parts Catalogue Steering Wheel: 60 Wheel: 60 Bicycle Frame: 285 Bicycle Seat/Saddle: 30 | <ul style="list-style-type: none"> • Accessory Catalogue Bell:20 Light:50 Basket:60 Flower: 20 $20+50+60+20=150$ | <ul style="list-style-type: none"> • Color Catalogue Rainbow: 300 Ice blue: 100 $300+100=400$ |
|--|---|--|

After RME

Now, you pose a problem that involves addition to customize your bike and calculate the result. Don't forget; you can make use of the accessories and colors in the catalog while writing your question.

Solution:

My dad bought me a bike as gift for my report card; it has been a year now so my bike is old. I got new parts. I got a steering wheel for 80 TL, wheels for 125 TL; a frame for 225 TL and a bike seat for 40 TL. How much did it cost? $225+125+80+40=465$

In the following example, while Toprak preferred to use random data instead of selecting data from the Table, he created a problem by using the data presented to him after the training:

Figure 2.

The Problems Posed by Toprak Regarding Addition

Before RME

By using the visual provided above, pose a problem that involves addition and solve the problem:

Solution:

The distance between Aksaray and Ordu is 300 km; the distance between Ordu and Gaziantep is 570. The distance between Ordu and Niğde is 240. We can add these three.
 $300+570+240=100$

After RME

By using the visual provided above, pose a problem that involves addition and solve the problem:

Solution:

My father first left Aksaray then drove 400 km. He arrived in Ordu. He left the stuff and left Ordu. He got some things from Ordu. He arrived in Niğde, he drove 250 km. He left the stuff in Niğde and got new materials from Niğde. He then arrived in Gaziantep, it was 580 km. He left the things and then he got back to Aksaray.
 $580+400+250=1230$

In another example, Merve ignored the vegetable and fruit price table presented to her while posing a problem and created a question with random numbers. After the RME training, she was able to select the necessary data for problem-solving and improved her skills in reading Tables:

Table 18.

The Problems Posed by Merve Regarding Multiplication

Before RME	After RME
When I went to the grocery store today, I bought a banana for 11 TL, a salad for 4 TL and an orange for 12 TL. How much will I pay at the cash register?	When my mother went to the grocery store, she bought 3 kg of bananas and 15 kg of oranges. So, how much did she pay?

Examination of Şüheda's answer about posing a problem on the bicycle theme showed that she tried to pose a problem about the total number of crates instead of using the data about the distances presented to her. But she posed a problem based only on the unit of length after the RME training:

Table 19.

The Problems Posed by Şüheda Regarding Addition

Before RME	After RME
How much is it for 50 crates from Aksaray to Ordu?	Ms. Ayşe lives in Aksaray. Ayşe's sister lives in Niğde. How many kilometers does it take Ms. Ayşe to go to Niğde?

Before the RME training, Talha wrote a question about the total price of the books, although there was no information about the prices of the books in the data presented to him, but after the training, he formed a correct and meaningful problem statement in accordance with the data:

Table 20.

The Problems Posed by Talha Regarding Subtraction

Before RME	After RME
In our school, teachers bought 109 storybooks and 250 test books for the library. According to this, how many liras did the teachers pay?	What is the difference in number between the storybooks and novels in Naci Abay Primary School library?

Findings Regarding Lack of Expression. Problem statements should be constructed in a manner to express a single judgment in a clear and understandable manner without creating any confusion and to bring everyone to the same truth. It was found that students formed more understandable problem statements with the help of the RME education. For example, while Songül could not accurately integrate information about the price for the bike bell, light and basket in the question statement before the training, she posed a problem using a clear and understandable language after the RME training:

Table 21.

The Problems Posed by Talha Regarding Subtraction

Before RME	After RME
<i>They bought me a bike. Bell 300, lamp 450, basket 50. How much was it paid?</i>	<i>My sister Sule got a basket and a bell for her bell as accessories. She had her bike painted in rainbow colors. How much will she pay?</i>

While it was impossible to solve the problem based on the problem statement that Enes wrote before the RME training, it was observed that he posed a problem that was clear and had a solution after the training:

Table 22.

The Problems Posed by Enes Regarding Subtraction

Before RME	After RME
<i>Our teacher wants to take the students to the library. There are 237 novels, 198 storybooks and 115 poetry books in the library. There are 250 testbooks as well. What is the difference among these books?</i>	<i>There are 237 novels in Atatürk Primary School Library. 50 of the novels were checked out. How many books are in the library now?</i>

Similarly, while Miraç was unsuccessful in forming a question sentence before the RME training, he posed a clear and understandable problem after the training:

Table 23.

The Problems Posed by Miraç Regarding Subtraction

Before RME	After RME
<i>Teacher Ali wants to match the storybooks and test books in the library, but finds the difference between these two types of books.</i>	<i>There are 237 novels and 198 storybooks in a library. There are as many poetry books as the difference between these books. How many poetry books are there?</i>

In another example, İlyas wrote a sentence with no root cause, with a lack of expression and elements before the RME training, but he formed a correct question sentence after the RME training using a clear and understandable language:

Table 24.

The Problems Posed by İlyas Regarding Addition

Before RME	After RME
<i>Steering wheel, seat, basket, wheel.</i>	<i>I use the following when designing my own bike; Steering wheel 80 TL, wheels 120 TL, seat (saddle) 40 TL, bell 30 TL, basket 50 TL, ice blue paint 138 TL. How much would the bike I want cost?</i>

Findings Regarding the Development of Problem-solving Skills

Students' solutions to open-ended questions in the Achievement Test were examined and the change in students' problem-solving skills was described in this section. A noticeable improvement was observed in students' ability to select the appropriate operation and use the data in the appropriate manner after the RME training.

Findings about Selecting the Appropriate Operation. In the Achievement Test, students were not only asked to pose a problem, but also to solve the problems they posed. Before the training, some students were able to find a suitable solution to the problems they posed, while others showed limited success. After the RME training, it was identified that the students improved especially in understanding the problem and choosing the appropriate operation for the problem. This development is presented below with the some examples. For example, since Aycan could not fully understand the question before the RME training, she added 95 to 125 in the problem she posed, making an operation that was not called for and was not able to find a complete solution. However she was able to provide a complete and correct answer to the problem she posed after the training:

Figure 3.

Aycan's Problems Solutions Regarding Addition

Before RME

Now, you pose a problem that involves addition to customize your bike and calculate the result. Don't forget; you can make use of the accessories and colors in the catalog while writing your question.

Solution:

In the bike shop, bell is 30 TL, light is 45 TL and basket is 50 TL. How much should I pay?

$$50+45=95$$

$$95+30=125$$

$$125+95=220$$

After RME

Now, you pose a problem that involves addition to customize your bike and calculate the result. Don't forget; you can make use of the accessories and colors in the catalog while writing your question.

Solution:

How much did I pay for my bike when I designed it from the accessory catalogue?

$$50+45+30=125$$

In another example, Mücahit demonstrated limited ability in selecting the correct operation and he performing addition where he had to use multiplication to find the total cost. After the RME training, he demonstrated that he could select the appropriate operation for the question by performing the necessary multiplication operations:

Figure 4.

Mücahit's Problems Solutions Regarding Multiplication

Before RME

Your mother will make orange jam and pickled cucumbers. She wanted you to buy 14 kg of oranges and 13 kg of cucumbers. How much do you need to pay the greengrocer?

Solution:

$$250+14+13=277$$

After RME

Your mother will make orange jam and pickled cucumbers. She wanted you to buy 14 kg of oranges and 13 kg of cucumbers. How much do you need to pay the greengrocer?

Solution:

$$14 \times 12 = 168$$

$$13 \times 6 = 68$$

$$168 + 68 = 236 \text{ TL}$$

In a similar figure, Selçuk overlooked the need to perform multiplication before the RME training and could not select the appropriate operation for the problem, but he was able to perform the operations required by the problem text even if he made a mistake in the operation after the training:

Figure 5.

Selçuk's Problems Solutions Regarding Multiplication

Before RME

Your mother will make orange jam and pickled cucumbers. She wanted you to buy 14 kg of oranges and 13 kg of cucumbers. How much do you need to pay the greengrocer?

Solution:

$$12+14=26$$

$$6+13=29$$

$$26+19=45$$

After RME

Your mother will make orange jam and pickled cucumbers. She wanted you to buy 14 kg of oranges and 13 kg of cucumbers. How much do you need to pay the greengrocer?

Solution:

$$14 \times 12 = 168$$

$$13 \times 6 = 78$$

$$168 + 78 = 236$$

$$250 - 236 = 14$$

Esra, on the other hand, made a mistake by selecting multiplication and addition operations when she should have solved the problem with subtraction in the library theme. After RME training, she reached the complete and correct solution by performing addition and subtraction:

Figure 6.

Esra's Problem Solutions Regarding Addition and Subtraction

Before RME

In our school, a group of students wanted to organize a campaign to raise awareness about the need for traveling libraries/bookmobiles. The number of books that students targeted to collect was 958. They already had 102 books. They were able to gather 364 books with the campaign, how many books are needed to reach the target?

Solution:

$$32+5=37$$

$$958+120+364=1442$$

$$1442 \times 37 = 5214$$

After RME

In our school, a group of students wanted to organize a campaign to raise awareness about the need for traveling libraries/bookmobiles. The number of books that students targeted to collect was 958. They already had 102 books. They were able to gather 364 books with the campaign, how many books are needed to reach the target?

Solution:

$$364+102=466$$

$$958-466=492 \text{ books left}$$

In the following example, Sefer could not select the right operations, but after the RME training, he developed the ability to select the appropriate operations, even though he performed an extra operation:

Figure 7.

Sefer's Problem Solutions Regarding Subtraction

Before RME

Your mother will make orange jam and pickled cucumbers. She wanted you to buy 14 kg of oranges and 13 kg of cucumbers. How much do you need to pay the greengrocer?

Solution:

$$14+6=624$$

$$12+13=1326$$

After RME

Your mother will make orange jam and pickled cucumbers. She wanted you to buy 14 kg of oranges and 13 kg of cucumbers. How much do you need to pay the greengrocer?

Solution:

$$14 \times 12 = 168 \text{ oranges}$$

$$13 \times 6 = 78$$

$$168 + 78 = 246$$

$$250 - 246 = 004$$

While İpek was unable to select the appropriate operation for the text before the RME training, she understood the text correctly after the training and reached the complete and correct result by choosing division in solving the questions:

Figure 8.

İpek's Problem Solutions Regarding Division

Before RME

Due to climate change, the melting rates of the ice masses in the poles have increased 7 times compared to the 1900s. Today, approximately 455 kilograms of ice mass melt in 1 minute. How many kilograms of ice mass melted in the same amount of time in 1900s?

Solution:

$$455 \times 7 = 3185$$

After RME

Due to climate change, the melting rates of the ice masses in the poles have increased 7 times compared to the 1900s. Today, approximately 455 kilograms of ice mass melt in 1 minute. How many kilograms of ice mass melted in the same amount of time in 1900s?

Solution:

$$455 : 7 = 65$$

Findings Regarding Incorrect Data Use. Examination of the data obtained within the scope of this study showed that the students experienced difficulties in selecting the appropriate data while solving problems as they had while posing problems. For example, before the RME training, İlayda could not comprehend the basic parts because she had limited ability to read and interpret tables, and therefore answered the question incorrectly. After the training, she selected the appropriate data from the table and solved the question in a correct manner:

Figure 9.

İlayda's Problem Solutions Regarding Addition

Before RME

Osman bought only the basic parts while he was designing his own bike. How much did Osman pay for his bike?

Solution:

$$371 + 239 + 225 + 138 + 120 + 50 + 80 + 40 + 20 + 45 = 1338$$

After RME

Osman bought only the basic parts while he was designing his own bike. How much did Osman pay for his bike?

Solution:

$$225 + 120 + 80 + 40 = 465$$

Merve used the wrong data and could not find the correct answer because she could not understand the problem statement before the RME training, but she solved the question using the appropriate data after the training and got a full score.

Figure 10.

Merve's Problem Solutions Regarding Addition and Subtraction

Before RME

In our school, a group of students wanted to organize a campaign to raise awareness about the need for traveling libraries/bookmobiles. The number of books that students targeted to collect was 958. They already had 102 books. They were able to gather 364 books with the campaign, how many books are needed to reach the target?

Solution:

$$958+102=1060$$

$$1060-364=0696$$

After RME

In our school, a group of students wanted to organize a campaign to raise awareness about the need for traveling libraries/bookmobiles. The number of books that students targeted to collect was 958. They already had 102 books. They were able to gather 364 books with the campaign, how many books are needed to reach the target?

Solution:

$$364+102=466$$

$$958-466=492 \text{ books left}$$

In another example, while Ömer did not use the data presented in the catalog before the RME training, he obtained the right result by selecting the appropriate data after the training:

Figure 11.

Ömer's Problem Solutions Regarding Addition

Before RME

Osman bought only the basic parts while he was designing his own bike. How much did Osman pay for his bike?

Solution:

$$371+45=416$$

$$416+225=641$$

After RME

Osman bought only the basic parts while he was designing his own bike. How much did Osman pay for his bike?

Solution:

$$225+120+80+40=465$$

In the following example, Toprak could not understand the table presented to him and could not choose the appropriate data for the problem, but he was able to perform the operation with the correct data after the RME training and reached the correct result:

Figure 12.

Toprak's Problem Solutions Regarding Addition

Before RME

Osman bought only the basic parts while he was designing his own bike. How much did Osman pay for his bike?

Solution:

$$120+225=345$$

$$138+239=376$$

After RME

Osman bought only the basic parts while he was designing his own bike. How much did Osman pay for his bike?

Solution:

$$225+120+80+40=465$$

Conclusion, Discussion and Suggestions

Examination of the studies in the field of mathematics education shows that the number of studies investigating the effect of the RME approach on the teaching process of the four operations is limited. This study explored the effect of the educational activities based on the RME approach on fourth grade students' problem posing and problem-solving skills concerning four basic mathematical operations.

This study found that using the RME approach in teaching four operations at primary school fourth grade level produced more effective results on student achievement compared to the traditional teaching method. It was identified that the RME approach significantly increased students' academic achievement in problem posing and problem-solving skills in addition, subtraction, multiplication and division. Other studies in the literature also reported that teaching within the framework of the RME approach produced more effective results on student achievement than teaching via only the traditional method (Webb et al., 2011; Okuyucu & Bilgin, 2019; Ünal & İpek, 2009). The opportunity provided to students to develop their own strategies and make new discoveries during the RME process allows them to be more creative in the problem-solving process (Olkun & Toluk-Uçar, 2007; Wubbels et al., 1997; Kalaw, 2012). The results of the RME based approach training which was implemented within the scope of this study demonstrated that the students understood the problem statements more clearly, they were able to select the necessary data in a more effective manner while solving and posing problems and they were able to create more meaningful problem statements while posing problems. In this context, the reasons why the educational activities prepared with the RME approach have more positive effects on student achievement compared to traditional approaches may be related to the fact that the trainings prepared with the RME approach present problems in relation to real life and provide the students with opportunities to easily associate various concepts with each other and to develop various strategies in the problem-solving process.

As noted in the literature, educational processes prepared with RME not only positively affect academic achievement, but also support students in developing mathematical skills. For example, the study conducted by Noviani et al. (2017) reported that the RME based training has a positive effect on the development of students' spatial skills. Within the scope of this study, comparison of the answers provided by the students to the open-ended questions showed that the students participating in the study improved their ability to select the appropriate data while posing and solving questions, they perceived the question root in a more accurate manner and they succeeded in creating more meaningful and purposeful expressions while posing problems. In other words, the students participating in the study not only increased their academic achievement in mathematics, but also improved their mathematical literacy, problem solving and problem posing skills with the RME training provided in this study. With the 2023 Education Vision, the Ministry of National Education announced that the national exams in Turkey will focus on measuring skills as reasoning, critical thinking and interpretation rather than directly measuring knowledge in regards to school subjects (MEB, 2018b) by signaling the transition from a content-based education to a skill-based education. Hence, the need to implement innovative approaches such as RME, which can be organized by focusing on skill-based education instead of the traditional methods currently used in our schools, is evident to achieve this goal and to increase achievement in national and international exams which consist of skill-based questions.

Providing opportunities for students to use their mathematical knowledge and skills in a more effective manner to solve problems encountered in daily life is another positive effect of the RME approach on student development. Within the scope of this study, students who were taught with the RME approach not only tried to find solutions to mathematical questions related to daily life, but also posed problems for potential problems they may encounter in life. For example, they associated daily life with - problem-solving and problem-solving skills related to four basic operations by writing questions in which the cost of a bicycle can be calculated according to their needs or the total distance traveled during a journey. MoNE defines mathematical competence as "the development and application of mathematical thinking style to solve a series of problems encountered in daily life" (MEB, 2018b) and lists the specific goals of mathematics education as "understanding and using mathematical concepts in daily life" (MEB, 2018a) and "making sense of the relations between people and objects and the relations of objects with each other by using the meaning and language of mathematics" (MEB, 2018a). Considering these statements, it is evident that efforts should be made to popularize the use of educational approaches such as RME that offer the opportunity to transfer mathematical knowledge and skills to daily life. As a result, the effective use of the RME approach will provide opportunities for associating mathematical knowledge with daily life skills and will help increase student achievement in national and international exams.

Examination of participating students' problem-solving and problem posing skills at fourth-grade level points to rather significant limitations; especially in fourth grade students' problem posing skills. As a matter of fact, acquisitions regarding problem-

solving and problem posing are also included in the lower grades, which makes these limitations even more remarkable. The pretest data of the students participating in the study demonstrated that they experienced difficulty in writing meaningful question statements, they mostly left the problem posing questions unanswered and they even preferred to perform operations with the presented data instead of writing a problem statement in problem posing questions. In the light of these data, it is identified that the education offered at previous grade levels for the problem posing process was not sufficiently comprehended by the students. In a similar manner, it is observed that students had limited knowledge about the basic features of a problem. Comparison of student answers in the pretest and posttest clearly demonstrates the development in their problem posing skills. Students' failures in the pretest are believed to be related to the very limited education they received for problem posing, especially in the lower grades. Kuzu et al. (2019) cautioned that when more than one educational outcome or skill is taught within the same acquisition, it becomes more difficult to express the educational concept in a clear manner. Considering that the skills related to posing problems are presented as a sub-acquisition within the problem-solving outcome until the fourth grade, it becomes clear why the training was limited for the participating students until now. Examining primary school students' problem posing and problem-solving skills in detail in further studies will contribute to describe the effect of providing these skills in a single outcome on students' skill acquisition.

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Gender Equality Awareness among Middle School Students*

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Abstract: This research was conducted to create an egalitarian change in middle school students perspectives on gender roles. The study group consists of 15 girls and 14 boys in 6th-grade aged 11-12 in a public middle school. Action research, one of the qualitative research methods, was used in the study. A questionnaire form prepared by the researchers following the sub-problems of the research were used as a data collection tool. Descriptive analysis was used in data analysis. According to the findings, it was observed that under the current circumstances, middle school students adopted traditional gender roles. After implementing the action plan, it was determined that the participant's perspectives on gender roles changed in favour of gender equality. As a result of the study, it is suggested that the awareness of gender equality, which is the basis of the socio-economic development of the countries, should be brought to the individuals through schools, and educational environments should be arranged following this acquisition.

Keywords: Gender, gender equality awareness, action research

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Introduction

Gender emerges as social identity features of women and men shaped in social and cultural relations, while sex refers to the differences in the biological nature of individuals. Gender signifies a social structure determined by social norms, beliefs, traditions, and culture (GENIA, 2019) and includes gender-specific definitions, behavioural norms, values and attitudes of societies (USAID, 2007). This means that the legitimisation of gender-based roles and behaviours expected from men and women differ according to cultures (UNICEF, 2017). However, when it comes to the position of women and men in society, it is seen that most societies glorify the activities and attitudes of masculinity. This situation causes the increase of male spaces and status (Francis, 2006). In this case, there is a gender inequality that manifests itself in basic areas of social life such as education and career opportunities, employment, and sharing economic resources, and political representation.

All gender segregation codes are acquired almost from the first years of life and can affect the individual in every period of their life. In the literature, it is seen that different theories explain the process of acquiring gender roles. In this study, based on the social learning theory, the change in the perspectives of middle school students regarding the concept of gender and gender roles is examined through various activities in the classroom. It is emphasised in social learning theory that gender stereotypes are learned through operant conditioning and modelling processes (Dokmen, 2015). According to social learning theory, gender emerges as a result of the interaction of the individual with the environment. The child learns the roles appropriate to their gender by following the models of women and men in their social environment through their mother, father, friends, and school (Arslangiray, 2013). In this context, Dokmen (2015) states that gender stereotypes are also conveyed by modelling media heroes through mass media. Individuals adapt to society by choosing a model from the existing behaviour models (Ozdemir, 2010). In summary, individuals socially learn to behave following their gender roles or categories through observation, modelling, and imitation. According to this approach, when we educate all children in gender-neutral environments, schools provide equality and contribute to the development of society's qualified manpower potential.

The problem of gender inequality is universal and historical and is the subject of various studies in which international comparisons are made. When the data of 2020 from the World Economic Forum - Global Gender Equality Reports evaluated; it is seen that Turkey ranks 130th out of 153 countries in terms of gender equality, 113th in access to education, 136th in participation in economic life, 109th in political empowerment and 64th in health and survival (WEF, 2020). While economy, health, political participation, and education are the main fields that constitute the indicators of gender equality, education stands out among others with its guiding and intermediary role.

The field of education is one of the most effective social mechanisms that will transform gender inequality. It is stated that to achieve the goal of gender equality, attitudes that legitimise unequal gender relations should be changed (Baydur et al., 2016). In the current gender culture, women receive less share of social resources and share lower-status social positions compared to men. Regarding the country's development, women need to be in the right place in terms of social role and status. This can be achieved through a conscious and qualified education (Ozaydinlik, 2014). In article 10/c of CEDAW (1979), it is stated that "the removal of stereotypes about the roles of women and men from all forms and levels of education and the promotion of co-education and other forms of education to achieve this aim, especially the revision of textbooks and school programs, and the improvement of educational methods for this purpose" (p. 8) is essential. However, educational institutions sustain gender inequality through "teacher behaviours, curricula, educational materials, classroom arrangements, hidden programs, sexist discourses, traditional role distributions and role models, gender-based expectations and professional orientation" (Acar-Erdol & Gozutok, 2017, p. 42). Family and environmental structure, upbringing and pedagogical formation training of traditional teachers cause the continuation of the sexist structure unknowingly (Polat, 2010). Unless teachers' perception of gender equality develops, they can transfer sexist codes to their students (Kilavuz, 2019). While education causes the reproduction of traditional gender roles, it also enables women to discover their hidden powers (Gogus-Tan et al., 2000). Accordingly, education and schools should be structured to promote gender equality instead of reproducing gender inequality.

Schools are regarded as the only official institution responsible for the socialisation of the individual. Schools convey stereotypes regarding gender roles to individuals via teacher expectations, communication patterns, materials used and contents of educational practices, either secretly or openly (Esen, 2015). While schools are environments where gender roles are reproduced, they also have opportunities to gain positive attitudes in this regard, as in many other subjects. This action research, of which the target audience is middle school students, was carried out to gain an egalitarian perspective on gender roles in the school environment where children spend most of their lives. In the literature review, no action research on gender equality with middle school students was found in Turkey. Action research is a method that can be used to solve an existing problem or increase the quality of work done. Action research aims not to produce theoretical knowledge but to improve practice (Aksoy, 2003). Besides, the active participation of the participants in the practice breaks the resistance that may occur, and cooperative practices can provide social changes. In line with these reasons and evaluations, it is thought that this action research with middle school students will enable them to approach the subject with a different method and contribute to raising social awareness with this and similar studies.

An environment where there is no gender discrimination can provide positive opportunities for individuals to realise themselves. In education, which is one of the most important areas of socialisation, daily practices that reproduce gender discrimination should be carefully focused on, and students should be able to question

their environment by being aware of gender inequality. In this study; within the scope of the problem “What is the perspective of middle school students on gender equality?” answers to sub-problems “What are the views of middle school students about gender equality?” and “How will the thoughts of middle school students about gender equality change as a result of the activities to be done?” are sought. This action research aims to raise awareness among the middle school students participating in the research that there should be equality between women and men on issues such as education, career choice, and domestic roles. It is thought to help the participants take steps sensitive to gender equality in their decisions and behaviours on many issues from education to career choice and employment throughout their lives.

Method

Research Design

Qualitative research was preferred as an approach, and action research was preferred as a research design since it aimed to carry out the research in the natural environment of the classroom and convey the process realistically and holistically. Gender equality is an issue directly related to social areas in society. Action research integrates change and development practices in social areas with scientific research methods (Balci, 2016). In the action research design, since all stakeholders in the institution can practice, people such as teachers, administrators, and education specialists can participate in practices in research conducted at school (Yuksel, 2010). In action research, teachers research how they can do their work better, and since they participate directly, they can produce solutions by obtaining the best information about their practices (Artvinli, 2010). Although the steps of action research may vary by discipline and researcher, it generally consists of observation, reflection and action steps, where the action step includes planning, implementation, and evaluation (Glesne, 2015). In the current research, as given in Figure 1 below, the research steps are planned as 1. Problem Definition and Action Plan, 2. Practice, 3. Observation, and 4. Reflection and Evaluation.

Action research can be used in different ways. Berg (cited by Yildirim & Simsek, 2013, p. 334); categorises action research as a research design in terms of purposes as follows.

1. Technical/scientific/collaborative action research,
2. Action research based on practice/mutual cooperation/discussion,
3. Liberating/developing/critical action research.

Figure 1.

Action Research Cycle (Bal & Doganay, 2014)



In this research, “liberating, developing, critical action research” included in Berg’s classification was preferred. This type of action research has been preferred because it has a critical perspective and provides the practitioner with new knowledge, skills, and experience (Norton, 2009). In this approach, the researcher is in the practitioner’s position and combines theory and practice. In the process, the researcher can look at their practices with a critical eye and question their role (Beyhan, 2013). Moreover, by becoming more competent in their profession, they can develop views on policies related to their field (Yildirim & Simsek, 2013). The researcher’s opinions on this situation are also given in the conclusion and recommendations section.

Research Group

The research group consists of 29 6th-grade students in the 2018 - 2019 academic year in a public middle school in the Mersin province Silifke district. It consists of 15 female and 14 male students ranging between the ages of 11-12 with similar socio-economic backgrounds. Easily accessible case sampling, one of the purposive sampling methods, was preferred. In this sampling method, the researcher prefers a situation that is close and easy to access to gain speed and practicality (Yildirim & Simsek, 2013). Since action research provides the opportunity for teachers to research in their own classrooms, it was deemed appropriate to work in the classrooms of one of the researchers.

The developmental characteristics of the middle school students were considered in the research design, the development of data collection tools, and the execution of the activities. The 6th-grade level is expressed as adolescence, known as the entrance to

puberty. When abstract thinking skills are acquired, individuals think about ideals related to themselves and the outside world in this period. Longing for adulthood, they believe that they can think like them (Durdu, 2013). Adolescence, an important stage in human development periods, is a period in which physical growth and sexual development, and psychosocial maturation occur in the transition from childhood to adulthood (Akcan-Parlaz, Tekgul, Karademirci & Ongel, 2012). For this reason, in the transitional stage to adolescence, in which physical, psychological, and behavioural changes begin to be seen in the 11-12 age group, gaining a social identity and adapting to roles is observed.

Data Collection Tools

In this study, data were collected by applying a pre and post-questionnaire to the participants. In the action research implementation stage, the study was carried out by collecting the diaries of the activities from the students and having the students make performance products.

In the due diligence stage of the research, a questionnaire was applied to determine the students' awareness of gender equality. This questionnaire form contains two parts. The first part includes students' thoughts on gender equality, metaphors for the gender of women and men, and their views on gender responsibilities. The second part includes questions to understand the determinativeness of the concept of gender on domestic roles and career choice in students' social lives. The questionnaire was re-applied in the observation stage in the action research to determine the changes after the implementation stage.

Implementation of Action Research and Collection of Data

The action research was planned and implemented following the work schedule in Table 1 below. Implementation and data collection took place over 15 weeks between March and June 2019.

Table 1.

Action Research Work Schedule for Creating Gender Equality in Middle School Students

WORK SCHEDULE	2018 / 2019 Academic Year	Action Research Cycle
SEPTEMBER	Literature Review	Definition of the Problem
OCTOBER	Literature Review	Definition of the Problem
NOVEMBER	Evaluation of the Pilot Study	Preparing an Action Plan
DECEMBER	Evaluation of the Pilot Study	Preparing an Action Plan
JANUARY	Arrangement of Data Collection Tools	Preparing an Action Plan
FEBRUARY	Arrangement of Data Collection Tools	Preparing an Action Plan
MARCH	Survey Implementation, Video Activity	Due Diligence and Enforcement
APRIL	Video Activities	Practice
MAY	Video Activities, Poster Making	Practice
JUNE	Survey Implementation	Observation
JUNE	Analysis of Data	Reflection and Evaluation

Before the research, necessary permissions were obtained from the Directorate of National Education and the school administration to be implemented. The parent permission certificate was collected by interviewing the parents of the students. Since the researcher, a teacher, made the implementation herself, she took part in the research environment as a participant-observer and actively participated in the implementations with the students. The activities carried out in the research were observed in the natural environment where the study was conducted.

Since the validity and reliability studies used in quantitative research cannot be directly applied in action research, different measures have been taken for validity and reliability studies. Firstly, a pilot implementation was carried out. Details of the pilot implementation are described below. In qualitative approaches, credibility, transferability, reliability, and confirmability are sought for validity and reliability studies (Shenton, 2004). The most effective way to ensure credibility is seen as long-term interaction (Baskale, 2016). On the other hand, confirmability means that the research reflects the research subject, not the beliefs and prejudices of the researcher, and the research includes the findings obtained from the participants (Arastaman, Ozturk-Fidan & Fidan, 2018). In this study, credibility and confirmability were met. In this research, credibility is ensured because one of the researchers is a teacher in the practice environment. The researcher has been in the environment for a long time and is familiar with the students' culture of life. Therefore, an environment based on mutual trust is formed, and the researchers control their prejudices. Confirmability is provided by findings based on the experiences and thoughts of the participants.

Researchers determined the current situation and prepared an action plan suitable for it; they collected data before, during, and after the implementation and analysed it.

Pilot Implementation

A pilot implementation was conducted to see the suitability of the data collection tool and the efficiency of the activities to be carried out in this action research, which aimed to raise awareness of gender equality among middle school students. The pilot study was carried out with 39 6th grade students, different from the main study group participating in the research, in the spring semester of the 2017-2018 academic year. The questionnaire form and student diary were rearranged according to the data obtained from the pilot study and took their final form. It was deemed appropriate to make changes during this arrangement since the participants did not fully understand some statements. According to the results obtained from the pilot study, video contents were re-examined, and the order of watching the videos was rearranged. Additionally, short-term videos were found to be suitable for the age group. In the pilot implementation, students enjoyed being engaged in active learning by doing and experiencing during the preparation of the posters with the theme "colours, music, movies, sports, clothes, professions, housework, education, toys, dance have no gender". It has been determined that visual materials and collaborative work activities are productive in terms of research.

Implementation

This research, in which the researcher and the participants actively participated in the study, includes the implementations made in the classroom, which is the natural learning environment of the students. The implementation step covers 9 weeks, including activities on 7 videos and 2 posters. Video watching activities were applied for 7 weeks as 1 lesson hour, and poster activities for 2 weeks as 2 lesson hours.

Video activities were implemented as participants watched the video and wrote daily forms in which they noted their impressions, thoughts, and personal experiences from the video. Videos were preferred in which the participants would be aware of gender discrimination in different areas such as education, home environment, business life, and political life and therefore raise awareness of gender equality. Considering the age group of the participants, short videos that do not cause distraction and that they can watch without getting bored were selected. In addition, the videos were determined from among the videos used in different projects related to gender equality. The 7 videos used to raise awareness about gender equality in education, employment, political participation, career choice, and socio-cultural life were watched in 40 minutes (a class hour) every 7 weeks. The duration of the videos varies between 2-8 minutes.

Video Content Used in Activities

No Way in Our Family (6.54 min.): This video has been prepared within the scope of the “Strengthening Families for Gender Equality among Children Project” carried out by Istanbul Bilgi University Child Studies Unit (CSU) between April 2012 and September 2013 with the support of the Consulate General of Sweden. In the video content, it is stated that families unwittingly convey gender stereotypes. In addition, it is seen that social learning and gender roles are learned in the family where the first learning takes place (<https://www.youtube.com/watch?v=XaXuRWAf03g>).

What’s different between you and me? (7.51 min.): This is a video about “Gender Discrimination” prepared within the scope of Children’s Rights Cartoon Project” jointly run by “Cartoon Club” and “Rights Stage Club” consisting of primary school 1st, 2nd, 3rd, 4th-grade students and middle school 5th graders of Terakki Foundation Schools in the academic year of 2011-2012. The video content explains that children can play the games they want without gender discrimination and that people can be together anytime, anywhere without discrimination based on their gender and without stereotyping (<https://www.youtube.com/watch?v=9EHBmhJQWvE>).

Work, Home, Everywhere Equal, Together (4.17 mins): This is a video prepared for the project called “More and Better Jobs for Women: Women’s Empowerment through Decent Work in Turkey”. It is a project carried out jointly by the International Labour Organisation and the Turkish Employment Agency between March 2013 and March 2018 to raise awareness of gender equality. The video gives brief information about

our country's situation regarding gender equality and what can be done (<https://www.youtube.com/watch?v=NNO9k4EFL8s>).

No Development without Gender Equality (1.42 min.): The UNDP (United Nations Development Program) Turkey representative office aims to transform traditional gender norms into an egalitarian understanding and reduce the factors that hinder women's economic development. It is emphasised that gender equality is a human rights issue and one of the main factors of economic development (<https://www.youtube.com/watch?v=Cl4WaOHS6S8>).

Gender in Business Life (3.12 min.): This video is prepared by Kocaeli University students for the Gender Equality course. In the video content, it is mentioned that there are stereotypes that women cannot do some professions. It is stated that such prejudices create difficulties for women's life. It is emphasised that every profession has difficulties, and there may be physical differences between people, but there should be no gender-based discrimination in choosing a profession (<https://www.youtube.com/watch?v=4PShei5UOvE>).

I Have a Request (3.15 min): The video describes male authorities' sexist approach and prejudice against women. At the same time, it has content that states that men and women should struggle together with the awareness of gender equality as unity against patriarchal authority (<https://www.youtube.com/watch?v=mNVfYrengqs>).

Pinkblue (8.43 min): This video won the second prize in the video competition held in İzmir within the scope of ETCEP (Gender Equality in Education Project). It is stated that women and men are labelled with gender stereotypes by the social environment, and they are forced to act according to stereotypical roles. It is seen that gender stereotypes, behaviours, and roles are transmitted by peers, same-sex, opposite-sex, and parents (<https://www.youtube.com/watch?v=JwiVXvbGX2k>).

Student diaries are designed like those in which students express their thoughts and feelings after watching videos during the implementation phase. There are 3 open-ended questions in the diary forms:

1. What was covered in the video?
2. What are the situations you encounter in your daily life related to this video?
3. What do you think about the video, and what situations should be included according to you?

With these questions in the diaries, the participants were expected to interpret and analyse the video content, compare the situations in the video content with the situations they encounter in daily life, and make comments that would raise awareness of gender equality, including their own thoughts.

In the poster activity, the students prepared posters in groups of two on the question "Does colours, sports, music, movies, professions, housework, toys, education, clothes, and dance have a gender?". Since the number of participants is 29, a group consists

of 3 people. The first and second poster activities requested posters with different themes, so each student worked on two different themes. A total of 28 posters were prepared with 14 group work. The students who chose what they wanted from the themes prepared posters by researching pictures, photographs, news, and slogans that reflected their thoughts. The activity carried out with learning has been a very instructive and educational activity for the 6th-grade level.

Analysis of Data

In the literature, data analysis methods used in action research are expressed as descriptive analysis, content analysis, and inductive analysis. Descriptive analysis was used in this study. Qualitative and quantitative descriptive analyses were made on the data obtained from the questionnaire forms used as a data collection tool. With descriptive analysis, the data set is meaningful and understandable by others (Christensen, Johnson & Turner, 2015). Yildirim and Simsek (2013, p. 256) explain descriptive analysis in qualitative research as “data are systematically and clearly described, descriptions are explained and interpreted, and some results are reached by examining cause-effect relationships”. The data obtained within the framework of the answers given by the participants to the open and closed-ended survey questions were read, classified, and interpreted within the scope of the research questions.

Results

The findings obtained from the questionnaire applied for the due diligence step of the action research and the findings obtained from the questionnaire applied at the observation phase are presented comparatively in this section.

In the questionnaire applied before and after the implementation, the participants' thoughts about gender and gender roles were first determined through metaphors. In this context, the students were asked to fill in the blanks in the statement, “For me, woman/man means Because”. The metaphors used by the participants to describe men and women and their reasons are given in Table 2 below.

Table 2.

*Students’ Pre- and Post-Implementation Opinions on Metaphors of Men and Women and the Reasons for Using These Metaphors**

Partici pant	For me, woman means because		For me, man means because	
	Pre-implemen tation	Post-implemen tation	Pre-implemen tation	Post-implemen tation
(W2)	<i>Housewife, because she is always busy with the house.</i>	<i>Strong, because they are strong.</i>	<i>He doesn’t do housework because he always works.</i>	<i>Equal, because they do girls’ jobs, too.</i>

(M3)	Housewife, because she does the housework.	Strong, because they do any job.	Work responsibility, because they provide the needs.	Equal, because they do equal work.
(M2)	Housewife, because she does all the housework.	Strong, because we develop not only with men but also with women.	Valiant, because he is the breadwinner.	He can do everything, because he is equal.
(M1)	Housewife, because she is a woman.	Strong, because everyone is strong.	Chief, because he is the breadwinner.	He can do everything, because everyone is equal.
(W1)	Doing the housework, because women mostly do housework.	Strong, because she does a lot of work.	Playing football, Because men usually play ball.	Loving, because they also have the right to be happy.
(M4)	Mother, because she cleans the house.	Strong, because she is talented.	Father, because he buys things for the house.	Loving, because men can also be loving.
(W3)	Mother, because mothers are everything.	Strong, because women can also be strong.	Father, because fathers are protective.	Emotional, because men can also be emotional.
(W4)	Lady, because she is always beautiful and delicate.	Strong, because my mother can do everything.	Father, because he fulfils his fatherly duty.	Emotional, because they behave badly to hide their own sadness.
(M5)	Life, because they give birth to us and raise us.	Strength, because women are strong, too.	Breadwinner, because he earns money for the family.	Live, because he is equal.
(W5)	Star, because she shines bright like a star.	A strong individual because women are strong like men.	Bully, because he doesn't help anything.	Human, because he has the right to live.
(W6)	Flower, because they smell nice like flowers.	Human, Because he's alive.	A cunning person, because they are very cunning and mischievous.	Same with a woman, because they are the same in society.
(W7)	Flower, because they can sometimes be fragile.	Human, because she has the right to live.	Tree, because he can sometimes be tough.	A sweet person, because he buys presents.
(M6)	Everything, because I love my mother.	Human, because she has the right to live.	Young man, because he is the breadwinner.	A cute person, because women are called cute, but men can also be cute.
(M7)	Hardworking, because she always works.	Human, because she has the right to live.	Worker, because he earns money for the family.	Doing the housework, because anyone can do anything.
(M8)	Hardworking, because she always works.	Warrior, because she fights to protect her life.	Worker, because he earns money for the family.	Good, because men are good.
(W8)	The most beautiful thing in the world, because she is worth doing anything.	Courageous, because men don't do anything.	They are the president of their own, because they always justify themselves.	Me, because me.

(W9)	<i>Dolly, because they never go out without make-up.</i>	<i>Short-haired, because it is not very good.</i>	<i>Strong, because men have muscles.</i>	<i>Me, they do any job.</i>
(W10)	<i>The future of the society, because they make the future.</i>	<i>Working at a job, because everyone can do whatever they want.</i>	<i>Mother's helper, because they support the mother.</i>	<i>Me, because I am a man.</i>
(M9)	<i>Clean, because polite.</i>	<i>Full of self-confidence, because she believes she can do anything</i>	<i>Rude, because they are angry.</i>	<i>Women, because they are equal.</i>
(W11)	<i>Freedom, because women have the right to be free.</i>	<i>Good, because women are good.</i>	<i>Freedom, because women have the right to be free.</i>	<i>Cleanness, because there is equality.</i>
(W12)	<i>should work if she wants to, she shouldn't only do housework.</i>	<i>Men, because they are equal.</i>	<i>Should stand by their children, because they should also spend time with their children.</i>	<i>Good, because everyone is the same.</i>
(M10)	<i>Human, because she is human.</i>	<i>She can do anything, because they have equal characteristics with men.</i>	<i>Human, because he is human.</i>	<i>Long-haired, because he can have long hair.</i>
(W13)	<i>Human, because she is alive.</i>	<i>Having a job, because they can do anything.</i>	<i>Human, because he is alive.</i>	<i>Washing the dishes, because men can also do housework.</i>
(W14)	<i>Individual</i>	<i>Same with men, Because they are equal in society.</i>	<i>Individual</i>	<i>Worker, because they work until evening.</i>
(M11)	-	<i>Success, because she should work.</i>	-	<i>Man, because he is the man.</i>
(W15)	-	<i>Hardworking, because she can do everything.</i>	-	<i>Strong, because he can do everything.</i>
(M12)	-	<i>My mother, Because she's a real woman.</i>	-	<i>Chattering, because men always talk.</i>
(M13)	-	<i>Mother, because she loves us so much.</i>	-	<i>Father, because he is both our mother and father.</i>
(M14)	-	<i>Weak, because they are delicate.</i>	-	<i>My father, because my father is the man.</i>

*Note: 5 students could not answer because they could not participate in pre-implementation. The codes in front of the expressions indicate the gender of the participants and the number of participants.

Although not all of the expressions used by the students were metaphors, all answers were evaluated. It can be said that there are quite significant differences between the answers used before and after the implementation. In the metaphors used before the

implementation, it is seen that the participants mostly focused on the domestic roles of men and women and traditional gender stereotypes. For example, adjectives for women such as “housewife”, “mother”, lady”, “delicate”, “dolly”, and “flower” were included in the statements of 11 participants. In contrast, attributions for men such as “father”, “valiant”, “work responsibility”, “chief”, “worker”, “young man”, “freedom”, “strong”, “president of their own”, and “breadwinner” reflected the answers of almost all participants who participated in the preliminary questionnaire application.

After the implementation, it is determined that most of the metaphors produced by the participants include a change in the direction of gender equality. For example, the most preferred metaphor for women in post-implementation metaphors was used by 10 students. It is seen that the view that men and women can be powerful is emphasised considering the reasons for using the strong metaphor. In addition, expressions such as “hard worker”, “can do anything”, “professional”, and “warrior”, which do not include gender discrimination and are out of stereotypes, were preferred by the participants after the implementation. Among the expressions for men preferred by the participants, the words “loving”, “emotional”, “sweet”, and “cute” draw attention. With these expressions, it is thought that they want to emphasise the equality of men and women by expressing opinions outside of traditional stereotypes. “Equality” was an explanation made by 8 participants among the metaphors and the reasons for other metaphors used. In addition to this change, after the implementation, some students used the terms “man”, “father”, “strong”, and “worker”.

To find out their thoughts on the responsibilities of women and men, open-ended questions like “What responsibilities do you think women should have in society?” and “What responsibilities do you think men should have in society?” were asked to the students. The responses obtained are listed in the table below.

Table 3.

*Pre- and Post-Implementation Thoughts of Students on the Responsibilities of Men and Women**

Participant	Views on women's responsibilities		Views on men's responsibilities	
	Pre-implementation	Post- implementation	Pre-implementation	Post-implementation
(M2)	Housewife	Women have the same responsibilities in society as men.	He can be a father and take care of his children.	Both men and women can have the responsibilities they want.
(M3)	Cleaning the house	Women have the same responsibilities as men.	Providing the needs of the family.	Men and women have equal responsibilities.
(M6)	Things like housework	Men and women are the same.	Providing the needs of the family.	Equal to women
(M4)	Tidying the house and cooking	Same as men	Should earn money for the family.	Men and women are the same

(M7)	Housework, catering	Men and women are equal	Covering household expenses if married	All responsibilities
(W1)	Should do housework	She should be in her own business.	He should go to work, help his wife.	They should be able to do housework and take care of their children.
(M9)	Doing housework	Both boys and girls can have whatever responsibility they want.	Should go to work.	A man both does cleaning and his job.
(M13)	-	Same responsibilities as men	-	He can do cleaning, drive a car or take care of children. He sweeps the house and repairs the lamp. There is no girls' job or men's job.
(W11)	Keep the house clean if married.	I think they should be equal to men. I think girls can also join the army.	He shouldn't hinder his work.	I think men can take any responsibility.
(W4)	She should be someone who can take care of the house, work and look after children.	She can have a job, do the housework and drive a car.	He should have a job, he shouldn't gamble, and he must take care of his children.	Helping women when they're not busy.
(W8)	They can be ambitious both at work and home.	She can not only fix the car but also wash the dishes. There is no girls' job or men's job.	He should take care of his child, go to work on time.	Tidying their beds, eating regularly.
(W10)	Their responsibilities at home, work, and in society.	I think a woman can handle it all.	Helping women	He should do housework.
(W12)	She should be able to take care of her children.	Housework	He shouldn't be angry with his children.	He should do whatever he can.
(W6)	She should take care of her child, go to work on time.	She should work.	Studying, tidying	A man can also be a cleaner, apart from other professions. She can both wash the dishes or fix the car. He doesn't categorise them as girls' or men's jobs.
(W14)	She can be a mother and take care of her children.	Women can do any job. She can clean and repair a car.	He should be polite, kind, tolerant and virtuous.	Girls' job.
(W2)	She should dress properly.	She can both fix the lamp or do the cleaning. She doesn't categorise them as girls' or men's jobs.	He should be polite to women.	They can also do housework or look after children as women.
(M5)	She owns her man and is the lady of the house.	to their internal rights	He should tidy his bed when he gets up.	
(M1)	She shouldn't see other men if married.	She should do whatever she can.	He should be nice to women and shouldn't think that women are weak and men are strong.	

(W13)	<i>She should be smart, moral, understanding, and good-looking.</i>	<i>Apart from other aspects, She can be like a football player.</i>	<i>He should have everything.</i>	<i>Equal responsibilities for men and women</i>
(W5)	<i>If she has a job, she should be interested in it; but she should take care of her children if she doesn't.</i>	<i>She should be able to get any job and should be respected by others.</i>	<i>The same as women</i>	<i>All responsibilities</i>
(K3)	<i>She should go to work and be respectful.</i>	<i>Help</i>	<i>Not hurting anyone</i>	<i>He can take any responsibility.</i>
(W7)	<i>She can also have responsibilities that men do.</i>	<i>Everything</i>	<i>He can also have responsibilities that women do.</i>	<i>He can take any responsibility.</i>
(M10)	<i>She must have everything.</i>	<i>She can do everything.</i>	<i>He must have everything, too.</i>	<i>Everything</i>
(M12)	-	<i>Everything</i>	-	<i>He can do everything.</i>
(M8)	<i>She has the same responsibilities as men.</i>	<i>Any Responsibility</i>	<i>He has the same responsibilities as women.</i>	<i>It can be anything.</i>
(M11)	-	<i>It can be anything.</i>	-	<i>He can do everything.</i>
(W9)	<i>I think men and women are equal.</i>	<i>It can be any job.</i>	<i>I think he should do everything as men and women are equal.</i>	<i>Everything</i>
(W15)	-	-	-	-
(M14)	-	-	-	-

*Note: 5 students could not answer because they could not participate in pre-implementation. The codes in front of the expressions indicate the gender of the participants and the number of participants.

The roles of women and men determined according to social norms can become a basic indicator of gender discrimination. In line with these norms, a woman's place is home, and housework and childcare are her priority. Before the implementation, 2 out of 29 participants did not respond, and the answers were shaped accordingly, except for 6 of them. When the views on men's responsibilities are examined, it is seen that 2 students did not respond, 5 students responded with an egalitarian perspective, saying "same responsibilities as women", and 22 students responded in line with traditional gender roles.

It was observed that the participant students, who expressed their thoughts following traditional gender definitions before the implementation, produced egalitarian expressions after the implementation. The participants, who expressed their opinions on housework and childcare responsibilities regarding women before the implementation, turned to the view that women and men have equal responsibilities. Before the implementation, the students emphasised that men should work outside the home, earn money, and provide for the house. After the implementation,

responsibilities were not separated for men and women, and the idea was that both genders could do anything.

The answers the participant students gave to the question “Can colours, sports, music, movies, jobs, housework, toys, education, clothes, and dance have gender?”, directed to determine their thoughts about the situations they may encounter in their daily lives, are given in Table 4 below within the scope of yes/no options.

Table 4.

Pre- and Post-Implementation Views of the Students on the Gender of Colours, Sports, Music, Films, Jobs, Housework, Toys, Education, Clothes, and Dance

Can.... have gender?	Pre-implementation		Post-implementation	
	Yes	No	Yes	No
Colours	6	18	1	28
Sports	7	17	-	29
Music	4	20	1	28
Films	3	21	1	28
Jobs	3	21	-	29
Housework	7	17	2	27
Toys	8	16	-	29
Education	4	20	1	28
Clothes	13	11	5	24
Dance	9	15	3	26

*5 students could not answer because they could not participate in pre-implementation.

The participant's pre-implementation mostly included statements that colours, sports, music, movies, jobs, housework, toys, education, clothes, and dance have no gender. It is thought that the students who state that the clothes can have a gender reflect the existing social norms more about the choice of clothes. Although the number of opinions about gender inequality in all areas decreased after the implementation, it was observed that the most resistance to change was about the choice of clothing.

Gender roles and stereotypes constitute an important topic in this research. Various items containing experiences related to gender roles and stereotypes were created, and the students participating in the research were asked to answer using true or false options. The findings related to student opinions are given in Table 5 below.

When the opinions before the implementation were examined, the main divergence was about “being loving” among all the items. The findings show that the participant students mostly tend to frown on the idea that men are loving. When other items are examined, it shows that opinions differ based on gender with smaller numbers.

Table 5.*Pre- and Post-Practice Participant Views on Various Gender Roles and Stereotypes*

CHARACTERISTICS	Pre-implementation		Post-implementation	
	TRUE	FALSE	TRUE	FALSE
Boys can be given more pocket money.	1	23	1	28
Going to school is not as necessary for girls as it is for boys.	-	24	-	29
Only boys can play with toy trucks.	-	24	-	29
Boys can wear colourful clothes, too.	20	4	27	2
Boys can have long hair, too.	21	3	28	1
It is unfair that men play ball and swim in the sea while women prepare meals and tables in places where they go to have fun, such as picnics.	19	5	27	2
Both men and women can be strong.	24	-	29	-
Men can be loving.	14	10	27	2

*5 students could not answer because they could not participate in pre-implementation.

When the students' opinions are examined after the implementation, it has been observed that the thoughts pointing to gender discrimination in situations related to daily life have decreased, and the views on gender equality have increased. Before the implementation, there were 10 opinions about the fact that men could not be affectionate, but it was seen that this decreased to 2 after the implementation.

The table below, which includes the participants' opinions on the items related to the division of labour and reflections of gender on daily life, is important in showing whether there is a separation between men and women. The participants were asked to fill in the table responding to the social division of labour and gender relations. The distribution of the answers given to the questions is shown in Tables 6.a and 6.b.

Table 6.a*Pre-implementation Participant Views on Gender and Division of Labour*

Who must/can do it?	Only Women	Mostly Women	Both Women and Men	Mostly Men	Only Men
Who must be a doctor?	-	-	24	-	-
Who can play football?	-	-	17	7	-
Who must take care of younger siblings?	2	3	19	-	-
Who must be a manager?	-	-	21	2	1
Who can cook?	-	8	16	-	-
Who can do the ironing?	-	8	16	-	-
Who must be a teacher?	-	-	24	-	-

Who can climb a tree?	-	-	18	6	-
Who must be a politician?	-	-	22	2	-
Who must be an engineer?	-	-	22	2	-

*5 students could not answer because they could not participate in pre-implementation.

According to the answers to the questionnaire before the implementation, gender-specific differences were determined in the students' opinions. It is noteworthy that women are matched with domestic roles such as childcare, cooking, and ironing. In contrast, men are matched with professional fields such as playing football, being a manager, climbing a tree, being a politician, being an engineer, and responsibilities that indicate higher status in public life. It can be said that students observe gender-based domestic role sharing in the family and in the environment during their socialisation process, which is reflected in their answers. This situation shows that gender roles are transferred to individuals through experiences that exist without being aware of them, as stated in social learning theory.

Table 6.b

Post-implementation Participant Views on Gender and Division of Labour

Who must/can do it?	Only Women	Mostly Women	Both Women and Men	Mostly Men	Only Men
Who must be a doctor?	-	-	29	-	-
Who can play football?	-	-	27	2	-
Who must take care of younger siblings?	-	2	27		
Who must be a manager?	-	-	27	2	-
Who can cook?	1	-	28	-	-
Who can do the ironing?	-	1	28	-	-
Who must be a teacher?	-	-	29	-	-
Who can climb a tree?	-	-	27	2	-
Who must be a politician?	-	-	29	-	-
Who must be an engineer?	-	-	28	1	-

*5 students could not answer because they could not participate in pre-implementation.

According to the answers obtained, it is seen that after the implementation, the previously determined opinions that men will play football, men will climb trees and that women will do the ironing and cooking have decreased. There was an increase in the participants' opinions, which made gender equality awareness that both men and women can do these situations. In this context, it can be said that the activities carried out in the implementation phase provide awareness of gender equality and the action plan is successful. As a result, it can be stated that this action research achieved its purpose, and the expected change was seen in the participants' views.

Conclusion and Discussion

Gender inequality, like other social inequalities, is formed in social life in the historical process, is reproduced together with social institutions and daily life and transferred to future generations. The educational institution is one of the institutions where gender inequality is reproduced. It is one of the social structures that can be a pioneer in the transformation of existing inequality. Based on this idea, this action research aimed to raise awareness of gender equality in a secondary school with the 11-12 age group. An action plan consisting of various activities was prepared to raise awareness of gender equality in students. This plan, consisting of watching videos, creating a diary about videos and preparing posters, was implemented in 9 weeks. The pre and post-implementation responses of the students were compared through a questionnaire. The effectiveness of the implementation step of the action research and the changes in students' views were evaluated. With a questionnaire consisting of closed and open-ended questions and a total of 5 parts, students' thoughts on gender equality were identified through topics such as metaphors for women and men; social responsibilities and gender relationship; the gender of colours, sports, music, movies, occupations, housework, toys, education, and clothes in everyday life; gender stereotypes and social and professional division of labour. In this section, the findings were discussed and interpreted in light of the literature.

In this research, in the activities carried out with secondary school students, attention was frequently drawn to gender roles and stereotypes that cause gender inequalities to be reproduced and taken for granted by individuals in the socialisation process. The students' thoughts on gender roles and stereotypes were first discussed through the metaphors they produced for the male and female gender and the stereotypes embedded in these metaphors. There was a clear differentiation in gender stereotypes in the participants' metaphors about men and women before the implementation. It was observed that the students mostly preferred expressions that were shaped by domestic and mothering roles for women and clustered around the role of power and fatherhood for men. Parallels were found between the findings of this study conducted with 6th-grade students in secondary school and studies conducted at different levels. For example, Acar-Erdol and Gozutok (2017) found that students associate the concept of masculinity with bravery, youthfulness, superiority, and power in their study with secondary school students. Gulbasar-Sire (2009) found in her study with high school students that girls are active in domestic roles and boys are active in public spaces. She established that the gender roles determined by society and the resulting sexist division of labour emerged in high school students' thoughts. Sener-Ozel (2019), in her experimental study with undergraduate students, determined that the participants became aware of their current sexist attitudes and behaviours by self-evaluating their own lives. In a study conducted with preschool children and their parents, Yagan-Guder (2018) concluded that children have stereotypical views regarding male and female gender characteristics.

When the metaphors produced by the students in the observation step in the post-implementation of the research were examined, it was seen that the opinions that women were strong, that men could be emotional and that they could do housework

increased. The findings show that the activities at the implementation stage support a change of opinion in the participants that both genders can have equal responsibilities in society.

Gender stereotypes are transferred from early to young generations in various socialisation environments, especially in the family. These stereotypes create segregated social spaces and positions of power for women and men and often a disadvantage for women. Various features found in any person, male or female, are differentiated in traditional gender roles. It is expected that feminine features will be found in women and masculine features in men (Uygun, 2011). When the gender characteristics attributed to women and men are defined based on superiority, social inequality arises in terms of genders. For this reason, gender stereotypes, gender roles, and inequality relations have been at the centre of this study aimed at raising awareness on the subject.

Secondly, students' views on associating gender with social responsibilities were focused on. According to the study's findings, it was observed that the students acted within the framework of traditional gender definitions in their pre-application views on social responsibilities. According to the majority of the participants at this stage, women's place is at home, and housework and childcare are their priority. Most of the students attributed social responsibilities such as working and earning money for the family with men. It is thought that these answers are shaped in line with the responsibilities given to men and women by the patriarchal social structure, which includes gender discrimination.

After the activities, it was observed that the views showed a change in the direction that men and women should have equal social responsibilities. It was noted that the views of the participants focused especially on housework and child care. It was emphasised that both women and men could carry out these responsibilities and have a professional life. Based on these findings, it can be said that the activities carried out within the scope of action research contribute to the formation of the idea that both men and women have common social responsibilities.

Gender-based division of labour and segregation of responsibilities, which can be perceived as an ordinary part of daily life, is widely a part of the gender culture of the society. Gender is a concept related to society's responsibilities to men and women and how individuals are viewed in terms of gender in society (Alisbah-Tuskan, 2012). These definitions of genders, which develop in social life, operate in connection with the macro processes of the society such as economic organisation, culture, and beliefs and produce segregated areas and, unfortunately, inequalities for women and men. Gender equality can be achieved if women and men share power and knowledge, equal opportunities, equal rights, equal duties and responsibilities (Dincer-Akmese, 2015). There is serious gender inequality in Turkey in every aspect of life, from education to working life, from health to participation in decision-making mechanisms (Ozaydinlik, 2014). One way to fight off this inequality is to raise awareness among the younger generations.

All codes related to gender, which express the culturally defined characteristics of men or women, are acquired almost from the first years of life and can affect the individual and their views in every period of their life. Burt and Scott (2002) investigated the relationship between adult adolescents' gender role attitudes and their parents' attitudes in their longitudinal study with 602 families. In their study, they found that gender roles as complex and socially determined norms affect the lives of both adults and adolescents. Bryant (2003) states that in his longitudinal study with 2000 university students, he obtained findings that individuals' social environment, activities, and various experiences in their student life affect their views on traditional gender roles. It was determined that the traditional attitudes of the participants towards gender roles decreased with academic participation. Family, school, friends and other social environments are effective during the transfer of the society's culture to the individuals, in short, during enculturation. With the current action research, the schools' importance and contribution are emphasised in developing awareness favouring equality.

In the third part of the questionnaire, students' views on topics selected from the fields of daily life such as colours, sports, music, movies, occupations, housework, toys, education, and clothes were examined. The pre-implementation findings showed that the answers of the participants mostly did not have gender in these areas. After the implementation, although the number of opinions differing based on gender decreased considerably, it was seen that the resistance was mostly about the choice of clothes and dance.

The fourth part of the questionnaire includes giving pocket money, going to school, types of toys, clothing colours, hair length, division of labour at a picnic, being strong, and loving. It was observed that the student's answers to the questions related to these areas with gender differed, albeit limitedly, based on gender. It was seen that students' views on the issues that point to gender discrimination decreased in favour of equality after the activities were implemented. Similarly, in an experimental study examining the effects of a gender equality-oriented curriculum that covers education, politics, working life, and occupations applied to 7th-grade secondary school students, it was seen that the training embodied students' perceptions of gender and gave them awareness (Secgin & Kurnaz, 2015). Parallel findings that curricula conducted on gender equality can have significant gains have also appeared in other studies in the literature. Sivgin (2015), in her study investigating the effects of gender role education activities on gender stereotypes using the classical experimental method model, states that gender stereotypes about male and female roles, occupations, games, and toys are broken with gender education activities applied to 40 children in the experimental group. Cinga (2004) carried out educational practices that would raise awareness among the participants in her study in which she investigated the effect of the sexist approach on students' language use. The study results state that there is a change in the way that the participants notice the sexist expressions and that the instructor's training without using sexist language causes the students to move away from the sexist language. Esen (2013) examined the effects of an undergraduate course focused on gender issues she conducted with undergraduate students of education faculty. She observed effects in

teacher candidates to start questioning traditional value judgments about gender and gain motivation for change starting from their own lives.

Patriarchal societies assign roles to men, such as being responsible for the family's living, and women to be responsible for domestic chores rather than working life (Sis-Celik et al., 2013). In patriarchal societies, women are defined according to the characteristics of their society and most commonly in domestic areas (Temel et al., 2006). Gender roles related to the traditional division of labour between men and women cause girls and boys to grow up with discriminated roles (Aktas, 2013). Both girls and boys are restricted in designing their future and turning to professions where they can express themselves. In this context, the occupational and domestic division of labour was included in the questionnaire's last part.

Although limited, gender-specific differences were detected in the students' pre-implementation opinions. It has been observed that women are more matched with childcare and domestic chores than men, and men with activities such as playing football, tree climbing, and jobs and positions that indicate higher status in social life. Occupations constitute an area where the egalitarian views of the participants were intense pre-implementation; the opinions in favour of equality increased in the answers they gave to the questionnaire after the implementation. The fields of management, engineering, and football drew attention as they were the fields in which the participants showed little resistance to change. It is thought that this situation arises from the traditional gender culture competence perception, which effectively affects career choices. In this context, Acar-Erdol and Gozutok (2017) state that gender is also a criterion in choosing a profession, that women are associated with professions in social areas while men with professions in technical areas, and this is a major obstacle for individuals to discover and develop their talents and performances. According to social learning theory, the strong consistency between models and behaviours in one gender reinforces traditional gender roles (Dokmen, 2015). In line with the social learning theory, it is thought that individuals who resist change continue the traditional perception of their parents, whom they see as role models.

One of the areas where gender culture and gender segregation can be observed most clearly is business life and occupations. Gender-based division of labour, while defining the jobs shared by women and men, refers to the power relations between men and women, reproduces these power relations and corresponds to a distinction such as who does what work both in the society and at home (Dedeoglu, 2000). Therefore, it is seen that women face many problems in their careers, although their degrees are different worldwide (Parlaktuna, 2010). Occupations, one of the most important positions of public life, have also been one of the focal points of this research.

Correll (2001), in his study investigating the effect of gender culture on individuals' career preferences, states that men and women have different career preferences. Perceptions regarding the characterisation of occupations as masculine and feminine cause women and men not to benefit from equal opportunities (Acar-Erdol & Gozutok,

2017). For this reason, the relationship between career, occupations, and gender was frequently emphasised in the activities and questionnaire applied in the current study. There have been positive developments in the students' views that support the separation of the traditional male and female fields, which they have, albeit a little, about the professions and the division of labour based on gender.

The school environment and educational institution are seen as an important tool for students to become aware of gender roles and stereotypes that lead to unequal positions and opportunities and prevent them from being adversely affected by these stereotypes in their future lives. Frieze et al., (2003) state that gender culture in school societies should be evaluated and the gender strategies used should be reviewed. Sirmabiyikli (2017) states that the school transfers social values at every level of education, and the cultural and sociological structure is reproduced. In this process, it is possible to reproduce social inequalities. Mahaffy and Ward (2002), in their study examining the effects of gender roles on the future plans of adolescents, determined that girls and boys future plans regarding education are different. Chen et al., (2020), in their study investigating the effect of gender on scientific identity, concluded that the existence of gender role models around students in the formation of scientific identity is effective at school, social level, teaching, and workforce. Formal and non-formal education can lead to an egalitarian understanding instead of a discriminative perspective that causes inequality (Gunay & Bener, 2011). Based on this strong role of education and school institutions, in this research conducted with secondary school students, it is seen that there is a decrease in views on gender discrimination and an increase in views on gender equality. As a result, it can be said that the implementation step of this action research carried out achieved its goal and raised awareness, and it can be stated that the expected change was seen in the participants.

As a result, it is seen that the school has an important effect as the main engine that will initiate social change and transformation in terms of gender equality gains (Esen, 2013). When the literature is examined, it is observed that studies are carried out on the positive effects of short-term programs on gender equality awareness, supporting the findings of the current research (Esen, 2013; Cinga, 2004; Sener-Ozel, 2019; Sivgin, 2015). However, the planning and implementation of courses and programs that have continuity for the development of gender equality awareness and the organisation of educational environments in a suitable way for changing gender-discriminatory attitudes will contribute to the permanence of the positive perspective that will develop in students. In addition, the importance of gender equality in the pre-service and in-service training of teachers, who are role models for students and the main figure in the value transfer process, is evident.

While this study's strength is that it provides active participation to the participants, it is recommended to carry out studies that are strengthened with different activities such as creative drama practices. Furthermore, longitudinal studies on the subject are recommended for future research.

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Materials

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Life Science Curriculum and Textbooks: The Comparison of Turkey and Russia

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Abstract:

This study aimed to investigate the similarities and differences between curriculum and textbook contents of Life Sciences course in Turkey and World Around course in Russia. To that end, curriculum and textbooks of Life Sciences and World Around in effect in both countries in the academic year of 2019-2020 were examined. In the present study, using the intertwined single-case design of qualitative research designs, document review was opted for as the measure. The data achieved were subjected to descriptive content analysis. Codes, categories and themes utilized in the analysis of curriculum and textbooks were shaped in accordance with the contents of curriculum and textbooks in light of similar studies in the literature. Main features of the curriculum and textbooks and how subjects were presented were examined within the framework of activity and assessment practices. Turkish and Russian Life Sciences Curriculum and textbooks were similar overall but had some differences concerning content. Consequently, it was concluded that it would be more relevant to integrate certain activities and methods that would bring the students closer to real life into the Turkish Life Sciences textbooks.

Keywords: Life science, world around, turkey, russia, curriculum, textbooks.

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Introduction

Today, education systems are in continuous transformation and change with the process of upgrading. The effects of this development and the resulting change in the education system of different countries differ for various reasons. For example, the infrastructure and socio-economic levels of the countries differ from each other. Thus, it is believed that similar courses will also be useful in terms of understanding the system of our own country and making future plans to address their structures in different countries. Based on this context, the processing of "Life Sciences" courses in Turkey and Russia was asked to be compared.

After the collapse of the Soviet Union, significant changes were made to the educational system of the Russian Federation. The fact that this system took the form that is in practice today has been realized as a result of a long-term process. During the Soviet era, central administration was as heavy as in Turkey until 1990. Education reforms implemented after 1990 focused on political ideology and the removal of political education from programs, and the learning process was harmonized with the needs of the market economy. Fundamental changes have been made to the structure of the education system, and autonomy has been granted to local governments (Karakuyu & Sariusta, 2013; Mammadova-Telci, 2011). The aim of general education in Russia is to provide an environment for the mental, moral, emotional and physical development of the personality, gain a scientific perspective, learn about nature, society, people and the work they do (Turkoglu, 1998).

All educational programs in the Russian Federation must be subject to the Federal state standard of Education. This standard is the norms and demands that determine the mandatory minimum content of basic educational programs, the maximum educational burden of students, the level of education of graduates of educational institutions, and the main conditions for financing the educational process. In accordance with this standard, there are several state-approved educational programs in the Russian Federation. These programs are detailed according to the State Education Standards, which regulate almost 80% of the content. The remaining 20% are regulated by the program writers themselves. There are traditional and developmental education systems in the Russian Federation. In traditional educational systems 'Russia's School', '21. Century Primary School', 'School of 2000', 'School of 2100', 'Adaptation', 'Perspective Primary School', 'Classical Primary School', 'Planet of Knowledge', 'Perspective' are included. In systems that are developmental 'L. V. Zankov's system', 'D. B. Elkonin-V.V. Davydov's' system (Долгова Анд цветкова, 2014).

All educational programs in Russia are approved by the Ministry of Education and Science of the Russian Federation and are designed to receive the level of knowledge and minimum required by the Federal state educational standard by children when they finish primary school. Complex activities that are not associated with systems that are just developmental are present in all programs, but are not mandatory. In fact, each system is designed with a particular mindset or different ways of perceiving and

processing information in mind. In this way, primary school teachers have opened the way for children to choose textbooks that create a comfortable learning environment from the first days they start school. In this case, the teacher has the right to select the teaching materials only in accordance with the primary general approved basic education program of the educational institution (Айвазян, 2016).

In the School system of Russia, which is one of the most fundamental education systems in Russia, the textbooks related to the education set are included in the federal textbooks list for the 2019-2020 academic year. The leading principles of teaching are introduced as a program that considers the age characteristics of students, the combined use of education and training, the orientation of teaching towards more practice, mastering knowledge, improving cognitive abilities and the formation of universal educational actions. In this system, which complies with the requirements of the Federal State Education Standards at the School of 2100, another system, young school children can learn independently, set goals, acquire necessary information, analyze them, generalize in practice and use them in practice, monitor their activities. It aims to form an active educational activity subject that includes the ability to adequately evaluate. In this system, education is delivered at a high difficulty level (Minaeva, et al. 2016). In the Adaptation System textbooks, the expressions used in educational tasks vary (such as select, compare, find the model, is the statement true, guess, observe, draw conclusions). Learning assignments in this system encourage children to emphasize their important features while analyzing objects and identify their similarities and differences (Смирнова, 2018).

In Turkey, the Ministry of Education determines the curriculum and is obliged to apply in all countries. These programs are prepared separately for each course and grade level by experts in the field. Life Science Classroom Training course is taught as one of the main courses areas in Turkey. It is seen that this course contains elements from the child's life and includes real-life phenomena in its content. This course is taught during the first three years of primary school, with the structure designed by an interdisciplinary approach to public education in Turkey. Children themselves and raise their awareness about laying the foundations of society and the world they live in both the Life Science course is aimed at Turkey. Information on the Life Science course taught in Turkey is explained in the 2018 Education Program (MoNE, 2018). When the theoretical basis of the Life Science course in Turkey, considering available scientific information and knowledge about the multifaceted developmental characteristics of human beings, the harmony between all components, the 'harmonic approach' was adopted. In this context, it has been prepared with the principle that human development does not end in a certain period and that development continues throughout life. Thus, it is recommended to take supportive measures in curricula, taking into account the developmental characteristics of individuals in every age period (MoNE, 2018: 6). On the philosophical basis of the "World Around" course in Russia, there is a "systematic action-based" approach. In this approach, a democratic civil society that meets the needs of the information society helps improve the qualifications of the person and is based on tolerance, cultural dialogue and respect for the

multinational and multicultural Russian society are put at the forefront. Accordingly, ways and methods of students' personal and cognitive development reach the socially desired level are sought. With the education system based on learning content and technologies that determine these methods, transition to social design and construction strategy becomes easier. It is stated that educational content, learning methods and educational process play an important role in the interaction between participants to achieve the personal, social and cognitive development goals of students (Фрос нюо, 2011). It is seen that the theoretical approaches that are at the base of the curriculum of both countries are fundamentally similar to each other. Both are approaches that prioritize the individual and take the development of the individual as a basis.

At the 'School of Russia', the basic curriculum in Russia, the greatest feature of the "The World Around" course is that it clearly expresses holistic nature and equally combines nature, social science and historical knowledge (Плешаков, 2013). Thus, it is possible to say that this course is the equivalent of a Life Science Course at the primary school level in Turkey. The international equivalent of the life science course in Turkey is not available in every country. In general, the subjects of this course are covered under the name of Social Studies course in other countries. However, in Germany, "Sachunterricht" and in Russia, "The World Around" had similar points to life science courses in Turkey. In the literature, there are studies examining the relations between the Sachunterricht course in Germany and Life Science course in Turkey (see Baysal et al. 2018; Pamuk, 2020; Pamuk & Pamuk, 2016; Tural et al. 2017). In addition, there are studies in the literature comparing Social Studies courses in Turkey with Social Studies courses in various countries (see Meray et al. 2012; Osmanoglu & Yildirim, 2013; Ozturk & Ozturk, 2013; Seker, 2014; Yazici, 2009). Studies comparing natural and Environmental Science courses in Russia and Social Studies courses in Turkey have also been found in the literature (see Akhan & Cicek, 2019; Akhan et al. 2019). However, to our knowledge, there was no study comparing the Life Sciences courses in Turkey and the "The World Around" courses in Russia, which has remained under-researched. Thus, this study can fill an important gap in the literature in this aspect.

In this study, the Life Science Curriculum and textbooks in Russia and Turkey "The World Around Education Program" and the similarities between the books and courses aimed to investigate the differences. Thus, in the present study, answers to the following research questions were sought.

- 1- What are the similarities and differences between the life science curriculum in Turkey and the "The World Around Education Program" in Russia?
 - a- What are the similarities and differences between goals?
 - b- What are the similarities and differences between the reflection of values?
 - c- What are the similarities and differences between the reflection of units?
 - d- What are the similarities and differences between the gains?

e- What are the similarities and differences between weekly course hours?

2- What are the similarities and differences between the general structure of textbooks "Life Science" in Turkey and "The World Around" in Russia and the way the subject is handled?

Method

Research Design

In this research, case study from qualitative research design was used. Situations that exist in case studies were explored in depth. At this time, it was studied what were the elements that affect the situation and were mentioned. Case studies are appropriate to the nature of this study because of its characteristics, such as studying a current phenomenon within its own life frame and being able to be used in situations where multiple sources of evidence or data are available (Yildirim & Simsek, 2013). "Nested single state design" was also used from state the study design. This design is used when there is more than one substrate or unit within a single state. In this case, there is more than one analysis unit (Akar, 2019; Yin, 1984). In studies in this design, a limited system is described and studied in-depth (Merriam, 2015).

The limited and multiple subunits in this research were the system, instructional programs and textbooks. In case studies, the goal is not to access general results but to explore, describe and interpret the situation, person or phenomenon in its original environment (Paker, 2015). In this study, Life Science Curriculum and textbooks in Russia and Turkey were examined in depth and integrally and data were obtained that will form the basis of the existing situation.

Data Collection

In this study, document review was used as a data collection tool. Using documents provides a rich source of data for qualitative research (Patton, 2014). The data sources of this research were life knowledge taught in Turkey during the 2019-2020 academic year and Primary School "The World Around" curriculum and textbooks in Russia. When selecting textbooks in Turkey, it was noted that all three classes had different publishing houses. During the selection of the curriculum in Russia, the curriculum and textbooks of the "World Around" course in the "School of Russia" system, which is the basic program, were examined due to the lack of certain similarities in the "The World Around" curriculum in the education systems and the lack of different achievements and practices.

Curriculum and textbooks studied:

1. 2013 World Around Curriculum in Russia (Плешаков, 2013).

2. 2018 Life Science Curriculum in Turkey (MoNE, 2018).
3. Life Science 1, 2. and 3. Grade Turkish Textbooks (Celikbas, Gurel & Ozcan, 2018; Demir, 2018; Kuskaya, 2018)
4. The World Around 1, 2, 3 and 4-grade Russian Textbooks (Плешаков, 2013).

Data Collection Process

First of all, in this research, Turkey and Russia Life Science Curriculum and textbooks were provided. Then, both countries also documents obtained from the official website of the Ministry of Education and primary schools in Turkey and Russia were confirmed as genuine. The curricula and the subjects examined in the textbook for the "The World Around" course were translated into Turkish by a researcher whose mother tongue was Russian and a field expert whose second foreign language was Russian. In the study, while the first researcher was effective in the process of creating the design, data analysis and scientific writing of all parts of the article, the second researcher took part in translating the documents from Russian into Turkish.

Data Analysis

As a result of the document review, the data were subjected to descriptive analysis. The data obtained in the descriptive analysis were summarized and interpreted according to previously determined themes. In the descriptive analysis, the goal is to present the results obtained to the reader in an edited and interpreted format (Yildirim & Simsek, 2013). The themes used in the descriptive analysis of educational programs and textbooks were shaped according to the content of Turkish and Russian life science educational programs and textbooks, considering similar studies in the literature. In this way, the basic characteristics of the Life Science Curriculum and textbooks taught in Turkey and Russia, followed by visual evidence, were examined and analyzed within the framework of presentation methods, effectiveness and evaluation practices.

After the data analysis was completed, the help of two faculty members who are experts in the field working in the Department of classroom education was obtained. Miles and Huberman's (1994) encoder reliability formula was used to ensure reliability. The encodings of researchers and other faculty members were compared with each other, and Miles and Huberman's (1994) coder reliability formula was used. The adaptation of the analysis between researchers and experts was calculated according to the formula "Reliability = Number of Reconciliations/Number of Reconciliations + Number of Disagreements". Encoder reliability between researchers and experts was determined as 0.97 for instructional programs and 0.94 for textbooks. Since the average encoder reliability coefficient obtained as a result of document review is 0.96, the analysis of the data collection tool used in this study can be considered reliable.

Results

Similarities and Differences between Turkish and Russian Curriculum

In this section, findings regarding the first question of the research are included. Given the similarities and differences between curriculums, firstly, the aims of both programs were examined. The related data are given in Table 1.

Table 1.

Objectives of the Courses in the Curriculum

Courses	Aims / Objectives
Turkey Life Science	Knows himself/herself and the environment he/she lives in.
	Has the basic values of family and society.
	It brings national, spiritual and human values into life.
	He/she is aware of what he/she has to do to ensure personal development.
	Improves personal care skills.
	Gains the awareness of living a healthy and safe life.
	Gains social participation skills.
	Gains the ability to perceive time and space.
	It develops the ability to use resources efficiently.
	Gains the skill of learning to learn.
	Gains basic scientific process skills.
	Loves the country and is willing to keep its historical and cultural values alive.
	It is sensitive to nature and the environment.
	Uses information and communication technologies in accordance with its purpose.
Russia The World Around	It creates a respectful attitude towards the family, society, region, Russia, history, culture, nature of the country and modern life.
	Gains awareness of the value, integrity and diversity of the world and its place in it.
	It creates the safe behavior model in various dangerous and emergency situations in daily life.
	It provides the formation of a psychological culture and effective and safe interaction in society.

When Table 1 is examined, it was seen that the aims of the course were generally included in the curriculum in both countries. While there were 14 goals in the Turkish program, four objectives were included in the Russian program. As can be seen from here, the aims of the Turkish program were discussed in more detail. In both programs, first the general purpose, then the detailed objectives in Table 1 are given. Life Science Courses overall objective of the teaching program in Turkey is, "To raise individuals who have basic life skills, know themselves, lead a healthy and safe life, absorb the values of the society they live in, are sensitive to nature and the environment, research, produce and love their country (MoNE, 2018, p. 8). The general purpose of the "The World Around" Curriculum in Russia is to create a holistic picture of the world based on rational scientific knowledge and the child's understanding of personal experience with man and nature and make a person's place in the world known. It also aims to provide the spiritual and moral development of the personality of the Russian citizen in the context of the cultural diversity of Russian society (Плешаков, 2013). When the

reflection of the general aims and detailed objectives is examined, for both countries, it has been seen that it is aimed to develop positive attitudes of the individual about himself, his family, society and country. When the handling of values in both curricula is examined, the obtained data are given in Table 2.

Table 2.

Reflection of Values in Educational Programs

Root Values in Turkey Life Sciences Course	Russian Value Criteria in the "The World Around" Course
<ul style="list-style-type: none"> Responsibility 	<ul style="list-style-type: none"> A person's moral choice and responsibility for nature, historical and cultural heritage, himself and the people around him/her.
<ul style="list-style-type: none"> Patriotism 	<ul style="list-style-type: none"> Patriotism as one of the manifestations of a person's spiritual maturity, expressed with love for Russia, the people, the homeland Citizenship as personal participation in the national and cultural diversity of Russia and the world
<ul style="list-style-type: none"> Benevolence 	<ul style="list-style-type: none"> Social solidarity as recognition of personal and national freedom, having feelings of justice, compassion, honor, dignity in relation to oneself and other people International cooperation as the foundation of peace in the world
<ul style="list-style-type: none"> Justice 	<ul style="list-style-type: none"> A healthy lifestyle in the Union of components: physical, mental, spiritual, social and moral health
<ul style="list-style-type: none"> Friendship 	<ul style="list-style-type: none"> Nature as one of the most important foundations of a healthy and harmonious life of a person and society
<ul style="list-style-type: none"> Honesty 	<ul style="list-style-type: none"> Culture as a process and result of various human life activities
<ul style="list-style-type: none"> Self-control 	<ul style="list-style-type: none"> Science as part of a culture that reflects man's desire to know the laws of the world of nature and society
<ul style="list-style-type: none"> Patience 	<ul style="list-style-type: none"> Art as part of culture
<ul style="list-style-type: none"> Respect 	<ul style="list-style-type: none"> Humanity as a diversity of people, cultures, religions
<ul style="list-style-type: none"> Love 	<ul style="list-style-type: none"> Labor and creativity as hallmarks of a spiritually advanced and morally advanced person Traditional Russian religions and interfaith dialogue as the basis of the spiritual and moral phenomenon of Russian society

When the data in Table 2 are examined, it has been determined that the Turkish curriculum is included as "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence" as "root values". However, it has been seen that the Russian curriculum is handled together with the explanations of the values in Table 2. Looking at the similarities between the two programs, it was observed that the 'responsibility' value was included in both. In addition, while the value of "patriotism" in the Turkish program coincided with the values of "patriotism and citizenship" in the Russian program, it was determined that the "benevolence" value in the Turkish program was similar to the "social solidarity and international cooperation" programs in the Russian program. On the other hand, the remaining values differed from each other. However, as a total number of values, it was seen that there was more value in the Russian program than in the Turkish program. The unit names at all grade levels in the curricula of both countries are given in Table 3.

Table 3.

Reflecting The Units in the Courses

Courses	Grade level	Units
Turkey Life Science	All grades 1, 2, 3	Life at Our School Life in Our Home Healthy life Safe Life Life in Our Country Life in Nature
	1st grade	What Is Homeland? How, Where and Where? Where and When? Why?
Russia The World Around	2nd grade	Where Do We Live? Nature City and Village Life Health and Safety Contact Travel
	3rd grade	How Does The World Work? This Magnificent Nature We and Our Health Our Safety What Does Economics Teach?
	4th grade	World and Humanity Nature of Russia Homeland- Part of a Great Country World History Pages Russian History Pages Modern Russia

Referring to Table 3 at the unit at all grade levels in the Life Science course in Turkey, where the same unit in Russia, "The World Around," in the course showed where the different unit names at every grade level. In Turkey, a holistic understanding of units/themes prevailed in both 2005 and 2018 academic programs. Similarly, in the 2005 curriculum, there were three themes in all three classes: "My School Excitement, My Unique Home, Yesterday, Today, Tomorrow". In the 2018 program, units, such as "Life in Our School, Our Home, Healthy, Safe, Our Country and Nature," were included at all grade levels. Subsequently, subjects that are gradually expanded in accordance with class levels were included in these units. However, looking at the situation in Russia, it was seen that there were different unit names at each grade level. These units were similar to the Life Science course with general issues in Turkey. In addition, this principle was not seen in Russia as closely what was seen right away firsts in Turkey.

Another issue related to the curriculum was the acquisitions. Life Science course in Turkey examples of the achievements of Table 4; examples of "The World Around" course in Russia are given in Table 5.

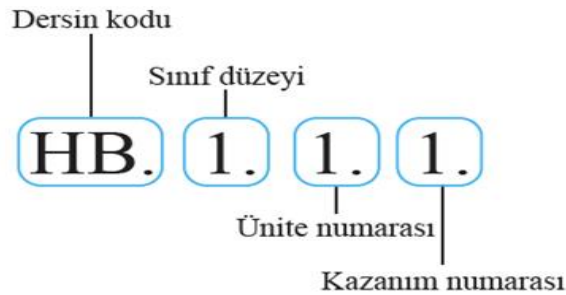
Table 4.*Life Science Course Outcomes in Turkey*

Course	Grades	Outcomes
Turkey Life Science	1st grade	LS.1.1.1. Participates in an in-class meeting event.
	2nd grade	LS.2.1.1. Introduces himself/herself to different characteristics.
	3rd grade	LS.3.1.1. Notices his/her strengths and aspects that need to be strengthened.

In Table 4, the Life Science curriculum in Turkey 1, 2 and 3 are given for the outcomes in the first grade. The achievement given as an example at each grade level was the first acquisition of the unit "Life at Our School". The acquisition numbering system is given in Figure 1.

Figure 1.

Acquisition numbering system within the unit (MoNE, 2018)



As seen in Figure 1, the acquisition numbering system in Turkey, course code, grade level, coded as unit number and number of wins. In the curriculum of the "The World Around" course in Russia, "personal outcomes and interdisciplinary achievements" in the basic education program were included before the learning outcomes. Then, special achievements for the "The World Around" course were included. Some examples of these are given in Table 5.

Table 5.*"The World Around" Course Outcomes in Russia*

Course	Type of Outcome	Outcomes
Russia The World Around	Personal achievements	It provides the formation of the foundations of Russian civil identity, the values of the multinational Russian society, humanistic and democratic value orientations.
	Interdisciplinary achievements	Mastering the ability to accept and maintain the goals and objectives of educational activities allows looking for ways of implementation.
	Special achievements for the course	It provides a respectful attitude towards Russia, indigenous land, family, history, culture, nature of the country and modern life.

As shown in Table 5, "The World Around" course included 'personal, interdisciplinary and special achievements for the course.' In general, the difference that attracted attention in both programs was that one (Turkey) included achievements for the direct

course; the other (Russia) included personal and interdisciplinary achievements before achievements for the course. As shown in Table 4, the achievements in the Life Science course in Turkey showed a more national structure than in Russia. The outcomes in the Russian textbook were more universal. Looking at the weekly course hours in both countries, the data obtained are given in Table 6.

Table 6.

Weekly course hours of "Life Science" courses in Turkey and "The World Around" courses in Russia

Courses	Grades	Course Hours
Turkey Life Science	1st grade	144 hours
	2nd grade	144 hours
	3rd grade	108 hours
	Total	396 hours
Russia The World Around	1st grade	66 hours
	2nd grade	68 hours
	3rd grade	68 hours
	4th grade	68 hours
	Total	270 hours

As can be seen in Table 6, The Life Science course in Turkey was three hours per week, in 1st and 2nd grades, it is more than 3rd grades. In Russia, it was two hours of classes a week, and in all classes, it was almost close to each other. Although it was taught at three grade levels in Turkey and four grade levels in Russia, the total number of hours in Turkey was higher.

Similarities and Differences in Turkish and Russian Textbooks

Introduction and contents of textbooks

Data for the introduction and contents sections of the textbooks "Life Science" in Turkey and "The World Around" in Russia are given in Figures 2-7.

Figure 2.

Turkish Life Science textbooks (Celikbas, Gurel & Ozcan, 2018; Demir, 2018; Kuskaya, 2018)



1st, 2nd, and 3rd grades of "Life Science" textbooks taught in the 2019-2020 academic year in Turkey are included in Figure 2. These books included "Kök, SDR Ipek Yolu, and Ministry of Education" publications. At the beginning of Turkish life science textbooks, there was a section of 'Contents' (see Figure 3).

Figure 3.

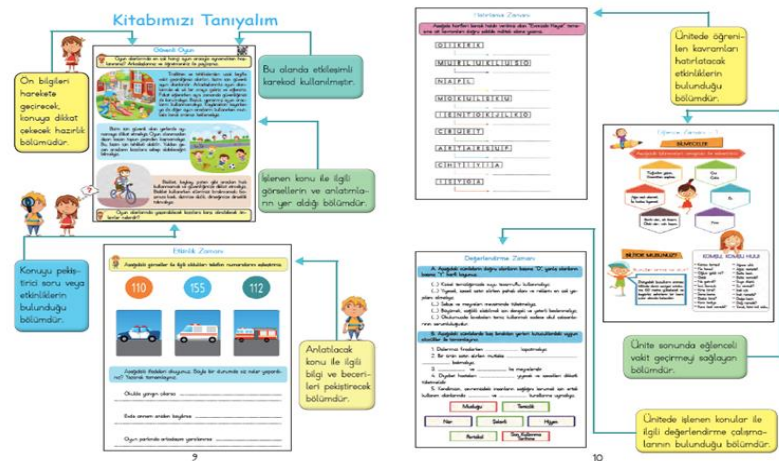
"Life Science" Textbook Contents Section (Celikbas, Gurel & Ozcan, 2018)

İÇİNDEKİLER	
1. ÜNİTE - OKULUMUZDA HAYAT	
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3. ÜNİTE - SAĞLIKLI HAYAT	
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4. ÜNİTE - GÜVENLİ HAYAT	
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• Doğadaki Hayat	200

In the life science course in Turkey, there were six units in each of the 1st, 2nd and 3rd grades in the form of 'life in our school, life in our home, Healthy Life, Safe Life, Life in our country and life in nature.' While the subjects in these units changed at each grade level, the unit names remained the same. In Figure 3, Elementary School 3, the 'contents' section of the classroom Life Information textbook, which was shaped in this mentioned form, was included. After this part, the 'Let's get to know our book' section was included in Turkish life science textbooks (Figure 4).

Figure 4.

Let's Get to Know Our Book "Life Science" Section (Celikbas, Gurel & Ozcan, 2018)



As can be seen in Figure 4, at the beginning of the Turkish Life Science textbook was the section Let's get to know our book. In this section, the preparation section, which

would activate the preliminary information on the topics and draw attention to the subject, the sections with questions or activities that reinforce the subject are introduced. In addition, there were promotional sections related to the activity and evaluation sections. "The World Around" textbooks taught in the 2019-2020 academic year in Russia are included in Figure 5.

Figure 5.

The World Around 1st, 2nd, 3rd and 4th-grade textbooks (Плешаков, 2013)



"The World Around" course in Russia, elementary schools 1st, 2nd, 3rd and 4th-grade books consisted of two sections at each grade level (Плешаков, 2013). Unlike in Turkey, Primary School 4, this course was also taught in the classroom. In Turkey, the primary school was transitioning to Social Studies in four classes. On the home page of Russian textbooks, there were symbols, such as the following.

Figure 6.

Textbook introduction page of The World Around (Плешаков, 2013)



The symbols on the introduction page of the textbook "The World Around" in Figure 6 describe the following elements.



- "What we know, what we will learn", symbolized by "The Question of Ant"



- We're working with a group of two



- Working with group



- Working with adults



- Modelling



- Workbook



-Atlas of identification, called "from Earth to Sky"



- "Let's draw conclusions" part symbolized by the turtle

In the parts seen in the symbols, the animals that children might encounter in their lives were reflected with the symbols of Ant and Turtle. Thus, children who knew beforehand what the symbols they encountered knew that they would activate their pre-knowledge with the "What we know, what we will learn" part and realized that they would make an evaluation about the subject they deal with with the "Let's draw conclusions" part. In Figure 7, "The World Around" course is mentioned on the unit introduction page of the 1st-grade textbook.

Figure 7.

The World Around First Grade Textbook Unit Introduction Page (Плешаков, 2013).



Examining the fields on the unit home page, the first unit, "Who and What?," it was seen that the items to be learned were included in the unit. These are as follows:

- To separate the flag and coat of arms of Russia
- Getting to know some of the capital's cultural heritage
- Crossing the street properly and smoothly
- Observing the world around us
- To distinguish learned stones, plants, animals and constellations
- Identifying animals and plants using Atlas
- Identify tree, fish, bird according to plan
- Comparing plants and animals and placing them in groups to which they belong
- Using the sphere to describe the shape of our World
- Modeling the sun and its constellations

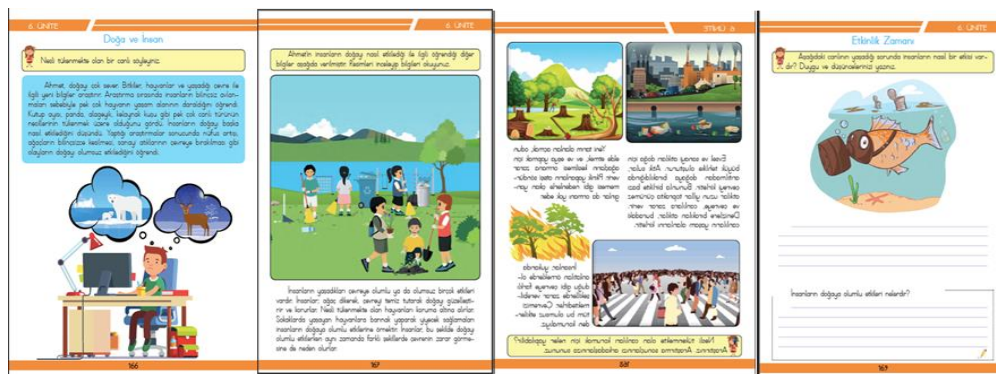
While a summary of the topics in the whole book was included in the contents section of the Turkish textbooks, it was determined that the topics to be covered at the beginning of each unit in the Russian textbook were discussed separately.

Presentations of the same topic in two country textbooks

A topic related to "Protecting Nature" was selected from Turkish and Russian textbooks, and how this topic was handled in both countries was examined. Figure 8 Turkey "Life Science" is given to the shape processing in the textbook.

Figure 8.

Life Sciences courses 3rd grade 'Nature and Human' subject (Celikbas, Gurel & Ozcan, 2018, pp. 166-169)



When we look at the shape of the Life Science course in Turkey Human Nature and the handling of issues, the first question was a readiness for the subject (you say endangered species extinction), the case appeared to begin with. Afterwards, students

were given pictures related to the subject and asked to construct related with them. They were asked to think about what they could do to protect endangered creatures and conduct research on this issue. After presenting the research results, the subject was completed by giving an activity. In the event, a picture of a fish that cannot breathe due to sea pollution was given. They were asked to write down their thoughts on what effect people had on the situation in this picture. The presentation of the same subject in Russian "The World Around" textbook is given in Figure 9.

Figure 9.

The World Around Course 2nd grade "Become a Friend to Nature" subject (Плешаков, 2013, pp. 92-95).



It was determined that a subject in the dimensions of planning, implementation and evaluation was covered in the "The World Around" course. Accordingly, in the planning part, which behaviors of people destroy nature and help protect nature were discussed. It was stated that the rules of nature friends and reading and drawing environmental signs would be included. Then, "Why shouldn't we pick flowers or catch butterflies? Why should we be quiet in the forest?" They were asked to think about the answers to such questions. By examining the scheme, they were asked to explain that animals and plants are found less and less in nature. In the application part, figures were given to show that two children form rules for nature and draw ecological signs. A few of them were as follows and they were asked to learn them.



Do not pluck the flowers. Keep beautiful plants in nature!



Let's not break the branches of trees and bushes!

In the evaluation part, the subject was ended by asking questions like the following.

- For which other creatures in nature, we can create such ecological signs. Think and draw signs for these rules.
- What could be the main reasons for the decrease in the number of plants and animals?
- Which of the rules of nature's friends did you agree to follow? Will you use it in your life from now on?

When examined textbooks in Russia and Turkey, "the Nature and Human, Nature Friend" issues in the overall properties close to each other (events, questions and texts), it was found to be processed. However, according to Turkey in the Russian textbook, the course was finished with more realistic and concrete images. This situation can be effective for the child to relate the subject to real life.

Conclusion, Discussion and Suggestions

In this study, a comparison of the Russian "The World Around" and Turkish "Life Science" Curriculum and textbooks was made. In light of the findings obtained in this study, the goals/ objectives of the curriculum, the ways in which the values are reflected, the units, the achievements and the differences in the course hours were discussed.

Accordingly, when the reflection of the general aims and detailed aims in the curriculum is examined, for both countries, it has been seen that it is aimed to develop positive attitudes of the individual about himself, his family, society and country. However, the initial objectives set in the textbooks in Turkey, "recognizes that the environment and life itself." while in shape; In Russia, "it creates an attitude that respects the family, society, region, Russia, history, culture, nature of the country and modern life." in the form. As a result of this situation, it can be concluded that the knowledge acquired by Russian students in this course is more universal than Turkish students. In the study of Akhan and Cicek (2019), one of the studies supporting this situation, "good citizen perceptions" of Turkish and Russian secondary school students were revealed. It has been determined that Turkish students express good citizenship in a more nationalistic way, and Russian students in a more universal way, as libertarian people who do good deeds for the country and the world. In this case, Turkey and it expressed in the work program to be dependent on social information processing in Russia. Also, in Akhan et al.'s (2019) study, it appears that Russia's social studies curriculum takes place in the form of a universal citizens by raising Turkey. This situation, namely the fact that Russia refrains from emphasizing the local because of its more cosmopolitan public structure can be explained by the understanding of uniting different ethnic origins around the understanding of universality.

When the value of expressed through speaking, Life Science in Turkey teaching program in the 'root values', which means 'justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence' was determined to get

the form. However, it is seen that values are handled together with their explanations in the Russian curriculum.

Life Science courses at all grade levels in Turkey are in the same unit, in Russia, "The World Around" courses, it is seen that each grade level found in the names of different units. However, as a general unit of Life Sciences in Turkey shows similarities with the course subject. Also, in the three grade levels in Turkey, despite being taught at four grade levels in Russia, the number of hours in Turkey were determined more. This situation is similar to the Social Studies course, as can be seen in the study of Akhan et al. (2019). Concerning subject content and time, it is seen that Turkey is more comprehensive than Russia.

In the curriculum of the "The World Around" course in Russia, "personal gains and interdisciplinary achievements" in the basic education program are included before the learning outcomes. Then, 'special achievements' for the "The World Around" course are included. Located gains in Life Science course in Turkey show a more national structure by Russia. The acquisitions in the Russian textbook are more universal. The results that support this situation are achieved in the studies of Akhan and Cicek (2019) and Akhan et al (2019).

In the present study, textbook in Russia and in Turkey covers textbooks, contents and introduction pages, Let's get to know the book sections and the ways in which the same two subjects are handled were examined. At the beginning of the Turkish Life Sciences textbook, there is a section, Let's get to know our book. In this section, the preparatory section, which will activate the preliminary information on the topics and draw attention to the subject, the sections with reinforcing questions or activities are introduced. In addition, there are promotional sections related to the activity and evaluation sections. In the Russian textbook, the animals that children may encounter in their real lives are projected with the symbols of Ant and Turtle. Thus, children who know beforehand what the symbols they encounter know that they will activate their pre-knowledge with the "What we know, what we will learn" part and realize that they will make an evaluation about the subject they deal with with the "Let's draw conclusions" part.

When Turkey and in textbooks in Russia the same topic handled the investigation, 'with Nature and Human, Nature Friend' issues, in general, is closely adjoining properties (activity, questions and texts) it has been found to be processed. However, according to Russian textbooks in Turkey, it is the more realistic and concrete images processed with various schemes courses. This situation is effective for the child to relate the subject to real life and to embody the information. A similar situation was encountered in the studies of Tural et al. (2017) and Pamuk and Pamuk's studies (2016). In these studies, the concreting of Turkey in their lives based on visual information more widely used as textbooks in Germany and reached a conclusion committed to the process-oriented course.

As a result, it was determined that Turkish and Russian Life Sciences teaching programs and textbooks are similar in general structure, but there are some differences

concerning content. The main conclusion to be drawn here is that it would be more appropriate to integrate some activities and methods that will bring the student closer to real life into Turkish Life Sciences textbooks. Similar expressions are seen in Pamuk's (2020) study regarding this issue. In the German Life Sciences textbook, it is stated that local history, the history of the place, social history, the history of daily life, the history of objects/objects are frequently used. It has been stated that the use of such methods for teaching history in Turkish Life Sciences course is important to achieve more qualified results in keeping historical and cultural values alive. For this reason, in future studies, it can be examined whether these methods are really effective in various aspects by conducting action research for the courses in which these methods are used or not.

This study data collection tool were limited to document review. Only the situation existing in the teaching programs and textbooks has been tried to be put forward holistically. In the following studies, longitudinal studies can be conducted to examine the development of Russian and Turkish children from the 1st to the 4th grade in the teaching of Life Sciences courses. Thus, more definite conclusions can be reached about the quality of Life Sciences courses taught in two countries.

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Teachers' Views Regarding the Implementation of Education Programs in Distance Education through the EBA Platform During the Covid-19 Pandemic

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Abstract: The purpose of this study is to evaluate the implementation of the programs in distance education through the Education Information Network (EBA) platform due to the Covid-19 pandemic according to teachers' opinions. In the study, the case study method, one of the qualitative research methods, was used. A semi-structured questionnaire with open-ended questions was given to 107 teachers. The data obtained were examined using content analysis. According to the study results, in "EBA Internet" and "EBA Live Class," teachers stated that not having information about activities suitable for distance education and limited interaction with students were the difficulties they have faced. The teachers stated that the contents in the EBA are suitable for the targeted learning outcomes. Still, they are qualitatively simple, insufficient, and most of them cannot be accessed. They also stated that they had difficulty carrying out assessment and evaluation in their teaching activities due to insufficient measurement content suitable for the class level in the EBA platform. The students did not want to answer the questions in distance education courses. In addition, teachers suggested that learning with games, movies, songs, visuals, experiments, and STEM activities should be added for the programs to be implemented more efficiently on the EBA platform. Furthermore, an application that makes the board more practical and useful in live lessons should be created.

Keywords: Covid-19 pandemic, EBA, education program, teacher.


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Introduction

The Covid-19 epidemic, which affected Turkey quickly, has become a critical public health problem worldwide. On the other hand, the epidemic should not be considered only as a public health issue. Restrictions have seriously affected and continue to affect social, economic, educational, professional, and political life (OECD, 2020). The Covid-19 pandemic and the crisis dynamics triggered by the pandemic have started to show their effect in all areas of social life (Dogan, 2020). Education has been one of the most affected areas in this process.

In many countries, educational institutions have been temporarily closed to contain the spread of the disease. UNESCO announced the closure of schools in thirteen countries on 4 March 2020. UNESCO Director-General Audrey Azoulay warned that the global scale and speed of the current educational interruption caused by the temporary closure of schools is unexampled. Its continuation for a long time may threaten the right to education; therefore, Azoulay suggested distance education in this process (UNESCO, 2020a). She also announced that they would support distance education practices to reduce the negative effects of school closures and ensure the continuity of education for all (UNESCO, 2020b).

With the effect of the virus spreading all over the world, the discussions of “is it possible or not”, “is it applicable or not”, “is it useful or not” continues. Distance education has entered our lives as a solution in this process to prevent education from being completely interrupted and to ensure its sustainability (Telli Yamamoto & Altun, 2020). Countries have faced an unprecedented challenge due to school closures; therefore, they have shown great efforts to quickly start their distance education exercise (UNESCO, 2020c). Depending on their level of exposure to the virus and their own conditions, countries constantly implement various new decisions and practices such as opening and closing schools regionally and/or across the country, continuing education online or interrupting education (Ozturk, 2020). According to UNESCO data, as of 22 March 2021, schools are fully open in 112 of 210 countries, partially open in 72 and closed in 26 (TEDMEM). Schools are partially open in Canada, America, Germany, Sweden, and England depending on the region and grade level. They continue distance education for non-open grade levels.

Distance education is the realisation of learning-teaching activities by teachers and students in different physical places with various communication technologies to provide education services to large masses and provide equal opportunity in education (Yalin, 2001). With the developments in information and communication technologies, the concept of distance education has started to have an important place in learning and teaching activities (Hakkari, 2018). With the decision to suspend face-to-face education as an emergency measure due to the Covid-19 pandemic, countries quickly implemented various distance education applications. Although digital/online technology-oriented applications gain weight considering the applications made around the world, more traditional applications such as radio, television, and printed content

are also used (Bozkurt et al., 2020). Italy shares a knowledge portal while China uses “Rain Classroom,” an advanced and effective online platform developed in 2016. In the USA, the process is carried out by opening free and paid training to access education platforms such as Edx (2020) and Coursera (2020) (Telli Yamamoto & Altun, 2020). Countries with a distance learning platform and content have been advantageous in easily adapting to this process. In Turkey, distance education activities in pre-school, primary, secondary, and high schools carried out with the Ministry of National Education’s TRT EBA TV and Education Information Network (EBA) platform (MEB, 2020a); universities started with distance education, open education, and digital education systems (YÖK, 2020).

The distance education process started on 23 March 2020; for primary, secondary, and high school students, students followed their classes on EBA TV and used EBA’s internet platform for lesson reviews, missed classes, and questions. In addition, teachers have assigned homework, conducted tests and question-answer activities, and sent practices to their students on EBA’s internet platform (MoNe, 2020b). Distance education studies, which started with “TRT-EBA TV” and EBA internet application, continued with the “EBA Live Classroom” application on 13 April 2020, which is primarily open to the use of 8th, 12th grade, and preparatory class students (Ozer & Suna, 2020). The “EBA Live Classroom” application allows students to interact with their teachers instantly. It was opened to all students on the 3rd and after 23 April 2020 for 12th grade. In the “EBA Live Classroom” application, school administrators planned and applied the lessons (MoNe, 2020c). During the distance education process, which continued until 19 June 2020, the end date of the 2019-2020 academic year, the EBA platform has been made available for all grade levels, the “EBA Internet” and the “EBA Live Classroom” applications have been constantly renewed and developed. It is constantly improving thanks to the support of teachers and students (Gacanoglu & Nakiboglu 2019). The EBA platform, which was previously used to support face-to-face education by providing e-contents to students and teachers for curriculum, has quickly become the operator of all education programs. It has not yet been possible to integrate the curricula prepared for face-to-face education into distance education. Determining whether the curriculum and each of its elements prepared for face-to-face education can be applied and used in the distance education process is important in determining the sustainability of the education and ensuring that the education provided is accurate and of high quality.

Issues such as “widening the use of the EBA platform”, “enriching the content on the platform”, “innovations brought by the application”, and “its place in education and training environments” have attracted the attention of education researchers and many literature studies have been conducted on this subject. All studies on the EBA platform have pointed out that it supports face-to-face education. These studies include, Coskunserce and Isiturk (2019): Fifth grade students’ obstacles while using the EBA platform, activities to increase the recognition of the platform; Gezer and Durdu (2020): Examination of theses related to EBA; Ankay (2019), Hacıoglu (2019), and Vahit (2019): The effect of using EBA on students’ academic success; Atasoy and Yigitcan Nayir (2019): Students’ use of video modules in EBA in mathematics lessons; Demircelik

(2019): Social Studies teachers' views on EBA; Elcicek (2019): Frequency of use of EBA by teachers; Kilic Kocak (2019): Teachers' views on the use and functionality of the EBA platform's biology course e-contents; Sezer and Korucu (2019): EBA's achievement and student motivation oriented effect; Arkan and Kaya (2018): E-learning in world applications and the function of EBA in education and aspects that need to be developed; Bahceci and Efe (2018): Opinions of high school students on EBA; Cuya and the Strap (2018): Usability level of EBA by students; Demir, Ozdinc and Unal (2018): EBA participation; Erensayin (2018): Evaluation of online course materials in EBA; Kartal (2017): Social Studies teachers' views on EBA; Kolburan Gecer, Devenci Topal, and Solmaz (2017): teachers' competencies for using EBA; Aktay and Keskin (2016): EBA features; Kurtdede Fidan, Erbasan, and Kolsuz (2016): Teachers' views on using EBA; Turker and Guven (2016): High school teachers' level of benefit from EBA; Tuysuz and Cumen (2016): Secondary school students' views on EBA; Alabay (2015): Opinions of high school teachers and students on the use of EBA.

It is seen in the literature that there are studies discussing the practices during the Covid-19 pandemic, education policies, and the effects of the Covid-19 pandemic on education (Basilaia & Kvavadze, 2020; Can, 2020; Daniel, 2020; Dhawan, 2020; Eren, 2020; Erkut, 2020; Gencoglu & Ciftci, 2020; Huang, Tlili, Chang, Zhang, Nascimbeni & Burgos, 2020; Hero, 2020; Kirmizigul, 2020; Mohmmmed, Khidhir, Nazeer & Vijayan, 2020; Nuer & Miguel, 2020; Ozer, 2020a; Ozer, 2020b; Petretto, Masala & Masala, 2020) and studies on distance education and digital skills (Bozkurt, 2020; Gecgel, Kana & Eren, 2020; Karadag & Yucel, 2020; Kocoglu, Ulu Kalin, Tekdal & Yigin, 2020; Kurnaz & Sercemeli, 2020; Pinar & Donel Akgul, 2020; Sari & Sari, 2020; Sun, Tang & Zuo, 2020; Telli Yamamoto & Altun, 2020; Tzifopoulos, 2020; Zhou, Li, Wu & Zhou, 2020). However, no study was found among the studies regarding the difficulties encountered during distance education over EBA. The purpose of this study is to identify the current situation regarding the integration and implementation of each element of the programs in the distance education studies carried out over "EBA Internet" and "EBA Live Classroom" according to teachers' views. The study is important in revealing the situation in question and creating an idea about how the application should be carried out and how it should be revised in the ongoing process or when a similar process is encountered again. In this respect, it is expected that the research will guide future improvement and development studies by revealing the current situation and determining the difficulties encountered in "EBA Internet" and "EBA Live Classroom" applications, which are effectively used in distance education studies due to the Covid-19 epidemic.

In the MEB distance education studies conducted due to the Covid-19 pandemic, the following problem sentences were created to determine the teachers' opinions on the "EBA Internet" and "EBA Live Classroom" applications.

- What are the teachers' views on the difficulties they encounter in planning teaching activities in the "EBA Internet" and "EBA Live Classroom" applications?

- What are their comments on the difficulties they faced in implementing the planned teaching activities in the “EBA Internet” and “EBA Live Classroom” applications?
- What are their views on the content on the EBA platform and the difficulties they encountered while preparing/uploading content to the EBA platform?
- What are their views on the difficulties they encounter in assessment and evaluation of teaching activities in the applications of “EBA Internet” and “EBA Live Classroom”?
- What are their suggestions to implement the curriculum more effectively in “EBA Internet” and “EBA Live Classroom” applications?

Method

Research Model

The research is qualitative research conducted descriptively by using a case study design. In case studies that allow complex issues to be understood and explored (Merriam, 2013), an event or phenomenon is examined in-depth, its actual situation is observed, data is systematically collected, analysed, and results are revealed (Davey, 1991). Case studies are widely used in educational research as they reveal the existing situation by addressing many elements in the real environment and their interactions with each other. The results obtained by defining and explaining the existing issues or problems in teaching practices with case studies provide practical information to educational researchers, new research and educators, and allow the development of a holistic view of causality related to the situation. Thus, by revealing the cause and effect relations of the existing situation, it is ensured that the programs are evaluated, innovations are researched, and relevant educational policies are developed (Ozan Leylum, Odabasi & Yurdakul, 2017). Accordingly, in this research, the difficulties encountered in using the Education Information Network (EBA) platform during the transition to distance education is evaluated from teachers’ point of view.

Study Group

The study was conducted with kindergarten, primary, secondary, and high school teachers working in a district in Sakarya in March-April-May-June 2020 when face-to-face education was suspended in schools and distance education started. The study group was established using the maximum diversity sampling method, one of the purposeful sampling methods. Different situations are selected as much as possible while determining the sample with the maximum variation sampling method. Thus, the basic and variable characteristics of the phenomenon and the experiences of different stakeholders are determined from various perspectives (Suri, 2011). It is found whether there are common phenomena among various situations, and in this way, different dimensions of the problem are examined (as cited in Marczyk, DeMatteo & Festinger, 2005; Baltaci, 2018). Findings and results obtained from a study conducted with the

maximum diversity sampling method could be richer than findings and results obtained with other sampling methods (Yildirim & Simsek, 2018). 107 teachers, including at least 2 female and 2 male volunteer teachers from each official school (2 kindergartens, 9 primary schools, 7 secondary schools, and 5 high schools), were included in the study group to ensure diversity that reflects the population. A total of 462 teachers work in the schools where the research was conducted. Of the teachers participating in the research, 10 work in kindergartens, 38 in primary schools, 33 in secondary schools, and 26 in high schools. Information on the demographic characteristics of the teachers participating in the research is presented in Table 1 below.

Table 1.

Demographic Characteristics of Teachers

Demographic Characteristics	<i>(n=107)</i>	
Sex	Female	57
	Male	50
The type of school they work in	Kindergarten	10
	Primary School	38
	Secondary School	33
	High School	26
Whether they used the EBA platform before the MEB distance education process due to the Covid-19 pandemic	Frequently	34
	Occasionally	59
	Never	14

Data Collection Tools

Research data were obtained using semi-structured interview forms consisting of open-ended questions developed by the researcher. The form consists of two parts. There are 5 open-ended questions about the demographic information of the teachers in the first part and distance education studies in the second part. While preparing the interview form, written information was requested from the teachers about distance education studies. In line with the similar information obtained and the literature, themes related to the distance education process were created. A questionnaire consisting of 10 open-ended questions was created from the determined themes suitable for the research problem. The draft questions prepared were presented to the views of an educational sciences lecturer, an education administrator working as the EBA District Coordinator, an information technologies teacher working as the EBA District Coordinator assistant, two information technologies teachers, a Turkish teacher, and a form teacher. The questions on which consensus was reached were selected and rearranged following the participants' feedback and suggestions. Five teachers were interviewed for the pilot application of the resulting 6-question interview form. It was tested whether the teachers understood the questions and whether they were suitable for the research. Two questions with the same answers were combined, and a final 5-question interview form was obtained. Thus, the validity of the content, appearance and quality of the interview form tried to be ensured. With the interview form created, the teachers' experiences,

difficulties faced, and solution proposals regarding using the EBA (Educational Information Network) platform during the distance education studies of the Ministry of National Education can be analysed in depth. While the semi-structured interview technique provides convenience in a systematic structure by making a pre-prepared interview form, the researcher can direct the interview by asking sub-questions related to the course and enable individuals to further elaborate on their answers (Turnuklu, 2000; Yildirim & Simsek, 2018).

Data Collection

All teachers working in 23 public schools, where the research was conducted, were informed about the study via online live interview platforms. It was determined that 107 teachers wanted to participate in the research voluntarily, and an interview form containing the necessary explanations was sent to these teachers via the online platform. In this process, communication was established with the teachers through online live interview platforms when they did not understand the study or the questions in the interview form. The teachers answered the questions in the interview form by writing them on the online form. The researcher stated that if the participants did not prefer to answer the questions by writing, they could be interviewed via online video programs. However, all participants chose to answer the questions via the online form.

Data Analysis

Content analysis technique was used in the analysis of the research data. In content analysis, similar data are brought together within the framework of certain concepts and themes, organised and interpreted so that the reader can understand (Yildirim & Simsek, 2018). During the data analysis, first of all, to ensure the reliability of the answers given by the participants to the questions, researcher triangulation was made and coded independently by each researcher in different environments and times. The codings were evaluated together by the researchers. A consensus was reached on the codings that showed similarity, and the codings that did not match were removed. The formula ($\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{Dissensus}}$) developed by Miles and Huberman (1994) was used for similar and non-similar opinions, and the reliability of agreement among researchers was found to be 0.80. It can be assumed that this reliability value obtained is at an acceptable level. It is recommended for the intercoder reliability to be close to 80% (Miles & Huberman, 1994). Using the last code list, the data were tabulated by determining which participant expressed an opinion on which theme and sub-theme within the framework of certain themes and sub-themes. Direct quotations were made from the answers given to each question to interpret the participants' views under themes and sub-themes by the readers. The findings from the raw data and the analysis results were presented to an independent researcher who is an expert in qualitative research to ensure the reliability of the results. With the feedback received from the independent researcher, the findings were reported in their final form.

Findings

Findings on the Opinions of Teachers Regarding the Difficulties They Encounter in Planning Teaching Activities in the “EBA Internet” and “EBA Live Classroom” Applications.

Table 2.

Teachers’ Opinions on the Difficulties They Encountered in Planning the Teaching Activities in the Application of “EBA Internet” and “EBA Live Class”

	Theme (Source of Difficulty)	The Encountered Difficulties
EBA Internet Application	EBA Platform	Insufficient content on the EBA platform Problems in uploading activities prepared by teachers to the EBA platform
	The Teachers	Teachers’ lack of knowledge about activities suitable for distance education The fact that teachers need more time to plan their teaching activities in distance education The fact that teachers cannot complete the planned activities for various reasons and have to update them constantly The inability of teachers to determine students’ individual differences and readiness in distance education
	Decisions of Ministry of National Education	Announcement of 8th-grade exam topics after the start of distance education
		Teachers’ lack of knowledge about activities suitable for distance education The fact that teachers cannot complete the planned activities for various reasons and have to update them constantly The fact that teachers need more time to plan their teaching activities in distance education
EBA Live Classroom Application	Decisions of Ministry of National Education	The inability to plan the desired activities due to the limited number of lesson hours determined by the Ministry of National Education.

The findings regarding the first research question are presented in Table 2 above. In Table 2, there are findings regarding teachers’ views on the difficulties they encountered in planning teaching activities in the “EBA Internet” and “EBA Live Class” applications. Additionally, Figure 1 below shows the general distribution of the difficulties encountered.

37 (34.6%) of 107 teachers who participated in the study stated difficulties planning teaching activities in the “EBA Internet” application. The answers given by 37 teachers who expressed their opinions about the difficulties they faced were examined; it was observed that 24 teachers (22.4%) faced difficulties due to the EBA platform, 13 teachers (12.1%) due to themselves, and 1 teacher (0.9%) due to the decisions of the Ministry of National Education. Some expressions from the views of the participants are quoted and presented below.

Since there is not enough course and lecture content in the EBA internet application, I had to prepare content such as material and visuals that would form the basis of planning. This created problems in terms of time and quality of content.

Failure to upload data in all formats to EBA internet.

We had to be very flexible when planning the teaching activities for various reasons, we were constantly updating the plans, of course, this is a dynamic process, but it was too much.

I had difficulties in planning the teaching activities. Since we always work with one-to-one activities in lessons (listening, vocabulary practice, speaking, albeit limited), I had a hard time finding activities that would be productive over the internet.

Yes, there have been various problems. Since I was teaching 8th grades, we had to wait for the exam subjects to be determined. Thus, we could have been able to focus on the exam topics.

12 (11.2%) of 107 teachers who participated in the study stated difficulties planning teaching activities in the “EBA Live Classroom” application. The answers of 12 teachers who expressed their opinions about the difficulties they faced were examined. It was found that 7 teachers (6.5%) faced difficulties due to themselves, and 5 teachers (4.7%) due to the decisions of the Ministry of National Education. Some expressions from the views of the participants are quoted and presented below.

I could not complete the lessons I planned in EBA live lessons due to time and connection problems, so I had to update the plans again.

Activities that could be conducted through the Internet were limited. I had to think before class about which ones to choose. It took a lot of time to plan how to do these activities on the EBA live classroom application and how to involve students in the process.

I had to give many skills and activities superficially because the class time was limited.

The most important problem I encountered in the EBA live class application was the access problem. Since not everyone has access to live lessons, there was a time constraint in scheduling the lessons. An hour a week for each lesson made it difficult to work out our plans.

Figure 1.

General Distribution of Difficulties Encountered in Planning Instructional Activities

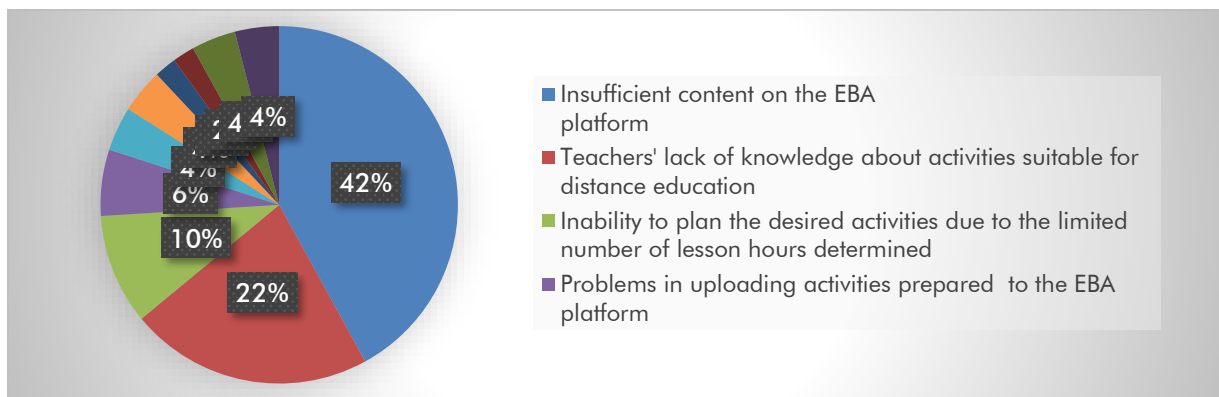


Figure 1 above shows the general distribution of the difficulties encountered in the EBA internet and EBA live class applications. The most encountered difficulties are “the inadequacy of the contents on the EBA platform”, “teachers’ lack of knowledge about the activities suitable for distance education”, “the inability to plan the desired activities due to the limited course hours”, and “problems in uploading the prepared activities to the EBA platform”.

Findings on Teachers' Opinions Regarding the Difficulties They Encounter in Planning the Teaching Activities in the “EBA Internet” and “EBA Live Classroom” Applications.

Table 3.

Opinions of Teachers on the Difficulties They Encountered in Implementing the Teaching Activities They Planned in “EBA Internet” and “EBA Live Classroom” Application

	Theme (Source of Difficulty)	Encountered Difficulties
EBA Internet Application	EBA Platform	Systemic problems in the EBA platform
	Students	Lack of student participation Students’ technological hardware (computer, tablet, mobile phone, internet connection, etc.) inadequacies Inadequacies in students’ ability to use information technologies Individual differences of students
	EBA live class system	Technical problems in the EBA live class system Insufficient course hours (30 minutes) for live class application
EBA Live Classroom Application	Students	Lack of student participation Students’ technological hardware (computer, tablet, mobile phone, internet connection, etc.) inadequacies Individual differences of students
	The Teachers	Limited interaction with students Teachers’ technological equipment (computer, internet connection, etc.) inadequacies Teachers’ inexperience in live lesson applications The inability of teachers to manage the classroom Inability to motivate the students to learn

The findings of the second research question are presented in Table 3 above. In Table 3, there are findings regarding the teachers’ opinions regarding the difficulties they encountered in implementing the teaching activities they planned in the “EBA Internet” and the “EBA Live Classroom” applications. Additionally, Figure 2 below shows the general distribution of the difficulties encountered.

Of the 107 teachers who participated in the study, 76 (71%) stated difficulties implementing the teaching activities they planned in the “EBA Internet” application. In Table 3, it is seen that 45 teachers (42.1%) face difficulties because of the EBA platform and 48 teachers (44.9%) due to students.

Constant disconnection.

Since EBA had difficulties in accessing the internet, there were difficulties in sharing assignments and activities at the scheduled time. Since the students could not enter to the application due to the busyness, they could not complete their homework sent over EBA internet on time.

I did not have any problems other than the fact that the majority of the students did not want to use the EBA internet knowingly and willingly even though it was accessible.

The biggest problem was not being able to reach all students while I was doing the activities I planned in the EBA internet application. I had students who could not participate in the application at all because not all of the children have internet and computer equipment.

77 (72%) of 107 teachers who participated in the study stated difficulties implementing the teaching activities they planned in the “EBA Live Classroom” application. Table 3 shows that 35 teachers (42.1%) have encountered difficulties caused by EBA live class system, 33 teachers (30.8%) due to students, and 29 teachers (27.1%) due to themselves. In addition, it is seen that teachers encounter difficulties mostly arising from the EBA platform and EBA live class system while implementing the teaching activities they have planned. Some expressions from the views of the participants are quoted and presented below.

Inability to log in due to lack of infrastructure.

Due to time constraints in the live class application, I had to make one-way presentations. This caused the students to remain passive.

Despite all precautions being taken for EBA live classes (whatsapp groups, messages to parents), participation could not be achieved at a sufficient level.

Students had difficulty in seeing and reading the texts because they attended the lesson from the phone screen. Since the students did not have earphones, the sound of their environment prevented us from concentrating on the lesson. I could not complete the courses due to technical problems such as students’ cameras and sounds turned off.

Limited student-student and student-teacher communication.

I faced difficulties in using the live classroom application as I did not have enough experience beforehand. It was my priority to use time sparingly while implementing the activities. In addition, it was more difficult to motivate the students to the lesson than face-to-face education.

Figure 2.

General Distribution of Difficulties Encountered in Planning Instructional Activities

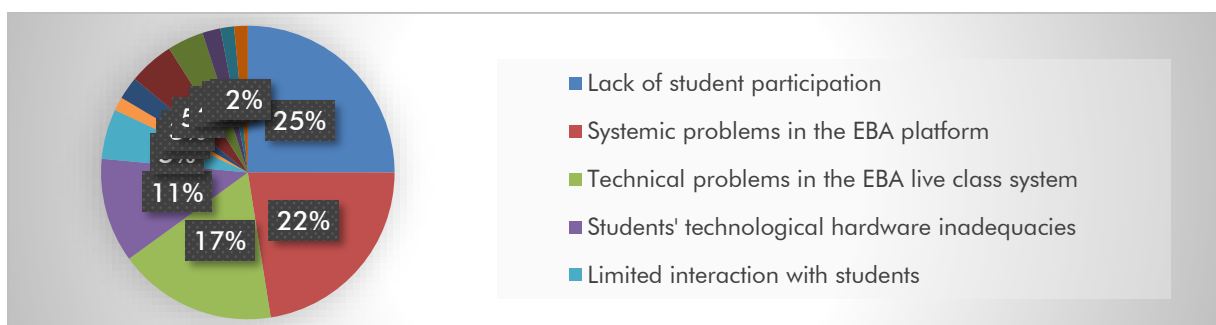


Figure 2 shows the general distribution of the difficulties encountered in implementing learning activities in the EBA internet and EBA live class applications. It is seen that the most encountered difficulties in applications are “insufficiency of student participation”, “systemic problems experienced in EBA platform”, “technical problems in EBA live class system”, “technological hardware inadequacies of students”, and “limited interaction with students”.

Findings Regarding Teachers’ Opinions on the Contents of EBA Platform Used in the Distance Education Process of the Ministry of National Education Due to the Covid-19 Pandemic.

Table 4.

Opinions of Teachers on the Contents on the EBA Platform

	Theme (Source of Difficulty)	The contents on the EBA platform
EBA Platform Ready-made Contents	Content	They were simple and inadequate.
	Quality	They were adequate and appropriate.
	System	Not all were available.
	Achievement-content relationship	They were in line with the achievements. They were not suitable for the achievements.
Creating New Content for the EBA Platform	EBA Platform	I encountered technical problems while uploading the content I prepared.
	Teacher	I had a hard time because I didn't have enough knowledge about content preparation. I had a hard time preparing it because I cannot use technology well.
	Time	It took me a lot of time to prepare and upload content.

Findings for the third research question are presented in Table 4 above. Table 4 shows the findings regarding the teachers’ views on the contents of the EBA platform. Additionally, Figure 3 shows the general distribution of opinions.

Of the 107 teachers participating in the study, 78 (72.9%) expressed that the content on the EBA platform is simple and insufficient, and 29 (29%) stated that the content is sufficient and appropriate. Furthermore, 6 teachers (5.6%) stated that not all content is available.

The contents of pre-school education to support all development areas (cognitive, motor, social-emotional, self-care, language development) were insufficient. And some existing content was simple for my class’ level.

I think that the EBA middle school section is sufficient in terms of lectures, videos, tests and interactive exercises in the mathematics course.

Not all the content I wanted was available.

Due to the constant updates in EBA, I had difficulties in reaching the content I was looking for.

107 teachers who participated in the research were asked whether the EBA contents were suitable for the course outcomes. Table 4 shows that 85 (79.4%) teachers stated that EBA contents are suitable for course outcomes, while 22 (20.6%) stated that contents are unsuitable.

I was already using these contents during the education process. It is definitely a program suitable for achievements for my branch.

It was totally appropriate.

There were deficiencies and inadequacies in the 1st-grade Turkish learning outcomes.

There are narrations in the lecture videos on some subjects that do not comply with the changed coursebook or academic resources in the curriculum. In addition, some questions are not compatible with the subjects removed from the curriculum or changed academic information in the achievement assessment tests used in the EBA and EBA courses. This causes confusion among students. Updating the textbooks and EBA lecture videos should be done before the beginning of the academic year. The differences in the Science and Anatolian High School curricula in some biology subjects also cause this confusion.

Of the 107 teachers participating in the study, 86 (80.4%) stated that they prepared content to upload to the EBA platform. In contrast, 21 (19.6%) stated that they did not prepare content to upload to the EBA platform and used the existing content in the system. 48 out of 86 teachers who created/uploaded content stated difficulties when preparing/uploading content. In Table 4, 30 (28%) teachers who create/upload content had difficulties related to the EBA platform, 12 (11.2%) related to themselves, and 11 (10.3%) were time-related. Some expressions from the views of the participants are quoted and presented below.

It was a bit of a hassle when uploading videos and images because of their sizes.

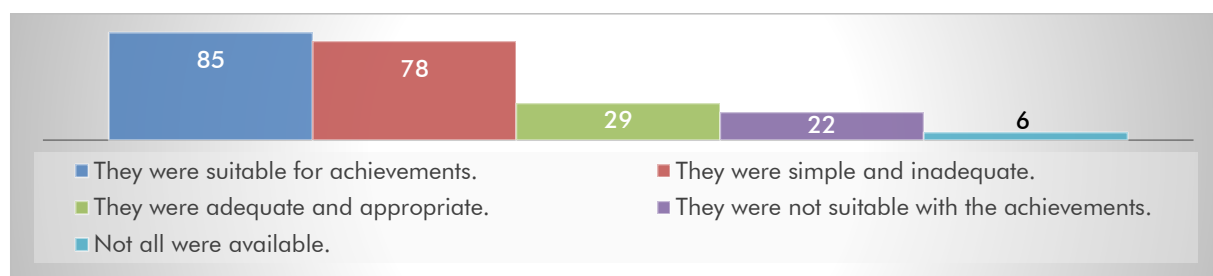
I had insufficient information and lack of knowledge about how to use the application.

I couldn't prepare anything because I didn't know how to use some computer programs. I would like to prepare animations and make the subject interesting.

Due to my branch (mathematics), it is very time-consuming to prepare content in the computer environment. To prevent this, I have created conveniences such as writing some works on A-3 size paper and showing them to the children on the camera or using the photos of the works I prepared before, and sometimes I turned them into slides.

Figure 3.

General Distribution of Views on EBA Contents



In Figure 3, the general distribution of teachers’ opinions about the content in the EBA platform is given. It is observed that the majority of the teachers (85%) think the contents are suitable for the learning outcomes. Yet the majority (78%) think that the contents are simple and inadequate.

Findings on the Opinions of Teachers’ about the Difficulties They Faced in Measuring and Evaluating the Teaching Activities in “EBA Internet” and “EBA Live Classroom” Applications During the Distance Education Process of the Ministry of National Education Due to the Covid-19 Pandemic.

Table 5.

Opinions of Teachers about the Difficulties They Encountered in Measuring and Evaluating Teaching Activities in the Application of “EBA Internet” and “EBA Live Classroom”

	Theme (Source of Difficulty)	Encountered Difficulties
EBA Internet Application	EBA Platform	Systemic problems in the EBA platform The EBA platform does not have adequate or sufficient assessment and evaluation content.
	Students	Lack of student participation Students’ technological hardware (computer, tablet, mobile phone, internet connection, etc.) inadequacies Inadequacies in students’ ability to use information technologies
EBA Live Classroom Application	Students	Lack of student participation Students’ technological hardware (computer, tablet, mobile phone, internet connection, etc.) inadequacies Inadequacies in students’ ability to use information technologies
	EBA live class system	Insufficient live course hours Technical problems in the EBA live classroom system

The findings regarding the fourth research question are presented in Table 5 above. In Table 5, opinions of teachers “about the difficulties they encountered in measuring and evaluating teaching activities in the application of “EBA internet” and “EBA live classroom” are presented. Additionally, Figure 2 shows the general distribution of the difficulties encountered.

11 (10.3%) out of 107 teachers participating in the study stated that they did not carry out assessment and evaluation studies of teaching activities in the “EBA Internet” application, 96 (89.7%) of them stated that they did. 26 out of 96 teachers carried out assessment and evaluation studies without any difficulties; whereas, 70 of them faced some difficulties. The answers given by 70 teachers who expressed their opinions about the difficulties they faced were examined; the answers given were grouped under two themes ‘EBA platform’ and ‘students’. Table 5 shows that 44 (41.1%) who carried out assessment and evaluation studies EBA platform, and 34 (31.8%) of the teachers

encounter difficulties arising from students. Some expressions from the views of the participants are quoted and presented below.

I could not make good use of the reports section. In general, I received feedback from my students who did the activities, but they did not appear in the reports.

Assessment and evaluation activities were very inadequate. For this reason, I did not receive sufficient feedback on the evaluation.

The activities I gave were not done by most of the students. This caused me to not be able to make a healthy scale assessment.

It is very nice that we have the reports of the tests and exercises sent on the EBA and that we can review the results, but it was not possible to ensure the participation of all students.

35 (32.7%) of 107 the teachers participating in the study stated that they did not carry out assessment and evaluation studies of teaching activities in the “EBA Live Class” application, 72 (67.3%) of them stated that they did. 23 out of 72 teachers carried out assessment and evaluation studies without any difficulties 49 of them stated they faced some difficulties. The answers given by 49 teachers were examined, and their answers were grouped under two themes ‘students’ and ‘EBA live class system’. In Table 5, 30 (28.0%) teachers who carried out assessment and evaluation studies appear to have encountered difficulties caused by students, and 21 (19.6%) from EBA live classroom systems. Some expressions from the views of the participants are quoted and presented below.

The fact that the students do not want to participate in the lesson during the assessment and evaluation phase in live classes and do not answer questions when asked are among the difficulties I encountered.

I didn’t encounter any other difficulties other than students’ connection problems.

It is not possible to understand whether the students understand the subject or not due to the lack of immediate feedback or no feedback at all from the students’ in-class oral questions, due to technical difficulties.

Since I first gave lectures with the powerpoint application in a course hour, there was not much time left for assessment and evaluation.

Figure 4.

General Distribution of Difficulties Encountered in Assessment and Evaluation

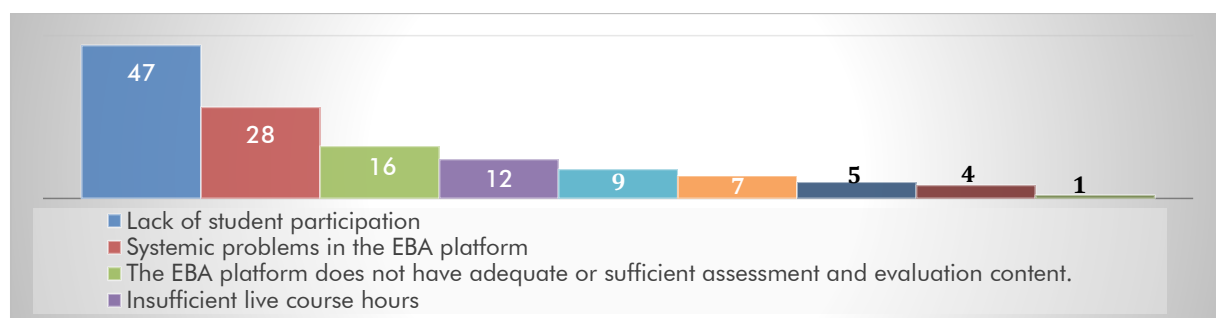


Figure 4 shows the general distribution of difficulties encountered in measuring and evaluating teaching activities in EBA internet and EBA live classroom applications. The most common difficulties in assessment and evaluation practice are “insufficiency of student participation”, “lack of appropriate or sufficient assessment and evaluation content in the EBA platform”, “systemic problems in the EBA platform”, and “insufficiency of live course hours”.

Results Regarding Teachers’ Suggestions for a More Efficient Implementation of the Curriculum in “EBA Internet” and “EBA Live Classroom” Applications for the Distance Education Process.

Table 6.

Teachers’ Suggestions for More Efficient Implementation of Curriculum in the “EBA Internet” and “EBA Live Classroom” Application

Theme (Source of Difficulty)	Suggestions
EBA Platform	<p>The content on the EBA platform should be enriched. Learning with games, fun activities, movies, songs, visuals, experiment activities, STEM activities can be added to the EBA platform. Access to the EBA platform should be simpler and faster Motivating elements such as emoji, symbols instead of points, educational contents as gifts, star collection can be added to the system for students. There may be a section in the system that measures and evaluates students’ activities and leads the teacher accordingly. Parents can also be included in the EBA platform and can be informed periodically about the work done by the students. Forum-like sharing/discussion platforms can be added to the EBA platform to increase peer communication. Content preparation templates for teachers should be added to the EBA platform. Adding a source or address link for content uploaded to the EBA platform should be made easier.</p>
Decisions of Ministry of National Education	<p>Participation must be mandatory. School timetables should be planned to consider the hours students spend in front of the screen during the day.</p>
EBA live classroom system	<p>Assessments should be done, and student success should be evaluated with a grading system. An application can be developed that makes the blackboard more practical and useful during the live lesson. Events on the EBA platform should be available to be shared in live lessons. A chat section can be created for written communication in the live lesson. Videos and diagrams can be prepared for live lessons.</p>

Findings for the fifth research question are presented in Table 6 above. Table 6 contains the teachers’ suggestions for more efficient curriculum implementation in the “EBA Live Classroom” and “EBA Internet” applications. Furthermore, Figure 5 below shows the general distribution of the suggestions.

Table 6 shows that 67 (62.6%) of 107 teachers participating in the study have suggestions regarding the EBA platform, 7 (6.5%) regarding decisions of the Ministry of National Education, and 16 (14.9%) regarding EBA Live Class system. Some expressions from the views of the participants are quoted and presented below.

Content can be enriched. There should be activities from easy to difficult, suitable for every school level, and there should be studies and tests that can attract the attention of students from all levels. Studies that will give students more opportunities to practice should be prepared.

Competitive course activities for children, puzzles, online problem-solving exercises with friends, online exams and competitions, computer games where students can play, have fun and learn about their lessons can be uploaded.

Timetables should be planned considering the total time spent in front of the screen by the student during the day.

Attendance should be used as a good sanction.

If the students were active and could share their screen, draw and mark on the screen, we would teach more actively during the live lessons". If applications such as Mentimeter come as add-ons, the board can be used more effectively.

I think that if assessment and evaluation were applied to students, they would follow the lessons more seriously.

Figure 5.

General Distribution of Suggestions for More Efficient Implementation of Teaching Activities

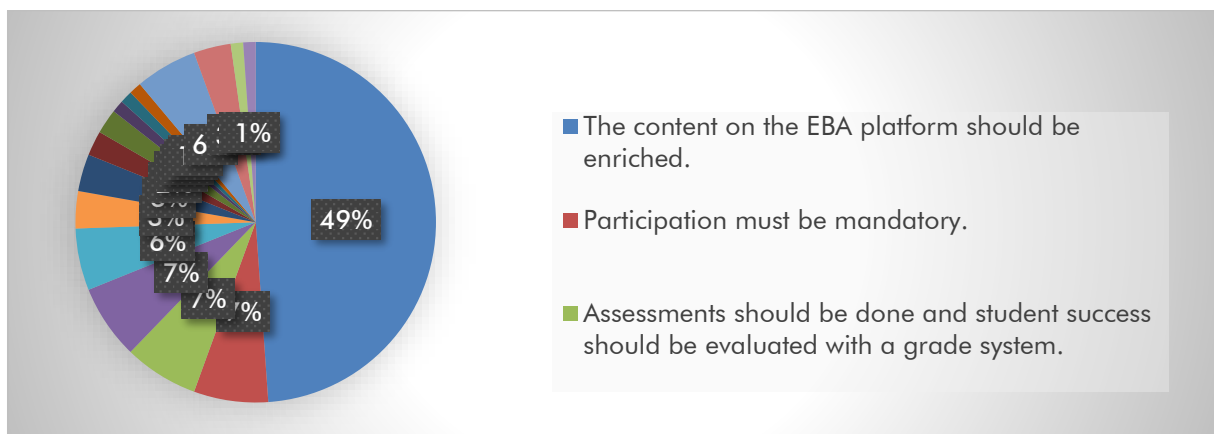


Figure 5 shows the general distribution of suggestions regarding the more efficient implementation of curricula in EBA internet and EBA live classroom application. The most common suggestions were "Enriching the content on the EBA platform", "mandatory participation", "assessment and evaluation of student success with the grading system", and "learning with games, fun activities, movies, songs, visuals, experiment activities and STEM activities on the EBA platform".

Discussion and Conclusion

The following results were obtained in line with the opinions received from the teachers regarding the use of the EBA platform in the scope of MEB's distance education practices, which were conducted by interrupting face-to-face education in schools due to the Covid-19 pandemic in March-April-May-June 2020 in Turkey.

In the research results, the teachers stated that in the "EBA Internet" application, the inadequacy of the content on the EBA platform and not having information about the activities suitable for distance education were the most common difficulties they have faced. This result coincides with the studies in the literature. In the studies conducted, it was also observed that the content in EBA was insufficient to meet the needs of teachers (Alabay, 2015; Oner, 2017; Saklan & Unal, 2018; Sahin & Erman, 2019), they are not in line with the curriculum (Altin, 2014), there is not enough content, and the content is not in line with targeted learning outcomes (Kilic Kocak, 2019; Sezgin, 2014). This shows that the teaching activities of the programs are not planned to be integrated into distance education.

In the "EBA live classroom" application, the teachers stated that not having information about the activities suitable for distance education in planning their teaching activities was the most difficult problem. Considering that teachers did not have live course experiences with students before the Covid-19 pandemic, it can be said that this result of the research is natural. However, in the age of rapid change and development in information and technology, teachers must learn contemporary teaching environments, methods, and techniques. According to Genc & Genc (2013), teachers have an important role in education, which has a dynamic structure constantly changing with new developments. Teachers need to follow developments closely, keep up with innovations and train their students to keep up with these developments.

Teachers expressed the systemic problems experienced in conducting the teaching activities they planned in the "EBA Internet" application, the inadequacy of student participation, and the lack of technological equipment (computer, tablet, mobile phone, internet connection, etc.) of students as the difficulties they faced the most. In the study conducted by Turker & Guven (2016), it was found that teachers did not use the EBA platform due to a lack of infrastructure. In the study conducted by Tuysuz and Cumen (2016), most students have a computer at home and have internet access. However, it has been concluded that when they login to EBA, they encounter systemic problems such as not being able to view the content, slow opening, being kicked out of the system, and resetting the scores. Systemic problems can be found in other studies in the literature; Aksoy, 2017; Arkan & Kaya, 2018; Cuya & Kayis, 2018; Coskunserce & Isciturk, 2019; Hiyilmaz & Kayserili, 2017. This shows that the infrastructure of the EBA platform is insufficient to support the implementation of teaching activities. It can be said that the system and hardware problems affect the teaching processes negatively. Furthermore, it is seen that the result about the inadequacy of student participation also coincides with the results of many studies in the literature (Adnan & Anwar, 2020; Altin, 2014; Bahceci

& Efe, 2018; Demir, Ozdinc & Unal, 2018; Kana & Saygili, 2016; Tuysuz & Cumen, 2016). In the study conducted by Adnan and Anwar (2020), it was determined that it not being mandatory to attend the courses was abused. Therefore the participation in the courses was very low. This may be due to the rapid transition to the online system, which students are not accustomed to, especially during the Covid-19 pandemic. Students' inability to adapt fully and not being ready to accept online education makes the process harder.

Teachers stated that the technical problems experienced in the EBA live classroom system, the inadequacy of student participation, and the limited interaction teachers can establish with the students during the live classes are the difficulties they encountered the most in implementing the teaching activities they planned for the "EBA Live Classroom" application. In the literature, some studies have determined systemic problems and problems about internet access and connection in distance education (Hakkari, 2018; Kirmaci & Acar, 2018; Oztas & Kilic, 2017; Ozyurek, Begde, Yavuz & Ozkan, 2016; Tuncer & Bahadir, 2017). However, Petretto, Masala, and Masala (2020) determined that internet connection and the necessary information tools are the most important need in distance education during the Covid-19 process. In the studies conducted by Sun, Tang, and Zuo (2020) and Tzifopoulos (2020), the importance of information tools in distance education applications during the Covid-19 epidemic was emphasised. Furthermore, the reasons for student participation inadequacy in live lessons might be due to technological equipment (such as computer, tablet, smartphone deficiencies required to access the system, lack of internet connection with sufficient speed or connection problems, and young students not having individual learning habits yet). Furthermore, the lack of direct communication between the instructor and the learner in distance education prevents the realisation of many elements and makes teaching difficult. For example, a simple emphasis on the tone of voice or a moving expression can easily express the importance of the subject, but this cannot be achieved in distance education (Stang, 1981; Birkok, 2004).

When the teachers' opinions about the ready-made content in the EBA platform are examined, the teachers have stated that the content is suitable for the targeted learning outcomes but qualitatively simple and insufficient, and most of them cannot be accessed. Similar to this result, there are studies in the literature that emphasise the inadequacy of the content in the EBA platform, it being unsuitable for grade levels, and for not including all the achievements (Aksoy, 2017; Arkan & Kaya, 2018; Arslan, 2016; Ates, Cerci & Derman, 2015; Bahceci & Efe, 2018; Cakmak & Taskiran, 2017; Erbay, 2018; Keles & Turan, 2015; Kana & Aydin, 2017; Tanrikulu, 2017; Tutar, 2015). Contrary to these results, there are also studies in the literature in which opinions such as the contents of the EBA platform do not show similarities with the curriculum (Bahceci & Efe, 2018) and another stating that it is appropriate for the grade level (Turker & Guven, 2016). However, the inadequacies of the EBA platform have become more striking as the content of the EBA platform has started to be used in practice in the education system before it has become fully sufficient.

Concerning creating content for the EBA platform, the teachers stated that they do not have enough knowledge about preparing content. They encounter technical problems while uploading the content, and it takes a lot of time to prepare and upload content. There are studies in the literature that coincide with these results. Studies have shown that teachers rarely develop content for EBA (Alabay, 2015; Guvendi, 2014; Kaya, 2019). They did not develop content, download and modify course materials in EBA, and share the activities they prepared and the videos they shot on EBA (Kurtdele Fidan, Erbasan & Kolsuz, 2016). The number of teachers contributing to content production is low (Saklan & Unal, 2018). The lack of contribution is that teachers do not have time, they have not received training on content production, and their computer skills are not good (Ozdinc & Unal, 2018). Most of the teachers do not share content on the EBA platform due to the insufficient training they receive on this subject (Turker & Guven, 2016). Teachers need special training in producing content (Arkan & Kaya, 2018), and they cannot use EBA competently due to insufficient in-service training (Aksoy, 2017). There are results of technical problems related to the slow loading of content in EBA (Arkan & Kaya, 2018). In the study conducted by Eren and Yurtseven Avci (2016), it was concluded that teachers' lack of time and technological knowledge is an important obstacle for preparing content. This result is in line with the findings of the present study. However, in the study conducted by Zhou, Li, Wu, and Zhou (2020), it was determined that teachers' use of content that is not their own production causes a decrease in the quality of distance education. In general, when all findings are considered, it is obvious that the teachers have difficulties using the content they did not produce themselves and need training on this subject. In this regard, it can be said that teachers need to be encouraged and trained to produce content.

Regarding the "EBA Internet" application, teachers stated that the platform does not have suitable or sufficient assessment and evaluation content for the class levels. The study conducted by Arkan and Kaya (2018) concludes that it is necessary to add exercises, study questions, and leaf tests to the EBA system that the students use to evaluate themselves coincides with this result. During the Covid-19 pandemic, there were great problems and deficiencies in the EBA regarding measurement and evaluation. It is seen that the integration of the measurement and evaluation process into online education and the preparation of alternative measurement tools are insufficient.

For the "EBA Live Classroom" application, the teachers stated that the live course time was insufficient, and the students did not want to answer verbal questions. This situation may be that the students' effective participation in the lessons and their motivation cannot be ensured. In a study conducted with university students by Yedigâr (2010), it was found that there are problems in ensuring the effective participation of students in distance education. The study conducted by Karatepe, Kucukgencay, and Peker (2020), determined that students have difficulties maintaining their motivation in online lessons.

Teachers suggested that the content on the EBA platform should be enriched, and games, entertaining activities, movies, songs, visuals, experiment activities, and STEM

activities should be added. In the study conducted by Turker and Guven (2018), the views that the content on the EBA platform should be improved, edited and updated, and the number of applied exercises that cannot be done in the classroom, such as experiments and animation, should be increased support this result. In the study conducted by Kana and Saygili (2016), there are views that creative and attractive content should be developed on EBA. The content should support student participation, and the number of activities such as competition should be increased. In the study conducted by Sahin and Erman (2019), it was found that teachers think that the technological infrastructure should be improved, the number of animations should be increased, there should not be standard lecturing, the quality of the lecture videos should be increased, and the complications in EBA design should be eliminated. Again, in other studies conducted with teachers and students in the literature, opinions are stating the necessity to add content that is visually richer, fun, understandable and suitable for the student level (Erbay, 2018); the development and enrichment of the content of the EBA platform (Aksoy, 2017; Alabay, 2015; Altin, 2014; Arkan & Kaya, 2018; Bahceci & Efe, 2018; Coskunserce & Isturk, 2019; Cucu, 2014); Kana & Aydin, 2017; Oner, 2017; Tanrikulu, 2019), adding more interactive content (Alabay, 2015; Cucu, 2014; Timur, Yilmaz & Isseven, 2017), adding more entertaining videos to the EBA platform, making it richer in terms of video and visuals (Cuya & Kayis, 2018), having more game-entertainment activities (Tuysuz & Cumen, 2016), supporting content with interactive applications, virtual experiments, 3D visuals (Kilic Kocak, 2019). According to Basarmak and Mahiroglu (2015), teaching with animations effects students' learning process positively. According to Erensayin (2018), animations and videos ensure that abstract concepts are learned more quickly, thereby making them permanent.

Teachers suggested that in the "EBA live classroom" application, assessment and evaluations should be carried out, student achievement should be evaluated with a grading system, and an application that makes the board more practical and useful in live lessons should be created. The study conducted by Bayram (2021) determined that measurement and evaluation constitute an important problem in teachers' distance education applications. Burgess and Sievertsen (2020) stated that different methods are used in the measurement and evaluation applications of this process, which will cause uncertainties and problems in terms of equality of opportunity in the long run. According to Odabas (2003), "assessment and evaluation" should not be ignored in education programs designed based on the internet and computer technology.

Recommendations

In this new process experienced, remedial/developmental studies for the problems encountered in distance education studies are important in making the ongoing distance education activities more efficient. Several suggestions have been made for education planners and practitioners regarding the results obtained within the scope of the research. This study especially observed that it is difficult to implement the existing

programs with the EBA platform and live classes, making it important to work on developing a training program that can be more easily integrated with the EBA platform and live lessons in the future. In this regard, it is recommended to focus on program development studies. In addition, the quality of the content of the EBA platform can be increased and enriched by revising it. Furthermore, alternative assessment and evaluation studies should be carried out by giving importance to measurement and evaluation practices in distance education.

Moreover, based on the finding that teachers feel inadequate about integrating their education with technology, it can be suggested that in-service training should be concentrated on this issue, especially to support teachers' knowledge and skills regarding technology. Teachers can be trained on digital content creation, technological tools and computer programs to be used in live lessons, and alternative assessment and evaluation that can be used with distance education.

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Being a Student in a Village Primary School from an Ethnographic Perspective*

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Abstract: This research examined the lifestyle of a typical village settlement and its reflection on the education of children in primary school and the meaning of being a child and student in the village from a sociological perspective. The research aimed to explore how village culture and experiences affect students' educational life in this context. This research was not the product of an external observation, but rather it was based on the impressions and experiences from a teacher's perspective. The ethnographic pattern was preferred because the research focused on examining children's life/learning process within the culture of a village and on the interpretation and reflection of the thoughts and behaviours presented by the people involved in this culture. Observations, participant observations, interviews, and focus group interviews were used in the data collection process. The study revealed that cultural understanding affects many areas. Students and the life experiences of the village have also deeply affected the status of being a student.

Keywords: Ethnography, village primary school, village culture, student

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Introduction

Education is not a part of life but a collection of reflections of life. Education is the connection point of a process in which our culture, region, religious beliefs, family, and many other ways affect our lives. We need to consider these connection points to understand the contribution of education to the individual.

Being a student in the village can create a wide field for the researcher. The villages are the production areas and the centres of natural life; children are also raised as candidates to produce. This understanding of living by producing brings serious responsibilities and difficulties with it. Success is inevitable when the child reflects the struggle with the difficulties and responsibility in the learning process. It is not difficult to overcome the responsibilities in the classroom for the child who is relieved of the burden and tiredness of living conditions in family life at school. Studying and spending time in the classroom with the teacher and friends turn into an enjoyable situation.

Villages are alike. However, villages also have their own differences. There are similarities and differences in many issues such as food culture, customs, level of education, child perspective, and livelihoods. Education in the villages is directly related to whether or not some variables such as families, teachers, and school administrators fulfil their responsibilities. If the educational climate created by the responsible people is positive, the positive aspects of education in the village will increase accordingly. Apart from the individuals, village life also affects the educational climate. Children in the village spend their time in nature. They have the opportunity to observe how a plant grows, after which processes food is prepared and what kind of function animals have in our lives. According to Buyuksahin (2013), villages are the living spaces that provide opportunities to encounter scientific knowledge and events that a student can easily learn by doing. Children living in the village have the chance to observe all the life stages of plants and animals. Likewise, it is thought that the possibility of making more observations regarding the sky and vitality increase with no light and visual pollution. Tas (2010) also states that children who are intertwined with nature in rural areas have the opportunity to access data first-hand and learn by doing-living. Therefore, they have the opportunity to concretise concepts more easily and associate them with their lives.

When learning environments are designed to improve learners' thinking and problem-solving skills, students internalise information and acquire permanent knowledge by mentally understanding it instead of memorising it. What is required of the student is not stereotypical information. The students are asked to make original studies suitable for their real lives and be effective problem solvers in all areas of their lives (Demirel, 2011). The living environment must also be suitable for this situation to be problem-solving individuals. In general, it is known that there is no tradition in the villages children object to their elders or discuss a topic with them. The idea that children "can not understand everything" is dominant (Tas, 2010). Education in such an environment

has negative reflections on the school, classroom culture, and the child's personal development. According to Ece (2012), children reflect their experiences in their culture and environment to their classroom environment. In rural areas, children are more likely to face fear and unfair criticism. At the same time, they are considered "family workers". They may not be sent to school with the understanding of "So, what will happen after studying?" after completing their compulsory education.

Purpose of research

In this research, the lifestyle of a typical village settlement and its cultural understanding's reflection on children's education in a primary school and the meaning of being a child and a student in the village were examined from a sociological perspective. In this context, the research aimed to explore how village culture and experiences in this culture affect students' educational life. For this purpose, answers to the following questions were sought:

1. How is the effect of village culture on students?
2. What are the reflections of being a student in village culture on the educational process?
3. How is the effect of village culture on classroom and school culture?
4. What does being a student in the village mean for parents?
5. How is being a student in the village in different seasons?

Method

Design of Research

This study was designed as an ethnographic research, one of the qualitative research methods. The reason for this preference was to analyse the cultural structure of the village and examine and understand its reflection on the education life of children in more depth. In other words, the research focused on examining children's life/learning process in a village culture and the understanding or interpretation of the thoughts and behaviours demonstrated by the people in this context.

We can define qualitative research, an umbrella concept incorporating many concepts, as a study in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events realistically and holistically in the natural environment. Qualitative research is an approach that prioritises researching and understanding social phenomena within their environment (Yildirim & Simsek, 2013). Ethnography is a social research tradition that deals with the way-procedures that organise the daily

lives of individuals forming a target social group from the perspective of the group members (cultural members); it is a cultural analysis that approaches culture as a whole. Ethnography follows certain procedures to capture the meanings of cultural members, some of which relate to how the ethnographer as an individual is perceived by local people and can control their own cultural inclinations. Ethnography is a research method and discipline that brings a different understanding of humanity's social life (Yahsi, 2016, p. 203).

Ethnography tries to understand the culture from the perspectives of the people or society present. What the participants think, the materials they use, their beliefs and actions constitute the basic topics of ethnography (Hatch, 2002). "By its very nature, culture is ambiguous and can not be measured with standardised data tools. It is observed, experienced and felt. For this reason, a researcher who conducts research with a cultural analysis approach should stay in the field for a long time and go through an intense data collection process in order to understand the culture in which he/she works and the effects of this culture on individuals or groups in detail" (Yildirim & Simsek, 2013, p.77).

Participants

The research participants consisted of the students studying/had studied in a village primary school, the teachers currently working in the school, the school staff and the village people. The participants were thoroughly introduced in subheadings. Ethically, pseudonyms were used instead of the participants' real names except the researcher/participant's.

Students

The research aimed to examine the village's culture in depth and detail in a certain period. The basis of the study group was formed of all the students in the village's primary school. In addition, fifth-grade students who had graduated from the same school during the research process were also included as participants. The primary school, which consisted of combined classes, had 3 teachers, one of whom was a kindergarten teacher and two of whom were primary school teachers. The school had 37 students, 12 of whom were kindergarten, 8 first grade, 4 second grade, 6 third grade, and 7 fourth grade students. The total number of students with graduates was 45.

It was found important to get to know the students better to understand the village being researched. The students who stood out among all the students were considered separately at each grade level. Two students were the leading students of the first grade. Arif was a leader among the other students in the classroom with his success in his lessons. His leadership in the classroom was also reflecting outside the classroom. During breaks, the rules of the games and the situations were determined, e.g. who made which mistake and who won. While making these decisions, he sometimes

received support from the second leader named Halil because Halil stood out with his language skills. Having even more knowledge of vocabulary than many middle-class students made him a natural leader.

Looking at the second grade, a student named Esra stood out. She had already established herself among her friends. Because the first and second-year students were in the same class, the first-year students also took Esra as a role model. Esra, supported by her family to continue her education, had secondary, high school and university goals in the future. Esra's mother was the most effective person to encourage Esra to achieve her goals. Her mother was one of the rare people in the village who wanted their children to get an education. When Esra's parents agreed on this subject, the child's success at that point on was supported by the family. The family, who were aware that school success was more important than many subjects in life, did not pay attention to the villagers' words, "So what if your kids go on their education?". The family's leadership in the village effectively made Esra, a family member of her class, a leader.

Suna and Seyda drew attention among the third-grade students. The harmony between these two friends was effective in the decisions made inside and outside the classroom. Suna and Seyda, the most active buddies among their friends, were also successful in their classes. Suna was more successful in social lessons, while Seyda was more successful in math and science lessons. Both students put great effort into all tasks assigned by their teachers, from the simplest to the most complex. Seyda had difficulty attending the classes. She was the one with the most absences among third-grade students. Despite Suna's success in her classes, she had a family who tended not to send their daughters to school. Her older sister, who graduated from primary school last year, continued to secondary school due to the intense efforts of her primary school teachers. It was observed that this situation increased Suna's attention and willingness in her classes compared to the previous year.

Among the fourth grade students, a student named Akif came to the fore. Akif was one of the students who were not liked among his peers with his talkative nature. However, he drew attention with his ability to express himself both inside and outside the classroom. It was perceived as "spoiled, useless, etc." by the village people. However, the situation was different for the teacher. His teacher had a positive perception about his student by saying, "*The most enthusiastic student in my classes always asks me questions and sometimes exhibits undesirable behaviours, but is interested in the lesson when the lesson needs attention*". It was thought that the family conditions might be effective in the difference between the school profile and the village profile. While almost every child in the village had 7-8 siblings, Ismail had no siblings. Ismail was not cared for by his mother or father but by his grandfather. The student exhibited behaviours that tended to attract attention in the village. It was thought that he tried to overcome his loneliness in this way. Despite all these negative accusations, he was a self-confident student. He said that he wanted to be a good soldier in the future and that he wanted to fight those who wanted to harm our country.

The kindergarten students were in a gap due to the students who moved to the first grade. The fact that all students in the leading position received education in the first grade might have caused the kindergarten students to be upset. The crowded kindergarten class displayed a calmer profile with fewer students during the period of the research. Among these students, a student named Ahmet stood out in the classroom. This student was the younger brother of the student named Esra mentioned in the second grade. The reflections of Esra and her family's understanding of education were also valid for Ahmet.

Teachers

There were three teachers in the primary school of the village, which was the subject of research. Two of these teachers were classroom teachers, and one was a kindergarten teacher. The first workplace of all the three teachers was the village where the research was conducted. They had previously done teaching through teaching practices and paid teaching experiences for short periods. However, they all stated that they had started their teaching profession in their searched village. The experiences of other village teachers in the related literature were similar to the teachers' in this research (Bayindir, 2007; Bilir, 2008; Garan, 2005; Gulder, 2007; Sidekli & others, 2015; Yildiz, 2011).

Cemal, the kindergarten teacher, was in his second year of teaching. Cemal teacher, whose first place of work was the researched village, also carried out the duty of the authorised principal of the school. In this duty, he sometimes experienced difficulties. However, he stated that not having someone superior to him in the workplace relieved him, and he was pleased to perform his duty because he did not feel any pressure. At the same time, he stated that he had difficulties in having a big responsibility, and he was happy in this profession because he loved children so much; otherwise it would not be worth enduring it. Cemal teacher, who had a peaceful personality, was concerned with his students. He tried to help the students of all the classes, not only his own class. He said that he was strict from time to time because of his position to keep control. He thought it was important for the students to have somebody they could be intimidated by at school.

Songul, the third and fourth graders' teacher, was appointed to the village, which was also her first place of work. Songul was faced with various stress factors because it was her first year of teaching. She was interested in her students overcoming these problems and made significant contributions to the quality of education in the school. She had various problems in her classroom related to a paid teacher's employment in the previous year's class. The fact that the paid teacher who worked last year was not a primary teacher had reduced the quality of the education in this class. Songul teacher was working hard with the students to turn this failure into a success. However, her desire to immediately get the students' feedback, which resulted from being unfamiliar with the village culture, caused her motivation to reduce. She expressed that she could not find professional satisfaction in her job of teaching as she wanted.

School Staff

At least one employee was assigned to the school every year in cooperation with the Turkish Employment Agency and the municipality. This employee was changed each year. After the preliminary applications of the assigned persons were received, their duties were determined by the municipality. The cooperation of the National Education Directorate of the District and the municipality would care for the employees.

Two employees were working at the school. One of these employees, Mr Emre, cleaned and maintained the school, burned the stove, and performed various other duties assigned by the authorised principal/teacher for nearly a year. Mr Emre was the father of 7 children and was born in 1961. Only one of his children had a university education. His son was currently working in a private bank in the district centre. This situation was a source of pride for Mr Emre. Mr Emre was praised and respected by the villagers. Mr Emre added value to his existing position by having his son educated, positively affecting his village position. In addition, Mr Emre had 74 sheep. He took care of his animals in the times he left his job.

Mr Burhan was the second person employed at the school by the Turkish Employment Agency's quota. What made Mr Burhan stand out in the village was the profile of a father who got his daughters to get an education. When education was discussed in various interviews with the villagers, a separate parenthesis was opened, especially for Mr Burhan. He was one of the fathers of the two families who was the most eager to get their children to get an education in the village. His children were mentioned with success, e.g. 'student of the month' and 'the school's top student' in the schools of the district centre. With his daughters, who gave great importance to their lessons, he instilled hope for the rise of education in the village.

Village and Village People

The village where the research was conducted was in the district of Ercis in the province of Van in Turkey and was eight kilometres from Ercis. The village was a typical Eastern Anatolian village. The most important source of income in the village was sheep and goat breeding. In addition to animal husbandry, livestock-based agriculture was carried out. Besides, the fathers of families who could not live with animal husbandry earned their living by working in big cities as construction workers. The researched village was used as a village where Armenian and Kurdish citizens originating from the Ottomans lived together before the Relocation Law. As a result of the migration of Armenians from the village, the population lost its village feature. While the village was used as the plateau of another village 50-60 years ago, settlements started over time and first became a hamlet. With the increase in settlement and population, it regained its village character.

The village consisted of 40 households. The number of households and families were not equal. More than one family lived in a household. However, there were also families living in a house as a nuclear family. Adult males of families generally worked in big cities such as Istanbul, Izmir and Bursa. Mothers were engaged in livestock and agriculture in the village. The men of the families who lived as nuclear families lived in the village. These families were engaged in agriculture and animal husbandry more intensely. There were no households in the village that did not have sheep or cattle. The elders of families were sending their young sons to work in big cities. The earnings obtained there was sent to the father of the family.

The Researchers' Role

The first author was also the first and second-grade teacher at the primary school in the researched culture. The researcher/teacher, whose first workplace was the researched village, had been in this culture for 4 years. His good communication with the village people contributed positively to the research. The role of the teacher also contributed to the role of the researcher in applying data collection methods such as observation, participant observation, interview, and focus group interviews. The second author guided the first author in cases such as the correct application of qualitative research methods, ethical rules in the field, and the ethnographic design to the research. She tried to ensure the maturation of the study by reflecting her qualitative research experience to the study. Both authors kept in touch and contributed to the research in reflecting and interpreting the collected data throughout the process. The second author did the translation of the English text of the research.

Data Collection Tools

"The most common data collection tools in qualitative research are interviews, focus group meetings, observations, and document analysis. There are a variety of dimensions and strategies that need to be considered in using these methods. It is quite common to use multiple data collection tools together in many qualitative studies. The researcher can include more than one method to answer the research questions, taking into account the pros and cons of data collection methods. In this way, the limitations of one data collection method are overcome by another data collection method. The limitations of more than one data collection method in the same study are overcome by another. The use of more than one data collection method in the same research is called 'data triangulation' (Yildirim & Simsek, 2013, p. 97). Ethnography reveals the cultural structure of society by discovering it and explains this structure in a meaningful way. During field studies, ethnographers must follow certain principles to achieve these goals (Yahsi, 2016). Participant observations, semi-structured interviews, and focus group interviews were used in this ethnographic study considering the stated principles. At the same time, data were collected through field notes kept during observations and interviews.

Observations

Observations were mostly used as a data collection method in the research. Observation is a data collection tool commonly used in qualitative research. First-hand access to data is the strongest feature of observation. Especially the presence of doubts such as “Does the data in the interview reflect the truth?” as a result of the data obtained through the interview method, brings the observation method to the fore (Yildirim & Simsek, 2013).

Observing human behaviour in its natural environment is a prerequisite for these behaviours to be examined. Human behaviours examined in a culture different from their natural environment cannot reflect the reality exactly (Yildirim & Simsek, 2013, p.200). For this, it is important that the natural environment does not change during observation, and the signs desired to be observed are not affected by observation. There is the advantage of collecting more unbiased data. The observer should take precautions in advance to avoid spoiling the natural environment during observation (Karasar, 2009).

Participant Observations

Participant observations are the most important way to gather information. During the participant observations, the researcher pays attention to what the participants say, what they do, and the individual participation order to capture the local meanings specific to the participants. For this reason, the ethnographer needs to demonstrate culturally accepted behaviours in their interactions with the members to participate in the activities of cultural members. (Yahsi, 2016). Otherwise, the members may perceive them as unattractive or untrustworthy, which may lead to a perception that the questions become meaningless and the researcher is seen as an outsider.

Participant observation gives more information than external observation. In external observation, the events are tried to be predicted by the observer. This creates an environment for various errors. However, in participant observation, events can be understood in-depth and more valid (Karasar, 2009). “If we consider the concept of participant observer in more detail, here the researcher tries to enter and be a part of the culture or subculture of the subject he/she is studying. Field observation studies are seen almost identical with culture analysis (ethnography) studies that aim to identify a particular culture from its inside. Since the aim is to identify a particular culture from its inside, the researcher does not have any standard means of observation or interview. Instead of evaluating or finding evidence for one or more situations, the researcher will try to describe the culture or subculture in which he/she is working in as much detail as possible. In this definition; language, customs and traditions, values, religious ceremonies, written and unwritten rules and laws are included. Often this requires the researcher to enter the culture in which he or she is working, that is, to be a ‘participant observer’” (Yildirim & Simsek, 2013, p. 201).

The researcher had been active for two years in the entire education process in the field. In addition, he made various observations in many areas of life in the village, from weddings to feasts and funeral ceremonies. During the research, he responded to the villagers' dinner and tea invitations. He held parents' meetings and visited parents about the general situation of the students. In addition, he deliberately visited the coffee houses that the villagers went to in the district centre and made purposeful conversations and focus group discussions. All these experiences provided the researcher with the opportunity to observe the cultural structure of the village and the general attitudes and behaviours of the students in all detail in their natural environment. It was thought that this situation would also facilitate the researcher, who had become a part of the natural environment, to minimise the negativities of the observer effect. Whether the observer effect disturbed the natural environment observation or not was identified by being in the same places many times.

Interviews

"The opportunity of providing in-depth knowledge of ethnography as a deepened extension of field research is based on the participation and observation of the researcher. However, this involvement and observation should be carried out not by asking questions created by the imposition of a particular point of view but by allowing the local culture to express itself including the open-ended and unrestricted field of the researcher. The researcher, who uses ethnography as a way and method of getting information, giving his interlocutor a chance to express himself, and bringing different cultures into dialogue, is not only an observer looking at the research universe from the outside, but also an actor of that field, perhaps a transformed person under the influence of that field" (Durna ve Durna, 2015, p.104).

The researcher carried out the study in the flow of the natural environment in the field. Besides being a researcher, being a teacher of the village culture made it easier for the research environment to be more realistically examined by the researcher. Interviews were sometimes done with a family providing care for the sheep, sometimes with a parent who came to school, and sometimes in a house in the village. The interviews were also held at regular intervals to confirm the observations. For example, observing during the break, the teacher tried to confirm the reality of what he understood in the next process by interviewing. The interviews were conducted in an environment where the students felt comfortable. For example, the teacher, who played football and volleyball with the students, provided them with the necessary environment, energy, willingness, and comfort to express themselves by interviewing after this friendly atmosphere.

Focus Group Interviews

Human behaviour occurs at conscious and subconscious levels (Smith, Flowers, & Larkin, 2009; in Ersoy, 2017). In their interaction of consciousness and subconsciousness, people's behaviours when alone and within the group are different.

While groups create their own normative patterns, they also represent the culture and value system within the group. Groups are more creative than individuals; they can solve problems faster. They can produce more options in a short time and save time. Multiple data are met at once. However, there are certain risks of the focus group interviews. The risk-sharing between groups can cause daring or bold statements and mislead the researcher. The group process, which is one of the biggest advantages of focus group interviews, brings along the most sensitive aspect of the method. If there is a difference in status and power among the participants, or if they always share the same environment, they may remain timid (Yildirim & Simsek, 2013).

In this study, the researcher who conducted focus group interviews could notice the influence and pressure of those in the top position in the village on the other individuals (such as the head of the village, the imam, and the teacher). An area with people who have a say in the village, such as the headman and imam, can prepare an environment for other individuals to become listeners. The researcher grouped the interviewees from similar or equal status individuals of similar ages to prevent this. The purpose of the researcher was to minimise this sensitive aspect of the focus group discussion.

Validity and Reliability

Long-term interaction, in depth-focused data collection, triangulation, and participant verification were used to ensure the validity of the research. A long time was spent in the field to ensure validity in the research process. The interaction of the researcher/teacher with the village culture increased because he served as the principal/authorised teacher in the last year of the research. As a result of the observations and interviews, the findings were shared with the school teachers and feedback was received from them. In addition, the data obtained through the observations were tried to be confirmed by the interviews. Consistency was taken into account to ensure reliability. For this purpose, it was referred to as consistency analysis.

Findings and Interpretation

Being a child and a student in the village

In the village culture studied, the children were generally not given the value they deserved. Although there were many reasons for this, the most important reason was the high number of children in the family. Children were forgotten in the crowd, and the children who wanted to remind themselves tried to attract attention with their unwanted behaviours. The parents who wanted to prevent this situation chose to educate their children with pressure and fear. In the researched village culture, the mother could not meet the needs of all her children. The high number of children usually meant that they were left alone and their needs were not cared for in the family. This situation harmed the self-development of children who were left alone in the

crowd. The children who couldn't go after something they were curious about or could not get answers to their questions had a loss of self-confidence. There were not many people around to answer or appreciate the questions raised by children. This opened the way for the children to stop asking questions or wondering.

Most of the students were happy to be students at the village school. They expressed that the school made them happy for different reasons. It was observed that the third and fourth-grade students generally had thoughts that prioritised the teachers. For example, Seher, a third-grade student; *"The teachers teach and explain well, they write little, I love the village school, why; because the teachers here are very good."* Another third-grade student, Fatma, stated that she was happy to be a student at the village school as follows: *"Yes because we receive a good education, we tell our teacher what we do not understand. The teachers here are very good, we can express our opinions well, and we are very happy in this school."*

Being a student in the village strengthens the bond between students and their families and allows them to spend more time in their family environment. So, the students felt safe in such an environment. The fact that they could go to their families during lunch break, spend time with them and come to school also supported this trusting atmosphere. In addition, they saw the school as their home, as they were not in very crowded classrooms and crowded environments. It was observed that the children felt freer at school, while the parents at home behaved in a repressive way towards their children. Being students in the village with the opportunities provided by living in the village enabled the students to gain a more creative identity. Even though impossibilities surrounded the students, they would not stop thinking creatively/original.

The impossibilities in the village improved the creative thinking ability of certain students and prepared the groundwork for many students to develop themselves in this field. The researcher/teacher noticed that one of his students was writing with a clothespin in the class. Although the pen became shorter as it was used, the student chose to find a solution because he did not have any other pen. Since the student could not hold his small pen and write, he used a clothespin he brought from home as a tool to hold the pen. He managed to use the clothespin for its production purpose. Since they were students in the village, they could not get what they wanted instantly. As soon as they said, *"I want a pen"*, they could not have a pen immediately. They had to wait for days till it was gotten for them. Since the families did not care, they returned by forgetting to get it every time they went to the district centre. So the students took care of themselves, finding out a way for the solution of such problems. At the same time, the fact that everything the students wanted was not realised instantly prepared the ground for their transformation into a patient character. Since the students lived in village facilities, their toys were limited. For this reason, the kindergarten students came to school very eagerly with the dream of being able to play with the toys in their classrooms.

Being a student in the village provided many opportunities to observe the seasons and nature. The first-grade students examined how the birds came to and left their nest

from the school garden, what the mother bird did when it wanted to feed its offspring, and what sounds the offspring made. As a result of the observations made by the students during a break, the students came to the researcher/teacher very excitedly and said, "Teacher, we have a surprise for you, close your eyes." After the students asked the teacher to open his eyes, they explained what happened in the nest on the tree. Some students were very sensitive about animal love. All the students adopted a dog that came to the school garden. This ownership of the students was only in terms of nurturing and loving. In other words, none of the children had the mentality of taking animals home and looking after them there. They looked at the researcher/teacher strangely, who deliberately asked, "Who wants to feed it at home?" Because the understanding that living things should not be at home but outside in nature was adopted from a young age.

The Role and Effect of Parents on Children in the Village

In the researched village culture, the mother was primarily responsible for the children in the family. Since the mother devoted most of her time to her children, she interacted most with the child. In shaping the family culture in the village culture, the mother's background and her attitude towards the traditional understanding of the village culture were also very important, especially for girls' future education. It was understood from the interviews that how influential a mother living in the researched village and having three girls out of her five children could be on the family culture. The mother expressed herself as follows:

My husband is willing to send our children to school but not as much as I do. Sometimes the men of the village affect my husband so much that we feel we are under a lot of pressure. We have been offended with my husband for days due to these reasons. It is difficult to live in the village. The other day, I went to Ercis to stay with my brother because he was going to be staying at the hospital. Whoever I knew stopped me and said, "What are you doing in Ercis alone? Where is your husband?" You wanna say, "What is your concern?" In the first years of my marriage, I almost got crazy because of this. I thought I was going crazy then. Thank goodness for today.

This mother also mentioned that she took care of her children closely. She was happy to have sent a son to a big city for his university education. For this reason, she would have her daughters get an education in the same way. The interviewed mother did not think and act according to the village's traditional understanding, which also caused the family to be perceived differently. As the mother stated in this interview, their family was one of the families with the most difficulty in the village culture. The most respected family in the village was also the same family that had experienced these difficulties. There were certain stereotypes in the village culture that everyone knew to be wrong, but no one could oppose them because they had become traditional.

While families made their own decisions at the point of primary education of their daughters, when they reached the secondary education and university level, the stereotypes of the village culture damaged the educational understanding of the family. Living with this understanding, the village and the family in the village gradually came

to the point that they did not care about girls' education. This might pave the way for understanding whether or not girls' attendance at school was not important. The point of view of education having a cross-sectional understanding rather than continuity, and the thought that *"Education will stop somewhere and it will not continue"* constituted an obstacle for girls to care about school and education. Furthermore, since girls would marry and be included in another family prevented their education from being cared for. The opinion of a father from the village summarised how the education of the female child was viewed in the village culture; *"What will happen if they go to school, teacher? You will spend that much money, and she is gonna get married anyway, someone else (her husband) will spend their money."*

Every variable in the village and family culture was a factor that affected being a student in the village. In the village culture, the father influenced many points, from the village's culture to being a student in the village. The father was the most respected and feared person in the house. Mothers scared their children through the father profile, and children were intimidated and disciplined through their fathers. The father spent little time at home. In some families, the father stayed at home for only 15-20 days a year. Fathers in the researched culture; could be evaluated in two groups as "the fathers who live in the village and earn their family's livelihood with village resources" and "the fathers who earn their living by working in big cities". In addition, some fathers did not fit into the general father profile in the village culture.

The father, who lived in the village, played the leading role in providing for all the family's needs. When the child needed something, the father was first told to get it since there were no stationeries or bookshops near. If the father said, *"Okay, my child, I will buy it"*, the child's need for class materials was met. If the father did not care about meeting his child's school needs, the student always faced negativity at school. For example, the student admired the other students with crayons in school and felt incomplete.

In the culture studied, when the father had a negative perception of education, the most important person that could change this understanding was the mother of the home. If the mother cared about their children's education, the father could also change his attitude accordingly. When families who cared about their children's education were observed, it was understood that the mothers were the most willing and that the fathers also prepared the necessary environment for taking a step in that direction. The father could also act differently in supplying the educational materials. While meeting the student's needs such as notebook, pencil, sharpener, and eraser, he would not meet the student's expectations as he did not consider the needs such as drawing book, dry paint, crayons, and aprons as important. Since children were aware that they lived in a male-dominated culture, they thought that *"If Dad said no, it is no."* and did not mind in time that their needs arising from being a student were not met.

The researcher/teacher who stated that the two sibling students did not have a notebook by sending a text message to the father expressed his face-to-face interview with him as follows:

I said, "Your daughter don't have a notebook, could you get it for her?" He said, "Okay, no problem, when I go to the market, I'll get it." He had also a brand-new transit type vehicle, I said, "Blessings, use it in good days." for his vehicle. That's to say; the father's economic situation was good. If he could buy a car, I thought he could buy a notebook as well. Several weeks passed after this talk, my student still had no notebooks. I met her notebook need by photocopying the notebook from the photocopy machine in our class. I said to the student, "Your father might have forgotten, tell him to get your notebook." When I asked why he did not get it next day, she said he could not get it because he had no money. When I asked who told her that, she said that her father did.

As understood from student-teacher and parent-teacher interviews, fathers sometimes did not treat their children honestly. It was understood that the fathers reflected the understanding that a notebook was very expensive and could not be purchased. Although the teacher had waited two months by making photocopies to meet the notebook need, he finally found the solution of buying the notebook for the students himself.

Kazim, who had an important place in the researched village culture, told the researcher/teacher that his daughter would be taken on a trip to Istanbul and Canakkale by the school and stated that he was very happy. He said that the six most successful students from Erçis were chosen to go on this trip. While one of his daughters attended primary school in the village, two attended middle school and high school. It was stated that they were among the most successful students in their schools. In the researched village culture, Kazim met all the needs of his children regarding their education. Mr Kazim and his family's perspective on education had changed with various experiences. In this change, Mr Kazim's work in various cities and his experience of various environments had an important effect. However, most importantly, it was understood from the interviews that his wife's full support on this issue was also effective. Against all odds, girls' education was unusually continuing at home, and the parents stated that "*We will get them educated as far as they go on*". However, the male child's education was interrupted because he took care of the sheep and goats. He stated that due to his father's work in other cities, from time to time, trying to fulfil the father's responsibilities in the village caused disruptions in his education. However, since they were a family that did not employ girls in such jobs and with girls' being very successful, their education went on.

In the culture studied, the grandfather usually took the responsibility of children whose fathers went to work in big cities. If the mother and father were young, the mother and children began to live in the patriarchal family system because the father could not be at home. This crowded environment caused problems in providing children with the necessary environment for studying due to the need for heating and insufficient rooms. In this case, if the number of children under the age of primary school students was higher, the possibility of providing an environment for the child to study decreased.

However, since there were more older students than the students themselves contributed to conscious behaviours in the village and their school success. The people who helped students with their school responsibilities were usually aunts. Since these people were young and went through a certain educational process, they could increase students' interest in school.

In the village culture, inviting the teacher home had become a tradition. The researcher/teacher had the opportunity to visit the homes of families whose children were students at the village primary school within four years. During each family visit, he held interviews considering the success and abilities of the children. He emphasised what could be done for the children to continue their education by informing the parents about their success and abilities. It was observed that the biggest obstacle of being a student in the village was the understandings that stuck to the tradition.

The parents were willing to interrupt, especially their daughters' education. The difficulty of living in the village culture made student life difficult for girls. The researcher/teacher responded to the invitation to a house in the village with two other teachers. Meanwhile, the father said, *"I am working hard for my children, I spend a lot of money, but if they do not study at all, they have better not go to school"*. The father said that he did not want to send his daughters to school because of their low academic performance in class. The mother was the student of the researcher/teacher from the literacy course. However, in the mothers' interview, there were academic success and other situations as reasons. The mother wanted her children to continue their education. The researcher/teacher knew that their children's academic performance was low. He was able to teach their daughter how to read and write with the first grades by taking her to his class a year ago, even though she was in an intermediate class. The family's fourth-grade daughter learned to read and write in the previous year. The researcher/teacher tried to ensure that this child was sent to secondary school, taking into account the important situations in the village culture. Since the father's education level and his perspective on girls' education were known before, an interview was provided based on the father's issues. The researcher/teacher, in his interview with the father, said:

Brother, if they finished school last year being illiterate, there would be a difference between the people who would come to ask your daughter's hand for marriage and the people who would do this when she knew how to read and write. If your daughter is a high school graduate tomorrow, the person who will come will be an even more qualified person. If you want your daughters to have a better life, at least don't talk like you're going to interrupt their education. Look, she can hear what you say outside and how can she be confident if you talk like that? It would be more effective if you say "girls, you can do it, you can be successful" If you talk to your daughters and say, "My daughters, I will always help you, just study", your daughters' view of the school and the teacher in the village changes according to it. Don't talk about what you can't do all the time, and talk about what you can do. Now you cannot help your daughters' lessons because you don't know. Don't let it be this way so that your daughters can help their own children. Maybe your daughters will not be very successful, but your grandchildren will be. If you don't send these girls to school, you're not just getting your daughters uneducated, but also your unborn grandchildren.

The researcher/teacher was in constant contact with the mother because she came to school for the literacy course. The mother who developed an attitude that complained about the father of children who did not want to get their children to be educated felt helpless.

Being a Student in Village Primary School in Different Seasons

The meaning of being a student in the village primary school differed every season depending on many variables. The changes in the seasons had a reflection on almost every area of the village primary school. They affected many situations, from the quality of the education provided, the student's attendance to transportation.

Summer

With the arrival of summer, the workload of the people in the village increased. Due to the increase in the workload, students also had some duties. This situation increased the number of students who did not attend school. Families gave responsibility to their children regardless of age. Some students were not sent to school because of their domestic responsibilities, while some were not sent to help their families, especially those dealing with agriculture and livestock. The researcher/teacher visited a family on 06.01.2018 to give the literacy certificate of the parent who attended the literacy course. He went nearby the family and observed them while milking their sheep in the barn with their children. While one child was holding the sheep, the mother was milking it, and the other child was catching and preparing the sheep to be milked. The father, on the other hand, was seen meeting the various care needs of the sheep. Mother said, *"haven't sat since morning, teacher, the work of the villager is never finished"*.

In the dialogue between the student and the researcher/teacher, the researcher/teacher asked the student, *"school or dealing with beautiful sheep?"*. The student answered *"school"*. As seen in the conversation with the student, the student wanted to come to school more. As observed during the family visit, the summer increased students' responsibilities. This situation prevented students' attendance in school. In addition, students found many opportunities to play games in the summer. Students had the opportunity to spend more time outside as the weather got warmer, and the daytime got longer. As soon as the families responsibility to their children was over, the children gathered in certain areas in the village where they played. Spending excessive time outside the home caused a decrease in the academic performance of some students. Students who fully fulfilled their teaching and school responsibilities in winter were not affected by this situation. However, students who performed less in lessons and school responsibilities during winter were disconnected from the class and school with the arrival of summer. Another reason for this was that families spent their days dealing with various jobs at home, the field, the pasture, and the barn, which created another obstacle for their children's education. The possibility of families' following the friendship relations, lessons, social needs and expectations of their

children could also become even more impossible in the summer because the number of their children was quite high. When these situations came together, it became difficult for the students to feel like students in the summer. Because they had more responsibilities in their lives outside of school constituted an obstacle to the responsibilities they should take as a student.

In the interview with a fourth-grade child from another family, *“what do you think it means to be a child?”*. With the effect of the summer months, he gave the following answer to the question: *“Childhood is only going to sheep. I don’t want to be a child. I want to grow up. I want to have a house and a car. We go to the sheep with my grandfather every day, teacher”*. The student thought that being a child was equivalent to being a shepherd because he and his grandfather took care of the sheep, and he was in the village while his brothers were working as construction workers in big cities. The student saw this as a difficulty.

Autumn

In the autumn season, which is the beginning of school, the school’s physical needs attracted attention as the most struggling times for teachers. The school employee who was assigned with the appointment of Iskur from the Ercis Municipality quota did not start to work in the first months of school. Therefore, teachers cleaned the school and the burnt the stove, which was necessary for the heating. These conditions caused a loss of motivation, especially for a teacher who did not know about village life, and as a result, being a student in the village was affected the most.

Since autumn was the season when student-teacher and teacher-parent communication was the most intense, the teacher being more careful in this period created an environment for the students to adapt to the school and the teacher in the future. Therefore, the advantages of being a student in the village could be more felt by students. Focusing their attention or being directed to school became a precondition for future times to pass more efficiently. In this process, the teacher had the biggest duty. The teachers’ workload increased considerably since the first-grade teacher was also the second-grade teacher. The teachers’ good communication in this process was very effective in the students’ future lives. In the village primary school, this time was very important. It could be certain whether the students would take the teacher as a role model. The students watched the most different person in the village, the teacher, tried to understand, and exhibited imitating behaviours. If they were reinforced for taking the teacher as a role model in the first days of school, their families supported the changes in them. They benefited from this situation, which was integrated with the advantages of being a student in the village. The basis of this understanding could also be formed in the kindergarten class. Besides, it was also very effective in the process of learning to read and write.

Winter

In winter, the students' having little responsibility for agriculture and animal husbandry made it easier to focus on their education. When they went home, they could find time to study. Student-family interaction took place at its highest level in winter. As they spent more time at home, other family members could also spend more time at home. This created a large amount of time for the family to meet the child's needs and be concerned with their academic success. For a student who had a house far from the village school, it was very difficult to reach the school when the ground was covered with snow. Students could come to school in 15 minutes, but in 30 minutes due to the snow. The students who went home during the lunch break spent two hours walking between school and home. Considering these situations, being a student in the village was affected by seasonal conditions in the winter.

On the other hand, students learnt to deal with the difficulty in this way. They learnt to act together in solidarity with their friends and siblings between school and home. Struggling with difficult conditions contributed to students' lessons and the learning of many skills in life-related issues. For example, students spent winter without getting sick easily. Even if they were sick, they overcame the diseases in a short time without using any medication. Many situations perceived as difficulties for the students who adapted to difficult conditions could turn into a game and entertainment. Students were asked whether they were tired from the trip between school and home when it snowed. They described how they slid down slopes and that they had fun.

All three teachers working at the school lived in the district centre. They made daily trips to the village with shuttles. They sometimes faced difficulties in reaching the school in winter. Heavy snowfall caused the road to be closed. The time until the road was opened again prevented starting the lessons on time. This situation disrupted or negatively affected the teachers and the education. In addition, the road could be icy in the first hours of a winter day. This could cause various accidents. There were times when the teachers couldn't think of the lessons they would teach with students while trying to reach the school on the ice because they focused on going to and from school without any accidents. As a result, the following can be said that the village's students were the most affected group of students from the seasonal conditions in Turkey.

Spring

Spring offered teachers an opportunity to teach with what nature had to offer. Teacher-student interactions that occurred outside of the classroom increased the connection between students and teachers. For example, they could have a visual arts lesson outside or have a science lesson by observing nature.

Since the teachers in the village felt the season, they tried to make also their students benefit from these situations. The researcher/teacher expressed the situation as follows:

Being a teacher in a village is like being a student in a village, feeling seasonal transitions. Besides, summer is lived like summer, winter like winter. You live each season by feeling it. Its air is clean. You feel the cleanness of the air you breathe. Exhaust smoke does not come to your nose, dirty air does not burn your throat. A fog of polluted air does not cover the top of where you live. Being a student or a teacher in the village is to spend the lunch break by reading a book under a tree. Nature is not far away. You are surrounded by nature even in the schoolyard.

Conclusion and Discussion

The research examined every element in the village culture and its effect on the school culture. The focus of the lens was on the culture. Cultural understandings have an effect on the students and many other aspects. The life experiences and cultural accumulations of the researched village deeply affect the status of being a student. Some village cultures view being a student as an opportunity. In contrast, it brings many difficulties in some others. The researched village is also important because it holds many positive and negative situations in the cultures of the villages. Although the village's culture, which is eight kilometres away from Ercis district centre of Van, is in harmony with the general cultural understanding of the district to which it is affiliated, it contains differences in terms of its location and characteristics.

In the researched village culture, the mother was primarily responsible for the children in the family. However, when it came to taking care of the children's lessons, the responsibility was usually with the elder sisters or aunts. In the village culture, mothers had responsibilities related to livestock as well as home responsibilities. They helped their husbands in the care of animals. It was understood that the number of children was high in the culture studied and that they got married immediately after reaching the legal age of marriage. It was observed that there were situations where the mothers could not take responsibility for their children if they married before completing their maturity. If the mother used positive language about the village school at home, the child reflected the situation by being a student.

In village culture, the father was the most respected and feared person in the family. When the father had a negative perception of education in the culture studied, the mother was the most important person to change this understanding. When the families who cared about their children's education were observed, it was understood that the mothers were the most willing. They were also a source of resistance for fathers to stand up against traditional culture.

In parent-teacher meetings, parents expect the teacher to be angry with the student and to apply strict discipline. The village culture and the culture where the teachers received their undergraduate education clashed with each other. No matter how well the teachers taught, they had difficulty complying with the traditional understanding of education.

It was understood that one of the most important factors that shaped the meaning of being a student in the village was the teacher. The findings revealed that the perception of being a student in the village varied according to the attitudes and behaviours of teachers. According to the interviews with the students, it was observed that the teachers who could direct their interests, wishes and abilities and spent time with students were loved. The teachers who gave utmost importance to students' lessons emphasised that students should continue until the end of their education. If the teacher was able to place the understanding that "education is a basic need" in the village culture, the village school gained value; therefore, being a student in the village gained value. Although the financial savings of the people living in the researched village were enough, the living standard of their children was not equal to their financial savings. As a result, it was understood that the village culture's main situation was the lack of education. In the culture under study, money existed to be saved, not spent. This situation also affected the students. Students could feel worthless because their basic needs were not met or cared about enough. Students' perceptions of self-esteem and self-respect gave certain meanings to their understanding of being a student, which was another characteristic. The age-related perception of value caused the children to feel worthless and could never reach the value given to the elders who went to secondary and high school even if they were also students and learnt how to read and write.

Village culture imposed various responsibilities on the student. The high number of children in the same family obliged students to assist in the lessons of their siblings. Parents in the village culture were not interested in their children's school responsibilities, with some exceptions. This responsibility could turn into a repetition for the students, who helped their siblings, to recall some subjects. In the village culture studied, the students also had certain contributions to the home economy. In cases where the father could not stay at home due to working outside the village in big cities, the children's responsibilities on animal husbandry increased. Although the fathers lived in the village, the children were responsible for grazing the sheep or cattle. They also had responsibilities in the processes of animals' care, feeding, and milking. According to their culture, the students acted by thinking that they had to fulfil these responsibilities. The students acquired many vital knowledge and skills while fulfilling these responsibilities.

Life in the village culture turned into meaningful school life in terms of benefiting from the opportunities of being a good individual. It was understood that this situation could be a situation that fed, improved, and increased the advantages of being a student in the village. At the same time, the researched culture's refusal to invest in the future of a child's education and the low value given to the child could reflect negatively on the state of being a child. In conclusion, while the contribution of being a child in the village to being a student in the village had benefits in terms of responsibility and moral aspects, it could bring various difficulties in terms of students' educational future.

One of the most important gains of being a student in the village for many girls was to pave the way to reach school. The school in the village was perceived as a safe haven for the families. The families might not want to send their children to other educational institutions outside the village, showing people they 'did not know' as a reason. Since the school was in the village, the student also felt safe. Going to their families at lunch break, spending time with them, and coming to school supported this environment of trust. The fact that the village school was not crowded could make the students feel special.

Being a student in a village brings along a life surrounded by impossibilities. These impossibilities are not only valid for the students of this village; it is also true for many students in various parts of the world where village culture lags far behind modern culture (Au & Kawakami, 1994; Delpit, 1995; Ericson & Shultz, 1981; Michaels, 1981; Heath, 1983). However, it was understood that the students developed various solutions to these impossibilities and exhibited inventions or creativity that supported their brain development in many areas. The students designed toys for themselves. Not fulfilling every request of the students instantly in the village culture made them patient.

Being a student in the village provided many opportunities to observe the seasons and nature. The students' feeling the seasonal transitions deeply to observe the nature offered many opportunities even from the school garden. It was understood that the students used the facilities in the village well and were generally successful in transferring the observations to their lessons.

The changes in the seasons were reflected in almost every area of the village primary school. The quality of education provided affected many situations, such as student attendance at school and transportation facilities. In the summer, the students took care of their younger siblings at home, agriculture, especially animal husbandry, apart from their school responsibilities. In the winter, the students spent more time at home, as well as other members of the family. This created a large amount of time for the family to meet the children's needs and be concerned with their academic success. For the students who had a house far from the village school, it was very difficult to reach the school when the ground was covered with snow. On the other hand, they learnt to deal with the difficulty in this way. They learnt to act together in solidarity with their friends and siblings between school and home. The students who adapted to the difficult conditions could also be stronger against difficulties related to their lessons. Being a student in the village in the spring season prepared many environments to be in touch with nature. It provided an opportunity for the teachers to teach their classes with what nature had to offer. Since teacher-student interactions occurred outside of the classroom, it increased the connection between them.

It was beneficial for students to go to school independently instead of transportation to develop a self-confident and courageous personality. The low number of students in the village school made the students feel more special. While the high number of children and the use of some homes by more than one family caused the students to be lost among the crowds at home, the situation could turn into an environment where

the children felt their own presence more. Although the small number of students in the village had benefits in terms of games and breaks, it caused the students to feel lonely while playing many games. They had difficulty finding friends that matched their interests and abilities. It could weaken the students' sense of cooperation and their individuality to come to the fore.

It was observed that the village culture shaped the content of the lessons and reflected what the students learned from it in their lessons. Students' working together, helpfulness, sense of responsibility, and curious attitudes and behaviours that followed their friends excessively stemmed from the influence of the village culture on the student and classroom culture. In addition, the students' examples, answers or questions in their lessons usually gained shape and content with what they learned from the village culture they lived in. However, what the students learned in the classroom culture did not integrate with their culture. According to the students living in the city, concepts studied in lessons and information needed in daily life were included in the textbooks. No matter the students did not want to leave the school after watching the world of the children who enthusiastically went to the zoo in an animation or cartoon, they eventually went home and performed their duty as a shepherd in the village culture that cared only for the economic value of animals. Although they frequently encountered concepts that were foreign to the village culture (e.g. traffic lights, medians, overpasses, and underpasses), they were unable to obtain satisfactory information from textbooks or their teacher and apply it to their lives (e.g. when they asked how animals could cross traffic light points).

The limitations experienced in other ethnographic studies are also partially valid for this study (Bilgili, 2016; Negis Isik, 2010; Ozoglu & Turan, 2015; Tas, 2010). The research is limited to the cultural structure of only one village. Researching rural areas may also cause various difficulties stated by some other researchers (Cakmak, 2005; Gunes, 2013; Ince, 2012; Ozdirek, 2011; Ozyurek, 2004; Yavas, 2007). The researcher's having the identity of the "teacher of the village" and at the same time being a student in a village primary school in his past educational life eliminated most of these limitations. This enabled the phenomenon "being a student in a village primary school" to be studied in depth with the perspectives of that culture from an ethnographical view.

The study revealed that cultural understandings affect many areas, students, and the life experiences of the village. It also deeply affect the status of being a student.

Suggestions

With the cooperation of the Ministry of National Education and the Ministry of Food, Agriculture and Livestock, training can be given to families and students in villages. The way to the transition from primitive agriculture and animal husbandry to more professional ones can be paved. It can be ensured that a veterinarian and agricultural

engineer are brought together with the students at village primary schools at different times a month.

The pilot province implementation can be effective in the decisions made by the Ministry of National Education on many issues. The same implementation can be applied to village primary schools under the name of “pilot village”. In this way, village specialities can also be taken into account.

There is a need for an educational approach in which the students in villages can learn how to do agriculture and animal husbandry. Introducing the latest technology systems in gardening and animal husbandry to students may be more beneficial for students, their families, and the country’s economy.

Village life can be integrated with the education in the village. For this, a suitable coursebook and a teacher for the village can be selected. For example, students learn in their lessons the harms of tablet PCs which they have never used, perhaps never seen in their lives.

If the students in the village continue their education in the departments related to agriculture and animal husbandry within the scope of positive discrimination, offering additional points can make both students and parents more eager for education.

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Improving Special Education and Inclusion Course in Primary Mathematics Teacher Education Program

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Abstract: This study aimed to improve special education and inclusion courses given to pre-service teachers in a primary mathematics education program at a university in Turkey. The aim was to enhance their knowledge and skills and present solutions to problems occurring in courses given during the term and changes in the sense of efficacy of pre-service teachers. For this purpose, the research used qualitative and quantitative data collection methods based on the action research method. Shorter course duration and intense content were among the most important problems faced by the instructor. The course curriculum was adapted in line with the needs of primary school mathematics teachers. It was aimed to increase the effectiveness of teaching by providing a variety of materials. Pre-service teachers had the opportunity to gain experience working with special needs students by teaching them origami shapes in the special education and inclusion course. The data obtained from the scales at the end of the process revealed that teachers' sense of efficacy showed improvement regarding inclusion. Pre-service teachers were pleased to have such a course and offered suggestions to the course instructor. Based on the findings, the elements for improving this education are discussed, and suggestions are presented.

Keywords: Teacher training, inclusive education, special education, inclusion, students with special needs.

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Introduction

The most recent consensus as far as education is concerned is the idea that equality in education is a fundamental human right, and the effective implementation of this right lays the foundations for a fairer society. To that end, the concept of diversity comes to the fore instead of differences. The entry into force of diversity-oriented legal regulations has increased emphasis on the necessity of students with special needs to be educated alongside their peers displaying normal developmental stages based on their individual requirements (Florian & Camedda, 2020; UNESCO, [2017, 2020]). This should begin with inclusive education systems.

Services provided for children with special needs by teachers in the field implement an inclusive education system possible. Although developments in the law and the increase in the number of students benefiting from inclusive education demonstrate that inclusion practices have become widespread, one of the significant factors determining the success of the inclusion practices is the quality of teachers (UNESCO, 2017). Skills and attitudes of teachers toward students with special needs in inclusive education environments are also among the factors that determine the success and effectiveness of inclusion practices (Ahsan et al., 2013; Ballone & Czerniak, 2001; DeSimone & Parmar, 2006b; Mahat, 2008; Patkin & Timor, 2010; Subban & Sharma, 2005). Separating or rejecting students with special needs arises from teachers' lack of knowledge and skills about these students (Patkin, & Timor, 2010). Pajares (1992) suggested a relationship between teachers' knowledge and beliefs and that teaching ability is affected by these beliefs. Beliefs develop in the early stages of an individual's career, and it is not easy to change them later. For this reason, pre-service teachers should acquire the attitude and knowledge level to teach inclusion students during their training (Ahsan et al., 2013). A study conducted by Avramidis and Norwich (2002) between 1986–2000 regarding teachers' attitudes toward inclusion revealed factors affecting teachers' attitudes. One of these factors is training for individuals with disabilities.

Although the literature (e.g., Ozokcu, 2019; Akman et al., 2018) revealed that teachers had shown a more positive attitude toward the concept of inclusion since 2000, it is also seen that teachers have problems with inclusion practices; therefore, they stated that inclusion practices are not efficient (DeSimone & Parmar, 2006b; Leung & Mak, 2010; Patkin & Timor, 2010). Problems faced by teachers in the inclusion practices were defined as adapting the program content to the student level, choosing appropriate teaching methods and techniques for students with special needs and typically developing students, coping with behavioural problems, spending more time to deal with students with special needs, lack of comprehensive knowledge about the education of individuals with special needs, and lack of management support (Leung & Mak, 2010). Sharma and Nuttal (2016) suggested that, although the research reveals that teachers show positive attitudes toward inclusion, success is low

within the scope of inclusion practices. When the factors that affect teacher attitudes toward inclusion were examined, contact with individuals with special needs and type and amount of training they received was found to be predictive (Forlin et al., 2014; Jordan et al., 2009; Sharma et al., 2008; Sharma & Nuttal, 2016).

Research on training teachers to carry out inclusion practices revealed a general framework and presented data to teacher training institutions. Although it has been shown that courses given to pre-service teachers regarding inclusion or education of children with special needs have shown improvement toward their attitudes, they stated, after graduation, that this course was not effective (DeSimone & Parmar, 2006b); therefore, more qualified courses about inclusion were suggested (Sharma & Nuttal, 2016).

With a particular focus on training teachers who can effectively educate children with various needs within the scope of inclusive education, teacher competencies in inclusive education and how to train teachers equipped with such competencies have been significant research topics in recent times (Florian & Camedda, 2020). The study, titled "Teacher Professional Learning for Inclusion Literature Review", conducted by the European Agency for Special Needs and Inclusive Education (2019), deals particularly with the steps of initial teacher education. It clarifies the essential skills, knowledge, understanding, attitudes, and values teachers need, from pre-primary to secondary school teachers for inclusion. It emphasises what teacher competence should be and which qualifications teacher educators should have. UNESCO (2020) in the Global Education Monitoring Report points out the importance of preparing all teachers to teach students. This report offered recommendations to prepare pre-service teachers for inclusion. In the general sense, assessment of these recommendations usually includes consideration of a practical aspect in lessons and their theoretical dimension, the education of teachers through feedback within the scope of practice sessions, and the revision of existing teacher training curricula, considering inclusion.

Guðjónsdóttir and Óskarsdóttir (2020) underlined the need for universities and schools to collaborate, highlighted the consideration that teachers should not be responsible for inclusive practices on their own, and, to that end, emphasised that managers, teacher educators, and researchers must establish common dialogue and collaborate. Based on these suggestions, the aim is to improve the content of a course offered in a faculty of education department in Turkey to prepare prospective teachers for inclusive education and train these teachers in this regard.

In Turkey, teacher education is undertaken at faculties of education in the form of four-year bachelor degree programs. There are nine different departments under faculties of education for training teachers at the pre-school, primary school, and high school levels. The four-year curricula of faculties of education are drafted by the Council of Higher Education (CHE). In 2017, at the end of the studies conducted with the Ministry of National Education (MNE) and the Council of Higher Education (CHE), the departmental curricula of faculties of education were revised. The total number of credits in undergraduate programs range between 140 and 150. Courses taken were

classified under the titles of subject-specific knowledge, professional knowledge, and general culture courses. All departments have the two-credit mandatory course titled "Special Education and Inclusion" under professional knowledge. CHE sends universities the chapters concerning the content of this course.

In Turkey, relevant action has been taken, and new laws and regulations have adopted this approach. However, it has been observed that teacher practices do not necessarily adopt the inclusive education logic and that there have been some practical problems (Akdag & Haser, 2016; Sakiz et al., 2015). Considering that teacher attitude and competence are important factors in inclusion practices, the most important question, in this case, is "How can we qualitatively train general education teachers about inclusive education in a lesson and in a short time?" Thus, the main questions of this study were determined as "How can the content of the special education and inclusion course, for primary school mathematics education students in Turkey, be improved?" and "How can pre-service teachers gain skills in inclusion practices better?" This study aimed to include the information and practice in the special education and inclusion course, present the problems encountered, and provide solutions. These solutions were aimed to improve the quality of special education and inclusion courses. For this purpose, the following questions were asked:

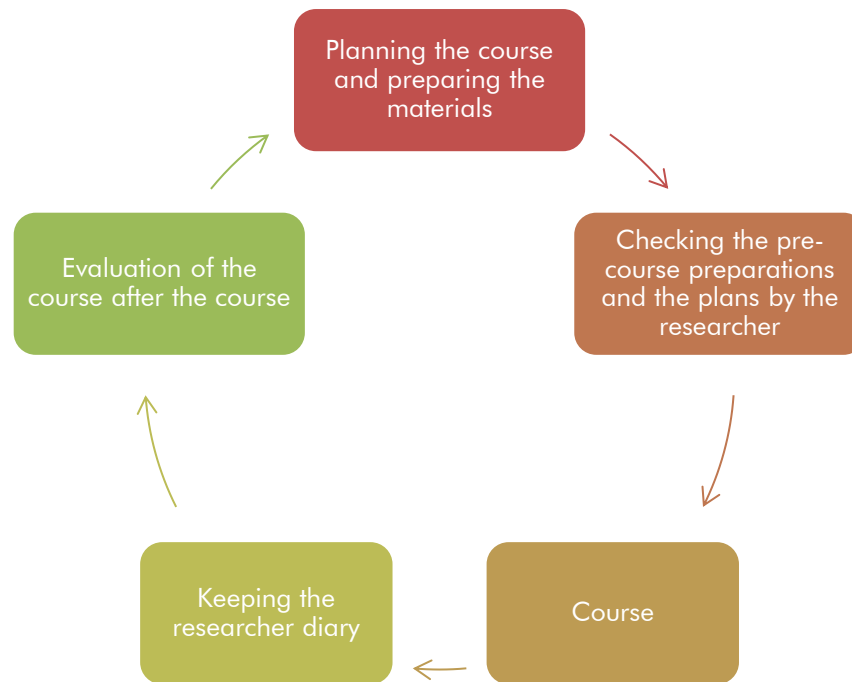
- How can the special education and inclusion course content for primary school mathematics education students be improved?
- What kind of problems are encountered in special education lessons in elementary mathematics teaching?
- How can these problems be resolved?
- What are the opinions and suggestions from pre-service teachers about improving the special education and inclusion courses?
- What is the difference between pre-service teachers' perceptions of inclusion before and after this lesson?

Method

This study was designed as action research to improve the content of the special education and inclusion course given in primary mathematics teacher education and to identify and solve problems encountered in the course. Action research, also referred to as teacher research, is defined as a research method involving the researcher's awareness of a problem in practice, developing suggestions for solving the problem, examining the efficiency of the solution, and the process of improving the situation (Mertler, 2012; Mills, 2005). It was aimed to improve the course content by using quantitative and qualitative data and to help pre-service teachers studying in the department of mathematics teaching gain the necessary knowledge and skills for educating individuals with special needs.

Figure 1.

Weekly Cycle



Considering this cycle, the researcher conducted lectures for 12 weeks. Upon encountering problems regarding the plan they created at the beginning of the semester, they developed action plans to solve these problems.

Research Setting

The research was carried out in a classroom of the education faculty building of a public university. The classroom is located on the first floor of the two-storey building with student classrooms and has a capacity of 72 people.

In addition, the applications of pre-service teachers who took part in the research activities were carried out in the special education unit of the special education department. The special education unit was an 80 m² class on the ground floor of a two-floor building. A computer and a computer desk was leaning on the left wall. There was a large bookcase/material cabinet on the right wall of the room, there were two round tables in the corners of the room, and there were two bean tables and five chairs in the middle of the room. Applications were carried out on one of two bean tables.

Participants

Researcher

The author, working as a lecturer in the special education department of a public university for 10 years, participated in this study as a researcher. For the past five years, she has been teaching various courses in the Department of Education of the Mentally Disabled. In addition, she carried out the special education course in the Department of Guidance and Psychological Counselling for three semesters and the Special Education course in the Department of English Language Teaching for one semester. The researcher has designed studies using qualitative research methods. She also has experience in conducting action research. The researcher gave lectures in the role of participant-observer and transferred her observations and thoughts to the researcher's diary. In addition, she monitored pre-service teachers' teaching and gave feedback, developed semi-structured interview questions, conducted interviews, and organised and analysed data.

Pre-service teachers

Other participants in the research are pre-service teachers. Forty-five pre-service teachers attending the special education course in their seventh semester during the 2018–2019 academic year fall semester at the Primary School Mathematics Education Department participated in the study. Thirty-eight of the pre-service teachers are women; seven are men. Their ages range from 21 to 23.

Students with special needs

Origami applications, in which pre-service teachers teach origami shapes, were carried out with three students with special needs. The first student is an eight-year-old boy with a learning disability. He attends the second grade of public primary school, and he receives support training from the department of special education at the university. The second student is a 15-year-old boy with Down's syndrome. He attends the second grade of special education middle school. He also receives support training from the rehabilitation centre and department of special education at the university. The third student (a seventh-grade inclusion student with special needs) is a 12-year-old girl with mild intellectual disability. Informed consent was taken from their families.

Participation of individuals with special needs has emerged in line with the weekly action plans of the research. These three students were selected because the accessibility of the students studying at the special education unit of the special education department has been more convenient. At that time, it was limited to three students with special needs who received training from the special education unit of the special education department at the university. The students' participation hours were determined according to their school hours and the availability of the pre-service

teachers. Therefore, five groups worked with the first student, four with the second student, and four with the third student.

Data Collection

Qualitative and quantitative data were used in the research.

Qualitative data

Qualitative data were obtained from process products, researcher diaries, and semi-structured interviews. Process products are various products developed by participants or researchers during the research. The performances of pre-service teachers were measured with various assessment tools in this course. The knowledge and skills related to the course were evaluated five times as midterm, two quizzes, one homework, and final within the scope of the university's evaluation standards.

Products of the activities were carried out in two quizzes formed the process products of the research. In the first quiz, pre-service teachers formed 13 groups ranging from three to five participants. The teachers taught students with special needs mentioned in the participants' section to create a pattern within the content of the origami activity. Pre-service teachers taught an origami shape to a participant student. The group carried out the applications, and the application from each group was video-recorded.

Each student was asked to express their feelings and thoughts regarding the origami activity in the second quiz. Students wrote down their feelings and thoughts about the activity in one or two pages during one lesson and gave them to the researcher. The pre-service teacher did not know that this activity would be graded as a second quiz while writing the report.

Developed IEP forms as homework, documents of midterm and final were not used as research data. The researcher's diary is another data source used in the research. This diary provides information about the research steps, but it also functions as a work plan. It is defined as the records through which researchers comment on their practices (e.g., observation, interview, etc.) (Mills, 2003). The researcher used the diary to report on the topics taught in the course, students' participation in the course, questions, and observations related to the activities.

The semi-structured interview form was developed to obtain opinions and suggestions from pre-service teachers about the special education and inclusion course they attended for a semester. The form had five questions: (1) What would you say about the special education lesson taught last semester? (1a) What were the situations that interested you in the lesson? (1b) What were your difficulties in the lesson? (2) What would you say about interacting with a student who progressed differently within the lesson? (3) What are your opinions and suggestions about the course process? (4) If you have an inclusive student in your class when you are a teacher, how could you use

the information you get from this lesson? (5) When comparing the lesson before and after, have there been changes in your thoughts about students with special needs? If so, what kind of changes have happened?.

Semi-structured interviews were carried out during the spring semester (after the grades of the course were given) via a typical case sampling method with a total of eight pre-service teachers (three of the students with the highest score, two of students with an average grade, and three of students with a low score). The shortest interview lasted seven minutes; the longest interview lasted 17 minutes. The average duration of the interviews was 13 minutes. The interviews were audio-recorded.

Quantitative data

The teachers' sense of efficacy scale (TSES) and teaching mathematics in an inclusive setting survey (TMIS) were used to determine the change in the inclusion practices and mathematics teaching competencies of pre-service teachers during the improvement studies carried out with the action research method for one semester.

Hollender (2011) developed the TSES to determine teacher efficacy in inclusion applications. Meral and Bilgiç (2012) performed Turkish adaptation, validity, and reliability studies of TSES, which included 24 items under one factor. The highest and lowest scores to be obtained from the 5-point grading scale (1 = I can never do it; 5 = I can certainly do it) include 24 items. The highest possible score is 24; the lowest possible score is 120. Cronbach's alpha (α) internal consistency coefficient for the scale was calculated as .94. The criterion-related validity correlation coefficient of TSES was calculated as $r=.83$ ($p<0.01$).

The TMIS, developed by Aerni (2008), is a 12-item scale that measures teacher efficacy in mathematics teaching to children with special needs in inclusion settings. Meral and Takunyacı (2016) performed Turkish adaptation, validity, and reliability studies of the TMIS. Respondents were asked to score on a 9-point Likert scale (1 = never; 9 = quite much).

Data Analysis

Analysis of qualitative data

All data consisting of video and transcriptions of audio recordings obtained and process products were transferred to the NVivo 10 program. Table 1 below shows research questions and data collection methods used to answer them.

Table 1.*Research Questions and Data Collection Methods*

Research questions	Data collection methods
How can the special education and inclusion course content for primary school mathematics education students be improved?	Researcher diary Literature review Researcher diary
What kind of problems are encountered in special education lessons in elementary mathematics teaching?	Video records Semi-structured interview
How can these problems be resolved?	Written documents expressed by the students about the origami activity
What are the opinions and suggestions from pre-service teachers about improving the special education and inclusion courses?	Semi-structured interview
What is the difference between pre-service teachers' perceptions of inclusion before and after this lesson	Teachers' sense of efficacy scale Teaching mathematics in inclusion setting survey

The semi-structured interview data were analysed via the content analysis method for research purposes. As a result of the semi-structured interviews with pre-service teachers, the data indicated answers to the research questions. The codes, which were not initially aimed at the researcher but were later considered important findings, were obtained. In the first analysis, 25 codes were obtained. In the second analysis, these codes were reduced to 12 codes, some of which were thought to serve the same purpose. Later, themes and subthemes were created from these codes.

The researcher diary was used as field notes. The researcher diary and process products were analysed as a second file in NVivo 10. These data were analysed via content analysis. In line with the data analysis, themes were created as follows: (a) editing course content, (b) combining the content expected in the course with the field of mathematics, (c) materials used to give the course content effectively, (d) problems encountered in the course.

Analysis of quantitative data

Pretest results obtained from 45 students were stored by giving numbers to each student. Post-test data were obtained by considering the codes determined after the application. The two scales were determined to be invalid, and the analysis was based on the data of 43 pre-service teachers. The data were entered into the SPSS 21 program, and a paired sample t-test was performed to discern the differences between the pretest and post-test scores obtained from TSES and TMIS.

Validity, Reliability and Ethics

Guba's criteria for the validity of qualitative research are credibility, transferability, dependability, and confirmability (Gay, Mills, & Airasian, 2006, p. 405; Mills, 2003, p.78). The researcher has done prolonged participation for 12 weeks for the credibility of this study. In addition to this, triangulation was used. Data from various data sources, e.g., observation, researcher diary, semi-structured interviews, process products, were obtained and analysed in the research process. The researcher tried to give detailed descriptions such as course content list, settings, and the process for transferability. For dependability, methods (use of scale, semi-structured interview, etc.) were overlapped. For semi-structured interview questions, expert opinions were received from three experts who studied special education and qualitative research. For the content list, views of two experts in the department of special education were received. Various data were gathered together and supported each other; thus, confirmability was provided.

For the reliability of the research, the researcher worked in line with the measures and recommendations outlined in the literature (Gay et al., 2006). In the process of analysing the semi-structured interviews, (a) three of the audio recordings were randomly selected and listened to by a master student; ensuring control; (b) a reliability study was conducted with a research assistant, who is doing a doctorate in special education and has studies on qualitative research. Three randomly selected interview texts with the theme and subthemes created with the NVivo output were shared with the expert. The expert was asked to find the themes and subthemes specified in the text by reading these texts. In addition, experts were asked to examine the theme and content compatibility of the interview sections under the theme and subthemes. After these examinations, the researcher and expert came together and made comparisons. There was no disagreement between them. For the reliability of other data, a research assistant was asked to find the themes and subthemes by taking into account the researcher's diary data. There were few disagreements between them. They gave the final form of the themes after discussion.

Before conducting the semi-structured interviews, pre-service teachers were informed about the research process for informed consent. Approval was obtained from the parents of students with special needs. Pre-service teachers and students' personal information was not included in the study. The research was carried out with the approval of Sakarya University Ethics Committee No. E-61923333-050.99-60519.

Results

Editing Course Content

Improvement efforts for the special education and inclusion course in the Department of Elementary Mathematics Education, the main purpose of the research, continued before the semester and during the course. The course content was carried out in line

with CHE's Elementary Mathematics Education Program, which was put into practice in 2017. The course content consisted of children with special needs and special education, developmental disabilities, intellectual disability and autism spectrum disorders, learning difficulties, hearing disabilities, language and speech disorders, emotional and behavioural disorders, visual disabilities, physical disabilities, gifted students, inclusion, early education, and family education. For the special education and inclusion course, lasting two hours a week for 12 weeks, the content proved intense; further, the author planned to give wide coverage to subjects that are considered to be a priority for primary mathematics teachers and to cover the subjects they may encounter less (multiple deficiencies, moderate and severe intellectual disabilities, etc.) superficially without elaborating. The topics presented to pre-service teachers, the tools used, and the timetable are presented in Table 2 below.

Course subjects were covered in the order listed in Table 1. While listing these topics, the author has benefited from some textbooks (Baykoc, 2015; Cavkaytar, 2013; Diken, 2008). She has also taken into account her experiences in special education courses she has given in previous years. In this study, three textbooks written in Turkish under the title of "Special Education" and a Turkish textbook (Ari & Sonmez Kartal, 2018) named "Introduction to Special Education for All Teaching Programs" were used. When the content of the books was examined, it was seen that the first subject was the explanation of the concept of special education. The author included the concepts related to special education and content related to the history of special education as the first subject in terms of introduction. The contents of the books have been different since the first issue. In a resource, after mentioning the personnel-family cooperation issues in special education in a source (Cavkaytar, 2013), the titles related to the types of disability were listed. In another resource (Diken, 2008), educational evaluation, IEP, inclusion, and family education issues were discussed after the concept of special education, and the types of disability were included later on. A similar order was also observed in other sources. After the author examined these content outlines and considering her experience in teaching special education courses in different departments in previous years, she has altered the order of subjects, time, and content intensity without changing the content determined by HEI. Another factor that affects these changes is the department where the course is given. It was suggested that subjects such as adaptation and IEP should be examined, emphasizing emphasizing that mathematics teachers are more likely to encounter within the context of inclusion. According to the suggested content, the author has not covered language and speech disorders as a weekly subject but in increasing communication skills within the autism issue. In addition, in the same week, she has processed some topics (for example, individuals with attention deficit and hyperactivity disorder and emotional and behavioural disorders) and added new topics. She explained the question "How to develop IEP by allocating a separate week for the subject of IEP given in the subject of inclusion?" via the sample IEP template. Pre-service teacher 2 (PT2) further stated that "the homework given in IEP was good, in fact, more or less; after all, when a child comes across, we will not know about it, however at least we have learned it, I mean we have learned how to look where."

Table 2.

Weekly Subjects of Special Education and Inclusion Course

Weeks	Subjects	Materials Used
1. Week	What is special education? History of special education	<ul style="list-style-type: none"> • PowerPoint presentation
2. Week	Individuals with intellectual disabilities	<ul style="list-style-type: none"> • PowerPoint presentation • Video about adult individuals who acquired a profession • Video recorded during the researcher's work with a student with intellectual disability
3. Week	Individuals with learning disabilities	<ul style="list-style-type: none"> • PowerPoint presentation • Lecture notes about the topic of dyscalculia from a learning disabilities book • Examples of activity work related to the Turkish and mathematics course of a child with dyslexia
4. Week	Individuals with autism	<ul style="list-style-type: none"> • Video of the student with dyslexia who the researcher worked with • PowerPoint presentation • Videos of a student with autism disorder when carrying out activities based on applied behaviour analyses (ABA)
5. Week	Gifted individuals	<ul style="list-style-type: none"> • Powerpoint presentation • Article titled "Problem-Based Learning in Teaching Mathematics at the Science-Art Centres" http://www.tuzyeksav.org.tr/wp-content/uploads/2015/09/boran-ali-ihsan-aslaner-recep-bilim-ve-sanat-merkezlerinde-matematik-ogretiminde-probleme-dayali-ogrenme.pdf
6. Week	Individuals with visual and hearing disabilities	<ul style="list-style-type: none"> • PowerPoint presentation • Materials written in Braille alphabet • Interview conducted with an individual with visual disability
7. Week	Individuals with attention deficit and hyperactivity disorder Individuals with emotional and behavioural disorders	<ul style="list-style-type: none"> • PowerPoint presentation • Video sections of students with emotional and behavioural disorders
8. Week	Behaviour change methods and techniques	<ul style="list-style-type: none"> • PowerPoint presentation • Video showing the change in the student before and after the ABA-based application • Reinforcement table • Reinforcement box which has several favourite foods for a student
9. Week	Inclusion	<ul style="list-style-type: none"> • A video prepared by Tohum Autism Foundation Special Education School https://www.youtube.com/watch?v=fcAUuP3z5Ew • A video recorded by the researcher on inclusion
10. Week	IEP (Individualised Education Plan)	<ul style="list-style-type: none"> • PowerPoint presentation • Individualised education plan sample/template
11. Week	Early education and parent education	<ul style="list-style-type: none"> • PowerPoint presentation • Video showing early education practices for a 2-year-old girl with Down's syndrome • Interview about the difficulties experienced by a mother of a child with autism spectrum disorder
12. Week	Watching videos of origami activities	<ul style="list-style-type: none"> • Video sections from the practices of 15 group

Whether students with special needs or typical development, classroom management skills are among the first situations that pre-service teachers have difficulty with in general. It was observed that the most frequently reported problem for teachers who have inclusion students is classroom management (Ahsan et al., 2013). In addition to the proposed course content, increasing positive behaviour and reducing disruptive behaviour techniques were given in the form of a summary of the applied behaviour analysis (ABA) course, which was given over a period in the field of special education. Videos were also shown on how students' behaviours can change when appropriate behavioural techniques are used. This content list was presented to two experts from the special education department, and their opinion was received.

Combining the Content Expected in the Course with the Field of Mathematics

After arranging the course content for primary school mathematics pre-service teachers (i.e., the target audience), the importance of associating the content with the field was considered. In this regard, the researcher examined the curriculum according to the classes to give appropriate examples about the subject that she will present the day before and used examples from the curriculum subjects that the students have mastered. When the teacher received information about their own fields, it attracted the students' attention, and they better understood the subject. PT6 stated at the end of the lesson that "It was firstly focused on our target audience because we will be a math teacher," showing that this situation attracts the attention of pre-service teachers.

In the first quiz, the researcher asked pre-service teachers to teach origami to a student with special needs. In this stage, pre-service teachers had the theoretical knowledge, but they also had experience communicating with individuals with special needs in line with this information. One pre-service teacher (PT3) commented: "Professor, Sir, Miss, it was very good, for example, origami. You know, because we had so much fun." Another pre-service teacher (PT5) said, "I already warmed up after that origami. Because hearing is different, the feeling is different. When you feel it, it becomes more permanent. I mean, now I know not only theoretical information but also I know its characteristics better because I practised it," referring to the benefits of interaction with an individual with special needs.

For example, during the week of training gifted individuals (19.11.2015), the author asked pre-service teachers to read the article "Problem Based Learning in Teaching Mathematics in Science and Art Centers" at the end of the lesson. Although pre-service teachers were initially reluctant, they noted that the article was related to their fields and discussed it in the classroom. The author wrote her observations about this situation in the researcher diary as follows: "At the end of the article, there were examples of questions that could be directed to gifted students. We talked about that section. It attracted a lot of attention. They even asked me to ask us such questions in the exam. Many of them tried to solve the questions. That was nice. I feel that it should be made sure that students are not taught about anything detached from their own

fields while explaining special education. Indeed, they should be felt how effective they are in this field" (Researcher Diary, p. 5).

Materials Used to Give the Course Content Effectively

The researcher diversified the tools and resources used while teaching. Resources used for this purpose are books on the field of special education, PowerPoint presentations, the researcher's own practices or videos of the practical examples related to the subject, academic articles related to the subject, symbol reinforcement table, food reinforcement box, texts written in the Braille alphabet, and assistive technology applications used by individuals with visual disabilities. A list of resources and materials used for the subject covered each week is presented in Table 2 above.

Problems Encountered in Special Education and Inclusion Courses Conducted in Elementary Mathematics Education and Solutions

The study is focused on improving an existing situation via the nature of action research and resolving problems that arise during the improvement process. The author enriched the content, resources, and materials in terms of course quality in this process. However, problems were encountered in this process. These were; (a) limited time and intense content for special education and inclusion course, (b) attitudes of pre-service teachers towards inclusion, (c) Obvious mistakes made by pre-service teachers in origami activities (d) difficulties experienced by the instructor.

The first of which are the limited duration and intense content of the course. Because the subjects were more intense in some courses, these were postponed to the next week. The researcher stated this in her diary as follows: "Although I explained quickly in the last lesson, I was able to explain only the intellectual disability. It is really challenging to have two lessons and then to have another lesson immediately. The students get bored when the lesson is blocked as two hours, and when they take a break, it becomes 40+40. I am worried that all subjects will not be covered. The question of how I can teach a lesson with a lot of content in a way to be useful for them always appears in my mind" (Researcher Diary, p. 1). The researcher resolved this problem by presenting the lecture notes (article, electronic article, book section, etc.) about the subject before the lesson, preparing for the lesson, adapting it to the subject of a mathematics lesson, and watching the video in the following weeks. The students expressed this limitation in a semi-structured interview. For example, PT2 stated this limitation as "we could actually talk about what can be done with mathematics gainings. We could come up with more different ideas like that in the lessons, but the lesson time was too short, and it was only enough for us to understand the subjects. "

Another problem faced during the course process was that pre-service teachers stated that inclusion students might prevent the development of other students in education environments. However, they have positive thoughts about the need to integrate them

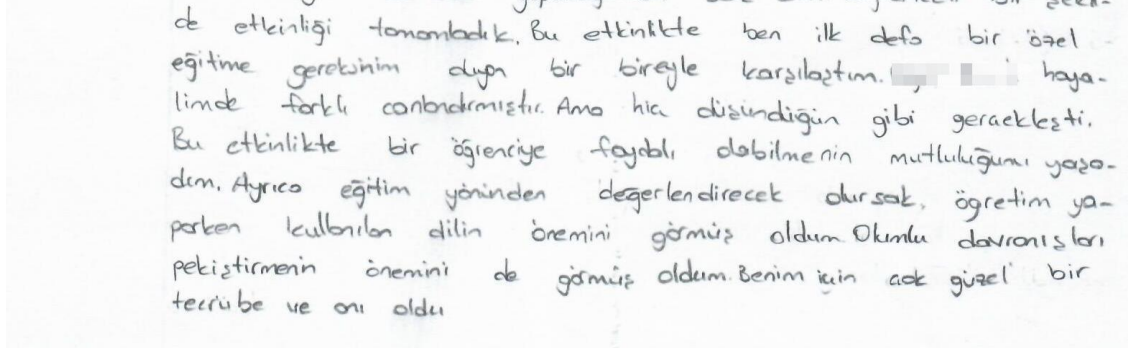
into society. In the process in which the researcher participated in an interactive lesson, pre-service teachers stated that they would be unable to improve their inclusion students. However, time will be stolen from students who demonstrate good performance. The researcher frequently wrote in her diary, which shows this situation in different weeks. For example, on November 5, 2018, the researcher wrote, "That made me surprised and angry when the student named Ahmet said that 'It is wrong for this student to be in such a class. Other students are also getting negatively affected.'" The researcher noted another student response: "A student, but even if she takes five minutes, she will still have taken it from other students' time." Although students' attitudes seemed positive, it is seen that this situation is perceived as impossible for them when it comes to application. The researcher thought it would be positive to combine the origami study with mathematics, considering that the experience of pre-service teachers with individuals with special needs can eliminate negative thoughts.

For this purpose, it was aimed that pre-service teachers form a group and practice with students with special needs who receive service from the special education unit. It was thought that their experience could cause a positive change in the perspectives of pre-service teachers about inclusion. Students and working hours were determined for pre-service teachers. The pre-service teachers stated that they took origami as an elective course at that time. With the suggestions of the lecturer, they took the origami course, and each group determined the shape to be made with origami, such as tulips, dogs, hearts, etc., according to the level of the student with special needs. The course lecturer evaluated the origami shapes suitability considering the special needs students level. Education in the special education unit was carried out in line with the determined hour and under the observation of the lecturer. It was observed that the pre-service teachers' attitudes positively changed according to the documents in which they conveyed their feelings and thoughts and were graded as the second quiz study. They stated that the students they work with are not much different from the normally developing children and do the origami stages very well. For instance, a pre-service teacher wrote down her experience as follows:

Arkadaşımız uygulamayı yaptırdı. Tekrarlamasını istediğimizde hiç bir basamağı atlamadan yapabildi. Buna çok şaşırırım. Bu şekilde en yavaşlarımı yitirmişim söyleyebilirim. Bu durumdaki öğrencilere nasıl iletişime geçeceğim konusunda tecrübe kazandım. Öğrencilerinizle ilgilenmek ve öğrettikleriniz şey hakkında geri dönüt alabilme konusunda mükemmel bir duygu.

Our friend conducted the activity. When we asked the student to do it again, she did it without skipping any steps. We were so surprised. I can say that I have broken down my prejudices this way. I experienced how to communicate with students with special needs. It is great to show interest to your students and get feedback about what you are teaching.

Another pre-service teacher has noted her observations as follows:



It was the first time that I met a student with special needs in this activity. I had imagined the student differently. However, it didn't happen as I thought before. I had the pleasure of being useful to a student in this activity. I also saw the importance of the language used in terms of education. I've also seen the importance of reinforcing positive behaviour. This was a very good experience for me.

The researcher expressed her observation regarding this situation as follows:

"A pre-service teacher said that students they studied together had learned very quickly; she had no problems. I also stated that there is prejudice against students when intellectual disability is mentioned. They can teach that they are at this level when they have students with intellectual disabilities in the future. They were very surprised. I think it is a very good attitude study. Let's see what awaits us at the end of the term" (Researcher Diary, p. 7).

During these practices, although pre-service teachers were not expected to have the methods and techniques in special education, it has been observed that they also experience limitations in the basic skills that need to be considered in the teaching profession in general. These limitations can be listed as student-teacher placement while teaching, tips provided at teaching stages, and feedback given by the pre-service teacher regarding the wrong and correct responses of the students with special needs. When the applications of the pre-service teachers were observed, it was determined that the pre-service teachers did not sit in the same direction with the student during teaching, so they could not be effective for the student (Confusion due to sitting in the opposite direction). An example of this situation is presented in Figure 2 below. The lecturer gave feedback referring to the practices of the students who were doing the activity in the classroom during class time. It was stated that students who have not practised the activity yet should pay attention to this situation and consider this situation in their teaching experiences. In the next application, the teacher candidates made sitting arrangements as in Figure 3 below.

Figure 2.

Example of Wrong Placement of Teacher and Student in an Origami Activity



Figure 3.

Example of Correct Positioning of Teacher and Student

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Pre-service teachers have had reactions such as “No, it is not!” “No, no, not!”. The instructor stated that, with negative reactions, pre-service teachers should repeat the step or ignore it and continue with the next step. Also, it was determined that the pre-service teachers did not reinforce it when the students with special needs performed the skill steps. Verbal reinforcement such as “Well done, good!” was suggested. Regarding this situation, the researcher noted the following in his diary: “I told the students how they should reinforce students' positive rather than negative behaviours, they said “no, it is not” when the student could not do origami practice, but they did not reinforce it when the student achieved the step correctly. Pre-service students said they didn't notice this situation” (Researcher diary, p.9).

Another problem encountered in this process was reaching students with special needs for the origami activity and planning the work of pre-service teachers and students with special needs. Since there is a special education unit at the university, we have worked with students with special needs who receive education here. Determining the suitability of the students coming to the unit, the suitability of the pre-service teacher and determining the mutual time and following the scheduled activities required the instructor to work overtime. The researcher stated that “First of all, we determined the groups, then determined the student they will work with, and the appropriate time conditions. It was very tiring for me to determine the suitability of the two parties and place them on a convenient time slot” (Research diary, p.5). In another statement, the researcher noted that “the instructor of another lesson could not do the fifth group activity today because he gave a make-up lesson.” (Research diary, p.6). She noted in her diary that determining the dates of activities, postponing and re-dating in a situation caused by students with special needs or pre-service teachers have been a source of extra effort in the course.

What are the Opinions and Suggestions of Pre-service Teachers for Improving the Special Education and Inclusion Course?

Opinions and suggestions of pre-service teachers regarding the special education and inclusion course, which were carried out for one semester, were received. The pre-service teachers stated they were satisfied with the content and how lessons were covered because the special education and inclusion course was a different subject than mathematics. Themes and sub-themes were created by analysing the data obtained from semi-structured interviews.

Table 3.

Theme and Sub-themes Obtained from Semi-structured Interview

Themes	Sub-themes
Course presentation	<ul style="list-style-type: none"> • Methods and techniques used
Contribution of Special Education and Inclusion Course	<ul style="list-style-type: none"> • Topics and situations that are interesting/liked in the lesson • Features of the lecturer • Changes in the perspective on students with special needs
Suggestions for Improving the Course	<ul style="list-style-type: none"> • Contribution of Special Education to the Teaching Profession in General
Course presentation	

Pre-service teachers were asked their opinions on the course. In terms of the methods and techniques used in the course, PT1 stated that “The presentations were good”; PT3 stated, “We were not sticking to the book”; PT4 stated, “We were constantly discussing”; PT7 stated, “It was a different style than the courses taught in the Mathematics Education Department”; and PT8 stated, “The course was not based on memorising,” indicating that they liked the way the course was presented and that it was different from the style they encountered in general.

Videos, related materials, and homework titles under the subtheme of interesting topics and situations were used in the course. For example, PT5 stated about video use, “I was interested in the videos you showed, the videos you recorded during the applications.” PT7 expressed that the videos were interesting and effective: “Teacher, you showed us a school. They were teaching business to children. That school, for example, attracted my attention. He is one of the most memorable parts. You know, they are reintegrated into society like this. They have a job in the society that discarded them.”

In addition to the videos, pre-service teachers emphasised that the materials the instructor brought to the lesson contributed to the understanding and effectiveness of the subject. For example, PT4 said, concerning the materials, “You were giving ladybird stickers when the students achieved something and were giving a reinforcer

according to the number of the stickers." PT8 stated, "What I was interested in in the lesson was the assistive materials made for those with visual disabilities. For example, we had many materials for people with visual impairment in our country, and I did not have this information.

Pre-service teachers also stated that the given assignments contributed to their learning and were both fun and instructive. PT3 stated, "I think the homework you gave was good because mathematics was the intersection of origami and the lesson we took." Similarly, PT2 expressed, "The homework given in IEP was good, in fact, more or less, after all, when a child comes across, we will not know about it; however, at least we have learned it. I mean, we have learned how to look where or a counsellor will call to guide us one day so what will happen," with statements indicating that the homework is instructive and interesting.

It is seen, under the theme of the course presentation, that instructor qualities are also important. Pre-service teachers stated that the sincerity and high motivation of the lecturer affected them. PT2 stated their opinions on this subject: "For example, we take and attend a lot of lessons. But you, my teacher, really wanted to contribute something to us in the lesson"; PT5 similarly said, "You were teaching us from the heart. You know, it would be a shame if we didn't listen."

Contribution of Special Education and Inclusion Course

As a result of the analysis, the findings were given in two subthemes by determining that the special education and inclusion course contributes to the education of students with special needs and the perspective of the teaching profession. When it was analysed regarding the educational perspectives of students with special needs, PT1 stated, "If we did not take such a lesson, we would not know what to do. What is the IEP, what is the program, how will we behave, what are we supposed to do?" PT5 reported, "This lesson added meaning for us. How do we understand Down's syndrome? I think everyone's interest in the lesson has increased." PT7 similarly noted, "I said special education? Is it really the time for this? They had to give us this course in two or three years. Believe me, most of my friends thought so, you know, not because this course is unnecessary ... but after taking this course, our views about this course, what we have to do when we have such a student ... many schemas in our mind have been destroyed. It is a good thing we got the course!" emphasising the contribution of the course. Furthermore, the researcher also noted that "they consult me during the lesson about what to do in the classroom where they have a student with special needs in the scope of teaching practice course" (Researcher diary, p.10). Based on this data, pre-service teachers learned how to behave when they have a student with special needs in teaching practice.

Under the title "Contribution of Special Education to the Teaching Profession in General," it was stated that pre-service teachers had not taken a lesson using the methods and techniques in which the special education and inclusion course was

taught. Thus, their interpretative skills improved with this lesson. PT8 stated that “education lessons are based on a system with memorisation, same in mathematics. But special education has broadened our perspectives too much. In other words, we think about using it even for our own students, for example...”

Suggestions for Improving the Course

When pre-service teachers were asked, “What can be done to improve special education and inclusion course?” four pre-service teachers stated that they did not think the lesson needed improvement. Three pre-service teachers stated that the lesson durations were short, and more lesson hours were needed for this course with such rich content. Two pre-service teachers stated that the fourth grade was late for the course; thus, this course would be more meaningful when given in the earlier years, and they could not focus on the course properly due to their concerns about being assigned to work in the fourth grade. Two pre-service teachers stated that new topics could be added to the teaching practice in the department in line with the course objectives. A pre-service teacher emphasised that the school videos being watched were interesting; thus, the course could be more effective if school visits were organised. In addition, a pre-service teacher asked for more mathematics acquisitions examples during the course.

What is the Difference Between the Preservice Teachers’ Competence Regarding Inclusion Before and After This Course?

The main purpose of this study, designed via an action research model, was to learn how the course content can be improved. However, the results of the two scales were applied to determine how much these improvement applications affect teacher competencies and whether the application during the lesson was effective. A normality test was performed to determine whether the data showed normal distribution.

The normality tests of all measurements, Shapiro–Wilk results, ranged from 0.124–0.766 and were insignificant ($p > .05$). In the kurtosis and skewness coefficients, histograms and Shapiro–Wilk results, the data showed normal distribution in all test measurements.

Dependent Sample T-Test Results

Table 2.

Teachers’ Sense of Efficacy Scale (TSES)

Group	X	Ss	Sd	t	p
Pretest/Post-test	10,674	11,909	42	-5,877	.000

Table 2 above shows the t-test results for comparing the pretest and post-test mean scores for the TSES. As seen, the difference between the pretest mean scores and the post-test mean scores obtained from the TSES scale was found to be significant ($p < .001$). It is also shown that the special education and inclusion course significantly affected teachers' sense of efficacy.

Table 3.

Teaching Mathematics in Inclusion Setting Survey

Group	X̄	Ss	Sd	t	p
Pretest/Post-test	7,837	12,122	42	-4,239	.000

Table 3 shows t-test results regarding the comparison of pretest and post-test mean scores for teaching mathematics in the inclusion setting survey. As shown, the difference between the pretest scores and the group's post-test scores was significant ($p < .001$). It is also showed that the special education lesson was significantly effective on teachers' sense of efficacy.

Conclusion, Discussion, and Suggestions

This study aimed to improve the content of the special education and inclusion course taken by pre-service teachers of a primary school mathematics education program and present problems encountered and related solutions. At the end of this course, however, it was the examination of pre-service teachers' gains. The study conducted by DeSimone and Parma (2006b) on the issues and challenges faced by teachers in inclusion practices revealed that the courses given to teachers about inclusion are not qualified (i.e. only general issues are covered, and mostly the laws are emphasised). In parallel with these findings, Sharma and Nuttal (2016) emphasised that the courses about individuals with special needs should be more qualified in teacher education. In the current study based on this need, it can be said that time limitation affects the course quality. The suggestions of pre-service teachers emphasise the increase of lesson time. Instead of explaining the theoretical information in detail, the researcher made the course meaningful by assigning readings from resources before the lessons and with video and supplementary material support. In this regard, to achieve the goal of inclusive education, one might suggest that relevant content concerning the development of adaptations for students with differing developmental patterns should be used for the course in question and other courses offered within the program's framework.

Another important issue is the quality of special education and inclusion courses in different faculties of education. The researcher/author carried out special education and inclusion courses in the Guidance and Psychological Counselling and English Language Teaching departments, where she learned that improving content according

to the departments is an important factor. Examination of the content of the special education and inclusion courses in education faculties of different universities in Turkey revealed that the content did not differ in terms of the department. As stated in the literature, the information given about special education is important for the pre-service teachers' attitudes toward inclusion practices and to carry out successful inclusion practices. It is thought that this information, which pre-service teachers must obtain, should be transferred in connection with their own fields to be permanent and functional. For example, while the content of special education and inclusion courses given in the pre-school education department should be predominantly based on early education, a primary school mathematics education department should focus on learning difficulties, mild-level intellectual disability or autism, talented students, and adaptations.

Based on this need, "How can the content be improved?" was answered as the first question of the research. Pre-service teachers stated positive opinions about the connection of the subjects with the field of mathematics in the findings. They gained experience working with their own speciality and with individuals with special needs, especially with their origami activity. Further, Anderson and Gumus (2006) emphasised that pre-service teachers should be equipped with content to provide education to students with special needs in their fields. In addition to the adaptation of the course content (i.e. the methods and techniques used in the course), the connection between the course materials and the department was reported as an important factor, according to the pre-service teachers interviewed.

It can be said that providing information to pre-service teachers and providing experience should be a part of this course. Florian and Camedda (2020) supported this finding, i.e. "bridging coursework and practicum experiences is important for strengthen the qualifications of teachers." The study's quantitative findings revealed an improvement in the sense of efficacy of the pre-service teachers. In addition, findings supporting this improvement were obtained from the qualitative data. In this study, pre-service teachers stated that, after interacting with students with special needs, they vanquished their prejudices and got the chance to test their own qualities. Hopkin et al. (2018) expressed that pre-service teachers found studying with individuals with an intellectual disability easier than they thought. These two findings are consistent with each other.

The researcher, through her own means, provided prospective teachers with practice opportunities. Tasks such as identifying students with special needs and obtaining family consent, planning the setting and timing, and drawing up work plans for the prospective teachers entailed an additional workload for the researcher and the provision of the course content. In a practical sense, these roles might seem overwhelming for teacher educators. Therefore, the collaboration of universities and schools might indicate a significant step for teacher education within the framework of inclusive education to simultaneously integrate theory and practice. Guðjónsdóttir and Óskarsdóttir (2020) underlined the importance of university-school collaboration, marking its significance for teacher training.

The author also edited the course content as an introduction to special education and by explaining and experiencing the strategies they can use. Anderson and Gumuş (2006) adapted the topics in the course content; thus, pre-service teachers achieved positive gains for inclusion at the end of the course. Although it is known that the direct instruction method contributes to pre-service teachers in informing students through lecture notes, it was observed that the information could differ from student profiles in terms of being effective and permanent. Further, they were mostly approached by reducing their expectations. However, after the communication started, they were surprised by the students' levels. Nevertheless, due to their teaching practice, it was seen that the course made significant contributions toward observing whether students have special needs. Related research (Hopkins et al., 2018; Lambe & Bones, 2007; Mintz, 2007; Romero-Contreras et al., 2013) supports this finding.

DeSimone and Parmar (2006a) indicated that anxiety in completing a curriculum in secondary schools, major differences between individuals with special needs, and typical development lead to problems adapting gains from curriculums for students with special needs. During the course, pre-service teachers expressed these situations in the lessons. They stated that they conducted a lesson focused on solving more questions by the students with good performance in their teaching practice. With this research, theoretical and practical activities were adapted (IEP development), and pre-service teachers were informed about teaching strategies. Ignoring students with special needs and thoughts of seeing them as obstacles in teaching qualified lessons has been eliminated.

In general terms, it was observed that the course caused a significant change before and after regarding the inclusion skills of the pre-service teachers. Many studies have revealed that teaching attitudes about inclusion have an impact on pre-service teachers' self-efficacy. It also caused a positive change in the sense of efficacy in parallel with the literature (Anderson & Gumuş, 2006; Forlin et al., 2014; Stella et al., 2007; Sharma & Nuttal, 2016). In the present study, not only quantitative data but qualitative data also show that attitudes develop positively. However, it should not be forgotten that these knowledge and skills become meaningful when used in application environments. For this reason, in further research, the first years of mathematics teachers or other second-level branch teachers can be followed; further, the required subjects can be examined, and beginner teachers can be supported. Teacher education programs and special education and inclusion courses can be revised within the determined needs. It may be suggested to develop the contents of special education inclusion courses for programmes of different departments within the collaboration of different departments' educators and to examine the process using various research models.

In addition to these variables, pre-service teachers stated that the instructor carried out the lesson sincerely. It should not be forgotten that the instructors presenting the course also impact pre-service teachers, and they should not forget that the instructors working in the Special Education Department play important roles in teaching special

education in other branches. For this reason, it may be suggested that highly motivated academic staff be assigned to special education and inclusion courses outside the field.

Pre-service teachers also suggested shifting this course to second or third grade. However, the researcher observed that pre-service teachers could quickly transfer learned information to the teaching practice and have more experience with individuals with special needs. The teachers can also consult the instructor who conducts special education and inclusion course at any point when they are stuck in practice. The researcher's observations reveal that teaching this course in the fourth grade can be more beneficial.

Consequently, this study has shown the process of improving special education and inclusion courses and gains of pre-service teachers in a primary mathematics education program. This study indicated that teachers' sense of efficacy showed improvement regarding inclusion, and pre-service teachers gained experience working with students with special needs. The strength of the study is to be supported the findings with a wide variety of data sources. However, the research has some limitations. First, there are no field experts other than the researcher in the research process except expert opinion for the semi-structured interview and the course content list. The second limitation is that origami applications were carried out as a group activity of pre-service teachers and with a small number of students with special needs. For further research, it can be suggested that pre-service teachers study with students with special needs on a one-by-one basis. The performance of pre-service teachers could also be assessed individually.

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Outdoor Social Studies Experiences of Teacher Candidates

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Abstract: This basic qualitative research aims to reveal the meaning of outdoor learning activities experienced by social studies teacher candidates. The study focused on the experiences of teacher candidates using a social constructivist perspective. The study group of this basic qualitative research consists of 16 social studies teacher candidates who took the Special Teaching Methods II course in a state university in the 2018-2019 academic year. The research data were obtained from the semi-structured interview and the observation notes of the researcher. The data were analyzed using the content analysis method. The findings of this study revealed that even just going out of the classroom has educational potential, that outdoor learning facilitates both experiential and participatory learning and creates a more inclusive environment. In addition, in this study, it was found that outdoor learning may develop skills such as problem-solving, critical thinking, perception of space, change and continuity, observation, communication and cooperation which are vital in teaching social studies. Teachers cannot include it in the program without having personal experience in outdoor learning. The prerequisite of all teacher education programs should be learning environments that model the pedagogical expectations of teacher candidates. For this reason, outdoor learning should be accepted and supported as an integral part of the entire school curriculum.

Keywords: Outdoor Learning, Social Studies Education, Social Studies Teacher Candidates


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Introduction

The concept of outdoor learning is a broad and complex one that refers to various educational activities in different settings. Relevant examples are adventure education, fieldwork, nature education, outdoor games, environmental education, experiential and adventure education. Lonergan and Andresen (1988) define “the outdoor” as any place “*where supervised learning can take place via the first-hand experience, outside the constraints of the four-walled classroom environment.*” Outdoor education can begin as soon as students and teachers step beyond the classroom door. It can take place on the school step, the schoolyard, the playground, a nearby park, or other community areas. The outdoor activity may be short-term, as short as five minutes, half an hour, or an hour, or it can include one night in the camp or a week-long experience (Rillo, 1985).

As soon as students and teachers leave the classroom, observation, research, and reflection methods begin to be used in outdoor learning education. Direct observation arouses interest, curiosity, and the desire to explore. Research involves using resources to learn more about outdoor events. On the other hand, reflection provides time for assimilation of what is learned in the sense of understanding and appreciation (Rillo, 1985). In addition, observation in all content areas provides the development of process skills such as classification, inference, understanding, explanation, evaluation, comparison, and data analysis (McEwen, 1996). Outdoor learning activities can provide both space and content to practice these skills. For example, the school garden can provide a space to read a story or provide content to find examples of geometric shapes in nature. Sometimes taking students out of the classroom (space) to do an activity that can be done indoors can increase students' motivation. Taking students outside (content) to sample the number of dandelions in the schoolyard for a goal about probability and sampling can be just as effective as doing it in the classroom. In these examples, both uses of outdoor learning are valid and complement the curriculum (Broda, 2011 p.12). For learning to be meaningful and permanent, students must see the activity as enjoyable. Furthermore, outdoor learning provides the opportunity to test ideas and concepts in the literature in the “real world” of the field and to work effectively in groups (McGuinness & Simm, 2005).

Many teachers may feel that they are not adequately prepared to engage in activities outside of the classroom. Rillo (1985) stated that exploratory learning is the most appropriate method in outdoor teaching. All students should be given a chance to reach the answers on their own. Most of the data needed to answer the questions can be obtained by direct observation using all the senses. Sometimes the question arises whether the time spent outside the classroom is worth it. A growing number of research studies are clarifying that a combination of indoor and outdoor instruction improves achievement. Both teachers and students find an increased motivation due to movement and displacement (Broda, 2011 p.11).

Outdoor learning is ubiquitous in the Nordic countries, Australia, New Zealand, North America, and the United Kingdom. There is growing research interest in the benefits of children spending time in nature in preschool, elementary, and secondary school on learning outcomes (Rickinson, Dillon, Teamey, Morris, Choi, Sanders, & Benefield, 2004; Waite, 2007; Faegerstam & Blom, 2013), physical activity (Mygind, 2007), and social relationships (Mygind, 2009; Scrutton, 2015; Hartmeyer & Mygind, 2016). For example, a recent longitudinal and large-scale study of children attending preschool centers in Norway showed that time spent outdoors during preschool could support the development of children's attention skills and protect them against symptoms of inattention and hyperactivity (Ulset, Vitaro, Brendgen, Bekkhus, & Borge, 2017). In a similar study, it was found that natural environments have positive effects on attention and could be used as a preventive tool against attention deficit hyperactivity disorder (Bourrier, Berman, & Enns, 2018). In addition, it was found that regular access to green spaces in adults was associated with increased physical and psychological relaxation, while access in childhood was associated with better psychological outcomes in adulthood (Ruimtelijk, 2004).

There is substantial evidence in the literature that properly planned and effectively conducted outdoor learning improves students' knowledge and skills in a way that adds value to their daily experiences in the classroom (Rickinson et al., 2004; Higgins & Nicol, 2013; Mannion, Mattu, & Wilson, 2015; Barrable & Lakin, 2020). Outdoor learning encourages children and young people to participate in aesthetic, physical, affective, and cognitive experiences as part of their learning. It also helps students connect with the natural world outside the classroom and develop meaningful knowledge, skills, and understanding. Children and teenagers realize that everything on the outside does not fit the models or textbooks. That does not mean what they have found is wrong; instead, it may develop awareness and critical thinking skills about the complexities of the real world. Thus, children and teenagers can grasp the relevance of a subject taught in school to daily life. In addition, learning in a less structured environment can provide a more relaxing learning experience for many students. For example, in the study by Murray and O'Brien (2005), in which the longitudinal evaluation of the Three Forest Schools program was made, it was found that outdoor learning improves children's self-confidence and their ability to work in collaboration with others. Besides, it has been observed that children used verbal and written language more sophisticatedly, their physical endurance increased, and their gross and fine motor skills developed. Also, it was found that children's respect and interest in the natural environment increased; children took their experiences home and asked their parents to take them outdoors on weekends or school holidays.

Outdoor learning also plays an essential role in helping children understand our planet and the complex life systems; it supports observing and interpreting natural events and changes throughout the year (Änggård, 2011). In the literature, it has been found that outdoor learning helps children to understand our planet and its complex life systems through observing and interpreting natural events and changes throughout the year (Pruneau, Freiman, Barbier, & Langis, 2009). Being outside the classroom

also provides opportunities for different learning styles. It offers opportunities for all types of learners with visual, auditory, or kinaesthetic learning preferences. Teens who fail in more formal situations such as classrooms can often benefit from the flexibility of learning methods outside of the classroom. Outdoor learning promotes motivation, confidence, and more positive attitudes to learning, which are fundamental to sustainable development and education. In addition, outdoor learning may affect positively long-term memory due to the unique nature of the space, reinforce between the emotional and cognitive domain, and provide a bridge to higher-level learning.

There is strong evidence in the literature about the positive benefits of short and long-term outdoor learning in terms of attitudes, self-perception, self-esteem, interpersonal and social skills (Rickinson et al., 2004; Scrutton, 2015). Case studies in Denmark and Norway have shown that the average level of physical activity during teaching increases significantly on days spent in the forest compared to regular school days (Mygind, 2007). Outdoor learning provides pleasure and autonomy of choice, contributing to learning and its implementation. For example, Erk, Kiefer, Grothe, Wunderlich, and Walter (2003) found that words recorded in a positive emotional context were better remembered than those recorded in neutral or negative contexts. Similarly, Immordino-Yang and Damasio (2007) argue that emotional content strengthens memory. Outdoor learning is found more enjoyable by students as it changes children's learning experiences and the familiar context of the classroom (Rea, 2008).

In the study conducted by Änggård (2011), it was found that the games children play outside contain less stereotyped gender roles than the games they play indoors. The materials children use for playing in the forest are not gender related. This means that the children are not "forced" into gender stereotypical play actions. In other words, play in nature could avoid being shaped by gender discourses that are often embedded in manufactured toys. In this respect, the nature environment also offers good opportunities to promote gender equality. Many current themes in education can be worked out with little thought and creativity. Educational or civic activities can be effective and meaningful when carried out outside. For example, access to Scotland's natural, built, and cultural heritage has brought a unique dimension to help young people learn and understand their contribution to society. The themes of international education and global citizenship taken outside the classroom have made children and young people appreciate Scotland's relevance to the broader world (Education Scotland, 2009, p. 14).

Types of Activity in Outdoor Learning

In practice, Kent, Gilbertson, and Hunt (1997) speak of a continuum of activity outside the classroom characterized by different forms and levels of student and teacher involvement. From the student's perspective, all outdoor activities can be placed somewhere on the two continuities: The first is between observation and participation, and the second is between dependency and autonomy (Figure 1). Most outdoor

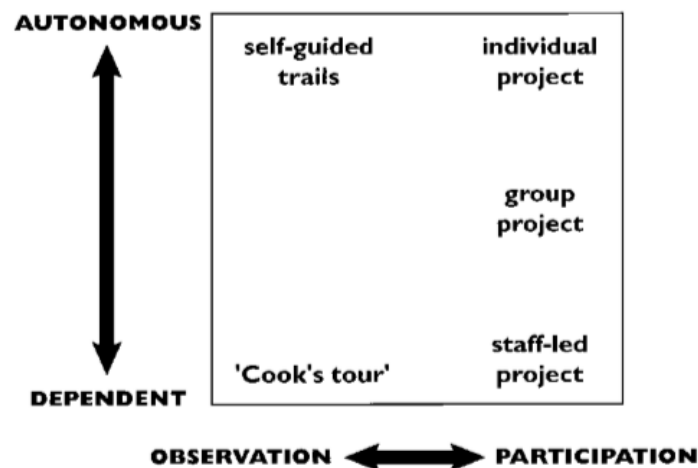
learning involves different activities: (1) Observational outdoor learning, (2) Participatory outdoor learning.

Observational outdoor learning is easy to organize and often conveys the teacher's experience and ideas. The main problem with observational outdoor learning may be the distraction of students, especially if the experience takes a long time. The simplest and most traditional form of observational outdoor learning is the "Cook Tour" or "look-see" outdoor visits. Students describe this type of activity as boring because they are not deeply involved in the study process. The literature states that students often miss the basic features during observational outdoor learning and give the teacher's point of view uncritically when asked.

Participatory outdoor learning is essential to attract students' attention and deepen the learning experience. There is a continuum between teacher leadership and autonomous work. The literature states that students who do project work individually are generally more committed to the project than those who participate in teacher-directed projects. The limitations of participatory outdoor learning require extensive preparation to achieve a satisfactory result. This project work takes more time than the "Cook Tour" format, and it is difficult to have an adequate level of supervision.

Figure 1.

The Continua of Autonomy and Participation in Outdoor Learning (Taken from Kent, Gilbertson, & Hunt, 1997)



In outdoor learning, the work should be done in small groups. Thus, everyone may use all five senses. Regardless of the method used, the primary purpose of outdoor learning is a direct experience of the physical world that helps students gain a deeper understanding of the life around them (Rillo, 1985). Kent, Gilbertson, and Hunt (1997) argue that outdoor learning can make teaching more student-centered, and the teacher can assume the role of facilitator.

Outdoor Learning in Social Studies Education

Foran (2008) argues that social studies have not reached its academic potential in forty years. According to the findings of Kincheloe (2001, p. 15), the following limitations are observed in social studies teaching: limited practices aimed at students' use of democratic values; students' and teachers' over-reliance on textbooks; conservative teaching practices that limit genuine innovative practices; teacher alienation in the field of education; confusion about the intended goals of the subject; lack of public awareness of the importance of social studies as a subject and academic educational activities that do not strain students' cognitive skills. In addition, Kincheloe stated that even social studies educators do not have a common point of view about the course's purpose, method, and conceptual potential. He emphasized that social studies education needs a more vital curriculum understanding that connects students to real experiences and knowledge. This current confusion in social studies education has caused children to be alienated from social experiences and has produced learning in a context separate and isolated from the dynamic flow of daily social life. In many schools, social studies education has become an experience strictly in the classroom and is disconnected from society. Whereas, in the curriculum, social studies course is expected to prepare students to participate actively in all areas of life in society (Foran, 2008).

Similarly, Lindsay and Ewert (1999) stated that social studies lessons in schools focus more on the facts in the textbooks and not on more critical or creative skills such as drawing conclusions, applying knowledge, or creative writing. Lindsay and Ewert (1999) have often emphasized that the curriculum content of a public-school education consists of the experiences and thoughts of others. Similarly, Kincheloe (2001) states that social studies teachers refuse to expand resources and classroom learning activities because they think classroom management will be complex. Kincheloe states that such a social studies lesson will not help students to understand and participate in the current and future social world. As Ross (2019) stated, social studies education should create a personal understanding of what the world is like and how one can act to transform it, instead of assimilating passively someone else's understanding of the world. In other words, social studies classes should become a stage where students can develop personal meanings about the world and realize that they are actors who will change the world through their actions. Social studies should not be about showing students life; it should make them come to life. The aim is to get students not to listen to entertaining lectures but to speak for themselves, to understand that people are making their history (even if they are doing it in already existing conditions).

Foran (2008) states that if the purpose of the curriculum is to enrich students' school experiences, this can be achieved when teachers and students engage in the real world. It states that teachers need to move students out of the school setting and away from the traditional teaching style to transform the curriculum. In addition, Foran (2008) states that social studies as a study are far from being experimental, focused on the cognitive field, technologically limited to computers and classrooms as a place, and

contributes to a more limited learning experience for students. Outdoor learning in social studies teaching can provide many stimulating learning situations where students can explore human effects on the local landscape, learn about local history, and understand the importance of conserving natural resources. Students can directly observe environmental problems and participate in activities to solve these problems (Rillo, 1985). Outdoor learning experiences can help students learn from their own experiences and grow as responsible citizens who appreciate and value their natural heritage and culture.

In general, college-level outdoor learning focuses on field trips, camping trips, or trips to outdoor and environmental education centers. Regular faculty-based outdoor teaching activities are generally scarce (Rickinson et al., 2004; Thorburn & Allison, 2010; Fägerstam, 2014; Avci, 2015). In addition, when the domestic literature is examined, it has been revealed that social studies teachers and teacher candidates believe in the contribution of outdoor learning but feel inadequate in this regard and encounter some limitations in practice (Eguez ve Kesten, 2012; Keskin ve Engin, 2012; Avci, 2015; Topcu, 2017; Metin ve Somen, 2018; Seyhan, 2020). For this purpose, the study's primary goal is to provide experience about outdoor learning to the social studies teacher candidates. The second goal is to reveal teacher candidates' perceptions of outdoor learning experiences that place the student at the center of the educational process. The rich natural, historical, archaeological, and cultural resources in Denizli and its surroundings were used as educational tools. It is believed that such a study will contribute to the literature on the academic potential of outdoor learning at the university level. With such studies, it is predicted that students' perspectives on social studies lessons, their ability to use scientific methods, communication, and living together skills through collaborative practices will improve positively. Also, it is predicted that students will be able to comprehend the subjects included in the applications at a high level. For these purposes, answers to the following questions were sought in the study:

- What are the teacher candidates' views about the meaning of the outdoor learning experience?
- What is the effect of outdoor learning on the teaching-learning process?
- What are the limitations of outdoor learning for students?

Method

Research Design

The basic qualitative research design, which is the most common form of qualitative research, was adopted in this study. Merriam (2009) defines basic qualitative research work as philosophically derived from constructivism, phenomenology, and symbolic interaction, used by researchers interested in (1) how people interpret their experiences, (2) how they construct their own experiences, and (3) what meaning they attach to their

experiences. The overall goal in basic qualitative research is to understand how people make sense of their lives and experiences (p. 23). This study, it is aimed to gain an in-depth understanding of how social studies teachers construct their outdoor learning experiences the framework of specific themes, how they interpret them, and what this experience means for them.

The Study Group

The research study group consists of 16 (eight female, eight male) fourth-grade social studies teacher candidates who took the Special Teaching Methods II course in a state university in the 2018-2019 academic year. Nine of the teacher candidates participating in the study were from Denizli, and the others came from different cities. The teacher candidates stated that they had never participated in any outdoor learning activities at the university. In this study, the researcher has a dual role as both a trainer and a researcher.

Data Collection Techniques

After forming the theoretical framework within the scope of the research, a semi-structured interview form was prepared to determine the opinions of the social studies teacher candidates about the outdoor learning they experienced. Two educators were consulted regarding the questions in the interview form, and corrections were made in line with their feedback. Afterwards, a pilot interview was held with two social studies teacher candidates and the questions that were not understood were corrected, and the interview form was given its final form. The interview questions directed to teacher candidates are as follows:

1. How would you define outdoor learning?
2. What does outdoor learning mean to you?
3. What are your experiences with outdoor learning?
4. What do you think was the most fun, functional, and challenging part of outdoor learning?
5. Did these experiences affect your attitude towards the lesson? If yes, how did it affect you?
6. How will these experiences integrate with your lesson plans when you start working as a teacher?
7. Do you have any suggestions for future outdoor learning activities?
8. What would you say if you could describe the most valuable aspect of outdoor learning in one sentence?

After completing all outdoor learning activities, the interviews were conducted with the teacher candidates at the end of the semester. Each interview lasted 30-40 minutes, and the interviews were recorded with a voice recorder. Teacher candidates were informed that the interview would be recorded with a voice recorder. The recorded interview was transferred to Word.

Analysis

Content analysis was used to analyze the research data. The purpose of content analysis is to present the findings to the reader in an organized and interpreted form. For this purpose, firstly, the data obtained are described systematically and explicitly. Afterwards, these descriptions are explained and interpreted, cause-effect relationships are examined, and some conclusions are reached. Associating the emerging themes, making sense of them, and making future predictions can also be among the dimensions of the comments made by the researcher (Yildirim & Simsek, 2013: p. 256). As a result of the analysis, meaningful themes were created, and sample participant views were presented in the relevant tables to reflect the participant's views on the themes. The names of the participants were not included in the quotations, considering that it would not be ethically correct, instead, the most preferred names in Turkey in 2020 were used from the website of the Ministry of Interior.

Validity and Reliability

Another expert also carried out the coding of the interview data. The researcher and the expert examined the codes and themes, and the necessary arrangements were made by discussing the "consensus" and "disagreement" issues. The reliability calculation of the research was made using the formula of Consensus / Agreement + Disagreement X 100 suggested by Miles and Huberman (1994). Accordingly, the reliability of the study was calculated as .89.

Process

The research was carried out by the researcher within the scope of the Special Teaching Methods II Course. Within the scope of this course, groups that consist of two or three teacher candidates were formed. A participatory outdoor learning activity was organized by a different group each week. The tasked groups prepared the worksheets by scanning the relevant literature. Afterwards, the worksheets were finalized in line with the feedback received from the researcher. After that, the worksheets before the activity were reproduced as much as the number of teacher candidates. The teacher candidates who carried out the activity were responsible for planning, executing, and evaluating the outdoor learning activity. The role of the researcher in the studies is limited to guiding the organization and implementation of the activities.

The first study was carried out in The Denizli Forum Shopping Center to raise awareness about popular culture and time consumption. The group in charge divided their peers into small groups at The Denizli Forum Shopping Center and gave them worksheets with different tasks. For example, two students stood at the entrance door and recorded how many people entered in 30 minutes and their classification according to gender and age groups. The other duo tried to determine how often they came here, for what purpose, and how much time they spent there by interviewing those who came to the shopping mall. The other two tried to determine how many

domestic and foreign companies there were and how the stores were organized in the shopping mall. Another duo counted 100 vehicles in the parking lot and classified them (as a luxury, middle and lower groups). In addition, by looking at the license plate numbers, they tried to reveal the percentage of people coming from the surrounding cities.

On the other hand, the other group interviewed the local shops' owner, and the people living in the surrounding area asked their thoughts about living beside the Forum. At the end of the given time, all groups gathered in the common area and shared the data they obtained. The group in charge summarized the information they obtained from the literature by relating them to the findings of their peers. At the end of the study, a general evaluation was made, and the activity was completed.

Pamukkale National Park was chosen as the second activity because of its historical and geographical importance. This activity was prepared separately by three groups. The groups prepared outdoor learning activities about the Pamukkale travertines, the ancient city of Pamukkale Hierapolis and the archeological museum of Hierapolis. The groups first gave information about these places and then distributed the worksheets they prepared to their friends and asked them to answer. Drama activities prepared by the group in charge of the Hierapolis Archeology Museum (with the support they received from the drama instructor of the faculty) were implemented. At the end of the study, the activity was completed by making a general evaluation.

The third event was held at Buharkent Zorlu Geothermal Power Plant. The group in charge organized the necessary permissions from the company authorities. The engineer at the company gave information about geothermal energy and production. Afterwards, the problems and expectations of the local people due to the geothermal power plant were analyzed by interviewing. The responsible group shared the information they obtained from the literature with their peers. Later, it was discussed with the whole group how sustainable the sustainable energy sources are. At the end of the activity, the worksheets were filled, and a general evaluation was made.

As the fourth activity, The Denizli Glass Industry was chosen to observe the adventure of glass. Information about The Denizli Glass Industry was obtained from the authorized person at the company. The glass making was observed, information was obtained about the art of glassblowing and the moulds used. Finally, the worksheet was answered, and the general evaluation of the activities was made.

As the last activity, Sirince Village was chosen for local and oral history studies. However, it was impossible to go to Sirince Village due to weather conditions, and the activity was held virtually in a classroom environment.

Different methods and techniques were used (such as interview, observation, drama) in each outdoor learning activity. At the end of each outdoor learning activity, a general evaluation was made as a whole group. In the general evaluation, these questions are discussed; What was the educational value of this outdoor learning activity? Did the teacher candidates meet their goals and expectations? What could

have been done differently to make this study a better experience? What problems should be addressed and highlighted next time?

Results

The Teacher Candidates' Opinions About the Meaning of The Outdoor Learning Experience

As a result of the analysis of the views of the teacher candidates who participated in the study on the meaning of the outdoor learning experience, three themes emerged as "changing learning space," "exploration," and "enrichment of experiences" (Table 1).

Table 1.

Opinions of Teacher Candidates About the Meaning of Outdoor Learning Experience

Themes	Student Expressions
Changing learning space	"Outdoor Learning; It tells the student and the teacher that the school is not just a building with a roof over it and surrounded by walls, but a place where teaching and learning take place." Göktuğ
	"The correct information that the student can reach in education is not only on the desk, table or the blackboard he is looking at. Millions of information to be discovered in the world are waiting for students outside." Eylül
	"We have not limited our learning space to the classroom, and there is still much to explore." Zeynep
Exploration	"Outdoor learning is a way of taking the students out of a closed box and enabling them to look around from a wider angle." Yusuf
	"Learning outside the classroom is important in terms of coming out of one's shell and perceiving change." Alparslan
	"Seeing and exploring different places has broadened our horizons (In particular Buharkent-Glass Industry - Pamukkale)." Elif
Enrichment of experiences	"I learn by seeing, touching, smelling, tasting, and hearing." Ömer Asaf
	"It is the method of learning and teaching that best expresses the process of learning by doing." Elif
	"I travel, I see, I hear, I have fun, and I learn." Eymen
	"The information that will be forgotten in the student's memory in a week with plain expression in the classroom remains in the student's memory until the end of his life with outdoor learning. As Confucius said, "I hear, and I forget. I see, and I remember. I do, and I understand." Göktuğ

When Table 1 is examined, the expression of learning environments has changed from "classes" to "learning spaces". Changing language can also be regarded as a sign of transformation. In addition, it is seen that teacher candidates define learning as a

“discovery” and “enrichment of experiences”. The teacher candidates have stated that enriching the experiences increases the permanence of learning, participation, and motivation.

Opinions of Teacher Candidates About the Contribution of Outdoor Learning to the Teaching-Learning Process

Eight themes emerged because of the analysis of the teacher candidates' opinions on the effect of outdoor learning on the teaching-learning process. These themes are increasing motivation, active participation, skill development, peer teaching, deepening content knowledge, social interaction, method knowledge, effective and permanent learning. (Table 2).

Table 2.

Opinions of Teacher Candidates About the Contribution of Outdoor Learning to the Teaching-Learning Process

Themes	Student Expressions
Increasing motivation	I enjoy outdoor learning the most because I want to discover new things about our subject every week and come to class with great enthusiasm. Interacting with my classmates thanks to the activities we do and discovering new places have been the most enjoyable aspects of this activity. Kerem
	It made my learning easier, it made me focus on the lesson, and I learned everything described in the activities memorably...Frankly, I was not very interested in the course, but outdoor activities changed my thoughts. I came to the lesson with much more curiosity and willingness. Zeynep
Active participation	The most important point of outdoor learning is that learning takes place by seeing, hearing, touching, and having fun. Thus, the information becomes more reliable and more permanent. Eymen
	It allowed me to participate more in the lesson. If we had done this in a classroom, I would not have listened to the lesson as effectively, and I would not have participated as effectively, either. Nevertheless, since we went one-on-one, we have been curious about everything; there were factual data in front of us, which inevitably aroused a sense of curiosity. These activities encouraged us to ask questions, and we learned detailed information. Göktuğ
Skill development	I think we have gained skills in areas such as observation, perception of space, social participation, perception of change and continuity. Yusuf
	I think it is very effective in gaining the skills of problem-solving, empathy, observation, cooperation, using evidence, and social participation. Eymen
	Extra-classroom activities have proven to improve our responsibility-taking, entrepreneurship, leadership, and time-management skills. It has also had a positive impact on our higher-order thinking skills, motivation to learn, and academic performance. Demir
	One of the things I learned in this course was how to make a good observation. Outdoor learning encourages permanent learning. Defne

Peer learning	<p>...When we study as a group, we can benefit from the experiences and thoughts of our friends. Our friends notice things that we cannot see, or our friends may not notice what we notice." Elif</p> <p>We gained values such as friendship and self-sacrifice; also, we had the opportunity to learn a lot from not only our teacher but also from our friends and officials. Yusuf</p>
Deepening content knowledge	<p>With the outdoor learning application, we first added our experiences gained by living and seeing on our theoretical knowledge. In this way, we gained insight on many issues related to our subject. Yusuf</p> <p>Perhaps we learned much information from experts in the field than we could not learn from our teacher Ömer Asaf</p> <p>As a group, we prepared the activities, thought, and created creative ideas together. We tried to prepare our event in cooperation by researching the necessary resources, articles and communicating with our teacher to prepare these events. Tülin</p> <p>The type of citizen desired to be raised with the Social Studies Course cannot be expected to be raised only through activities carried out within the boundaries of the classroom. The laboratory of the Social Studies course is 'society.' In my opinion, students should benefit from it by seeing and witnessing. Azra</p>
Social interaction	<p>I was able to break some of my prejudices by communicating and interacting with classmates with whom I had never communicated or talked to very often. Moreover, it was quite nice to see that the interaction and communication in the classroom increased. Elif</p> <p>Even our friends, who are mostly quiet in the classroom, were trying to get into something in these lessons. We just got to know our friend after four years. Göktuğ</p>
Method knowledge	<p>I gained experience with things like how to organize a trip, what to do when going on a trip, and what outdoor learning adds to students. Elif</p> <p>First of all, as a teacher candidate, I started to design outdoor activities that can be done with students in my head. I learned how to organize it, where to start. I also received information on how to dominate the class in group activities in terms of professional development and prevent or solve problems. I think these will be useful to me when I become a teacher in the future. Eylül</p> <p>I have seen that in the outdoor learning process, the lessons progress without any problems as long as they are properly planned, leaving the traditional understanding that lessons can be like this. Tülin</p>
Effective and permanent learning	<p>Putting a topic into an outdoor activity is like turning it from a dream into a reality. For example, learning the geothermal energy in an area where it is produced instead of reading from the textbook is more permanent in learning. Ömer Asaf</p> <p>Learning outside the classroom is more remarkable than in the classroom. We may daydream after the first 20 minutes of the lesson in the classroom. However, we are always in the content outside the classroom. It makes learning permanent, concrete, and very interesting. Demir</p> <p>As it is learning through experience, the information was more permanent for us, and it helped us to get out of the same monotony and make the lesson enjoyable. Yusuf</p>

When Table 2 is examined, it is seen that teacher candidates generally define outdoor learning as fun, memorable, and compelling learning experiences. In addition, in this study, it was found that because of the unique nature of the outdoor setting, it has a

positive effect on long-term memory and increases individual growth and improvements in social skills. This study also revealed that outdoor learning develops problem-solving, critical thinking, perception of space, change and continuity, observation, communication, and cooperation skills, which are vital in teaching social studies. Experiences that lead students to take responsibility and make choices encourage active negotiation, reasoning, and decision making. In addition, outdoor learning creates a more inclusive and participatory learning environment. This environment allows for the development of a collaborative relationship.

All the teacher candidates participating in the study enthusiastically expressed their desire to employ these skills when they started their profession. In addition, teacher candidates said that outdoor learning activities left emotional traces that they would never forget. For example, a teacher candidate stated the following.

You can also feel it in the outdoor learning. For example, we have been to the glass industry of Denizli, we have heard the noise there, we have felt the heat there, we have seen how they produce, how they shape the glass by blowing bubbles, but if this were only explained in the classroom, we would not be affected by the noise or the temperature, nor could we really understand the working conditions of the workers there. Demir

The Sirince activity, which could not be realized due to snowfall, was held in a virtual tour in the classroom environment. However, most of the teacher candidates did not remember much about the virtual trip during the interviews. Only the teacher candidates who organized the activity remembered the details better about Sirince. This finding can be interpreted as the narrative method alone cannot replace what individuals learn from their physical actions and cognitive efforts. Moreover, this finding also proves that outdoor learning encourages effective and permanent learning, and we learn best when we teach it to someone else. For example, a teacher candidate stated the following about this issue.

I only have a superficial knowledge of Sirince, and I do not remember 90% of the things about it right now. There is a wine factory or something. Nevertheless, since I have not seen it personally, I do not have much information about Sirince. Defne

As a result, even just the change of place in outdoor learning alone increases the motivation of the teacher candidates, increases the enthusiasm and interest towards the lessons, and creates professional, social, and personal development.

Opinions of Teacher Candidates About the Limitations of Outdoor Learning

Four themes emerged due to the analysis of teacher candidates' opinions on the limitations of outdoor learning. These themes are weather conditions, transportation, cost, and obtaining permission from official institutions (Table 3).

Tablo 3.*Opinions of Teacher Candidates About the Limitations of Outdoor Learning*

Themes	Student Expressions
Weather conditions	The hard part of learning outside of the classroom was that the season and weather conditions were not favourable Alparslan
Transportation	It is sometimes difficult to reach the venue we have determined for the event Ömer Asaf
Cost	The hard part may be the financial aspect of the trips, and if a certain resource can be created, it will be better for us. Göktuğ
Obtaining permission	Especially the failure to get the necessary permits for the glass factory on time caused the event to be cancelled and later postponed, but it was ultimately successful and realized. Elif

Discussion and Conclusion

This study revealed that outdoor learning increases motivation, active participation, skill development, peer teaching, social interaction, method knowledge, effective and permanent learning, and content knowledge. As the findings of this study, there are studies in the literature showing that outdoor learning has a positive effect on student engagement and social behaviour, which has great educational potential (Barrable & Lakin, 2020; Fägerstam, 2014). It was emphasized by Barrable and However (2020) that outdoor learning enabled more students' active participation and extended collaboration with more peers. Similarly in the literature, the study's findings conducted by Rickinson et al. (2004, p. 5) revealed that out-of-class learning, which is designed and followed effectively, improves students' knowledge and skills in a way that adds value to their daily experiences in the classroom. The same study also highlighted that outdoor learning has a positive effect on long-term memory because it is memorable, provides more self-confidence, stronger motivation, a greater sense of belonging and responsibility, and allows students to develop more positive relationships with each other and their teachers.

Another finding of this study is that outdoor learning develops skills such as problem-solving, critical thinking, perception of space, perception of change and continuity, observation, communication, and cooperation, which are vital in teaching social studies. Similarly, the study conducted by Zink and Boyes (2006) showed that outdoor learning in primary and secondary education is linked to personal and social development, which includes cooperation, and communication skills considered the most critical learning outcomes by teachers. Another case study analyzed a three-year period in which 20% of all subjects in a primary level were taught in a natural setting. The study's findings revealed that learning in an open environment positively affects social behaviour, attitudes towards teaching and learning, and physical activity level compared to classroom learning (Mygind, 2009). Parallel to the findings of this study,

the study conducted by Keskin and Kaplan (2012) found that outdoor learning enhances students' critical thinking skills, such as drawing comparisons, conclusions, and arguments, as well as historical empathy, perception of change, continuity, creative thinking, entrepreneurship, historical analysis, interpretation, and historical understanding.

Similarly, Seyhan (2020) emphasized that with outdoor learning in social studies teaching, students can gain skills such as observation, research, environmental literacy, innovative thinking, perception of change and continuity, cooperation, and perception of space and time and chronology. In addition, Fägerstam and Blom (2013), who applied a quasi-experimental design, revealed that the five-month outdoor education, attended by students aged 13-15, positively affected students' knowledge and attitudes towards learning biology and mathematics. The study also emphasized the students' appreciation for the enjoyment they experience outside the classroom and for focusing on teamwork. Like the findings of this study, it has been found in the literature that outdoor learning improves social relations (Hartmeyer & Mygind, 2016; Fägerstam & Blom, 2013) and increases motivation and communication and participation among students (Fägerstam, 2014). It has been observed that the use of natural outdoor environments as learning environments in early childhood education improves environmental awareness among young children and encourages children's physical, cognitive, and social development (Ernst, 2014).

Another finding of this study is that outdoor learning creates a more inclusive environment. The teacher candidates who participated in the study stated that they communicated with their friends for the first time after four years and had just started to get to know each other during this study. Similarly, in the study conducted by Quay, Dickinson, and Nettleton (2002), it was found that in the context of outdoor learning, students were more helpful towards each other than at school. These actions mainly occurred among students who were not close friends and did not actively care about each other in other lessons at school. In the study, it was found that the level of appreciation of close friends remained almost the same in other lessons in school and in the outdoor learning process, while the level of appreciation of non-close friends increased even more in the learning process outside the classroom.

Likewise, the findings of Mygind's (2009) study indicated that the day in the forest every week contributed significantly to the establishment of new play friendships. These findings revealed that outdoor adventure education programs positively affect social skills, group cohesion, communication skills, and teamwork (Rickinson et al., 2004; Hartmeyer & Mygind, 2016; Metin-Goksu & Somen, 2018). In this regard, Davis, Rea, and Waite (2006) suggested that outdoor learning can emphasize learning to live together in children.

Parallel to the findings of this study, in the literature, the most critical limitations in outdoor learning are stated as transportation, lack of time, winter weather conditions, safety concerns, and lack of extra supervision (Ernst, 2014), as well as lack of parental support (Ernst & Tornabene, 2012). Rickinson et al. (2004) stated that the most

significant barriers to learning outside the classroom are concerns about the health and safety of young people, the teacher's self-confidence and expertise in outdoor learning, the school curriculum requirements, and the lack of time, resources, and support. In this study, the teacher candidates also stated limitations since the university did not provide economic support; they could not organize activities at longer distances. In other studies, social studies teachers' obstacles to outdoor learning were explained like time, student behaviours, economic problems, and bureaucratic obstacles (Eguz & Kesten, 2012; Cengelci, 2013; Malkoc & Kaya, 2015). It has also been found in the literature that most of the teachers and teacher candidates do not feel adequate about learning outside the classroom and they think that special training should be given for these studies (Avci, 2015; Malkoç & Kaya, 2015; Topçu, 2017; Metin-Goksu & Somen, 2018). Although barriers to outdoor learning are often thought of as transportation and cost, evidence from the literature suggests that teachers may not have confidence in their ability to plan and deliver such experiences (Nundy, Dillon, & Dowd, 2009). Increasing in-service training opportunities for teachers will help equip them with the knowledge, skills, and understanding necessary to plan and safely undertake positive outdoor learning experiences. In this context, teacher education programs have been identified in the literature as a critical way to build such skills and confidence in teacher candidates and other opportunities such as continuing professional development (Barrable & However, 2020).

The findings of the study by Barrable and However (2020) showed that even short-term (3 hours) outdoor learning experiences can positively affect teacher candidates' perceived competence in getting their students out of the classroom. The study also revealed that teacher candidates' willingness to practice outdoor learning increased significantly after participating in the outdoor experience. The literature suggests that a teacher's decisions are determined by personal practical knowledge rather than development and learning theory knowledge (Ernst, 2014). For this reason, opportunities for outdoor learning experiences should be given to teacher candidates through direct experience methods in teacher education programs. For students to know the environment, identify problems related to the use of natural resources, seek alternative solutions to environmental problems, and be determined to take action to alleviate these problems, they must first have an empirical basis on which to rely. This experience can be built through outdoor learning. If education can be defined as the search for meaning, as Rillo (1985) stated, outdoor learning is the starting space.

As a result, the findings of this study revealed that even just going out of the classroom (space) has educational potential, that outdoor learning facilitates both experiential and participatory learning and creates a more inclusive environment. In addition, it was observed that teacher candidates enthusiastically expressed their desire to implement outdoor learning in their professional lives. It is not easy to incorporate this into the curriculum without teachers having personal experience with outdoor learning. Outdoor learning should be part of teacher education programs. Trainees and teachers should have in-service and post-service training opportunities that include outdoor learning experiences. Outdoor learning practices should not be left to the

teacher's initiative. It should be made compulsory to support a certain percentage of the lessons in the program with extra-class activities. In addition to the program, a guide should be presented to help the teacher with different methods and techniques. The National Education and universities should provide resource and organizational support. Studies show that teachers in schools take the way they are taught as an example. For this reason, outdoor learning should be accepted and supported as an integral part of teacher education.

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The Transformative Role of Music in Visual Arts Education: Rediscovering Intercultural and Interdisciplinary Possibilities through A/r/tographic Inquiry*

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Abstract: A/r/tographic inquiry is an art-based research method widely used abroad; this method has not yet become widespread in our country's undergraduate and graduate arts education. To reinvent the results of my a/r/tographic work, which I conducted by visualising the electroacoustic work "Symbolic Gestures" by Malaysian composer and academician Valerie Ross in 2017, with this study I invite my students to an a/r/tographic investigation (understanding/interpretation with artist identity). I aim to reveal intercultural and interdisciplinary creative learning experiences for my students with the methods and techniques (theorising/theory with researcher identity) that I discovered while questioning the transformative role of music in my creative process, and re-question my teaching and learning identities (practice with a teacher identity) through artistic practices. This study reveals a 6-week intercultural and interdisciplinary a/r/tographic inquiry in 2018-2019 with 12 undergraduate and 4 graduate students studying research and art. The research data consists of video and audio recordings, photographs, artistic products, student views, observation notes, diaries, and the work named Symbolic Gestures. The data were interpreted with an a/r/tographic inquiry approach. At the end of the research, the transformative role of music in visual arts education has produced significant results in the experiences of knowing, creating, metaphorical thinking, intuitive listening, and seeing in depth in undergraduate and graduate art students. The provocative, transformative, and convertible role of music can be used in learning, creating, and teaching experiences in visual arts education.

Keywords: A/r/tography, a/r/tographer, metaphorical thinking, visualising sounds, intuition.

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Introduction

In today's art education research, different research approaches have emerged based on new, creative, and original investigations, in which art practices can be transformed into a research process. Some of these are art-based research, a/r/tography, c/a/r/ography, poetic inquiry, art informed research, practice-based research, or art informed practice which intertwines educational research and art practices and investigates the process based on art. The rapid spreading art-based research approaches as a new methodology emerging within qualitative research models inevitably raise the question of what kind of an association can exist between art practice-based research applications and qualitative applications. The primary purpose of the researcher in qualitative research approaches is to describe the process in detail while discovering information and constructing new information with a deep understanding of different dimensions of social life while doing this description. In this process, while discovering, it is emphasised to produce new meanings by stratified inquiries within the lives of individuals in different professions and fields to deepening intellectual. In art-based research practices, researchers, who come across many disciplines, cultures, and professional identities, use various methodological tools throughout the process that allow them to create their data, analyse and interpret creative outcomes, and originally present data. These tools, which the researcher mainly develops, link the creative teachings of all different art-based branches on theory and practice and analyse them in social research questions in a transformable and permeable structure. The concepts of "a/r/tographic inquiry" and "a/r/tographer", which we have heard frequently in recent years, have started to be applied as an art-based research method with the first studies conducted in our country (See Bedir Eristi 2016a; Guler 2014). A/r/tographic inquiry, widely used abroad, has not yet become widespread in art education at undergraduate and graduate levels in our country. Besides contributing to the literature in our country with this a/ r/tographic study, the a/r/tographer aimed to re-question the transformative role of music with undergraduate and graduate students in the field of visual arts through artist identity (*understanding/meaning*), researcher (*theorising/theory*), and teacher (*practice*).

As in qualitative research, it is important to create meaning, discover meaning, and investigate the strong meanings of different situations, events, and artistic products of creative activities humans are involved in, in art-based studies that have turned into research. "Whilst many qualitative approaches use methods to explore phenomena and reveal meanings, arts-related research is more interested in 'acts of theorising as complication'" (Irwin & Springgay, 2008, p. 109). Meaning-making is seen as plotting out a course of action as critical, reflective and investigative praxis" (Stewart, 2008, p. 124 as cited in Savin-Baden & Wimpenny, 2014, p. 64). The structure of art gives human beings a deep understanding and the power of intuition; therefore, learning from subjective experiences and finding new meanings shows us the importance of such research approaches. For Leavy, "Over the years, as qualitative practices and then later

arts-based and community-based research practices developed, as well as interpretive and critical approaches to research, the focus on reflexivity increased” (2017b, p. 48). There are many synergies between artistic and qualitative practice. In both instances, the practitioner may aim to illuminate, build understanding, or challenge our assumptions. For instance, artists and qualitative researchers alike may aim to illuminate something about the social world, sensitively portray people and their circumstances, develop new insights about the relationships between our sociohistorical environments and our lives, or disrupt dominant narratives and challenge biases (Leavy, 2015, p. 17).

Irwin ve Springgay suggested that “...the disciplinary-based science traditions perceive research and theory as a means of explaining phenomena or revealing meaning, practitioner-based research perceives research as a disposition for knowledge creation and understanding through acts of theorising as a complication. In the earlier instance, theory and research are used to find answers to questions. In the practitioner-based research, theorising through inquiry seeks understanding by way of an evolution of questions within the living inquiry processes of the practitioner” (2008, p. xxiii). ABR is grounded in a philosophy of arts-based research, which Gerber et al. (2012, p. 41) suggest:

- Recognises that art has been able to convey truth(s) or bring about awareness (both knowledge of the self and knowledge of others).
- Recognises that the use of the arts is critical in achieving self/other knowledge.
- Values preverbal ways of knowing.
- Includes multiple ways of knowing, such as sensory, kinesthetic, and imaginary (as cited in Leavy, 2017b, p. 195).

A/r/tographic research, a type of art-based practice-based research method, is currently accepted as a research method that attracts significant attention, and its use continues to spread rapidly (See. Barone & Eisner, 2012; Cole & Knowles, 2008; Finley, 2008; Irwin, 2004; Irwin vd., 2006; Springgay, Irwin, & Kind, 2005; Irwin & Springgay, 2008; Leggo vd., 2011; Leavy, 2015; Rolling, 2013; Sullivan, 2010, Wiebe vd., 2007). In the analysis of the word a/r/tography, Pinar (2004, p. 9) states, “a/r/t is a metaphor for artist-researcher-teacher. In a/r/tography, these three roles are integrated to create a third space”. “A/r/tography merges “knowing, doing, and making” (Pinar, 2004, p. 9). Referring to a/r/tographical research as a localised and evolving methodology, Anita Sinner and colleagues posit, this is a “hybrid, practice-based form of methodology” (2006, p. 1224) that is necessarily about both the self and the social” (2006, p. 1224 as cited in Leavy, 2015, p. 55). This scope of a/r/tographic inquiry prepares us to use self-knowledge, see, question, reinterpret oneself in other identities (artist/researcher/teacher), and change the areas of making and producing art practices into research. Thus, while a/r/tographic inquiry enables artists, researchers, and teachers to rediscover their lives together, it also offers ways to re-create deep meanings

and understandings by intertwining the different identities that have turned into a living research process.

To question the transformative role of music, the electroacoustic work 'Symbolic Gestures', composed by Malaysian composer and academician Valerie Ross, premiered at the international conference titled Building Interdisciplinary Bridges Across Cultures & Creativities (BIBACC) at Cambridge University in 2016 was taken as the basis of this study (Ross, V. Composer, 2016). In this context, as an a/r/tographer in the study, the researcher invites students to a new a/r/tographic inquiry (*understanding/interpretation with the artist identity*) to re-question his previously performed investigation of painting music by visualising the sounds and the results of that research (Table 1).

Table 1.

The A/r/tographic Research Process for the work named Symbolic Gestures composed by Valerie Ross, "A Journey with Music into the Depths of Infinity" (unpublished book contents section). Guler, 2017, 204 pages.

THE TRANSFORMATIVE PROCESS OF PAINTING MUSIC "A Journey with Music into The Depths of Infinity"	
A. Choosing Valerie Ross's composition, Symbolic Gestures	
1- Being deeply affected by the composition An inner voice says, "I must paint this music." "Asking yourself, "I wonder what kind of a journey I am embarking on this time?"	
Questions <ul style="list-style-type: none"> • How I can express this sound on a surface? • How can I carry this rhythm or these instruments onto a two-dimensional surface? • How can I depict and bring to life this music inside a colour, line or point? • Which technique should I use while painting which has relation between the music's own structure of painting is relevant to the structure of the music? • How can I feel and make you feel this infinite cycle and my journey into the depths of infinity that comes out with the music on paper? • How can I present to the viewer these abstract sounds? • Which colour can express the spirituality of the composer thus? • Which line can make me feel the infinity and the absence of boundaries? • How can these eyes see and hear it? • Which shape, colour and texture can give me the real meaning of the sound of water that I heard in the music in my paintings? 	
2- Listening to the composition with full concentration repetitively <ul style="list-style-type: none"> • Full concentration on listening to the composition • Discovering the ability to adapt the composer's /music's own discipline into my own • Understanding the attitude of each instrument in their communication and being able to hear their individual languages. • Questioning different concepts concerning music through different listening experiences which lasted long hours and days. 	
3- The importance of the body position when listening to the composition <ul style="list-style-type: none"> • What kind of a relation can there be between trying to paint a musical composition and the position in which one listens to it? • Learning that each work of art brings forth its own creating discipline, through my experience. • Listening in different ways and taking notes (with earphones, while sleeping, walking, sitting, lying, amongst people, in dark, and sitting etc.) • Go by own intuition while exploring concepts and metaphors in different ways of listening to music 	
4- Analyzing the composition in a spiritual dimension and its intuitive interpretation <ul style="list-style-type: none"> • Fearlessly taking note of the feelings awakened by the sounds, and thus entering the spirituality of the music. • Being able to shape my creation process (colours of the music, the shape of the sounds.) 	
5- Research and analysis of the instruments in the composition <ul style="list-style-type: none"> • Research on the relationship between music and empathy • Research on all the instruments that were used in the composition (muyu/mokugyo, budisht bell, erhu, flute, drum) 	
6- Research on the concepts discovered through the music <ul style="list-style-type: none"> • Feel, think of, question and be curious about concepts, live the music. 	
7- Being ready to paint the composition (The relationship of technique-size-concept-shape-form) <ul style="list-style-type: none"> • How is it possible to hear with the eye and see with the ear at this point? What kind of composition will I design for this music? • Should there be colours or lines, stains or points? Or should all of them be included? Which colours? Which techniques? • Watercolour Technique (sound of water drops, transparency of water, layers of sounds, • Ink (Inspiring, Zen philosophy, Chinese and Japanese Art, variety of tones, varied by the amount of water) • Sea Water (dive into knowledge, depths, water, source of life, paint with sea water) • Brushes (different thickness and properties, same-) • Paper of different thickness and texture (reflecting the vibration of the sounds, bringing out the colours' transparency, texture, water flowing). 	
8- The analysis of the paintings inspired by the composition <ul style="list-style-type: none"> • How can the tinkling of the bell used in the composition be expressed on the surface? • Which visual elements (point-line-shape-stain-texture-colour-form) can be used in the compositions of the paintings? • How can the sound of dripping that reminds me of water drops be expressed on paper in the watercolour technique? • With what form and transparency should the water appear on the paper? • Does the technique I am using, that is, watercolour, not already represent water? • How can I express the points of tension in the music, that is, the contrasts, while maintaining tranquility within and as a unity in the painting? • Shall I be able to express the unity that the composer expresses with the contrasts that she uses in her composition? 	
9- Zen Philosophy and Art	
B) The conceptual analysis of Valerie Ross's Symbolic Gestures	
1. The Journey <ul style="list-style-type: none"> a. Depth/Degree b. Contrast / Tension c. Darkness (Black) / Light (White) d. The disappearance of tension in the Contrast e. Death/Nonexistence f. Bow/Arrow/Target g. The sound of water and concentration 	2. Infinity <ul style="list-style-type: none"> a. Ink and the disappearance of Borderlines b. Nothingness-Emptiness c. Nongravity/Ascent d. Verticality e. Infinity f. The Soul and External Perception
C. Valerie Ross and Symbolic Gestures	
D. Interdisciplinary and intercultural art practices, art education and music <ul style="list-style-type: none"> • It causes you to make new discoveries. • It develops abstract thinking and creativity. • Intercultural and interdisciplinary music listening experiences trigger divergent thinking. • It frees the mind from the bonds of memory-based learning and expands perception. • It offers new methods related to the Zen philosophy in atcher practices. • It lifts boundaries by freeing people. • It generates metaphorical thinking and learning approaches. 	

The researcher discovered methods and techniques (*theorising with researcher identity/theory*) while using the transformative role of music in the creative process; with this investigation, the researcher aims to see the new learning experiences of students in an intercultural and interdisciplinary context. Additionally, the researcher also questions how her artist and researcher identities (practice with a teacher identity) can turn into a teacher identity who teaches and learns by re-meaning and constructing knowledge (See. Guler, 2014; Guler, 2015a, 2015b, 2015c, 2017a, 2017b; Ross & Guler, 2018; Guler & Ross, 2019; Kurtulan & Guler, 2019; Kurtulan & Guler, 2021; Guler, 2021a; Guler, 2021b). A/r/tography as a methodology is conceived of as “an interstitial space” wherein definitions and understandings about art, research, and teaching are “interrogated and ruptured” in “a critical exchange that is reflective, responsive, and relational, which is continuously in a state of reconstruction and becoming something else together” (Irwin and Springgay, 2008, p. 106 as cited in Rolling, 2013, p. 19). In this context, the researcher, on her behalf, will re-question the experience of visualising sounds with her students in the process of a/r/tographic research, while getting students to interpret and discuss their experiences of *metaphorical thinking, knowing, creating, seeing in depth, intuitive listening, and visualising sounds* in art practices. Thus, through a/r/tographic inquiries, researchers and participants gain an intuitive view from an interdisciplinary and intercultural perspective and gain insight by expanding knowledge (Guler, 2017a, p. 159). In this study, while I am trying to discover the lives of myself/others by re-experiencing my experiences of knowing, making, and producing, I am also trying to reveal an investigation process that I created with other identities from understandings and torn meanings that deepen and layer in interstitial spaces. In this investigation process, I am looking to answers the following questions.

1. How can I transform my individual creative experiences into learning experiences for my students?
2. How can I discover re-mean my artist, researcher, and teacher identities by associating them with my students’ experimental practices of knowing and creating?
3. How can my students express their individual learning experiences in creating, knowing, metaphorical thinking, in depth vision, intuitive listening, and visualising sounds in intercultural and interdisciplinary contexts and the three different identities (artist/researcher/teacher)?
4. What is the transformative role of music in visual arts education in an intercultural and interdisciplinary context?
5. How can I develop pedagogical and aesthetic strategies in arts education for me/others through a/r/tographic inquiry?
6. What kinds of new educational ideas can arise from these a/r/tographic research for researcher-artist and participant-artist identities?

Method

Research Model

Typically, the ontology of knowledge in ABR is similar to that in many other qualitative research approaches. But ABR methodology is often combined with many other methodologies, such as ethnography, autoethnography, narrative methods, case studies, participatory action research, discourse analysis, or/and interview methods. It is often important for ABR practice not to stand alone as a method in a research project. Research's interdisciplinary nature and methodological pluralism seem to generate more complex and interesting research settings, methods, analysis, and knowledge (Suominen, Kallio-Tavin & Hernandez-Hernandez, 2017, p. 104). "The subjects of art, with different disciplines and techniques such as music, poetry, drama, theatre, dance, painting, photography, video, and performance studies, can be used in conjunction with action research in the context of experience and reflective processes" (Ersoy & Avci, 2016, p. 126). While action research is not an ARB method per se, action researchers often employ ABR techniques in their work with local communities. Action researchers work collaboratively with community members to understand community problems and find possible solutions (Gullion & Ellis, 2014). The ultimate goal of action research is social change (Abraham & Purkayastha, 2012), and art and drama are often utilised as forms of social protest, pedagogy, and/or social engagement (Smartt Gullion & Schäfer, 2017, p. 516).

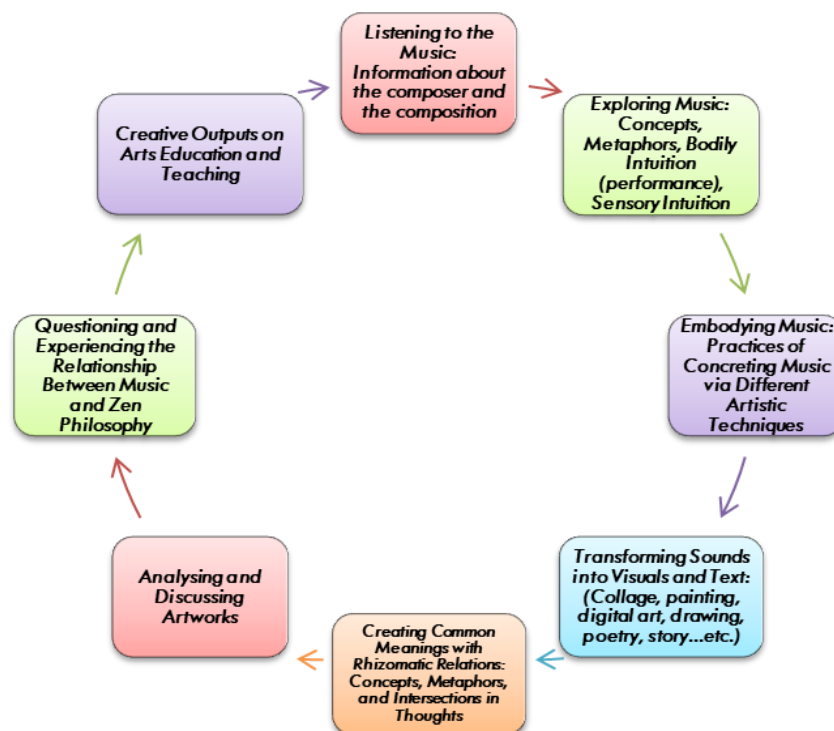
A/r/tography has strong links with action research. Action research has become widespread in education and continued in different forms in qualitative and quantitative traditions in the past years. A/r/tography offers a special perspective that transforms action research into a living application and a utilitarian approach (Deleuze & Guattari, 1987; Deleuze, 1990), while research-oriented applications provide in-depth answers to the who, why, and how questions of research (Sumara & Carson, 1997, p. xvii as cited in Irwin, Barney & Golparian, 2016). "The a/r/tographic approach is very intrusive like action research, and a/r/tography researchers spend their efforts on developing the application they perform, understanding them from different perspectives, or influencing their practices on the experiences of others" (Irwin, Barney & Golparian, 2016, p. 193). "A/r/tography as living inquiry necessarily opens the way to describing and interpreting the complexity of experience among researchers, artists and educators, as well as the lives of the individuals within the communities they interact with. As a result, it also opens the topics, contexts and conditions of inquiry" (Irwin & Springgay, 2008, p. xxv). The name itself exemplifies these features by setting art and graphy, and the identities of artist, researcher, and teacher (a/r/t), in contiguous relations (Irwin et al. 2006, p. 70).

This research was carried out with the a/r/tographic inquiry approach, one of the art-based research methods. The stages of the study consist of a unique set of application disciplines that were theorised in the autobiographical a/r/tographic inquiry previously

performed by the researcher (See Guler, 2017b; Ross & Guler, 2018; Guler, & Ross, 2019; Kurtulan & Guler, 2019). "Field studies full of personal experiences, diaries, notes, reflections, and personal experiences are a set of documents in which the researcher describes himself autobiographically. As researchers, we can use autobiographical documents as part of ethnographic research or a/r/tographic research" (Eristi Bedir, 2016b, p. 156). Thus, "a/r/tography, which brings together art and education in detail and is a living practice, makes it possible to question research over and over again with an alternative perspective, not with a traditional scientific point of view" (Garioan 2013, 2014 as cited in Irwin, Barney & Golparian, 2016, p. 192). Guler and students re-applied and re-questioned those stages in this study using the a/r/tographic inquiry method (Figure 1). The stages the researcher questioned in Figure 1 were not separately planned before this study. This flow reflects the researcher's self-discipline in her practice, which was theorised following subjective inquiry practices within the scope of her a/r/tographic investigation. Due to the nature of a/r/tographic studies, the relational, backward, and forward-oriented rhizomatic relationships of each application stage with other stages given in this flow are given in detail in each section. In this study, questioning carried out in the stages of the flow and applications intersecting with each other, sometimes creating leaps backwards and forwards, re-establishing creative connections and stratification were continuously questioned with concepts and metaphors.

Figure 1.

A/r/tographic Inquiry Flow



The Role of the Researcher

An a/r/tographic investigation approach shapes this study. It is thought that the researcher's educational understanding, perspective on life, artistic and professional competencies, communication power, and ability to create creative interactions, observation, and previous experiences in the subject context affect the working process. Savin-Baden ve Wimpenny suggest that "The arts-related researcher's biography, identity, researcher stance, discipline and worldview are all brought to bear on how they think, respond, problem solve and create" (2014, p. 66). The researcher's art-based research practices and studies, her international studies in an intercultural and interdisciplinary context, and her undergraduate and graduate lectures on the subject have directed her to rediscover the transformative role of music in visual arts education through an a/r/tographic inquiry in an intercultural and interdisciplinary context. Additionally, meeting the theorist and practitioner of the a/r/tographic inquiry approach, Prof. Dr. Rita Irwin, discussing and getting feedback on her work, and taking part in a book project on a/r/tography edited by Irwin and Eristi, has influenced the researcher to pick this study (Guler, 2021a; Guler, 2021b).

Participants

This study reveals an intercultural and interdisciplinary a/r/tographic inquiry with the researcher and 12 undergraduate and 4 graduate students studying in different art classes at Kırıkkale University Faculty of Fine Arts. In this research, accompanied by an electroacoustic composition named "Symbolic Gestures", the researcher and 16 students carried out an application 3 hours a week for a total of 6 weeks in the spring semester of the 2018-2019 academic year. In this study, in which electroacoustic sounds are visualised in an intercultural context, the a/r/tography researcher uses her *artist, researcher, and teacher identities* and the learning outcomes of the autobiographical a/r/tography investigation she previously carried out to;

- re-questioning their teaching and learning approaches by re-experiencing them with their students,
- make students go through their own creative journeys while visualising sounds,
- understand how students reconstruct knowledge in an interdisciplinary and intercultural context during this process,
- In this context, to reveal how students transform and interpret their artistic knowledge and experiences with music, which is a different discipline, creatively.

Data Collection Methods

Video and audio recordings, photographs, artistic products, student pictures, student views, observation notes, student diaries, performance activities, personal messages, researcher's work and the work *Symbolic Gestures* by Valerie Ross reveal the data of

this a/r/tographic inquiry process. According to Leavy (2015, p.18), narrative forms in art-based research applications are not limited to short stories, novels, experimental writing styles, graphic novels, cartoons, poems, short stories, collages, pictures, drawings, sculpture, 3-D art, sewing, show scripts, theatrical performances, dances, movies, songs and musical notes. Therefore, the researcher and participants' live performance and the emerging art products are also among the data.

Data Analysis and Interpretation

"The task of the arts-related researcher is to analyse, rearrange and interpret the data as it has been experienced, to share the momentary observations, to present new insights and to create space for further questions to develop" (MacKenzie & Wolf, 2012 as cited in Savin-Baden & Wimpenny, 2014, p. 73). Innovation or creativity may come to bear as we develop a unique methodology by employing methods of data collection or analysis in new ways that allow us to examine what might otherwise remain invisible or out of reach (Hesse-Biber & Leavy, 2006, 2008; Leavy, 2009, 2011a; Whittemore vd., 2001 as cited in Leavy, 2017b, p. 494).

The participants must question the electroacoustic sounds to create different meanings. The researcher and the participants must share their ideas, concepts, and metaphors to establish connective relationships. Thus, the artistic and educational outputs of this a/r/tographic work, personally and as a whole, are important in analysing the study's data. Irwin, Barney, & Golparian (2016) stated that a/r/tography is an approach that allows the examination of perceptions and that artists can establish connections by being influenced by different images, sounds, performances or a word, that a/r/tography researchers can use artistic and educational inquiries as data, and that researchers can continuously associate ideas and data with artistic processes to create knowledge. In this context, research data were collected, analysed, and interpreted with the a/r/tographic inquiry approach, one of the art-based research methods. The video and sound recordings transcripts, photographs of the application process, images of artistic products, participants' opinions and observation notes, student diaries, personal communications, and the researcher's theoretical and practical studies were interpreted and presented in detail. Detailed participant comments were especially included in the study to share instantaneous observations of the data from which new and creative products emerged. "Using autobiography as a research approach means obtaining more in-depth and powerful data related to the subject of the research" (Boucher & Holian, 2001 as cited in Eristi Bedir, 2016b, p. 156). In her autobiographical a/r/tographic inquiry, the researcher mainly conducted original and reflective investigations to re-organise the data obtained from the participants to create new meanings, create inter-identity spaces, and present new insights to the reader.

Credibility and Ethics

Credibility, transferability, consistency, and verifiability are used to ensure validity and reliability in qualitative research. "The fact that the researcher is close to the data source, lives the realities in the field, and collects data with methods and processes appropriate to the nature of the data are features that increase the validity of qualitative research results" (Yildirim & Simsek, 2008, p. 274). While conducting art-based research, *ownership* (ethical agreement on who will have the right to the research data), *reflexivity* (biases, opinions, and perspectives; the difficulties that the researcher will struggle with in the research process), *negotiated meaning* (the process of negotiating, discussing, and sharing the findings with the participants), *transparency* (making an effort to understand what the participants mean while simultaneously affirming the meaning they co-create with a clear point of view), *plausibility* (understanding that the knowing and known are combined and truth is negotiated through dialogue), *honesty* (the researchers affirmation of the cyclical nature of facts and people and situations effect on the "truth"), *integrity* (analysing data in a descriptive way, approaching participants and their circumstances fairly), *verisimilitude* (ability to seek and confirm facts through questioning), *criticality* (one's ability to understand a critical perspective on their position, accept biases, and be aware that there may be a need to acquire possible perspectives), *stance* (the way the researcher positions themselves with respect to the method, participants, and methodologies), *authenticity* (understanding that the research should reflect the participants experiences, the researcher should, in any case, be aware that there may be differences in participants opinions), and *peer evaluation* (receiving criticising feedback from friends and colleagues about the integrity of the study) are certain ethical requirements that need to be taken into account (Savin-Baden & Wimpenny, 2014, p. 86-95). Through much research conducted on the a/r/tographic inquiry approach since 2010 and teaching undergraduate and graduate courses on this subject, the a/r/tographer needed to have the knowledge, experience, and skills for the credibility and applicability of the study. 12 undergraduate and 4 graduate students voluntarily participated in the research. They gave their consent to voice recordings, photographs, videos, and the publication of their creative outputs (diaries, performance activities, poems, pictures, etc.). In this context, to verify the findings, participants consent to use direct quotations containing their expressions were obtained, and the participants' expressions were directly quoted in the study to increase reliability. The data were used without disclosing the participants' real names and private information following the principle of privacy regulations. During the research conversations, discussions, and practices, participants were not pressured to express their opinions or any other issues. Each application phase is explained in detail to ensure the research's credibility, transferability, and verifiability. The researcher used photographs describing the implementation stages for the verifiability of the process, explained the applications carried out in as much detail as possible, and tried to make it understandable by interpreting the findings. The recording of Symbolic Gestures was only shared with the participants, with the composer's permission.

Findings

In this part of the study, the researcher will re-examine the stages that constitute the individual creation discipline in the a/r/tographic inquiry flow with the students and reveal the findings by interpreting the process by questioning new meanings in learning, teaching, and practice with others (See Figure 1). In this context, Guler reconnected her identities as a researcher, artist (practitioner), and teacher with the experimental creation practices of her students and re-lived the exploration investigations with them in creating different ways of knowing by experiencing these three identities. Guler experienced her and others artist/researcher/teacher identities individually and holistically in an intercultural and interdisciplinary context; she also researched how the participants displayed the possibilities of creating, stratified knowing, metaphorical thinking, in-depth vision, intuitive listening, and visualisation of sounds.

1- Listening to the Work: Information about the Composer and the composition

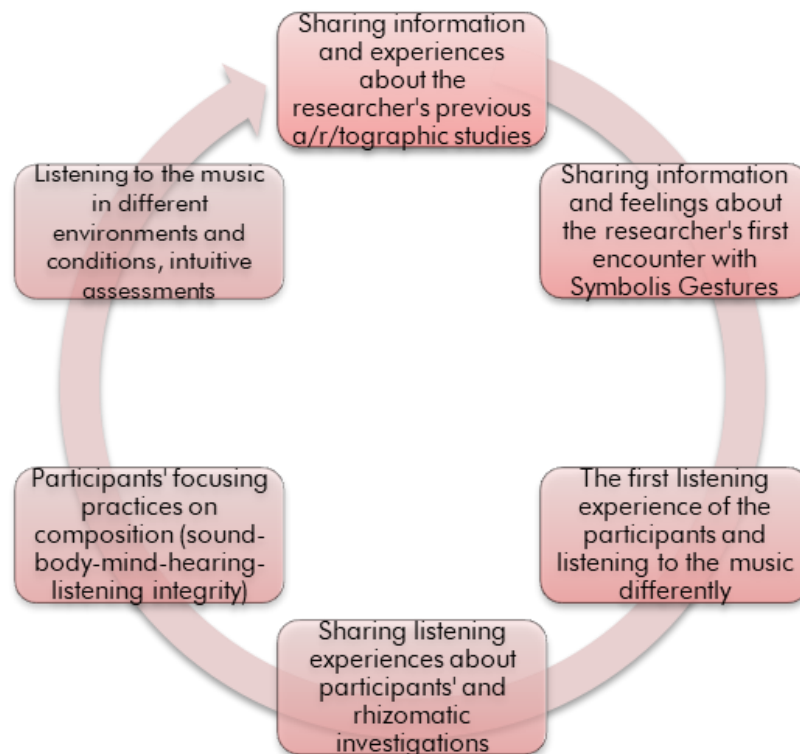
The application discipline that constitutes this stage of the research is given below (Figure 2). In the first phase, Guler talked to the participants about the content of her a/r/tographic studies on visualising sounds in music, which has been ongoing since 2010 and got the participants excited by sharing her experiences in the process of creation. Guler gave information about the a/r/tographic process in which she visualised the sounds of different composers and invited the participants to experience a new investigation; she briefly shared information about her first encounter with the Malaysian composer and academic Valerie Ross and her feelings when she listened to "Symbolic Gestures" at Cambridge University in 2016. In this process, no other information about Symbolic Gestures was provided to avoid preconditioning the participants about the music they will listen to. At this stage, the aim was to observe the effect of music on participants listening to a work belonging to a different culture for the first time. For this reason, the first listening experience took place altogether through loudspeakers. After the first listening experience, the feelings and thoughts of the participating students were listened to.

Later, the participants were asked to listen to the work individually with headphones to internalise the music and note all the feelings, thoughts, and concepts the music made them feel. Participants were guided on how they could be integrated with the music with total concentration while listening to it. These stages were shaped by the practices Guler discovered and realised in her 2-year individual applications of the same work. Participants were asked to exercise their ears while listening to music and integrate their bodies with sounds, feel their movements, and focus on the actions that music made them discover. After this stage, the participants were asked to continue listening to the music differently, for example, by walking, standing, with their eyes closed, and while lying down. They were asked to question whether there was any relationship between

the position they listened to and the way they felt (Photograph 1). Participants were asked to continue their music listening experience regularly at home, in nature, or different environments (crowded, secluded, night, day, public transport, etc.), and they were asked to keep a diary of their feelings and thoughts about all kinds of mental and physical sensations. Guler guided the participants to experience the practices she discovered in different ways but avoided giving too many comments to encouraged them to discover new meanings.

Figure 2.

Stages of Listening to the Composition



The notes taken by the participants with the current excitement and emotional intensity are given to the reader in the most transparent and natural form below to reflect the discovery process. For the reader to see how interpreting sounds and the emergence of concepts and metaphors change from person to person to gain meaning, their notes were given consecutively, and Guler made no comments. Irwin, Barney & Golparian (2016) stated that "While traditional research approaches generally follow standardised approaches to present research findings, there is no standardised presentation approach for a/r/tography research. There are some ways for them to relate to the work, and these draw attention for the readers or viewers to create new meaning.

Photograph 1.

Practices of Focusing on the Music and Perceiving the Sounds Mentally and Physically



It will be seen below how the original thoughts of the participants flow rapidly and reveal many metaphors and concepts in the written notes taken on the semantic analysis of the sounds. The researcher emphasised the metaphors and concepts that she had previously questioned in her autobiographical a/r/tography study in bold so the reader could evaluate the rhizomatic connections between the participants and the researcher. The rhizomatic map, which shows the random and connective rhizomatic relationships among concepts and metaphors the participants questioned in their experiences of listening to music, are given in the following sections (Figure 8).

Deep well, **echo, water sounds**, harmony, **waking up** in screams, the dance of the **black**. Passion, mountain peak, fresh air, wind merging with your skin. Scream pain, **chaos, rise**, excitement. **Dark space**, I slowly come out of that darkness, and we take off to the sky with blue butterflies in front of the **cave**. Cold...fear fills my body. I **lighten** up with the delicacy of butterflies (E. E., Undergraduate, personal communication, March 2019).

Time ... peace, fear... extinction, dry leaves flying, **female voice, walking, warning**, "you chose this!", "I have to survive in the wild!". Right now I sat on the ground in nature while listening to this music. I created my own round space with cones in the trees, **anxiety**. I'm in a lonely place, I don't feel **safe**. I feel safe in the classroom. I feel uneasy when I listen to it with people walking by walking, the **eternity** of the music is absorbing here. I get a **wet** and rotten taste, the flute makes me feel like I am floating and **disappearing** in foggy places, I am in high places. It expresses an **adventure, a journey**...An experience close to **death**. Like a cathedral made of mosaic glass with all colours (E. K., Undergraduate, personal communication, March 2019).

It signifies the **beginning** and the **end**. The **water-drop** voice symbolises tears...The **female voice** in music is a lament following **death**, very **deep**. **Darkness**... (E. K., Undergraduate, 8th listening, personal communication, March 2019).

...Side flute: **rise**. Drum: news, approach, danger. Woman's voice: lament, **death, extinction**. **Water sound**: cry. Other blowing instruments: belatedness. Violin: bitter, grief. This song is light blue, brown, yellow, **black**. The music makes a difference depending on the **place** I listen to it. This composition has a **secret**...(E. K., Undergraduate, 9th listening personal communication, March 2019).

Fear after **anxiety**...excitement, I am in a stalactite **cave** with sharp **stones** on the ceiling. Inside is lit by fire, the ground is **wet, water is dripping** from the stalactites...a man and his **sword**. **Animal** and hunting motifs on the walls... (Ö. K., Undergraduate, personal communication, March 2019).

... you have to worship!", "**turn to your own energy, feel, believe!**"..."I must help a wounded gazelle." Selfishness, questioning of conscience... shock, "I am the gazelle", "then who helped me?", "I got into identity confusion (Ö. K., Undergraduate, personal communication, March 2019).

At one point in **time** I saw the living dead. What is the **knowledge**?...it's **dark**, I'm sweating, I have to retreat to my corner, **I don't belong here**... Even if it's sunny, you are moving slowly, **not knowing** where you are going. While walking, melodies seem to **move** according to me, sometimes I wanted to stop. After the rain I felt that I touched the moist leaves and my skin was wet (Ö. K., Undergraduate, personal communication, March 2019).

Drops of water, drums, **falling, shiver, ascension, bell**, excitement, **cave**, I'm in **emptiness, darkness**, scream, calmness. Door creak, **bell**, I'm in the **emptiness**. Water drops fall...then as it **rises**, my eyes fill up, my body begins to warm," The sounds disappear and I start to warm up, I reach **peace**. My body temperature changes. The three repetitions of the doorbell give the feeling of salvation. Sadness, depression, **watercolour, blue**, atmosphere, earth, **throne, fear, anxiety, ascension, black**, red, **body**, air, **darkness**, ground, introversion, **sun, light, colour, movement, speed**, closing (U. T., Undergraduate, personal communication, March 2019).

Drop, darkness, being alone...peace, hunger and cold, feeling **light from depth to rise, disappearance, silence**...melting state, **tinnitus, feeling transparent, seeing, clearing, landing**, closing. Walking, from blue to green yellow, like a place a ritual is done, look (tulle) listen (woman) three women, **bell**...the **light** turns off, disappearance, **darkness...see**, disturbed, **knowing**, the **desire to hear**, waiting there is no ringing, **white light and numbness. Past tense, future tense, thinking, emptiness, extinction, focus, unity, power, forgetting the concept of time, peace**... (T. G., Undergraduate, personal communication, March 2019).

I walked into a room, it creaked as I opened the door, lonely, **dripping water sounds**, I **walk** slowly and there are two-dimensional busts on the wall, the smell of dampness. Suddenly there was a loud voice as if the voice were coming from that bust. The surroundings had earth tones and green colours...while running away I fell and got wet, it was as if I had a dream when I went out. **Fear**. Music almost drags people (S. A., Undergraduate, personal communication, March 2019).

...fairy-tale images. The dashed lines on the ladder on which I sit seemed to move...There is always **black**. I could not see any colour. I **travel in time** (K. T., Undergraduate, personal communication, March 2019).

Jamming, **darkness, bell**, fire, **cave...night**, shaman, **spirit**, red (M. D., Graduate, personal communication, March 2019).

While the **sound of water** is resting, the sounds that come in between are frightening. The elevations in between caused **anxiety** like knocking on the door. My heartbeat changed. My was

very focused on the **bell** at one point, and I thought at what **intervals** it was ringing (E. S., Undergraduate, personal communication, March 2019).

I have goosebumps because stimulants nudge my **soul**, I am ready for **absence**. The elasticity of **time**...the **bells** are ringing to keep me **aware**. The **wind**...the time of the leaves falling to the ground, some leaves have their **identity**. Their fall time is different too. Different time flow in the same environment. **How can music make you feel more than one emotion at the same time? Fear, worry, peace**...I run as far as I can from where I am stuck, but there is no exit. When I listened to it while **traveling**, the trees seemed to dance to the rhythm of the music (F. Y., Undergraduate, personal communication, March 2019).

Drops of water, the creak of wood. The drum tears everything and then ties it together. The music gave me a headache. The **female voice** makes me feel pain. The upper part of my body started to numb. Now the music is uncomfortable. It's very interesting because I like it. The **discomfort is relaxing**. But the drum sound is awakening. After the 9th minute, I find myself in a monotony. I think this is **eternity**. Music has an involuntary **attraction force**. The colour is **dark blue**. I was able to listen to it 3 times at most (B. E., Undergraduate, personal communication, March 2019).

I'm walking in a big pipe. **Alone** but crowded. Very **light** but very **heavy**. It's like going somewhere step by step...There are trees and a lake around me. The weather is cloudy, the wind is blowing occasionally...Not knowing where I'm going. Coolness, **shiver**, and **peace**. (F. A., Undergraduate, personal communication, 26- 27 March 2019).

...excitement, **heart**, wandering, **bells**, it is raining, **light**. **Cave...depths...flowing waters**, changing weather, wild animals, **silence...flying birds**. **New discoveries**. **Vibrations, drops, drum, reverberation, emptiness**, fright, excitement, **fear**, flight, **plunge, focus, opening, peace, sharpness, void of space, bell noises, loop, disappearance, inner voices**, escape, **acceleration, calmness**, ladders, **destination** (A. K., Graduate, personal communication, March 2019).

...the **sound of water**, the smell of mould, a lonely woman, seated in sorrow...when the door opens she laments, she stepped on the ground, everywhere is **wet**...her grief is easing, **waking up from sleep**, let the **sunrise**, walking fast outside, searching alone... (E. N. Ö., Graduate, personal communication, March 2019).

... the rocking cradle creaking, the **dark** treehouse, the mother stopped rocking the baby, started to sing lullabies. Fireflies are everywhere, wind **chimes**...every ringing of the **bell** passes the line of singing on to another person. (E. N. Ö., Graduate, personal communication, March 2019).

Just **water** and **me**. **I'm not thinking of anything**. I'm lying on the ground. **Drops of water have started to fall into the water**...it is dripping on my face. I may be **dead** the woman over my head is lamenting. Electricity sounds are coming from the lamp... the sounds of the courtyard represents open doors. They will take me away. The end has come. Leaves are falling with the wind. **The sound of flapping wings**. **Hidden secrets...A layered effect** (E. N. Ö., Graduate, personal communication, March 2019).

Stairs, **drops, depth, peace, darkness, anxiety**, ethereal, **height**, woman, **eternity, water**, drift, **tension** (N. Ö., Graduate, personal communication, March 2019).

I shuddered...and my headache passed. I rested with this music. I'm walking in a cemetery, it is summer. The fear of death surrounds me with the chirps of birds green is greeting us I am **questioning the world**...I am finally getting better... (E. T., Graduate, personal communication, March 2019).

Gestalt-figure-ground relationship, **search, disappearance, identity**, hypnosis, **sadness, darkness**, psychological illusion, **nothingness, directionless, purification, metaphor, seeking spirituality**, uncertainty, shamanism, **no gravity, spiritual dimension**, supernatural, **inter-emotional transition**, ethnic, continuity, pain (E. T., Graduate, personal communication, March 2019).

... While I think that the spiritual feelings with music will comfort me, on the contrary, it makes me feel very **uncomfortable**. **It makes me think** constantly...I think about everything good and bad. **My focus** suddenly changes. **Everything, every object loses its meaning. I become "nothing"**. Such a state of **absence** that there is not even **"nothing"**. If I listen to it more than twice a day it keeps me up at night (E. T., Graduate, personal communication, March 2019).

In addition to the written notes above that reveal the subjective inquiry processes of the participants listening to the work, some of the researchers' notes on the subjective inquiry about the work at the beginning of the study are given below. The following notes are important in showing the relationship between the subjective concepts that the researcher and the participants questioned while listening to music.

I am in **emptiness** with **water drops**, sound **echoes**, an empty **dark** space. Shiver...the **day rises** with the flute and the **light** spreads into the darkness, the sound of the flute almost opens distances, I am going away. **Woman's voice=peace**. **Water is the flow of time** but there is no **end**, the bell is life, the lines travel and retreat with the female voice, **mysticism**, retreat and **disappearance, tensions**, exit from concrete to abstract (A. Guler, personal communication, August 26, 2016, 1st listening).

Water drop, space-emptiness, space, I still can't make sense of the bell, the flute is the transition to the **day**; elongating, pulling, sustaining voices, ringing may be "self-improvement". Maybe it is the frontmost stain in the picture. The drum is **thunder**, the flute makes me go around, sometimes it can be a cry. The string is naive and sensual, sometimes the flute stretches...In an extraordinary flow, it affects me differently. There is no **time**, no **space**, all **opposing concepts** collide in the work, while you can feel the **space** with the sound of the water and the bell, **spacelessness** can be suddenly perceived. Time and **timelessness, timidity and courage, running** and getting caught, **night but day, light but dark**...etc. (A. Guler, personal communication, August 27, 2016, 5th listening).

I **can't listen to this piece over and over** again like in my Gershwin work...It's like it's **changing my metabolism**...3.30 min. a full echo in a **cave** behind...5.28 there is **tension**, and an **event** is approaching...06.50 min. Flute is a call to spirituality, 07.18 **curiosity, unknown**. But what is approaching? 09.13 **thunder rumbles**, 09.43 where am I? There is no **gravity**... (A. Guler, personal communication, August 30, 2016, 9th listening).

...This is a **beginning, an event, a ritual**, a female voice makes me **sleepy**... (A. Guler, personal communication, September 3, 2016, 13th listening).

The participants' notes who listened to the music regularly by focusing on the same piece at different times and in different places show how different the sounds are perceived and interpreted. *While some participants could taste the sounds, some smelled them, while others were questioning the instruments, others were attracted to focusing on the objects. At the same time, while some experienced a story, others expressed their feelings with single words, while some felt like an instrument, others associated music*

with their environment and questioned themselves. Others have physiologically reacted to the music. The participants re-questioned the concepts and metaphors of the music with the researcher and created deep meanings that are intellectually stratified. Trying to sense the work spiritually and physically has created the foundation for the next stage.

2- Exploring Music: Concepts, Metaphors, Bodily Intuition (performance), Sensory Intuition

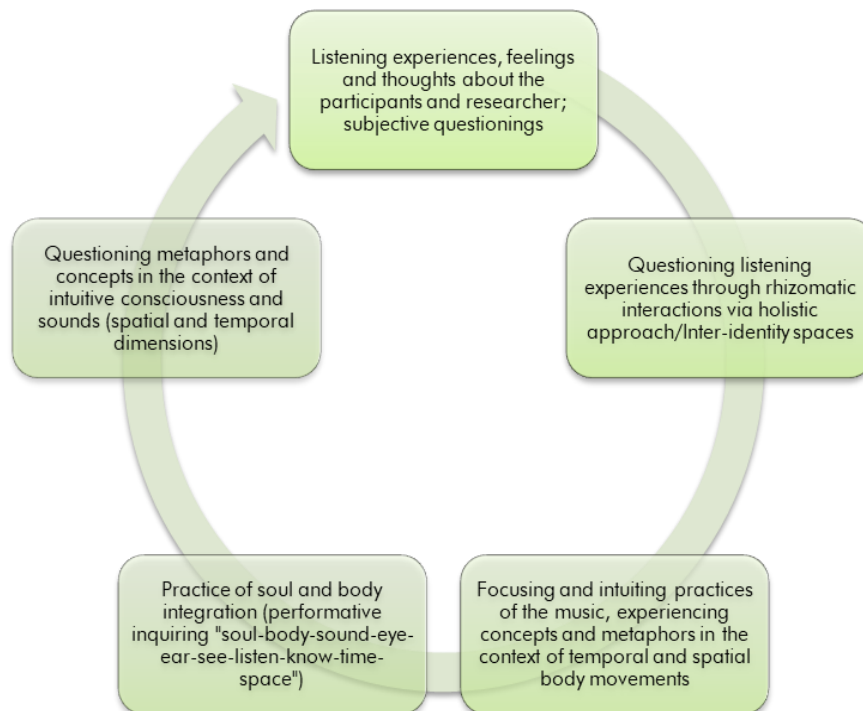
Guler shared the concepts, metaphors, and intuition practices that she questioned while producing with an artist identity with the participants, which aroused great interest in the participants. This invited participants to explore different inquiries with new research questions. While the researcher's metaphors from intuitive listening experiences before visualising the music were questioned altogether, new questions arose in the name of *intuition* (Figure 3). Thus, the participants tried to investigate the new concepts they questioned with their own artist identities and tried to create research questions with other participants. Participants were told that they would have a performance where they would feel the music with their ears and all parts of the body to experience the relationship between the soul and body that can integrate with sounds. Based on her own experiences, Guler guided and encouraged the participants to focus. Most of the participants who stated that they had never had such an experience before were initially anxious and embarrassed.

Participants' hesitation about exhibiting what music makes their body do after their listening practices disturbed their concentration. However, this was shortly resolved when the researcher explained that focus was the backbone of this study. Participants were asked to imagine that they were no gravity and leave themselves to the music by closing their eyes and forgetting everything, and thinking that they are gradually leaving this world. Previously, a 12-meter-long paper was laid on the workshop floor, and participants were asked to wear their most comfortable clothes and were stated that they could participate in the process by taking off their shoes. For the body to relax and achieve the purpose of experiencing the feeling of being free from gravity, they were asked to get rid of anything that could physically give them a sense of weight. This way, the liberated body was able to reach full spiritual concentration. Afterwards, they were asked to feel the rhythm with their bodies while listening to the music and freely reflect it with body movements on the paper laid on the floor (Photograph 2).

Guler was the first to initiate the performance, and others voluntarily participated in the performance one by one. It has been observed that the participants isolated themselves from this world by closing their eyes. The performance continued as the interaction of "I" and "others" with music, with interbody and inter-identity spaces.

Figure 3.

The Process of Exploring Music with Concepts, Metaphors, Bodily Intuition (performance), and Sensory Intuition



Before the performance, the participants were asked to think about the concepts and metaphors they had questioned before, especially while performing the stretching movements that music reveals in their bodily movements. Thus, the previously written concepts were questioned differently with body movements in spatial and temporal dimensions. Here, how participants use the stretching movements in the workshop, which they individually discovered in their creative practices, will be explained in the following stages. At this stage, researcher and artist identities intertwined by establishing a relationship with each other, and the meanings could be stratified in the lives and textures of different identities. Participants stated that it is a challenging experience to question a work consisting only of sounds abstractly.

Leavy (2015, p. 133) stated that "In music, voices can speak together without negating one another. In this regard, music as a method may allow researchers to get at and express a multiplicity of meanings, or layered meanings, not communicable in other forms". Participants who stated that they are people who produce products perceived and embodied by the sense of vision in visual arts emphasised that experiencing another discipline and culture with only sounds brings them together with different investigations.

Photograph 2.

Exploring Music: Concepts, Metaphors, Bodily Intuition (performance), Sensory Intuition



3- Practices of Concretising Music with Different Artistic Techniques

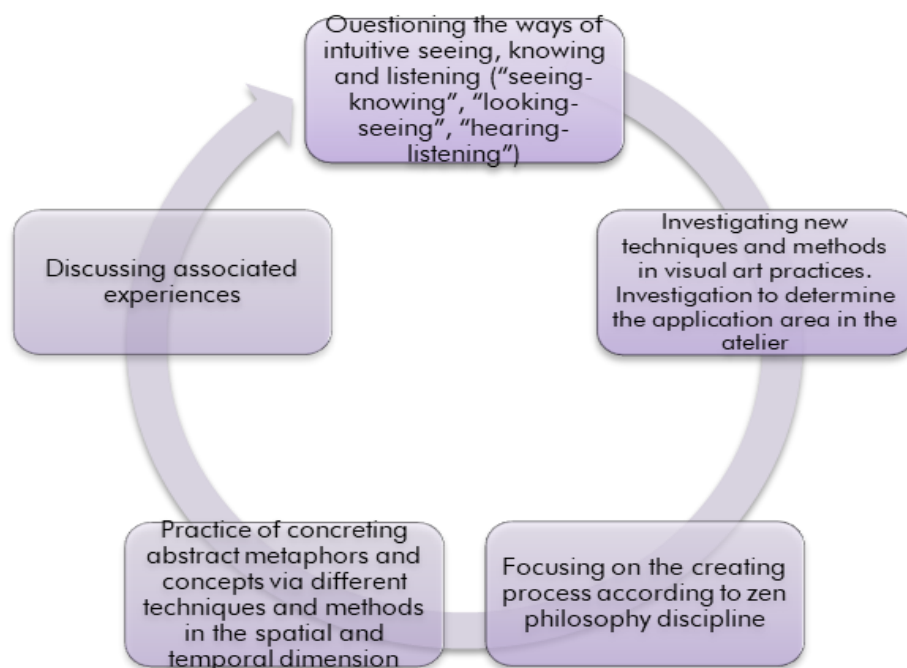
Participants who internalised the work by listening to it revealed their concepts and metaphors and tried to perceive the music in different ways began to search for ways to seeing in depth and intuitively rather than only listening to music (Figure 4). The days passing by focusing on the same work and listening practices with complete concentration have directed the minds to a single point, namely this work. Many participants stated that even if the music is not playing, they could hear this music in their minds. At this stage, the participants first inquired, individually and then with others, how they could translate the abstract feelings they had experienced so far into the concretisation practices. This situation initially frightened and worried the participants who were educated on visual arts. Trying to capture the flow of abstract sounds in music on the plane over time, the participants have started to question how they can capture sounds almost as if they are frozen on the surface and imprison them on the surface with the techniques they have determined. In addition to making their concepts and metaphors visible, in other words, the practice of visualisation, the participants also tried to reveal theoretical ideas among the structure of music and the artistic products they produce with this deep investigation (Photograph 3). First of all, the work was opened at a reasonable loudness from a loudspeaker in the classroom. All participants were asked to walk slowly by listening to the music and feeling the sounds to identify where they will work in the workshop.

With their eyes open, participants tried to focus on achieving spiritual and physical integrity by walking and were asked to decide on the application area by seeing it first. After the participants determined their areas, they were asked to listen to the same music and walk with their eyes closed to define an area again by focusing only on the music. When the participants opened their eyes, they found themselves in a completely different place in the workshop than previously determined.

The expressions of amazement and surprise on the faces of the participants raised another important questioning. When asked why the first and last area they determined were different, they stated that they determined the area much more freely with their eyes closed without seeing the others. They were asked to consider whether many things we make sense of through our eyes constrain us. The issue that music can be perceived in a spiritual dimension without seeing it under the guidance of abstract sounds has been discussed together in the context of the researcher's experiences. This sharing creates awareness in the concepts of intuitive "seeing" and "knowing", "looking and seeing", "hearing" and "listening", and with a different perception, even with the eyes closed, people can see sounds spiritually. In other words, this vision can be equivalent to the act of knowing and it will be explained in the following sections. This awareness will be important in future stages to understand the zen philosophy that forms the basis of the work.

Figure 4.

Process of Visualising Sounds



Photograph 3

Attempts to Construct Sounds with Different Techniques



Subsequently, the participants freely began to investigate new problems in visual art practices by questioning their own creative experiences. In this process, it was aimed to see what they can do when they encounter different materials by listening to the music in the continuation of the body intuition performance. For this reason, the participants were asked only to experiment with concretising sounds, and they were encouraged not to worry about making sense of the product they created. Through her experiences, Guler guided the participants on focusing on production, isolating themselves from the environment, getting rid of their anxieties and worries, and integrating with materials and sounds simultaneously. Most of the participants voluntarily took off their shoes and continued the application process with bare feet or slippers. Some sat cross-legged on the ground, and some worked standing. Some were lying on the ground, and some were thinking when lying on their back. These are the focus and liberation efforts of students who can forget their anxieties and try to take action. As Herrigel, who has learned from a Zen master for many years, said, "The teacher... tries to save the student from themselves" (1994, p. 41). They were asked to theorise and question a technique by which they could integrate their concepts and metaphors with music.

Guler applied the Zen philosophy teachings, which she had been investigating for a long time and associated with her work but did not yet give information about what Zen philosophy was to the participants at this stage. The purpose of this was for the participants to experience it first. After encountering the zen philosophy at the end of the process, they can look back on their experiences as outsiders and re-layer their discoveries. Participants mentioned that they were very excited about their experiences at this stage and had never felt so liberated before. It has been observed that many have discovered the discipline of focus to practice most productively while creating their

artistic technique and showed incredible respect to their materials (Photograph 3). Participants stated that they are one with the music by only integrating with sounds at that moment; they excitedly expressed that they discovered many common points between music and art. They added that this experience breaks the boundaries known in visual arts theory and practice and makes them question the areas they never thought about before. The participants stated that they used to paint only using their hands, but with this exercise, they felt that their energies flowed onto the canvas with all the movement in their bodies.

4- Transforming Sounds into Visuals and Text: (Collage, painting, digital art, drawing, poetry, story...etc.)

The music-visual-technical-theory-writing relationship participants experienced and theorised by investigating in the previous stage, and they transformed them into an act of artistic creation at this stage (Figure 5). The technique, size, and composition used by each participant differed. While some created a digital product with electroacoustic sounds, some associated the work with the duration of their work. Others have constructed the story of the music using acrylic or oil painting techniques. Some of them associated their painting, music, and lyrics or only sensed the sounds with their body and made sense of it in the space (Photograph 4 - Photograph 5).

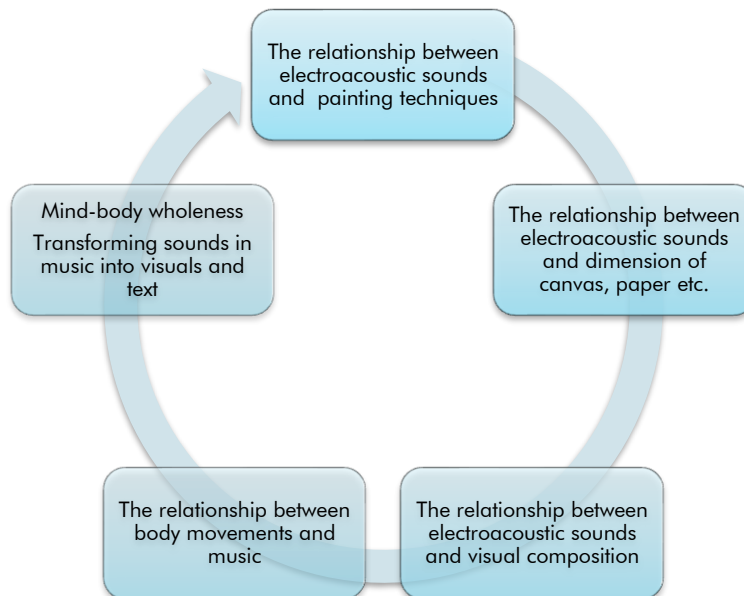
Photograph 4

Transforming Sounds to Images



Figure 5

Transforming the Process of Visualising Sounds into an Artistic Creation Action



Photograph 5

Transforming Sounds to Images



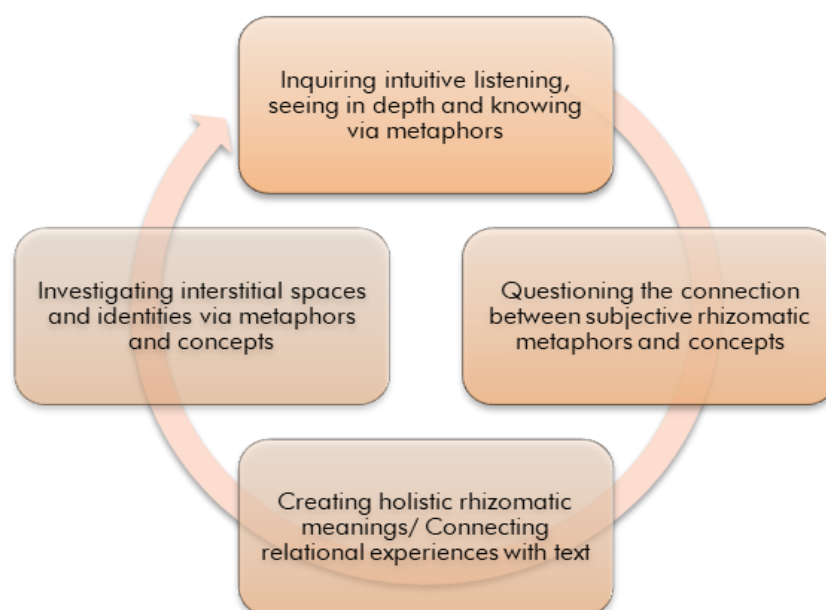
The participants stated that trying to freely portray the work of a composer they did not know, from a culture they did not know, gave them very different emotions. They started to question the sounds they could not see and exercised their different senses. The researcher participated in the process as an audience to not affect the participants and conducted her performance at the end of this process.

5- Creating Common Meanings with Rhizomatic Relations: Concepts, Metaphors, and Intersections in Thoughts

The human thinking system is more inclined to grasp and make sense of what is visible. Many people find it difficult to understand, make sense of, or express what is abstract. At this point, metaphors come to our aid. Metaphors are expressions that allow abstract concepts to be understood by comparing them to something else and drawing listeners into our thoughts. Metaphors enrich us in such a way that they add strength to our intuition, mind, emotions, understanding, and creative power. It deepens us in the act of thinking so much that even we may not understand how we get lost in stratified words and sentences. In metaphorical expression, the language almost comes alive and begins to say completely different things. Thus, our perceptions can interpret the familiar world reality differently. Guler invited the participants to metaphorical inquiries with the artist, researcher, and teacher identities through music. It enabled the participants to question while producing and put forward their research questions through art. Thus, an a/r/tographic investigation emerged, in which others taught the researcher and the researcher taught others (Figure 6). This stage aimed to reveal a common, lively, and translucent flow of concepts together, to intertwine concepts with rhizomatic relationships and question and interpret them in an intellectual dimension. For this, a five-meter blank paper and coloured pencils were prepared, and the work named "Symbolic Gestures" continued to play in the background (Photograph 6 - Photograph 7).

Figure 6.

Process of Creating Rhizomatic Relationships



Photograph 6

Creating Common Knowledge with Rhizomatic Relationships



Photograph 7.

Re-creating Common Knowledge with Rhizomatic Relationships



Participants were first asked to reflect, on paper, the concepts and metaphors they questioned with music and visually question them. This process is for the experiencing writing underlying the a/r/tographic inquiry with different expressions rather than visualising the concepts. The process continued for 3 hours without interruption. The participants who completed the act of writing met, on paper, with the concepts and metaphors investigated by other identities and continued to live the process by associating them with new meanings (Photograph 7).

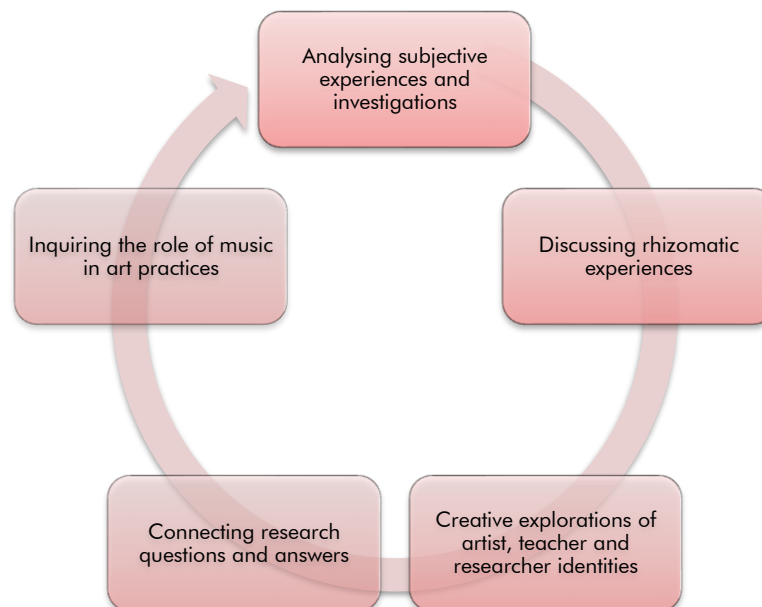
6- Analysing and Discussing Artworks

At this stage, a long conversation was held on understanding each other by analysing, questioning and discussing all the written subjective inquiries, experiences, artistic products and research questions that have been made up over and over again (Figure 7). "ABR has the potential to be emotional, evocative, provocative, illuminating,

educational, and transformative” (Leavy, 2017b, p. 213). Undoubtedly, with the transformative role of music, this process caused Guler and the participants to reinterpret knowledge and experiences by listening to the thoughts of others while explaining themselves. As the thoughts, experiences, questioned concepts, and metaphors were shared in this phase, how many intersecting meanings emerged between the participants was observed. Most of the participants discussed the rhythms and sounds they made sense of on the same or similar topics. Sometimes thoughts went back to their subjective inquiries in the written notes from when they first listened to the music, and sometimes they jumped forward with new interpretations at that moment. The rhizomatic relationships based on concepts and metaphors that the participants revealed in their subjective inquiries formed unstable and non-linear communication networks that leapt in continuous motion (Figure 8). Guler shared her research experiences, talked about what this study contributed to her, and deepened the process for the participants in the context of research and teaching.

Figure 7.

Questioning Artworks



Guler also directed her research questions to the participants. Participants stated that they understood much better how they could theorise and form new topics in their future studies (Photograph 8). Participants expressed their astonishment about how far they came from a piece of music and stated that they had never internalised music in this way before and emphasised that music opened up many new ways of exploration for them.

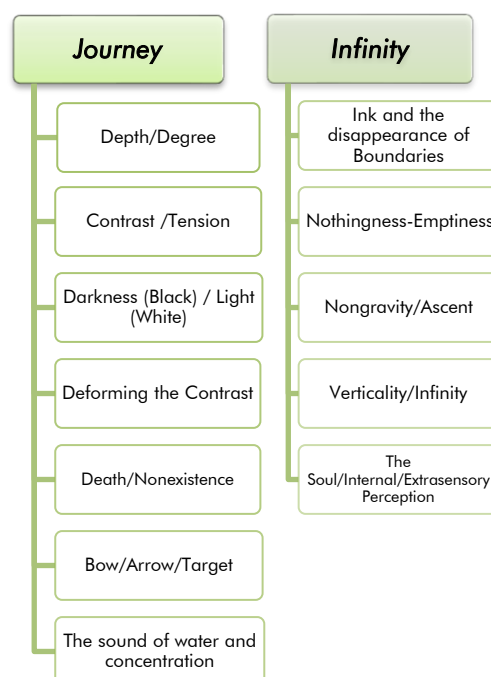
was placed on the concepts and metaphors to see which points the mutual concepts and metaphors come across in practices. Thoughts that do not progress linearly through mutual inquiries but pass through each other almost formed an invisible network and connected the participants and the researcher. Creative attraction within this transparent network provided the opportunity for a reconnection evaluation by allowing everyone to relate their thoughts to their actions in their practice.

7- Questioning and Experiencing the Relationship Between Music and Zen Philosophy

In her investigation of visualising Symbolic Gestures, Guler came across Zen Philosophies through the instruments in the music and related her concepts with this philosophy (Figure 9). Participants' mystical perception of this music led the researcher to explain why and how she associated her work with this philosophy by analysing them through concepts. Guler described the a/r/tographic inquiry process that lasted 2 years, the techniques and methods she discovered, the metaphors she theorised, and 63 watercolour paintings she made solely for this work in her unpublished book "A Journey with Music into the Depths of Infinity" (Guler, 2017b). In the "Journey" and "Infinity" sections, the concepts associated with the Zen philosophy that emerged from creating and analysing the pictures are given below.

Figure 9

Concepts of the Researcher Associated with Zen Philosophy in A/r/tographic Inquiry (Guler, 2017b)



“We also develop knowledge from our personal and sensory experiences” (Leavy, 2017b, p. 37). At this stage, Guler shared the methods and techniques she discovered and theorised by exhibiting her performance with the participants (Photograph 9). After watching this performance, the participants saw the similarities and differences between their subjective questioning and creation experiences and Guler’s performance. This stage is especially important for the researcher and the participants to investigate similarities and differences by linking each other’s inquiries and practices (Figure 10). Seeing the points where the researcher meets with the participants through live performance and then questioning the relationship between the creative practices of the participants and the artistic products of the researcher excited the participants. Thus, the participants had the opportunity to re-examine their performances by looking at them through someone else’s eyes.

Photograph 9.

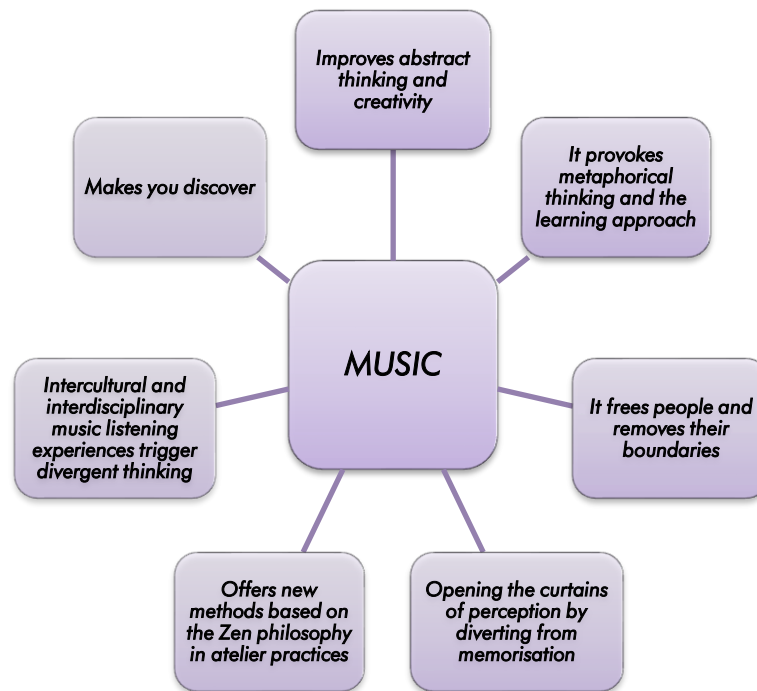
Guler’s performance in sharing her a/r/tographic inquiry experiences



In Figure 10, Guler gives many concepts and metaphors that she reached under the *Journey* and *Infinity* sections in her a/r/tographic work. Each participant, who coincidentally coincided with the concepts in Guler’s study, was expressed with a different coloured line on the figure. This way, where the rhizomatic intersection of the researcher and the participants is revealed, it is seen that many concepts overlap, resemble, give birth to one another, and stratify. This mutual interaction has answered previous questions about deepening knowledge and intuitive seeing and listening. Zen philosophy and Guler’s inquiries aroused a great deal of excitement among the participants. Most of the participants showed a special interest in Zen philosophy and decided to continue the research process individually.

Figure 11.

Determinations Regarding the Transformative Role of Music in Visual Arts Education After A/r/tographic Inquiry



Improves abstract thinking and creativity

The unusually progressing rhythms of the work provoked writing abstract concepts by disrupting the routine in the listener's perception. It can be said that with this work, which only reveals abstract concepts with the use of instruments, the researcher and the participants have reached an extraordinarily deep understanding of their thoughts and practices. Thus, it is important to give abstract concepts to students in visual arts education and achieve a theorising stratification in plastic.

Intercultural and interdisciplinary music listening experiences trigger divergent thinking

In addition to the fact that music is integrative for people, I would like to express that sounds connect people's souls from different cultures and get to know each other through music. This bond between the composer and the listener gives practitioners different possibilities to question and interpret the work with different melodies and instruments for those who do not live in that culture. A person who starts looking for

answers through music they do not know is trying to find answers for their field in another discipline by asking things they never thought of before.

Opening the curtains of perception by diverting from memorisation

I must say that this work, which distracts memorisation and creates an impulse to think and do things, develops extraordinary thinking. Contrary to what is known, in addition to the idea that only practical practices should be done in art education, problem-solving and subjective experiences while theoretically producing can only be theorised with a deep perception. Memorised knowledge, repetitive artistic products, vicious circle actions in production close perceptions in art education instead of widening them.

Offers new methods based on the Zen philosophy in atelier practices

Helping participants to practice focusing on talking less, observing more, trust and submission to the instructor, comfortable clothing, good listening, moving away from mobile phones, starting to practice with abundant and various materials, staying alone and inner and outer silence, and breathing exercises made serious contributions in the context of intuitive experiences.

It frees people and removes their boundaries

When we use music as a tool to create different teaching models within the visual arts, we should not be surprised that sounds make us question the visual elements and principles from incredible angles, temporally and spatially. Freedom, fearlessness, the will to try and learn everything is everything. Our experience in artistic practices, what we learn from the characteristics of different fields and the new application models that we create from our inquiries eliminate the boundaries we are not even aware of ourselves, turning each person's experience process into a research laboratory.

It provokes metaphorical thinking and the learning approach

Music has a major effect in metaphorical thinking. The use of metaphors by art students and art educators in art education, the contribution of the invisible but perceptible feature of sounds to the rich literary vitality and abstraction skill should not be overlooked. It is one of the transformative features of music to establish contextual relationships and to deviate from other concepts while investigating.

Conclusion and Discussion

While this study presents an a/r/tographic study in which the transformative role of music in visual arts education is investigated through intercultural and interdisciplinary creative experiences, it has also enabled us to re-question our fields of knowing, making, and producing. The researcher and the participants took action to create new ways of intuitive listening and seeing in the field of visual arts by making art together, trying to understand concepts and metaphors through music. As an a/r/tographer, Guler presented a living research approach to the reader by questioning her research questions with others. In this context, students' experiences of knowing, creating, metaphorical thinking, intuitive listening, and seeing in depth in workshop practices and theoretical lessons showed that music in visual arts education is very important in an intercultural and interdisciplinary context.

"ABR is a generative approach whose researchers place the inquiry process at the centre and value aesthetic understanding, evocation, and provocation. ABR is generally appropriate when your purpose is to explore, describe, or evoke, provoke, or unsettle" (Leavy, 2017b, p. 9). The materials, methods, and theoretical ideas are thus viewed as the tools from which the research design and artistic process emerge. This 'knowledge nexus' (Bennett et al., 2010), influenced by disciplinary regimes and the artist's experience and practice of experimentation and re-imaginings, will influence cultural reproduction; or the process of reflecting on one's development (with others), and communicating new understandings through intuitive work drawing upon contextual and artistic foundations (As cited in Savin-Baden & Wimpenny, 2014, p. 35). The most important thing that a/r/tography provides us is that it is a method that allows us to re-layer the metaphors we created within other identities (artist/ researcher/teacher). Leavy stated that "Advances in our understanding of how the arts can impact learning, and make deep impressions, have also been pivotal" (2017a, p. 6). Especially in preschools and primary schools, the Reggio Emilia Approach, as an educational philosophy for exploring the interaction of visual arts and music, is a great tool for enriching learning many other contradictory skills that will help the child become an adult and helps open a learning dialogue (Coppi, 2017, p. 1078).

At the end of this research;

- Visual arts education students can explore different senses and use them in every field of art,
- New knowledge can be built from our personal and sensory experiences with a/r/tographic research,
- New outputs can be created in the name of visual arts education from our personal and sensory experiences in artistic applications,

- The transformative role of music in visual arts education, in workshop practices, and theoretical lessons can be used in different ways of *knowing, creating, metaphorical thinking, intuitive listening, and in-depth seeing,*
- The *exploratory, provocative, transformative, and transformable* role of music in intercultural and interdisciplinary contexts in visual arts education can have an important power in artistic learning and teaching approaches of pedagogical and aesthetic strategies,
- It has been observed that the artist/researcher/teacher identities can be transformed into learning experiences with practices of knowing and creating through rhizomatic relationships.

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A Study on the Evaluation of Education Unions in Terms of Purposes and Activities Stated in their Constitutions

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Abstract: This study aims to determine how education unions that have the most members in Turkey include the aims and activities in their statutes in terms of the functions of the unions. Furthermore, it aims to identify how the determined purposes and activities are distributed according to unions and the functions of the unions. The study is a qualitative research in the type of document analysis. Purpose and functions of the unions; their perspectives on politics and democracy, labour relations, education and development have been studied on the dimensions of socio-economic and socio-psychological functions. In the study, 27 evaluators selected from four groups as academicians, union managers, education administrators, and teachers were asked to classify items related to goals and activities in five categories. Based on the evaluators' classification, the Fleiss Kappa coefficient was found. At this stage, it was observed that the Fleiss Kappa value indicated a significant agreement. In the study, the constitutions of the four education unions with the highest number of members were examined in five dimensions. The data were analysed using the five-stage content analysis method. As a result, it is possible to suggest that education unionism in Turkey has an organisational mentality that emphasises social and political issues. It is concluded that it is necessary to conduct qualitative studies which aim to determine the purposes of unions, their determined goals, and which mission they have undertaken.

Keywords: Education unions, Functions of unions, Union purposes and activities, Business relations.

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Introduction

Trade unions are professional organisations that aim to defend and develop employees' economic and social rights and interests. It can be suggested that such organisations as foundations, funds and associations are more specific to the country or the institution for which they work. On the other hand, the main difference between trade unions and classical organisations such as chambers and general unions is that they focus on developing personal rights and interests in economic and social contexts rather than professional development and gains.

Trade unions have undertaken certain multi-faceted functions to create, protect, and develop economic, political, social, and organisational demands on a national and international scale. It is observed that they focus on certain common points considering the functions and purposes of unions in general. Referring to Allen and Keaveeny (1988) and Salamon (2005), the common points about the functions of the unions can be summarised as economic gains, improvement of working conditions, social solidarity, personal satisfaction, and creating social-political power. Unions primarily strive for the economic gains of their members through collective bargaining. Regulation of work and working conditions is another dimension of collective bargaining. They work to help and support their members for health, social justice and welfare improvements. Members meet their needs for self-disclosure and self-actualisation by obtaining personal satisfaction through participation in the decisions and actions of unions. They seek to build power while performing all functions, purposes, and actions. Unions work to change the social and political functioning of the country in favour of their members with their own reference (Isikli, 2005).

Unions can be examined in three different groups in terms of their perspectives on trade unionism and the social functions of unions. These are pragmatic unionism, reformist unionism and Marxist unionism (Uckan Hekimler, 2015). Pragmatic unionism is also known as American-style unionism. Trade unions that perform this type of union organisation only carry out activities to improve their members' living and working conditions. Instead of class consciousness or mass unionism, they only focus on the problems of the employees and do not have close relations with political parties and other non-governmental organisations. In a way, they are the representatives of the 'yellow unionism' approach in the literature.

The second type, reformist unionism, advocates the preservation and development of capitalism and democracy, social welfare and equitable distribution, and income distribution. Such unions have struggled for universal suffrage and political democracy, social welfare and fair income distribution, especially in the Western world. For this purpose, they are in close contact with political parties and democratic mass organisations. This type of unionism has been in organic relations with social democratic and democratic socialist parties, mostly in the middle left of the political spectrum. It has gained strength in Western and Central Europe (Sulker, 2004).

The third group, Marxist syndicalism, draws strength from Marx's scientific socialist ideology. Such unions argue that a class struggle exists between the bourgeoisie and the proletariat in industrial societies, and capitalism exploits surplus value. Socialism for the abolition of exploitation and an egalitarian life is their long-term goal (Aren, 2014). At this point, they function as organisations that influence the parliament and political powers to obtain short-term gains for long-term purposes (Koray, 2018).

Unionist perspective also transforms as everything changes. It is clear that social structures in the capitalist and socialist world exhibited partial transformation, especially in the 1990s, following "Perestroika" and "Glasnost". This affected the trade union movements, as well. After the Second World War, the trade unionism of the bipolar world gradually weakened. Models and practices such as neo-liberal policies, privatisation, subcontracting, service procurement, piece-rate pay, rising unemployment, technological development, and professionalisation have negatively affected unionism (Mahirogullari, 2012).

Despite all the negative developments for unionisation, especially starting from the 1990s, unionisation of public employees in Turkey was frequently on the agenda. In the new trade unionism, which gained strength in quantitative and qualitative terms since the nineties, the following characteristics have become dominant over time: Trade unions distinguish themselves by their ideological aspects. Unionism with a purely political background is dominant. In public unionism, especially education unions and teachers lead the organisation (Cerev, 2013).

The tradition of the professional organisation of teachers, which dates back to the pre-Republican period, shows different characteristics in terms of leadership. Those who have gained quantitative and qualitative strength by leading the teacher organisation for many years are nationalist, republican, left, social democrat, and the socialist bloc. Apart from this bloc, before the 12 March 1971 Memorandum, nationalist teacher organisations drew attention (Acuner, 1994). It is observed that, before the 12 September Military Coup, teacher organisations were shaped in the shadow of the active politics of the right and left at the extremes of the political spectrum (Akyuz, 1980). It is also observed that, in this period, for the first time, the Islamist National Vision movement took the stage with the "Idealist Teachers' Association". It is seen that four wings in the teacher's organisation manifested themselves in the union struggle starting from the 1990s. These are the leftist and social-democratic Kemalist line, a revolutionary socialist group; nationalist line, a conservative democratic line, the new version of idealistic teacher groups (Eraslan, 2012). These groups are in the first four in terms of the number of members.

All trade union movements have a social, economic, and political background. This is a phenomenon considering the relationship between union and politics. In the literature, union-politics relations are described on three models as independent, interdependent and dependent (Mahirogullari, 2013).

The following points stand out regarding the definitions of different models. In the independent model, any parties are not directly supported by the unions. The basic principle is that the union should not fall under the control and supervision of a political party. However, the union indirectly influences the party and political lines for their basic demands and gains. Instead of extensive sociological and political arguments, they are generally oriented towards acquiring and developing wages and social rights (Akgeyik, 1994). It is necessary to state that the independent model is very difficult to implement in political practice, and the unions experience ideological deviations. It can naturally be stated that unions are leftist and inclined to socialism as the left and social democratic unionism are at the root of unionism (Heywood, 2019). In the interdependent model, unions and political parties mutually support each other; They aim to serve a common purpose in such issues as democracy, social welfare and justice. In this context, reformist unionism is dominant in general (Uckan, Kagnicioglu, & Celik, 2013). In the dependent model, unions cannot maintain their independence against political parties. In this context, it is possible to mention two different examples. First, they are party-affiliated unions in the old real socialist model called an obligatory dependent relationship. The second is; the dependency between the union and the political institution can be voluntaristic. The basis of this model in Western democracies is the relationship of voluntary dependence (Tokol, 2017).

The functioning of the trade unions in social practice is constantly on the public agenda, both in theory and in practice. The determinants of this theory and practice are undoubtedly multidimensional. One of the most concrete indicators of the unions' reference frames and ideological views is their constitutions; they are, in a sense, the constitutions of trade unions. Through their constitutions, unions form a decision framework on the relations between members, employers, public administration, and unions. Constitutions are the official manifestos of trade unions. The constitutions also specify the union membership conditions, the election of the authorised boards and working conditions, duties, powers, and rules in its different sections, and how the legal entity operates.

By examining organisations' structures, it can be suggested that these structures are a guideline for human behaviour in organisations. Organisations as a management function in which the efforts of individuals are coordinated towards specific goals; as a structure which determines their personality and has a unique culture; shows their jobs, positions, employees, and the authority and communication relations between them (Guclu, 2003, p.147), structures that direct, use, and coordinate the material and human resources of the organisation to achieve their goals (Gursel, 2012, p. 18). The organisational structure consists of two dimensions: the structural dimension, which characterises the organisation's internal dynamics, and the contextual dimension, which shapes this structural dimension and includes concepts such as the environment, culture, and technology in which the organisation lives (Daft, 2008). Trade union organisations in Turkey have a structurally dynamic character that allows them to function as representatives of the systems and institutions of public life, starting with creating the rhetoric of protest and seeking rights.

Various reactions have been given to trade unions in Turkey. According to some, unionisation is extremely positive, and it is interpreted as an important function in the protection and development of fundamental rights and freedoms. Some union struggle functions, such as strikes, constitute an important aspect for the union members in protecting their interests (Gulmez, 2010, p.38). According to others, however, they are extremely negative organisations that disrupt the working peace and are against the country's integrity. Undoubtedly, these examples can be multiplied with positive and negative perception dimensions depending on different political tendencies. In this context, criticisms or rhetoric based on exaggerated verbal communication are constantly used. Thus, how the unions manifest their purposes in their written official manifestos, whether or not any differences exist among them, what issues they highlight, and whether the purposes set in the constitutions differ are important problems areas.

Purpose

The main purpose of this study is to determine what purposes and activities are included in the constitutions of education unions (which have the highest number of members in Turkey regarding the unions' functions). In line with this purpose, answers to the following question have been sought: How are purposes and activities included in constitutions of education unions in the dimensions of

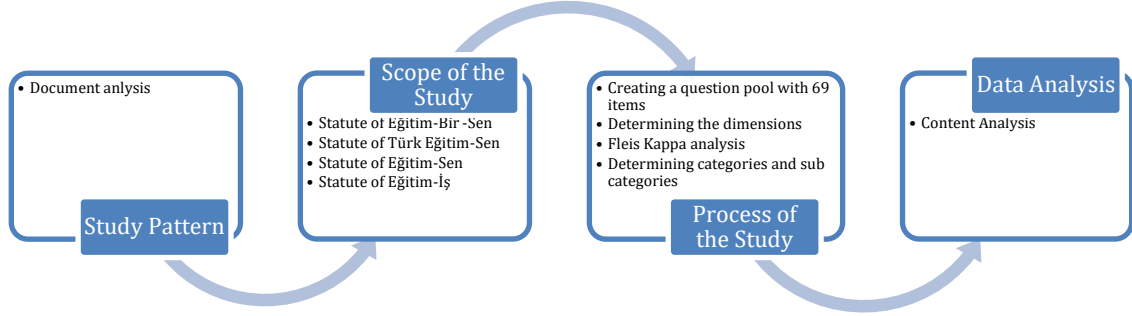
- a) politics and democracy
- b) labour relations
- c) education and development
- d) socio-psychological
- e) socio-economical functions

Methodology

The study is a qualitative research in the type of document analysis. In the literature, documents are also called "physical data" and are accepted as an important part of material culture (Akturan, 2008, p. 117). Documents are resources which must be taken into consideration in qualitative research as a great convenience which enables to access information without the need for observation or interview (Yildirim & Simsek, 2011, p.187). Document analysis is a method widely used in educational sciences (Karasar, 2013, p.183). In the case of educational scientific studies, such conditions as the fact that the research subject is based on an institution or policy analysis and that it considers the status and results of the programs lead the educational scientist to use the document analysis method predominantly (Ulutas, 2015, p.288). The process of the study is shown in Figure 1 below.

Figure 1:

Study Process



In the study process, the study's design has been determined based on the purpose. Then, the purposes stated in the constitutions of the four unions with the highest number of members who are active in the education line of work were included. A pool of questions was created in this framework, and five dimensions related to union purposes were suggested. Fleiss Kappa analysis was performed to group the 68 items in the question pool into five dimensions, and categories and subcategories were determined. In the final stage, the data were analysed using content analysis.

Scope of the Study

This study aimed to examine and compare the constitutions in various dimensions of the education unions with the highest number of members which are Eğitimciler Birliği Sendikası (Educators' Trade Union, Eğitim-Bir-Sen), Türkiye Eğitim, Öğretim ve Bilim Hizmetleri Kolu Kamu Çalışanları Sendikası (Turkey Education and Science Services Branch Public Employees Trade Union, Türk Eğitim-Sen), Eğitim ve Bilim Emekçileri Sendikası (Education and Science Labourers' Trade Union, Eğitim-Sen), (Eğitim ve Bilim İşgörenleri Sendikası (Education and Science Employees' Union, Eğitim-İş). In this context, the union constitutions of Eğitim-Bir-Sen (EBS), Türk Eğitim-Sen (TES), Eğitim-Sen (ES), and Eğitim-İş (Eİ), which have the highest number of members, are examined in the dimensions of a) *the unions' understanding of politics and democracy*, b) *the aims of the unions in terms of their union and labour relations functions*, c) *the aims of the unions in terms of their education and development functions*, d) *aims of the unions in terms of their socio-psychological functions*, and e) *the aims of the unions in terms of their socio-economic functions*.

In selecting the constitutions, which are the documents subject to the study, it has been taken as a criterion that they are the latest and up-to-date. The document analysis process is a process that should be conducted systematically. It consists of five stages: accessing documents, checking the originality of documents, obtaining utilisation permits, understanding documents, and using data (Forster, 1994). In this context, the documents were reached, and a preliminary examination of the documents was performed. Since the documents subject to the study are publicly disclosed, a utilisation

permit was not obtained. Afterwards, the documents were read and finally, the data obtained as a result of detailed examination were used.

Research Process of the Study

A pool of 69 questions regarding the purposes of the trade unions, which was formed based on the unions' constitutions and was finalised based on the opinions of three field experts, was formed. Then, researchers and three field experts coded the possible themes based on descriptive indexes. After marking the appropriate theme in the coding key, the coding comparison and reliability study phase started. In the comparison and reliability phase of coding, the numbers related to the "agreement" and "disagreement" from the researchers' and experts' markings were revealed. Intercoder coding reliability was calculated using the following formula: $\text{reliability} = \frac{\text{consensus}}{\text{consensus} + \text{disagreement}}$ (Miles & Huberman, 1994, p.64). According to this calculation, the reliability was found to be 0.86. Accordingly, researchers and three field experts have revealed that 68 items containing the aims of the unions can be considered in the context of any of the dimensions, including 1) unions' understanding of politics and democracy, 2) unions' purposes in terms of union and labour relations, 3) unions' views on education, 4) unions' goals in socio-psychological dimension, and 5) unions' goals in socio-economic dimension.

The study aimed to examine the comparative agreement between the evaluators regarding the aims of the unions. At this stage, Fleiss Kappa statistics, which is a non-parametric statistical type, was used. Non-parametric tests are used when any information on the universe does not exist, and these tests do not make predictions about the universe (Karagoz, 2010, p.19). Kappa statistics were developed to determine the degree of agreement between two raters who score at the classification level (Cohen, 1960). However, the κ statistic, which was limited to two raters, was generalised by Fleiss (1971) to determine the agreement between more than two raters (Fleiss, 1971). The biggest advantage of Kappa statistics is the easy calculation and practical interpretation. Another important advantage is that it corrects the expected harmony by chance (Bilgen & Dogan, 2017, p.66). Since there were 27 evaluators in the study, the Fleiss kappa coefficient was used (Fleiss, 1971, p. 378).

In the study, the evaluators who are to be consulted as experts for the Fleiss Kappa statistic were selected through stratified sampling, one of the non-random purposeful sampling methods. Among the purposeful sampling techniques, the stratified purposeful sampling method was preferred for its suitability to the study. The advantage of purposeful sampling is that it gives the researcher a chance to return to people and events that are critical to the study (Denscombe, 2007). Accordingly, the evaluator group was divided into four groups (academician, union manager, education manager, and teacher). While grouping, those who were in both the union manager and one of the other three categories were considered as union managers; those who were both education managers and academicians or teachers were considered as education managers. At this point, approximately equal numbers of

participants were selected from four strata, taking into account time and cost factors and easy accessibility. Thus, it is aimed to provide equal representation of different sides of the subject in the classification process. In this context, the evaluator group includes seven academicians, five professors, and two associate professors who worked at the universities, schools, and education unions in the central districts of Eskişehir in the 2020-2021 academic year; seven trade union representatives consisting of the workplace, district, and province representatives; seven education managers consisting of school principals, assistant principals, and branch managers; and six teachers who work at primary and secondary schools.

The evaluators categorised the articles related to the purposes of the unions. At this stage, the evaluator group, which consisted of 27 people, was asked to classify 68 items in the pool of questions that were addressed to them based on five dimensions.

The study aims to examine the comparative agreement between the evaluators regarding the purposes of the trade unions. As a result of the analysis, it was observed that the agreement values were between .334 and 1.00; $\bar{p} = .723$ and $\bar{p}_e = .216$. The analysis performed to reach the Fleiss Kappa value over these data was calculated as $K = .646$.

Kappa statistic takes a reading between -1 and +1, but negative values are not considered as they indicate the level of the agreement below the expected by chance (Fleiss, 1971; Goodwin, 2001). Examining the values considered in the interpretation of Fleiss Kappa reliability values in the literature, it is observed that values between .61 and .80 are interpreted as significant agreement (Landis & Koch, 1977). Considering the Fleiss Kappa reliability value obtained as .646 as a result of the study, it can be claimed that it shows a significant agreement in terms of evaluator reliability.

In the distribution of the purposes and activities of the trade unions based on the dimensions, the data of the level of agreement of the evaluators for the five dimensions are given in Table 1 below:

Table 1.

Level of Evaluator Reliability of the Purposes and Activities of the Trade Unions Based on the Dimensions

Dimensions	P_i
Politics and democracy	.762
Labour relations	.671
Education	.645
Sociopsychology	.679
Socioeconomy	.856
\bar{p}	.723

Considering the evaluator reliability, which indicates a significant agreement according to the table, it is observed that a total of 27 evaluators classified the 21 items in the general pool under the title of unions' perspective of politics and democracy. In this context, evaluators consider the following sub-dimensions under the politics and

democracy dimension of the trade unions' purposes and activities: defending national sovereignty; freedom of religion and conscience; secularism (separation of religion and state); Atatürk and his reforms; defending peace - opposition to war, exploitation; respect and development of national and moral values; opposition to tutelage and oligarchy; positive discrimination for women and youth; respect for the roots of civilisation; advocating justice and the rule of law; demand to participate in the country and city governance; advocating democracy and democratisation; protecting the environment, culture and historical values; opposition to racism, reactionism, and separatism; demand to participate in active politics; consumer protection; demand for gender equality; defending the territorial integrity of the country; demand for the modern civilisation; opposition to race, language, religion, gender discrimination; struggle for a humane and fair life.

Evaluators have classified the 14 items in the general pool under the title of purposes of unions in the dimension of union and labour relations. Accordingly, the following items were considered within this scope: struggle for universal trade union rights; merit-based appointment, relocation, and career advancement; developing good working conditions and labour relations; legal support for members; collective bargaining union struggle; trade union struggle with the right to strike; openness to participation in union-management; democratic centralism; union unity and solidarity; class and mass unionism; democracy in union-management; independent unionism; improvement of the social security system and working conditions.

It is observed that the evaluators classified 18 items under the unions' views on education. The following items were considered within the scope of purposes and activities related to education: free education for everyone; equality of opportunity; in-service training within trade union; panel-conference-open session organisation; including research and development activities; developing vocational and technical education; modern, democratic, secular education; public and competence-based education; development of fine arts and sports education; education in the mother tongue; education based on gender equality; participation of students and parents in educational management; developing alternative education systems; creating education funds; correcting the faults of the education system; attaching importance to religious and moral education; raising generations in physically and mentally healthy and national education.

It is observed that the evaluators classified seven items under the socio-psychological function of the unions. In this context, the following sub-dimensions were considered in the socio-psychological dimension: ensuring unity and solidarity among the members; positive discrimination for women; supporting the disabled and positive discrimination; protecting family; social services; protecting and improving mental and physical health and providing some membership services.

Eight of the items in the general pool were classified by the evaluators under the heading of purposes in the socio-economic function dimension of trade unions. The following items were considered within this scope: establishing consumer cooperatives;

good economic return; salary and wage struggle; obtaining more bonuses; obtaining more retirement benefits; establishing building societies; creating relief funds; making economic agreements with companies and providing economic aids to members.

Analysis of the Data

Content analysis, one of the qualitative data analysis methods, has been used in the study. Content analysis reveals the implicit content rather than the immediate explicit content. It is a second reading to determine the elements in the message that affect the individual without being noticed (Bilgin, 2006). Content analysis aims to reach concepts and relationships which can explain the collected data instead of their direct presentation (Yildirim & Simsek, 2011, p.223).

In analysing the documents subject to the study, Kuckartz's (2014) five-stage content analysis method was used. In this framework, the texts were read in the first stage, and general evaluations were made. In the second stage, the categories were created to compare the purposes and functions of the trade unions with the deduction method used in the classification of the existing data in the document analysis. In the third stage, subcategories were determined by performing in-category coding. The data categorised in the fourth stage were analysed, and the results were presented in the last stage.

Findings

Findings and interpretations regarding the sub-purposes of the study have been considered under the headings of the perspective of politics and democracy, labour relations functions, education and development functions, socio-psychological functions, and socio-economic functions.

Perspectives of the Trade Unions on Democracy and Politics

Table 2 below presents how trade unions are included in their constitution's purpose and activities section regarding their perspectives on politics and democracy. In the context of defending, establishing and developing democracy, all of the four trade unions find common ground. Undoubtedly, it can be stated that this common denominator is an important gain in terms of what is understood by the demand for democracy. The themes of defending the nation's sovereignty, opposition to tutelage and oligarchy are included only in the constitution of Eğitim-Bir-Sen. This can also be interpreted as maintaining an organically dependent relationship with the political circles that continuously use these themes. The trade unions which include the subject of Atatürk and his reforms in their constitutions are Eğitim-İş and Türk-Eğitim-Sen. It is also observed in their constitution that this theme is an important issue for the unions. It is seen that Eğitim-Sen is the only union that includes the opposition to war,

exploitation, and demand for peace in its constitution. This can be interpreted as a reflection of the common language used in national and international platforms, especially in socialist rhetoric. It can be stated that Egitim-Sen, a member of Education International, has a similar argument with this international organisation. The subject of secularism is included by the unions other than Eđitim-Bir-Sen. The absence of secularism in the constitution of Eđitim-Bir-Sen may be because it plays the part of the present representative of the classical idealistic tradition. It is observed that Eđitim-Bir-Sen and Türk-Eđitim-Sen give place to the theme of national and spiritual values in their constitutions. This common denominator can be interpreted as a reflection of the conservative identities of both unions. Eđitim-Bir-Sen is the only trade union that gives place to the theme of freedom of religion and conscience. This may be related to the union's interpretation and perception of secularism. It can be interpreted as a reflection of the union's approach to freedom of religion and worship that Eđitim-Bir-Sen is the only union to include freedom of religion and conscience in the constitution.

Table 2.

Distribution of the Purpose and Activities in the Dimension of Politics and Democracy

Dimension	EBS	Eİ	ES	TES
Defending National Sovereignty	√	√	√	√
Freedom of Religion and Conscience	√	√	√	√
Secularism (Separation of State and Religion)		√	√	
Atatürk and Reforms		√		√
Defending peace - opposition to war, exploitation		√	√	
Respect for and development of national and moral values	√			√
Opposition to tutelage and oligarchy	√			
Positive discrimination for women and youth	√	√	√	√
Respect for the roots of civilisation	√			
Advocating justice and the rule of law	√	√	√	√
Demand to participate in the country and city governance	√	√	√	√
Advocating democracy and democratisation	√	√	√	√
Protecting the environment, culture and historical values	√	√	√	√
Opposition to racism, reactionism and separatism		√		
Demand to participate in active politics	√	√	√	√
Consumer protection		√		
Demand for gender equality			√	
Defending the territorial integrity of the country		√		√
Modern Civilisation		√		√
Opposition to race, language, religion, gender discrimination	√	√	√	√
Struggle for a humane and fair life		√	√	

As a general evaluation for the study sub-purpose, it is possible to state that trade unions meet on a common ground on democracy and human rights. The existence of certain differences in the expressions of these common denominators can be expressed. It can be claimed that the unions other than Eđitim-Bir-Sen do not include the issue of defending the sovereignty of the nation, opposition to tutelage, and oligarchy is because this issue was handled around the concept of 'democracy'. It can be said that other unions also meet on common ground in the context of national sovereignty in their discourse and actions. The unions were divided into two about Atatürk and his

reforms. This can be attributed to the country experiencing a significant turning point over Kemalism in the 1990s and 2000s. It is observed that the theme of the demand for peace and opposition to war and exploitation is handled directly and exclusively by Eğitim-Sen. This can be interpreted as a reflection of the relatively dominant socialist ideology in the union. Secularism can be considered as another general common denominator. However, Eğitim-Bir-Sen expresses the theme with a separate concept, 'freedom of religion and conscience'. Eğitim-Bir-Sen and Türk-Eğitim-Sen handle the theme 'national and moral values'. This can be interpreted as the reflection of right-wing politics to trade union rhetoric and socialisation criterion in Turkish political practice.

Labour Relations Functions

Table 3 below presents how the trade unions include labour relations functions in their constitutions' purpose and activities section.

Table 3.

Distribution of the Purposes in the Dimension of Labour Relations Functions of the Unions

Dimension	EBS	Eİ	ES	TES
Struggle for international trade union rights	√	√	√	√
Merit-based appointment, relocation and career advancement	√	√	√	√
Developing good working conditions and labour relations	√	√	√	√
Legal support for members	√	√	√	√
Collective bargaining unions struggle	√	√	√	√
Trade unions struggle with the right to strike	√	√	√	
Openness to participation in union-management	√	√	√	√
Democratic centralism		√	√	
Union unity and solidarity	√	√	√	√
Class and mass unionism		√	√	
Democracy in union-management		√	√	
Independent unionism		√		
Improvement of social security system				√
Improvement of working conditions	√	√	√	√

All of the unions, directly or indirectly, include economic gain, wages, and social assistance in the union purposes. This can be observed as a result of employees making their trade union choices based on salary. All unions include union struggles with collective bargaining. This can be interpreted as the result that the trade unions believe collective bargaining is the main strategy to gain and improve economic and social rights. However, the right to strike is demanded only by Eğitim-İş and Eğitim-Sen. This can be based on the aforementioned unions' adoption of class and mass unionism. Unity and solidarity stand out as one of the common denominators of the trade unions. Training and development are included in the purposes of all trade unions. This can be attributed to the unions being organised in education. Thus their members level of awareness is high, as well as the working conditions of the unions. It

is observed that the themes of protecting the family, psychological health and freedom of religion and conscience are expressed only by Eğitim-Bir-Sen. This can be considered as a natural reflection of the union's conservative and national perspective. Democratic, legal rights and interests, and improving working conditions are observed as common purposes in all unions. This may be because unions need law and democracy in their struggle. It is seen that improving working conditions is reflected in the constitutions of all unions as a basic principle of classical unionism. Türk-Eğitim-Sen is the only union that includes free unionism.

All of the unions include directly or with various concepts the common goals of unions such as economic gain, salary and social aid, union struggle with collective bargaining, education and development, democratic legal rights and interests, and improving working conditions. On the other hand, the issue of the right to strike is only mentioned by Eğitim-İş and Eğitim-Sen.

As a general interpretation, the following can be stated: It can be said that the trade unions reflect the references, which they adopt, on their purposes. In a sense, they include their own social, cultural and economic-political rhetoric in their purposes. Apart from that, they focus on common classical trade union functions.

Education and Development Functions

Table 4 presents the findings regarding the education and development functions of the trade unions and how they are included in the purpose and activities section of their constitutions.

Table 4.

Distribution of the Purposes and Activities in the Education and Development Function Dimensions of the Trade Unions

Dimension	EBS	Eİ	ES	TES
Free education for everyone	√	√	√	
Equality in opportunity in education	√	√	√	√
In-service training in trade union	√	√	√	√
Organising panel, conference and open discussions	√	√	√	√
Including research and development activities	√	√	√	√
Developing vocational and technical education	√			
Contemporary, democratic, secular education		√	√	
Public and competency-based education		√	√	
Improvement of fine arts and sports education		√	√	
Education in mother tongue			√	
Education on gender equality			√	
Participation of students and parents in educational management			√	
Developing alternative education systems			√	
Creating an education fund			√	
Correcting the faults of the education system				√
Attaching importance to religious and moral education	√			
Raising generations physically and mentally healthy	√			
National education		√		√

It is observed that all of the unions, except Türk-Eğitim-Sen, include free education in their constitutions. All four trade unions agree on the themes of equal opportunities in education, in-service training in trade unions, organising panels, conferences, open sessions, and research and development activities. This is important because education unions attach importance to education. Unions tend to increase their members' awareness and educate them in the context of common ideals.

It is observed that Eğitim-İş and Eğitim-Sen particularly include the development of contemporary, democratic, secular education, public and competency-based education, and fine arts and sports education in their constitutions. This reflects the common history of both unions in the past and their shared perspective on democracy and secularism. In a sense, this can be seen as a point where reformist/evolutionary unionism and revolutionary unionism can come together in the context of democracy and a better life.

Eğitim-Sen differs from the other trade unions in terms of education in the mother tongue, education based on gender equality, participation of students and parents in education management, developing alternative education systems, and creating education funds. Its radical revolutionary perspective can explain the differentiation of Eğitim-Sen from the other trade unions in these dimensions. Eğitim-Bir-Sen draws special emphasis on developing vocational and technical education, attaching importance to religious and moral education, and raising generations in good physical and mental health. This can be considered a reflection of the conservative perspective the union brought from the school of idealistic teachers and particular focus on religion and morality.

It is observed that Eğitim-İş and Türk-Eğitim-Sen use different words to include national education in their constitutions. It is noteworthy that both unions differ from the others by including the issues of national unity, Atatürk and country integrity.

Socio-psychological Functions

The distribution of purposes and activities in the socio-psychological dimension is given in Table 5 below.

Table 5.

Distribution of Purposes and Activities of the Unions in the Dimension of Socio-psychological Functions

Dimension	EBS	Eİ	ES	TES
Ensuring unity and solidarity among the members	√	√	√	√
Positive discrimination for women	√	√	√	
Supporting the disabled and positive discrimination	√	√	√	
Protecting family	√			√
Social aids	√	√	√	√
Protecting and improving mental and physical health	√			√
Providing membership services				√

Providing unity and solidarity among the members and social aids are among all four unions' common goals. In addition, it is observed that trade unions other than Türk-Eğitim-Sen include the purposes of providing positive discrimination for women, supporting the disabled, and providing positive discrimination as separate articles in their constitution. This is the unions' effort to catch up with the current developments, even in the context of the constitution. Eğitim-Bir-Sen and Türk-Eğitim-Sen include the purpose of protecting and improving mental and physical health in their constitution. It is also observed that Türk-Eğitim-Sen also includes the purpose of providing membership services. This shows that the union concentrates on some problems practically.

Socio-Economic Functions

The distribution of the purposes and activities in the socio-economic dimension is given in Table 6 below.

Table 6.

Distribution of Purposes and Activities of Unions in the Dimension of Socio-economic Functions

Dimension	EBS	Eİ	ES	TES
Establishing consumer cooperatives	√	√		√
Struggle for better economic gains and salary	√	√	√	√
Obtaining more bonuses	√	√	√	√
Obtaining more retirement benefits	√	√	√	√
Establishing building societies	√	√		√
Creating relief funds	√	√	√	√
Making economic agreements with companies	√			√
Providing economic aids to members	√	√	√	√

All of the four unions agree on the struggle for better economic gains and salaries, obtaining more bonuses, obtaining more retirement bonuses, creating relief funds, and providing economic aids to the members, suggesting that trade unions have common purposes and activities in terms of economic gains. It can be considered to confirm the interpretations in academic circles that unions are engaged in unionism "based on economic gains". It is seen that Eğitim-İş and Eğitim-Sen do not include an item such as developing economic agreements with companies in their constitutions. In addition, it is observed that Eğitim-Sen does not include activities such as establishing consumption cooperatives and building societies. This result can be associated with the fact that the union adopted class unionism, which highlights the political aspect of the union struggle.

Conclusion and Discussion

In the study, the following results have been obtained regarding the functions of the unions: it is observed that the purposes and activities of the education unions, according to the opinions of education experts, are mainly gathered in the dimensions of politics and democracy, business relations, education and development, socio-psychological and socio-economic.

The results of the distribution of the purposes and activities of the trade unions in the dimension of politics and democracy can be summarised as follows: First of all, shared purposes include defending national sovereignty, freedom of religion and conscience, justice, the rule of law and defending peace, demand to participate in the city and country governance, defending democracy and democratisation, environmental issues. Protecting cultural and historical values, positive discrimination for women and youth, demanding active participation in politics, the rule of law and opposing race, language, religion, and gender discrimination are included in the constitutions of all unions. Considering the issues, it can be concluded that all unions are active in politics. In this context, as Isikli (2005), Eraslan (2012), Cerev (2013) and Cevik (2010) stated, it can be stated that a predominantly politicisation in public unionism exists. It is possible to state that public employees' unionism in Turkey is in an organisational structure that emphasises social and political points.

The shared purposes and activities of Eğitim-İş and Eğitim-Sen include items of secularism, defending peace, opposition to war and exploitation, and struggle for a humane and fair life. This result confirms that the principles mentioned above are traditionally included in the programs of leftist, social democratic and socialist ideology-oriented structures, as Heywood (2019) stated in political science. Based on this finding, it can be said that both unions reflect the class and mass unionism perspective in their constitutions. As Acuner (1994) states, this reveals that the bloc consisting of nationalist, republican, left, social democrats and socialists, share common ground related to the mentioned issues.

The shared purpose of Eğitim-Bir-Sen and Türk-Eğitim-Sen in politics and democracy is respect for national and spiritual values and the improvement of these values. It can be said that this result shows that although both unions are on different sides, they can meet on the common denominator of spirituality and nationality. It draws attention as a common item, as Eraslan (2012) states, where conservative circles meet on a common ground differently from the other left, social democrat, and republican wing.

The shared purposes of Eğitim-İş and Türk-Eğitim-Sen are Atatürk's reforms, the unity of the country, and the goals of contemporary civilisation. The main reason for this agreement can be the sensitivity to defending the Republic, which was established with the war of national independence.

Considering the function of politics and struggle for democracy, the education unions refer to goals, principles, and values such as revolutionism, independence, nationalism,

independence, and national moral values, which is related to certain ideologies. It is observed that all of the unions aim to participate in politics and the country's management. In this respect, it is possible to state that they assume a dependent union-type role. In a sense, it can be claimed that the unions with the highest number of members in the education unions in Turkey are more prone to the dependent union type.

The results in the context of the distribution of purposes and activities of the unions in terms of labour relations can be summarised as follows: The struggle for universal union rights, appointment and relocation, advancement in the profession, justice, good working conditions and developing labour relations, legal assistance to members, openness in participation in union management, union solidarity, unity and solidarity are the items which all of the unions subject of the research have as a common goal. These functions follow Allen and Keaveeny (1988) and Salamon (2005)'s views. It is observed that democratic business life is the most expressed demand in the constitutions. Although how much of the mentioned demand is met is a different matter of debate, it is possible to state that these concepts evoke the expressions of democratic society, self-management, and governance.

The shared purposes of Eđitim-İş and Eđitim-Sen are focused on democratic centralism and democracy in union management. Concepts related to democratic and participatory mass unionism are the main arguments that the unions mentioned above generally define themselves. In this context, it is noteworthy that Eđitim-İş includes the independent unionism clause in its constitution. In general, this can be characterised as a stance against the criticisms against Turkey's trade unions that are "politicised and not independent from parties/ideologies".

Although the purposes and activities of the trade unions in the labour relations dimension are oriented towards the union struggle with collective bargaining, it is controversial to what extent this is applied in practice. Despite the demands in line with the union theories and the increase in the unionisation rate, "distorted growth" and a "dysfunctional" civil servant unionism are dominant (Celik, 2015).

The results regarding the distribution of the purposes and activities of the trade unions in the education dimension can be summarised as follows: Equality of opportunity in education, in-service training within the union, organising panels, conferences, open forums, research and development activities appear as shared purposes for all of the unions. It is observed that the common point of these purposes is the function of the unions defending social justice and serving the aim of educating their members following their own references.

The items which Eđitim-İş and Eđitim-Sen have common in their constitutions are modern, democratic and secular education, public and competency-based education, and the development of fine arts and sports education. This is the reflection of the basic arguments of modern, scientific, and secular education on the constitutions. In

addition, it can be stated that these approaches reflect the progressive philosophy as stated by Sonmez (2016).

In its constitution, Eđitim-Sen distinguishes itself from other unions for education in the mother tongue, education based on gender equality, development of alternative education systems, and organising an education fund. These purposes can be interpreted as the trade union's desire to highlight its transformative qualities. In this context, it is possible to state that the union is oriented towards radical critical pedagogy. With this approach, it can be said that Eđitim-Sen acts on the axis of revolutionary socialist unionism, described by Koray (2018) and Aren (2014).

It is observed that Eđitim-Bir-Sen, on the other hand, particularly emphasises the purpose of giving importance to religious and moral education. Issues such as national morality and spirituality and giving importance to religious and moral education, which are frequently emphasised in the constitution, show that the union emphasises the conservative function of education in its essence. With these indicators, Eđitim-Bir-Sen may reinterpret the idealistic civil servant organisation expressed by Eraslan (2012).

The distribution of the purposes and activities in the socio-psychological dimension can be summarised as follows: In this dimension, the unions collectively express the aim of providing unity and solidarity among their members and social aid. In addition, although the purposes of providing positive discrimination for women, providing positive discrimination for and protecting the disabled are expressed by all of the unions except Türk-Eđitim-Sen, it is clear that a need for explanation about this exists.

Protecting the family and protecting and improving mental and physical health are seen as the shared purposes of Eđitim-Bir-Sen and Türk-Eđitim-Sen. Considering the contents of the items, the purposes can be interpreted as a reflection of the national and conservative aspects of the two unions. It can be said that this perspective sets an example for the dependent union relations stated by Tokol (2017).

The distribution of the purposes and activities in the socio-economic dimension can be summarised as follows: All unions have similar purposes and activities except for a few issues. The union, which differs from other unions regarding purposes and activities in socio-economic terms, is Eđitim-Sen. In this context, it can be said that Eđitim-Sen tries to avoid relations and activities involving patronage within production relations, such as establishing production, consumption cooperatives, building societies and making economic agreements with companies. This can be interpreted as the unions' tendency to work on socio-political goals and ideology. It can be stated that the union, with these qualities, can be classified under third group Marxist (revolutionary) syndicalism, as stated by Uckan Hekimler (2015), which is the group that draws strength from Marx's scientific socialist ideology.

Civil servant unionism in Turkey shows the nature of dependent unionism in the context of the unions that are the study's subject. Since the first days of multi-party life, civil servant unionism in Turkey reflects the political spectrum, explicitly and implicitly.

Suggestions

The study includes the first four unions with the highest number of members among the education unions. Similar research can be done for other civil servants and labour unions.

It can be suggested to conduct qualitative studies to determine why the unions include the purposes revealed in the research.

It can be suggested to conduct qualitative studies that aim to determine the unions' goals, which goal and vision they are aiming for, and what missions they have undertaken.

In the study, the purposes of the unions are examined in the context of their constitutions. Work, social life, and education-teaching processes may exhibit some differences from the theory. In this context, studies aiming to determine the employees' opinions about the purposes of the education unions can be suggested.

The trade unions differ in purposes and activities regarding politics and democracy, business relations, education, socio-psychology and socio-economy. Research can be done on the reasons for differentiation based on the dimensions.

It is observed that the unions, which include the theme of protection and positive discrimination for women and the disabled, generally do not suggest any measure which can be associated with this purpose. It may be suggested that the unions, which include this view, include in their constitutions measures in the context of protecting women and the disabled and providing positive discrimination.

It is seen that public employees unionism in Turkey has an organisational structure that emphasises social and political points. In addition, workshops and training on unions' aims and functions can be organised to determine contemporary trends in socio-psychological and socio-economic dimensions.

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Novel Use in Psychological Counseling and Guidance Education: An Analysis of the Novel of "Oblomov" in Terms of Reality Therapy

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Abstract: Novels are literary works and contain many psychological elements. Analyzing the attitudes of the characters, reflecting them, depicting their life frame and experiences are among the most important features of the novels. At this point, it is not surprising that there is a relationship between novels and psychology. In this study, it was aimed to examine the work named "Oblomov" in terms of reality therapy in order to show the use of novel in psychological counseling and guidance education. Reality therapy is based on the necessity of taking responsibility and the choices individuals make throughout their lives. Basic requirement, choice and responsibility, quality world-picture album, being here and now, successful and failure identity, etc. concepts constitute some of the basic concepts of reality therapy. The study was carried out with an analytical research model. In addition to being among the important classics of World Literature, the novel discussed in this study can be examined in terms of reality therapy because it deals with a character that has never met the need for freedom, does not value himself, and has difficulty in fulfilling his duties in life. This research has shown that the novel "Oblomov" can be used as an additional resource to understand the concepts of reality therapy and to illustrate the concepts.

Keywords: Reality therapy, choice theory, Oblomov


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Introduction

Novels are works that deal with the thoughts, behaviors and feelings of the characters in a fictional way. Besides, the novel, which is one of the literary genres; it reflects the characters' personalities, their perspective on the world, or the human profile and psychology of the characters in their time. In addition, literature and psychology are two fields that interact with each other and contribute to each other's development. The therapy approaches in psychology explain human behavior and deal with the individual from many different perspectives. At this point, examining the rich characters in novels with a wide variety of therapy approaches can provide a better understanding of therapy approaches and exemplify concepts.

Literature and psychology are two fields that focus on "human". Both literature and psychology process the psychological structure of the individual, "language used" is important in both fields and similar analysis techniques are used (Emre, 2006). Wellek and Warren (1983) state that novels are sources of psychology as they contain characters with typical characteristics. As a matter of fact, when the literature is examined, it is seen that various theorists have studied literary genres. Freud analyzed Goethe's "Poetry and Truth" and Dostoevsky's "Brothers Karamazov" etc. (Emre, 2006). From this point of view, it can be stated that examining novels and characters in novels in terms of psychology can serve as an example in understanding the personality structure of real-life characters and benefit the development of psychology. In addition, when the studies conducted in the country are examined, it is seen that novels and book reviews (Aras-Kemer & Tuzgol-Dost, 2020; Bilgili & Voltan-Acar, 2017; Kızıldağ & Voltan-Acar, 2009; Tunc, 2018) have been made in terms of therapy approaches. Psychological counseling and guidance is a field where both education and psychology are integrated. For this reason, literary works chosen as material in this field can be used effectively both in psychological counseling training and in psychological counseling practices. Examining and examining a therapy approach in different dimensions besides its theoretical dimensions helps to understand that therapy approach more easily. Thus, the examination of literary works in terms of various psychological counseling theories allows both the psychological counseling literature and the study of literary works from different angles (Kızıldağ & Voltan-Acar, 2009). As a matter of fact, when the literature is examined, Yesilbursa and Sabancı (2015) concluded that the use of literary works in the context of education is effective in concretizing knowledge, increasing interest in knowledge, and enriching teaching. Based on the importance of the relationship between psychology and literary works, the behavior of Ilya Ilyich Oblomov in the novel "Oblomov" and the effect on the character of the individuals with whom he is in close relationship, the use of reality therapy in this study was deemed appropriate.

Reality therapy was created by William Glasser, who did not find it right that individuals who are not psychologically healthy are not responsible for their behavior (Kaner, 1993a). Reality therapy explains how individuals take responsibility in their lives, make effective choices, communicate effectively, engage in meaningful activities for themselves, and the importance of time (Seligman, 2001). Therapy basically consists of two theories.

Control theory and choice theory. Glasser (1989) states that control theory explains the reasons for individuals' behavior. According to the theory, the only thing individuals can control is their own behavior, and individuals need to control their own behavior in order to control the context (Glasser, 1989). Individuals are not passive receptors driven by their environment, but instead can actively direct and choose their behavior. The behaviors chosen by individuals are aimed at meeting their own needs (Glasser, 1981; as cited in Kaner, 1993a; Glasser, 1984, 1989, 1990). On the other hand, choice theory emphasizes that the behavior of individuals consists of a choice, and that individuals act is related to their own internal system (Glasser, 1998). According to therapy, most of the problems of individuals arise from their inability to establish a healthy and successful relationship with people who are important to them (Corey, 2008). Based on the information given, it is understood that the actions of individuals consist of conscious choices, behaviors are shaped in line with the needs of the individual, meaningful relationships are important in the mental health of individuals, and the necessity of engaging in meaningful activities and being here and now.

It will be useful to understand the therapy principles as well as the features of reality therapy. Individuals are congenital; It has five basic requirements: power, love, fun, belonging, and survival. The difference between what an individual wants and what he obtains is the source of his behavior. All the behaviors and choices of people; consists of four total behaviors: thinking, feeling, acting, and physiology. Although the behaviors of individuals seem aimless and random, they are actually goal oriented. The source of total behavior is the individual, not the environment. Individuals see the world through a perceptual system that functions as a lens (Wubbolding, 2000). When the specified characteristics are examined, it can be said that the perceptions of individuals have an effect on their behavior, and behavior choices are made in line with perceptions and needs. It seems a necessity to address the basic concepts of therapy in order to understand the behavior choices of individuals.

Main concepts of reality therapy are; basic requirements, choice and responsibility, total behavior, being here and now, successful and failure identity, quality-picture album and so on. (Corey, 2008; Glasser, 1965; as cited in Kaner, 1993a; Glasser, 1984; Kaner, 1993b; Seligman, 2001). Within the scope of this study, the content of the therapy was examined by the researcher, the concepts of "language-word use", "perceptual error" and "key relationship" related to therapy were formed and these concepts were also included in the analyses. Information on the basic concepts of therapy is discussed in detail in the findings section. Reality therapy appears to be an appropriate therapeutic approach to examine Oblomov's novel in terms of the concepts and principles it contains. This work done; The use of novels in analyzing therapy approaches can contribute to the literature in terms of concretizing the therapies discussed in the teaching process, understanding the therapy approaches more easily, and providing students with different perspectives. It is believed that the examination of the novel "Oblomov", one of the World Classics, will bring a literature that can be used in terms of different cultures. In addition, the study can be functional in explaining the concepts related to reality therapy through

the characters, for students and staff in the field of counseling and guidance to better understand and use therapy effectively.

In this study, it was aimed to examine the work named "Oblomov" in terms of reality therapy in order to show how novels can be used in psychological counseling and guidance education. Qualitative research methods were preferred to deal with the concepts of reality therapy in depth in the novel. Accordingly, the following research questions were sought:

1. How can Oblomov novel be evaluated in terms of reality therapy?
2. What basic concepts of reality therapy does Oblomov novel meet?
3. How can the attitudes of the characters of Oblomov's novel be explained in terms of reality therapy?

Method

Research Design

The research was carried out with analytical research model. Educational research is generally classified into two as qualitative and quantitative research. Studies that fall outside of the two classifications mentioned are referred to as analytical studies. Analytical research is the examination of documents, records, and environments in terms of events, thoughts, concepts and works. Analytical studies encompass the characteristics of both qualitative and quantitative research and are classified as mixed method research, historical analysis, legal analysis, and concept analysis. In analytical research, it is essential to examine documents and records in terms of concepts, events, and opinions (McMillan, 2004). In this study, the novel "Oblomov" was accepted as a document and the research was conducted as a document research.

Data Source

Novel; Oblomov describes the events and attitudes of the character to the events and situations experienced throughout his life. In the novel, the collapsing social order, life, traditions, family structure and working order of the old Russia are revealed. Oblomov is a child of the Russian overlord class living in Oblomovka. Although he had a farm and slaves, he left them to a butler and went to the big city. Oblomov, who grew up in a small place, experiences a feeling of being in between in a new and big city. In this respect, it is seen as the representative of many people living in Russia at that time. Oblomov bread, which was enlarged to eat the bread that the villagers prepared for him, was caught in an impasse among his own winners. Since he is not ready for such a life, his will weakens and eventually turns into an isolated person from society. Oblomov's situation is a social destiny rather than a personal laziness. The children of the overlords, who had no influence in Russia at that time, could not adapt to the new life. Oblomov, too, cannot get used to these changing life conditions and falls victim to unstable family education. Oblomov is a child who was raised without any difficulties.

Therefore, he does not know what to do when he encounters any difficulties. He is inadequate in solving his problems, shows an intense procrastination and does not take responsibility for his life. The things he plans to do remain only in the dimension of thought and never turn into action. His friend Stolts and the woman he is in love with, Olga, do their best to change this situation and want to change the direction of Oblomov's life. Oblomov's choices in his life, his relationships with people, his way of meeting his needs were chosen by the researcher because it was suitable for explaining the concepts of reality therapy.

Data Collection and Analysis

In the research, the novel "Oblomov" was used as the main data source and the novel was analyzed through content analysis. In content analysis, data are gathered around similar concepts and themes and interpreted in a way that the reader can understand (Creswell, 2014). The main goal is to reach concepts and relationships that can explain the data obtained (Yıldırım & Simsek, 2018). In this novel analysis, the content analysis was carried out at the specified stages:

1. Creating a list of concepts for reality therapy by two expert psychological counselors.
2. Reading and coding of the novel by two different experts.
3. Describing the data according to the codes, including quotations.
4. Interpretation of the findings.

Novel Selection Criteria

- Since Oblomov's choices in his life, his relationships with people, his way of meeting his needs are suitable for explaining the concepts of reality therapy, this novel was thought to be suitable for reality therapy by the researcher doing a doctorate in the field of psychological counseling and guidance.
- Considering the concepts of reality therapy, the book was read by the researcher and an expert psychological counselor, and it was understood that the novel to be discussed was suitable for therapy.
- The language of the novel should be understandable, accessible, and therefore the edition should be up-to-date.

In the novel, it was sought that there should be at least five of the basic concepts of reality therapy. Based on this, a researcher and a specialist psychological counselor, who is an expert in the field of counseling and guidance and taking theoretical lessons on reality therapy, created a list of concepts based on reality therapy (Table 1).

Table 1.

Basic Concepts for Reality Therapy

Language used / Word usage	Need for belonging
Need for power	Need for freedom
Key relationship	Being here and now
Perceptual error	Success and failure identity
Quality world/Picture album	Choice and responsibility

The concept of "language used / word usage" is about the clues about the perception of whether the language used by the individual has control over events or situations. The need for belonging expresses the need to be with other people, love and be loved. The need for power is associated with the qualifications possessed, the achievements shown or being respected by others. Choice and responsibility defines individuals' accepting the result and responsibility of their behavior and making effective decisions to lead a quality life. The need for freedom refers to individuals' ability to take action according to their wishes in various areas of life. Key relationships are important relationships that allow individuals to meet their needs. Not being here and now is individuals' focusing on the needs of the present and making the right choice of behavior. Perceptual error is the difference between the inner world of individuals and the outer world they live in. Successful identity or failure identity includes not taking responsibility for behavior, not seeing enough value, not meeting needs, denial of facts, not being able to engage in activities that make life meaningful, etc. features. Quality world / picture album is a concept that includes photographs that meet the needs of individuals, the image of the people desired to be in a relationship with, in other words, it reflects the world in the ideal of the individual.

Table 2.

Novel Information

Name of the Novel:	Oblomov
Author:	Ivan Aleksandrovic Goncarov
Translators:	Sabahattin Eyuboglu, Erol Guney
Number of Pages:	622
Number of Edition:	23 rd Edition
Year of Publication:	2019
Publisher:	Turkey Isbank Cultural Publications
Novel Characters:	Ilya Ilyich Oblomov (Protagonist of the novel) Ilya Ivanovich Oblomov (Oblomov's father) Andrey Ivanovich (Stolts) (Oblomov's best friend) Olga Sergeyeвна (Oblomov's love - Stolts' wife) Zahar (Oblomov's maid) Mihey Andreyevich (Oblomov's friend) Tarant'yev (Oblomov's friend) Ivan Matveyevich (Oblomov's landlord's brother) Anisya (Zahar's wife) Agafya Matveyevna (Oblomov's landlord)
Country:	Rusya

After the concept list was created, the researcher and other expert psychological counselor examined the book according to the list of concepts created and noted the sentences and the page numbers where the sentences were mentioned in relation to each concept. After the examination according to the list of concepts created, the results of both examinations were compared, and the analysis was finalized. Table 2 contains information about the novel whose content analysis was made. **Validity and Reliability**

The novel was examined independently by two experts in line with the list of concepts created, and the inter-coder reliability, which expresses the consensus between the coders according to the Miles and Huberman model, was calculated. The formula for encoders to make similar encodings is as follows.

$$\text{Reliability} = \frac{\text{Number of Consensus}}{\text{Total Consensus} + \text{Number of Differences of Opinion}}$$

In this formula where inter-coder reliability is calculated, the consensus in terms of terms should be 80% (Miles & Huberman, 1994; Patton, 2002). In the study, the number of coding with a consensus among the coders was determined as .73, while the number of coding without consensus was .9. When calculated according to the formula, the number of consensus in terms of terms was 89%.

Findings

In this section, regarding reality therapy; The book page numbers were given in line with the concepts of belonging, need for power, control system, quality world, language / word use, choice and responsibility, key relationship, being here and now, perceptual error, and successful-failure identity, and it was stated which concept it is related to. In addition, each concept is handled one by one, and quotations from the book are included as an example of the concept discussed. Table 3 shows the places where the basic concepts of reality therapy are used according to the page numbers in the novel.

Table 3.

Where Concepts Related to Reality Therapy Are Used in the Novel

Page Number	Basic Concepts	Context
16	Being Here and Now	Inside the house dialogue between Zahar and Oblomov about the payment of debts.
61	Being Here and Now	Dialogue between Mihey Andreyevich and Oblomov about sending post.
78	Being Here and Now	The paragraph in which the author uses the observer point of view about Oblomov's postponement of the things he should do.
112	Being Here and Now	The speech Oblomov gave to his servant about delaying things while lying in his bed at home.

161	Being Here and Now	Dialogue on Ilya Ivanovich Oblomov's delay in answering the letter he received in the family environment at his home.
405	Being Here and Now	Oblomov's good memories with Olga in his house and thinking about what will happen in the future.
424	Being Here and Now	Oblomov's postponement of what he has to do in finding money to get married in his house.
18	Language used / Word usage	Oblomov's complaints that life in his house is constantly getting him into trouble.
77	Language used / Word usage	Oblomov's attribution of his economic troubles to divine elements.
102	Language used / Word usage	Oblomov attributing the cause of his illness to Zahar.
116	Language used / Word usage	Oblomov tying his troubles while lying in his bed to fate.
204	Language used / Word usage	The dialogue that Oblomov talks to Stolts about life upsetting itself.
493	Language used / Word usage	The evolving dialogue that Oblomov talks to Stolts that life is disturbing itself.
39	Choice and responsibility	Dialogue about Oblomov's handing over the responsibility of moving out of his home to Zahar.
58	Choice and responsibility	Oblomov asked for guidance from Tarantyevev, who came to visit his home, on what to do.
60	Choice and responsibility	Oblomov asks Hague Andreyevich to go to the farm instead of him.
71	Choice and responsibility	The author's observational perspective on Oblomov's avoidance of women in order not to take responsibility for attachment.
208	Choice and responsibility	His dialogue with Stolts that Oblomov would not do anything about his negativity while lying in his house.
393	Choice and responsibility	Oblomov's not doing anything to leave his house, even though he was uncomfortable with the house he lived in.
420	Choice and responsibility	Oblomov's thoughts that the love he lived through a letter from Olga while sitting at home was not necessary.
491	Choice and responsibility	Dialogue about the comfort of not working for Stolts who came to visit while sitting in Oblomov's house.
49	Key relationship	The author's divine point of view about Oblomov simply loving and trusting Stolts.
75	Key relationship	Stolts' divine perspective on Oblomov's attempt to use his talents in the right direction and his love for a more meaningful life.
88	Key relationship	The author's divine point of view that Oblomov met all the needs in his life thanks to Zahar.
68	Quality world/Picture album	Oblomov's thoughts and experiences about family life.
79	Quality world/Picture album	Oblomov's dream is to portray himself as an invincible warrior.
92	Quality world/Picture album	Oblomov's positive thoughts and memories about where he was born and raised.
121	Quality world/Picture album	Painless contextual thoughts in which Oblomov can get away from his troubles in his imagination.
139	Quality world/Picture album	Realizing that Oblomov did not have the beautiful lives in the fairy tales he listened to and was saddened.

165	Quality world/Picture album	The lives of Oblomov that he will continue his life through constant service.
219	Quality world/Picture album	The houses and places that Oblomov dreams of leading a happy family life.
220	Quality world/Picture album	Oblomov's dreams of establishing healthy and positive relationships with people.
241	Quality world/Picture album	Oblomov's dialogue with Andrey about creating a common perspective in the house they hosted.
250	Quality world/Picture album	Oblomov's thoughts on the qualities that his wife should have.
291	Quality world/Picture album	Oblomov's thoughts on the marital life he thinks about Olga.
294	Quality world/Picture album	The differences in opinion of Olga and Oblomov about love. Olga's compassion, Oblomov's passion.
297	Quality world/Picture album	Oblomov's and Olga's different perspectives on the emotions they experience.
301	Quality world/Picture album	Olga'non not taking Oblomov out of the male stereotypes of her dreams.
336	Quality world/Picture album	Oblomov's thoughts that his love is sacred.
338	Quality world/Picture album	Oblomov dreams of spending time with Olga in Oblomovka.
413	Quality world/Picture album	Conflict of Oblomov and Olga's relationship needs.
421	Quality world/Picture album	Oblomov's dream of a quiet, calm, carefree and comfortable life.
433	Quality world/Picture album	Oblomov and Olga are not alike and their reactions to events.
436	Quality world/Picture album	Relationship processes are disrupted due to Oblomov's unstable Olga's determination.
465	Quality world/Picture album	Olga loves the Oblomov she wants to be, not the existing Oblomov.
483	Quality world/Picture album	Oblomov's deep-seated thoughts about marriage, women, and life.
484	Quality world/Picture album	Common thoughts of Oblomov and Agafya Matveyevna on life and life.
517	Quality world/Picture album	The relationship needs of Olga and Stolts are similar, and they have a common curiosity.

572	Quality world/Picture album	The common views of Stolts and Olga about how they should spend a lifetime.
596	Quality world/Picture albüm	Oblomov's description of himself as a calm war spectator.
68	Perceptual error	Oblomov's view of the civil service life as family life in the world of quality.
325	Perceptual error	Oblomov's seeing that love is permanent while it is not.
534	Perceptual error	While I thought Olga would be very happy and excited when she got engaged, it really isn't.
68	Need for freedom	Oblomov's expectation that he will lead a life as he wishes.
166	Need for freedom	Oblomov's inability to do the things he wanted to do as a child and stay inside.
71	Need for belonging	Oblomov is happy with his dating behaviors with women.
238	Need for belonging	Oblomov enjoys spending time with Olga and shows a brief change.
248	Need for belonging	Oblomov and Olga feeling excited, shivering and happy while spending time together.
266	Need for belonging	Oblomov being happy while making plans for Olga.
324	Need for belonging	Oblomov's reminder that Olga was very happy with the emotional words he said to him.
342	Need for belonging	Oblomov's motivation to spend time with Olga and see himself as a good person.
354	Need for belonging	Olga and Oblomov's great pleasure to be hugged.
439	Need for belonging	Oblomov no longer feels lonely as a result of Olga's family treating Oblomov well.
515	Need for belonging	Stolts' caring makes Olga happy and Olga responds.
109	Need for power	Oblomov's pride in continuing his life without work.
227	Need for power	Oblomov seeing himself as a worn item and not feeling power inside.
293	Need for power	Oblomov's love making Olga feel proud and strong in the relationship.
322	Need for power	The fact that Olga acts with pleasure and confidence because of feeling strong in the relationship.
349	Need for power	Dialogue on Oblomov's remarks that Olga enjoyed making him cry by seeing himself weak.
445	Need for power	Oblomov's attempt to find solutions to his financial difficulties so that Olga can see herself as strong as a man.
115	Failure identity	That Oblomov thinks that he has spent his life full of failures and collapse, and envies others.
208	Failure identity	Oblomov's no longer trying to change his life.
226	Failure identity	Oblomov's thoughts that his life has worsened since childhood and that the power in him has died out.
266	Failure identity	Dialogue in which Oblomov uses negative adjectives to describe himself.
267	Failure identity	Oblomov's condescending statements while talking about himself.
268	Failure identity	That Oblomov thinks he can't manage even his servants successfully.
286	Failure identity	His thoughts that Oblomov is insufficient in human relations.
305	Failure identity	Oblomov's lack of reason for Olga to love himself.
306	Failure identity	Oblomov's assessment of himself as an unloved person.
449	Failure identity	Oblomov's expression to Ivan Matveyevich as ignorant, unsuccessful, and unable to do anything.
490	Failure identity	Dialogue about Oblomov's dialogue with Stolts at his home that there are major differences between Olga and himself.
199	Success identity	The author's divine perspective on Stolts' self-confidence, wit and pride

Below, the basic concepts of reality therapy are explained and examples of where these concepts are used in the novel are included.

Being Here and Now

In reality therapy, the individual is asked to be in the present, and it is not accepted to carry the negative experiences of the past to the present and engage with them. The problems experienced by the individual in the past and the needs that he cannot meet emerge today. Since the past cannot be changed, individuals should focus on their needs in the present and make the right choice of behavior. The individual can control his / her behavior in the time he / she is in. (Casstevens, 2010; Cisse, 2010; Corey, 2008; Fuller, 2015). Being in the here and now implies that individuals focus on the moment they live in with a "here and now" approach rather than living in the past or the future. Being "here and now" increases the control of the individual over his life.

Ivan Ilyich Oblomov, in contrast to the information given, constantly carries future anxieties in his mind and seeks how to solve his problems. He always waits for tomorrow to solve the problems that arise at the moment he lives. *"When he got out of bed in the morning, had breakfast and lay on his sofa, he would take his head in his hands and contemplate without sparing his strength. Finally, his mind got tired of this work and he would say to himself with a clear conscience, "Well, I've worked enough for humanity today." (p. 78).* They cannot live their happiness for a long time and wait for the moment when their happiness will deteriorate. For this reason, his happiness was often not fully realized. *He thought about his excitement of happiness, Olga's warm hand, his fiery kiss, all of his dreams, and all of a sudden it was frozen. Something inside him was saying, "All this is over, it's over. What would happen now?" (p. 405).* He worries about his future plans about Olga, who makes her happy and wants to share her life, and focuses on the problems she may have rather than the likelihood that she will be happy. *"But as soon as the shivers of love filled him up, a thought was weighed heavily on him: What would he do? How would he marry, find money, then live with what? She was saying, I'll wait a little longer." (p. 424).*

Language Used / Word Usage

The language and words used in reality therapy to emphasize that individuals have control over their lives and behaviors are important. The language and words used by the individual, instead of showing the events and situations as externally controlled and unchangeable elements; It should show them as elements that can be changed, have no continuity and are under the control of the individual. Seligman (2001) and Corey (2008) state that the use of expressions such as "irritating, annoying, causing tension" rather than "depressive, angry, tense" that load individuals' characteristics are necessary in order to show that behaviors and emotions can change.

Ivan Ilyich Oblomov is a character who believes that he does not have the power to control his life. *"Oh dear, life haunts me, it follows me wherever I go!" (p. 18).* He

expresses that the events he experiences are caused by environmental factors or other people and that the situations that disturb him are constantly continuing. *"Joyful! I said you wouldn't talk about moving in; Whereas you remind me of this five times a day. Do not you understand? You're spoiling my health. I am already in a terrible situation. "* (p. 102). Thinking Oblomov had no effect on his life, *"So that's my destiny, what can I do?"* (p.116). He thinks that the life he lives in disables him and his mental health deteriorates for this reason. *"Is it good? Yeah, he'd always caress my face. Life makes me sad just as naughty children do not leave a person alone at school, pinch him unaware and throw sand in his eyes... I'm done now."* (p. 204). *"Ah! This life does not make you feel comfortable. He gets you in trouble. What if I could lie down and sleep... without getting up..."* (p. 493).

Choice and Responsibility

People's behavior is the result of their own choices. Since individuals choose their own behavior, they should also take responsibility for their behavior (Corey, 2008). Engaging in activities that will add meaning to the lives of individuals can be an effective method for taking responsibility, and thus individuals can get rid of their erroneous and irresponsible behaviors (Akpınar & Oz, 2013). According to Glasser (1975), responsible individual engages in activities that will make him / her feel valuable, accepts reality and exhibits actions directed towards reality. Contrary to the information given, Ivan Ilyich Oblomov could not make choices according to the realities of life and as a result, he described himself as worthless. He avoided making a choice, delayed his choices and could not be happy while trying to make choices in accordance with his "not wanting to do anything" life philosophy. *"I tried but it didn't... I can't try again anymore. Nothing attracts me, I have no wishes, let's close this issue..."*(p. 208) He tries to avoid responsibility by getting others to do even the tasks he has to do. *"Let stand. It's not the time to go to the farm yet. Let me finish the plan of the innovations I will make on the farm... Look, Mihey Andreyevich, go for me. You know the job, you also know those parties; I pay a lot of travel expenses."* (p. 60). The choices he made caused Oblomov to contemplate deep thoughts, not being in the here and now, to fictionalize the negative consequences of what he would experience rather than focus on the process when there were things that could make him happy, and as a result he became a passive living person of life. *"Ilya Ilyich has never been attracted to beautiful women and has never been a prisoner or admirer of any woman. The reason for this was rather the troubles and burdens that such a bonding would cause."* (p. 71). *"My poor angel cried and couldn't sleep. God, why does he love me? What do I love him for? I wish we hadn't met. All because of Andrey. He instilled this love in us. What kind of life is this? Always rush, live in action. When will I have a calm, comfortable happiness?"* (p. 421).

Key Relationship

According to reality therapy, many problems in individuals' lives arise from their inability to relate to others that are important to them. Behaviors such as judging, blaming, and

punishing are negative habits for relationships (Cameron, 2010). There are also pictures of the important relationships that enable people to fulfill their needs in the quality world. Individuals keep the human profiles they like, want in their lives, and do not want in this world (Unuvar, 2012). As stated, it is important for mental health that individuals develop positive relationships that can meet their needs in their lives, accept themselves without judgment, criticism, and increase the awareness of the parties in the relationship. As a matter of fact, Ilya Ilyich Oblomov was able to establish a relationship with a small number of people in his life with positive characteristics, but as he did not want to take responsibility in his relations and did not want anything from him, his devotion to these relations remained in his thoughts and was not reflected in the action.

Andrey Ivanovich (Stolts) is the most important person Oblomov's life and best friend. He likes spending time with him, he likes to support him, solve his problems, and not look like himself in personality. He soothes himself with the assurance that he will be there for Stolts even in the most difficult times. Stolts has an important place in Oblomov's picture album. *"Only one man liked it; he did not leave Oblomov alone, he loved the news, the crowd, the science, the life; but his love was deeper, more alive. Oblomov was good to everyone. But only he really loved this man, he only relied on this maybe because they grew up, studied and lived together. This man was Andrey Ivanovich Stolts..."* (p. 49). Oblomov also occupies an important place in Stolts' painting album. It is important for Stolts that Oblomov is a good, reliable and sincere person. He does not leave Oblomov alone with his own choices and constantly tries to direct him to take responsibility and to spend his life more peaceful and happy. *"He would try to keep these life moves of Stolts Oblomov as long as he could. He used Oblomov's love for poetry in this way and kept him alive for a year and a half with a love of thought and knowledge. He wanted to turn the youthful enthusiasm of his friend from the world of poetry into more positive endeavors and called him to design a more positive, more productive life for the future. The two of them raged together, cried, and swore not to deviate from the path of reason and truth."* (p. 75). Alongside Stolts, Zahar is one of Oblomov's key relationships. Zahar has been with Oblomov since childhood, helps him to meet all his needs and develops a devotion to Oblomov. *"The old bond between them was too strong to be broken. Ilya Ilyich could not go to bed, get out of bed, comb her hair, or eat without calling Zahar; Zahar could not think of a master who would clothe, feed, snort, deceive, and still love and count like a God."* (p. 88).

Quality World-Picture Album

The quality world in reality therapy is a concept that includes photographs that meet the needs of individuals, the image of people to be in a relationship with, in other words, reflecting the world in the ideal of the individual. Glasser (1984) explains that in order to fulfill our needs, it is necessary to learn how to meet these needs. In addition, Glasser (1984) states that objects, people, events or situations that meet the needs of people are stored in the mind. Similarly, Sohm (2004) describes the quality world as the place where photos are found and where requests are met in the current world. The quality world is the world based on dreams (Glasser, 1998) and is based on the needs of the individual.

The needs found in this world based on dreams are not general, but rather specific to individuals (Corey, 2008). Based on the information given, it can be said that the quality world has an important place in the lives of individuals, and the pictures in the quality world are used as a resource in normal life.

Oblomov has a rich quality world, he paints himself in the way he wants to see in this world, tries to see how he meets his past needs and how he should relate to people by looking at this world. *"Ilya Ilyich sometimes liked to see himself as an invincible conqueror, not even Napoleon's Yeruslan Lazarevich could pour water into his hands.... Sometimes he was an intellectual or a great artist: Everyone worshiped him, applauded wherever he appeared, surrounded by the public; "Look, look, Oblomov is passing! Our famous Ilya Ilyich is passing away," they would shout. (p. 79). However, what exists in Oblomov's quality world often does not coincide with reality, which causes Oblomov to create perceptual errors. "Oh what a life this is! What a terrible thing the noise of the city! When will I get the paradise I miss? When will I get the fields and forests where I was born? His desire to lie on the grass under a tree, look at the sun through the leaves, count the birds on the branches.... When would he get all this? " (p. 92). Oblomov loves and is in love with Olga; but the worlds of quality do not match with Olga, and their expectations from the world, love and romance are different. While Olga wants to meet the need for power in the relationship, Oblomov wants to meet the need for belonging. Because the worlds of quality are different, they cannot establish healthy relationships. "Olga was doing all her female games with the kindness of a woman; Oblomov's efforts were full of passion.... Once in a while Oblomov was just about to yawn, and he met Olga's astonished gaze and immediately covered her mouth with her hand. The slightest sign of sleep on her face wouldn't have gone unnoticed by Olga.... All Oblomov did was change his old self.... Oblomov was thinking, trying not to close his eyes after eating:... 'Last night I slept in a terrible hotel in the city without taking off my clothes.... All this is because of Olga." (p. 294-295). "Olga was listening to these enthusiastic words slowly and contemplatively. "Listen, Ilya, she said. I believe you love me and will listen to my word. But why do you scare me with your indecisions? Why are you making me doubt you? You say you are the purpose of my life, but you are moving towards me slowly, fearlessly. You still have a long way to go, you must be superior to me." (p. 436). "Olga looked up and tried to look at Oblomov through tears: '... I loved not an Oblomov that happened, but an Oblomov that would be.... You can spend your whole life crouching in the attic. But I'm not like that. This is not enough for me..." Oblomov's childhood relationships prevent Oblomov from meeting his needs and cause Oblomov to develop a failure identity. Oblomov's needs for fun and freedom have not been met, and so pictures in the quality world are full of errors. "... Ilya Ilyich could not find the opportunity to do anything himself. He realized that he was more comfortable like that later himself. He learned to shout like his elders It would be annoying that his family was so overwhelmed from time to time.... Ilyusha pouting pouting remained in the house like a warm country flower grown in the winter garden, and grew like him slowly and lifelessly. Unable to spend the powers that wanted to be wasted, he remained in it and slowly became blind..." (p. 66).*

Perceptual Error

The difference between the inner world that covers the wishes of individuals and the outer world they live in causes perceptual errors to occur. This difference leads the individual to act (Banmen, 1983). Our actions are made to reduce the difference between photographs in our minds and the world we live in. If the individual cannot reduce the existing difference with his actions, he must find different ways of behavior (Glasser, 1984). In other words, the increase of the difference between the quality worlds that reflect the ideal for them and the world they live in, leads the individual to make a behavior and in this way the individual tries different ways of behavior. The novel *Oblomov* is also someone with perceptual errors. The fact that the pictures in the quality world he created in his childhood and the events he experienced in his adulthood do not match leads him to an impasse and causes him to develop ineffective behaviors. *"He was so kneaded with family happiness that he thought that his civil service life would be a continuation of his family life, if he were there, he would do a job like his father keeping idle ledgers.... He would be able to hang up in bad weather, in hot weather, or only on days when people didn't want to work..."* (p. 68). In addition, *Oblomov* is surprised and upset when he sees the difference in reality from what the concepts express in his quality world. *"Oblomov said loudly to himself: "What the hell is this? " 'So love also passes. I thought so that the life of lovers is windless and motionless like a hot afternoon. However, there is no comfort in love. It is also changing, constantly changing..."* (p. 325).

Basic Requirement

Another important concept in reality therapy is basic requirement. Individuals are innate; they direct their lives with five basic requirements: survival, power, freedom, belonging, and fun (Corey, 2008). Need for survival, health, safety, nutrition, etc., covers needs. It can be said that the need for survival is dominant if the individual puts his life in less danger than others (Glasser, 1998). Glasser (2000) explains that the need for belonging is one of the most important needs, because it is important for individuals to develop relationships with people in order to meet their other needs. Human relationships are based on the need to be with other people. It is about individuals' ability to meet their need for love and be loved (Glasser, 1965; as cited in Kaner, 1993a; Glasser, 1984; Wubbolding, 2012). Activities involving socialization were created to meet the belonging needs of individuals (Wubbolding, 1988). The need for power emerges as a need that can be met in different ways. Individuals can meet their power needs through their qualities, their achievements, or by being respected by others. Couples' efforts to control their relationships arise from the need for power (Glasser, 1984). The need for freedom refers to individuals' ability to take action according to their wishes in various areas of life. Individuals continue their lives as they wish, being in contact with the individuals they prefer, etc., and they want to act freely on matters (Glasser, 1984; Wubbolding & Robey, 2012). The need for fun refers to the participation of the individual in activities that he is not obliged to do. It adds vitality to individual life and relationships through activities (Glasser, 1984; Glasser, 1989).

The above-mentioned needs also show up in Oblomov's world. Oblomov is an individual whose need for freedom and fun was not met in his childhood. So, there are no pictures of how to meet these needs in the quality world. He does not care much about these needs in the later periods of his life. *"Things were endless! Twice they got him out of bed at night, dictated a report, often summoned him from a friend's house.... In despair, 'When will I live? he kept saying."* (p. 68). He meets his need for belonging and love with Olga. During his time with Olga, Oblomov changes. *"Oblomov was with Olga in the morning and evening. He was reading a book to him, sending flowers, going to the lake with him, going up the hills. It was Oblomov who did this! What is not happening in this world!"* (p. 238). *"Even though they both stood still, they were burning with a fire that filled them, and they heard the same chill; There were in tears accumulated by the same feelings in his eyes. These were signs of passion that manifested in Olga's soul in the form of fleeting emotions, shots, awakenings, and that one day would unfold."* (p. 248). The mismatch of the worlds of quality makes their relationship difficult. While Oblomov wants relationships that will not put himself in a difficult situation or impose responsibility on himself; She asks Oblomov to change his life and take action and take control of his life. In Oblomov's relationship with Olga, the different requirements of the two parties prevail. Olga wants to meet her need for power in her relationship, and Oblomov's love glorifies her. *"From time to time Oblomov glances at her, he understands her thoughts because of her: 'How much she loves me! How much she loves! She was looking proudly at the man on his feet, admiring his strength."* (p. 293).

Successful and Failure Identity

According to reality therapy, individuals' satisfaction with their lives is based on their ability to form a successful identity (Nelson-Jones, 1995). Successful identity contains various positive elements. It includes taking responsibility for what they do, meeting their needs effectively, having a sense of worth, being able to accept the facts, love and be loved (Glasser, 1984; Kaner, 1993b; Karahan & Sardogan, 2012; Palancı, 2004). The failure identity contains the opposite of the attributes of the successful identity. Not taking responsibility for behaviors, not seeing enough value, not meeting their needs, denial of facts, inability to engage in activities that make life meaningful, etc. characteristics also constitute the content of the failure identity (Glasser 1965; as cited in Kaner, 1993; Glasser, 1969; as cited in Kaner, 1993a). Based on the information given, it can be said that successful identity is the combination of positive features of other basic concepts of reality therapy. Oblomov is a character that does not have the specified features. He postpones his decisions to avoid responsibility, does not want to take responsibility for the relationship and work, does not value himself, and makes negative criticisms about himself, *"No, it is not possible, he said. Loving a frivolous person like me, with sleepy eyes, sagging cheeks, and lethargic cheeks... I guess she was making fun of me..."* (p. 266). He lives the life he believes to be. *"As he thought that he was an unfinished man, that his spiritual powers remained undeveloped and that a weight had fallen into his life, his heart was falling apart. He is jealous of the rich, active life of others; he saw the path of his own life as a narrow, pathetic pathway blocked by a heavy boulder."* (p. 115). "As

soon as I knew myself I felt that I was starting to fade. My extinction started when I was sitting at the paperwork in the flat; Then, as I read the books and found truths that I could not use in my life, listened to gossip, ridicule, cold, bad, idle chatter among friends, and attended pointless, loveless meetings, I got worse." (p. 226). Unlike Oblomov, Stoltz achieves many of his goals in life, his control system is strong and he engages in different activities to make his life meaningful. "What he wanted was to see life simple and take it as it is. Solving life's difficulties, he appreciated his difficulties better, and when he saw that his path went in the wrong direction and found the right way, he was proud and happy about it." (p. 198).

Conclusion and Discussion

According to reality therapy, individuals' problems are based on their inability to establish healthy relationships. To meet the needs in the right way, to belong, to love and be loved, to survive, to engage in meaningful activities, to take an active role in guiding life and to take responsibility; Thinking, acting, feeling, and being aware of their physiological states, not using words that restrict themselves and suggest that they are not in control, paying attention to the time and solving problems at that moment are important elements in therapy (Cassestevens, 2010; Cisse, 2010; Corey, 2008; Fuller, 2015; Glasser, 1975; Kaner, 1993b; Seligman, 2001). When we look at the concepts of reality therapy, it can be seen that it includes features that may be valid for many people. Explaining and discussing these features through the characters of the novel can contribute to the understanding of the concepts of reality therapy. For this purpose, the novel "Oblomov" has been examined in terms of the concepts of real therapy.

Oblomov character can be described as a character who has a failure identity, has difficulty meeting his needs, and is not even aware of his needs. He lived the life he chose without seeing different behaviors as a result of not taking the responsibility for change while he was able to meet the need for belonging. The fact that he did not engage in activities that would add meaning to his life caused him to consider his life and himself worthless and to be unable to be here and now. Oblomov, who did not take any responsibility in his life, could not create healthy photographs in the quality world, and therefore; he had to struggle with his mind full of perceptual errors. In addition, Oblomov's avoidance of taking any responsibility, lack of self-confidence and having many perceptual lives was also affected by the conditions of his era and family. The character of the novel is also related to the context, as the changing face of the ancient Russia put many people in an impasse at that time. From this point of view, the topics discussed and the attitudes exhibited have been effective in concretizing the concepts of reality therapy. In addition, the fact that the behavior of the individual is affected by the context and the family environment in this novel has contributed to the psychological counselors and counselor candidates to have an idea about the factors that should be taken into account when working with their clients.

Written sources are tools that can create attitude changes in individuals from past to present (Yılmaz, 2002). Since ancient Greece, books have been used to address mental distress (Oner, 2007). Bibliotherapy is also a process that enables individuals to benefit from literary works in addressing their problems and discovering themselves (Bodont, 1980; as cited in Oner & Yesilyaprak, 2006). The books read can be effective on people. Individuals are thinking and feeling at the same time while reading a book. Such experiences also help individuals to be free from their emotions (Oner, 2007). Thanks to books, individuals can look at the world from different perspectives apart from the perspective they have. In addition, based on what they read, they may realize that while they feel closer to some personalities, they should stay away from some personalities and situations (Oncu, 2012). In addition, Solmaz (2018), in his research, which examined the reading habits of university students, determined that novels took the first place among the type of books that students preferred to read. Based on this information, it can be said that books are important tools in shaping the lives of individuals. Seeing the results of the behaviors and lifestyles of the characters in the novels, reading can be effective in organizing behavior for the reader or learner. Therefore, it may be useful to present novels to individuals by examining them in terms of psychological concepts and to inform them. In addition, written sources are among the most frequently used and most used documents in education. Sahin (2015) found in his study that the most used materials in the education process are written documents. Considering that books are important elements in the education of individuals, book reviews and the results obtained can serve as entertaining teaching materials for students and employees in the field of psychological counseling and guidance. Thus, individuals in the field can benefit from these resources and publications to improve themselves and increase their knowledge. As a matter of fact, when the domestic literature is examined, it is seen that the publications made for this purpose are limited. Bilgili and Voltan-Acar (2017) discussed the novel "Martin Eden" in terms of the basic concepts of existential therapy and suggested that the character of the novel could be used in psychological counseling sessions as a result of the study. Similarly, Kızıldağ and Voltan-Acar (2009) examined the novel "Vurun Kahpeye" in terms of feminist therapy and reached the conclusion that the novel could be effective in understanding feminist therapy and raising awareness. The fact that there are not enough studies on novel analysis in the field of psychological counseling and guidance suggests that this research will also be effective in contributing to the field.

The study was carried out to the extent that Oblomov's novel allowed to explain the concepts of reality therapy. In addition, in this study, the basic concepts of reality therapy are explained through the protagonist of the novel and the characters with which it has a key relationship. It should not be forgotten that the comments made in the study are limited to the novel examined.

Based on the limitations given above, various suggestions can be made for future studies. It can be presented as a suggestion to examine reality therapy in a wider context on a wider variety of characters. In addition, different novels can be analyzed by academicians working in the field in order to concretize the therapies and make them



more understandable. This resource can be used when teaching reality therapy within the scope of the psychological counseling theories course. In addition, therapies can be processed by making use of written literary works of different genres (poems, stories, fairy tales, etc.).

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Covid-19 and Online Music Education: A Qualitative Study on the Views of Preschool Teacher Candidates

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Abstract: This study aims to examine distance music education practices in the pandemic period in line with the opinions of pre-school teacher candidates. The study, in which the single case study design, one of the qualitative research approaches, was used, was carried out with 22 pre-school teacher candidates studying at the Kafkas University, Turkey. The data were collected through a semi-structured interview form created by the researchers in line with expert opinions. The obtained data were collected under different themes and analyzed with content analysis. The results of the study showed that the acquisitions made by the preschool teacher candidates during distance music education were mainly based on a theoretical foundation. It was found that the greatest practical deficiency occurred in learning a musical instrument. The participants mostly expressed their views on saving time and space as the positive aspects of distance education. On the other hand, negative results were also obtained, such as the inadequacy of mutual communication in the distance education process, the lack of infrastructure in practice, and the limited course time. In future studies, it is recommended to implement synchronized applications, especially for instrument training, by supporting online materials.

Keywords: Distance music education, online music education, pre-school music education, covid-19, pandemic


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Introduction

Coronavirus, which is called Covid-19 as it was detected in 2019, mainly affects the upper respiratory tract and causes fatal consequences. It has negatively affected life globally in a short time and caused the death of thousands of people (Fauci, Lane, & Redfield, 2020). As a result, the World Health Organization (WHO) declared the disease a "pandemic" on March 11, 2020 (WHO, 2020). With the emergence of Covid-19 in Turkey, it was announced that classes at universities would be suspended for a period of time in March 2020, and then the spring semester of 2020 would be completed through the method of distance learning (Sager, Ozkisi, & Yuceer, 2020). With the pandemic continuing in 2021, digital learning has become the subject of education (Telli Yamamoto & Altun, 2020).

Distance education is a method for alternative education. Students and teachers are far from each other outside the classroom (Ozer, 1990), eliminating time and space constraints with technological devices such as computers, phones, and tablets (Kaya, 2002; Kirik, 2014). In other words, it is a modern and innovative system of education in which students and teachers interact with each other completely independent of time and space in any desired place. Students can use devices such as PCs to participate in and attend classes at the desired time and duration without having to come to campus, and where educational activities are conducted through technological means (Akyurek, 2020). In these educational environments where many technical possibilities can be used together with the help of communication technologies, teacher-student interaction has transformed with the capacity to conduct classes online and offline (Seaman, Allen, & Seaman, 2018; Moore & Kearsley, 2012). However, multimedia elements such as video, audio, and animation used in a well-designed distance education environment allow students with different learning styles to benefit from course materials at the highest level (Yildirim, Yildirim, Celik, & Karaman, 2014).

Music education is the process of making conscious changes in musical behavior in line with the determined goals through musical experiences (Ucan, 2005). Thus, it is aimed that individuals gain the ability to express themselves with by music in their social and personal environments by preparing the ground for acquiring cognitive, affective, and behavioral skills (Yilmaz & Zahal, 2020). These goals are principal music culture, musical subjects and concepts, and the ability to play an instrument within the individual's aptitude. In the process of acquiring these musical behaviors and skills, the musical education given in the pre-school period, which is determined according to musical development characteristics, is very important (Yildiz, 2017). Pre-school period is one of the important processes in which the foundations of individuals' personality traits are laid. The musical education in this period supports the childrens' social, emotional, mental, and physical developments (Kilic, 2012). In the pre-school period, the child's being active in musical activities makes it possible to raise successful individuals with developed self-confidence and self-esteem (Lazdauskas, 1996). In this regard, teachers should teach and make children love music with an effective method within the framework of music education's goals and basic principles in the pre-school period (Yildiz, 2019).

Music is one of the educational tools that require the highest level of ability among the areas that early childhood teachers use in their professional processes (Eldemir, Umuzdas, & Umuzdas, 2009). In preschool education, the teacher should know the types of music used and be able to distinguish between them. On the other hand, the teacher should be able to play an instrument, know the musical developmental characteristics of children such as ambitus, reinforce music with games, and be aware of the method he/she will use to teach music (Yildiz, 2017; Kilic, 2012). Thus, the teacher can guide children to discover the mysterious music world by making them aware of their unique talents (Ozturk, 2003).

When the relevant literature is examined, it is seen that various studies have been carried out on distance pre-school and music education during the pandemic. Remarkably, these studies focus on the topics of information and communication technologies, especially in pre-school music education (Zhu, 2011; Panagiotakou & Pange, 2010), distance music education at the undergraduate level during the pandemic (Palau, Mogas, & Ucar, 2020; Piji Kucuk, 2020; Sakarya & Zahal, 2020, Ozer & Ustun, 2020; Kesendere, Senol Sakin, & Acar, 2020; Akyurek, 2020; Bolat & Akinci, 2020), distance orchestra training in primary and secondary schools in the pandemic (Hash, 2021) and music education during the epidemic in private music courses (Aksoy, Guclu, & Nayir, 2020). In addition to these subject areas, there are various studies on distance education in the pandemic based on different disciplines (Can, 2020; Telli & Altun, 2020; Ari & Kanat, 2020; Durak, Cankaya, & Izmirli, 2020; Ozdogan & Berkant, 2020; Bakioglu & Cevik, 2020; Eti & Karaduman, 2020). However, it was noted that no research was conducted in distance learning for preschool during the pandemic. During the pandemic, the inadequacy of the infrastructure required for distance education, the lack of training in advance, the fact that the teachers and students were not sufficiently informed about the subject caused problems in the early stages of distance education (Bozkurt, 2020; Sari & Nayir, 2020; Durak, Çankaya, & Izmirli, 2020). Determining whether similar problems are experienced in music education classes in early childhood, which has an application-based education content, has also been considered an important research question. In this context, the perceptions and opinions of pre-service teacher trainees in the context of questions such as to what extent online music education contributes to them, the positive and negative aspects of these applications, their status of integration into the system, the interaction between teachers and students, and how they evaluate online music education compared to face-to-face education during the pandemic period, constitute the main issues of the study. It is important to learn the opinions of preschool teacher candidates about online music teaching, to uncover the problems encountered, and to learn students' opinions about suggestions and solutions, as this will contribute to future scientific studies, curricula, and the development of online software for distance education in music. Based on these facts, the study aims to determine and discuss the opinions of pre-school teacher candidates on online music education, which is given for a total of 10 weeks starting from the 5th week in the spring semester of the 2019-2020 academic year, and to present suggestions for solving the problems. The sub-problems of the research question was determined as, "What are the opinions of pre-school

teacher candidates on online music education during the pandemic process?" are listed below.

What are the opinions of pre-school teacher candidates on whether online music education meets the goals and objectives of the course?

- What are their opinions on online music education positive and negative aspects?
- What are their opinions on measurement and evaluation practices?
- What are their opinions on online music education implementation more effectively?

Method

Research Model

A new situation has emerged with the pandemic period. As in many other fields, music education given within pre-school teacher training has also been provided online. In this context, the research was conducted based on a case study (single case study design), one of the qualitative research approaches. The case study is used to see the events occurring in a social structure, group, institution, and organization, to provide explanations about the purpose, to examine and evaluate the situation and events in depth (Buyukozturk, Kilic Cakmak, Akgun, Karadeniz, & Demirel, 2017; McMillan, 2000, Best & Kahn, 1993).

The Study Group

The research study group consists of 22 2nd year students studying at the Preschool Education Department of Kafkas University. The students were determined by criterion-based sampling. The fact that the participants experienced the event in the study is explained as a criterion-based sample (Heppner, Wampold, & Kivlinghan, 2008; 300). The age of the study group, which consists of mostly female students, ranges from 21 to 42 years (Mean \pm SD, 25.55 \pm 5.53). The reason why students are older than expected is due to the characteristics of the region.

In this context, for ten weeks within the scope of the "Early Childhood Music Education" course, an online education program covering basic music knowledge, spiral education model, selection, analysis, teaching techniques of children's songs, selection of repertoire, and musical skills and development in early childhood (YOK, 2018) were implemented and students' views on these practices were determined.

Table 1.

Demographic Characteristics of Preschool Music Education Students

Students	Age	Grade	Gender
S1	28	2	M
S2	22	2	M
S3	23	2	F
S4	23	2	F
S5	21	2	F
S6	23	2	F
S7	24	2	F
S8	28	2	F
S9	29	2	F
S10	25	2	M
S11	21	2	F
S12	21	2	F
S13	22	2	F
S14	22	2	F
S15	36	2	F
S16	42	2	F
S17	35	2	F
S18	24	2	F
S19	23	2	F
S20	24	2	F
S21	22	2	F
S22	24	2	F

Data Collection

The data were collected through a semi-structured interview form created by the researchers in line with expert opinions. This form was used to ask students questions about the platform and how it can be used in teaching practice, and how assessment is done in exam assessments. In semi-structured interviews, questions on the subject are explained in advance. These interviews were conducted online and visually with the Zoom software program.

Data Analysis

The obtained data were transferred to the computer in the form of texts, interpreted through content analysis and descriptive analysis, and again transferred to the computer as text. In content analysis, themes, subthemes, categories and codes were created (Yıldırım & Simsek, 2008). First, the transcripts were read from beginning to end, and in the second phase, the texts were reread and coded. After this phase, the codes were grouped under the categories that form the subthemes of the themes. Then, for research reliability, the double coding method suggested by Miles and Huberman (1994) was used within the framework of stability after multiple coding (Creswell, 2015). For this

purpose, the answers were evaluated and coded by two researchers. Inter-researcher reliability was calculated as .90.

Ethical Aspect

An ethics committee approval was obtained from Kafkas University (dated 15/12/2020 and numbered 76878310-903.07.01-E.33731) for the research on the conformity of the study with scientific rules.

Results

Meeting the objectives of the lesson in pre-school music education in the distance education process

Table 2.

Students' Views on the Acquisitions They Have Gained in The Music Lesson

Theme	Sub-themes	Categories	Students	f
Acquisitions	Theoretical	Doing research	S (4, 22)	22
		Reading articles	S (1, 13, 22)	
		Learning in class	S (2, 6, 7, 11, 17, 20, 21)	
	Practical	No acquisition	S (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22)	

Table 2 shows the opinions of pre-school teacher candidates about the acquisitions they have gained in the music education course in the distance education process. The table includes the sub-themes of theoretical and practical acquisitions based on the theme of acquisitions. According to the findings obtained from the students' opinions, it is seen that the acquisitions towards the music course are realized in the theoretical direction; and those students stated that they did not obtain practical acquisitions. It is seen that the theoretical acquisitions are realized in the categories of "learning in class," "reading articles" and "researching." As can be understood from the statements below, students particularly emphasized their lack of learning to play a musical instrument in terms of practice.

S1: Obviously, I could not get much efficiency during the pandemic process since the music lesson is based on practice more. I cannot say that the lesson fully achieved its purpose. For example, our instrument learning situation had to be postponed due to the pandemic. Apart from that, many of my friends expressed their satisfaction about musical notation teaching and researching articles.

S2: Frankly, I do not think that the course meets the goals of the course, at all. When you say music lesson, you can learn most things just by practice. Apart from that, I think everything has been explained theoretically.

S3: Our lesson was so wonderful that I wish this unfortunate situation did not occur. We could really do it using our instruments. But this was what the conditions required, and I think this was the best under these circumstances. For example, I really wanted to play the ukulele when it came to gaining acquisitions. In practice, we could not achieve this.

S4: No, I think the goals of the lesson were not met. As I did a lot of research, I achieved theoretical acquisitions. I didn't know about the notes very much, but I repeated it a bit. It is a bit of a mystery how persistent it is, but it guided me to research, but our main expectation at the beginning of the term was to learn to play a musical instrument, it was just inefficient in that regard.

Positive aspects of distance education in pre-school music education

Table 3.

Students' Views on the Positive Aspects of Distance Music Education

Theme	Categories	Students	f
Positive Aspects	Being at home	S (1, 2, 5, 8, 9, 15)	20
	Saving time	S (7, 9, 15)	
	Ability to re-watch the lesson	S (5, 6, 12, 13, 22)	
	Ease of access to information	S (12)	
	Technology use	S (14)	
	No positive aspects	S (10, 11, 16, 17, 18, 19, 20, 21)	

Table 3 includes the opinions of pre-school teacher candidates regarding the positive aspects of distance music education during the pandemic period. In this context, although the expression 'being at home' is expressed positively by the students in terms of 'saving time', it is clear from some of the students' comments that this situation is also seen negatively in terms of preparing for and concentrating on lessons. However, as the lesson is recorded, students have the opportunity to watch the lesson again. Besides, it is understood that students see the distance education process positively in terms of easy access to information and developing their technology skills. On the other hand, the high number of students who approach distance music education from a negative point of view is among one of the striking findings.

S1: We've learned many things theoretically. Sometimes I had a hard time going to school. But during this period, we could even take classes while lying down at home. I feel more comfortable at home, but I think it is more efficient at school. Since my lessons are practice-based, I think it would be more appropriate to receive face-to-face education at school.

S2: I can think more comfortably. At least I have a chance to feel more comfortable at home.

S4: Being at home was not an advantage. I love being active. I love being in school. I think it would be better if we were in school. To give an example of the positives: The process was

easy to experience. We were not very tired.S5: Taking classes from home was a positive aspect. There was also the advantage of watching the lessons over and over.

S6: We've learned theoretical information. I could watch classes whenever I wanted.

S7: It was positive in terms of time. We could attend classes wherever we wanted and whenever we wanted without going to school. But despite this, it is not as serious as in the school atmosphere. It is weird to listen to classes at home in pajamas.

S16: This way, we only gained theoretical knowledge. Being at home is not good in terms of classes. The applied lessons such as the game lesson and the music lesson were not efficient.

S17: Because of the known pandemic, the process was a little different. For psychological reasons we may not be able to make that distinction, but I think it should have been face to face. I can not mention the positive aspects.

Negative aspects of distance education in pre-school music education

Table 4.

Students' Opinions on the Negative Aspects of Distance Music Education

Theme	Categories	Students	f
Negative Aspects	Internet access	S (1,2, 7,8, 10, 11, 12, 13, 14, 15, 17, 19, 20, 21)	21
	Systemic problems	S (1,5, 8, 9,11, 16, 17, 18, 20)	
	Inability to learn to play a musical instrument	S (3, 5, 15,17, 18, 20, 21, 22)	
	Inability to do practice	S (6, 7, 8, 9, 12, 13, 15, 18, 19, 22)	
	Concurrency	S (7, 17)	
	Lack of time	S (9, 10, 13, 22)	
	The unsuitability of the study environment	S (10, 11, 12, 13, 14, 17, 18, 20)	
	Distractibility	S (12, 14)	
	Lack of interaction	S (5, 7, 8, 9, 10, 13, 15, 17, 20, 21, 22)	
	Access to digital sources	S (7, 8, 11, 14, 15)	

Table 4 includes the opinions of pre-school teacher candidates regarding the negative aspects of distance music education during the pandemic. According to this, it is understood that more than half of the students have experienced problems related to internet connection. As can be understood from the students' statements, it is seen that the most significant deficiency in the distance education process is the inability to practice and learn to play a musical instrument. Additionally, "the lack of mutual interaction" between the instructor and the student and "unsuitability of the study environment for classes" are negative aspects of distance education. Besides, some students having problems with digital resources such as computers, tablets, and phones are also among the findings obtained from students' statements. Moreover, students state that the distance education system is insufficient in terms of infrastructure.

S1: Sometimes, I had a problem with the internet connection. Sometimes, there were systemic problems and we could not attend the classes. Of course, face-to-face education is more efficient than distance education.

S2: There are many negative aspects, for example, there are parts that we do not understand. There were times when I had internet and connection problems. I did not have any difficulties in accessing devices such as phones, tablets and computers.

S7: Lack of practice. I was attending the lessons from a village in Hakkari Yüksekova, the Easternmost part of Turkey, and I had a problem with my internet. I had problems with my connection. I had problems in terms of synchronicity. I had a smartphone but no computer or tablet. So I had problems preparing homework. I experienced the disadvantage of the lack of face-to-face interaction.

S9: Practice-based lessons could not be completed. From time to time, we were unable to connect to the system and talk to each other. The allotted time was also very limited. Even though my mobile phone and computer were not very good, they did my job.

S12: Practicing in the lesson was more inefficient. Because it was distance education, it was difficult in terms of participating in and understanding the lesson. When I didn't have an internet connection, I could not attend the classes. Since I had many siblings, my study environment was not suitable and I could not focus. There was necessarily a negative factor during the lesson. After listening to the lesson for 5 minutes, I was distracted.

S21: We were planning to learn to play the ukulele, but we could not. I think one of the most important problems of distance education is the connection problem. When there is a connection problem, we have problems attending the class and miss the topics. The lack of interaction in the classroom is a negative aspect. There is not much chance for feedback. The teacher cannot see and correct the mistakes.

Assessment and evaluation

Table 5.

Students' Views on Assessment and Evaluation in the Distance Education Process

Theme	Sub-themes	Categories	Students	f
Assessment and evaluation	Objective	Performed according to the criteria	S (1, 5, 6, 21)	22
		Dependent on personal study	S (1, 16, 19)	
		Instructor-induced	S (2, 3, 13, 20, 22)	
	Non-objective	Inability to supervise	S (4, 8, 10, 11, 12, 15, 17)	
		Not being practice-based	S (7, 9, 14, 17, 18)	

Table 5 includes the views of pre-school teacher candidates regarding assessment and evaluation in the distance education process. The students stated that the evaluation was made according to the criteria specified by the instructor in advance, that it was consistent with their personal study performances, and that an objective assessment and evaluation environment was formed. Considering that the course is based on a theoretical structure and that the assessments and evaluations are in the form of

homework, it is understandable that the students who stated that the examination evaluations were not objective expressed that the reliability of the theoretical assignments could not be verified by the lecturers and that the examinations could not be conducted in a practical way that is in line with the nature of the music course. However, it was observed that some students thought that the instructors gave classroom performance grades in favor of the students during the distance education process.

S1: I can say that there was an objective evaluation because the homework was completely dependent on our performance and the evaluation was made according to the homework we did.

S3: If we had had face-to-face classes at school, maybe we wouldn't have gotten such high marks. I think our teachers and our university manage the process very well. Therefore, I am very satisfied with the exam evaluations.

S4: We prepared homework, but to what extent that homework was our original work, I think it could not be evaluated much. . Personally, I tried to pay attention as best I could, I tried to use my own phrases, but honestly I do not think everyone is that sensitive to it. Maybe there was a problem with the rating, after all. S5: I believe that an objective evaluation is made because our homework is done according to the desired criteria.

S9: I don't think that the best methods are chosen for assessment. But, since the music lesson was taught theoretically, a theoretical evaluation was performed. It would be better if the assessment part were practice-based.

S10: I think I got a higher mark than I expected. Homework was given, and we were doing similar homework after all. So, I don't know to what extent it was objective.

S20: I believe it was just. I even think that the teachers gave extra points.

Opinions on how to conduct distance music lessons more effectively

Table 6.

Students' Views on How to Conduct Distance Music Lessons More Effectively

Theme	Sub-themes	Categories	Students	f
Effective teaching	Management	Improving system infrastructure	S (3, 5, 10, 20)	17
		Ensuring equality of opportunity in education	S (14, 15)	
	Instructor	Online/offline teaching of playing an instrument (the ukulele)	S (1, 4, 6, 7, 8,10, 11, 12, 13, 15, 17, 18, 19, 20)	
		Students	Active participation	

Table 6 includes student views on how to conduct distance music lessons more effectively in pre-school music education. In this context, opinions on the sub-themes of faculty management, instructors, and students were examined. Notably, most students think it is possible to teach how to play a musical instrument online or offline. Although the prevailing opinion is that music education is a class that cannot be taught via distance

learning because it is a hands-on class, students feel that distance learning can be beneficial to playing instruments in the process, and w. Within the general opinions, there are again expressions from students that support the belief that playing instruments can be learned via distance learning.

In addition, within the scope of the improvement work that the management can make, there are expressions of strengthening the platform's infrastructure used in distance education. The view that improvement work can be made for students who have difficulties in accessing resources such as the internet, computer, tablet etc. can also be considered among the expressions worth paying attention to. However, the necessity of active participation of students in the distance education process is among the study's findings, again in line with the student views. The students who did not express their opinions in this context think that face-to-face education will be more beneficial than distance education.

S1: I think the student can participate in the process more actively to provide effective music education. If an instrument is required to be taught, I think the lecturer can teach how to play that instrument distantly.

S3: For example, we could not attend classes in UZEM. But, in other platforms (such as teams), when you leave the student alone in this system, the student can conduct the lesson like a teacher.

S7: Instrument teaching can be done with live video lessons.

S8: I don't think that much can be done distantly. I wish the lessons were hands-on and I learned to play the ukulele.

S11: We can do more practical activities than theoretical. We can do these in the form of video conferencing. We can learn to play a musical instrument by videoconferencing.

S13: The ukulele lessons can be given in the form of video conferences. It would be more interactive.

S14: Opportunities should be equal a lit bit more. Everyone can have more adequate materials. I think requesting this is also important. The pandemic has worn away at people's psychology. If there are enough tools and requests, something can be done distantly.

Conclusion and Discussion

Preschool teacher candidates stated that they attended the lessons via the platform KAUZEM used in distance education, which is the university's infrastructure, that asking questions, messaging and voice communication was insufficient due to the limited lecture hours. They had problems with image quality due to the problem of internet access. However, they stated that the lessons were given simultaneously, they could watch the lessons again, upload their files and homework, and that assessment and evaluation were in the form of homework.

In the process of distance music education, it has been revealed that the acquisitions that pre-school teacher candidates have achieved regarding the lesson were mainly theoretical. It can be seen that theoretical acquisition was achieved in the categories of learning, reading articles and researching. They believe that the greatest deficit in terms of practice is in instrumental education. The lack of practice in the distance education process may cause anxiety among students (Sakarya & Zahal, 2020; Karatepe, Kucukgencay, & Peker 2020; Bakioglu & Cevik, 2020; Roy, 2020). It can be said that this situation negatively affects teacher candidates in terms of vocational competence due to distant education. Eti & Karaduman (2020) stated that teacher candidates do not consider themselves professionally competent in distance education. Kaya (2002) stated that distant education cause problems in teaching practice-oriented courses that require learning skills. González-Calvo, Barba-Martín, Bores-García & Gallego-Lema (2020) point out similar results in their studies.

Students stated that the positive aspects of distance music education during the pandemic were "staying at home" and "saving time". The fact that distance education is independent of time and space is seen as an advantage by students. Based on this, distance education can be considered to provide spatial comfort and time savings (Akyurek, 2020; Kesendere et al., 2020; Fidan, 2020; Altun Ekiz, 2020; Piji Kucuk, 2020; Solak, Utebay, & Yalcin, 2020; Horspol & Lange, 2012; DeNeui & Dodge, 2006).

As a result of the research, students' easy access to information and development of technology skills is seen as another positive aspect of the distance education process. Similar results have been obtained from studies on distance music education during the pandemic (Piji Kucuk, 2020; Kesendere et al., 2020; Sakarya & Zahal, 2020). Supporting this finding, students studying in other fields also find it beneficial that platforms providing distance education allow them to watch the lessons again (Yolcu 2020; Keskin & Ozer Kaya, 2020; Bayram et al., 2019; Akyurek, 2020; Pınar & Donel Akgul 2020; Genc, Engin, & Yardim, 2020; Altun Ekiz, 2020).

The high number of students who approached distance music education from a negative point of view was also a remarkable result. Piji Kucuk (2020); Ozgol, Sarikaya & Ozturk (2017); and Kan & Fidan (2016) concluded that the number of students who approached the distance education system negatively is quite high. It is believed that more than half of the students experienced problems related to internet connection. Ramos-Morcillo et al. (2020) and Akyurek (2020) point out that students believe that they are not equal in distance education because of where they are and where they live. Based on this, the disruptions caused by the inadequacy of internet access stand out as a negative situation that students frequently experience (Altun Ekiz, 2020; Kuruncu & Kurt, 2020; Sercemeli & Kurnaz, 2020; Durak, Cankaya & Izmirlı, 2020; Sintema, 2020).

According to the students, the biggest deficiency in the distance education process is the inability to practice and learn to play the instrument. Studies show that the students who study in different fields also state that their failure to practice in computer and English lessons negatively affects them (Ozgol, Sarikaya & Ozturk, 2017; Kan & Fidan, 2016). On the other hand, "lack of mutual interaction" due to the time limit between the

instructor and the student in distance education and "the unsuitability of the study environment for lessons" are the negative aspects of distance education. Piji Kucuk (2020) reached similar results in her study conducted on music teacher candidates. Erfidan's (2019) study emphasises that student and teacher interaction is not at a sufficient level. Besides, some students stated that they had problems in accessing digital equipment such as computers, tablets and phones. The distance education portal provided by the university was deemed insufficient by students. It is seen that similar results have been obtained in different scientific studies (Genc, Engin & Yardim, 2020, Kurtuncu & Kurt, 2020; Sercemeli & Kurnaz, 2020; Keskin & Ozer Kaya, 2020).

Preschool teacher candidates stated that assessment and evaluation in the distance education process were carried out according to the criteria specified before by the instructor, that they were consistent with their personal study performances, and that an objective assessment and evaluation environment was formed. Nevertheless, some students stated that the lecturers could not perfectly control the reliability of the theoretical assignments and the exams could not be done practically in accordance with the nature of the music lesson. On the other hand, assessment and evaluation should be very clear and transparent in all aspects (Can, 2020; Ozdogan & Berkant, 2020).

It is understood that students believe that distance music education can be beneficial in this process. However, they have some problems in distance education because music education is a practice-based lesson. Based on these results, it is recommended that:

- Universities follow the current digital learning platforms that are popular with the distinguished educational institutions in the world regarding the use of technological possibilities, infrastructure, and digitalization, develop the learning environments that are constantly used, and inform the lecturers and students at these stages,
- These lessons are carried out synchronously considering the lack of teacher-student interaction in applied areas such as instrument training, lessons, videos, methods and similar materials on digital learning platforms in the field of music be shared with students intensively,
- Research be conducted on psychological variables such as students' academic achievements, motivations, and anxiety status in the distance pre-school and music education,
- The Turkish Council of Higher Education (YOK) and universities coordinate the teacher candidates' problems of accessing the internet and technological tools, and provide these students with the necessary opportunities.

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Orientation and Mobility Problems of Adults with Visual Impairment and Suggestions for Solutions

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Abstract: This research aims to identify the main problems experienced by adults with visual impairments regarding the use and accessibility of orientation and mobility skills and offer solutions for these problems. For this purpose, the knowledge of individuals with visual impairment on orientation and mobility skills and the problems they experience while using these skills and using public transport were discussed. Additionally, the skills they most need and want to learn, and the environment, people, and teaching style they want when being taught these skills were examined in detail according to the participants' opinions. In the study, phenomenology design, one of the qualitative research methods, was used. 17 adults participated in the research, which would provide the most diversity for demographic information such as age, gender, and educational status. The research data were collected with the interview form tool consisting of semi-structured questions. The interviews were deciphered and transferred to the MAXQDA program, which is a computer-aided qualitative data analysis program for analysis. The descriptive analysis method was used in the analysis of the obtained data. As a result of the study, it was found that the level of education in orientation and mobility is quite low and they need to be trained. They suffer accidents due to lack of education, architectural/environmental precautions, inadequacy of measures taken for transportation, lack of assistive technology, attitude of people and lack of training of sighted guides. O&M programs can be developed for adults that include various indoor and outdoor routes and using transport.

Keywords: Visual impairment, Orientation, Mobility, Problems in mobility.




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Introduction

The sense of sight provides an opportunity to explore and observe the environment before babies start to move. Babies can see people's movements and examine the objects around them. Babies with visual impairment do not have the opportunity to examine their surroundings using their visual senses. Therefore, visual impairment also brings some limitations. Conditions such as the fear of not being able to ensure safety while moving, the foster family structure, and the inability to participate in physical activities due to dangerous regulations affect the movement of the visually impaired person. These factors significantly affect the visually impaired child's development and result in problems with cognitive, social, and psychomotor development (Tuncer, 2004). Problems experienced in these areas of development cause the freedom of movement of the visually impaired person to be limited. One of the biggest problems in people's daily lives is the inability to function independently (Malik, Manaf, Ahmad, & Ismail, 2018). In the early childhood/pre-school periods, family need to provide freedom to their child for movement, performing activities that encourage the child to explore their environment (for ex: placing child on the board and holding hands that they can try to reach multisensory toys) (Pogrud et al., 1998), implementing setting accommodations such as removing dangerous items for comfortable movement, letting the child to seek his/her environment via tactile sense, and provide a rich environment in which child having more interactions to move. Traveling from home to school, from school to home and to different environments in early childhood, pre-school, and later periods build the basis of being an independent individual.

Posture and gait problems may arise due to not providing a rich environment since infancy. Limitations in their concepts (Altunay Arslantekin, 2017) may cause people to experience problems while reaching their goals. People with visual impairments face serious problems moving in familiar and especially unfamiliar environments, overcoming these problems.

Limitations of movement that occur due to visual impairment can limit a person's ability to travel, particularly independently. As a result, their life energy can be significantly affected. Travelling skills are essential for participating in social and physical activities. In the study conducted by Shimuzi (2009), it was determined that although the visually impaired participants were active individuals, the frequency of their travels was much lower than those without impairment. Visually impaired people need freedom of movement to fulfil their social roles such as socializing, shopping, and working (Altunay Arslantekin, 2015; Cmar, 2015). Freedom of movement enables people with visual impairments to become independent individuals with high self-confidence. The ten skill areas students need to participate in and be successful in Orientation and Mobility (O&M) classes are: Attention, Sensory Integration, Behaviour, Memory, Concept Development, Generalisation, Problem Solving, Social Skills, Orientation, and Mobility Skills (Ambrose-Zaken, Galhoon, & Keim, 2010). Visually impaired people need to use their O&M skills to travel safely and independently in their environment (Ballemans,

Kempen, & Zijlstra, 2011). While orientation is the ability to recognize the environment and create a position relative to the environment, mobility is defined as the ability to act in the environment in an orderly, effective, and safe manner (Zijlstra et al., 2009). Wayfinding for the visually impaired; depends on their ability to determine their orientation and position (Treuillet & Royer, 2010). Orientation skills are extremely important for people with visual impairments to be able to move independently. Orientation skills consist of clues, signs/landmarks, indoor/outdoor numbering systems, measuring, and compass directions (Hill & Ponder, 1976). These skills enable people with visual impairment to find answers to where I am, where my goal is, and how I can reach it (Altunay Arslantekin, 2015). Individuals with visual impairment need to use all their senses to perceive their environment (Gardiner & Perkins, 2005).

For this reason, people collect information about their environment and determine their position in the environment by using tactile, kinesthetic, visual, auditory, olfactory, or tactile cues in the environment they come to for the first time. In the study conducted by Koutsoklenis and Papadopoulos (2011), it is emphasised that people often focus on and use odour cues according to their environments. When people come to the environment later, they transform the fixed ones into signs (Arslantekin, 2020). Measuring skills determines the dimensions of the area, the distances of the objects, and approximately how long it will take to reach the objects/target after walking. Determining the height of objects will enable them to decide which mobility skill to use. People who use indoor/outdoor numbering systems reach their goals more quickly. The use of compass directions and tactile compass will facilitate mobility within the wider environment and produce alternative routes. Additionally, search methods such as peripheral search, the grid method, and parallel search have been developed for visually impaired people to find objects in the environment and to have information about the area (Hill & Ponder, 1976).

The second dimension of freedom of movement, mobility skills, enables individuals with visual impairments to move safely to their targets. Mobility skills were developed based on the criteria of safety, effectiveness, and appearance (Altunay Arslantekin, 2017). It is a safety principle for people to move without hitting the obstacles they will encounter while walking. For example, the most basic mobility tool for people with visual impairment is the cane, and various techniques have been developed to use the cane. Keeping the cane in front of their body allows protecting their body without hitting things. The cane also protects against hazards by providing various information about the differences in the surface (Glanzman & Ducret, 2003; Rodgers & Emerson, 2005). In mobility skills, every movement has a purpose, which is the principle of effectiveness. For example, holding the sighted guide's elbow four fingers above and walking half a step behind makes it clear that they are climbing stairs. By paying attention to the principle of appearance, the aim was not to look different from other people in society regarding posture and gait.

Mobility skills are covered in a wide range. Trailing a wall, self-protection techniques, sighted guide skills, and cane skills are basic mobility skills. These skills are also divided

into various techniques. O&M teaching is vitally important (Regal, Mattheis, Sellitsch & Tscheligi, 2018), and independent travel requires effective problem-solving skills (Perla & O'Donnell, 2004). A study conducted by Safak, Altunay, and Once (1997) determined that it is very difficult to move by applying mobility skills, especially outside the building, in countries with unplanned urbanization, such as Turkey. In view of increasing needs in advanced age, studies should be conducted to overcome difficult problems like using public transport in the city, moving in traffic, shopping, moving in familiar/first environment, finding addresses and travelling between cities/countries to give independence to people with visual impairment. People should be taught the skills to use appropriate assistive devices and move to their destination according to the purpose of the journey to master the routes. Learning a route requires paying attention to the topographical features that make up the route, obtaining information on reaching the destination (Tellevik, Martinsen, Storlilokken, & Elmerskog, 2000), and using O&M skills.

Various studies on O&M skills have been carried out in the literature (Higgerty & Williams, 2005; Loomis, Golledge, Klatzky, & Marston, 2007; Scott, Barlow, Guth, Bentzen, Cunningham, & Long, 2011; Treuillet & Royer, 2010). In examining studies in Turkey, the O&M skills of primary and secondary school students are assessed (Altunay Arslantekin, 2015; Arslantekin, Buyukozturk, Aki, & Doganay Bilgi, 2016), determining the effectiveness of different teaching methods for teaching O&M skills (Atas, 2019; Cotuk & Altunay Arslantekin, 2017), and teaching primary and secondary students the ways in limited environments (Altunay, 2000; Cakmak, 2011). Although the *Ozel Egitim Hizmetleri Yonetmeligi/Special Education Services Regulation (2018)* emphasizes the need to provide special education and related services to children with disabilities in early childhood, there is no study that examines the O&M skills of people with VI in early childhood, preschool, and adulthood in Turkey and the effectiveness of instructional strategies. There are no systematic teaching activities for O&M skills in Turkey (Altunay Arslantekin, 2015). Not including systematic teaching activities causes people to encounter dangers at a young age and in the future and have security problems reaching the places they want to go (workplace, cultural activities, home, etc.). It is inevitable for people who do not have O&M skills to encounter accidents (for example, getting hit by vehicles while crossing the street in traffic, open windows, etc.). Being able to live as independent individuals from infancy to adulthood and even old age, without being dependent on others, largely depends on the effective use of O&M skills. It is necessary to prepare curricula to teach O&M skills (Budd & La Crow, 2000). One of the important elements of the Expanded Core Curriculum, designed to minimise the limitations of visual impairment abroad, is teaching O&M skills (Islek, 2020; Yalcin & Altunay Arslantekin, 2019). The program is aimed at teaching students to act safely and effectively in social life. As O&M instruction progresses, the teacher reduces assistance as the student becomes more and more skilled at travelling (Tellevik et al., 2000).

Evaluations made to determine the O&M skills level of primary and secondary school students in Turkey showed that programs related to O&M should be prepared. For this purpose, and Mobility Program was developed in 2018, and activity books were

prepared for primary, secondary, and high school students in 2020. However, there are no teaching practices for adults with visual impairments. Every individual should enjoy an equal right to freedom of movement. Another factor affecting freedom of movement is the obstacles that can be encountered and pose a danger due to architecture and environmental regulations. While moving in the city, difficulties are also encountered due to the improper construction of institutions and buildings. Ensuring that people can act independently in the built environment requires that the spaces are accessible, unhindered and that existing obstacles are noticed by the individual (Kaplan, 2013). Having a livable quality of cities is of great importance for the quality of life of all people, not only those with visual impairments. For this, arrangements should be made to prioritise accessibility. In the study conducted by Erdoğan (2019), it was determined that the most important desire of the visually impaired is to be able to live in the city without needing anyone.

Research has focused on providing solutions that will enable people with visual impairments to improve their independence and perform their daily activities and tasks independently, such as moving around cities safely (Ramadhan, 2018). There is a study dealing with O&M problems experienced by visually impaired people in Turkey. In the study conducted by Altunay Arslantekin and Ekinici (2014), a limited number of university students were interviewed. However, there is a need for studies to determine the problems experienced in such situations in detail and create solution proposals for the training of visually impaired (tactile) adults in Turkey, their mobility skills, and accessibility, etc. It will be sighted guide other studies such as revealing O&M problems, preparing training programs, and taking accessibility measures. This study identified the main problems experienced by visually impaired adults regarding O&M skills and accessibility and offered solutions.

Method

This research aims to identify the main problems experienced by adults with visual impairments regarding the use and accessibility of orientation and mobility skills and offer solutions for these problems. For this purpose, the knowledge of individuals with visual impairment on O&M skills and the problems they experience while using these skills and using public transport were discussed. Additionally, the skills they most need and want to learn, and the environment, people, and teaching style they want when being taught these skills were examined in detail according to the participants' opinions. In this context, phenomenology design, one of the qualitative research methods, was used in the study. This method focuses on evaluating lived experiences (Miller & Brewer, 2003). Phenomenology aims to bring personal experiences about a phenomenon to a more general level (Creswell, 2007). In other words, studies prepared according to the phenomenology pattern generally aim to reveal and interpret individual perceptions about a phenomenon and focus on phenomena that we are aware of but do not have a deep and detailed understanding of (Yildirim & Simsek, 2011).

Participants

In phenomenological studies, data sources are individuals or groups who experience the phenomenon that the research focuses on and reflect this phenomenon (Yildirim & Simsek, 2011). In the research, a study group was formed to provide the most diversity according to demographic information such as age, gender, and educational status among adults with visual impairment. In determining the research participant group, firstly, the associations operating in the visually impaired field in Turkey and the disabled student units serving at universities were contacted. In line with their information, a list of people who will constitute the possible participants of the study has been prepared. Thirty-eight people were called individually by the researchers, and information about the purpose of the study was given. 12 of these people were not included in the study because they moved using their visual remnant, 8 of them did not want to participate in the study, piloting was conducted with one person, and semi-structured interviews were conducted with the remaining 17 people. Detailed information about the individuals with visual impairment who participated in the study is summarized in Table 1 below.

Table 1.

Participants Demographics

Gender	F
Male	8
Female	9
Age	F
20-30	9
31-40	4
41-60	4
Educational Status	F
Primary	2
Secondary	3
Undergraduate	10
Graduate	2
Total	17

As seen in Table 1, there are participants in the study group according to age, education level, and gender. In the research, attention was paid to ensure diversity as much as possible.

In the research, the participants were asked, "Have you received professional mobility and orientation skills training at your schools or from anywhere else (Guidance Research Center (GRC), course)?" The responses of the participants are shown in Table 2 below.

When Table 2 is examined, it is seen that the participants mostly received training on senses, search methods, orientation skills, and mobility skills inside/outside the building. It is seen that the least trained skills are traffic and bad weather conditions.

Table 2.

Participants O&M Skills Training

Have you received professional mobility and orientation skills training at your schools or from anywhere else (GRC, course)?	Yes (F)	No (F)
Taught the use of senses	5	12
Taught search pattern-techniques	5	12
Taught orientation skills	5	12
Taught basic mobility skills inside/outside the building	5	12
Taught route-finding skills inside/outside the building	4	13
Traffic teaching	3	14
Bad weather teaching	3	14
Taught the use of architectural/environmental concepts (revolving doors, escalators, etc.)	4	13

Data Collection Tools

According to Yildirim and Simsek (2011), interviews are the primary data collection tool in phenomenology studies. In this study, following the purpose and method, a personal information form containing demographic information and an interview form consisting of semi-structured questions containing questions about the participants' use of orientation and mobility skills in daily life were used.

The Personal Information Form was used to obtain information about the demographic characteristics of individuals with visual impairment. The form prepared by the researchers included the variables of age, gender, and educational status. Additionally, the form included a question aiming to reveal the training of visually impaired individuals regarding O&M skills and eight sub-questions of this question.

Due to their standardisation and flexibility, semi-structured interviews eliminate the limitations of tests and questionnaires based on writing and filling and help gain in-depth information on a specific subject (Yildirim & Simsek, 2011). Therefore, semi-structured interviews are not as rigid as structured interviews and not as flexible as unstructured interviews. It is in the middle of both. Semi-structured interview forms offer interviewees the opportunity to express themselves better and provide in-depth information (Buyukozturk, Kılıc Cakmak, Akgun, Karadeniz, & Demirel, 2012). For this reason, semi-structured interviews were preferred in the research.

The researchers developed the interview form used. First of all, the literature was scanned, and the data collection tools used in the research were examined. Then, the outlines of the interview form were determined, and in this context, interview questions

were written to reveal the problems experienced by the visually impaired individuals regarding their O&M skills.

3 experts in education of the visually impaired and 1 expert in measurement and evaluation were consulted for the appropriateness of the questions. In the first part of the expert opinion form, information about the study was given, and experts' opinions on the suitability of the questions, their corrections and suggestions were sought. The experts examined the questions and made the relevant markings. The researchers examined the proposed regulations and changes, and the form was revised by making the necessary corrections. Using the revised revised questions, a pilot interview was conducted with a visually impaired female participant through the zoom program. The pilot interview lasted 50 minutes. After the interview, a question was removed from the interview form because the answers to other questions covered that question. The development process of the personal information section and the interview form consisting of 10 questions was completed by making the necessary adjustments and changes.

Data Collection Process

Before starting the data collection process, preliminary interviews were conducted with the participants via telephone. In these interviews, the purpose of the research was explained, and general information about the research was given. It was stated that the data obtained from the interviews would not be used anywhere other than for research, that the names would be kept private, that the interviews would be analysed for scientific purposes only, and that the results could be shared with them if they wished. Individuals with visual impairments were asked whether they would voluntarily participate in the research and were told that they were free to participate in the interview. Permission to record the interviews was also obtained from the individuals who wanted to participate in the study.

The data collection process was carried out by doing individual interviews with two participants over the phone and fifteen through the zoom program. The researcher called the participant about an hour before the interview in telephone interviews and reminded them of the interview time. In the interviews he made through the Zoom program, he shared the link with the participant about an hour before the meeting. The interviews were completed between 28-50 minutes. During this period, the questions in the Personal Information Form were primarily asked the participants. Then, the questions in the Semi-Structured Interview Form were passed. If the answers given by the participants were not understood, the researcher asked the individuals to describe the situation by giving an example. The interviews ended after all questions were answered. At the end of the interview, participants were thanked for their participation, and the data collection process was completed.

Data Analysis

The process of preparing the interview questions for analysis consists of several stages. First of all, the interviews with the participants were deciphered and transferred to the MAXQDA program, a computer-aided qualitative data analysis program.

The descriptive analysis method was used in the data analysis. Accordingly, the researchers carefully examined the interview questions and the answers given to these questions, themes were formed, and the data were summarised and interpreted according to these themes (Yildirim & Simsek, 2011). After the themes were determined, the participants' answers were coded and sub-coded by the researchers during the zoom meeting. The coding process involves collecting text or visual data into small categories of information, looking for evidence for the code from different databases used in a study, and then giving the code a label. Since all the information in the qualitative data cannot be used, sorting is done (Creswell, 2013).

The themes and codes were analysed, and the findings were visualised in more than one way and presented in tables. According to the number of participants, the code distribution is included in the code frequencies and code-subcode models graphs. Additionally, as Yildirim and Simsek (2011) suggested in the descriptive analysis, to reflect the views of the participants in a striking way, the findings were tried to be supported by quoting the statements directly.

Credibility, Transferability, and Ethics

Some concepts and strategies are suggested as an alternative to validity and reliability and suitable for the nature of qualitative research (Yildirim & Simsek, 2011), to increase the quality of qualitative research. Among the strategies proposed to increase the credibility of study, participants data sources were briefly summarized after the interview and asked whether their perceptions reflected the transferred data. Additionally, a detailed description was made with direct quotations, the most frequently used method, to increase the transferability of the study results to similar environments. Permission of an ethics committee was obtained from a university in Turkey to pay attention to ethical principles in the study.

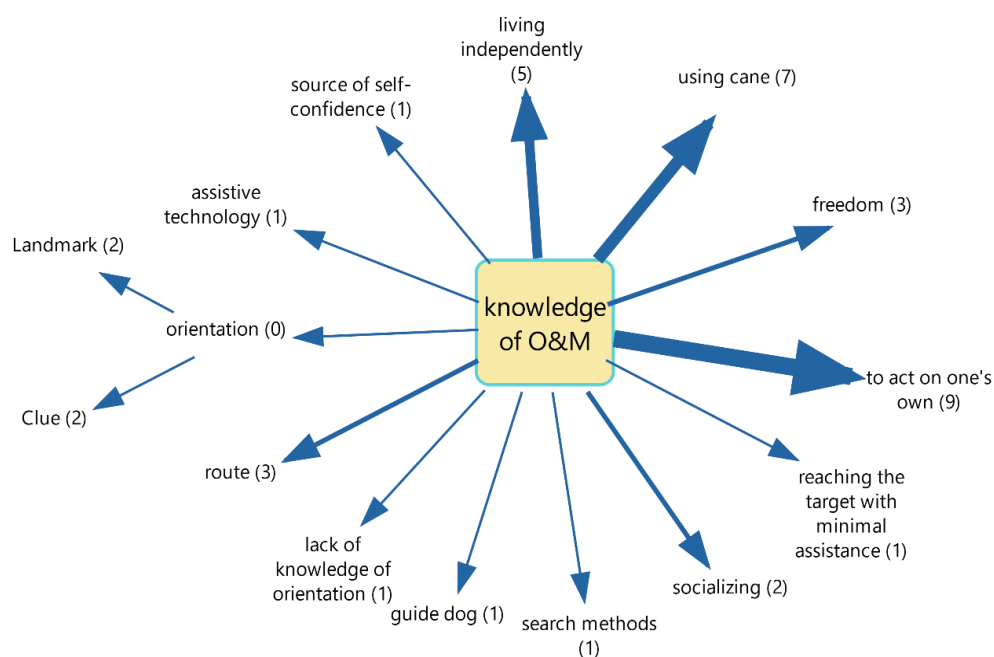
Findings

This research discussed the knowledge of individuals with visual impairment on O&M skills and the problems they experience while using these skills and using public transport. Additionally, the skills they most need and want to learn, and the environment, people, and teaching style they want when being taught these skills were examined in detail according to the participants' opinions. The findings obtained from the 17 participants views for each question are presented below, respectively.

Participants were first asked what they knew about O&M and were asked to explain. The answers given by the visually impaired participants were examined individually, and the code-subcode model prepared for the codes, subcodes, and their frequencies are given in Figure 1 below.

Figure 1.

Code-Sub-Code Model of What Visually Impaired Individuals Know About O&M Skills



When the model in Figure 1 is examined, it is seen that the participants mostly talk about *being able to move on their own*, then *using a cane* and *living independently* regarding their O&M skills. Additionally, some participants mentioned *cues* and *signs* with orientation skills, while one participant stated that orientation skills were *lacking*. The other emerged codes are *moving on a route*, *freedom*, *socialization*, *reaching the goal with minimal assistance*, *assistive technologies*, and *having these skills are sources of confidence*. The following statements are some of the participant views from which this information was obtained:

P6: I would define it as the ability of the visually impaired individual to handle all their work alone because if the visually impaired individual, men, people can handle their affairs independently, they can act independently...

P1: So, how the cane should be used, how it should be held...

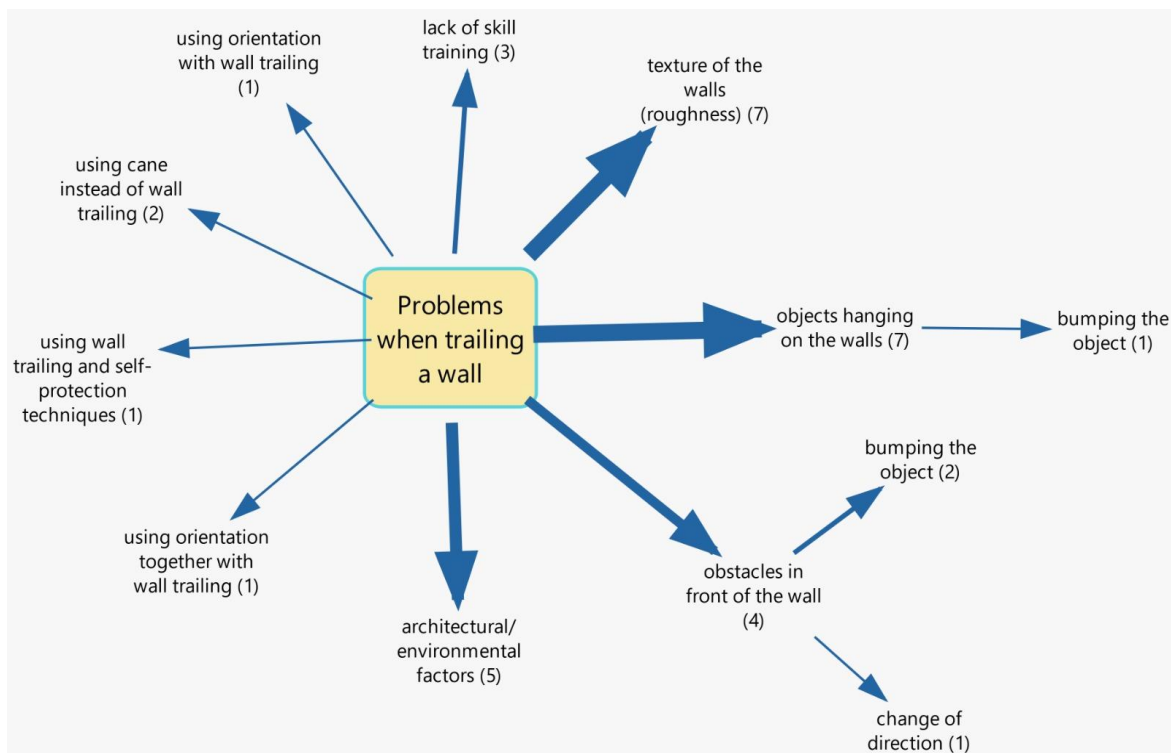
P9: I can say freedom. Not being dependent on others, being able to act on one's own, acting freely.

Secondly, the participants were asked to explain the problems they experienced while trailing the wall by giving examples. The participants' answers were examined, and the

code-subcode model related to the codes, subcodes, and their frequencies are given in Figure 2 below.

Figure 2.

Problems Experienced by Individuals with Visual Impairment While Trailing the Wall Code-Sub-Code Model



When the model in Figure 2 was examined, it was determined that one of the most common problems all participants experienced with manual wall trailing was the *rough texture of the walls* and *objects hanging on the walls*. Some participants stated that they had problems with *architectural/environmental factors*, *objects in front of the walls* and emphasised *bumping and changing direction*. It was determined that the problems experienced by some participants were caused by the *lack of skill/training* (for example, the reason for extending the arm at a 45-degree angle when using the manual wall tracing is to ensure that objects are noticed without hitting them). Furthermore, some participants emphasised the *use of walking cane instead of walk by wall trailing with hand*. It was determined that one participant used manual wall tracing with orientation (door tracking only to watch). The other participants encountered accidents because they could not use walk by wall trailing with hand and other skills (orientation and self-protection techniques together). The following statements are some of the participant views from which this information was obtained:

P10: I have problems indoors due to reasons such as the sharpness of the paint on the walls, pipes on the edges of the walls, glass protrusions, and sharp door handles. When I follow walls outdoors, rusted irons, nails, poles on the walls, and trees protruding make me feel anxious.

P2: ... there may be injuries because we do not know what is on the wall and its structure. It may be possible inside the building, but there may be open windows or a hanging item in the middle of the wall. I use it, but these kinds of things can cause anxiety... In Adana, wires or something might hang on the walls, or how can I say, rusty irons might come off, so I usually follow with a cane rather than following the walls by hand.

P4: One thing happened when I was in primary school, there were fire doors on the wall, while I was following the wall, that fire door was left open, I hit it directly. We need to keep our hand at the level of our forehead. I hadn't done it. I was just wall tracking. In other words, I can state that the materials on the walls are a problem... I don't think we can follow the wall by hand functionally, as visually impaired people. So for this, you need to get a very good education. It is necessary to get training that can help follow the wall exactly....

P8: ...it is not clear what they put there, a vehicle can be in the middle of the road, something else can happen, that vehicle makes you lose direction.

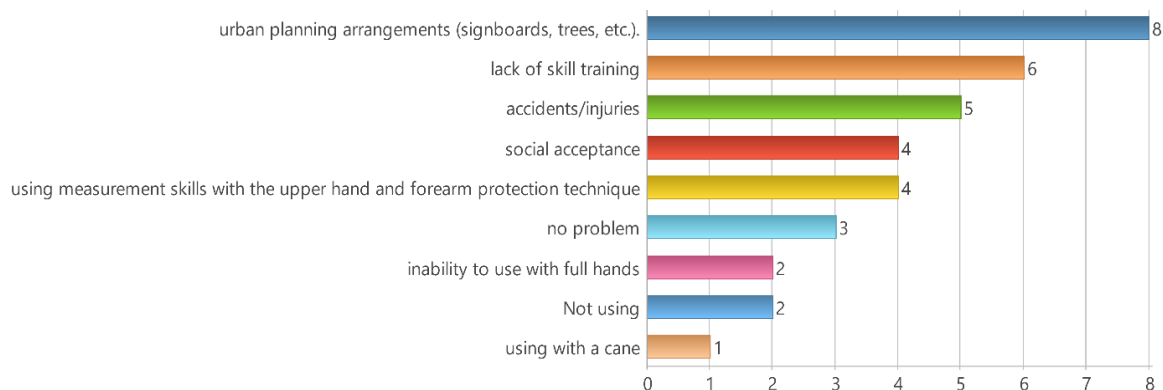
P12: ... things at the height of my hand can be a fire extinguisher or a board. For example, something happens in some buildings, you go up the stairs, but the ceiling may not rise parallel to the stairs. I follow it with my hand so that I can notice the downward hump on the ceiling. But of course, at these points, sometimes there could be things like nails nailed to the wall.

P1: When we follow the walls manually, we do braille texts on the walls, especially in public institutions. These wall traces are more useful for us to count doors or determine the entrance angle of the door. Of course, some architectural defects can affect us a little.

As the third question, the participants were asked what problems they experienced while using self-protection techniques. The graphical representation of the codes related to this question is shown in Figure 3 below.

Figure 3.

Distribution of the Codes Regarding the Problems Experienced by the Participants While Using Self-Protection Techniques



When Figure 3 was examined, it was determined that the participants experienced various problems while using self-protection techniques. It is seen that they mostly state

the problems related to “city planning regulations” when using self-protection techniques. In the interviews, it was seen that there were no statements about the upper hand and forearm protection technique that protects the upper part of the body and the lower hand and forearm protection technique that protects the lower part of the body. Some of the participants emphasised that they encountered accidents, especially because they did not receive training. A small number of the participants stated that they did not have problems with self-protection techniques, some of them did not use them, and some stated that these techniques might affect social acceptance. It was determined that some participants encountered accidents because they could not use self-protection techniques and measurement, and one participant could not use a cane and the high arm protection technique together. Problems such as not using self-protection techniques and having their hands full are the other sub-codes. The following statements are some of the participant views from which this information was obtained:

P8: Let me tell you, it can be related to the size of the trees placed in some places, for example, you may settle something in your head, for example, there are even such electronic things in subways....

P3: Self-protection techniques are important, but I did not receive training on this either. I have had accidents and crashes. I hit a wall once, and my face was bruised.

P11: I don't really know these techniques... I do them sometimes, but it can look bad from the outside. Sometimes we have materials at hand, and even then, we can't make it. They are good techniques that keep us from crashing.

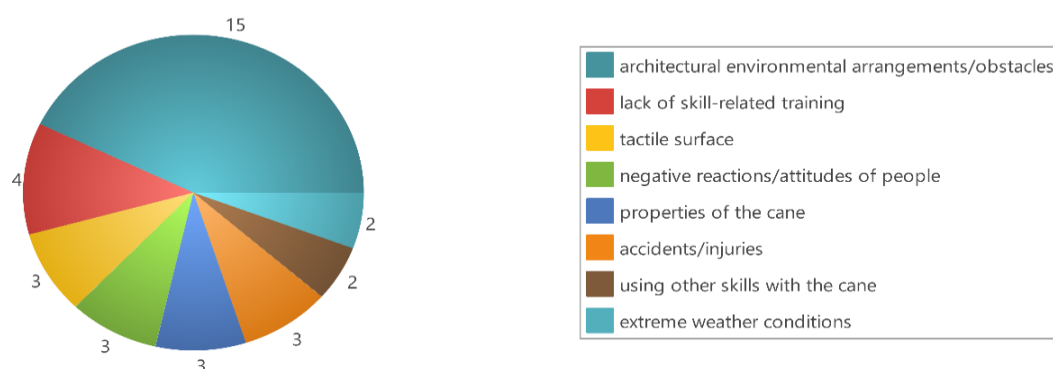
P5: I do similar things myself. But I hit things too many times, and it doesn't work for me. But it has to be done, especially when walking on the street, our heads turned to stone.

P6: Now, I can say that we have a lot of difficulty in upper hand and lower hand forearm protection techniques in terms of self-protection techniques.

Participants were asked *what problems they experienced while using their walking cane skills* and were asked to give examples for the fourth question. The graphical representation of the codes for this question is presented in Figure 4 below.

Figure 4.

The Distribution of the Codes Regarding the Problems Experienced by the Participants While Using Cane Skills



When the data in Figure 4 is examined, it is seen that almost all of the participants have problems with *architectural and environmental regulations/obstacles* while using their cane skills. It is seen that there are deficiencies in training related to the skill. Tactile ground surfaces, negative reactions, attitudes of people, and the suitability of the cane are other problems experienced. Problems in bad weather conditions and using the cane along with other skills are other subcodes. The following statements are some of the participant views from which this information was obtained:

P4: ...I noticed such a hole at the last moment, but because I was moving too fast, I fell into the hole. In my opinion, when walking with a cane, it is necessary to walk a little slower without changing the angle.

P8: It is related to the wrong placement of the embossed lines on these places, and it is also related to the vehicles parked on the pavements because they inevitably cause people to lose their direction. When you least expect it, it can be about things like road construction etc..

P10: ... rubber floors are very slippery in rainy weather, and I have trouble using a walking cane on these floors. At the same time, underneath some sidewalks are empty, and I experience problems such as water splashing, breaking my cane, and bending my cane. When I move the cane on stones, I sometimes have problems such as the cane getting stuck and putting pressure on my abdomen due to the different heights of the stones.

P6: ... let's say we are walking on the road, on the sidewalk, we have to apply the touch technique. We do this with a diagonal technique. For an obstacle on the right to be noticed, that touch technique needs to be done carefully. Especially when we don't do this on the sidewalks, we don't notice the tiny poles, and when we don't notice them, we understand that we didn't use that technique when we hit the pole, but yes, little accidents can happen.

P11: "...the sidewalks are narrow, and there can be trees and fungus; you can crash and fall on them. On the other hand, sometimes cars and big buses park on the pavement, then you lose your way. Another thing, sometimes it can be a problem to pass through doors, the cane gets stuck under the door, and then we try to get it out."

P10: When you do not expect it, things can happen, and obstacles arise. For example, sometimes I have a bag in my hand and a cane in my other hand, a tree or something can be above, then I hit my head. By the way, when I have a bag in my other hand, I can't use other self-protection techniques; again, something happens when I don't expect it...

As the fifth question, the participants were asked what problems they had with walking with a sighted guide and were asked to give examples. The graphical representation of the codes for this question is shown in Figure 5 below.

When Figure 5 is examined, it is seen that almost all participants have problems with the *"training of the sighted guide"*. It is seen that some of the participants have problems due to their lack of training in skills (going through narrow places with a sighted guide, etc.). One of the participants stated that he had problems crossing the street with the sighted guide. The following statements are some of the participant views from which this information was obtained:

P11. The guide may not know; it's normal. The guides were worse when I was young, and now the young people are educated. They ask, but they take my arm. They do not give confidence when crossing the street. I use the guides most often when crossing the street. As I said, it doesn't feel

safe to cross with them. We walk side by side, and sometimes they say 'uncle run run'. It wouldn't be a problem anyway if I could run, but how can the blind run? It's just a short distance away.

P1: His tension reflects on me as well. For example, when we are going to get off the pavement, he says that I should get off first. However, he has to come down first to guide me. So I can say that people are not educated enough about guidance.

P6: The sighted guide is insufficient in this regard. Sometimes they think that we will walk ahead; we have to tell them ourselves. Accidents also happen, so we can hit the sign when walking side by side. They also try to send us ahead while passing through narrow areas, so training is a must.

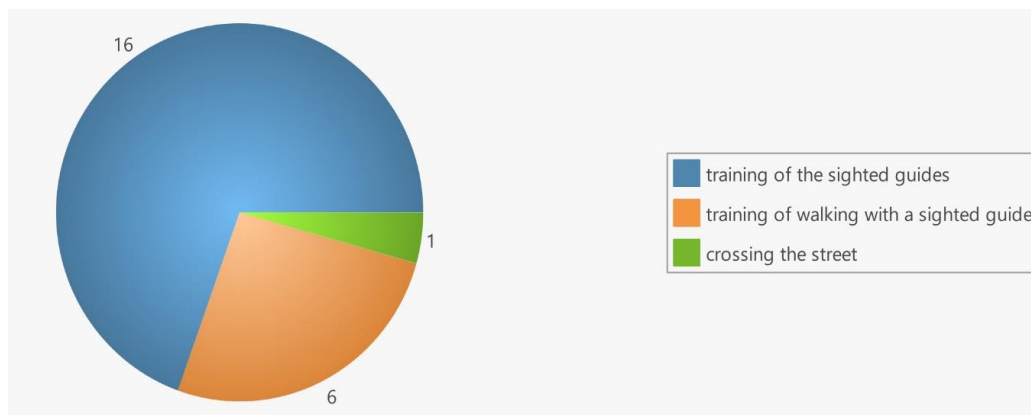
P9: I say that the guide should take my arm or that I should take his arm. Sometimes they get into my arm by tugging, then I warn them.

P10: If the other person is an outsider, if they are uneducated, them taking my arm and grasping my armpit prevents me from moving freely. In general, staggering and tripping are very common because the other person cannot control the approach angle. In the same way, when we offer to take their arm, they do not know how to direct it, so there may be collisions with the poles, there may be stumbling, and foot sprains when going up and down the pavement, there may be problems such as not being able to adapt to their pace when moving fast. Usually, these are the problems with the guide.

P12: ... when there are narrow and hazards of spilling things, for example, there may be cosmetic stores, glassware stores, opticians, etc. In such cases, I hold them by the shoulder, or if they have a backpack, I hold the backpack.

Figure 5.

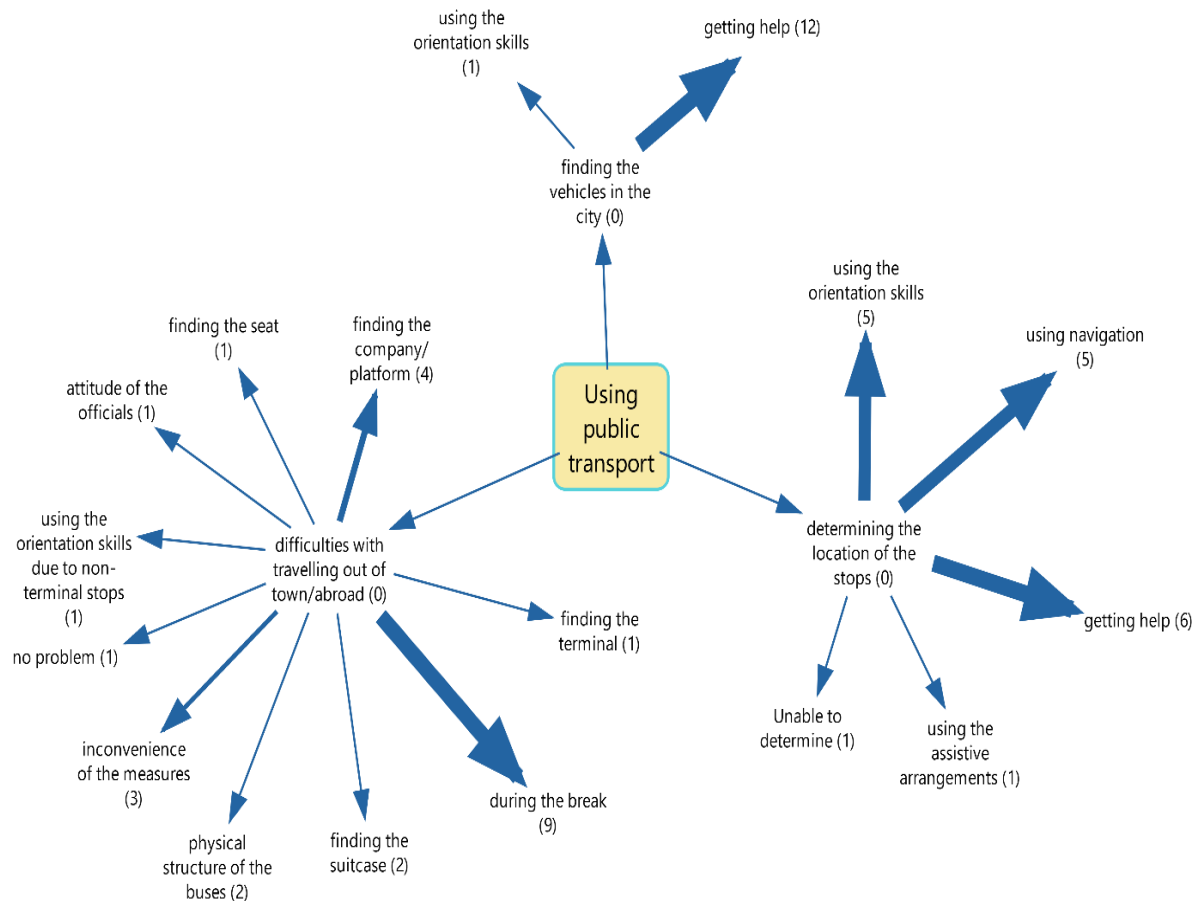
The Distribution of the Codes Regarding the Problems Experienced by the Participants While Walking with Sighted Guide



Participants were also asked about their use of public transport, and all but one participant stated that they used these vehicles. The code-subcode model of how the city stops determine their locations, how they find the vehicles to get on in the city, how they travel out of town or abroad, and how they use aeroplanes and buses, and their frequencies are as in Figure 6 below.

Figure 6.

Problems Experienced by Individuals with Visual Impairment while Using Public Transport Code-Alt Code Model



When the model in Figure 6 was examined, it was determined that a significant part of the participants “wanted help” in finding public transport and determining the location of the stops. Except for one person who stated that he did not have any problems, it was determined that all participants had many problems during their trips outside the city. The most problematic situation is during the “use of breaks” in out-of-town transportation by buses. Additionally, it was determined that the participants had serious problems with “finding the company/platform”. It has been revealed that there are problems regarding accessibility that “measures taken by companies are not suitable for the physical structure of the bus”. It was determined that there were problems finding the terminal, seats, and suitcases, and orientation skills could not be used due to stops outside the terminal. While some participants use navigation to find stops, they use limited orientation skills such as counting stops while on the bus. One person says it is supportive editing, and there are problems with the structure of the material. The following statements are some of the participant views from which this information was obtained:

P1: There is no speech system in our buses. That's why we can't explain ourselves. I get help from the passengers on the bus or the bus driver saying, Can you tell me when my stop comes?

P8: I ask, you can't do it without asking, to do it without asking, either the phone has to say those stops, or it has to give a signal when the bus arrives....

P17: There is anxiety in everyone, everyone is fast, it is necessary to ask again. We get on somehow, but it becomes more of a problem when I get off during breaks. I'm afraid I'll miss it.

P16: I go to Ankara Intercity Bus Terminal; they show me the bus I'm going to. I don't get off during the breaks. If it's very urgent, the women help. But I cannot act alone in Ankara Intercity Bus Terminal without help... Someone else sits on the seat.

P15: I can count pauses if it's not loud, but....

P12: ... the bus is like 10-15 minutes. Then we reach the terminal. I sometimes discover things like this about the place I'm going to land. Other than that, I find my seat by asking someone. For example, I can guess more or less... where is it, but I mean, I have to ask about which of the 3-5 seats I guessed is.

P6: ...in aeroplanes, due to the education they have received, we usually get on the plane first and get off last ... I usually make my way when the plane stops and proceed by myself. As soon as they see me, they catch me....

P7: The biggest fight we have had on the plane is because they say 'we have to take you to the plane with a wheelchair'. On an aeroplane, it is thought that I must sit by the window. For example, if we went with two more blind friends, we can't sit next to each other. Even though our side is empty, we are both asked to sit by the window.

P5: The inside of the bus is narrow, so it is difficult to walk with someone or with a cane.

Participants were asked, "What O&M skill do you need the most?". The themes and frequency values created from their answers are presented in Table 3 below.

Table 3.

Frequency Values for the Orientation and Mobility Skills They Need Most

<i>Theme</i>	<i>Participants</i>
Route	(P1, P15, P17)
Orientation skill (use of cues and hints)	(P1, P13, P16)
Traffic training (safe passage at intersections)	(P6, P12)
Walking cane techniques	(P2, P4, P5, P7, P9, P10, P11, P13, P16)
Self-protection techniques	(P3, P7)
Use of technology	(P3, P10)
Search pattern-techniques	(P8, P17)

Note: Participants could provide more than one opinion.

When Table 3 is examined, more than half of the participants stated that the skill they need the most is walking cane techniques. This skill was followed by route and orientation skills. According to participant views, self-protection techniques, technology use, and search pattern- techniques were the least needed skills.

Participants were asked, “Which orientation and mobility skill would you most like to be taught?”. The themes and frequency values created from their answers are presented in Table 4 below.

Table 4.

Frequency Values for the Orientation and Mobility Skills They Most Want to Learn

<i>Themes</i>	<i>Participants</i>
Walking cane techniques	(P1, P2, P5, P7, P9, P10, P11, P12, P13, P14, P17)
Self-protection techniques	(P3, P8, P17)
Route teaching	(P4, P15, P17)
Use of technology	(P1, P3, P7)
Traffic skills	(P6, P11)
Orientation skills	(P16)
Search pattern-techniques	(P8)

Note: Participants could provide more than one opinion.

When Table 4 is examined, most participants stated the cane techniques as the skill they most want to be taught. This skill was followed by protection techniques, route teaching, and technology use. The skills that the participants least wanted to be taught were orientation skills and search pattern-techniques.

Respondents were asked where, by whom, and how they would like O&M skills to be taught. The participants’ answers were individually examined. The code-subcode model of the codes, subcodes and their frequencies is given in Figure 7 below.

Most of the participants emphasised that “special education teachers should provide training”. Participants stated that training should be taught at home and school, in the environment in which the skills are realised, starting from infancy/childhood. The number of those who think that it should be taught at school is limited. Some of the participants emphasised hands-on and one-on-one training. Some participants stated that the teacher and family should work together. Two of the participants said that training could be obtained from experienced/trained people with visual impairment. The following statements are some of the participant views from which this information was obtained:

P7: The state also opened rehabilitation centers after primary school... Experienced special educators were employed there. This issue should not be left to the mercy of the private sector. I think it should be taught by special education teachers trained by the state.

P9: I think an application should be made, that is, instead of giving cane training in an environment that the students know, it can be given practically in a place they do not know.

P4: I say it should have started when I was a baby. When people think of orientation and mobility, only a cane comes to mind; it’s ridiculous. For example, listening to sound, labelling things with a smell. Children should be given this training as soon as they start communicating from childhood.

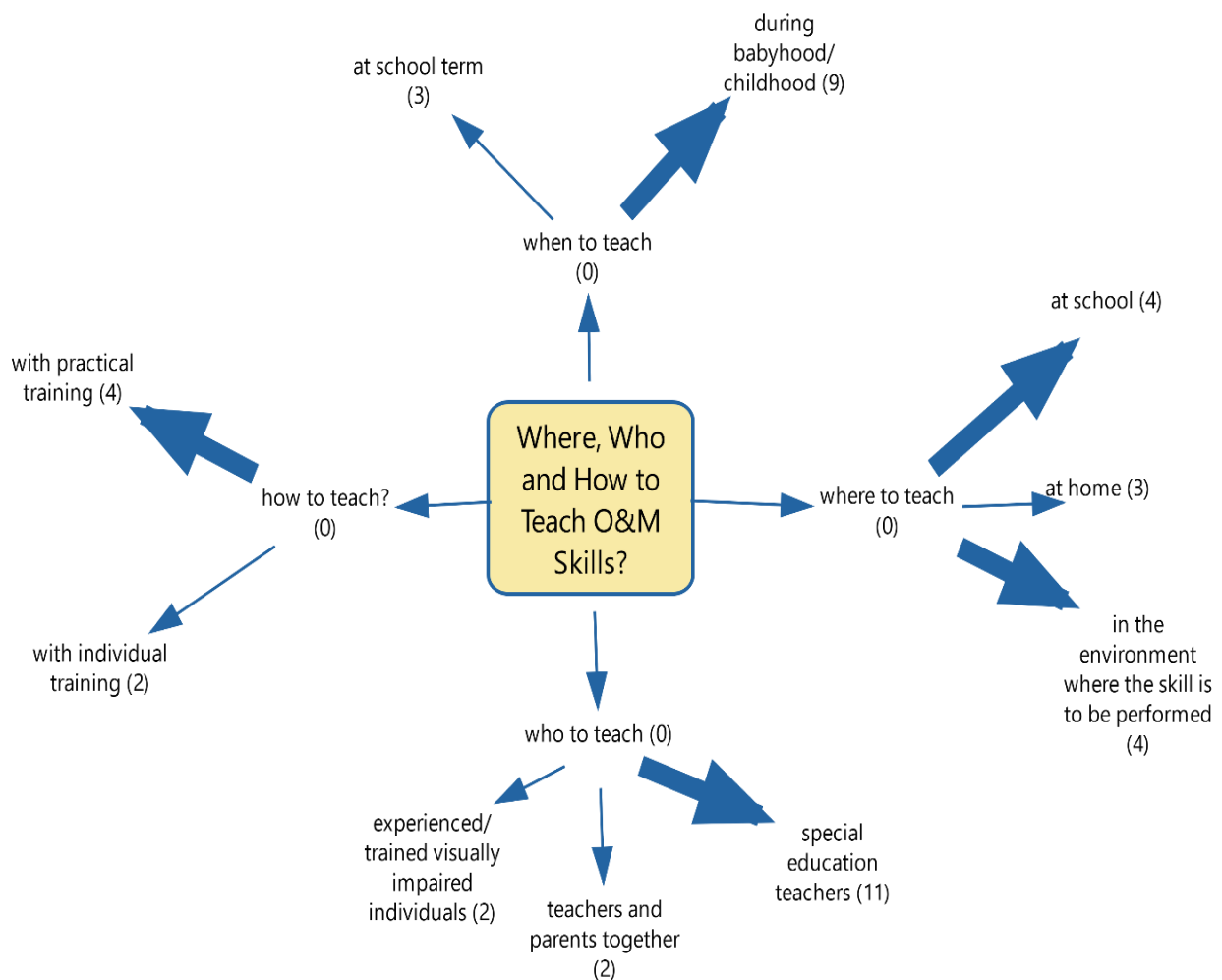
P8: I think it should be acquired at a young age as much as possible.

P14: As I said, since it will start from pre-school, first of all, teachers and families should be trained on this subject. As you know, education is not only at school, but also at home, and parents should definitely be given education.

P1: Wherever route teaching will be done, for example, if they want to learn the hospital, they should learn the hospital. So it should be taught right on the spot. Let it be practical... We should definitely get mobility teachers who understand this business.

Figure 7.

Code-Subcode Model for O&M Education of Individuals with Visual Impairment



Participants were asked, "What is the one thing you would most like to do alone as a visually impaired individual?". The themes and frequency values created from their answers are presented in Table 5 below.

Table 5.*Frequency Values Regarding What They Want to do Alone*

<i>Themes</i>	<i>Participants</i>
Driving	(P2, P4, P7, P9)
Nature walks	(P3, P17)
Taking grandchildren to the park	(P5)
Going to the hospital alone	(P1)
Going into the sea and locating my belongings independently	(P6)
Cooking	(P8)
Using technology	(P8)
Riding a motorcycle	(P12)
Paragliding	(P10)
Travelling Turkey alone	(P13)
To barbeque	(P11)
To draw/make a picture	(P14)
Going shopping alone	(P15)
Travelling alone	(P16)

Note: Participants could provide more than one opinion.

When Table 5 is examined, it is seen that what the participants want to do it alone differ. It is seen that there are actions such as driving, nature walks, going to the hospital alone, going to the sea and finding belongings independently, cooking, using technology, shopping, and travelling alone.

Conclusion, Discussion, and Suggestions

This study was carried out to identify and offer solutions to the main problems faced by visually impaired adults regarding O&M skills and accessibility. Freedom of movement requires the effective use of O&M skills. Living independently in the community depends on using their O&M skills to reach their destination (bank, hospital, school, etc.) safely and effectively. People with visual impairment need to have these vitally important skills.

What We Know about O&M

As a result of the research, when adults with visual impairments were asked what they knew about O&M, many said it was "moving on their own" and "using a cane". Additionally, individuals emphasised that mobility is a source of self-confidence, assistive technology, orientation, route, guide dog, using a cane, searching methods, socialising, reaching goals with minimal help, living independently, and freedom. Vanderpuye, Attia, Amoako, Fofie and Asamoah (2020) show that acquiring O&M skills helps people with visual impairments to freely enter any situation, enables them to gain a variety of real-life experiences, improve their understanding of concepts and develop personally so that they feel confident, and contributes positively to their self-confidence.

Adequate O&M skills improve the self-esteem and sense of independence of the visually impaired by enabling them to perform many skills such as going to the toilet and classroom on their own without falling (Chen, 2012).

The Use of O&M Skills

In the study, adults stated that they experienced various problems related to using O&M skills. It can be thought that this situation may be caused by environmental regulations and the lack of skills. In Turkey's mobility evaluations, it has been determined that people with visual impairments do not have most orientation and mobility skills (Altunay Arslantekin, 2015; Arslantekin et al., 2016). Vanderpuye et al. (2020) also determined that students in the visually impaired school experience difficulties using self-protection and walking with a sighted guide effectively.

In the study, adults emphasised that the skills they most needed and wanted to be taught were "cane techniques". The cane is the most important mobility tool, and it needs systematic teaching of cane techniques to use it effectively. The most emphasised situation in the interviews is the "lack of education of sighted guides". In a study conducted by Altunay Arslantekin (2015), it is seen that child with low vision in the school for the visually impaired sighted guide their peers by pulling on their arms, holding them by the shoulders or walking side by side.

In the study, it was determined that one person used a guide dog and had some accidents. In the study conducted by Lloyd, La Grow, Stafford, and Budge (2008), it was emphasised that the mobility performance of people with visual impairments increased when a trained guide dog was used, but that walking cane skills should be used together with the guide dog. Therefore, having O&M skills for people who use guide dogs will make it easier for them to reach their destination safely.

Activities Preferred to be done Individually

The responses "going to the hospital alone, driving a car, walking in nature, taking grandchildren to the park, swimming, finding things on your own when going out, cooking, using technology, riding a motorcycle, paragliding, travelling alone in Turkey, shopping alone, and travelling alone" to the question "As a visually impaired person, what would you most like to do alone?" illustrate the need for O&M skills and the importance of systematic instructional activities. The literature on people with visual impairment has shown that "mobility is an important part of daily life and its impairment greatly affects the quality of life" (Lahav & Mioduser, 2002).

O&M Training

The research shows that the number of those who stated that they received professional O&M skills training at their schools or elsewhere (GRC, course) is relatively low, while

those who answered no is high. Altunay Arslantekin and Ekinçi (2014) determined that most of their students do not know the names of O&M skills. Because there is not enough practice, students try to develop random techniques. Therefore, this finding supports the study.

Participants in the study stated that O&M skills should be taught at school and home. The number of those who say that it should be taught during infancy/childhood is relatively high. In the study conducted by Altunay Arslantekin, and Ekinçi (2014), it is stated that carrying out studies from infancy will enable the fluent and permanent use of skills. People can live as independent individuals through the preparation of education programs. The most important element in teaching these skills is competent and qualified teachers.

Wolffe, Sacks, Corn, Erin, Huebner, and Lewis (2002) noted that problems remain as to whether competent teachers teach the skills necessary for “students with visual impairments to become confident, independent, and employable young adults”. Teachers devote most of their teaching time to academic skills. Although the importance of the Extended Core Curriculum has been emphasised in many studies, it seems that families and teachers in Turkey still focus primarily on teaching academic skills such as mathematics and literacy (Altunay Arslantekin, 2015).

The fact that adults’ O&M education is very low and the list of skills they want to learn is dense can indicate that systematic teaching activities for these skills are not included in Turkey. Rudiwati (2014) emphasised that teachers, as the lead actor, are critically important in learning O&M skills for children with visual impairment. To eliminate the deficiencies in daily life, people with visual impairment attend non-specialist courses (Altunay Arslantekin, 2017). McKenzie and Lewis (2008) reported that auxiliary staff provided training support in assistive technology, braille, O&M, and social skills. As a result of this, Wolffe et al. (2002), asking, “So is it surprising that so many people have difficulty living independently, participating in activities, finding and maintaining meaningful employment?” emphasises that there are serious problems related to teaching. Two of the participants stated that training could be obtained from experienced/trained visually impaired people. Having visual impairment and good use of skills does not indicate that they can be a qualified teacher. For effective teaching to be carried out, the person who will teach must also be applying proven teaching methods.

In the study, the participants emphasised that the family can also support teaching O&M skills besides the special education teachers. Although the overprotective attitudes of families seem to protect the child from danger, it negatively affects their mobility (Altunay Arslantekin, 2015) and makes them dependent on the home (Kanyılmaz Polat, Bacak, & Kiroglu, 2020). Working together with teachers and families is extremely important for the generalisation of O&M skills to daily life. In a study conducted by Cotuk and Altunay Arslantekin (2017), it was found that simultaneous walking skill development through hand tracing on the wall offered to visually impaired students with siblings is

effective and they can generalise the learned skills in different environments. Furthermore, Crudden and McBroom (1999) emphasise that families have a significant impact on the employment of people in the coming years, overcoming transportation obstacles and providing motivation.

In the study, the participants emphasised practical and individual training. It is essential to carry out applications by considering people's individual characteristics and needs with visual impairment. Participants emphasised that teaching should be taught in environments where the skills will be performed the most. In the research conducted by Altunay Arslantekin and Ekinci (2014), most of the students stated that the teaching should be done practically, and they wanted to learn how to move indoors (for example, hospital, bank, etc.) and outside of the building routes they do not know.

The Use of Architectural/Environmental Accommodations

In addition to effective teaching, another important factor affecting the use of O&M skills by visually impaired people is architectural/environmental arrangements. The study participants emphasised that they frequently had an accident/injury and experienced many problems. In the study conducted by Riazi, Riazi, Yoosfi, and Bahmehi (2016), it was emphasised that all participants experienced accidents in their environment. When the problems experienced by the participants in Turkey are examined, it can be said that some accidents are caused by the lack of O&M skills/inability to use them properly. Ballemans et al. (2011) emphasise improving the quality of life, reducing falls/accidents or increasing walking speed as indicators of successful outcomes after O&M training to use walking canes.

In the research, it can be said that some accidents are due to landscaping full of obstacles. Those who stated that they had problems while using cane skills were especially numerous. Participants stated that they frequently encountered architectural/environmental problems and obstacles, bumped into them, encountered dangerous situations. They also had problems with obstacles such as cars parked on the pavement, items placed in front of walls, and items hanging on walls that caused them to change their direction. They said that regulations for city planning, such as signage and trees, also pose an obstacle. Kanyilmaz Polat et al. (2017) stated that environmental conditions cause people with visual impairments to crash and fall. In the study evaluating cane skills by Attia and Asamoah (2020), it was emphasised that the most important difficulty preventing the free movement of people with visual impairments is the nature of the environment. Riazi et al. (2016) highlighted that participants said, "I would rather walk along the street than on the pavement". They stated that bicycles and motorcycles passing on sidewalks, parked cars on the sidewalks, potholes, and other obstacles on the sidewalks are also causes of accidents. In a study by Pavey, Dodgson, Douglas, and Clements (2009), it was stated that there were difficulties in finding directions due to obstacles on sidewalks, poorly maintained roads (for example, uneven pavement slabs, overhanging fences), and dog droppings left on

the sidewalks. Campisi, Ignaccolo, Inturri, Tesoriere, and Torrisi (2020) emphasised that factors affecting mobility are physical features such as the lack of infrastructure, parked cars, and uneven tactile ground surface.

The tactile ground surface aims to help people become more independent, confident, and secure in indoor and outdoor environments. The participants also stated that they had problems due to the material of the tactile ground surfaces, objects placed on them, and obstacles such as trees. Improper mounting of the tactile ground surface can cause confusion and accidents for visually impaired people (Pembuain, Priyanto, & Suparma, 2020). In the study conducted by Low, Cao, Vos, and Hickman (2020), one participant said that the tactile ground surface should be on every platform because they fell on the rails with the guide dog. In reviewing the literature, there are several studies on tactile flooring that compare applications in different countries and expose flawed regulations such as the lack of warning blocks (Mizuno, Tokuda, Nishidate, & Arai, 2008) and cite examples of applications in South Africa (Combrinck, 2014). The tactile ground surfaces should also have the feature of facilitating the accessibility of people to public transport. These findings in the literature support the findings of this study.

The Use of Public Transportation and Attitudes

The use of public transport is critically important for the visually impaired to be independent and able to access various activities (Low et al., 2020). Providing access to public transportation is an essential element in reducing the mobility restrictions of individuals with disabilities (Padzi & Ibrahim, 2012). In the study, the participants stated that they experienced various problems related to local vehicles. They said that they received help, especially in finding local vehicles and determining the location of the stops. Most studies show that individuals with visual impairment prefer transportation with people (family, friends, etc.) without visual impairments (Crudden & McBroom, 1999; Golledge, Marston, & Costanzo, 1997; Shimuzi, 2009). One person concerned with locating the stops stated that supporting arrangements are used, but them being easily worn out is a major problem. Participants also emphasised the absence of an audio warning system. Pavey et al. (2009) also emphasise that people have difficulties accessing information about public transportation and that they seek help from others.

Furthermore, lack of regulations or creating wrong regulations result in being dependent on others. The results of the studies (Dicle & Toprak, 2020; Odabas Uslu & Gunes, 2017; Ozteke Kozan, Bozgeyikli & Kesici, 2018; Yildiz & Gurler, 2018) describing problems of environmental regulation related to public transport (such as lack of stops, unevenness of the surface, lack of sound) support the findings of the study. There may be obstacles that make transportation inaccessible in the physical environment, and in the provision of services, it is essential to make arrangements for them. In the study, the participants also stated that they had problems in various situations such as finding suitcases, the physical structure of the buses, and finding a seat during out-of-town trips. The participants stated that they had great difficulties, especially at rest stops and that

they did not take a break because they were afraid of not finding the bus again. This situation also results from the lack of practical training on O&M skills, environmental regulations, and supportive technology to facilitate mobility.

Some participants stated that they used navigation to determine the location of the stops, but they also had problems with this. Riazi et al. (2016) determined that people have problems in navigation when they go to the target by themselves in the external environment. The adoption of smart cities equipped with technological supports will improve people's quality of life and make the environment more accessible. Technological developments can improve individuals' ability to participate in social activities fully, live independently, and provide accessibility (Sobnath, Rehman, & Nasralla, 2020). Studies emphasise the contribution of supportive technologies to independence (Riazi et al., 2016), autonomy, and life satisfaction (Cifcibaşı Iyigün & Tortop, 2018; Yilmaz, Ersan, & Agca, 2018).

Another factor affecting the freedom of movement of people with visual impairment is the attitudes and education of people without visual impairments. Negative attitudes of people and lack of information exacerbate the difficulties experienced by people with visual impairment (Pavey et al., 2009). Participants stated that they experienced problems arising from the attitudes of airport employees and their lack of knowledge. They stated that they were taken to the plane with a wheelchair, waited for everyone to get off, and had problems with the bus driver's attitude. Ozteke Kozan et al. (2018) studied problems with people/employee's attitudes and their forgetfulness to mention the stop. Seeing the person as a person waiting for help paves the way for the continuation of negative attitudes.

The research has some limitations. One of these limitations is interviewing seventeen visually impaired people. In future research, more people with visual impairment can be reached and interviewed. In the research, interviews were conducted with adults. In other studies, problems related to O&M skills can be identified by interviewing younger age groups, their families, friends, and teachers.

Some suggestions were made in line with the findings obtained from the study. O&M programs can be developed for adults that include various indoor and outdoor routes and using transport. For the use of O&M skills, there is a need for studies by municipalities with the support of field experts. Studies are carried out in architecture (environmental arrangements) and engineering (technology that provides orientation, perception of obstacles, etc.) for people with visual impairments mobility. Experts can work together with an interdisciplinary approach to offer realistic solutions for people with visual impairment and make appropriate arrangements.

In a study conducted by Griffin-Shirley, Poggrund, Smith, and Duemer (2009), it is emphasised that hiring O&M specialists has many advantages, such as detailed evaluation and practice. The National Occupational Standard for Orientation and Mobility Trainer in Turkey was developed and published in the official gazette (*Gorme Engelliler Yonelim ve Bagimsiz Hareket Egitmeni (Level 5) Ulusal Meslek*

Standardi/National Vocational Standard for the Visually Impaired Orientation and Mobility Trainer, 2013). If O&M specialists are appointed in the future, it is thought that the visually impaired will be able to participate in life as more independent individuals without being dependent on others.

Studies can test the effectiveness of applying various teaching methods with adults in acquiring O&M skills. The effectiveness of teaching walking skills with a sighted guide can be examined by applying various teaching methods to peers in different age groups (pre-school, primary school, secondary school, high school). A software program can be developed in Turkey to teach sighted guide skills. Studies can support the self-confidence of people with visual impairment and the development of positive attitudes of people with no visual impairments.

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A Phenomenological Study on the Antecedents and Consequences of Organizational Ostracism

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Abstract: Organizational environments are environments where conflicts of interest are intense due to business and human interactions. Various problems are experienced in these environments due to both business and human interaction and interpersonal relations. These problems cause various psychological and physical health problems in the employees and organizational health problems such as reduced job satisfaction and damage to work peace in organizations. This study examined the problem of "organizational ostracism," an example of negative behavior in organizations. The study discussed the causes of ostracism and its effects on the ostracized person. The study was designed according to the descriptive phenomenological pattern, one of the qualitative research designs. The sample of the study was determined according to the purposeful sampling technique. The study data were collected through in-depth interviews from 19 faculty members with different titles and positions working in various departments of public universities. The research results were presented and interpreted as "code," "sub-theme," and "main theme." At the end of the examination, organizational exclusion; It was understood that it was caused by jealousy, ethnic, political and trade union discrimination. The impact of organizational ostracism on the individual excluded; intention to quit, feeling of burnout, and psychosomatic disorders were grouped under the main themes. Findings showed that organizational ostracism harms organizational and individual performance. The research results show that ostracism is an important organizational behavior problem that disrupts organizational and individual health and job satisfaction.

Keywords: Organizational ostracism, Descriptive phenomenology, Intention to leave, Purposeful sampling, Loss of motivation




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Introduction

Regardless of the purpose, the success of management in all organizations is measured by the achievement of its goals. Unfortunately, problems such as bullying, organizational conflict, organizational silence, cynicism, and organizational ostracism can cause organizations to deviate from their goals. In addition to competitive pressures, these organizational behaviors that lead to conflict between employees are unproductive work behaviors. One of the unproductive work behaviors in organizations is organizational ostracism. Organizational ostracism, practiced in the form of neglect, abandonment, or deprivation, is a problematic organizational behavior that harms employees and the organization. Organizational ostracism leads to a decline in employee performance and a decline in organizational productivity. For this reason, it is important to study the phenomenon of organizational ostracism that has a negative impact on individual performance and organizational productivity.

The starting point of the concept of ostracism is the practice of "ostrakismos" in the Athens city-state. The first written examples of ostracism BC. 5. The voting made by Athenians by writing names on pottery pieces was called "ostrakismos." In this voting, the Athenians would decide whether the rulers, who were enriched with unfair gains, used manipulative techniques to achieve undeserved positions. The practice of ostrakismos was also used to decide whether rulers had made unfair gains by abusing their duties. Because of the voting, it was decided to either continue their duties or be exiled (Harvey et al., 2018: 2). Similar ostracism was held in Sicily in 454 BC., and voters voted for the person to be excluded by writing on olive leaves (Williams, 2007: 425). The first person who talked about ostracism was Lenoir, the Chirac government's state in France in the contemporary era. According to Sapancali (2005: 13), the minister who was responsible for the social affairs used the concept of ostracism to describe disadvantaged French citizens who could not benefit from the results of economic growth, and this concept was used by practitioners, bureaucrats, academics, and journalists to speak of the poor in that period.

In terms of organizational behavior, ostracism is that the organization's managers and the people around him cut the communication and interaction with the excluded person and subject him to isolation. Organizational ostracism is not just a matter of perception, and there are concrete indications such as being deprived of rights and opportunities, being ignored, not being invited to activities. Ostracism is the behavior of ignoring an employee and sometimes a group, preventing access to the ostracized rights, making harmful discrimination about them, and excluding them from organizational and social processes (Williams, 2007: 425). Ostracism may appear in many ways, such as ignorance, insensible and cold behaviors, avoidance, being unaware, and ostracism from the group, prompting loneliness, dismissal, and silencing (Yildirim & Akin, 2018: 428). Many people may be subject to organizational ostracism; in practice, it is usually the head of the organization or department who groans. However, the ostracized person is usually an individual who is weakened in the face of management's power and whose

dignity and reputation are under attack. In organizational ostracism, while the ostracized person is single, the ostracizer can usually be more than one person. In the incident of ostracism, the ostracized and the ostracizer sometimes switch places, the ostracized can be the ostracizer, and the ostracizer ones can be ostracized (Harding, 2013: 14). The responses to ostracism are shown in three ways. The first one is the negative response, the second is to remain silent, and the third is to react positively. Negative reactions can be experienced in the form of aggressive behaviors, dismissal, absence, or resignation. Ostracism, introversion can create an increase in the perception of loneliness and withdrawal. The third form of response may be in a way where the ostracized makes themselves more equipped in the presence of ostracism and victimization situations by utilizing their abilities more, acting more rationally. To demonstrate this latest attitude and behavior, the ostracized person should not internalize the current situation and not lose their self-esteem while being ostracized.

The theoretical framework of this study has been based on "social pain theory." As it is known, the social pain theory developed by MacDonald and Leary (2005: 211) focuses on sensation and affect. The social pain theory focuses on ostracism's psychosomatic consequences on the ostracized individuals from their immediate surroundings. While "pain sensation" in theory focuses on "physical pain" experienced by the ostracized individual, the second component of the theory as "pain effect" focuses on the "psychological" and "emotional situations" experienced by the ostracized individuals (MacDonald & Leary, 2005: 207; Price, 2000: 1771). The sense of pain in the social pain theory explains the individual's responses to the threat of ostracism. Social pain theory suggests that if the individual feels a sense of victimization due to ostracism, he will experience the negative consequences in their work life and social life.

Conceptual Framework

Ostracism is a state where one cannot find the opportunity to engage in a social relationship or social interaction consciously and is deliberately deprived of the processes to be involved (Harvey et al., 2018: 2). Organizational ostracism is an isolated situation resulting from all kinds of maltreatment carried out systematically intended for the hurting, frightening, intimidating, and suspending the ostracized individual by harassing them (Williams & Gerber, 2004: 359). Organizational ostracism is a process of alienation by preventing individuals from accessing their rights, sometimes depriving them of organizational opportunities by discriminating, prompting them into loneliness, which damages other people who want to establish relationships ostracized ones (Twenge et al., 2001: 1058). In the process of ostracism, people are on the side of the ostracizer who is more powerful without taking into account that they may be subjected to the same treatment over time, and they present explicitly or implicitly that the ostracized individual is not liked, unwanted, or even communicating with him/her is an undesired situation (Twenge et al., 2001: 1059). The ostracized individual can benefit from the organizational opportunities at the minimum level by being kept away from all kinds of opportunities and is forced to do the most challenging and

unpleasant tasks. Employees of the organization avoid individual and social relationships with the ostracized individual (Robinson et al., 2013: 203) or communicate reluctantly. It is felt in organizations that being close to the ostracizing person will give employees of the organization strength and reputation, and being close to the ostracized person will make them weak, and this is projected even to the best friends of these employees (Hitlan et al., 2006: 217). Other people who do not have any problems with the ostracized one try to increase their reputation by taking the side with the ostracizing, which they consider more important in terms of relative power and authority. This situation is a cause of psychological pain that is difficult to endure for the ostracized. For the individual who has lost contact with his superiors and people in equal positions or sometimes even with his subordinates, the workplace turns into a semi-open prison, and they are condemned to a form of civil death in terms of his/her rights and relations.

Organizational ostracism is also called passive aggression or cold violence since it is not directly noticeable and is presented by the ostracizers but is not clearly shown (Liu & Xia, 2016: 198; Zhao et al., 2013: 220). Organizational ostracism is manifested as being disregarded by others in the workplace (Leung et al., 2011: 837) being ignored by other employees (Celik & Kosar, 2015: 47; Zhao et al., 2013: 220) being alienated from organizational social relations (Ferris et al., 2008: 1348), limitation of the utilization of all the rights of the person including even their rights, and the avoidance of communication and interaction with the ostracized one. In the case of ostracism, which is also called social and civil death (Williams, 2007: 236), the ostracized person is treated as if they are absent (Chung, 2015: 368). Even the ostracized person's closest friends want to feel safe by paying attention not to be seen together with the ostracized in the ostracism process. This situation works only for the ostracizer; when they are ostracized in the future, they will be deprived of their friends to establish a relationship as well as they will be weak against the ostracized.

Organizational ostracism can occur by combining multiple causes, and its effect on the ostracized individual may be different. As a matter of course, the effect of ostracism applied by one person and one cause on the employee may be more delicate than the perception of organizational ostracism applied by a group with multiple reasons (Pelit, 2008: 11). Whether ostracism is a "perception" or a "phenomenon" is unnecessary in the subject's research. Ostracism is not a felt or perceived situation, but a reality experienced and exists (Leung et al., 2011: 837; Tutar, 2014: 238). Behind the case of ostracism, there may be situations caused by the ostracized jealousy or the effect of having a superior or a weak character of the individual (Robinson et al., 2013: 210-211). Regardless of the reason and the consequences, organizational ostracism is a situation that is always related to the lack of recognition of desired behavior and the occurrence of undesirable behaviors and decisions. Ostracism threatens an individual's self-esteem, belonging, self-control, self-perception, and psychological well-being. In the process of ostracism of the ostracized individuals, respect, appreciation or acceptance, belonging, identity, and security needs are ignored. The individual is deprived of social support and loses organizational trust (Birch, 1998: 159). MacDonald and Leary (2005: 203) identify the possible forms of behaviors in the process of

ostracism as follows: The ostracized individual cannot access the information they need; therefore, the individual lacks the informational support. On the other hand, since the ostracizers avoid listening to, understanding, and empathizing with the ostracized person, they are deprived of emotional support. The individual is deprived of all kinds of material and moral opportunities and receiving instrumental support. The need for appreciation of the ostracized person is not met by not giving feedback and not appreciating the success. Therefore, when an individual cannot receive support from the psychological environment in which they are, even when they are ostracized, the ostracized is forced to suffer from social pain or social sorrow. Ostracism threatens the individuals' sense of belonging; they are forced to move away from the group and organization (Ferris et al., 2008: 1349). In any case, the individual is forced to persuade the people around them that he is innocent and has done nothing wrong.

Ostracism causes negative emotions such as loneliness, sadness, jealousy, shame, guilt, or social anxiety. To a reasonable extent, people need to know what their presence means to other people around them. However, during organizational ostracism, the individual is ignored and treated as if they are not there. It is not easy to be in a state of psychological well-being, feel safe, and fulfill the need for belonging when a person is physically there but treated as if they are the need for belonging when a person is physically there but treated as forgotten or treated as forgotten or as a civil dead. At the same time, they are alive. O'Reilly et al. (2014: 774) found a negative relationship between ostracism and the sense of belonging, self-esteem, emotional participation, and psychological introversion. According to Liu and Xia (2016: 197), organizational ostracism leads to some results such as emotional exhaustion, high tension in the workplace, depression, and low job satisfaction. Emotional exhaustion is one of the important results of ostracism in this study. According to the research done by Wu et al. (2015: 1), it is understood that employees who are highly ostracized in organizations have relatively low levels of organizational identification and are less willing about organizational citizenship behaviors.

The ostracized person should maintain self-control and not lose self-esteem in the process of ostracism without presenting signs of shame, guilt, or weakness (MacDonald & Leary, 2005). In this process, the individual needs to empower himself by showing psychological endurance. The ostracized individual needs to try to maintain self-control without losing their social support. The damage of the misconduct behaviors in this process is more significant than the usual processes. For this reason, it is important that the ostracized individual compromise with his environment rather than contradict it by organizational ostracism. Neither fear nor aggressive behavior is appropriate for the ostracized individual during the ostracization process.

On the contrary, the excluded individual should continue his normal life by showing that he does not care about ostracism. He should even try to increase his psychological resilience by pursuing creative innovations (Ferris et al., 2008: 1349; Wu et al., 2012: 178). Ostracism cannot be overcome by showing excessive anxiety and neurotic behaviors and being isolated by getting away from social processes in the process of

ostracism (Chen, et.al., 2012: 1030; Miller et al., 2014: 8; Wu et al., 2011: 24). Changing organizations or moving away from the environment may be a temporary solution. Still, changing organizations in every case of ostracism can lead to the individual's "unsteady" image (Haq, 2014: 1309; Lichtenberger& Jagacinski, 2010: 283). It is possible to have psychological stability without reducing job satisfaction, falling into despair (Leung et al., 2011: 836; Ramsey& Jones, 2015: 25), without losing self-esteem, moving away from goals and objectives, without losing performance instead of by working more, experiencing "happiness of success." In cases where ostracism's uncertainty is high, the ostracized individuals can increase their social support by showing more devoting behaviors towards the ostracizing group or people to regain a group member's status.

Because organizational ostracism is not a simple and insignificant lack of communication and interaction, organizational ostracism causes the employee to be unable to establish a healthy relationship with his social environment, feel a sense of belonging to the organization, and lose control over his environment. Therefore, it has been demonstrated by various studies that organizational ostracism has a high cost not only for the ostracized individual but also for the organization (Hitlan et al., 2015: 2). According to the studies examining the results of organizational ostracism; it reduces the perception of organizational justice (Izci, 2018; Poon& Chen, 2014), weakens the perception of organizational support (Turunc& Avci, 2015: 57), reduces organizational productivity, disrupts organizational climate and increases employee turnover rate (Soybali & Pelit, 2018). Ostracism can harm individuals physiologically, emotionally and cognitively, and discourage people from working, and as Eickholt and Goodboy (2017:139) note, it has a negative impact on organizational productivity. As a social and psychological being, individuals also need to feel they belong and build relationships, eat, drink and have a roof over their heads. Ostracism leaves individuals with the negative feelings that their above needs are not being met.

1. What kind of ostracism have you experienced in your professional life, and who were the parties to this event?
2. What are the reasons for the ostracism you experienced?
3. What was the impact of ostracism on your health?
4. What was the impact of ostracism on your attitude and performance towards the organization?

Methodology

Research Design

This study has been designed as qualitative research since it is more appropriate for understanding the facts in their context. "Descriptive phenomenologic design" among qualitative research patterns was chosen in the study since it is more convenient to see what meanings the participants have attributed to their experiences and how they reflect these experiences (Creswell, 1998: 51; Merriam, 2013: 21; Patton, 2014: 104).

Another reason for choosing this pattern is that the phenomenological pattern is suitable for projecting "human experiences in the natural environment realistically and holistically. Another reason for this pattern's preference is that the subjects covered by this pattern are suitable for understanding the implied information related to the individual experiences (Miles & Huberman, 2015: 11; Moustakas, 1994; Reiners, 2012: 2; Van Manen, 2014: 27). Additionally, considering the research's aim, fiction, and questions, it has been decided that the descriptive phenomenological pattern was appropriate.

Study Group

As the study group in phenomenological studies should consist of individuals and groups who have 'experience' of the focused topic of the study and can reflect their experiences (Creswell, 2012; Smith & Eatough, 2007: 35; Tutar & Erdem, 2020: 469), the individuals in this study group, consisting of 19 people, were selected from people working at different universities and found through sympathetic contacts to have 'experience of organizational exclusion'. In determining the study group, the criterion-based sampling technique was preferred, one of the techniques commonly used in qualitative research. In this preference, it is convenient to collect in-depth information from the data sources as well as being appropriate of the criterion sampling for the researcher to act from their observations and being suitable for the research problem (Charmaz, 2011: 359; Maxwell, 1996: 43; Neuman, 2012: 320; Patton, 1990). In determining the criteria, experiencing the research phenomenon (ostracism) (Miles & Huberman, 2015: 11) is required. The study participants are coded as P1, P2, P3, and Pn and shown in Table 1.

Table 1.

Demographic Properties of the Participants

Participants Code	Title	Marital Status	Age	Gender	Term of Office
P1	Prof.Dr.	Married	56	Female	30
P2	Assoc. Prof. Dr.	Married	49	Male	20
P3	Dr.	Single	50	Female	10
P4	Prof.Dr.	Married	53	Male	25
P5	Prof.Dr.	Married	30	Female	23
P6	Assoc. Prof. Dr.	Married	41	Male	14
P7	Dr.	Single	61	Female	29
P8	Prof.Dr.	Single	50	Male	25
P9	Assoc. Prof. Dr.	Married	46	Male	18
P10	Dr.	Married	32	Female	11
P11	Prof.Dr.	Single	28	Female	26
P12	Assoc. Prof. Dr.	Single	36	Male	22
P13	Prof.Dr.	Married	32	Male	28
P14	Dr.	Single	28	Male	14
P15	Prof.Dr.	Single	26	Male	22
P16	Assoc. Prof. Dr.	Single	28	Female	14
P17	Prof.Dr.	Single	30	Female	27
P18	Prof.Dr.	Married	54	Male	30
P19	Prof.Dr.	Married	47	Male	23

Data Collection and Procedure

Since the qualitative research data units are words, the descriptive phenomenological design was preferred to decipher the participants' experiences related to the research subject. For this purpose, the data obtained from the participants were recorded as interview notes. In this way, to enable participants to convey their experiences from their perspectives was prioritized (Bryman, 2004; Cohen et al., 2007; Merriam, 2013: 83). The interview technique (Greasley & Ashworth, 2007: 821; Smith & Eatough, 2007: 35) was preferred in the research since it allows participants to reflect how they attribute meaning to the reality (phenomenon) in their own words.

Data Analysis

In the analysis of the data; a process consisting of defining the phenomenon, arranging the data collection tool, collecting the data, interpreting the data after being analyzed, and its reflection on the report was followed (Bogdan & Biklen, 1992; Mayring, 2011: 112; McMillan & Schumacher, 2010: 368). The data analysis process is shown in fig.1. Coding following the notions obtained from the data" approach proposed by Strauss and Corbin (1998) was preferred in coding in the analysis. This preference is based on the idea that referring to the participant himself rather than the researcher's statement is more effective in revealing the participant's mind map. Participants' interview notes were categorized into participant number, frequency, code, subtopic, and major themes according to content analysis. Sub-themes were obtained by grouping the code among themselves by the meaning similarities and a particular pattern (Cozby, 1989: 28; McMillan & Schumacher, 2010: 368; Neuman, 2012: 668), and "main themes" have been reached by considering the meaning content of sub-themes.

Figure 1.

Data Analysis Process



Since descriptive phenomenological data analysis is generally based on the description of experiences by transforming them into main themes (Ersoy, 2016: 53), the objective evaluation as a result of the content analysis of the research and revealing the hidden (implied) information rather than the content that appears at first glance are tried to be performed (Creswell, 2003: 190; Sommer & Sommer, 1986: 152). Finally, research data is reported through an unenjoyable analysis plan appropriate for its purpose and a general approach.

Results

The participants' opinions about the reasons and results of organizational ostracism collected through the interview form are shown in the following tables in the forms of descriptive contents code, sub-themes, and main themes. The first sub-question of the research has been asked as in the following form what kind of ostracism you have encountered so far in your professional life, and by whom is this ostracism made. This question's main purpose is to determine what kind of ostracism the participant is exposed to, and by whom it is made, and the consequences of the ostracism. Analysis of Table 2 shows that the opinions of the excluded are grouped under the sub-themes of 'exclusion, disability and neglect' and 'various business and workplace problems', and under the 'main theme' of 'incarceration and organizational conflict'. When the codes and sub-themes are evaluated altogether, it is understood that the participants agree on the common opinion that the phenomenon of ostracism originates from their superiors.

The second sub-question of the research was, "In your opinion, what are the reasons for the ostracism you experienced?" This question's main purpose is to determine whether the ostracized individual thinks him/herself responsible for the event of ostracism. Besides, it was also tried to determine whether there is a common belief among ostracized individuals. The descriptive expressions related to this question are shown in Table 2. It can be seen that the participants' opinions on this question are grouped under the sub-themes "jealousy, envy, interference in private life, fidelity to principle" and "discrimination based on ethnic, political and trade union affiliation" and the main theme "jealousy, ethnic, political and trade union discrimination". It is seen that the participants agree that jealousy and discrimination play an important role in organizational ostracism.

Table 2.

Participant Opinions on the Types and Agents of Ostracism and Reasons of Ostracism

Contents	Code	Sub-themes	Main Themes
Other faculty members obstructed my academic studies. They kept on being together in various projects by not letting me in. P7	Obstructions	Being ostracized	and organizational conflict Detention
I was having trouble on official leave time. P8	Ignorance	Hindrance	
They ignored me at work. They did not invite me to their table. When I went to their tables, they did not chat with me. P9	Not greeting	And	
As I was advancing in my career, I was frequently ostracized, neglected, and postponed acquiring my rights. P11	Career barrier	Neglecting	

<p>I was forced to sit in the same room with the people I did not want. My place of duty was changed. I was sent from the faculty to the Lessons that I was not qualified for were assigned to me. I had to wait two years for my staff to be assigned. P12</p>	<p>Force to work in an environment where one is not wanted</p>	<p>Various business and workplace problems</p>
<p>Sniping, sarcasm or just the opposite, ignoring. P14</p>	<p>Change in the place of duty</p>	
<p>Some people among my colleagues thought that I was useless, unneeded, and jealous of me. P15</p>		
<p>I was admonished among people. I was slandered that I was not competent in my duty. P16</p>	<p>Slander</p>	
<p>My managers ostracised me. I was relegated from the faculty to a vocational college outside the city. I was not invited to the meetings in my science department. I did not get lessons from the faculty. No courses were given at the institute. Thesis counselling was not provided. Restrictions on my participation in scientific meetings abroad were imposed. P17</p>		
<p>Since the executives did not like their subordinates, who were more qualified than themselves, I was ostracised. The fear of losing their power caused me to be ostracised. P3</p>	<p>Jealousy</p>	
<p>I was ostracised because I was transferred from an official post to become an instructor. My private life interfered, and I was also ostracised since I got divorced. P5</p>	<p>Envy</p>	<p>Jealousy, envy, interference in private life, being principled</p>
<p>I completed an MBA program in the USA. They envied me, and I was ostracised. P12</p>	<p>Not to become a man for all seasons</p>	
<p>I am a constantly producing person; I have many international works and have partnerships in international projects. My financial situation is good. For these reasons, they envied me, and I was ostracised. P13</p>	<p>Interference in private life</p>	
<p>I stood out because I was a member of the Purple Roof 'Women's Shelter Foundation. P9</p>		
<p>There was but one reason for my ostracism. That a relative of mine was a rival to the present manager. I was ostracised because my relative applied for the administration. P7</p>	<p>Being ostracised due to some other people, Clicking in the workplace</p>	<p>Discrimination due to ethnic</p>
<p>I was observing that there were various clicks in the unit where I work. These clicks ostracised me. I did not care, so I stopped communicating with them. P10</p>		
<p>I was ostracised for reasons related to trade unions and politics. Not being a member of the trade union of which the manager was a member caused me to be ostracised. P6</p>	<p>Political and trade union discrimination</p>	<p>Politics and trade union</p>
<p>I was ostracised because of not being a man of every season, not being a member of their union, their prejudices. P4</p>	<p>Ethical discrimination</p>	
<p>I think I was ostracised because of my ethnicity. There were people favored because of their ethnic origin. P2</p>		

Jealousy, ethnic, political and trade union discrimination

When Table 2 is examined, what kind of ostracism have you experienced in your professional life? Who were the parties to the ostracism? What do you think were the reasons for the ostracism? In their answers to their questions, it was understood that managers generally initiated the ostracism situation and people from their close circle joined it. Others are the reasons people participate in ostracism; jealousy was understood to be the manager's desire to take advantage of the authority, position, and resource allocation power. Participants stated that ostracism was sometimes because of being principled, sometimes not having the same political and ideological views, and sometimes they were ostracized because they were more qualified than their superiors, and executives perceived these participants as threats. Participants expressed their opinions on the sub-problem of the research with the following descriptive statements:

My colleagues ostracised me due to my academic studies. P7

As I was advancing in my career, acquiring my rights was always restrained or postponed. P11

People who envied me among my colleagues presented this envy by ostracising me. P15

Executives saw me as a rival, and their fear of losing power caused me to be ostracised. P3

I am a constantly producing person; I have many international works and have partnerships in international projects. My financial situation is good. For these reasons, they envied me, and I was ostracised. P13

I was observing that there were various clicks in the unit where I work. These clicks ostracised me. I did not care, so I stopped communicating with them. P10

I was ostracised due to ethnicity and preferences related to trade unions and politics. Not being a member of the trade union of which the executive was a member caused me to be ostracised P6, P2

I was ostracised because of not being a man of every season and a member of their trade union P4

The third sub-question of the research was: What was ostracism's effect on your physical, mental, and psychological health? This question's main purpose is to determine whether they experience the sensational pain and emotional pain that constitute the social pain on which this research's theoretical basis is based. It is understood from the answers that the participants experienced both "sensational" and "emotional" pain as expressed in social pain theory. Descriptive statements obtained related to this question are given in Table 3. It is seen that the views of the participants on this question are collected under the sub-themes of "Various injustices" and "loss of morale and motivation," and "deterioration of physical health," and the main theme of psychosomatic disorders. The participants stated that ostracism made them miserable both physically and psychologically and caused various psychosomatic disorders.

The fourth sub-question of the study was ostracism's effect on organizational commitment, sense of organizational belonging, intention to quit, performance, and productivity. The main purpose of asking this question is to reveal the individual and

organizational cost of organizational ostracism. Regarding this question, descriptive statements obtained from the participants are shown in Table 3. As it can be understood from the descriptive statements, organizational ostracism had physical and psychological (psychosomatic) effects on the participants. It can be seen that the participants' opinions on this question are collected under the subthemes "Intention to quit" and "Intimidation, loss of confidence and feeling burnt out" as well as under the main theme "Intention to quit with feeling burnt out".

Table 3.

Individual and Organizational Effects of Ostracism: Content, Code, Sub-themes and Main Themes

Contents	Code	Sub-themes	Main Themes
I felt I was aggrieved. I got into the psychology of resentment and saturninity. This situation lasted for almost three years. P2			
My psychological health deteriorated. I have made numerous complaints to every authority I can reach. But I did not obtain any results for my complaints. P3	Injustice		
There were times when I felt very lonely and very worthless because of ostracism. It had negative effects on my psychological health. I had to get psychological support from time to time. I even had to go to a psychiatrist and used antidepressants for a long time. The deterioration of my psychological health also affected my physical health. I had constant back pain. I was diagnosed as psychosomatic. P4	Psychological health Feeling of unworthiness Antidepressants Silence	Injustice Deterioration of Psychological Health	
My colleagues avoided me not being caught by the manager. I retired into my shell. I became an introverted and quiet person. P7	Introversion		
I got affected psychologically. I was afraid to talk with the fear of being attacked that I would be attacked and ostracised with various reactions if I talked. P8			
I constantly feel sick because of depression. I have aches all over my body. Even though I am fine until I get to the campus gate, I get in a bad mood when I enter the door and get sick. I sometimes have a tachycardia problem. My hands are shaking. P10	Depression and decrease in motivation Loneliness	Depression and decrease in motivation	
The feeling of loneliness is deteriorating my psychological health. I am eating alone. I go to events such as congresses and symposiums abroad alone. I try to avoid my loneliness by working harder, producing more. P14	Isolation Physical problems	Physical problems	
My physical health deteriorated due to the depression through being ostracised. I have had back and lumbar pain; I even had a sore back. According to doctors, this is due to a lack of emotional support. I used muscle relaxant needles because of	Emotional Support Muscle Relaxant		Psychosomatic Disorders

my frequent sore back problems. My cigarette consumption increased considerably. P15	Lose interest in the job	
My psychological and physical health deteriorated due to ostracism. P17		
My performance and motivation have decreased. I quit my academic studies. P6		
I thought this punishment that I did not deserve would end one day. My performance decreased, and the delay for the staff I deserved was very effective on this. P1		
I intend to leave the workplace if not work itself.P2	Intention to leave work	
I have no intention of quitting, and I have an intention to retire. I plan to retire and be retired from the age margin at a private university. P5	Retirement thought	
I am sick and tired of being ostracised all the time. Now my only goal is to get my pension. I do not want to work one more day. I have already quit my academic studies. If I do not have a class, I even do not want to come to the workplace. I do not want to attend meetings at the institution. I do not want to see or meet anyone. P8	Intimidation Feeling alienated from work and workplace	Intention to leave work Intimidation,
I did not get any results related to my complaints, so I changed my university. There is no such thing as organizational commitment and organizational belonging in such an environment. P9	Change of workplace	
Indeed, it is not something to be tolerated, but there is little time for me to be assigned for my new position, so I am not thinking of quitting.P10	Resistance and defiance	
I will not quit; I belong here; let those who do not belong here go. However, I lost my motivation due to ostracism. I am trying not to stop by my office apart from my class hours.P13	Feeling alienated from work	Intimidation
I have had too much depression. It is hard for me to focus on myself, my classes and my students.P14	Loss of trust	Loss of trust
My motivation has been decreasing. I feel bad. I feel less confident. I feel tired, exhausted and burned-out. P15	Feeling of burnout	Burnout
Even though I was depressed, I continued my academic studies more ambitiously to stop these injustices one day. P17	Focusing more on the duties	

Intention to leave the work with the sense of burnout

When Table 3 was examined, it was seen that the answers they gave to the questions "What is the effect of ostracism on your physical and psychological health" and "What is the effect of ostracism on organizational commitment, intention to leave, and performance" were negative. It is understood from participant views that organizational ostracism causes various psychosomatic problems in individuals. Also, the participants claimed that ostracism caused decreased individual performance due to low morale and motivation. It has been stated that treatment expenses are an important problem to

be addressed in this context. Furthermore, it is believed to weaken employees' organizational commitment and sense of citizenship and strengthen their intention to quit feeling burnt out. Participants commented as follows on the impact of ostracism on individuals and organizations:

My performance decreased, and the delay in the assignment of the position I deserved was very effective. P1, P2

I'm sick and tired of being ostracised all the time. Now my only goal is to get the right for my pension. I do not want to work one more day. I have already given up my academic studies. If I did not have a class, I do not want to come to my place of duty. I do not want to attend the meetings at the institution. I do not want to see or meet anyone. P8

I have had too much depression. It is hard for me to focus on my classes and students. P14

My motivation has been decreasing. I feel bad. I have less confidence in myself. I feel tired, exhausted, and burned out. P15

It is also understood that some participants, on the other hand, consider the phenomenon of ostracism on a more rational basis, preserving their self-esteem and psychological substantiality, they make it a way of resisting ostracism, and even they make ostracism a means of benefiting more from their potential.

I will not quit. I belong here; let those who do not belong here go. However, I lost my motivation due to ostracism. I am trying not to stop by my office except for my class hours. P13

Even though I was depressed, I continued my academic studies more ambitiously to stop these injustices one day. P17

The participants' attitudes and behaviors towards ostracism expressed here are undoubtedly the healthiest coping methods. The fact that these two participants preferred the tactic of "fight" between the tactics of "fight" or "run" that people implemented in the face of psychological or physical attacks is an admirable situation, but the fact that those who escaped from the front line were injured more than the ones stayed in the front line should not be ignored.

Discussion, Conclusion and Recommendations

As it can be understood from the participant statements above, although it is not clear, there are many causes of organizational ostracism, such as discrimination related to ethnicity, politics, trade union, jealousy, intimidation, and envy. Especially inadequate awareness related to the managers' justice, their competitive feelings, jealousy, their desire to control, personal arguments, communication problems, and ideological causes can lead to the emergence of the phenomenon of ostracism. Perhaps the most important of all these causes is the idea of trying to change the victim's behaviors and keeping them under control. Ostracizing person or groups: have a desire to punish the target whom they are uncomfortable with not accidentally, rather intentionally,

deliberately, and consciously. Nezlek et al. (2015: 439) found out that ostracism was performed to punish at the highest rate while the reason at the second rate was to be a protectionist/defender. An interesting result of the relevant study is that the self-esteem of those who perform ostracism behavior for punishment is higher than those who ostracize. In fact, in the study carried out by Wang (2014: 25), it was understood that the effect of five factors personality traits on ostracism, especially openness to experience and extroversion, significantly predict ostracism in the workplace. According to this, openness to experience predicts ostracism positively at work; meanwhile, extroversion predicts negative ostracism. According to another study (Adaman & Keyder, 2006: 25; Wu et al., 2011: 23), there was a negative relationship between ostracism and extraversion and conformist personality traits, and a positive relationship between ostracism and neurotic personality traits. All these results show that personal characteristics are an important cause of organizational ostracism.

Theoretical implications. Among the reasons for ostracism in this study, factors such as ethnicity, belief, cultural values, political opinion, being a member of a group that is seen as marginal in the community, and gender can cause ostracism. Erdemli and Kurum (2019: 18) established in the study that the causes of ostracism were that the incidents of ostracism in schools were mostly caused by trade union/political views. According to the studies carried out by Celik and Kosar (2015: 47), with academic and administrative staff in universities, men are subjected to ostracism more than women. Another study found out that female academicians are subjected to ostracism more than male academicians (Zimmerman et al., 2016: 1). According to the study of Hitlan et al. (2006: 217), ostracism's effect on business behavior and psychological health varies by gender. Accordingly, high levels of ostracism have a deeper negative impact on business manners and men's psychological health than women. Responses of people towards ostracism vary by gender. According to this, while women who have been ostracized can overcome this socially, ostracized men perform social loafing (Williams & Sommer, 1997: 693). Based on the findings and theoretical assumptions, it can be said that personality traits affect ostracism.

Practical implications. The hierarchical structure of organizations, which is one reason for organizational ostracism, also affects the workplace's ostracism behaviors. Strict and vertical hierarchy can control or suppress others' behavior by more powerful and empowered members in the organization. On the other hand, since the people working in a flat and horizontal structure have the same authority, they do not try to change or control each other's behaviors. (Robinson et al., 2013: 203). Organizational reasons of ostracism can include organizational culture and climate. There is a high probability of ostracism in a business environment where the organizational climate is tense and competitive organizational culture is dominant. According to the study by Celik and Kosar (2015: 47), it is understood that those who adopt the organizational culture, support organizational activities, and have positive feelings towards the organization are less ostracized in the workplace. Vega and Brennan (2000: 468) stated in their study on organizational isolation that factors such as organizational culture, external control, and integration with society, the significance of work, group norms, power level, group

values, and interaction of colleagues, authority, face-to-face interaction and significant feedback effect ostracism in organizations.

From the participants' statements, organizational ostracism destroys their reputation, their success is ignored by depriving them of their rights, their trust in colleagues, workplace and manager decreases, and they experience "sensory" and "emotional" pain in an anxious mood and under extreme stress. Along with the sense of isolation comes the realization that individuals must try harder than anyone else to be accepted in the workplace. The participants' psychosomatic disorders due to ostracism indicate that their work and private sensations are damaged by ostracism. Besides, as the research on the subject reveals, when ostracism increases, the individual's ability to regulate their behavior decreases, and he/she shows anti-productive behaviors through antagonistic feelings. Abasli (2018: 161) established through his study that as the level of organizational ostracism increased, the alienation level of teachers increased. In the research of Yilmaz and Akgun (2019: 1147) on organizational ostracism and organizational adjustment perceptions of teachers, it was found out that as the level of organizational ostracism decreased, their organizational adaptation level decreases. Wu et al. (2011: 23) found out that they conducted a negative relationship between organizational ostracism and employee performance. A similar study stated a negative relationship between organizational ostracism and individual performance, and the participation in ostracized individuals' work was low (Leung et al., 2011: 836). It is understood that organizational ostracism increases work stress, especially by reducing intrinsic motivation and strengthening the intention to quit.

Limitations and suggestions for future studies. This study was limited to universities, with a limited sample mass and participants subject to organizational ostracism through qualitative data. The research should be repeated in other institutions comparatively with quantitative, mixed, and meta-synthesis and meta-analysis research, and the results should be compared. Additionally, the study was limited to the ostracized assumption that the subordinates in the organizational hierarchy are usually the ones that are ostracized in the ostracism cases. It may be important to repeat the research on the ostracizers in terms of reaching a common opinion.

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Analysing the Views of School of Foreign Languages Instructors about Organizational Culture*

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Abstract: This study aims to investigate the views of school of foreign languages instructors about organizational culture. The study is designed in qualitative research method and as a case study. The study was conducted with 15 school of foreign languages instructors who were selected by maximum variation sampling method during the 2018 and 2019 academic year in Ankara. Semi structured interviews were conducted to gather data and content analysis was used to analyse the data. The study emphasises that for the powerful school culture, instructors should focus on orientation, social activities, merit, and democratic management style.

Keywords: Organizational culture, higher education, school of foreign languages, instructor

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Introduction

Organizations are in direct interaction with the economic, technological, cultural and political environment of their society. Therefore, they are constantly in the process of being compatible with the environment they are in. To perpetuate this process, organizations need power to bring the differences and needs they have together and this power is called organizational culture (Sezgin & Bulut, 2013). Robbins (1990) defines organizational culture as the strong values in an organization, the philosophy that determines the policy of the organization towards its internal and external stakeholders, the way things are done in the organization and the common beliefs shared by the members of the organization. In contrast, Peters and Waterman (1982) define organizational culture as a set of structures consisting of common values that occur symbolically in the organization as stories, beliefs, and words. According to Sun (2008), organizational culture is a radical belief and value system shared by the organisation members. In the definitions of organizational culture, the assumptions, values, beliefs, stories, norms and adaptation features accepted by the organisation members are striking. Considering that organizations are created by people, it can be stated that culture forms the basis of the organization. In this context, culture is a system of values that starts with the existence of the organization, shapes the organization, affects the thoughts, behaviors and attitudes of the people in the organization and takes place at every stage of the organization (Akyol, Tanrısevdi, Gidiş, Dumlu & Durdu, 2020). Every organization has a predefined service perception, philosophy and style. This indicates the necessity of a cultural infrastructure. It is a necessity for all the individuals that work in that organization to obey the rules.

Similarly, organizational culture includes the common perceptions, philosophies and styles of individuals. This allows them to think and act jointly. According to Aytaç (2004), the more a member of an organization acts with this common way of thinking, the more he/she becomes an "organizational person".

Organizational culture determines the success of organizations. Organizational culture is the hidden power of organizations and a phenomenon that leads them to success. The management of the organisation's members in leading the organization to success can be achieved with a strong organizational culture. In this context organizational culture provides some qualities for the organization (Yağmurlu, 1997). Akıncı Vural and Coşkun (2007) expressed these qualities that organizational culture brings to the organization as follows: (1) Due to organizational culture, individuals with different job descriptions or units have a common goal. (2) Organizational culture is a phenomenon that increases the teams formed by the individuals and the organisational performance formed by these teams. (3) It prevents all individuals, whether members of the organization or not, from misconceptions about the organization and ensures the development of an organization-specific moral system. (4) The organization members' common belief and comprehension system strengthens their sense of ownership. Organizations are social concepts. They are formed to perform a job with the others rather than do alone (Can, 1997). Therefore, the purpose of the individuals who make

up the organization is to put forward a performance. In this context, the performance of the organization is directly related to the culture of that organization.

Organizational culture creates a strong bond between the organization itself and its employees and helps the employee develop a sense of commitment to the organization (Hoy & Miskel, 2015). School culture is a combination of school's unique values, beliefs and norms. This culture is shaped and developed in time and gains a structure peculiar to that school. School culture helps employees realize the organisation's purpose, acting as a compass for them provides norms for what should be achieved in the organization. Therefore, establishing that culture is essential for supporting and sustaining success in school (Sergiovanni, 2001). Organizational culture is important for non-profit organizations to keep employees together, uniting them around a common purpose, being the power, common goals and values that keep them together. Therefore, a weak culture in an organization may cause deviations from the organization's establishment aim (Woodbury, 2006). Organizational culture is one of the important factors that determine an organisation's effectiveness and efficiency, such as schools with an informal aspect (Özdemir, 2012).

Elements of Organizational Culture

Organizational culture is a mental process that reveals the paradigm of the organization. In this process, many different elements such as language, values, norms, symbols, stories, rituals, myths, heroes and ceremonies play role. These elements reveal the features that distinguish an organization from other organizations and make it unique (Güçlü, 2003). Each organization creates its own culture with these elements and maintains its existence (Akyol et al, 2020). These items are listed below;

Values: They are criteria for defining, evaluating and making judgments about the actions and transactions of individuals in an organization (İşcan & Timuroğlu, 2007). These values, which are not widely written, determine the definition of success within the organizational culture and play a guiding role for individuals within the organization. Şişman (2002) stated some values in most organizations as such; hard work, courage, honesty, responsibility, success, independence, belonging, trust, ambition, respect, self-confidence, love, obedience, equality and helpfulness.

Norms: Norms are elements that influence the behavior of organizational members, transform social facts into institutional facts and reinforce them (İşcan & Timuroğlu, 2007). Behaviors that are accepted and not accepted in the organization are shaped by norms and define the set of behaviors that are accepted as ideal in the organization (Sabuncuoğlu & Tüz, 1998). According to Aytaç (2004), sanctions can be imposed when organizational culture norms are not followed and rewards when they are followed.

Beliefs: Köse, Tetik and Ercan (2001) define belief as a continuous regulation of a person's perception and knowledge in his world. In this sense, it is seen as a synthesis of both social and individual values.

Leaders and Heroes: The leader is defined as an individual who introduces the other individuals in the organization to the organizational culture and makes the organizational culture to be noticed with certain behavioral patterns; whereas the hero is defined as a person who makes the individuals in the organization realize their own values and thus internalize the goals of the organization (Şimşek, Akgemci & Çelik, 2010). According to Özkalp and Kirel (2011), if an individual is aware of the possibility of being a hero or a leader and wants to be a leader, adopting the organizational culture of that person accelerates.

Stories and Legends: Stories and legends are the narratives of true events that are widely known by the members of the organization and transferred to the new members in the process (Gülova and Demirsoy, 2012). However, stories and legends are not always expected to be narratives of positive behavior. Behaviors that are not accepted within the organization can also be a story or legend element. Özkalp and Kirel (2011) stated that organizational members can more easily understand the elements of organizational culture through stories and legends.

Symbols: The symbol can be an organisation's emblem, a slogan known to all members, a song or a traditional event. In this context, in general, an object, an event or a behavior can become a symbol (Özkalp and Kirel, 2011). According to Şimşek et al. (2010), symbols facilitate the transmission of organizational values and feelings to members.

Language: Some elements distinguish the language used in the organization from the language of that society in general and make it special. These elements, in some cases, ensure that the content is understood only by the members of that organization, which strengthens the sense of loyalty of the members to the organization (Şimşek et al., 2010).

Rituals and Ceremonies: According to Gülova and Demirsoy (2012), ceremonies play an important role in rooting organizational culture. Celebrating a member's birthday, awarding an individual who has been a member of the organization for a certain period, new year, religious celebrations, cocktails, parades and rituals can be examples of cultural elements such as rituals and ceremonies in the organizational sense.

Higher education institutions have many missions, such as producing solutions to problems, shedding light on the future, maintaining information share and transfer, predicting possible social problems and warning the society about them. Due to these missions, they are one of the most important parts of society. In addition, higher education institutions are one of the most important indicators of the development level of a society. Organizational culture plays a critical role in the ability of higher education institutions to keep pace with change, follow developments in science and technology, and enhance the quality of education. At the same time, universities consist of too many semi-autonomous and coordinated loosely structured subsystems. This structure of universities was characterized by Kuh and Whitt (1988) as non-uniform organizations. They emphasized that the subgroups create their own values and structures, which are different from the university's own organizational culture. This situation reveals that the university is a loosely structured organization that creates a cultural synthesis with

different subcultures (Akyol et al, 2020). In this context, it is understood that these institutions and the smaller organizations that make up these institutions also have organizational cultures. Organizations that are part of a higher education institution, such as faculties, institutes, and colleges, have their own unique organizational culture. Moreover, the culture of that higher education institution is determined by the cultures of these smaller units and guides the culture of the institution.

English-language universities around the world have programs designed to support non-native English speakers. An important mission of these programmes, often referred to as “foreign language schools” or often as “preparatory schools,” is to teach the general English that students will need during their university education and the English they will use for academic purposes, and to create, at least in part, cultural harmony (Aydın 2017, as cited in Aydın & Hockley, 2019). In the Regulation on Foreign Language Teaching and Principles to be Followed in Higher Education Institutions (Resmi Gazete, 2016) the purpose of foreign language teaching is to teach the students the basic rules of the foreign language, to develop their foreign language vocabulary, to make them be able to understand what they read and hear in a foreign language, and express themselves orally or in writing. In contrast, the purpose of teaching in a foreign language is to enable graduates of associate, undergraduate and graduate diploma programs to acquire foreign language proficiency in their fields. Preparatory schools in Turkey mostly serve international students from the Middle East, Central Asia and Africa, and some from European countries (Aydın & Hockley, 2019). In this context, it can be stated that there are many students from different cultures in foreign languages colleges. It is known that most of the instructors working in these institutions are bilingual and in some cases, multilingual. Again, it can be stated that instructors benefit from the cultures of the language they teach to solve the problems they encounter in foreign language education. Therefore they are at least as proficient in these cultures as that language. This situation is much more common in foreign language schools, unlike other higher education institution units. Therefore, such organizations may be in a different position than other higher education institution units in organizational culture. It is thought that this difference in the organizational cultures of foreign language schools is also reflected in the organizational culture of the higher education institution they belong to. In this context, it is important to find out the views of the instructors working in these units about organizational culture, the adjustment of the newcomers to the organization, the role of organizational cultures in the success of their organizations, the contributions of administrators to organizational culture, and the factors involved in the development of organizational culture. In the related literature, there are many studies on organizational cultures of higher education institutions (Alamur, 2005; Ateş, 2018; Aydın, 2003; Bankacı, 2019; Borhan, 2020; Çimen, 2001; Göl, 2018; Şahin, 2018). In these studies, the organizational culture of the higher education institution was discussed or the organizational culture of one of the subunits of a higher education institution was examined. The school of foreign languages, in which the majority of the teaching staff, who are assumed to be familiar with more than one culture, occupy a special position in terms of organizational culture. The organizational activities of foreign language schools, which are the cornerstones of foreign language teaching at the college level in

Turkey, are important for foreign language teaching in our country. For this reason, the steps taken to define and describe the organizational cultures of these units will also make important contributions to the foreign language education processes. In this context, this study aims to deal with the culture in these schools through the experiences and perspectives of the instructors who know that culture.

The Purpose of the Study

This research aims to examine the views of the instructors working in the school of foreign languages on organizational culture. In line with this main purpose, answers were sought for the following sub-objectives;

1. What are the instructors' views working in the School of Foreign Languages on the meaning of organizational culture?
2. What are the instructors' views working in the School of Foreign Languages about the harmonization activities for the newly appointed instructors?
3. What are the instructors' views working in the School of Foreign Languages on the causes and consequences of organizational success?
4. What are the instructors' views working in the School of Foreign Languages about the role of administrators in developing organizational culture?
5. What are the instructors' views working in the School of Foreign Languages on creating a strong organizational culture?

Method

The Model of the Research

This study, which aims to reveal the views of the instructors working in the school of foreign languages on organizational culture, is in the qualitative research method and case study pattern. In the studies carried out with the case study pattern, various factors such as the environment, events, individuals and processes related to a situation are investigated with a holistic approach in its real natural environment (Yıldırım & Şimşek, 2016; Yin, 2003).

Case studies are the researches in which an entity is defined and described according to place and time (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2014) and in which the context is examined through the experiences of people via holistic perspective and in detail (Akar, 2017). In the holistic multiple-case design, each case is handled holistically in itself and then compared with each other. What is important here is that the researcher collects information about the same dimensions in both schools (Yıldırım & Şimşek, 2016). Accordingly, in this study, the holistic multi-case design was preferred, regarding the views of the instructors on the organizational culture of their institutions, working in the school of foreign languages of 2 different universities which are a state and a foundation university

The Study Group of the Research

The study group composed of 15 instructors working at a state and a foundation university in Ankara. Maximum diversity sampling technique was used in the study. Variables such as university, gender, age, managerial position, education level, seniority and years of service at school were taken as a source of diversity in the determination of the instructors to be selected for the study group to ensure the diversity of the study group.

The demographic characteristics of the instructors in the study group of the research are shown in Table 1;

Table 1.

Demographic Characteristics of Study Participants

Code	University	Gender	Age	Managerial Duty	Education Status	Seniority	Seniority at school
Ayşe	Foundation	Female	35	No	Graduate	13	8
Leman	State	Female	30	No	Graduate	8,5	3
Hatice	Foundation	Female	33	No	Graduate	12	4
Selma	State	Female	36	No	Graduate	14	2,5
Elif	State	Female	41	No	Undergraduate	11	6
Özgür	Foundation	Male	29	No	Undergraduate	6	5
Neşe	Foundation	Female	29	No	Graduate	7	2
Hale	Foundation	Female	43	Yes	Undergraduate	20	6
Esra	Foundation	Female	65	Yes	Graduate	45	14
Ebru	Foundation	Female	51	Yes	Graduate	29	13
Semra	Foundation	Female	31	No	Undergraduate	9	7
Nazlı	State	Female	35	No	Undergraduate	11	6
Osman	State	Male	50	Yes	Graduate	26	3,5
Zekiye	State	Female	45	Yes	Undergraduate	21	2,5
Meltem	Foundation	Female	31	No	Undergraduate	9	7

When Table 1 is examined, it is seen that two male instructors from both universities participated in the study. While the age of the instructors at the state university ranges from 30 to 50 years, the age of lecturers at the foundation university varies from 29 to 65 years. Five instructors from Foundation University, three from the State, totally of eight instructors are graduates. While the total seniority of the instructors at the state university ranges from 11 to 26 years, the total seniority of the instructors at the foundation university varies from 6 to 45 years. Looking at the length of service of the instructors at the university where they are currently employed, it is observed that there are instructors who have been with a state university for a minimum of two and a half years and a maximum of six years while there are lecturers at a foundation university who have been with the university there are instructors who serve for a minimum of two years and a maximum of 14 years. While two instructors participating in the study at the state university have managerial duties, three instructors from the foundation university have managerial duties.

Data Collection Tool

A semi-structured interview form consisting of six demographic and 10 open-ended questions developed by the researchers was used as a data collection tool in the study. In preparing the semi-structured questionnaire, the relevant literature was consulted and the opinion of three experts in educational administration was sought by setting different items to find out the views of teachers working in the foreign language school on organizational culture. As a result of the expert review, some items were deleted and some of the terms in the questions were clarified and the questions were rearranged. The interview questions prepared in line with the aims of the research are presented in Table 2;

Table 2.

Interview Questions of the Research

Aims	Interview Questions
Aim 1: What are the instructors' views on the meaning of organizational culture?	What does Organizational Culture mean to you? Which concepts do you use to explain it?
Aim 2: What are the instructors' views on the harmonization activities for the newly appointed instructors?	What kind of adaptation studies are carried out for your colleagues who have just started working at your school?
Aim 3: What are the instructors' views on the causes and consequences of organizational success?	What are the aims of your school? What are the causes and consequences of success in your school? What kind of activities are organized in your school to strengthen the unity and solidarity of the teaching staff? What distinguishes your school from other colleges? What are the possible causes of problems in your school? What can be done to prevent problems in your school?
Aim 4: What are the instructors' views on the role of administrators in developing organizational culture?	Can you tell us about the role/characteristics of the school administrator in developing the organizational culture?
Aim 5: What are the instructors' views on creating a strong organizational culture?	What are your suggestions for creating a strong organizational culture in your school?

Validity and Reliability

In qualitative research, reporting the collected data in detail and explain how the findings are obtained, are the two important criteria (Yıldırım & Şimşek, 2016). Among the measures presented to ensure validity and reliability; planning the research process in detail and following the research process by an expert in the research, finding the questions asked in the research in written form, examining these questions by experts who have expertise in the field, obtaining the data in a long-term interaction, recording the answers of the participants to ensure that they can be re-examined, and an indication

of the basis of the inferences reached are found. For this reason, the research process was planned and observed before the study. In addition, the questions to be asked during the interview were prepared in advance and compiled in accordance with the expert opinions and written down during the interviews. The interviews with the participants proceeded by making sure that they could fully understand the questions, and all conversations were recorded with voice recorders. Among the methods presented for checking the reliability and validity of qualitative studies are at least one participant's examination and confirmation of the findings, continuous comparison and control of the results obtained, and compatibility of the obtained results with the literature are found. In this study, the data obtained after each interview were compared and it was checked if there were any inconsistencies. In this regard, no contradictory statements were found from different participants.

Internal validity is provided via expert opinion, participant confirmation, supporting the obtained findings with quotations, consistency of the questions and findings in the semi-structured interview form, which is the data collection tool with the relevant literature. External validity is provided via definition of research method and steps, describing the data collection, analysis, and interpretation. Internal reliability is provided with the consistency examination. In contrast, external reliability was ensured by the researcher's detailed description of the methods followed, data collection and analysis processes, individual assumptions and prejudices not reflected in the research, and the storage of the raw data kept.

Data Collection

After the determination of the working group and obtaining the necessary legal permissions, the principals were contacted first by e-mail and then by phone, and they were informed about the purpose and method of the research. In line with the information given, an appointment was requested from the instructors. One-to-one and face-to-face interviews were conducted by going to the schools where the instructors were suitable according to the curriculum. An interview lasted approximately 25 to 40 minutes. First, consent was obtained from the participants by informing them that the names of the institutions and individuals in the study would not be mentioned, that the data would be used for scientific purposes, and that the interviews would only be listened to by the researcher. Upon approval, the interviews were recorded using a voice recorder. All the data obtained from these interviews were listened by the researcher and transferred to the computer environment in a Word file. The data obtained from the survey were sent by email to the email addresses provided by the participants in the voluntary participation form, and the accuracy of the data was confirmed by them.

Data Analysis

Content analysis was used in the analysis of the data. Content analysis is a technique frequently used in social sciences, allowing to study human behavior in indirect ways. Content analysis is a method that enables similar data to be brought together within the

framework of certain concepts, categories and themes and to help interpretation by understandably arranging them. Qualitative research data is analyzed in four stages: coding the data, finding the themes, organizing the codes and themes, and defining the findings (Yıldırım & Şimşek, 2016). With this method, to analyze the messages from different sources on any subject, the materials can be arranged and comparisons can be made with the appropriate categories, signs or classifications about the subject that the researchers examined (Büyüköztürk et al, 2014).

In the research, the audio recordings of the interviews with 15 instructors were transferred to the Office Word program separately for each instructor. These 15 Word files, from 1 to 15, were coded by giving names appropriate to the gender of the participants to ensure their confidentiality, and content analyses were carried out. Content analysis results were presented with frequency tables by arranging the codes and categories for each question in the interview form in Excel. In order to better identify the similarities and differences in the views of faculty at state and foundation universities, the tables are presented by type of university.

Results

Views on the Meaning of Organizational Culture

To understand the views of the instructors on the meaning of organizational culture, the first question in the interview form was “What do you think organizational culture means? Which concepts do you use to explain it?”. The answers of the instructors are given in Table 3;

Table 3.

Views on the Meaning of Organizational Culture

University	Codes	Participants	<i>n</i>
State	Functioning of the system	Leman, Selma, Elif, Zekiye	4
	Relations between managers and employees	Selma, Elif, Osman	3
	Togetherness	Selma, Nazlı	2
	Common experience	Nazlı	1
Foundation	Togetherness	Hatice, Özgür, Neşe, Ebru, Semra	5
	Relations between managers and employees	Ayşe, Hale, Semra, Meltem	4
	Loyalty to organization	Ayşe, Esra, Meltem	3
	Common experience	Hatice, Hale, Ebru	3
	Functioning of the system	Hale, Ebru, Meltem	3
	Organizational trust	Hale, Esra	2

When Table 3 is examined, it is seen that the instructors evaluate the meaning of organizational culture as the functioning of the system, relations between managers and employees, togetherness, common experience, loyalty to the institution and organizational trust. Instructor in the state university mentioned common experience ($n=1$); togetherness ($n=2$); relations between managers and employees ($n=3$) and the

functioning of the system ($n=4$). The instructors in the state university mentioned organizational trust ($n=2$); loyalty to the organization ($n=3$), the functioning of the system and common experience ($n=3$); relations between managers and employees ($n=4$) and togetherness ($n=5$). From this point of view, it is seen that the most emphasized code in the state university foreign languages school is related to the functioning of the system. In contrast, it is seen that the participants in the foundation university mostly emphasize communication between managers and employees. Leman said, *"To be honest, the organizational culture reminds me roughly of how things work in that institution, and which concepts are held while the system is running. Academically and personally."* Nazlı said, *"When I say organizational culture, a group that has a common denominator, some common thoughts, tastes or talents come together and communicate, and because they have this common denominator, they spend or prefer to spend more time together."* Regarding the meaning of organizational culture, Özgür expressed his opinion that organizational culture is everything that is done in the organization by saying, *"When we talk about organizational culture, the things that we make into a tradition in our department seem to form that organizational culture".* By saying, *"I can say the integrity of the manager and employees. And some values or rules that they created together. I can say to be on the same page both at the point of creating these rules or values when making decisions and when applying them."* Semra referred to the integrity of organizational culture between managers and employees.

Views on the Adaptation Studies for Newly Started Instructors

The question in the interview form to understand the views of the instructors on the integration studies carried out regarding the newly appointed instructors was "What kind of adaptation studies are carried out for your newly recruited colleagues at your school?". The answers of the instructors are given in Table 4;

Table 4.

Views on Organizational Adaptation

University	Codes	Participants	<i>n</i>
State	Guidance	Selma, Osman, Zekiye	3
	Colleague support	Leman, Elif, Zekiye	3
	Acquaintance meeting	Selma, Zekiye	2
	Written document support	Zekiye	1
Foundation	Orientation program	Ayşe, Neşe, Esra, Ebru, Semra, Meltem	6
	Guide/mentor instructor	Ayşe, Hatice, Hale, Esra	4
	Colleague support	Hale, Semra	2
	Written document support	Özgür	1

When Table 4 is examined, it is seen that the instructors evaluate the adaptation studies for new instructors as guidance, colleague support, acquaintance meeting, written document support, orientation program, guide/mentor support. Views in state university are given on written document support ($n=1$); acquaintance meeting ($n=2$); peer support ($n=3$) and guidance ($n=3$). In the foundation university, views were given about

written document support ($n=1$), colleague support ($n=2$); the appointment of a guide/mentor instructor ($n=4$) and the organization of an orientation program ($n=6$). From this point of view, within the scope of adaptation studies, while guidance and colleague support came to the fore in the state university, in school of foreign languages, instructors at the foundation university school of foreign languages stated that more orientation programs should be organized. Selma, one of the participants stated that regular meetings were held, said, *“Since we are both curriculum and level coordinators of the new teachers, the coordinator of the level at which they will attend hold a short meeting with the new instructors, tell what is being done at that level, and what are our expectations at that level, we usually inform them about these issues”* .

Similarly Osman by saying *“We already have an academic calendar, but there is orientation for the teachers one week before the school starts. For example, the curriculum team comes and tells what the curriculum team does. Other instructors come and explain how testing works. Or there is general information about how to live here. Short term, lasting several days.”* shared information about orientation with his opinion. Hatice, by saying, *“Already, new teachers are appointed with mentor-style, peer coaches every week, and they are helped to adapt every week.”* mentioned that another teacher was assigned to guide the new instructors in their school. Semra, by emphasizing the orientation program, again said, *“We have orientation days. Apart from that, of course, we have a practice of inviting teachers to our classes in the first weeks to help them teach”* .

Views on the School’s Goals

To understand the views of the instructors about the aims of the school, the question in the interview form was *“What are the aims of your school?”*. The answers of the instructors are given in Table 5;

Table 5.

Views on the School’s Goals

University	Categories	Codes	Participants	<i>n</i>
State	Organizational goals	Providing foreign language education	Leman, Selma, Elif, Nazlı, Zekiye	5
		Image	Leman, Selma, Osman	3
	Individual goals	Serving the organizational purpose	Leman, Selma, Elif, Nazlı, Osman, Zekiye	6
		Creating a peaceful atmosphere	Osman	1
Foundation	Organizational goals	Providing foreign language education	Ayşe, Hatice, Özgür, Neşe, Hale, Esra, Semra, Meltem,	8
		Image	Özgür	1
	Individual goals	Serving the organizational purpose	Ayşe, Hatice, Özgür, Neşe, Hale, Esra Ebru, Semra, Meltem	9
		Creating an organizational culture	Ebru, Semra	2
		Rising in/out of the institution	Ebru	1

When Table 5 is examined, it is seen that the instructors evaluate their schools' goals in two categories: organizational and individual goals. While the instructors at the state university mentioned providing foreign language education ($n=5$) and image ($n=3$) under the organizational purpose, they mentioned their views as creating a peaceful atmosphere under individual goals ($n=1$) and serving the organizational purpose ($n=6$) related to individual goals. While the instructors at the foundation university expressed their views on the topics of providing foreign language education ($n=8$) and image ($n=1$) under organizational goals; they expressed their views under the headings of rising in / out of the institution under individual goals ($n = 1$), creating an organizational culture ($n = 2$) and serving the organizational purpose ($n = 9$). From this point of view, it is seen that the majority of the instructors working at state and foundation universities emphasize serving the organizational purpose and providing education in a foreign language. Among the participants, Selma and Elif expressed their views on teaching a foreign language, respectively, as follows; *"Since we are a new university, the current aim of the preparatory school is to be a good preparatory school in Ankara and throughout Turkey. Our goal is to be one of the best preparatory schools that teach English."*; *"To make students pass the preparatory class. To somehow enable them to write, speak and read texts at a certain level when they start the faculty. As a teacher, this is the mission imposed on us in preparation, and this is the task."*

Similarly, Ayşe expressed her views by emphasizing foreign language teaching as follows; *"Here, we are trying to provide students in English for the needs of the departments and a little more for business life after graduation. We try to equip them with the skills necessary for both academic and professional life."* Meltem also emphasized providing a good foreign language education in line with the organisation's aims and said, *"If we think of it as a vision and mission, we aim to grow up students that are academically well equipped. When we think about our department, we train our students in two fields: general English and the other in an academically to use English for academic skills."*

Views on the Causes and Consequences of Organizational Success

To understand the instructors' views about the causes and consequences of organizational success, the question in the interview form was, "What are the causes and consequences of success in your school?" The answers of the instructors are given in Table 6.

When Table 6 is examined, it is seen that instructors mentioned the organizational citizenship, satisfaction with the conditions, participation in the decision, number of students, being a learning organization, organizational control, sensitive manager, strong academic staff, image, increase in demand, increase in income, job satisfaction, satisfaction, of the other departments, organizational culture, being proud of with the school, employment of students and increase in workload as the causes and consequences of organizational success. Instructors working in the school of foreign language mentioned the causes of organizational success as sensitive manager ($n=1$),

strong academic staff ($n=1$), image ($n=1$), participation in decision ($n=1$), organizational control ($n=1$), the number of students ($n=2$), being a learning organization ($n=2$), satisfaction with its conditions ($n=2$), organizational citizenship ($n=3$) codes. They mentioned the consequences as other departments' satisfaction ($n=1$), income increase ($n=2$), job satisfaction ($n=2$) and increase in demand ($n=4$). Instructors at the foundation university identified the reasons for organizational success as organizational culture ($n=6$), strong academic staff ($n=4$), being a learning organization ($n=2$), organizational citizenship behavior ($n=1$), decision participation ($n=2$) codes. Instructors at the foundation university evaluated the results of organizational success under the codes of increase in workload ($n=1$), feeling proud of school ($n=2$), employment of students ($n=2$), and increase in demand ($n=6$). From this point of view, regarding the reasons and results of the success of their schools, it is seen that the participants in the state university mostly emphasize the organizational citizenship behavior as the cause and the codes of increase in demand as a consequence, while the instructors at the foundation university emphasize the organizational culture as the cause and the increase in demand as a consequence. Selma emphasizes the importance of organizational citizenship for the organisation's success as such: *"All the teachers and management put a lot of effort into it. Since it is also a state university, no extra payment is made, but everyone works voluntarily. Because the aim of everyone is that when I come to a new university from a private university where I worked for years, a person has to create a sense of belonging himself. Where do we belong, what do we do, where am I in this system? That's why it feels good when you volunteer a little bit in those units. We are one of the founders of this school's system. That feeling is good, it strengthens the corporate culture more, everyone takes the responsibility."* By saying *"In general, I see a friendly team. Everyone is friendly and dynamic, I think they are satisfied with their conditions, and I think this reflects positively on most people. There is good communication. In my own experience, which I know from such an incompatible, restless private sector, unfortunately I was very sick of such things as digging a well from behind, slipping my foot, I was really tired. I haven't seen much of this sort of thing here. I have few negative experiences. Since this does not tire people, we can spend our efforts on other things. We don't have a very heavy workload, the truth is. Our lesson hours were generally short. The first period was more intense, like 25 hours, but the second period seemed to be 12-15 hours. In this way, we have extra work, in the meantime, we have a lot of extra work. Maybe we read a lot of extra homework papers and so on compared to other institutions. (...) At least I have peace now."* Nazlı mentioned the satisfaction of working conditions and that this brings the success of the organization. On the other hand, Elif stated that there is an increase in the demand for their institutions concerning the results of organizational success and said, *"We teach English, they learn. We hear this from our rector, as well as from our manager. Also from our instructors at the head of the professional development unit. Therefore, more students demand us. It was 300 students last year that was the application. We expect around 650 students this year, new students. Demand is increasing every year. So percentile is going up."* Özgür, who works at a foundation university, emphasized the standards in the organisation's success and said, *"The most important thing about success is that we can be the standard. In other words, 40 different classes are opened for one lesson in*

our department. For this reason, unfortunately, teachers cannot make decisions such as taking initiative individually. That's why we all try to do as common things as possible so that every student can go through the same stage somehow. Both in the lecture part and the evaluation part. Therefore, it may be the most important part of success." Again, Esra emphasized the importance of organizational culture as "Organizational culture affects this success." Regarding the results of the success, Hatice emphasized the increase in demand, "Therefore, there is an increase in supply and demand. The rate of preference for the school is in direct proportion to the success, in my opinion. I think that the higher the success, the higher the rate of preference." Again, Neşe, by uttering "At least, the name of the university is made. When students are between two foundation universities, they prefer it when it is a well-known university that is a bit natural." mentioned the importance of the demand for school.

Table 6.

Views on the Causes and Consequences of Organizational Success

University	Categories	Codes	Participants	n
State	Causes	Organizational citizenship	Selma, Nazlı, Zekiye	3
		Satisfaction with the conditions	Nazlı, Osman	2
		Number of students	Leman, Elif	2
		Being a learning organization	Elif, Zekiye	2
		Organizational control	Elif	1
		Sensitive administrator	Osman	1
		Powerful academic staff	Leman	1
	Consequences	Image	Leman	1
		Participation in decision	Zekiye	1
		Increase in demand	Leman, Selma, Elif, Zekiye	4
		Increase in income	Leman, Osman	2
		Job satisfaction	Leman, Selma	2
		Satisfaction of other departments	Zekiye	1
		Foundation	Causes	Organizational culture
Powerful academic staff	Ayşe, Esra, Ebru, Semra			4
Being a learning organization	Hale, Ebru			2
Participation in decision	Hale, Ebru			2
Organizational citizenship	Neşe			1
Consequences	Increase in demand		Ayşe, Hatice, Neşe, Hale, Semra, Meltem	6
	Being proud of the school		Özgür, Esra	2
	Employment of students		Esra, Meltem	2
	Increase in workload		Ayşe	1

Views on the Role of Managers in Developing Organizational Culture

To understand the instructors' views on the role of the administrators in developing the organizational culture, the question in the interview form was, "Can you tell us about the role/characteristics of the school administrator in developing the organizational culture?" The answers of the instructors are given in Table 7;

Table 7.

Roles of Managers to Develop Organizational Culture

University	Categories	Codes	Participants	n	
State	Leadership qualities	High communication skills	Leman, Selma, Nazlı, Zekiye	4	
		Problem solving	Elif, Osman, Zekiye	3	
		High sense of justice	Leman, Nazlı	2	
		Being accessible	Selma, Zekiye	2	
		Merit	Leman	1	
		Being unprejudiced	Nazlı	1	
		Being a rol model	Zekiye	1	
		Being realistic	Zekiye	1	
		Being impartial	Nazlı	1	
		Being cooperative	Zekiye	1	
		Having leadership ability	Osman	1	
		Management style	Clear business rules	Ayşe, Elif	2
			Adopting value	Selma	1
			Organizing special days	Selma	1
Strong school climate	Osman		1		
Foundation	Leadership qualities	Being democratic	Ayşe, Neşe, Meltem	3	
		Collaborative	Hatice, Ebru, Semra	3	
		Having a vision	Esra, Ebru, Semra	3	
		Communication skills	Ayşe, Meltem	2	
		Leadership skills	Esra, Ebru	2	
		Being role model	Semra	1	
		Problem-solving	Esra	1	
		Being impartial	Ayşe	1	
		Being apparent	Esra	1	
		Being unprejudiced	Ayşe	1	
		Good observer	Ayşe	1	
		Management style	Strong organizational climate	Özgür, Hale, Esra	3
			Empathy	Hale	1
			Knowledge of management	Ebru	1
Open to change	Hale, Ebru		2		
Organizing special days	Ayşe, Hatice		2		
Adopting the values	Neşe		1		

When Table 7 is examined, it is seen that the instructors evaluated the roles of their administrators in developing organizational culture leadership qualities and the management style. The instructors in the state university mentioned high communication skills ($n=4$), problem solving ($n=3$), high sense of justice ($n=2$), being accessible ($n=2$), merit ($n=1$), being unprejudiced ($n=1$), being a role model ($n=1$), being realistic ($n=1$), being impartial ($n=1$), being cooperative ($n=1$) and having leadership ability ($n=1$) under the leadership qualities category and in the category of management style, they included clear business rules ($n=2$), adopting value ($n=1$), organizing special days ($n=1$), strong organizational climate ($n=1$). Foundation university instructors, on the

other hand mentioned being democratic ($n=3$), collaborative ($n=3$), having a vision ($n=3$), communication skills ($n=2$), leadership skills ($n=2$), being role model ($n=1$), problem solving ($n=1$), being impartial ($n=1$), being accessible ($n=1$), being unprejudiced ($n=1$), being a good observer ($n=1$). Under the management style category knowledge of management ($n=1$), empathy ($n=1$), strong organizational climate ($n=3$), organizing special days ($n=2$) and adopting values ($n=1$) codes are found. From this point of view, while the high communication skills and clear business rules were emphasized concerning the roles of the managers, the instructors working at the foundation university mostly emphasized the importance of being democratic, collaborative and visionary and having a strong organizational climate. In this respect, Elif mentioned the strong communication with the manager and said; *"For example, he holds meetings very often. Our director informs us about the decisions taken by the university, the rector, or the senate, or he warnings that should be made through the meetings. And he makes you feel it too. He also gives warnings. Our manager has very good relations with us. When there is a problem, he goes to individual solutions. He is calling you, talking or sending a private mail and texting you. In this way. For example, I won't give the subject, but we had a problem collectively, private messages were sent, then collective messages were sent. There were messages that everyone would read with their public CCs, and our manager felt the need to hold a meeting, and he held two or three meetings and we solved the problem before it got bigger. After solving it, he tried to solve the problem by calling them to his room one-on-one about those who still had questions. So solution-oriented."*

Similarly, it is seen that Nazlı expresses that having a strong communication skill is important in the organizational culture role of the manager; *"Communication skills must be good. Even if there is a negative criticism, I think he should make a positive start and present negative criticisms without hurting or demotivating the other party."* Hatice stressed that the administrator will increase the instructors' motivation by organizing special days and said; *"First of all, each of us is an expert in our field, we are teachers. But we need a very solid curriculum to achieve the goals throughout the year. And we need very consistent gains. Within this, I think there should definitely be external support from a department such as an education program other than English teaching. Therefore, our management may be expected to be more active in this regard. Can organize events. At the very least, there may be end-of-year events that let us know what we're doing. There may be situations that reflect our work. For example, how can we reflect the success of one class to other classes? This will be ensured by the management so that such an organization, teachers will be able to fulfill this sharing."*

Neşe said that it is important to adapt to a strong organizational culture that exists in the school, to participate in the decisions taken and to organize regular meetings: *"There was one thing when I first came: We always do it this way. This is our application. This inevitably pushes people into it. This is what this place is doing, leaving behind what he knows and what he's done until now. It's been a long time. He turns it into something like surrendering by saying that they have something they know. A manager who has adopted his values also makes us adopt them. To strengthen the organizational culture, weekly*

meetings are done; people come together, even if it is only for show, it provides a unity to everyone else.”

Activities to Develop Unity and Solidarity at School

To understand the views of the instructors about the activities related to strengthening the unity and solidarity in their schools, the question in the interview form was “What kind of activities are organized in your school to strengthen the unity and solidarity of the instructors?”, The answers of the instructors are given in Table 8;

Table 8.

Activities to Develop Unity and Solidarity at School

University	Codes	Participants	n
State	Social activities	Leman, Selma, Elif, Nazlı, Zekiye	5
	Educational meetings	Elif	1
Foundation	Social activities	Hatice, Özgür, Neşe, Hale, Esra, Ebru, Semra, Meltem	8
	Hobby courses	Özgür, Ebru	2
	Educational meetings	Esra, Semra	2

When Table 8 is examined, it is seen that the instructors’ views on strengthening unity and solidarity are focused on social activities, educational meetings, and hobby courses. Instructors working in foreign language schools at state universities evaluated the activities to improve unity and solidarity in their schools under the headings of educational meetings ($n=1$) and social activities ($n=5$). The instructors at the foundation university made suggestions under the titles of educational meetings ($n=2$), hobby courses ($n=2$) and social activities ($n=8$). From this point of view, it is seen that both the instructors working at the state university and those working at the foundation universities emphasize social activities. Leman and Selma respectively expressed their thoughts on paying attention to social activities as such: *“It is newly organized, there weren't many until now, but now we have a small break and end-of-term breakfasts. We have a program on teacher's day. It's something that has existed for the past year, not so much before. There are tea time organizations, Ramadan organizations organized by the school and the university in general, such things.”*; *“The university has a lot of activities on this subject, not on a preparatory basis. Announcements about it come to us directly from the rectorate and so on. A picnic announcement to be attended by university staff, iftar is organized in Ramadan, where we can all attend.”* Neşe and Hale, from the foundation university, also mentioned the importance of social activities with the following thoughts, respectively; *“Such as meetings, breakfasts, Christmas events. It's like arranging a meal and gifting a frame to the departed.we never had such things when we were studying at the university. We didn't have such traditional situations”*; *“We are doing something in our department, and it went into a slump. Everyone brings something from home; one afternoon we sit and listen to music, talk, eat, drink and try to relax a bit.”*

Views on the Features that Distinguish the School from Other Schools

To understand the instructors' views about the features that distinguish the school from one another, the question in the interview form is, "What are the features that distinguish your school from other colleges?" The answers of the instructors are given in Table 9;

Table 9

Features that Distinguishes the School from Other Schools

University	Categories	Codes	Participants	<i>n</i>
State	Academic	Quality of education	Selma, Elif, Zekiye	3
		Academic success	Leman, Osman	2
		Working culture	Leman, Osman	2
		Academic staff	Elif	1
	Other	One to one communication with the students	Selma, Elif, Nazlı	3
		Facilities	Elif, Osman, Zekiye	3
		Number of students	Selma, Elif, Nazlı	3
		The physical location/environment	Leman, Nazlı	2
Foundation	Academic	Working culture	Ayşe, Hatice, Özgür, Neşe, Esra, Semra, Meltem	7
		Academic staff	Hale	1
		Academic success	Ebru	1
		Quality of education	Hale	1
	Other	Facilities	Hatice, Hale, Ebru, Semra	4
		Number of students	Selma, Elif, Nazlı	3
		One to one communication with the students	Selma, Elif, Nazlı	3
		The physical location/environment	Leman, Nazlı	2
		Workload	Ayşe, Ebru	2

When Table 9 is examined, it is seen that the views of the instructors working in foreign language schools about the features that distinguish their schools from other schools are grouped under two categories: academic and other. While the views of the instructors working at the state universities were evaluated under the academic category as the quality of education ($n=3$), academic success ($n=2$), working culture ($n=2$), and academic staff ($n=1$) codes, in the other category their views were evaluated under the physical location/environment ($n=2$), facilities ($n=3$), number of students ($n=3$) and one-to-one communication with the student ($n=3$) codes. Similarly while the views of the instructors working at the foundation university are evaluated under the academic category, with the codes of working culture ($n=7$), academic success ($n=1$), academic staff ($n=1$), and quality of education ($n=1$), in the other category, views were evaluated under the opportunities ($n=4$), number of students ($n=3$), one-to-one communication with the student ($n=3$), physical location/environment ($n=2$) and workload ($n=2$) codes. While the quality of education, communication with students, opportunities and the number of students are the codes highlighted by the instructors at the state university, the working culture and opportunities are among the codes highlighted by the instructors of the foundation university. Regarding the quality of education and opportunities, Zekiye

said; "We are very open to innovation. We are open to education. Because school supports education, people can go to different places and get education. They support the PhD in all circumstances. In some universities, they can cause difficulties.

On the contrary, we give the students days and hours to arrange their master's, doctorate, and do his homework. Maybe we could do it because our number and the number of courses were enough, we make the programs as our teachers want. We do a lot of training outside. We provide training as private. We try to make up for the mistakes we made there and the things we missed here. Those who come to us here also say they are educated like a private school. Even those who only come to preparatory school, and they do not attend school the following year. Because they receive free intensive English education at the state university". Regarding the number of students and one-to-one communication with the student, Nazlı said, "We are in the central place. I think this can be an advantage in terms of transportation. Also, we can have more one-to-one communication with students. The number of our students was not very high until now, I think this also has a share in it. But I think we can go a little further in terms of personal communication with students, their help and support. The workload of a school with 1000 students and a school like ours with about 300 or 400 students a year is not the same."Özgür, one of the instructors working at a foundation university, regarding their work culture said; "Academically; we strive hard to be the standard; we make time to meet each week. We aim to be much more humane and very fair in our measurement tools than other colleges. (Our working culture is different from other colleges). Before we came here, we also worked at theuniversity. That's why there were so many different types of assessment, exam preparation, post-exam, and teaching, that I could really feel the difference." Semra said; "I think people have the freedom to express themselves. When we need to discuss a subject, we can find a medium to discuss it. There can be such a difference. Physically, considering both domestic and international criteria I think our school is very developed. From the outside, a small campus can be seen, in fact, it may not be perceived as a university, but I have enough equipment for academics." and emphasized that due to the expression way of their views and physical setting their school is different from the others.

Views on the Causes of Problems Experienced at School

To understand the instructors' views about the causes of the problems in their schools, the question in the interview form was "What are the possible causes of the problems experienced in your school?" The answers of the instructors are given in Table 10 below.

When Table 10 is examined, it is seen that the instructors stated the problems experienced in their schools as individuality, rule ambiguity, managerial attitude, female predominance, physical conditions, workload, authoritarian leadership, manager attitude, lack of communication, and organizational control. It is seen that the instructors' views in the state university are gathered under the codes such as individuality ($n=2$), the uncertainty of rules ($n=2$), managerial attitude ($n=2$), physical conditions ($n=1$), workload ($n=1$), being a female-dominated section ($n=1$), authoritarian leadership

($n=1$). It is seen that the instructors' views in the foundation university are gathered under the codes such as managerial attitude ($n=3$), lack of communication ($n=2$), individuality ($n=2$), authoritarian leadership ($n=1$), organizational control ($n=1$), uncertainty of rules ($n=1$). From this point of view, it is seen that the instructors working at the state university mostly stated that the possible causes of the problems are individuality, ambiguity of the rules and the attitude of the administrator, while it is seen that the instructors working at the foundation university mostly emphasize that the problems arise from the attitude of the administrator.

Table 10.

The Reasons of the Problems at School

University	Codes	Participants	<i>n</i>
State	Individuality,	Leman, Elif	2
	Rule ambiguity	Leman, Zekiye	2
	Managerial attitude	Nazlı, Osman	2
	Female predominance	Elif	1
	Physical conditions	Selma	1
	Workload	Zekiye	1
	Authoritarian leadership	Leman	1
Foundation	Manager attitude	Ayşe, Neşe, Ebru	3
	Lack of communication	Özgür, Meltem	2
	Individuality	Hale, Esra	2
	Authoritarian leadership	Hatice	1
	Organizational control	Semra	1
	Uncertainty of rules	Hatice	1

Regarding the problems created by individuality, Elif said, *"Ambitiousness in some units sometimes. He loves to work very much, loves to succeed, he says I did, I created, I produced and what I did is right, and he imposes something like you will do it. It happens sometimes, we've experienced it. (...) Since we are a female-dominated department, two or three units may have a problems"*. Regarding the manager's attitude, Leman said, *"The fact that the teacher is not always included in the process. For example, a change is planned, my expectation as a teacher: there is such a need, we are planning to make such a change because of this need, if necessary, can you contribute to it? If it's unnecessary, it doesn't have to happen all the time because we plan to say that, I would like to be informed about that process at least.... Job description and clear determination of working hours in accordance with these definitions. It is like which unit will attend the course for how many hours and how many hours will the unit do the work. Defining these issues clearly can eliminate the problems we are experiencing."* Hatice also stated the problems that arise in the institution are the manager's attitude, with the following words; *"The biggest problem I have observed is the inconsistent decisions made by the management. A different decision can be taken for a teacher, but another can be taken for another teacher."*

Suggestions for Preventing the Problems Experienced

To understand the instructors' views on the prevention of problems in their schools, the question in the interview form was "What kind of work can be done to prevent the problems experienced in your school?" The answers of the instructors are given in Table 11;

Table 11.

Suggestions for Preventing the Problems Experienced

University	Codes	Participants	n
State	Merit	Meltem	1
	Strong communication	Selma, Elif	2
	Supportive leadership	Osman	1
	Participation in decision	Leman	1
	Being role model	Hatice	1
	Being clear	Hatice	1
	Determining vision and mission	Hatice	1
	Training of managers	Leman	1
Foundation	Solution producing management	Özgür, Semra, Meltem	3
	Organizational control	Hatice, Semra	2
	Workload	Semra	1
	Merit	Neşe	1
	Participation in decision	Ebru	1
	Organizational trust	Esra	1
	Transformational management	Hale	1
	Being clear	Esra	1
	Training of managers	Ayşe	1

It is seen that the views of the instructors in state university are gathered under the strong communication ($n=2$), merit ($n=2$), supportive leadership ($n=1$), decision participation ($n=1$), being a role model ($n=1$), being clear ($n=1$), determining vision and mission ($n=1$) and training of the administrators ($n=1$). The views of the instructors working in the foundation university are gathered under solution-producing managements ($n=3$), organizational control ($n=2$), transformational management ($n=1$), merit ($n=1$), workload ($n=1$), participation in decision ($n=1$), organizational trust ($n=1$), being transparent ($n=1$), and training of managers ($n=1$) codes. In this direction, it is seen that the majority of the instructors working in the state university talk about the need to pay attention to merit and strong communication as a suggestion for the solution of the problems, while the instructors working in the foundation universities talk about the need for solution-generating methods. Selma mentions strong communication as a solution proposal with the following words; "People can come together and talk about a problem easily. Maybe that's why the problems don't get longer, they don't get bigger. If there is a problem with the units, not individually, you can go and talk to the management easily, If the teacher has a problem and does not want to talk to the unit coordinator, she can still report it to the management." Emphasizing the importance of merit, Nazlı expressed her views as "As more experts in their fields, who can handle this job, come to the

necessary units, these problems are largely will be resolved". Özgür who works in a foundation university emphasized the importance of strong communication and said, "I believe in this very much. For example, let's say there is a problem and someone did it. But this problem is generalized and everyone is warned about this problem. For example, I would like something like this. If our teacher X has done this problem, when you contact him individually, then people who do not have this problem do not feel a burden on them and do not feel constantly warned. For this reason, I think it is more appropriate to communicate individually."

Suggestions for Creating a Strong Organizational Culture

To understand the suggestions of the instructors about creating a strong organizational culture in their schools, the question in the interview form was, "What are your suggestions for creating a strong organizational culture in your school?" The answers of the instructors are given in Table 12;

Table 12.

Suggestions for Strong Organizational Culture

University	Codes	Participants	n
State	Democratic system	Nazlı	1
	Merit	Osman	1
	Being free from prejudice	Nazlı	1
	Getting professional support	Leman	1
	Being a professional	Nazlı	1
	Strong communication	Zekiye	1
	Creating vision and mission	Osman	1
Foundation	Increasing the number of social activities	Hatice, Özgür, Meltem	3
	Sharing information	Hale	1
	Togetherness,	Ebru	1
	Rewarding	Neşe	1
	Organizational trust,	Esra	1
	Getting professional support	Ayşe	1
	Being professional	Semra	1
	Clear business rules	Esra	1
	Being accessible and accountable	Esra	1
Development of leadership qualities	Ayşe	1	

When Table 12 is examined, it is seen that the instructors in the state university suggested a democratic system, merit, being free from prejudice, getting professional support, being professional, strong communication, creating vision and mission, increasing the number of social activities, sharing information, togetherness, rewarding, organizational trust, clear rules, being accessible and accountable, development of leadership qualities. State university instructors' suggestions for creating strong organizational culture are gathered under the democratic system ($n=1$), merit ($n=1$), avoiding prejudice ($n=1$), getting professional support ($n=1$), being professional ($n=1$), being able to communicate well ($n=1$) and creating a vision and mission ($n=1$) codes. On the other

hand, the instructors at the foundation university suggested increasing the number of social activities ($n=3$), sharing information ($n=1$), providing togetherness ($n=1$), rewarding system ($n=1$), organizational trust ($n=1$), getting professional support ($n=1$), being professional ($n=1$), setting clear and clear business rules ($n=1$), being accessible and accountable ($n=1$) and developing the leadership qualities of managers ($n=1$) for strong organizational culture. It is seen that the suggestion mostly emphasized here is about increasing the number of social activities from foundation university instructors. Zekiye mentioned her views as *"It is necessary to find ways to communicate socially. These can be open Offices. Sometimes there are advantages and disadvantages. It has disadvantages in terms of working comfortably, but social interaction is a good thing in terms of conversation. The fact that all teachers can be in the same place is that they are in the same building, in the same place, where they can see each other, where they can chat. There has to be communication, by any means. Even whatsapp group is communication so."* Hatice said; *"Social activities can be increased. Sometimes we can have breakfast instead of the meeting on Friday, but this is not enough. More social activities can be done. Where I've been before, for example, there could have been evening entertainment. Of course, this is not always possible during the period, for the sake of closing at the end of the period. It can be a social activity outside with the co-workers we work with. In fact, when we are in a school meeting, we are like eating a meal next to you. I think it could be more effective outside to make it a little more special."* And Neşe said *"I think everyone works here. If the organizational culture is a culture that will be formed by a person feeling that he belongs to the place where he works, this can be rewarded somehow. It is not necessarily like a contribution to the salary in terms of money, but I think even one day off is a reward for a person. Maybe things like that happen."*

Conclusion and Discussion

Instructors working in the school of foreign languages explain the organizational culture with the concepts of unity, common experience, system functioning, relations between managers and employees, belonging to the institution, common experience and organizational trust. While the concepts of "functioning of the system" and "relationships between managers and employees" were used the most by the instructors at the state university, the concepts of "togetherness" and "relationships between the manager and the employees" were used the most in the foundation university. In Aslan, Özer and Bakır's (2009) study, teachers explained school culture with similar concepts such as interpersonal relations, institutional functioning and trust. In this direction, it can be said that the instructors understand organizational culture as everything that is done together in the organization. The explanation of organizational culture by instructors in both state and foundation universities in the context of relations between managers and employees reveals the importance of the manager's understanding of management and his attitude towards his employees in fulfilling the goals of the organization, maintaining the existence of the institution, and transforming it into a living institution by gathering around common goals in these institutions.

Instructors have said that efforts to adapt new recruits to the organization should be evaluated within the framework of introductory meetings, guidance, orientation programs, and colleague support. While it was emphasized that the most common adaptation programs in the state university were guidance and colleague support, in foundation university it was determined that orientation programs, mentor academic staff appointment are the adaptation programs. Another finding that emerged from the instructors' views is that a systematic orientation program is made for the newly appointed instructors at the foundation university. Still, guidance is provided by the unit chiefs mainly at the state universities. Therefore, instructors who have just started working at a state university may have little more difficulty adapting to the institution. It is thought that this situation is because the state university is a much newer institution compared to the foundation university. Another remarkable finding is that while a guide/mentor instructor is appointed at a foundation university within the scope of adaptation efforts, there is no such practice in state universities. This finding of the study is partially similar to the research findings of Gümüş and Gök (2016). In their research, Gümüş and Gök (2016) concluded that faculty members find it appropriate to assign a formal mentor for them to overcome the problems they experienced in the first years of their career or to prevent problems before they even live. Ateş (2018) stated in his research that various orientation programs are organized in both state and foundation universities regarding the adaptation process. In this context, it can be said that in facilitating the adaptation of the new instructors, it is important to have organized planning and an experienced colleague who will briefly guide the school, its culture and its operation. In addition, schools of foreign languages have instructors from different cultures; in this direction, it can be stated that a mentor will play an important role in gaining and internalizing the school culture to the instructors from different cultures more quickly.

Teaching a foreign language and creating an image are determined as organizational goals by the instructors in both universities. Instructors working in both universities also consider serving the organizational purpose as their individual purpose. Özsoy, Ergül and Bayık (2001), Balcı (2003), and Çöl (2004) stated that organizational commitment is the individual's identification with the organization, adopting the goals, principles and values of the organization, striving for organizational gains, and even putting the interests of the organization above their interests. Based on this definition, it has been concluded that all instructors in both universities aim to serve the organisation's aims individually, and the instructors are affiliated with their organizations. It can be stated that the instructors working in both schools internalized the mission of their institutions to enable students to acquire foreign language skills at international standards, to improve their reading, writing, listening and speaking skills, and to ensure that they are in a distinguished position with foreign language knowledge in their academic and business lives, and also it can be expressed that they are all trying to achieve these goals.

While the instructors at the state university pointed out the organizational citizenship behavior the most as the reason for the organisation's success, the instructors at the foundation university mentioned the organizational culture the most. Özdevecioğlu (2003) found a positive moderate correlation between organizational citizenship

behavior and academic achievement. There are studies in the literature that support being satisfied with the conditions stated by the instructors at the state university as one of the reasons for the organisation's success. For example, Akgün et al. (2019), who examined the organizational factors affecting the academic success of nursing students, stated that the academic success of nursing students increased as the satisfaction level of the faculty members increased. In this context, Altunoğlu and Karaman (2007) made the assumption that "happy academics do their jobs well" as a result of their research. It can be stated that there is consistency between the findings obtained from this research on the cause of organizational success and the literature.

The instructors' organisational success results are gathered under the titles of satisfaction of other departments, increase in income, job satisfaction, image, increase in demand, increase in workload, being proud of the school and employment of students. Instructors in both state and foundation universities expressed the greatest increase in demand as a result of the success of the organization. This finding is similar to the study of Yaman and Çakır (2017). In their study, Yaman and Çakır (2017) determined the most important reasons for the preference of prospective students who will prefer foundation universities as the department's availability, the school's academic reputation, and the campus facilities, respectively. As in the studies of Bakioğlu and Bahçeci (2010) in which they stated that the school's success is one of the factors affecting the school's image, the instructors at the state university expressed a similar opinion in this study. The Times Higher Education Supplement (THES, 2008) stated that in evaluating the quality of higher education, one of the four main criteria is the employment rate of students after graduation. This criterion of THES supports the view of the instructors at the foundation university in this research that the organisation's success affects the employment of students.

According to the instructors at the state university, in the context of the role of managers in developing the organizational culture, the main leadership characteristics expected from the organizational manager are high communication skills, high sense of justice, problem solving and being accessible whereas in the foundation university being democratic, working collaborately, having leadership qualities and high communication skills are found. The literature states that leadership plays an important role in the formation, development, and institutionalization of organizational culture (Jung, 2001; Ogbonna & Harris, 2000; Tsui zhang, Wang, Xin & Wu, 2006). Therefore, in this research, it is emphasized that instructors and administrators have duties related to giving formal task decisions and orders and must have leadership qualities. The instructors in both universities frequently stated that the administrators' communication skills should be high to create the organizational culture. This finding is consistent with Şimşek's (2005) study. Şimşek (2005) found a high level of positive correlation between school culture and school principals' communication skills. According to the instructors, another role of administrators in developing organizational culture is to determine clear business rules. One of the results of Bilgir's (2018) study supports this view. According to Bilgir (2018), it is important that the school rules are clear and that these rules are applied with the same approach to all teachers to prevent conflicts in schools. Another

role of administrators in developing organizational culture, which instructors focus on, is the organization of special days. This finding is consistent with the studies showing that school administrators may organize traditional events such as the school's anniversary celebrations, graduation parties, assembly dinners or teas (Aslan, 2008), or organize various activities such as exhibitions, theater, choir, poetry, etc. (Şahin, 2010). Another role of administrators in developing organizational culture, stated by the instructors, is to adopt and make the others adopt values. This finding is consistent with Aytaç's (2013) idea that after managers establish their core values in managing organizational culture, these values should be communicated to internal and external stakeholders. Instructors emphasized that another role of managers in developing organizational culture is to create a strong organizational climate. When the manager uses the organisational climate, it can be a transformation tool within the organization (Ehrhart, Schneider & Macey, 2014). Therefore, it is important for managers to create a strong organizational climate in terms of the dynamics of organizational culture.

It is found that to strengthen the unity and solidarity of the instructors social activities are mostly used. It has been observed that the foundation university is more active than the state university in this regard. However, it was observed that a instructor at a foundation university expressed a different opinion. This instructor stated that they received warnings due to the birthday celebrations in their departments. One instructor in a state university and two instructors in a foundation university expressed their opinion that educational meetings were held to strengthen unity and solidarity. In addition, hobby courses at the foundation university are among the activities carried out by the school. In all activities, the diversity at the foundation university is greater than at the state university. This situation can be the strong organizational culture the university has due to the facilities the foundation university has and its being an old institution.

The instructors' answers about what distinguishes their schools from other schools are gathered in two categories: academic and other. For both universities, the academic category consists of academic success, academic staff, working culture and quality of education codes. Working culture is the code with the highest frequency stated by seven instructors at the foundation university. The most specified code was determined as the quality of education with three instructors in the state university. When the mission and vision statements of the schools of foreign languages are examined, it is seen that they have common aims in terms of academic and general language teaching to the students. However, although foreign language schools have common goals, they apply different strategies to fulfil these missions. In this context, each school can experience different success levels, so it can be stated that each institution has different characteristics and conditions from the other.

State university instructors stated the most probable causes of the problems experienced in their schools as the administrator's attitude, individuality and the uncertainty of the rules. In the foundation university, the attitude of the administrator was emphasized the most. Confusion in organizational duties and responsibilities (Özer, 2000); unclear duties, authorities and responsibilities (Peker & Aytürk, 2002; Genç, 2005); language difficulties or communication errors such as communication barriers arising from the

structure of the organization, not using the same language between managers and employees (Çınar, 2010); differences in people's perception of events (Koçel, 2007); differences between management styles (Koçel, 2007); different personality traits such as different goals, abilities, value judgments and attitudes (Peker and Aytürk 2002; Wall & Callister 1995); polarizations in manager and employee relations (Koçel, 2007); the weak problem-solving and reconciliation strategies of managers (Firat, 2010) are shown among the causes of organizational conflicts. Similarly, Aydın and Hockley's (2019) research on managerial roles in language schools revealed that managers mostly want to focus on planning the professional development of their employees, planning the curriculum, focusing on the exam, and increasing student motivation. However, they stated that bureaucratic clumsiness and spending time trying to meet unrealistic expectations prevent them from doing all this. In this context, it can be stated that there are various problems in both universities because the administrators cannot find time for the institution's culture, to increase the effectiveness and efficiency of the organization, and to create a strong unity and solidarity.

While the instructors at the state university emphasized strong communication and merit to prevent the problems experienced in their schools, the solution-producing managements and organizational control were emphasized in the foundation university. The views of Uluçınar Türkel (2000) and the view of instructors that strong communication can prevent problems are parallel to each other. According to Uluçınar Türkel (2000), organizational relations can be developed by increasing communication to prevent situations where conflicts may arise from lack of communication in the organization; thus, since employees' knowledge of each other will grow, misunderstandings can be reduced and prejudiced behaviors can be eliminated. Other solutions suggested by the instructors at both universities are supportive leadership, participation in decision making, transparency and training of administrators. In Bilgir's (2018) study, it was found that teachers had expectations from administrators such as being impartial, being able to chat, being a leader, paternalistic attitude, transparency of organizational relations, and merit in preventing conflicts. These findings of Bilgir's (2018) research are very similar to the findings of this research. Similar to this study, in the study of Neğiş Işık and Gürsel (2013), the teachers stated that the key factor in solving the problems they experienced was the support of the administrators. Tekkanat (2009) stated that increasing the knowledge and skills of managers may be important in preventing problems. Again, in parallel with the instructors' views, Ural (1997) examined the problems experienced between teachers and administrators. In the study, it was found that the solution-oriented approaches of the administrators are important in preventing conflicts within the school. It can be noted that there is a parallelism between teachers' views on the prevention of problems in their schools and the literature.

Among the suggestions of the instructors at the state university to improve the organizational culture are a democratic system, merit, avoiding prejudice, getting professional support, healthy communication, having a vision and a mission. In the foundation university, suggestions are to increase the number of social activities, set clear and clear business rules, share information, ensure unity, reward system, organizational

trust, professional support, being professional, being accessible and accountable, and develop leadership qualities of managers. Among these, increasing the number of social activities is the most emphasized suggestion. There is also a reward system among the suggestions. Parallel to this suggestion, Allen (1999) believes that the organizational reward system can be used to change organizational behaviors. In successful educational institutions with a strong organizational culture, a healthy educational environment free of disciplinary problems (Goldring, 2002), shared strong values, traditions and a strong belief in success (Salfi & Saeed, 2007; Aidla & Vadi, 2007), strong leadership and a strong understanding of leadership that moves decisively towards goals (Griffith, 2004; Aidla & Vadi, 2007), a positive and constructive communication environment (Griffith, 2004) and a fair, objective and transparent management approach (Berry, 1997) are found. In this context, it can be stated that social activities are important to strengthen the unity and solidarity of the instructors, create new relationships between the members of the organization and consolidate the existing ones.

In line with these results, establishing a systematic orientation program in universities can enable new instructors to adapt the institution faster and healthier; at the same time, appointing a mentor to provide one-on-one guidance can facilitate the adaptation process. Creating and maintaining a positive and strong organizational culture is closely related to the success of managers. At this point, all administrators from the highest level to the lowest level of educational administration should be aware of this role they have and should structure their administration with the awareness of this. Considering that the school culture is largely affected by the management style of the administrator, the administrators must take joint decisions with their employees and attach importance to manage their institution with a participatory approach. The research observed that while the school administrators had perceptions that they were managing the organization with an ideal and problem-free administration, the instructors had administrative problems. Therefore, from time to time, administrators can evaluate instructors' views on the system and management through questionnaires or it can be suggested that they receive feedback through various meetings. Thus, they can correct the deficiencies or errors arising from the management. Care should be taken to assign the job to the right person, both in creating a strong organization and in preventing the problems of merit that may be experienced within the organization. It is necessary and important for administrators to approach all instructors in an equal, consistent and impartial manner in solving the problems experienced within the organization. To prevent problems in the organization, the rules of the organization should be explained clearly and the same approach should be shown to every instructor regarding the implementation of the rules. School administrators strengthen their empathy and communication skills and show a solution-oriented approach play an important role in preventing problems in the organization or solving existing problems. On these subjects, managers can support their personal development by participating in the trainings given by the experts. Social, cultural and sportive activities should be more as they contribute to unity and solidarity within the organization and increases the communication and interaction between the instructors both in the departments and throughout the university. For researchers, it can



be suggested that different data collection tools and methods should be used to determine the views of faculty members from different departments of the university on organizational culture because this study aims to reveal out the views of the instructors on their own schools.

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