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Türkiye Cumhuriyeti'nin 100. Yılında Hayat Bilgisi ve Sosyal Bilgiler Eğitimi

Life Studies and Social Studies Education on the 100th Anniversary of the Republic of Türkiye

Special Issue Editor

Assoc. Prof. Dr. İbrahim Sarı

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From the Editor

Greetings

We are honored to present the October 29, 2023 issue of the Turkish Academic Publications Journal, featuring a special theme of "Life Studies and Social Studies Education in the 100th Year of the Republic of Turkey". The Republic of Turkey, established under the leadership of Mustafa Kemal ATATÜRK 100 years ago today, will live forever. I extend my endless gratitude to our ancestors who gifted us with the Republic. In this special issue, there are 14 works related to life studies and social studies education, one of which is a compilation. I dedicate this work, which has emerged with the support of the field's prominent and esteemed academicians, to Gazi Mustafa Kemal ATATÜRK. I want to thank our distinguished guest editor, Assoc. Prof. Dr. İbrahim Sarı, our esteemed authors who shared their academic work with us, our esteemed referees who meticulously reviewed the articles, the respected members of our journal's editorial board, and Dr. Murat Baş, Dr. Sevgi Kayalıođlu, Res. Asst. Eylem Çoban, and Nazire Çiçek for their great contributions to the creation of this issue and previous issues.

With the hope of living in a world where children are not killed for any reason

Editörden

Merhaba,

"Türkiye Cumhuriyeti'nin 100. Yılında Hayat Bilgisi ve Sosyal Bilgiler Eğitimi" temalı 29 Ekim 2023 yayın tarihli Türk Akademik Yayınlar Dergisi'nin bu özel sayısını büyük bir onurla yayınlıyoruz. 100 yıl önce bugün Gazi Mustafa Kemal ATATÜRK önderliğinde kurulan Türkiye Cumhuriyeti ilelebet yaşayacaktır. Cumhuriyetimizi bize armağan eden atalarımıza sonsuz şükranlarımı sunarım. Bu özel sayımızda hayat bilgisi ve sosyal bilgiler eğitimi ile ilgili, biri derleme olmak üzere 14 çalışma yer almaktadır. Alanın önemli ve kıymetli akademisyenlerinin destekleriyle ortaya çıkan bu eseri Gazi Mustafa Kemal ATATÜRK'e armağan ediyorum. Sayıda emeđi geçen misafir editörümüz Doç. Dr. İbrahim Sarı'ya, akademik çalışmalarını bizimle paylaşan kıymetli yazarlarımıza, makaleleri büyük bir titizlikle inceleyen değerli hakemlerimize, dergimizin editör kurulunda yer alan saygı değer hocalarıma, hem bu sayının hem de önceki sayıların oluşturulmasında büyük emekleri olan Dr. Murat Baş'a, Dr. Sevgi Kayalıođlu'na, Arş. Gör. Eylem Çoban'a ve Nazire Çiçek'e teşekkür ederim.

Her ne sebeple olursa olsun çocukların öldürülmediđi bir dünyada yaşamak dileđimle.

Prof. Dr. Bayram TAY
29/10/2023, Kırşehir

From the Special Issue Editor

Greetings

We take great pride in presenting to you this special issue of the Turkish Academic Publications Journal titled "Life Science and Social Studies Education in the 100th Year of the Republic of Turkey." In the centennial year of the establishment of the Republic of Turkey under the leadership of Gazi Mustafa Kemal ATATÜRK, we wanted to commemorate this event by delving into the importance of life science and social studies education, as well as the innovations, research, and academic developments in this field. In doing so, we once again appreciate the value of the republic passed down to us by our ancestors and honor ATATÜRK's vision.

In this special issue, we share a total of 14 studies with you. These studies, prepared with the contributions of esteemed and prominent academics in the field, examine life science and social studies education from various perspectives. I extend my gratitude to our distinguished authors who played a part in the preparation of this issue and referees who rigorously evaluated the articles. The words of Gazi Mustafa Kemal Atatürk, "Muallimler, the Republic's devoted teachers, and educators; it is you who will raise the new generation" form the foundation of this special issue. Atatürk's valuable words underscore how educators and academics should prepare the younger generations for a brighter future. In the 100th year of the Republic of Turkey, we wish for our children and young people to grow into more knowledgeable, well-prepared, and sensitive individuals, recognizing the importance of education and academic research. Respectfully

Özel Sayı Editöründen

Merhaba,

Türk Akademik Yayınlar Dergisi'nin "Türkiye Cumhuriyeti'nin 100. Yılında Hayat Bilgisi ve Sosyal Bilgiler Eğitimi" başlıklı bu özel sayısını sizlerle buluşturmaktan büyük bir gurur duyuyoruz. Gazi Mustafa Kemal ATATÜRK liderliğinde kurulan Türkiye Cumhuriyeti'nin 100. yıl dönümünde, hayat bilgisi ve sosyal bilgiler eğitiminin önemini ve bu alandaki yenilikleri, araştırmaları ve akademik gelişmeleri derinlemesine inceleyerek anmak istedik. Bu sayede, atalarımızın bizlere bıraktığı cumhuriyetin değerini bir kez daha idrak ediyor ve ATATÜRK'ün vizyonunu anıyoruz.

Bu özel sayı kapsamında toplam 14 çalışmayı sizlerle paylaşıyoruz. Alanında saygın ve değerli akademisyenlerin katkılarıyla hazırlanan bu çalışmalar, hayat bilgisi ve sosyal bilgiler eğitimini çeşitli perspektiflerden ele alıyor. Bu sayımızın hazırlanmasında emeği geçen kıymetli yazarlarımıza, makaleleri titizlikle değerlendiren hakemlerimize minnettarlığımı sunuyorum. Gazi Mustafa Kemal Atatürk'ün, "Muallimler, yeni nesli, Cumhuriyet'in özverili öğretmen ve eğitimcileri, sizler yetiştireceksiniz" sözleri, bu özel sayının temelini oluşturmaktadır. Atatürk'ün bu değerli sözleri, eğitimcilerin ve akademisyenlerin, genç nesilleri aydınlık bir gelecek için nasıl hazırlayacağını altını çizmektedir. Türkiye Cumhuriyeti'nin 100. yılında, eğitimin ve akademik araştırmaların önemini farkında olarak, çocuklarımızın ve gençlerimizin daha bilgili, daha donanımlı ve daha duyarlı bireyler olarak yetişmesini diliyoruz. Saygılarımla.

Doç. Dr. İbrahim SARI
29/10/2023, Kütahya

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Child Rights Education from the Perspective of New Sociology of Childhood

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Abstract

In this study, children's rights education is theoretically evaluated in the context of the new sociology of childhood. International documents identify the right to education as one of the fundamental human rights. In the 1980s and 1990s, when the new sociology of childhood emerged in response to developmental psychology and traditional socialization theories, many experts held that the sociology of childhood and children's rights were two complementary fields. The first of the prominent views in terms of an alternative perspective is the view that childhood is not a universal form and is considered under social, political, historical and moral aspects. This view has made a significant contribution to the discussion of rights in the political and social context in terms of sociological analysis and criticism. The second important view of the sociology of childhood is that childhood is considered as an active and creative social factor in an environment that surrounds and includes it. Child rights education should be provided in a structure that contributes to the development of the child as an active individual in the context of the new sociology of childhood. Hence, recognizing and integrating the insights from the new sociology of childhood is pivotal for a more nuanced, comprehensive, and effective child rights education.

Keywords: Childhood, sociology of childhood, child rights education, human rights education.

Introduction

Writing, speaking, and reading about children and childhood is an arduous process (Şirin, 2019). Children and childhood are of interest to many social sciences. Depending on this interest, theoretical and empirical researches are conducted by scholars. However, it must first be noted that theoretical discussions about childhood are not yet sufficiently mature (Şenol & Taş, 2020). In the following pages of this study, it will become apparent that the question of whether childhood is a period, a category, or a variable has been debated for a long time. The fact that theoretical discussions are not yet sufficiently mature and saturated brings with it the difficulty of pointing out the boundaries of the field of study.

When one begins to think about the concepts of child and childhood, one encounters many works that are to be read at the level of foundational texts. In the works on ecological approaches to childhood, a holistic perspective emerges. The insights and findings presented in these works continue to influence the discussion today. In particular, there are views that are held within a dichotomous discussion of childhood. Let's start with one of them: the first question is "Is childhood universal?". As sociologist Eğribel (2019, p. 41) notes, there have long been efforts to create a "universal grammar of childhood." However, there are also opinions that state that a universal understanding of childhood is not defensible (Akbaş & Topçuoğlu, 2009; Aydoğmuş-Ördem, 2020).

From childbearing and childrearing practices that today's mass media try to indoctrinate to children's behavior patterns, there is an explicit or implicit urge to give guidance. When the subject is viewed from the universal perspective of childhood, an idealized and stereotypical child prototype can be presented. However, even when examining everyday practices, one may encounter many types of childhood. In particular, in an approach where socioeconomic level is accepted as the main variable, different childhood typologies may emerge.

One of the most important questions that texts on children and childhood seek answers to, or attempt to define, is the question "Who is the child?" Each scientific discipline or branch of science answers this question from its own perspective. From the perspective of social sciences, one may come across different answers. The part that concerns the social sciences is the meaning culturally attributed

to the child and childhood, rather than a biological classification. This is because childhood is a psychological, sociological, anthropological and historical concept (Güçlü, 2016). Here, a distinction is made between child and childhood. Childhood is a construction process (Aydoğmuş-Ördem, 2020). In addition to the biological development of the child, the cultural consideration of the child has also contributed to the construction of the term (Akbaş & Topçuoğlu, 2009; Hammersley, 2019). Issues such as the sociological meaning the child has for the family, childrearing practices, and expectations of the child make it necessary to look at the concept of childhood culturally. The semantic baggage or burdens the child takes on before birth, the responsibilities he brings to his parents with his arrival in the world, and the set of behaviors expected according to the child's developmental tasks require dealing with the child within an ecosystem.

It is difficult to represent childhood without sociological interpretations and conceptualizations. Sociology is a branch of the social sciences that has begun the process of institutionalization among the social sciences and has made considerable progress in this process. Sociology seeks to analyze phenomena, actors, and institutions in the study of society. The fact that childhood falls within the area of interest of sociology and is worthy of research is because it is a social reality and category (Eraslan, 2019). Sociology is a branch of science that pays attention to a holistic approach because of the methods and interpretations it uses in the study of society. In terms of a holistic approach, the fact that the family as a sociological category is also very important in terms of childhood arouses interest in this topic (Şirin, 2019).

The New Sociology of Childhood

In sociology, classical sociology examined childhood through the dichotomy of adults and children (Demir Gürdal, 2013). While many characteristics that would be considered scientific in classical sociology were attributed to adults, more characteristics such as irrationality, dependence, and passivity were attributed to children (Akbaş & Erükçü-Akbaş, 2019). This dilemma also affects the meaning of childhood. In particular, characteristics such as dependency and passivity attributed to the child raise questions about the valuation of childhood as a period in its own right. While childhood is constructed, a child who is aware of his or her autonomy can be said to be engaged in the process of self-knowledge and maturation. The sociology of childhood does not evaluate the child as a property (Güçlü, 2016). In the sociology of childhood, in which the child is considered as an individual, the above paradigms have different views.

When considering childhood in terms of sociological paradigms, one generally encounters the positivist paradigm, the interpretive paradigm, and the postmodern paradigm. These three paradigms have different views of childhood. Şenol and Taş (2020, pp. 190-193) comparatively examined how positivist, interpretivist, and postmodern paradigms are reflected in discussions in the sociology of childhood. They also showed that the ontological, epistemological, and methodological perspectives of each paradigm correspond to the theoretical assumptions in the sociology of childhood. The positivist paradigm assumes that the child has a universal nature and that society plays a leading role in the development and education of children. One of the scientific assumptions of the positivist paradigm is that objective information about children is valid in all societies. It also assumes that childhood can be explained through scientific research. The interpretivist paradigm assumes that the nature of the child is not universal and that society can influence children as much as children can influence society. It also states that theories about childhood cannot be considered universal, but that childhood can be

interpreted through science, and that this requires the views of children. The postmodern paradigm, on the other hand, holds that information about the child, which is variable, is relative and that childhood research cannot be conducted using a standardized method.

The sociology of childhood is divided into two categories: traditional and new sociology of childhood. While the traditional sociology of childhood focuses on the process of "socialization" the new sociology of childhood is oriented toward the idea of the "child as a social actor/social construction" (Erdoğan & Vakıf, 2020). In the structure-agent dichotomy, the traditional sociology of childhood assumes that there is a one-way relationship between structure and actor, while the new sociology of childhood assumes that there is an interaction between structure and actor. The construction of childhood differs according to culture and society. This differentiation can even occur within the same society (Demir Gürdal, 2013). Childhoods that may differ, especially in relation to socioeconomic variables, show that the notion of an ideal child or children is also an imposition. Stereotypes are created about children from middle-class families as ideal child(ren).

The social problems addressed in discussions of the ideal childhood or adulthood may be similar in both categories. Many of the social problems such as poverty, immigration, and inequality that occur in the adult world are also found in the child world (Demir Gürdal, 2013). It should be noted that the sociology of childhood remains an exceptional area in mainstream sociological discussion (Şenol & Taş, 2020). The sociology of childhood has been neglected for many years (Eraslan, 2019; Şirin, 2019). This neglect is not only specific to children. At the same time, adults and especially women have not been the focus of sociology (Demir Gürdal, 2013). Recently, studies that focus on human beings as subjects have become common. The fact that classical sociology tends to focus on structural and institutional sociology may have led to a relatively small number of studies on children, adults, and women. There is a need to discuss how childhood should be treated sociologically or professionally. Eğribel (2019) argues that the sociology of childhood should not be a subfield of sociology, but a field in which the content and methods of sociology are put into practice with a sociological perspective. However, there are also opinions that consider sociology of childhood as a subfield such as urban sociology and sociology of crime (Erdoğan & Vakıf, 2020). In the sociology of childhood, there continue to be debates about the developmental paradigm on the one hand and the name of the field on the other. "Childhood studies" or "sociology of childhood" is usually used as the name of the field (Demir Gürdal, 2013). There are opinions about the study of children as a field in its own right (Hammersley, 2019). Cultural studies can also be a field of research like child or childhood studies, like women's studies. As an interdisciplinary and multidisciplinary field, it combines developmental psychology, anthropology, geography, sociology, and other social science disciplines (Mayall, 2020). It is well known that developmental psychology has made a significant contribution to the study of childhood. Determining developmental milestones in child development research, attempting to explain developmental patterns, and measuring the impact of environmental influences on individual differences are important milestones (Mayall, 2020). Eraslan (2019) argues that the main topics of discussion in the sociology of early childhood are socialization theory and the understanding of childhood as subject and childhood as generational order in the new context of the sociology of childhood. The new paradigm of the sociology of childhood includes four conceptions:

- Children are subjects of their own representation.
- Childhood is a natural phenomenon.
- Childhood is a political-cultural construct.
- Children are subjects who must operate under controlled conditions.

Although the new sociology of childhood is recognized as a field of study, it has not received enough attention in Türkiye (Demir Gürdal, 2013). This can be explained by the fact that classical sociology still has a strong position in Türkiye. However, the sociology of childhood is a field that has developed in sociology since the 1970s (Güllü, 2015). There are many questions that need to be answered and problems that need to be solved in order for children to live a life appropriate to their childhood (Ercan, 2011). In order to find the most accurate answers to these questions, children can be the subject of a research or children can be researchers (Akbaş & Erükçü-Akbaş, 2019). Prout and James (2005, p. 8) explain the characteristics and key aspects of the new paradigm of the sociology of childhood as follows:

Childhood is a social construction. Childhood provides an interpretative framework for making sense of or contextualizing the early years of human life. Unlike biological immaturity, childhood is neither a natural nor a universal characteristic of human groups. But it can be seen as a specific structural and cultural component of many societies. Childhood is a variable of social analysis. It should not be separated from other variables such as class, gender or ethnicity. Comparative and cross-cultural analyses reveal that there are different childhoods rather than a single, universal phenomenon. Children's social relations and cultures are worth studying in their own right, independent of adult interests and perspectives. Children are the determinants and constructors of their own social lives, their environment and the society in which they live and should be seen as active. Children are not passive subjects of social structures and processes. Ethnography is a particularly useful methodology for childhood studies. Ethnography offers more possibilities for obtaining sociological data through the direct voice and participation of children than experimental or survey styles. Childhood is already a phenomenon associated with a dual hermeneutic in the social sciences.

With the modern nation-state, efforts to raise good citizens also affected the definition of childhood. A pedagogical relationship was established between the state and the public. Social science disciplines were dominated by a positivist understanding in which they tried to find the reasons behind the behavior of the "child" (Mayall, 2020). In a time when childhoods are experienced instead of children, a generalized childhood phenomenon does not seem possible (Akbaş & Topçuoğlu, 2009). In his book, Tezcan (2012) covers the topics in the field of child sociology under the headings of child education, social change, discipline, religion, play, vacation, peer relations, social problems and violence. The multifaceted handling of the issues that affect and are affected by the child in the development process makes it necessary to master the basic working disciplines of multiple social sciences. Otherwise, the child or childhood would be analyzed in a very narrow scope. For example, approaching the subject from the perspective of the history of childhood, it will be seen how long and arduous the distance traveled in different societies and in different histories in terms of child development (Stearns, 2018). In terms of social theories of childhood, deterministic models include functionalist and reproductivist models, and in terms of the constructivist approach, the theories of Piaget and Vygotsky come to mind. Corsaro's (2015) interpretive understanding of reproduction remains current. From a structural perspective, childhood includes psychological, psychoanalytic and life experiences. Corsaro

(2015) mentions three different methods in working with childhood and children. The first one is macro-level methods. Macro-level methods include demographic studies, large-scale surveys and historical methods. Micro-level methods include individual and group interviews; ethnography and socio-linguistic analysis. Non-traditional or unconventional methods include studies in which children are directly involved in the research process.

Child Rights Education and Human Rights Education

Human Rights and Education

If we look at the emergence of the concept of human rights from prehistoric times to the present, we can say that the first times were characterized by everyday fictions, while today these rights are universally recognized. Human rights are all rights that are granted to human beings only because they are human beings. Human rights are a set of universal principles and rules that people have because they are human beings (Gülmez, 2001). All human beings have all the basic rights mentioned without distinction of religion, language, race and gender. Human rights are universal because they are addressed to all humanity. According to Yeşil (2002), human rights are the rights that all human beings have only because they are human beings, and they result from the necessity of human dignity, without any discrimination between human beings. Şen (2021, p. 464) defines the concept of human rights as "a strong and effective discourse used to defend, criticize, and correct all kinds of ideas and actions." The Council of Europe Youth Program defines human rights as follows: ...educational programs and activities that focus on promoting equality in human dignity and work in conjunction with various programs with goals such as intercultural learning, participation, and minority empowerment (Compass, 2008, p. 17).

The history and background of the concept of human rights is quite old. It would not be wrong to say that the history of human rights began with the history of humanity, as people have been searching for rights and freedom since the day they were created. It is believed that the first ideas about human rights came on the agenda with the birth of democracy in the site states founded in ancient Greece and Rome (Yeşil, 2002).

From the primitive times until today, many documents and conventions about human rights have been published, and many human rights such as equality, authenticity, dignity, and freedom have been realized. Today, the application of human rights is closely related to the Universal Declaration of Human Rights [UDHR], which was proclaimed by the United Nations [UN] General Assembly on December 10, 1948. Some 200 instruments for the protection of human rights have emerged in connection with the UDHR. Finally, the Convention on the Rights of the Child [CRC] entered into force in 1989 (Şen, 2021). There is a close relationship and cooperation between the dissemination of the UDHR and educational processes. In particular, the Associated Schools Project Network [ASPnet], launched in 1953 by the United Nations Educational, Scientific and Cultural Organization [UNESCO] has become a large-scale project involving 11500 schools from 182 countries as well as one kindergarten, eight elementary school, five secondary schools and 19 high schools from Türkiye by 2020 (Şen, 2021). In addition to the United Nations, the Council of Europe [CoE], of which Türkiye is a member, is also interested in human rights education [HRE]. The CoE implemented the Charter for Education for Democratic Citizenship and Human Rights Education between 1997 and 2009. Türkiye has ratified some articles of the UN and CoE human rights documents with reservations. The articles to which reservations have been made are those related to minority rights in the context of nation-state ideology (Şen, 2021). One of the most important characteristics of the ideal human being and citizen that societies want to

achieve is that he knows his rights and freedoms and is able to apply them in his life. The way to know, recognize and properly apply human rights is through education in family, school and society. Human rights education is the systematic information of people about their human rights so that they can internalize and defend universal values. Through human rights education, individuals first learn to respect human rights, to understand that these rights are innate, inalienable and inalienable, and to work to develop and establish this awareness (Tanırlı, 2007). The main purpose of human rights education is to enable individuals to learn, appropriate and apply their rights in their lives and to develop an attitude of respect for the rights of others.

In the "Definitions" section of the Council of Europe Charter on Democratic Citizenship and Human Rights Education (2010), human rights education is defined as "education, training, awareness-raising initiatives, information, practices and activities aimed at enabling pupils and students to contribute to the creation and defense of a universal human rights culture in society by equipping them with knowledge, skills and understanding and improving their attitudes and behavior in order to promote and protect human rights and fundamental freedoms."

In Türkiye, various studies on human rights education have been conducted since the early years of the Republic in the context of rapid nationalization and the reappraisal of civic knowledge. Although human rights were not initially taught as an independent subject, attempts were made to implement them by referring to the achievements of the main subjects in the middle disciplines. The topics related to human rights and citizenship were treated as an intermediate discipline from 1st grade onward, and the related achievements were linked to the achievements in life sciences in 1st, 2nd, and 3rd grades of elementary school and in social studies courses in 4th grade.

Since 1995, the course "Civics and Human Rights" has been taught in 8th grade. In addition, the elective course "Democracy and Human Rights" was included in the secondary school curriculum (Gökburun, 2007, p. 91). In the 2005-2006 school year, the civics and human rights education course was abolished, and efforts were made to combine the acquisition of knowledge about human rights in elementary school with life skills and social studies, and in secondary school with the acquisition of knowledge about the history of the Turkish Revolution and Kemalism. With the decision of the Education and Teaching Committee of the Ministry of National Education [MoNE] on 11.06.2015 and number 35, the Human Rights, Citizenship and Democracy course was introduced as a compulsory subject in the fourth grade of elementary school from the 2015-2016 school year (MoNE, 2015). Nowadays, human rights education is taught compulsorily two hours per week in 8th grade, i.e. the course "History of Turkish Revolution and Kemalism" in secondary schools and compulsorily taught two hours per week in 4th grade. In high schools, it can be taught as an elective subject under the name of Democracy and Human Rights Course (ttkb.meb.gov.tr).

The goal of human rights education is to make individuals sensitive citizens who are aware of their rights and can take action on human rights issues. Through this education, individuals should acquire the awareness of being a human being, of adapting to the society to which they belong, and of developing an awareness of living together with respect for the rights of others. The best way to teach human rights is to relate rights and duties to real life and to show the connections through case studies. The textbook for the Human Rights, Citizenship and Democracy course distributed by the Ministry of National Education noted that fairy tales and stories, i.e. case studies, were used to implement the learning outcomes of the course. Human rights education begins in the family and continues according

to the social developments to which the child is exposed during his/her social life. Therefore, the family into which a child is born, the school he or she attends, and the classroom environment, his or her teacher and friends, in short, his or her social environment, are extremely effective in human rights learning. To talk about human rights education, one must first talk about children's rights education. This is because every person develops on the path to adulthood through childhood experiences. It is not possible for a child to say he was never an adult and for an adult to say he was never a child.

Child Rights and Education

To truly grasp children's rights, we must revisit our understanding of childhood. Historically, children have been perceived and treated variably across different cultures. The notion of 'a child' isn't static; it has evolved based on lifestyle, cultural shifts, philosophical beliefs, and the demands of various epochs. It's a misconception to view childhood as a uniform and global phenomenon, as societies have delineated the child's role based on their unique cultural norms and values (Doğan, 2000). Akyüz (2018) further emphasized that the definition of childhood is deeply rooted in the sociocultural fabric and molded by a society's prevalent norms and values. The perception of childhood is inherently societal and has carried diverse interpretations across different cultures and eras. Its significance can vary not only between societies but also within different sections of the same society, being as malleable as other societal constructs and shaped by prevailing norms (Tan, 1989). Onur (2001) posits that contemporary views of children lean towards recognizing them as creative, engaged, rights-aware individuals who are continually adapting and influencing their surroundings.

In ancient societies, people did not consider childhood as a different stage of life. The child was closely associated with the mother and was considered a time-consuming endeavor. The child was important and valuable to the extent that he or she could be useful. Even in ancient Rome, boys were considered more valuable because girls were weaker in terms of labor (Doğan, 2000). With Islam, the value placed on children increased, and famous thinkers put forth their ideas about child rearing and development (Yavuzer, 2003). While Ariès argues that there were no concepts of children and childhood in the Middle Ages (Akyüz, 2018, p. 95), Sharar (1997, cited in Ateş, 2015) states that the idea of childhood and the concept of childhood existed in the Middle Ages. According to the requirements of the Middle Ages, children helped the family with work and were forced to work. However, children were usually affected by epidemics and conflicts, and many child deaths occurred.

From ancient times until the beginning of the 18th century, children were ignored and considered incomplete and inadequate adults. Political and social changes led to a change in the value placed on human beings. The views of intellectuals and philosophers of the time about children led to children being viewed as subjects with rights. John Locke and Jean Jacques Rousseau had a great influence in this sense (Doğan, 2000). In his book *History of Childhood*, Ariès emphasizes that by the mid-18th century, the child was no longer seen as a small adult, adulthood had an opposite meaning, and childhood was perceived as a special and sensitive stage (Sennett, 2010, p. 130; Spring, 2010, p. 94). In the 19th century, the idea that children were different from adults and should be treated in a special way became widespread. In the 20th century, great importance was given to children's research so that children could live in better conditions and in greater prosperity, and this century was even called the century of the child (Akyüz, 2018; Khoury-Kassabri & Ben-Arieh, 2009). Today, in the 21st century, the importance and value attached to the child continues to increase, and the child is seen as unique, one of a kind, and valuable even in his or her own sphere. This is because the child and his or her world can be

understood by taking into account both his or her own cultural and particular social conditions and the special way of existence that makes him or her a child (Öktem, 2012).

In this historical process, it becomes clear that it is not easy for children to gain both their own identity and their rights. With new developments and changes, the idea that children are special beings and that efforts should be made to protect and develop them has taken hold. Humanistic thought and the French Revolution, which spread throughout the Western world over time, are the developments that began to awaken the idea that children can have their own rights (Dirican, 2018). Based on the idea that children are individuals with rights and that these rights should be protected by international law, the idea of establishing an organization to protect children was first expressed by Jules de Jeune in 1894 (Akyüz, 2001; Müftü, 2011). However, due to wars and political developments, this demand could not be fully met. The fact that children suffer the most in war environments has made the idea that children should be protected more and more important over time, and international studies have come on the agenda.

The documents that form the basis for the Convention on the Rights of the Child and are significant in the historical development of children's rights are the 1924 Geneva Declaration of the Rights of the Child, the 1959 United Nations Declaration on the Rights of the Child, and the 1989 United Nations Convention on the Rights of the Child. Among these documents, the United Nations Convention on the Rights of the Child, which is still in force today and has been signed by 196 countries around the world, is considered to be the most comprehensive and valid internationally recognized convention related to children's rights. The Convention on the Rights of the Child was unanimously adopted by the United Nations General Assembly on November 20, 1989. Türkiye ratified this convention on 27 January 1995.

Based on the Convention on the Rights of the Child, children's rights are a universal concept that defines all the rights that all children in the world have from birth, such as life, protection, development and participation. Children's rights are the powers and benefits granted to all children by the Convention on the Rights of the Child, published by the United Nations on November 20, 1989 in 54 articles to raise the quality of life of children in the world to the level they deserve.

The Rights of the Child is the official convention agreed upon by all countries in the world, which ensures that the child is nurtured in all aspects of his or her development from the moment of birth, grows up in a healthy environment, is protected from all forms of abuse and neglect, and has the same rights as adults (Hodgkin & Newell, 2000). Children's rights represent a specific area of human rights and can be considered as a set of opportunities granted to all children to lead them to good and beautiful. They also aim to protect children from all kinds of abuse at the international level. With the Convention on the Rights of the Child, the child has been given a social status and has taken a step towards becoming an active individual in society (Doek, 2008).

Teaching children fundamental rights and freedoms is one of the most important prerequisites today. An individual's ability to develop in any way, to understand the environment, society and the world in which he lives, to find creative solutions to his problems, to be a useful individual in society and to take responsibility depends primarily on learning about his own rights and freedoms and developing a sense of rights (Covell & Howe, 1999). This is because the path to understanding and analyzing social developments that occur in daily life routines is through universal democratic attitudes

and values. Therefore, it is of great importance to start rights education in childhood in order to develop democratic attitudes and values. In order for children to grow up as subjects with rights and to be able to use and defend their rights in daily life, they must learn what rights they have. Indeed, the path to becoming conscious adults and to an education that respects rights and freedoms is for them to know their rights and to integrate the freedoms that flow from those rights into every aspect of their lives. Children's rights education is necessary to raise children who know their rights and can actively use them in their lives. In its broadest sense, children's rights education is about teaching children about their rights, which derive from the Convention on the Rights of the Child. Children's rights education aims to utilize and protect children's rights and create sensitivity to children's rights in order to meet the child's developmental needs (Uçuş-Güldalı, 2017). Children's rights education also plays a preventive role in protecting children from neglect, abuse and violence (Akyüz, 2018). Children's rights education is necessary to understand and respect the rights of others, create a better school environment, understand the relationship between rights and responsibilities, and become a developed citizen who is useful to society (Covell, Howe, & Polegato, 2011). Flowers (2007, p. 25) identifies the main points of children's rights education as understanding and explaining our fundamental rights, valuing oneself and others, recognizing one's rights in daily life and respecting the rights of others, respecting and valuing differences, and developing children's capacities by ensuring their protection.

One of the obligations imposed on States by the Convention on the Rights of the Child is to communicate the principles and obligations of the Convention. Article 42 of the Convention on the Rights of the Child states that children should be taught about the rights of the child, that this is an obligation of the Convention, and that States should assume this responsibility. On the other hand, Article 29 of the Convention states that education on children's rights should be provided in accordance with the principles and rights stated in the Convention. In the current educational system, children's rights education is not organized as a separate course. However, life and social studies curricula, as well as Turkish and mathematics curricula, cover topics directly related to children's rights and the Convention on the Rights of the Child. There are also activities in the textbooks related to the relevant outcomes. In addition, the Human Rights, Citizenship and Democracy course, which is taught as a compulsory subject in grade 4 of elementary school, includes the topics of children's rights and the Convention on the Rights of the Child, as well as activities related to these topics. Children's rights education is an important tool for social and cultural change, as it is able to understand and promote, expand and deepen rights and responsibilities. Therefore, with children's rights education, generations will grow up embracing and using their rights, thus increasing the importance and value attached to children's rights in countries and laying an important foundation for building a democratic society.

Discussion and Conclusion

The child paradigm in contemporary societies adopts three basic principles: The first is that every child should have a good start in life; the second is that they should receive quality education; and the third is that their potential should be developed and socialized in line with their abilities (Gençdoğan & Bay, 2007, p. 279). In the context of these basic principles, the Convention on the Rights of the Child guarantees the rights of the child to live in welfare, to be protected from maltreatment and to develop himself/herself.

Children are generally seen as minors who are inadequate to meet their needs and in need of protection and attention. For this reason, children are generally expected and accepted to behave under

the leadership of adults and as they expect or determine. However, children are independent individuals and should experience life for themselves by doing and living. Yavuzer (1994, p. 26) states that children are not a reduced adult model, but independent individuals equipped with their own unique intelligence and personality traits. Quennerstedt and Quennerstedt (2014) also state that the idea of seeing children as adults is a problematic approach and that they think it would be a more accurate approach to accept children as individuals who experience the process of becoming human.

Children are not passive beings preparing for adulthood, but active individuals who develop and experience their own agency and prepare for life. Therefore, children need to learn about children's rights in order to construct a life appropriate to their childhood. Children need to learn their rights, as guaranteed in the Universal Convention on the Rights of the Child, in order to create their own independent social world, to access what is good and beautiful, and also to access what is in their best interests. From the point of view of the new sociology of childhood, this situation is extremely meaningful. Because according to the new sociology of childhood, children are the subjects of their own representation. Therefore, they need to learn about their rights and the freedoms arising from these rights and apply them in their daily life routines in order to have experiences appropriate to their childhood experiences. In terms of creating these opportunities, while they are dependent on adults in terms of education systems, school and home environments, they have the freedom to choose their own educational platforms and create their own learning environments with technological developments.

The sociology of childhood generally recommends measures to improve the status of the child within the spectrum of rights (Güçlü, 2016). Within the framework of the rights granted to children in the current convention and in the context of the new sociology of childhood, it is important to provide opportunities for children to create and experience their own constructions. Here, adults need to act as guides and realize that children, unlike adults, need to advance their biological existence within their own special needs. Because children are subjects who need to reach the most true and beautiful under controlled conditions.

Education on the rights of the child aims to prepare children to live with others in their communities, families, and individual relationships (Washington, 2010). However, the current Convention on the Rights of the Child defends the rights of the child based on a universal child created with concepts that correspond to the Western social order. It does not take into account the culture, internal dynamics and characteristics of different societies. For this reason, Western sociologists demand that childhood must be rethought and analyzed, because only in this way can the rights of the child be properly understood. The sociology of childhood is needed to draw attention to the denied characteristics of childhood, to determine how the social order can function better, and to provide a basis for children's rights (Güçlü, 2016). Looking at the children of today and the opportunities they have compared to the previous century, it would not be wrong to say that they create their own rules within the order they were born into and that was created for them. Children of elementary school age can make decisions independently of their families and have the opportunity to implement their preferences without being questioned. This is because they are more sensitive and aware of their rights.

In the complex tapestry of our discourse on children and childhood, the new sociology of childhood provides a transformative lens. It shifts our perceptions from passive recipients to active participants. While we've outlined this paradigm shift in understanding childhood, it is imperative to emphasise its implications for educating for children's rights. This modern sociological approach not

only informs our understanding of childhood, but also reshapes child rights education itself. This modern sociological approach not only informs our understanding of childhood, but also transforms child rights education itself. Education should be a dynamic exchange in which children's lived experiences, insights and voices shape the curriculum, rather than a top-down imparting of rights. Only by weaving the principles of the new sociology of childhood into children's rights education can we ensure that children are not only aware of their rights, but also empowered to advocate for them in their unique contexts.

Recommendations

Linking the new sociology of childhood and children's rights education, this theoretical study emphasizes that childhood involves construction in the context of its own reality, rather than treating children as adult miniatures. There is a need for theoretical studies on the reflection of the new sociology of childhood, in which childhood paradigms are shifted from the socialization process to a social and political construction, on pedagogical practice to be linked by educators and educational researchers interested in child education.

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Yeni Çocukluk Sosyolojisi Açısından Çocuk Hakları Eğitimi

Giriş

Çocuk ve çocukluk üzerine yazılan metinlerde yanıt aranan ya da tanımlanmaya girişilen ana sorulardan biri “Çocuk kimdir?” sorusudur. Bu soruya her bilimsel disiplin ya da bilim dalı kendi perspektifinden yanıtlar vermektedir. Sosyal bilimlerin minvalinden de farklı yanıtlarla karşılaşmak mümkündür. Sosyal bilimleri ilgilendiren kısmı biyolojik bir sınıflamadan ziyade kültürel olarak çocuğa ve çocukluğa yüklenen anlamdır. Çünkü çocukluk psikolojik, sosyolojik, antropolojik ve tarihsel bir kavramdır (Güçlü, 2016). Çocuk ve çocukluk burada ayrılmaktadır. Çocukluk bir inşa sürecidir (Aydoğmuş-Ördem, 2020). Çocuğun biyolojik olarak gelişimi ile birlikte kültürel olarak ele alınması kavramın inşa edilmesine katkı sunmuştur (Akbaş & Topçuoğlu, 2009; Hammersley, 2019). Çocuğun sosyolojik olarak aile olmaya getirdiği anlam, çocuk yetiştirme pratikleri, çocuk beklentisi gibi konular çocukluk kavramının kültürel olarak ele alınmasını zorunlu kılmaktadır. Çocuğun henüz dünyaya gelmeden üstlendiği anlamsal bagaj veya yükler, dünyaya gelişi ile birlikte ana-babasına ya da ebeveynine getirdiği sorumluluklar, çocuğun gelişim görevleri doğrultusunda başarması beklenen davranışların bütünü çocuğu bir ekosistem içerisinde ele alınmasını gerektirmektedir.

Sosyolojik anlamlandırmalar ve kavramsallaştırmalar olmaksızın çocukluğu ortaya koymak zordur. Sosyoloji sosyal bilim dalları içerisinde kurumsallaşma sürecine önce başlayan ve bu süreçte önemli yol kat etmiş bir sosyal bilim dalıdır. Sosyoloji, toplumu incelerken olguları, aktörleri, kurumları incelemeye çalışır. Çocukluk konusunun sosyolojinin ilgi alanı içerisinde girmesi ve çocukluğun araştırmaya değer oluşu sosyal gerçeklik ve kategori olması sebebiyledir (Eraslan, 2019). Sosyoloji, toplumu incelerken kullandığı yöntemler ve anlamlandırmalar nedeniyle bütüncül yaklaşıma dikkat edilen bir bilim dalıdır. Bütüncül yaklaşım açısından bakıldığında ayrıca sosyolojik bir kategori olan ailenin çocukluk açısından da oldukça önemli olması, konuya yönelik ilgiyi de beraberinde getirmektedir (Şirin, 2019).

Yeni Çocukluk Sosyolojisi

Modern ulus devlet ile birlikte eğitimin iyi vatandaşlar yetiştirme çabaları çocukluğun tanımını da etkilemiştir. Devlet ile halk arasında pedagojik ilişki kurulmuştur. Sosyal bilim disiplinlerinde de “çocuk”un davranışlarının arkasındaki nedenleri bulmaya çalıştıkları pozitivist bir anlayışın egemen olduğu dönem olmuştur (Mayall, 2020). Çocuk yerine çocuklukların yaşandığı bir zaman diliminde genel geçer bir çocukluk olgusu mümkün görünmemektedir (Akbaş & Topçuoğlu, 2009). Tezcan (2012) çocuk sosyolojisi alanına giren konuları kitabında çocuğun eğitimi, toplumsal değişme, disiplin, din, oyun, tatil, akran ilişkileri, toplumsal sorunlar ve şiddet başlıkları altında işlemiştir. Çocuğun gelişim sürecinde etkilendiği ve etkilediği konuların çok yönlü ele alınması birden çok sosyal bilim dalının temel çalışma disiplinine hâkim olmayı gerekli kılmaktadır. Aksi takdirde çocuk ya da çocukluk oldukça dar kapsamlı olarak incelenmiş olur. Örneğin çocukluğun tarihi açısından konuya yaklaşıldığında çocuğun gelişimi açısından farklı toplumlarda ve farklı tarihlerde katedilen mesafenin ne kadar uzun ve meşakkatli olduğu görülecektir (Stearns, 2018). Çocukluğun sosyal teorilerine bakıldığında deterministik modellerden işlevselci ve yeniden üretimci; oluşturmacı yaklaşım açısından Piaget ve Vygotsky 'nin kuramları akla gelmektedir. Corsaro'nun (2015) yorumlayıcı yeniden üretim anlayışı güncelliğini korumaktadır. Yapısal perspektiften çocukluk psikolojik, psikoanalitik ve yaşam deneyimlerini içermektedir. Çocukluk ve çocuklarla çalışmada Corsaro (2015) üç farklı yöntemden söz etmektedir. İlki makro düzey yöntemlerdir. Makro düzey yöntemler demografik çalışmalar, geniş ölçekli taramalar ve tarihsel yöntemlerdir. Mikro düzey yöntemler bireysel ve grup görüşmeleri; etnografi ve sosyo-linguistik analizlerdir. Geleneksel olmayan ya da gelenek dışı yöntemler ise çocukların doğrudan araştırma süreçlerine de müdahil oldukları çalışmaları içermektedir.

Çocuk Hakları Eğitimi ve İnsan Hakları Eğitimi

İnsan Hakları ve Eğitimi

İnsan hakları; insanların sadece insan olmasından dolayı sahip oldukları kabul edilen hakların tümüdür. İnsan hakları, insanın insan olması nedeniyle sahip olduğu evrensel ilke ve kurallar bütünüdür (Gülmez, 2001). Bütün insanlar din, dil, ırk, cinsiyet ayrımı olmaksızın sözü edilen tüm temel haklara sahiptir. İnsan hakları bütün insanlığa hitap ettiği için evrenseldir. Yeşil'e (2002) göre insan hakları, insanlar arasında herhangi bir ayırım yapılmadan insanlık onurunun gereğinden kaynaklı, bütün insanların yalnızca insan olmalarından dolayı sahip olduğu haklardır. İnsan hakları kavramını Şen (2021, s. 464) “her türlü fikir ve eylemi savunmak, eleştirmek ve düzeltmek için başvuru gücü ve etkili bir söylem” olarak tanımlamıştır.

Türkiye’de hızlı devletleşme ve vatandaşlık bilgisini işleme bağlamında insan hakları eğitimi ile ilgili cumhuriyetin ilk yıllarından itibaren çeşitli çalışmalar yapılmıştır. İlk başlarda insan hakları ayrı bir ders olarak okutulmasa da ana derslerin kazanımlarına ait ara disiplinlerde atıf yapılarak gerçekleştirilmeye çalışılmıştır. İnsan hakları ve vatandaşlık ile ilgili konular 1. sınıftan itibaren bir ara disiplin olarak ele alınmış ve ilgili kazanımlar ilköğretim 1, 2 ve 3. sınıflarda hayat bilgisi; 4, 5, 6 ve 7. sınıflarda ise sosyal bilgiler derslerinde yer alan kazanımlarla ilişkilendirilmiştir (Sağlam & Hayal, 2015).

1995 yılında “Vatandaşlık ve insan hakları eğitimi” dersi 8. sınıflarda okutulmaya başlanmıştır. Ayrıca ortaöğretim kurumları ders programına “Demokrasi ve İnsan Hakları” seçmeli dersi eklenmiştir (Gökburun, 2007, s. 91). 005-2006 eğitim öğretim yılında vatandaşlık ve insan hakları eğitimi dersi

kaldırılmış ve insan haklarına ilişkin kazanımların ilkökulda hayat bilgisi ve sosyal bilgiler, ortaokulda T.C inkılâp tarihi ve Atatürkçülük ders kazanımları ile ilişkilendirilerek kazandırılması hedeflenmiştir. 2015-2016 öğretim yılından itibaren ise ilkökul 4. sınıflarda insan hakları, yurttaşlık ve demokrasi dersi zorunlu bir ders olarak okutulmaya başlanmıştır (Milli Eğitim Bakanlığı [MEB], 2015). Şimdilerde insan hakları eğitimi ortaokullarda T.C. inkılâp tarihi ve Atatürkçülük dersi ile 8. sınıflarda haftada iki ders saati zorunlu, ilkökullarda insan hakları, yurttaşlık ve demokrasi dersi ile 4. sınıflarda haftada iki ders saati zorunlu olarak okutulmaktadır. Liselerde ise demokrasi ve insan hakları dersi adı altında seçmeli olarak okutulabilmektedir (ttkb.meb.gov.tr).

İnsan hakları eğitimi ailede başlar ve çocuğun sosyal yaşamı boyunca maruz kaldığı toplumsal gelişmelere uygun bir şekilde devam eder. Dolayısıyla çocuğun içine doğduğu aile, devam ettiği okul ve bulunduğu sınıf ortamı, öğretmeni ve arkadaşları kısacası sosyal çevresi insan haklarını öğrenmede son derece etkilidir. İnsan hakları eğitiminden bahsedebilmek için öncelikle çocuk hakları eğitiminden bahsetmek gereklidir. Çünkü her birey çocukluk yaşantılarından geçerek yetişkinliğe doğru ilerler.

Çocuk Hakları ve Eğitimi

Çocukların hak sahibi bireyler oldukları, bu haklarının uluslararası hukuk ile korunması gerektiği düşüncesinden yola çıkarak çocukların korunmasına ilişkin bir örgütün kurulması çağrısı uluslararası alanda ortaya atılmış olsa da yaşanan savaşlar ve politik gelişmeler nedeniyle bu çağrı tam anlamıyla karşılığını bulamamıştır. Savaş ortamında en çok çocukların zarar görmesi çocukların korunması gerektiği düşüncesini zamanla daha önemli hale getirmiş ve uluslararası düzeyde çalışmalar gündeme gelmeye başlamıştır.

Bu çalışmalardan günümüzde de hala geçerliliğini koruyan ve 196 ülke tarafından imzalanan Birleşmiş Milletler Çocuk Hakları Sözleşmesi çocuk hakları bağlamında uluslararası düzeyde kabul görmüş en kapsamlı ve geçerli sözleşmedir. Çocuk Haklarına Dair Sözleşme, 20 Kasım 1989'da Birleşmiş Milletler Genel Kurulu'nda oy birliği ile kabul edilmiştir. Türkiye de bu sözleşmeyi 27 Ocak 1995 tarihinde onaylamıştır. Çocuk Hakları Sözleşmesi'nden yola çıkıldığında çocuk hakları; dünyadaki tüm çocukların doğuştan sahip olduğu; yaşama, korunma, gelişme ve katılım gibi haklarının hepsini birlikte tanımlamakta kullanılan evrensel kavramdır. Çocuk hakları, Birleşmiş Milletler tarafından 20 Kasım 1989'da dünya çocuklarının yaşam kalitesini hak ettikleri düzeye çıkarmak amacıyla 54 madde olarak yayınlanan Çocuk Hakları Sözleşmesi'nin tüm çocuklara verdiği yetki ve kazançlardır.

Çocuk hakları sözleşmesinin devletlere getirdiği yükümlülüklerden biri de sözleşme ilke ve yükümlülüklerinin öğretilmesidir. Çocuk hakları sözleşmesinin 42. maddesinde çocuk haklarının, çocuklara öğretilmesi gerektiği ve bu durumun sözleşmenin bir yükümlülüğü olduğu ve devletlerin bu sorumluluğu alması gerektiği belirtilmektedir. Diğer yandan sözleşmenin 29. maddesinde de çocuk hakları eğitiminin sözleşmede bahsedilen ilkeler ve haklar doğrultusunda yapılması gerektiği belirtilmiştir.

Günümüz eğitim sisteminde bağımsız bir ders olarak çocuk hakları eğitimi yapılmamaktadır. Ancak en fazla hayat bilgisi ve sosyal bilgiler dersi öğretim programlarında olmak üzere Türkçe ve matematik dersi öğretim programlarında doğrudan çocuk hakları ve çocuk hakları sözleşmesi ile ilgili kazanımlar yer almaktadır. Ders kitaplarında da ilgili kazanımlara ait etkinlikler bulunmaktadır. Ayrıca ilkökul 4. sınıfta zorunlu ders olarak okutulan insan hakları, yurttaşlık ve demokrasi dersi konularında çocuk hakları, çocuk hakları sözleşmesi ve bu konulara ait etkinlikler yer almaktadır. Çocuk hakları

eğitimi, sosyal ve kültürel değişim için önemli bir araçtır çünkü hak ve sorumlulukları anlama ve destekleme, genişletme ve derinleştirme kapasitesine sahiptir. Dolayısıyla çocuk hakları eğitimi ile haklarını benimseyen ve kullanan kuşaklar yetişmeye başlayacak ve böylece ülkeler özelinde de çocuk haklarına verilen önem ve değer artarak demokratik bir toplum oluşturma yolunda önemli temel atılmış olacaktır.

Tartışma ve Sonuç

Çağdaş toplumlarda çocuk paradigması üç temel ilkeyi benimser: Birincisi; her doğan çocuğun hayata iyi bir başlangıç yapması; ikincisi, nitelikli eğitim alması; üçüncüsü ise her çocuğun yeteneği doğrultusunda potansiyellerinin geliştirilmesi ve sosyalleştirilmesidir (Gençdoğan & Bay, 2007, s. 279). Çocuk hakları sözleşmesi ile bu temel ilkeler bağlamında çocuğun refah içinde yaşaması, kötü muameleden korunması ve kendini geliştirebilmesi amacıyla yapabilecekleri garanti altına alınır.

Çocukluğun sosyolojisi genel olarak haklar yelpazesinde çocuğun statüsünü iyileştirecek önlemleri önerir (Güçlü, 2016). Mevcut sözleşmede bahsedilen ve çocuklara verilen haklar çerçevesinde ve yeni çocukluk sosyolojisi bağlamında düşünüldüğünde, çocukların kendi inşalarını yaratmalarını ve deneyimlemelerini sağlayıcı fırsatlar sunulması önemlidir. Burada yetişkinlerin birer yol gösterici olarak davranmaları ve çocukların yetişkinlerden farklı olarak kendi özel gereksinimleri içinde biyolojik olarak da varlıklarını ilerletmek durumunda olduklarını kavramaları gerekmektedir. Çünkü çocuklar kontrollü şartlar altında en doğru ve güzele ulaşması gereken öznelerdir.

Günümüzde temel hak ve özgürlüklerin çocuklara tanıtılarak öğretilmesi yaşadığımız çağın en büyük gerekliliklerinden biridir. Bireyin kendisini her yönden geliştirebilmesi, yaşadığı çevreyi, toplumu, dünyayı anlayabilmesi, sorunlarına yaratıcı çözümler bulabilmesi, topluma yararlı bir birey olup sorumluluk üstlenebilmesi öncelikle kendi hak ve özgürlüklerini öğrenerek hak bilinci geliştirmesine bağlıdır (Covell & Howe, 1999). Çünkü günlük hayat rutinleri içerisinde meydana gelen toplumsal gelişmeleri anlamının ve çözümleyebilmenin yolu evrensel demokratik tutum ve değerler üzerinden yapılmaktadır. Dolayısıyla demokratik tutum ve değerler geliştirmede çocukluk çağından başlayarak haklar eğitimi ile adım atmanın önemi büyüktür.

Çocuk hakları eğitimi çocukları içinde buldukları toplumda, ailelerinde ve bireysel ilişkilerinde diğerleriyle birlikte yaşamalarına hazırlamayı amaçlar (Washington, 2010). Ancak mevcut çocuk hakları sözleşmesi batılı toplumsal düzene uygun kavramlarla oluşturulmuş evrensel bir çocuk üzerinden hakları savunur. Farklı toplumların kültürünü, iç dinamiklerini ve özelliklerini dikkate almaz. Bu nedenle batılı sosyologlar çocukluğu yeniden düşünmek ve analiz etmek gerektiğini, ancak bu şekilde çocuk haklarının doğru olarak anlaşılabilceğini belirtmektedirler. Çocukluğun inkâr edilmiş özelliklerine dikkati çekmek, sosyal düzenin nasıl daha iyi çalışacağını belirlemek, çocuk hakları konusunda bir temel sağlamak için çocukluğun sosyolojisine ihtiyaç vardır (Güçlü, 2016).

Öneriler


Yeni çocukluk sosyolojisi ve çocuk hakları eğitiminin birbiriyle ilişkilendirildiği bu kuramsal çalışmada çocukların yetişkin minyatürü olarak ele alınmasından ziyade çocukluğun kendi gerçekliği bağlamında bir inşa edilişi barındırdığına vurgu yapılmaktadır. Çocukluk paradigmasının sosyalizasyon sürecinden sosyal ve politik bir inşa edilişe yöneldiği yeni çocukluk sosyolojisinin eğitim pratiklerine yansımalarına yönelik kuramsal çalışmaların çocuk eğitimi ile ilgilenen alan eğitimcileri ve eğitim bilimciler tarafından ilişkilendirilme ihtiyacı bulunmaktadır.




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Comparison of Türkiye and Azerbaijan Primary School Life Science Curriculum

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Abstract

Life science course has an important place in preparing students for life and higher education levels by equipping them with the necessary knowledge, skills and values. In the research, it was aimed to describe the similarities and differences by comparing the Türkiye and Azerbaijan Life Science Curriculum at primary school level. Case design, one of the quantitative research methods, was used in the research. While examining the similarities and differences in both programs that were analyzed descriptively, the four basic elements of the education programs and life skills and values included in the Life Science Curriculum were taken into account. As a result of the research, it has been concluded that Türkiye and Azerbaijan Life Science Programs are quite similar in terms of general purposes, life skills, content, values and learning-teaching processes. It has been seen that the Azerbaijan Life Science Curriculum has the quality of a guide in terms of guiding teachers according to the Türkiye Life Science Curriculum.

Keywords: Türkiye, Azerbaijan, primary school, life science lesson, curriculum.

Introduction

Countries have tried to meet the demand for qualified workforce, depending on technological developments, and at this point, the importance of education has started to increase day by day (Çevik & Yiğit, 2009, p. 89). It is among the functions of education to prepare individuals for life by transferring the knowledge, skills, aesthetic and cultural accumulation of the society to individuals (Fidan & Erden, 1996, pp. 66-69). Education programs are implemented in schools based on the desired characteristics of the individuals to be nurtured (Önal & Şenyurt Topçu, 2013, p. 312).

An education program, as a general design, encompasses all activities conducted inside and outside the school for the students' learning (Gültekin, 2020, p. 17). On the other hand, a curriculum refers to the set of activities prepared for a specific subject within the framework of an education program (Demirel, 2020, p. 6). Education programs consist of four basic elements: objectives (goals-achievements), content, teaching-learning process (educational situations), and assessment-evaluation (testing situations) (Akpınar, 2014, p. 116; Demirel, 2020, p. 5; Sönmez & Alacapınar, 2015, p. 11). Objectives are the desired characteristics or competencies such as knowledge, skills, and attitudes that can be achieved through an instructional program (Akpınar, 2014, p. 116); content refers to the topics to be taught to students through programs (Demirel, 2020, p. 112); the teaching-learning process includes all kinds of activities that guide the learner during the learning process (Güven and Alan, 2020, p. 334); assessment-evaluation is the process of collecting information about learners, monitoring the learning process, and understanding the level of objective of program goals through measurement (Özçelik, 2009, p. 231).

The impact of education and curriculum programs on the desired human profile is inevitable. Therefore, countries strive to achieve the desired characteristics through the education and curriculum programs they create in their education systems. These programs influence learners and affect their subsequent stages of education (Önal & Şenyurt Topçu, 2013, p. 307). Primary school is the first step where students acquire basic knowledge, skills, and national and universal values (Yaşar, Kasa, & Bayır, 2015, p. 581). Values are essential for the development of future generations and play an indispensable role in shaping the fundamental perspectives that contribute to national and international development, resilience in the face of challenges, joy, happiness, and peace for both societies and states (Ulusoy, 2021, p. 65). Life skills refer to a set of skills that individuals use to solve problems they encounter in their

daily lives, which they acquire through education or their own experiences (Gulhane, 2014, p. 28). With the Life Science lesson, children acquire a wealth of knowledge related to various aspects of life that they can transform into skills for real-life application. Therefore, teaching life skills to children (Uzunkol, 2020, p. 107) and the role of the Life Science lesson in their development is crucial (Oker & Tay, 2019, p. 409).

Life Science is a lesson that enables children to know themselves and the values of the society they live in, to construct their identity (Pamuk and Pamuk, 2016, p. 68), to socialize, and to prepare them for life to make the most appropriate choices when faced with problems they will encounter throughout their lives (Akınoğlu, 2004, p. 2). With this course, it is aimed that the child's adaptation to the environment (Meydan and Bahçe, 2010, p. 21) and society as a good citizen, the development of personal characteristics, the happiness of the individual and society (Aktepe and Gündüz, 2020, p. 227), observe and analyze daily events related to nature, family and social life and gain the necessary basic knowledge, skills and values (Canbulat, 2018, p. 526). Due to the role it plays in carrying the moral and cultural structure of society, as well as the skills and values that this structure carries, Life science is a lesson that has an important mission (Tural et al., 2017, p. 707).

Life Science lesson forms a foundation for children in various disciplines such as social sciences, natural sciences, health education, tourism, environment, and nature sciences due to the adoption of mass education. Therefore, it has the characteristic of being a central lesson (Aktepe & Gündüz, 2020, p. 241). The topics of the Life Science lesson consist of simplified versions of subjects from social sciences such as history, geography, and citizenship, and from natural sciences such as health, safety, biology, physics, and chemistry, tailored to the level of children (Kabapınar, 2019, p. 2). The Life Science lesson is prepared with an interdisciplinary and holistic approach (Şimşek, 2014, p. 3) and is based on Gestalt psychology. The main reasons for this are that children aged 6-9 are in the concrete operational stage of development, they approach events and topics holistically (Şimşek, 2014, p. 4), and they cannot separate these events and topics into separate categories of science and Life Science (Kabapınar, 2019, p. 2).

The Life Science Curriculum, which has been among the curricula in Türkiye since 1926, does not have an international equivalent in many countries. It is seen that the Life Science course in Germany, the "World Around Us" in Russia, and the "Life Science" course in Azerbaijan are similar to the Life Science lesson in Türkiye in terms of name or content (Baysal, Tezcan, & Araç, 2018, p. 118; Ministry of Science and Education of the Republic of Azerbaijan, 2013; Ütkür Güllühan & Guseinova, 2021, p. 82).

With this research, it is aimed to compare the Türkiye Life Science Curriculum [TLSC] and Azerbaijan Life Studies Curriculum [ALSC] at primary school level and to describe the similarities and differences between the two programs. While examining the similarities and differences, the four basic elements of the education programs and the skills and values in the Life Science Curriculum were taken into account.

In the literature, it has been determined that there are studies comparing the Life Science Curriculum between Türkiye and Germany (Baysal et al., 2018; Canbulat, 2018; Tekgöz, 2017), studies comparing the technological competencies of the curricula (Keskin, 2017), and studies comparing the Life Science Curriculum in Türkiye with the Russian "The World Around Us" Curriculum (Ütkür Güllühan & Guseinova, 2021). However, no research comparing the Life Science Curriculum in Türkiye

and Azerbaijan has been found. The research is important in terms of contributing to the literature in terms of the fact that Türkiye and Azerbaijan Life Science Curriculum has not been examined comparatively, and presenting ideas to academics, program development experts and practitioners working on the field.

Method

In the study, the case study method was used as a qualitative research method, specifically employing the holistic single-case design. In this model, a single unit (an individual, a program, a school, etc.) is analyzed (Yıldırım & Şimşek, 2021, p. 313). The aim is not to reach general conclusions but to describe and interpret the specific context of the situation, person, or phenomenon under investigation (Paker, 2021, p. 125). In this research, the Life Science Teaching Program was treated as a single case, and the Life Science Teaching Programs of Türkiye and Azerbaijan were comprehensively examined, described, and interpreted.

Documents were used as the data collection tool in the research. Documents or written materials are one of the sources of data collection in qualitative research (Saban & Ersoy, 2019, p. 7). The documents used in the research consisted of the Life Science Course Curriculum (Primary School Grades 1, 2, and 3) prepared by the Ministry of National Education of the Republic of Türkiye [MoNE] in 2018 and the Life Science Course Curriculum (Life Science Education Program (Curriculum) for Schools of the Republic of Azerbaijan (GRADES I-IX) prepared by the Ministry of Science and Education of the Republic of Azerbaijan in 2013. The original documents were accessed from the official open-access websites of the Life Science Education Programs of Türkiye and Azerbaijan.

Descriptive analysis was used to analyze the data obtained through the examination of the documents. Descriptive analysis is mainly used when the conceptual structure of the research is predetermined. The collected data are summarized, organized, and interpreted (Yıldırım & Şimşek, 2021, pp. 243-244). In the data analysis stage, the ALSC was first translated into Turkish by the researchers, and then a language expert was consulted. The coding, categories, and themes used in the analysis were derived from the four essential components of the program: objectives, content, teaching-learning process, and assessment-evaluation (Akpınar, 2014, p. 116; Demirel, 2020, p. 5; Sönmez and Alacapınar, 2015, p. 11), as well as the life skills (Çengelci Köse, 2014, p. 35) and values (Pamuk and Pamuk, 2016, p. 68) present in the Life Science Programs. In this research, the similarities and differences in the Life Science Teaching Programs were used as themes. General objectives, basic life skills, values, content, teaching-learning processes, and assessment approaches were determined as categories.

Data analysis was conducted by researchers, and the conducted analyses were compared. After comparing the data, consensus was reached through discussion, and final versions were given to themes, categories, and codes. In general objectives 15 codes were created, for basic life skills 30, for values 22, for learning-teaching processes 17 and 8 for assessment and evaluation. When creating the codes, attention was paid to inclusiveness in common codes that indicate the similarities of both programs, for example, the concept of fairness in the values category in TLSC is expressed as justice in ALSC, and this concept is indicated under the justice code. Therefore, the aim of the research was to reflect the features present in both programs to the maximum extent. The findings obtained from the analysis were discussed in the results section, and recommendations were presented. Direct quotations

from the programs were included in the findings section. The research model, data collection sources, data collection and analysis, and organization of findings were explained in the methodology section.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Ethical committee approval is not required as no human or human data and organisms were used in the present study.

Findings

In this research, the Life Science Education Programs of Türkiye and Azerbaijan were examined at the primary school level, and the findings related to general objectives, basic life skills, values, content, learning-teaching processes, and assessment and evaluation approaches in the programs were presented in tables.

Findings Related to General Objectives

Table 1. *General objectives of Life Science Education Programs*

Objectives	Türkiye	Azerbaijan
Sensitivity towards nature and environment	✓	✓
National, human and moral values	✓	✓
Communication skills	✓	✓
Patriotism	✓	✓
Awareness of citizenship	✓	✓
Family and social values	✓	✓
Healthy and safe life	✓	✓
Basic science process skill	✓	✓
Personal care	✓	
Social participation	✓	
Perception of time and space	✓	
Using resources efficiently	✓	
Learning to learn	✓	
Democratic values		✓
Ability to solve problems		✓

General objectives are specified with 14 items in TLSC and 9 items in ALSC. It can be observed that both educational programs have common goals such as being sensitive to nature and the environment, having national, humanitarian, and moral values, communication skills, patriotism, citizenship awareness, having family and societal values, acquiring a healthy and safe life, and basic scientific process skills. While TLSC emphasizes personal development, personal care, social participation, perception of time and space, efficient use of resources, and learning to learn, ALSC emphasizes having democratic values and gaining the ability to solve problems in life based on acquired knowledge, skills, and ethical values.

Findings Related to Basic Life Skills

Table 2. *Basic life skills in Life Science Education Programs*

Basic Life Skills	Türkiye	Azerbaijan
Research	✓	✓
Communication	✓	✓
Observation	✓	✓
Collaboration	✓	✓
Solving problem	✓	✓
Nature conservancy	✓	✓
Protecting resources	✓	✓
Self-knowledge	✓	✓
Entrepreneurship	✓	✓
Obeying the rules	✓	✓
Time management	✓	✓
Self-expression	✓	✓
Deciding	✓	✓
Managing the personal and family budget	✓	✓
Protecting your rights and defending the rights of others	✓	✓
Expressing your thoughts and wishes correctly	✓	✓
Behavior in natural disasters	✓	✓
Healthy lifestyle	✓	✓
Personal care	✓	✓
Perceiving change and continuity	✓	✓
Recognition of national and cultural values	✓	✓
Perception of space	✓	
Self management	✓	
Social participation	✓	
Using information and communication technologies	✓	
Developing career awareness	✓	
Build and implement small economic projects		✓
Safety and first aid		✓
Making predictions		✓
Measuring		✓
Experimentation		✓
Comparing		✓
Analyzing		✓
Deduction		✓

Basic life skills are presented in 23 items under the title "Skills of Life Science Education Program" in TLSC, and although not explicitly mentioned under this title, skills such as managing personal and family budgets, protecting one's rights and defending for the rights of others, self-expression, behavior in natural disasters, expressing thoughts, and desires appropriately are included in the objectives. In ALSC, the skills to be acquired by students are mentioned in program explanations and objectives. Research, communication, healthy living, problem-solving, self-protection, collaborative work, resource utilization, observation, time management, healthy living (personal care, balanced nutrition), nature conservation, decision-making, self-awareness, entrepreneurship, obeying rules, perception of change and continuity, recognition of national and cultural values are seen as skills present in both programs. There are differences in TLSC regarding the use of information and communication technologies, developing career consciousness, perception of space, self-management, social participation skills, and in ALSC regarding analysis, deduction, making predictions, building and implementing small economic projects, safety and first aid, measurement, experimentation, and comparison skills. In general, it can be observed that both programs show significant similarities in terms of basic life skills.

Findings Related to the Content

Table 3. *Contents of the Life Science Education Programs*

Units	Türkiye			Units	Azerbaijan			
	Number of Objectives by Grade Level				Number of Objectives by Grade Level			
	1	2	3		1	2	3	4
Life in School	17	11	10	Nature and Us	7	9	11	11
Life in Our Home	7	9	8	Individual and Society	9	9	9	9
Healthy Life	7	7	5	Morality	7	7	8	8
Safe Life	7	6	7	Health and Safety	9	5	9	9
Life in Our Country	7	8	9					
Life in Nature	8	9	6					
Total	53	50	45		32	30	37	37

It can be observed that both curricula incorporate spiral approaches with recurring objectives at different grade levels, and units are organized with the same names using a unit-based approach for each grade level. In TLSC, there are six units titled "Life in Our School," "Life in Our Home," "Healthy Life," "Safe Life," "Life in Our Country," and "Life in Nature," while in ALSC, there are four units titled "Nature and Us," "Individual and Society," "Morality," and "Health and Safety." In terms of units, the units "Life in Our School," "Life in Our Home," and "Life in Our Country" in TLSC correspond to the units "Individual and Society" and "Morality" in ALSC, and the units "Healthy Life" and "Safe Life" are covered under the "Health and Safety" unit. The unit "Life in Nature" shares similar topics and objectives with the unit "Nature and Us."

While TLSC includes 53 objectives in the 1st grade, 50 in the 2nd grade, and 45 in the 3rd grade, ALSC has 32 objectives in the 1st grade, 30 in the 2nd grade, 37 in the 3rd grade, and 37 in the 4th grade. TLSC has a total of 148 objectives in the three grade levels where the program is implemented, while ALSC has a total of 136 objectives in the four grade levels. While the durations of the units are provided in detail in TLSC, in ALSC, it is stated under the heading "Examples Regarding the Teacher's Planning of Learning Activities" that the teacher will determine when and in which order the unit will be taught and allocate the time for each section when planning the annual curriculum.

In TLSC in the unit "Life in Nature," under the objective of "Observing Animals in the Nearby Environment" includes the following statements in italics: "Emphasis is placed on animals (fish, birds, reptiles, insects, and pets, etc.) found in the nearby environment, what they feed on, and where they live. Necessary safety precautions are taken if observations are to be made." The explanations and limitations related to the objective are also provided.

Similarly, in ALSC under the section titled "Description of Life Knowledge Content," the unit "Nature and Us" includes the objective of "Describes beings and events in a simple manner." It is described with the following statements: "1. Talking about living and non-living beings based on their shape, size, color, etc., 2. Describing events such as rain, snow, hail, sunrise, sunset, lightning, wind, fog, etc., during the change of seasons." The description and limitations related to the objective are provided. Moreover, the mentioned table includes key terms related to each objective.

Findings Related to Values

Table 4. *Values in Life Science Education Programs*

Values	Türkiye	Azerbaijan
Justice	✓	✓
Honesty	✓	✓
Patience	✓	✓
Respect	✓	✓
Love	✓	✓
Self-control	✓	✓
Responsibility	✓	✓
Patriotism	✓	✓
Helpfulness	✓	✓
Sensitivity	✓	✓
Self-confidence	✓	✓
Diligence	✓	✓
Frugality	✓	✓
Friendship	✓	
Mercy		✓
Pluralism		✓
Perfectionism		✓
Freethinking		✓
Sincerity		✓
Truthfulness		✓
Compassion		✓
Humility		✓

In TLSC, values are explained under the heading "Our Values." As a requirement of creating educational programs with a holistic approach, considering all elements of the education system, values are not designated as separate programs or units, but rather included as the "ultimate aim and spirit of the entire educational process" in all educational programs and their components. In all educational programs, including the Life Science Teaching Program, patience, helpfulness, justice, honesty, friendship, love, respect, patriotism, responsibility, and self-control have been identified as the ten core values. In ALSC, the program descriptions and objectives include values such as self-respect, respect for others, fairness, compassion, pluralism, sensitivity, frugality, free thinking, love for family and country, diligence, sincerity, truthfulness, kindness, helpfulness, patience, humility, and willpower. These values are mostly found in the Morality unit. Both programs include the values of justice, respect, patience, honesty, responsibility, love for family and country, and helpfulness. Although not included among the ten core values in TLSC, sensitivity, self-confidence, frugality, and diligence are mentioned in the outcomes.

Findings Related to Learning-Teaching Processes

Table 5. *Learning-teaching processes of Life Science Education Programs*

Learning-Teaching Process	Türkiye	Azerbaijan
Student centeredness	✓	✓
Individual differences	✓	✓
Developing student characteristics	✓	✓
Material use	✓	✓
Specific days and weeks	✓	✓
Monitoring student progress	✓	✓
Activities inside and outside of school	✓	
Connecting with life	✓	
Experimentation	✓	
Students with special needs	✓	
Value acquisition	✓	
Developing life skills	✓	
Teacher guidance		✓
Appropriate and safe learning environment		✓
Active learning		✓
Homework		✓
Pair, group and team work		✓

Under the title "Points to Consider in the Implementation of the Life Science Lesson Program," TLSC provides explanations regarding the learning-teaching processes. On the other hand, ALSC specifically describes the learning-teaching process in detail under the heading "Educational Strategies." Both programs envision a student-centered learning-teaching environment. Additionally, emphasizing individual differences, it highlights the maximization of students' potentials. In organizing learning-teaching activities, both programs emphasize the importance of teachers paying attention to the celebration of specific days and weeks at appropriate times during the planning and implementation stages and it also underscores the need for continuous monitoring, evaluation, and subsequent adjustment of the learning-teaching process. TLSC highlights points such as establishing a connection between school and life, the use of materials, conducting experiments, catering to students with special needs, values education, and skill acquisition in the learning-teaching process. In ALSC, the guidance of the teacher in learning-teaching activities, active learning processes, various forms of active learning, students' working styles, and homework are discussed. ALSC explicitly outlines the steps of active learning, a student-centered learning method, and presents various methods and techniques such as brainstorming, clustering, concept extraction, word associations, discussions, aquarium, role-playing, Venn diagrams, project development, questioning, presentation, surveys and interviews, decision trees, and problem situations, along with individual, paired, group, and teamwork. Moreover, the significance of homework in reinforcing learning at school is emphasized. ALSC places particular emphasis on the teacher's lesson planning in learning-teaching activities and provides explanations and sample daily plans for teachers in this regard.

Findings Related to Assessment and Evaluation

Table 6. *Assessment and evaluation in Life Science Education Programs*

Assessment and Evaluation Process	Türkiye	Azerbaijan
Compliance with the curriculum	✓	✓
Compliance with measurement, technical and academic criteria	✓	✓
Process oriented	✓	✓
Flexibility and diversity	✓	✓
Originality and creativity	✓	
Compliance with individual differences	✓	
Multifocality	✓	
Active participation	✓	

In the TLSC, the explanations regarding the assessment and evaluation process are stated under the heading "Approach to Assessment and Evaluation in Curriculum" with 8 items. In the ALSC, however, assessment and evaluation are given very little space with 3 items, and it is stated that the teacher should arrange the issues related to assessment and evaluation according to the "Evaluation Standards," which are not explained in the program. In both programs, it is emphasized that learning outcomes should undergo a process-oriented evaluation along with the results. In the TLSC, assessment tools to be used in the assessment and evaluation process are not seen as standard and valid for everyone, taking individual differences into account. Therefore, it is emphasized that diversity should be ensured and flexibility should be exercised in assessment and evaluation. Considering the multitude of factors that affect individuals both inside and outside of school, assessment and evaluation are left to the teacher's creative and original practices. While flexibility is given to teachers, various principles are put forth in the assessment and evaluation process, such as being in accordance with the objectives and explanations, the technical and academic criteria of the tools and methods used, being multidimensional, taking into account students' cognitive, affective, and psychomotor aspects, considering changes in the process, and the active involvement of teachers and students in the assessment and evaluation process. Similarly, in the ALSC, it is stated that assessment tools will be developed by the teacher in accordance with the evaluation criteria, providing flexibility to the teacher, and it is emphasized that all aspects of student development will be continuously monitored, analyzed, and evaluated.

Discussion and Conclusion

In this study, the TLSC and the ALSC were examined, and the general objectives, basic life skills, values, content, teaching-learning processes, and assessment and evaluation approaches included in the programs were compared to reveal their similarities and differences.

Discussion and Conclusion on General Objectives

While the TLSC specifies the general objectives in more detail with 14 items, the ALSC specifies them with 9 items. Similar findings have also been reached in previous studies, indicating that the TLSC is more detailed in terms of general objectives (Baysal et al., 2018, p.128; Ütkür Güllühan & Guseinova, 2021, p. 85). When the general objectives of both programs are evaluated as a whole, it can be seen that the Life Science Curriculum aims to provide students with basic knowledge, skills, and values in the context of nature, individuals, and society. Therefore, it can be said that the general objectives of both programs are similar in this regard.

In both programs, general objectives include national, moral, and human values, while the ALSC emphasizes citizenship concepts. Life Science curriculum has an important role in laying the foundations

of citizenship consciousness (Baysal & Dilber-Özer, 2021, p. 342). When looked at in terms of citizenship education, it can be observed that the most important task in Azerbaijani primary school programs, like in Türkiye, is assigned to the Life Science curriculum (İbrahimoglu & Şan, 2018, p. 73). The emphasis on citizenship in the ALSC may be due to the fact that the ALSC covers grades 1-9.

The most significant difference among the general objectives is observed in the statement "Uses information and communication technologies appropriately" in the TLSC. When examining the general objectives and unit objectives of the ALSC, it can be seen that there is no mention of information and communication technologies. With the development of mobile devices in the 21st century, information and communication provided through various media tools independent of time and space can have various benefits and harms from early childhood (Karabulut, 2019, p. 683). Considering these positive and negative effects, the importance of educating children about information and communication technologies, which encompass all media tools, is increasing day by day (İnal, 2009, p. 15). Therefore, it is aimed to develop children's awareness levels regarding information and communication technologies from early childhood (OECD, 2021, p. 4). In the updated TLSC in 2018, the Turkish Qualifications Framework [TQF], which includes eight key competencies, was determined, and Digital Competence, aiming for the safe and critical use of information and communication technologies for work, daily life, and communication, was included (MoNE, 2018, pp. 4-5). In this context, it can be seen that there are objectives emphasizing the safe use of technological tools and resources, as well as the addictive effects of the internet and computer games (MoNE, 2018, p. 16). It can be said that this situation stems from the update of the TSSC in 2018 within the framework of TQF and that the TLSC is more sensitive than the ALSC in terms of children's correct use of information and communication technologies and protection from harmful effects.

Discussion and Conclusion on Basic Life Skills

It can be observed that TLSC and ALSC show significant similarities in terms of life skills. In a study conducted by Tekgöz (2017, p. 236), it was concluded that the German Life Science Curriculum includes more skills in areas such as art, transportation, play, design, energy, literature, and nature compared to TLSC. Life skills refer to a set of skills that individuals use to solve the problems they encounter in daily life, which they acquire through instruction or through their own experiences (Gulhane, 2014, p. 28). Life skills play a significant role in preparing children for life, actively applying acquired knowledge in real-life situations, realizing themselves within social life, and achieving success in other educational stages. Both programs emphasize skill development and aim to impart skills related to cognitive, affective, and social development areas of students.

Regarding the general objectives of basic life skills, TLSC emphasizes the use of information and communication technologies, while ALSC focuses on analysis, drawing conclusions, making predictions, constructing and implementing small economic projects, measurement, experimentation, and comparison skills. These skills in ALSC are seen to be scientific process skills related to the field of natural sciences. It is seen that in Türkiye these skills are included as scientific process skills and life skills (Karalı, Palancıoğlu, and Aydemir, 2021, p. 873) in the Science Curriculum taught since the 3rd grade (Ünişen & Kaya, 2015, p. 550). The differentiation in skills can be explained by the attempt to teach these skills through the Science course in Türkiye. It is observed that the skill of using information and communication technologies, as stated in TLSC, is included according to the general aim.

Discussion and Conclusion on Content

TLSC and ALSC are prepared in a spiral structure and unit-based manner with similar characteristics. The fact that the units are named the same at each grade level and the topics are organized in the same context indicates the spiral structure of the program (Tay & Baş, 2015, p. 364). Due to the content being prepared in a spiral manner in both programs, it can be seen that explanations are provided indicating the limits of objectives and defining the boundaries of the content. These explanations serve as a guide for classroom teachers in delineating the boundaries and determining the scope of the topic. According to a study conducted by Baysal et al. (2018, p. 128), the Germany Hamburg Life Science Curriculum has a thematic structure. In the Russia World Around Us Curriculum, the units are named differently at each grade level. However, the content of these units is generally similar to TLSC. Furthermore, while the principle of teaching from near to far is clearly seen in Türkiye, it is not observed in Russia (Ütkür Güllühan & Guseinova, 2021, pp. 86-87). It can be said that TLSC and ALSC are quite similar in terms of content, as they both include units that cover various disciplines related to children's development in terms of individuals, society, and nature.

TLSC has a significantly larger number of objectives compared to ALSC. Additionally, in Türkiye, Science is taught starting from the 3rd grade, and Life Science is introduced from the 4th grade. Considering that the objectives of these subjects are added to the 3rd and 4th grade objectives, it can be seen that TLSC has a much denser set of objectives compared to ALSC. A study by Ütkür Güllühan and Guesinova (2021, p. 96) reached similar results, while Canbulat (2018, p. 530) concluded that the German Life Science Program is more content-rich than TLSC due to including more disciplines. However, in Türkiye, the Life Science course is organized with four weekly class hours in the 1st and 2nd grades, and three class hours in the 3rd grade (Baysal and Dilber-Özer, 2021, p. 342), while in Azerbaijan, it is structured with one weekly class hour in the 1st and 2nd grades and two weekly class hours in the 3rd and 4th grades (Gök & Kuvel, 2016, p. 11). This situation explains the density of objectives in TLSC.

The biggest difference in terms of unit content is observed in the "Morality" unit included in ALSC. In the "Morality" unit, the aim is to develop individuals' moral development as well as to "understand religious values correctly and use them in the formation of spiritual qualities, distinguish between religion and superstition." In TLSC, there is no content related to religious topics. Similar practice can be seen in the German Life Science course starting from the 1st grade (Tekgöz, 2017, p. 72). In Türkiye, the Religion Culture and Ethics course is introduced starting from the 4th grade. In Azerbaijan, state schools do not include a separate course on religious education. Teaching related to religious topics is conducted within the framework of the Life Science course in primary and middle schools (Azizova, 2018, p. 7). This situation can be explained by Azerbaijan's choice of incorporating religious education within the scope of the Life Science course.

Discussion and Conclusion on Values

There are 10 core values in TLSC. Additionally, although they are not among the 10 core values, sensitivity, self-confidence, frugality, and diligence values can be seen within the objectives. In ALSC, values are mainly included in the "Morality" unit. In both programs, it can be observed that justice, respect, patience, honesty, responsibility, love for family and country, helpfulness, sensitivity, self-confidence, frugality, and diligence values are similar. According to Canbulat's research (2018, p. 230), it has been concluded that the Life Science Curriculum in Türkiye and Germany are quite similar in terms of the values they contain, and the greatest role in value education is assigned to the Life Science course.

This finding supports the research findings. One of the fundamental purposes of education is to instill values, attitudes, and behaviors in individuals for them to adapt to society (Akbaş, 2019, p. 354). It is expected that these values, given through education, will be translated into behavior. Values play a significant role in preserving national culture in a globalized world. The education given to individuals should include both national and universal values in order to strengthen national values and contribute to the development and progress of society (Altunay & Yalçinkaya, 2011, p. 8). It can be observed that values, which are extremely important for the future, peace, and development of society, hold a significant place in both countries' Life Science Education Programs. It can be said that both TLSC and ALSC aim to transmit both national and universal values to children.

Discussion and Conclusion on Learning-Teaching Processes

In terms of learning-teaching processes, both programs demonstrate a student-centered approach, emphasizing active learning and maximizing students' potentials by recognizing their individual differences. In educational programs, the most suitable learning-teaching methods that consider individual differences and needs, and ensure student participation in achieving the designated objectives, are active learning methods (Türkben, 2015, p. 903). It is observed that both TLSC and ALSC are designed to be student-centered and encourage active learning. However, research findings indicate that Life Science courses in both countries are not student-centered and experiential, according to teachers' opinions (Baysal et al., 2018, p. 490; Mikayilova & Kazimzade, 2016, p. 130). At this point, it can be said that teachers organize the learning-teaching process in a teacher-centered manner, focusing on their own arrangement instead of organizing it in a student-centered manner where active participation in learning is ensured.

While the learning-teaching processes are briefly described with 11 points in TLSC, they are explained in detail in ALSC. Active learning and its steps are specified in detail, and methods, techniques, and working styles that can be used in active learning are explained. In ALSC, special importance is given to the teacher's planning of the lessons and sample daily plans are provided to teachers in this regard. In Türkiye, the learning-teaching process, which was explained in detail and with examples of activities, together with the 2015 Life Studies Curriculum (Tay & Baş, 2015, p. 368) has been explained with a few short items (Atik & Aykaç, 2019, p. 715). In addition, the practice of teacher guidebooks (Kabapınar, 2019, p. 63) that will guide the teacher by guiding the teacher such as organizing learning-teaching activities, the learning approach of the program, teaching methods and techniques, interdisciplinary association, measurement and evaluation examples has been abolished in Türkiye (Karalı et al., 2021, p. 883). At this point, it can be said that ALSC is more effective than TLSC in guiding teachers, especially in organizing activities during the educational process, and it serves as a teacher's guide.

The most notable aspect of the learning-teaching processes in TLSC is special needs students. In this regard, it is emphasized that flexibility should be shown to special needs students and planning and preparing activities according to their interests, desires, and needs are necessary. In ALSC, on the other hand, attention is drawn to homework as a reinforcement of learning at school.

Discussion and Conclusion on Assessment and Evaluation

In both programs, it is observed that there is a process-oriented assessment and evaluation approach that assesses students' overall development alongside the results of learning outcomes and provides flexibility for teachers to develop assessment and evaluation tools according to specific

criteria. While the principles related to assessment and evaluation are explained in more detail in TLSC, it is stated in ALSC that the assessment-related issues should be prepared in accordance with "Evaluation Standards" that are not included in the program. In a study conducted by Baysal et al. (2018, p. 128) on the Hamburg Life Science Curriculum in Germany, it is recommended that assessment and evaluation should be carried out through activities and observations to prevent pressure on students, and it is emphasized that teachers are expected to be meticulous in addressing learning deficiencies by monitoring the process. In this regard, while TLSC and ALSC show similarities, the listing and presentation of performance evaluation areas and methods are similar to ALSC. The evaluation of the teaching process, which is the final stage of instruction, aims to determine the extent to which learning-teaching activities achieve their goals (Senemoğlu, 2012, p. 420). Based on the activities carried out by the student in and outside the classroom, the attitude, interest, and performance of the student in the teaching-learning process should be evaluated by involving students in the assessment process in a process-oriented manner (Gelbal & Kellecioğlu, 2007, p. 136). With a process-oriented evaluation, both TLSC and ALSC aim to provide students with rich learning experiences, involve them more actively in the class, make them responsible for their own learning, and develop self-assessment skills. Both programs aim to guide students towards discovering their knowledge, skills, and abilities and to evaluate all stages of development as a whole. In this respect, it can be seen that the assessment and evaluation approaches of both programs are similar.

In conclusion, it is observed that both programs are quite similar in terms of their general objectives in providing students with basic knowledge, skills, and values in the context of nature, individuals, and society. This similarity in general objectives is reflected in basic life skills, values, program content, learning-teaching processes, and the measurement and evaluation approach. TLSC differentiates in terms of using information and communication technologies, while ALSC differentiates in terms of analysis, deduction, making predictions, constructing and implementing small economic projects, measurement, conducting experiments, and comparison skills. The biggest difference in terms of content is seen in the "Spirituality" unit in ALSC. It can be said that ALSC is more detailed in the teaching-learning process and serves as a teacher's guide. The most notable aspect in the teaching-learning process of TLSC is students with special needs, while ALSC mentions homework as a way to reinforce learning in school.

Recommendations

Based on the results of the research, the following recommendations can be made:

1. ALSC can include objectives related to information and communication technologies.
2. TLSC can be given a guide-like quality by adding explanations about activities, methods, and techniques that can be used in the teaching-learning process to guide teachers.
3. Similar courses similar to Life Sciences in different countries can be compared by researchers.

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There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research.



Genişletilmiş Türkçe Özet

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Türkiye ve Azerbaycan İlkokul Hayat Bilgisi Öğretim Programlarının Karşılaştırılması

Giriş

Toplumun sahip olduğu bilgi, beceri, estetik ve kültürel birikimi bireylere aktararak onları hayata hazırlama eğitimin işlevleri arasındadır (Fidan & Erden, 1996, ss. 66-69). Yetiştirilmek istenen birey özelliklerine bağlı olarak okullarda eğitim programları uygulanmaktadır (Önal & Şenyurt Topçu, 2013, s. 312).

Eğitim programı, genele yönelik bir tasarım olarak, öğrencilerin öğrenmesinin gerçekleşmesi için okul içinde ve dışında yapılan tüm etkinlikleri kapsamaktadır (Gültekin, 2020, s. 17). Öğretim programı ise eğitim programları doğrultusunda bir ders ile ilgili hazırlanmış olan etkinlikleri kapsayan yaşantılar düzeneği olarak tanımlanmaktadır (Demirel, 2020, s. 6). Bu programlardan biri olan Hayat Bilgisi dersi ile çocuklar gerçek yaşamlarında beceriye dönüştürerek kullanabilecekleri hayatın farklı alanlarıyla ilgili birçok bilgi edinirler. Bundan dolayı yaşam becerilerinin çocuklara kazandırılmasında (Uzunkol, 2020, s. 107) ve çocukların gelişiminde Hayat Bilgisi dersinin rolü oldukça önemlidir (Oker & Tay, 2019, s. 409). Türkiye’de 1926 yılından itibaren öğretim programları arasında yer alan Hayat Bilgisi Dersi Öğretim Programı’nın uluslararası düzeyde karşılığı birçok ülkede bulunmamaktadır. Almanya’da Hayat Bilgisi, Rusya’da “Etrafımızdaki Dünya” ve Azerbaycan’da “Hayat Bilgisi” derslerinin Türkiye’de Hayat Bilgisi dersi ile isim veya içerik bakımından benzerlik gösterdiği görülmektedir (Azerbaycan Respublikası Təhsil Nazirliyi [ARTN], 2013; Baysal, Tezcan, & Araç, 2018, s. 118; Ütkür Güllühan & Guseinova, 2021, s. 82).

Bu araştırma ile Türkiye Hayat Bilgisi Öğretim Programı (THBÖP) ile Azerbaycan Hayat Bilgisi Öğretim Programı (AHBÖP)’nin ilkökul düzeyinde karşılaştırılması ve her iki program arasındaki benzerlik ve farklılıkların betimlenmesi amaçlanmıştır. Bu bağlamda “THBÖP ile AHBÖP benzerlik ve farklılıkları nelerdir?” sorusuna cevap aranmış, benzerlik ve farklılıklar incelenirken eğitim

programlarının dört temel unsuru ve Hayat Bilgisi Öğretim Programlarında yer tutan beceri ve değerler dikkate alınmıştır.

Yöntem

Araştırmada nitel araştırma yönteminden durum deseni, durum deseninin ise bütüncül tek durum modeli kullanılmıştır. Bu modelde tek bir birim (bir birey, bir program, bir okul vb.) analiz edilir (Yıldırım & Şimşek, 2021, s. 313). Araştırmada veri toplama aracı olarak doküman kullanılmıştır. Belge veya dokümanlar nitel araştırmalarda veri toplama kaynaklarından biridir (Saban & Ersoy, 2019, s. 7). Araştırmada kullanılan dokümanları Türkiye Cumhuriyeti Milli Eğitim Bakanlığı [MEB] tarafından 2018 yılında hazırlanan Hayat Bilgisi Dersi Öğretim Programı (İlkokul 1, 2 ve 3. Sınıflar) ve Azerbaycan Cumhuriyeti Eğitim Bakanlığı tarafından 2013 yılında hazırlanan Genel Eğitim Okulları için Hayat Bilgisi Dersi Öğretim Programı (Azərbaycan Respublikasının Ümumtəhsil Məktəbləri Üçün Həyat Bilgisi Fənni Üzrə Təhsil Proqramı (Kurikulumu) (I-IX SİNİFLƏR)) oluşturmaktadır. Türkiye ve Azerbaycan Hayat Bilgisi Programlarına her iki ülkenin açık erişimli resmi sayfalarından orijinal belgelere ulaşılmıştır.

Araştırmada dokümanların incelenmesi ile elde edilen verilerin analizinde betimsel analiz kullanılmıştır. Bu araştırmada tema olarak Hayat Bilgisi Öğretim Programlarındaki benzerlikler ve farklılıklar kullanılmıştır. Genel amaçlar, temel yaşam becerileri, değerler, içerik, öğrenme-öğretme süreçleri, ölçme ve değerlendirme yaklaşımları kategoriler olarak belirlenmiştir.

Bulgular

Her iki programın doğaya ve çevreye duyarlı olma, milli, insani ve manevi değerlere sahip olma, iletişim becerileri, vatanseverlik, vatandaşlık bilinci, aile ve toplumsal değerler, sağlıklı ve güvenli yaşama becerileri ve temel bilimsel süreç becerileri gibi ortak amaçların olduğu görülmüştür. İletişim, sağlıklı yaşam, problem çözme, kendini koruma, işbirliği içinde çalışma, kaynak kullanımı, gözlem, zaman yönetimi, sağlıklı yaşam (kişisel bakım, dengeli beslenme), doğayı koruma, karar verme, öz farkındalık, girişimcilik, kurallara uyma, değişimi ve sürekliliği algılama, milli ve kültürel değerleri tanıma her iki programda da beceri olarak görülmüştür. THBÖP'de bilgi ve iletişim teknolojilerini kullanma, kariyer farkındalığını geliştirme, mekanı algılama, özyönetim ve sosyal katılım becerileri yer alırken, AHBÖP'te analiz etme, sonuç çıkarma, tahminde bulunma, ölçme, deney yapma, karşılaştırma, küçük ekonomik yapılar kurma becerileri vardır. projeler ve uygulama, güvenlik ve ilk yardım becerileri. İçerik olarak her iki programın da sarmal bir yaklaşımla farklı sınıf düzeylerinde tekrarlı kazanımlara yer verdiği ve ünite temelli bir yaklaşımla ünitelerin her sınıf düzeyi için aynı adlarla düzenlendiği görülmüştür. Her iki programda da üniteler benzer konu ve kazanımlara göre düzenlenmiştir.

Her iki programda da adalet, saygı, sabır, dürüstlük, sorumluluk, aile ve vatan sevgisi, yardımseverlik, duyarlılık, özgüven, tutumluluk ve çalışkanlık değerlerinin yer aldığı görülmüştür. Her iki program da öğrenci merkezli bir öğrenme-öğretme süreci öngörmektedir. Ayrıca bireysel farklılıklara dikkat çekilerek öğrencilerin potansiyellerini maksimum düzeyde kullandıkları vurgulanmıştır. Öğrenme-öğretme etkinlikleri düzenlenirken her iki programda da öğrenme-öğretme sürecinin sürekli izlenmesi ve değerlendirilmesi ve buna göre yeniden düzenlenmesi gerektiği vurgulanmıştır. Öğrenme çıktılarının sonuçla birlikte süreç odaklı değerlendirilmesi gerektiğini vurgulayan her iki programda da ölçme ve değerlendirme sürecinde kullanılacak ölçme araçlarını bireysel farklılıkları dikkate alarak hazırlama konusunda öğretmene esneklik sağlanmış ve öğrenci gelişiminin her yönüyle sürekli izlenip, analiz edilip değerlendirileceği vurgulanmıştır.

Her iki programda da adalet, saygı, sabır, dürüstlük, sorumluluk, aile ve vatan sevgisi, yardımseverlik, duyarlılık, özgüven, tutumluluk ve çalışkanlık değerlerinin yer aldığı görülmüştür. Her iki program da öğrenci merkezli bir öğrenme-öğretme süreci öngörmektedir. Ayrıca bireysel farklılıklara dikkat çekilerek öğrencilerin potansiyellerini maksimum düzeyde kullandıkları vurgulanmıştır. Öğrenme-öğretme etkinlikleri düzenlenirken her iki programda da öğrenme-öğretme sürecinin sürekli izlenmesi ve değerlendirilmesi ve buna göre yeniden düzenlenmesi gerektiği vurgulanmıştır. Öğrenme çıktılarının sonuçla birlikte süreç odaklı değerlendirilmesi gerektiğini vurgulayan her iki programda da ölçme ve değerlendirme sürecinde kullanılacak ölçme araçlarını bireysel farklılıkları dikkate alarak hazırlama konusunda öğretmene esneklik sağlanmış ve öğrenci gelişiminin her yönüyle sürekli izlenip, analiz edilip değerlendirileceği vurgulanmıştır.

Tartışma ve Sonuç

Bu araştırmada THBÖP ve AHBÖP incelenerek programlarda yer alan genel amaçlar, temel yaşam becerileri, değerler, içerik, öğrenme-öğretme süreçleri ile ölçme ve değerlendirme yaklaşımları karşılaştırılarak benzer ve farklı yönleri ortaya konulmaya çalışılmıştır.

Her iki programda da milli, manevi ve insani değerlere genel amaçlar içinde yer verilirken AHBÖP'te yurttaşlık ve vatandaşlık kavramlarına vurgu yapılmaktadır. Vatandaşlık eğitimi bakımından bakıldığında Azerbaycan ilkokul programlarında en önemli görevin Türkiye'de olduğu gibi Hayat Bilgisi dersine yüklendiği görülmektedir (İbrahimoglu & Şan, 2018, s. 73). AHBÖP'de vatandaşlık ve yurttaşlık kavramlarına vurgu yapılmasında AHBÖP'ün genel amaçlarının 1-9. sınıfları kapsamından kaynaklanabileceği düşünülmektedir. THBÖP ve AHBÖP'ün yaşam becerileri bakımından büyük ölçüde benzerlik gösterdiği görülmektedir. Tekgöz (2017, s. 236) tarafından yapılan çalışmada Almanya Hayat Bilgisi Öğretim Programı'nın THBÖP'e göre sanat, ulaşım, oyun, tasarım, enerji, edebiyat, doğa gibi konularda daha fazla beceri içerdiği sonucuna ulaşılmıştır. Yaşam becerileri, çocuğu hayata hazırlamada, öğrenilen bilgileri aktif olarak yaşamda kullanabilmelerinde, sosyal hayatın içinde kendilerini gerçekleştirebilmelerinde ve diğer öğrenim basamaklarındaki başarılarında oldukça etkili olmaktadır. Her iki programda da beceri gelişimine önem verildiği ve öğrencilerin bilişsel, duyuşsal ve sosyal bakımdan farklı gelişim alanlarına yönelik becerilerin kazandırılmaya çalışıldığı görülmektedir.

THBÖP ve AHBÖP'ün benzer olarak sarmal bir yapıda ve ünite temelli olarak hazırlandığı görülmektedir. Ünitelerin sınıf düzeylerinde aynı şekilde adlandırılmış olması ve konuların aynı bağlamda düzenlenmesi programın sarmal yapısını göstermektedir (Tay & Baş, 2015, s. 364). Her iki programın içeriğinin sarmal olarak hazırlanmasından dolayı kazanımların altında kazanım sınırlarının belirtildiği açıklamaların olduğu ve içeriğin sınırlarının çizildiği görülmektedir. Bu açıklamalar sınıf öğretmenlerine, konunun sınırlarının çizilmesi ve konunun kapsamının belirlenmesi bakımından yol gösterici niteliktedir. Ünitelerin birbirini karşılama düzeyine göre THBÖP ile AHBÖP'ün içerik bakımından oldukça benzer olduğu söylenebilir. Ayrıca her iki programda da ünitelerin çocukların birey, toplum ve doğa bağlamında gelişimini sağlayacak çeşitli disiplinlerin konularını içeren bütünlük bir yapıyla hazırlandığı görülmektedir.

Her iki programda da adalet, saygı, sabır, dürüstlük, sorumluluk, aile ve vatan sevgisi, yardımseverlik, duyarlılık, öz güven, tutumluluk, çalışkanlık değerlerinin benzer olarak bulunduğu görülmektedir. Canbulat (2018, s. 230) tarafından yapılan araştırmada Türkiye ve Almanya Hayat Bilgisi Öğretim Programlarının içerdiği değerler bakımından oldukça benzer olduğu ve değer öğretiminde en

büyük rolün Hayat Bilgisi dersine yüklendiği sonucuna ulaşılmıştır. Bu durum araştırma bulgularını destekler niteliktedir. Toplumun geleceği, huzuru ve gelişimi için son derece önemli olan değerlerin her iki ülkenin de Hayat Bilgisi Öğretim Programlarında önemli bir yer tuttuğu görülmektedir. THBÖP ve AHBÖP'ün değerleri birbirine oldukça benzer nitelikte olmasının yanında hem ulusal hem de evrensel değerlerin çocuklara aktarılmasının hedeflendiği söylenebilir. Öğrenme-öğretme süreçleri bakımından her iki program da öğrenci merkezli bir yaklaşım göstermekte, aktif öğrenmeye ve bireysel farklılıklara dikkat çekilerek öğrencilerin potansiyellerinin azami düzeyde kullandırılması vurgulanmaktadır. Ancak yapılan araştırmalarda her iki ülkede de Hayat Bilgisi derslerinin öğrenci merkezli ve yaparak yaşayarak işlenmediği ile ilgili öğretmen görüşlerine ulaşılmıştır (Baysal vd., 2018, s. 490; Mikayilova & Kazımzade, 2016, s. 130). Bu noktada öğretmenlerin programı uygulamada yetersiz oldukları, öğrenme-öğretme sürecini aktif katılımı öğrenmenin sağlanacağı öğrenci merkezli olarak düzenleme yerine öğretmen merkezli olarak düzenledikleri söylenebilir.

Her iki programda da öğrenme çıktılarının sonuçlarının yanında öğrencilerin gelişimini bir bütün olarak değerlendiren süreç odaklı bir ölçme-değerlendirme yaklaşımının olduğu ve öğretmene ölçme ve değerlendirme araçlarını belirli kriterlere göre geliştirmeleri noktasında esneklik sağlandığı görülmektedir. Süreç odaklı bir değerlendirme ile THBÖP ve AHBÖP, öğrencilere zengin öğrenme yaşantıları sunmaya, onları derse daha aktif olarak katmaya, kendi öğrenmelerinde sorumlu olmaya, kendilerini değerlendirme özelliği kazandırmaya çalışmaktadır. Her iki programın da öğrencilerin bilgi, beceri ve yeteneklerini keşfetmeye yönlendirmeyi ve yaş grubunun gelişim özelliklerine uygun olarak gelişimin bütün basamaklarını bir bütün olarak değerlendirmeyi amaçlamaktadır. Bu noktada her iki programın da ölçme-değerlendirme yaklaşımlarının benzer oldukları görülmektedir.

Sonuç olarak her iki programın doğa, birey ve toplum bağlamında öğrencilere temel bilgi, beceri ve değerleri kazandırma bağlamında genel amaçları bakımından oldukça benzer olduğu görülmektedir. Genel amaçlardaki bu benzerlik temel yaşam becerileri, değerler, program içeriği, öğrenme-öğretme süreçleri ile ölçme ve değerlendirme yaklaşımına da yansımıştır. THBÖP bilgi ve iletişim teknolojilerini kullanma, AHBÖP ise analiz etme, sonuç çıkarma, tahminlerde bulunma, küçük ekonomik projeler inşa etme ve uygulama, ölçme, deney yapma, karşılaştırma becerileri bakımından farklılaşmaktadır. İçerik yönünden en büyük farklılığın ise AHBÖP'te yer alan "Maneviyat" ünitesinde olduğu görülmektedir. Öğretme-öğrenme sürecinde AHBÖP'ün THBÖP'e göre daha ayrıntılı olduğu ve bir öğretmen kılavuzu niteliği taşıdığı söylenebilir. THBÖP öğretme-öğretme süreçlerinde en dikkat çeken husus özel gereksinimli öğrencilerdir. AHBÖP'te ise okuldaki öğrenmeleri pekiştirmesi bakımından ev ödevlerine değinilmektedir.

Öneriler

Araştırmanın sonuçlarına dayalı olarak aşağıdaki öneriler yapılabilir.

1. AHBÖP'te bilgi ve iletişim teknolojileri ile ilgili kazanımlara yer verilebilir.
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Values Education in Primary School: The Effect of Hospitality Activities on Students' Love, Respect, Tolerance and Hospitality

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Abstract

In this study, it is aimed to apply the activities related to hospitality prepared by considering the teaching approaches suitable for the nature of values to primary school fourth grade students and to evaluate the results. In the study, a quasi-experimental design (selective) with a pretest posttest control group, one of the quantitative research designs, was used. The data of the research were collected through the scales of being respectful, loving, tolerant and hospitable. Data were analyzed with the Mann Whitney U test. As a result of the research: While there was no significant difference in the pre-test findings of the experimental and control group students' tendencies to be respectful, love, tolerant and hospitable; In the post-test findings, it was observed that there was a significant difference in favor of the experimental group in the tendencies of being respectful, loving, and tolerant. In the post-test findings of the tendency to be hospitable, it was seen that the experimental group scores increased, but this difference was not significant. According to these findings, activities related to hospitality, which are structured in accordance with the nature of values and the developmental characteristics of students, significantly increase the tendency of primary school fourth grade students to be respectful, affectionate, and tolerant; It can be said that it also contributed significantly to the tendency to be hospitable.

Keywords: Value, hospitality, tolerance, love, respect.

Introduction

Since the existence of social life, values have always had an important place in individual and social life (Atay, 2003). However, when we look at the studies conducted in the last fifty years and the statements of experts, many experts, researchers and thinkers (Althof and Berkowitz, 2006; Arslan and Yaşar, 2007; Davis, 2006; Doğanay, 2007; Kaymakcan and Meydan, 2014; Kenan, 2009; Köylü, 2007; Sims, 2003; Raths, Harmin and Simon, 1978; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005) argue that future generations and present humanity face serious problems in terms of values in today's conditions. In particular, the problems related to human and moral values and the consequences of these problems are clearly felt both based on the individual and the society. "At the forefront of these is the deterioration of the ecological balance with the increase in socio-economic imbalances, wars, conflict and violence around the world." (Köylü, 2007, p. 308). On the other hand, today's generations grow up with nutrition, education, health care, transportation, communication, technology, access to information, etc. Although they are in a very good condition compared to the past in many respects, the need to keep them safe in today's conditions forces them to spend more time at home by detaching them from their natural and social environments. In this process, children must use television, computer, virtual game etc. as a means of passing time and distraction. They spend more time with vehicles. This situation paves the way for children to grow up as individuals who are antisocial and far from real life.

According to Atabek (1995), children's social interactions are carried from face-to-face communication to the screen, or the lack of such interaction opportunities causes them to not acquire historical and social values sufficiently; It has a negative effect on the development of human characteristics such as not thinking of others other than himself/herself, not loving, selfishness and not sharing. Because socialization of children is the most important factor that affects the development of human characteristics such as sharing, friendship, love and thinking about others.

One of the problems brought by these conditions is the negative effects on social and cultural values. Children can adopt their values and lifestyles by being influenced by the attitudes and behaviors

of the characters they watch instead of the values of their social and cultural environment. In social learning theory, this situation is “Children learn not only knowledge and skills by observing role models, but also moral values, performance standards, and how to behave under what conditions, and even relying on the emotional reaction of the role model when deciding on one's own reaction to a situation” (Sarı, 2007 and Bee & Boyd, 2009 as cited in Tahiroğlu & Tay, 2020, p.14). In this context, Tarhan (2015) argues that a significant part of the children who grow up in today's conditions are not brought up as the children of their own social culture, but of the culture that is portrayed in the media. Because, through mass media and the internet, "individuals become aware of the lives and ideas of people they would not otherwise meet in daily life," changing the value judgments they acquire from their social and cultural environments. The effect of this situation on individuals is inevitable (Yeşilyurt & Kurt, 2012, p. 3257). In fact, this situation sometimes supports the positive values of the child, and sometimes brings the risk of negative gains. For example, violent games and movies, slang, or abusive posts, etc. In addition, in some studies (Akarsu, 2016; Sağbaş, Ballı, & Şen, 2016) it has been emphasized that social media has serious effects on people's selfishness, jealousy, obsession with liking and being liked.

Therefore, in today's conditions, the acquisition of children's sociocultural values has become quite complex. According to Simon, Howe and Kirschenbaum (1972), today's children and youth face more choices than previous generations, which makes their selection activities even more difficult. Because it's easy to decide about something certain and accepted. However, when the options multiply, it becomes very difficult to decide (Willower & Licata, 1997). Under these conditions, the disappearance or change of socio-cultural values seems to be an inevitable end. If societies lose their fundamental values in this process, it is as if they have lost their fingerprints. Because our values are like our cultural assets. For example, many of our values such as tolerance, love, respect, and identity awareness that we show to people are our very important socio-cultural value areas. When these values change or disappear, the whole society will be affected (Güngör 1993 as cited in Canatan, 2008).

Because today, although human beings have developed in information and technology, they must be social, benefit from other individuals and cooperate with them in order to survive in a humane way (Oktay, 2007, p. 134). “All of the basic social institutions that make up the social structure contain their own values.” (Özensel, 2003, p. 217). These social values include: “Tradition, customs, and social rules. Through social values, it is ensured that individuals exhibit common behaviors, so that social conflicts are reduced, and the continuity of the society is ensured.” (Gökdere & Çepni, 2003, p. 97).

Therefore, in order to prevent developments that push humanity aside, we must prevent the loss of our social, spiritual and human values that unite people and build bridges between them instead of being isolated; accepting scientific humanism that uses human technologies that will help solve our problems such as poverty, injustice, inequality, ignorance, hunger, disease, fighting and violence and improve our quality of life; We should all work together to change our habits such as war, violence, selfishness, jealousy and self-interest into peace, tolerance, respect, love, friendship, cooperation and solidarity (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005). In order for human beings to experience love, friendship, happiness, freedom, peace, tolerance, cooperation and solidarity in society, they should have ethical and social values that form the basis of common life (Akbaba Altun, 2003). However, “Every society has its own culture and every culture has a system of values.” (Güngör, 2000, p. 136). That is, “A civilization, whatever it may be, defines itself by the values it chooses, and thus it is similar to or different from others.” (Özkul, 2009, p. 54).

In Turkish society, it is accepted that the value of hospitality has a very important role in the development of cohesion, love, friendship, happiness, tolerance, respect, peace, sharing, cooperation and solidarity, which form the basis of common life. Because in the literature of hospitality, it strengthens people's relations with each other (love, friendship, peace, tolerance, etc.); encouraging friendly behavior towards each other; providing time, space, food, and beverage sharing and helping to meet temporary accommodation needs; It is defined as a value that responds to meeting many social, emotional and psychological needs of people. In fact, there is a sharing of human values between the host and the guests/guests. In this context, "hospitality behavior, which is one of the basic elements of social culture; It is based on the evolving relationships between the host and others." (Kaya, Kızıllırmak & Çetin, 2018, pp. 131-134). These relationships have helped to eliminate the conflicts between individuals or societies from past to present, and to strengthen interpersonal friendship, love, peace, and sincerity. Particularly in the guest relations with those who are economically lower or in need, sharing such things as food, drink, and shelter has played a very important role in helping, solidarity and social integration (Kaya, 2018). In this context, hospitality has a series of roles such as cohesion, love, friendship, happiness, tolerance, peace, sharing and solidarity to ensure and survive the social order of society (Heal, 1990 as cited in Kaya, Kızıllırmak & Çetin, 2018).

On the other hand, Derrida explains the concept of hospitality through the concepts of conditional and absolute acceptance of a foreigner. In this context, it is conditional to accept a foreigner in need as an obligation, right or duty; Unconditionally accepting, welcoming, taking in and hosting him/her is explained as absolute hospitality (Alpakgir Cevheri, 2014, p. 99). This situation also reveals the important roles of the application of hospitality behavior to people in need, in any form (conditional or absolute), such as universal love, friendship, happiness, tolerance, peace, cohesion, sharing and solidarity.

According to Kant, if the visitor has a vital danger or obligation, unconditional hospitality should be applied to him (Alpakgir Cevheri, 2014). In this context, "Kant considers hospitality mostly as a legal idea of a behavior that societies should take for people who are forced to migrate, seek asylum and displaced." (Kaya, 2018, p. 37). In fact, this situation has been accepted as a religious and ethical responsibility throughout history (Alpakgir Cevheri, 2014).

When we look at the explanations about the concept of hospitality (Alpakgir Cevheri, 2014; Kaya, 2018; Kaya, Kızıllırmak, & Çetin, 2018), it is seen that this concept is related to situations such as visits, invitations, and compulsory residence. In addition, this concept is closely related to many other human mobility. For example, commercial and tourism mobility (Asal, 2017). In these contexts, Turkish Language Association [TDK] (2019) defines the guest as "a person who comes to a place or someone's house for a short stay"; According to Altunbay (2016), a guest is a person who goes to a place for a short time and is hosted there. However, according to Karadağ (2008), the concept of guest is used not only for short-term but also for long-term visitors. According to Toprak (2019, p. 76), "Guest means a person who arrives suddenly and is well received by the host." However, according to Subaşı (2018, p. 315), "A guest is not a passer-by." According to Gökçen and Ulutaş (2018), "Guests are often invited. Because the intruder catches the host off guard, they are not very well tolerated by the host unless they are closely bonded." Therefore, the guest is the one who is invited and responds to the invitation. On the other hand, in some cultures, tourists, merchants, diplomats, foreign students, journalists, missionaries, scientists

and all kinds of immigrant groups from different parts of the world, who come to any place temporarily, are also considered as guests in various contexts. (Gökçen & Ulutaş, 2018, p.120-123).

As can be seen, the concept of 'guest' has many different meanings from person to person or from culture to culture. For example, some of the guests are defined as familiar people, while others are defined as unknown people; According to some, it is someone who comes by invitation or at an unexpected time (Öztürk, 2021). In addition, although the guest is a tolerated type, he/she also has limitations and some rules that must be followed. For example, person should be content with the facilities and treats offered to him/her wherever he/she goes, to comply with the established order, to avoid attitudes and behaviors that will disturb the hosts, to be clean and to smell good (Gökçen & Ulutaş, 2018). Because "there is temporaryness in hospitality, that is, a person who is permanently in a place is not called a guest." (Altunbay, 2016, p. 359). This situation is actually because the person does not have the goods that will meet all their needs due to their temporary stay in a place. Therefore, the needs of that person must be met. So, the person is in need of some kind of help. This situation has been adopted as a humanitarian duty accepted in many cultures and beliefs. This brought with it respect and tolerance towards the guest. According to Öztürk (2021, p. 1), these meanings attributed to hospitality are actually "not independent of the hospitality understanding of the culture in which the person lives." It has even become an important value in some cultures. For example, in Turkish culture;

Respect, welcome, farewell and tolerance are very important in the relationship between the guest and the host. In Turkish folk culture, hospitality is one of the basic values that are given importance by the society. Every effort is made to make the guest feel comfortable, treats are offered, and services are provided without expecting anything in return. Because the guest is seen as holy, it is believed that offering hospitality and serving to the guest is a reward. In this regard, the phrase "guest of God", which has found its place in Turkish literature, is important in terms of showing how sacred the guest is and how much the Turkish nation values the guest. (Toprak, 2019, p. 76).

As can be seen, in Turkish culture, the host is expected to host the guest. For this reason, hosting guests has become an important tradition for Turks (Öztürk, 2021). This tradition has been adopted by almost every part of the society and has become a hospitable understanding sincerely applied. In fact, the traditions of Turkish culture on hospitality are a part of the culture of cohesion, love, respect, friendship, happiness, tolerance, peace and cooperation and solidarity created for the survival of the social order and the survival of the people in need. For example, opening a house to a passer-by or inviting someone to offer them treats is one of the most important products of this culture. More importantly, all these are done without expecting anything in return in Turkish culture, and not showing these behaviors is a reason for shame (Çubukçu, 2016). In fact, the understanding of hosting guests in Turkish culture is equivalent to the concept of table and catering. The idea that the table will multiply as it is shared and that it will bring abundance, the term "Halil İbrahim Bereketi" has been dominant in the Anatolian geography for a long time (Gökçen & Ulutaş, 2018, p. 125). Also, "For Turkish people, a guest is a 'sign of happiness and good luck' and 'a trust sent by Allah'." (Çubukçu, 2016, p. 14). This situation reveals how important it is to host guests in the beliefs of the Turks.

Hospitality, which has been adopted as both a national and a religious duty since the past, has become an important cultural value in Turkish society. Today, this value is almost integrated with the Turkish identity as the value of "hospitality". "Hospitality, which is adopted as a religious and national duty and occupies an important place in traditions and customs, is based on the best way to welcome

and send off the person who comes to the house, either invited or uninvited." (Altunbay, 2016, p. 359). This is considered very valuable in terms of social cohesion, love, friendship, happiness, tolerance, peace, sharing, cooperation and solidarity. However, in this value, the negative effects of today's conditions on the above-mentioned social and cultural values are seen. Some empirical studies conducted in this context support this idea. For example, in the study conducted by Köse and Özdemir (2019), the willingness and friendly approach dimensions of the hospitality understanding of the people living in the region have an impact on the satisfaction of domestic tourists and this satisfaction has a positive effect on the intention to revisit the city and loyalty; Çelik, Karadeniz, and Cabul (2018), in their study with students, stated that despite many changes today, respect for the guest, pleasant conversation and treats still continue; Kaya (2018), in his study on tourist experiences, found that the participants had a significant and positive perception of traditional Turkish hospitality such as "being sincere, reliable, helpful and humane"; Çubukçu and Yaylı (2016) found in their research that the participants' Anatolian Hospitality experiences had positive effects on friendship and loyalty. However, Yıldırım (2022), in his research aiming to reveal what the effective factors and hospitality views are in keeping the phenomenon of hospitality alive in Şırnak, which is gradually decreasing and changing shape in the modern world, found that the examples of hospitality kept alive in Şırnak are almost no longer experienced in other regions, but they have gradually decreased in Şırnak compared to the old periods. This situation shows that today's conditions have negative effects on the value of hospitality.

In other words, the hospitality value that Turkish society has created for many years is also negatively affected by the results of modernization. Especially with modernization, the shift of humanity from social life to individualism has an important effect on this situation. On the other hand, "Things such as the struggle for life with the migration from the village to the city, and the security problem in big cities and metropolitan cities gradually reduce the number of guests and strike a big blow to the traditional understanding of hospitality." (Altunbay, 2016, p. 362). In addition, this situation also deals major blows to the learning-through-experience processes, which have a vital role in keeping the value of hospitality, which has a very important place in terms of humanity and society, transmitted to new generations. Because values are acquired through many life and learning experiences from birth (Smyth, 2005) and they are developed with the influence of culture, nature and society (Oktay, 2007 & Öztürk, 2005). Therefore, life experiences and cultural and social influences have a very important place in the acquisition of values or transferring them to children. If the relevant value is not experienced in society, it will naturally disappear in life experiences and cultural influences. When this is the case, schools have very important duties in terms of keeping these human and cultural values alive in today's conditions.

In a study conducted by Tay (2009), it was emphasized that the Social Studies course can be used effectively in teaching these values and in these processes, especially values such as respect, love, patriotism, honesty, honesty and morality, which form the basis of social life, should be given priority. However, it is doomed to fail in an education that cannot be given in accordance with the nature of values. According to Bacanlı (2017), if the value education to be given is not suitable for the developmental characteristics, levels and conditions of the children, failure is inevitable. Therefore, in value education, it is of vital importance to carry out educational activities in accordance with the developmental characteristics of children, their levels, the conditions they are in and the nature of values. This is at the beginning of suitable activities, and experience is needed as mentioned above.

Considering these explanations, the activities related to hospitality, which is one of the values that are on the verge of disappearing today, but are very necessary for the experience of love, friendship, happiness, tolerance, peace, sharing, cooperation, and solidarity, should be designed in accordance with the nature of the values and this value should be especially developed in accordance with the developmental characteristics of children. It is also important that it is given in primary school years. On the other hand, effective acquisition of this value will also help support values such as "friendship, patience, respect, love, responsibility, helpfulness", which are among our core values determined by the Ministry of National Education. Because the understanding of hosting the guest in a good way requires the behaviors of friendship, patience, respect, love, tolerance, responsibility, and helpfulness. If this hospitality value, which is on the verge of disappearing in today's conditions, cannot be taught to children in schools with suitable methods and in accordance with the nature of the values, it will be condemned to disappear completely over time. Therefore, for the values of hospitality, which have an important place in social life, to be kept alive and experienced, there is a need to develop activities suitable for the nature, developmental characteristics, levels and conditions of children and apply them in education-teaching processes.

In this study, it is aimed to apply the activities related to hospitality prepared by considering the teaching approaches suitable for the nature of values to the fourth-grade students of primary school and to evaluate the results in terms of respect, love, tolerance and hospitality tendencies.

For this purpose, answers to the following questions were sought:

1. Do the activities related to hospitality, which are prepared by considering the teaching approaches suitable for the nature of values, increase the students' tendency to be respectful?
2. Do the activities related to hospitality, which are prepared by considering the teaching approaches suitable for the nature of values, increase the tendency of students to behave in love?
3. Do the activities related to hospitality, which are prepared by considering the teaching approaches suitable for the nature of values, increase the tendency of students to be tolerant?
4. Do the activities related to hospitality, which are prepared by considering the teaching approaches suitable for the nature of values, increase the tendency of students to be hospitable?

Method

Model of the Research

This study was carried out according to the pre-test and post-test control group experimental model in order to reveal the differences between the success of the students who participated in the sessions for the implementation of the activities prepared in order to increase the students' attitudes of respect, love, tolerance and hospitality regarding the gains in the fourth grade Social Studies course in primary school and taking into account the teaching approaches suitable to the nature of values. In the pre-test post-test experimental model with control group, two groups were formed, one for the experiment and the other for the control group, with the selective assignment method, and measurements were made on these groups before and after the application.

Sample

In this study, random assignment methods were used to determine the samples and groups. An easily accessible sample was used to determine the study group. The main reason for adopting this sample is that it is an easily accessible school by the researcher, it is easier to work with students and to observe them more easily. In line with these opportunities, 4/B class students in a primary school in Nevşehir Central district were selected as the sample of the research in the 2021-2022 academic year. In the selection of this sample, for the purposes of the research, the participants in the experimental and control groups should come from similar economic and socio-cultural backgrounds; The acceptance of the study by the students in both groups was effective. On the other hand, the random assignment method was used to determine the experimental and control groups. As a result of the random assignment, 11 students from the 4/B class, who constituted the sample of the study, formed the experimental group and 9 people formed the control group (Although there were 10 people in the control group at the beginning, a student could not be included in the sample due to health problems in the later stages).

Data Collection Tools

In this study, "Respect Tendency Scale", "Love Tendency Scale", "Tolerance Tendency Scale" and "Hospitality Tendency Scale" developed by Sarmusak (2011) were used as quantitative data collection tools. Information about these tools is as follows.

Respect Tendency Scale

The Respect Tendency Scale, which was developed for 4th and 5th grade primary school students, is a four-point Likert-type measurement tool consisting of 14 items. The grading of the items of the scale was listed as "Always, Often, Very Rarely, Never" and scored as 4,3,2,1 in line with this order. After the data obtained from the application of the scale to 150 primary school 4th and 5th grade students were analyzed, the load values of the items varied between 0.341 and 0.697. Coronbach Alpha reliability coefficient is 0.77 (Sarmusak, 2011, pp. 52-54).

Affection Tendency Scale

The Affection Tendency Scale, which was developed for primary school 4th and 5th grade students, is a four-point Likert-type measurement tool consisting of 11 items in total. The grading of the items of the scale was listed as "Always, Often, Very Rarely, Never" and scored as 4,3,2,1 in line with this order. After the data obtained from the application of the scale to 150 primary school 4th and 5th grade students were analyzed, the load values of the items varied between 0.336 and 0.719. Coronbach Alpha reliability coefficient is 0.73 (Sarmusak, 2011, pp. 61-63).

Tolerance Tendency Scale

The Tolerance Tendency Scale developed for primary school 4th and 5th grade students is a four-point Likert-type measurement tool consisting of 13 items. The grading of the items of the scale was listed as "Always, Often, Very Rarely, Never" and scored as 4,3,2,1 in line with this order. After the data obtained from the application of the scale to 150 primary school 4th and 5th grade students were analyzed, the load values of the items varied between .328 and .689. Coronbach Alpha reliability coefficient is 0.78 (Sarmusak, 2011, pp. 50-52).

Hospitality Tendency Scale

The Hospitality Tendency Scale, developed for primary school 4th and 5th grade students, is a four-point Likert-type measurement tool consisting of closed-ended items. The load values of the items of this scale, which consists of 10 items in total, vary between .446 and .760. The grading of the items of the scale was listed as “Always, Often, Very Rarely, Never” and scored as 4,3,2,1 in line with this order. Cronbach Alpha reliability coefficient was found to be 0.79 after the data obtained from the application of the scale to 150 primary school 4th and 5th grade students were analyzed (Sarmusak, 2011, pp. 56-58). Therefore, it is a measurement tool that can be used for the sample group in this study.

Experimental Process

1. Preparation of Event Plans

The activities to be applied in the experimental process were prepared by the researchers for the values in the Social Studies curriculum of the Ministry of National Education, taking into account the content of Turkish hospitality, the nature of values and educational processes, the developmental characteristics and levels of primary school fourth grade students. Activities prepared during this process:

1. Hospitality activity 1 (Annex-1)
2. Hospitality event 2 (Annex-2)
3. Hospitality event 3 (Annex-3)
4. Hospitality activity 4 (Annex-4)
5. Hospitality activity 5 (Annex-5)

The activities were applied by associating them with the fourth grade Social Studies course in primary school. The application process is planned to be covered in 9 lesson hours in total. In primary school curriculum, Social Studies course is 3 hours per week and 40 minutes per hour.

2. Application of the Experimental Process

- ✓ Hospitality Tendency Scale, Affection Tendency Scale, Respect Tendency Scale and Tolerance Tendency Scale were applied to the sample group as a pre-test.
- ✓ After analyzing the data obtained from the pre-test, 11 students were determined as the experimental group and 9 students as the control group by random assignment method.
- ✓ The activities prepared for the experimental process were applied to the experimental group in a separate classroom from the control group by the researchers in a way integrated into the curriculum program of the 4th grade Social Studies course. The 9-hour part of the implementation process (activities to be done in the classroom) was carried out during the course teaching process, while the other processes (activities to be done by doing-living) were carried out during the time spent fulfilling extracurricular tasks. In the control group, the subjects in the fourth grade Social Studies curriculum were taught by their own classroom teachers in the existing classroom without any additional intervention.

✓ Hospitality Tendency Scale, Affection Tendency Scale, Respect Tendency Scale and Tolerance Tendency Scale were applied to the experimental and control groups simultaneously as a post-test.

Analysis of Data

The non-parametric Mann Whitney U test was used to compare the conditions of the experimental and control groups. In this process, 0.05 confidence level was adopted as the significance level. The reason why this test is preferred is that the number of students in the groups is less than 30. Because when the number of participants in the groups falls below 30, according to some researchers if participants 30 and below, according to some researchers 15 and below, it is not possible to assume that the scores are normally distributed. In such cases, non-parametric tests should be used in the analysis (Büyüköztürk, Çokluk & Köklü, 2020). Since the number of participants of the study were less than 15 in the groups of this study, non-parametric tests were preferred in the analysis of data.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Nevşehir Hacı Bektaş Veli University
Scientific Research and Publication Ethics Committee

Date of ethical review decision= 27.04.2022

Ethics assessment document issue number= 2100100791

Findings

Findings of the First Research Question

Before the experimental procedure, to understand whether there was a significant difference between the experimental and control groups' dispositions to be respectful, the results of the Pretest of the Respectful Tendency Scale were analyzed and presented in Table 1.

Table 1. Mann Whitney U results on the pretest scores of the experimental and control group's tendency to be respectful

Groups	N	Mean Rank	Sum of Ranks	U	Z	p
Experiment	11	11.27	124.00	41.000	-.731	0.465
Control	9	9.56	86.00			

When Table 1 is examined, the mean scores of the students in the experimental and control groups from the pretest of the tendency to be respectful scale before the experimental procedure were tested with the Mann-Whitney U Test at a significance level of .05, there was a statistically significant difference between the pretest scores of the students in the experimental group and the pretest scores of the students in the control group. No significant difference was found (U=41.000, p>.05).

After the pretest results, the activities prepared by considering the teaching approaches suitable to the nature of the values related to hospitality were applied to the experimental group students. At the

end of the application, to determine the effect of these activities, it was examined whether there was a significant difference between the posttest point averages of the experimental and control groups' tendency to be respectful. The findings are presented in Table 2.

Table 2. *Mann Whitney U results regarding the posttest scores of the experimental and control group students' tendency to be respectful*

Groups	N	Mean Rank	Sum of Ranks	U	Z	p
Experiment	11	15.00	165.00	.000	-3.799	0.000
Control	9	5.00	45.00			

As can be seen in Table 2, according to the results of the Mann Whitney U test performed after the experimental procedure, there is a statistically significant difference in favor of the experimental group between the posttest scores of the students in the experimental group and the students in the control group for the tendency to be respectful (U= 0.000, p<.05). This result shows that the activities prepared by considering the teaching approaches suitable to the nature of hospitality-related values significantly increased the tendency of the students in the experimental group to be respectful to others and brought them to a higher level than the students in the control group.

Findings of the Second Research Question

Before the experimental procedure, the Affection Tendency Scale pretest results were analyzed to understand whether there was a significant difference between the love tendencies of the experimental and control groups, and the findings are presented in Table 3.

Table 3. *Mann Whitney U results regarding the love tendency pretest scores of the experimental and control groups*

Groups	N	Mean Rank	Sum of Ranks	U	Z	p
Experiment	11	9.77	107.50	41.500	-.611	0.541
Control	9	11.39	102.50			

When Table 3 is examined, there is a statistically significant difference between the love tendency pretest scores of the experimental group students and the control group students' pretest scores when the mean scores of the students in the experimental and control groups before the experimental procedure were tested with the Mann-Whitney U test at a significance level of .05. no significant difference was found (U=41.500, p>.05).

After the implementation of the activities prepared by considering the teaching approaches suitable for the nature of hospitality-related values to the experimental group students, it was examined whether there was a significant difference between the posttest mean scores of the experimental and control groups to determine the effect of these activities on the love tendency. The findings are presented in Table 4.

Table 4. *Mann Whitney U results regarding the love tendency posttest scores of the experimental and control groups*

Groups	N	Mean Rank	Sum of Ranks	U	Z	p
Experiment	11	14.91	164.00	1.000	-3.696	0.000
Control	9	5.11	46.00			

As seen in Table 4, according to the results of the Mann Whitney U test performed after the experimental procedure, there is a statistically significant difference in favor of the experimental group (U= 1.000, p<.05) between the love tendency posttest scores of the experimental group students and the control group students. This result shows that the activities prepared by considering the teaching

approaches suitable for the nature of hospitality-related values significantly increased the love for other tendencies of the experimental group students and brought them to a more advantageous level than the control group students.

Findings for the Third Research Question

Before the experimental procedure, the pretest results of the Tolerance Tendency Scale were analyzed to understand whether there was a significant difference between the experimental and control groups' tendencies to be tolerant, and the findings are presented in Table 5.

Table 5. Mann Whitney U results regarding the pretest scores of the tolerance tendency of the experimental and control groups

Groups	N	Mean Rank	Sum of Ranks	U	Z	p
Experiment	11	11.36	125.00	40.000	-.724	0.469
Control	9	9.44	85.00			

When Table 5 is examined, the mean scores of the students in the experimental and control groups from the pretest of the Tolerance Tendency Scale before the experimental procedure were tested with the Mann-Whitney U test at a significance level of .05. no statistically significant difference was found ($U=40.000$, $p>.05$).

After the implementation of the experimental procedure, the difference between the post-test mean scores of the participants in both groups was examined to test whether the activities were effective on the students' tendency to be tolerant. The findings are presented in Table 6.

Table 6. Mann Whitney U results regarding the posttest scores of experimental and control group students' tendency to be tolerant

Groups	N	Mean Rank	Sum of Ranks	U	Z	p
Experiment	11	13.77	151.50	13.500	-2.747	0.006
Control	9	6.50	58.50			

As seen in Table 6, according to the results of the Mann Whitney U test performed after the experimental procedure, there is a statistically significant difference in favor of the experimental group between the posttest scores of the students in the experimental group and the students in the control group for the tendency to be tolerant ($U= 13.500$, $p<.05$). This result shows that the activities prepared by considering the teaching approaches suitable for the nature of hospitality-related values significantly increase the tolerance tendency of the experimental group students and bring them to a more advantageous level than the control group students.

Findings of the Fourth Research Question

Before the experimental procedure, the pretest results of the Hospitality Tendency Scale were analyzed to understand whether there was a significant difference between the hospitable tendencies of the experimental and control groups, and the findings are presented in Table 7.

Table 7. Mann Whitney U results regarding the pretest scores of the tendency to be hospitable in the experimental and control groups

Groups	N	Mean Rank	Sum of Ranks	U	Z	p
Experiment	11	10.14	111.50	45.500	-.319	0.75
Control	9	10.94	98.50			

According to the results of the Mann Whitney U test performed on the pretest scores of the Participants' Hospitality Tendency Scale, there is no statistically significant difference between the students in the experimental group and the students in the control group ($U=45.500, p>.05$).

After the implementation of the hospitality-related activities to the experimental group students, the post-test mean scores of the participants were analyzed to test the effect of these activities on the hospitality tendencies of the students. The findings are presented in Table 8.

Table 8. *Mann Whitney U results regarding the posttest scores of the experimental and control group students' hospitality tendency*

Groups	N	Mean Rank	Sum of Ranks	U	Z	p
Experiment	11	12.14	133.50			
Control	9	8.50	76.50	31.500	-1.386	0.166

When Table 8 is examined, it is seen that there is no statistically significant difference between the posttest scores of the students in the experimental group and the students in the control group regarding the tendency to be hospitable, according to the Mann Whitney U test results ($U= 31.500, p>.05$).

Discussion and Conclusion

According to the measurements made before the application process, it was seen that there was no significant difference between the experimental and control group students participating in the study in terms of their tendencies to respect, love, tolerance and being hospitable. In the measurements made after the implementation of the activities prepared by considering the teaching approaches and student levels in accordance with the nature of the achievements and values in the fourth grade Social Studies course in primary school, a significant increase was observed in the tendency of respect, love, and tolerance of the experimental group. As for the hospitality tendency, no significant difference was observed between the control and experimental groups before and after the experimental procedure. However, although there was an increase in the posttest hospitality tendency average scores of the experimental group after the experimental procedure (it increased from $X=2.47$ to $X=2.51$), this difference was not significant. In fact, it can be said that a significant part of a person's social values (especially values that come from within life such as hospitality) are related to the social structure (such as the attitudes and behaviors of the people around them towards the relevant value/values) and that they are formed over a certain period of time due to the conditions they are exposed to.

Social values such as hospitality are transferred to children in an acculturation process together with traditions and customs. According to social learning theory, this process occurs as children learn, adopt, and internalize the traditions, customs and values in their social environment, their performance standards and how to behave under what conditions by observing and taking role models (Sarı, 2007; Bee & Boyd, 2009). Of course, this learning, acceptance and internalization process does not happen all of a sudden. According to Smyth, this learning, acceptance and internalization consists of many life, learning experiences and expectations (Smyth, 2005). "In this context, values, in line with personality traits and current conditions from an early age, with the culture, nature, society and relations with oneself; It is produced by being influenced by their goals, desires, beliefs and actions and is formed gradually over a long period of time." (Bobaroğlu, 2001; Oktay, 2007; Öztürk, 2005, as cited in Tahiroğlu & Tay, 2020, p. 8). This formation is not limited to early years and childhood gains. It encompasses a life-long process. Because, with the reflections in the culture and social environment, which are naturally in

a continuous development and change, the value systems of the person are also systematically restructured (Superka, Johnson & Ahrens, 1975). These structured values also affect people's attitudes, decisions and behaviors (Matusov, 2018). But they are not the direct behavior itself. In fact, they represent the reason behind the relevant behavior (Dunlop, 2005). In fact, values "appear in different dimensions in behavior, depending on the relationships between people and their environment and the conditions they are in, and may differ from person to person." (Tahiroğlu & Çetin, 2019, p. 299). From these perspectives, it would not be a correct approach to think that a social value such as hospitality will be immediately formed in children and reflected in their behaviors and tendencies.

On the other hand, there may be differences in the reflection of values that require direct contact such as hospitality on attitudes and behaviors. For example, especially in children of this age group, situations such as rejection of social contact between different groups or maintaining distance can be quite effective. Because social distance significantly affects the relations of an individual belonging to a certain social class with other classes and groups and individuals belonging to those classes, the relations of classes within a population with each other and the social relations between certain populations. In fact, members of different social groups accept or reject each other. Sociologically, it is about the distance at which groups are willing to draw the boundaries of privacy. This is influenced by similarity, proximity or distance based on social variables or networks. In addition, as a negative affective state, emotional states arising from the possibility of experiencing unpleasant situations such as demographic concerns, prejudices, inability to identify, rejection, marginalization, etc. in an interaction with the other group are also effective (Taşdemir Yiğitoğlu & Kıray Vural, 2019). For this reason, "it is suggested that the degree of identification with the ingroup and the perception of threat from the outgroup are important in determining the distance to the outgroup, and that high levels of identification with the ingroup and perception of threat will lead to more distance" (Giles, 1990 as cited in Güler, 2013, p. 47). When these explanations are taken into consideration, it can be thought that children's refusal of contact between different groups/maintaining distance etc. are also effective in the significant development of hospitality tendency. When considered in this context, the significant development of other values (love, respect and tolerance) can be interpreted as arising from the fact that these values can be experienced in an area where the individual partially draws the boundaries of the individual.

Another situation related to the subject is thought to be related to the problems of measuring values such as hospitality, which develop through direct contact and acculturation from life. Because according to Dewey, these values cannot exist without evaluating them. Therefore, students need to evaluate the given values and develop a certain sensitivity towards them. To do this, students need to understand whether the value given by education is compatible with real life or not, to realize the value in emotional dimension and to make an evaluation. This, in turn, often depends on a real application or exposure to the subject in life (UNESCO, 1986). In other words, the acquisition of values actually depends on the combination of the relevant value with experience and thought and then its acceptance in the emotional dimension (UNESCO, 2005). However, with modernization, especially the sociocultural and economic conditions, social environment and opportunities in society have pushed human beings from social life to individualism, while movements such as migration etc. have brought together different cultures and structures, causing some social problems and increasing the already existing security problems. These problems inevitably reduce the understanding of hospitality and deal a major blow to the value of hospitality (Altunbay, 2016). In addition, the transfer of children's social

interactions from face-to-face communication to the screen (Atabek, 1995) or the lack of such interaction opportunities may cause them not to experience the values they should acquire through direct contact and acculturation from life. However, "there is a need for an experience and time that will enable students to experience, feel, empathize, see the reactions from their environment and evaluate the results" (Tahiroğlu & Çetin, 2019, pp. 304-305). Considering these explanations, it would not be correct to say that the activities implemented in the study were effective or ineffective on the acquisition of hospitality value.

On the other hand, within the scope of the activities prepared by taking into account the teaching approaches appropriate to the nature of the values related to hospitality, activities were designed to contribute to students' attitudes towards tolerance, respect and love, and it was aimed to associate the activities with students' daily life. For this purpose, it is aimed that the value of hospitality, which has almost disappeared today, especially with the effect of the covid 19 epidemic, will resurface and that love, friendship, happiness, tolerance, peace, sharing, cooperation and solidarity will be learned by living. In this process, it was observed that neighborhood and friendship relations were strengthened especially through activities such as traditional home cooking and toy design, which the students themselves participated in. In addition, within the scope of the activities, students were helped to feel concepts such as love, friendship, tolerance and peace by sharing the food they prepared and the toys they had with refugee children at school or in their neighborhoods, and it was observed that children enjoyed helping and sharing. In fact, the statistical findings of the study showed a significant increase in the respect, love and tolerance tendencies of the students who participated in the activities. In this context, Karadağ (2008) emphasizes that giving importance to the guest and hosting the guests in the best way has an important effect on increasing the loyalty and affection between people.

Türe (2014), in his study examining Social Studies teachers' perceptions of tolerance and their perspectives on tolerance education, found that Social Studies teachers emphasized that values and different cultures should be taught for tolerance and that tolerance education should be carried out through methods such as drama, theater, and excursions. In addition, teachers suggested that education to develop a tendency towards tolerance should start at an early age, additions should be made to the curriculum and textbooks regarding tolerance, seminars and activities should be organized for students, teachers should act democratically and be models and include tolerance in their lessons, and parents should act consciously. In this study, during the implementation process of the activities prepared in accordance with the nature of values and structured in a way to attract the attention of primary school fourth grade students, it was observed that the participants found themselves in real life and developed attitudes / tendencies by having fun, especially while portraying the host and the guest. As a result, while awareness of the value of hospitality was developed, it also made significant contributions to the increase in love, respect and tolerance tendencies. Therefore, it can be assumed that the study will contribute to the views of Social Studies Teachers in the research conducted by Türe (2014).

Recommendations

As a result, it is seen that the value of hospitality has a very important place in order to experience love, friendship, happiness, tolerance, respect, peace, sharing, solidarity and solidarity, which form the basis of common life in society. For this reason, it is very important to carry out the necessary practical studies in order to transfer the value of hospitality, which has almost disappeared in today's conditions, to future generations and to keep it alive. In addition, values such as hospitality,

which come from within life and are shaped through direct contact and acculturation, should be given through real life practices in accordance with children's developmental characteristics, levels and the conditions they are in. However, in this study, it was observed that no significant difference was observed for the value of hospitality in the applications made by taking into account student levels and real-life situations. This situation revealed that our study has limitations in the reflection of interventions on values that require direct contact such as hospitality (situations such as refusal of social contact or keeping distance, etc.) on attitudes and behaviors, in the acquisition of this value through acculturation in real social life, and in the inability to spread the correct measurements of the interventions on values over a certain experience and time. Therefore, while conducting similar studies, it is recommended to know the social contact and distance protection characteristics of the students and to make appropriate interventions when necessary and to evaluate the results, to evaluate the results by supporting the educational activities more with the acculturation processes in real social life, to provide a certain time and opportunities for children to experience the subject and to carry out measurement-evaluation activities after these processes.

On the other hand, in Karadeniz's (2019) study titled "Fifth Grade Students' Evaluations of Change and Continuity in the Value of Hospitality in Social Studies Course", it was observed that students explained the change and continuity in cultural elements within a certain chronology and based on cause-and-effect relationships. In the study conducted by Kılcan and Akbaba (2013) with sixth and seventh grade students, it was observed that the majority of the participants had perceptions that being sensitive to cultural heritage is important. Based on the findings of these studies, it is seen that when necessary guidance and studies are carried out, students can access information and develop sensitivity to cultural heritage by perceiving the change and continuity in our culture. For this reason, it is recommended that research and practices that will develop sensitivity to cultural heritage such as hospitality, which forms the basis of common life in society due to the conditions brought by today's conditions, should be carried out to develop sensitivity to cultural heritage such as hospitality in a way that keeps pace with change and continuity.

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Author 2: 40%

The first author contributed to the creation of the research idea, the planning, the determination of the method, literature review, the collection of data, conclusion and discussion, the evaluation and conclusion of the article. The second author, on the other hand, contributed to the article in writing process with the collection of data, data analysis and findings.

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İlkokulda Değerler Eğitimi: Misafirperverlik Etkinliklerinin Öğrencilerin Sevgi, Saygı, Hoşgörü ve Misafirperverliklerine Etkisi

Giriş

Toplumsal yaşamın var olduğu günden bu yana değerler, birey ve toplum yaşamında her zaman önemli bir yere sahip olmuşlardır (Atay, 2003). Fakat şimdiki nesiller beslenme, eğitim, sağlık hizmeti, ulaşım, iletişim, teknoloji, bilgiye erişim vb. pek çok açılardan geçmişe oranla çok iyi bir durumda olsalar da günümüz koşullarında onları güvende tutma ihtiyacı, doğal ve sosyal ortamlarından kopararak evde daha fazla vakit geçirmeye zorlamaktadır. Bu süreçte çocuklar mecburen zaman geçirme ve oyalanma araçları olarak televizyon, bilgisayar, sanal oyun vb. araçlarla daha fazla vakit geçirmektedirler. Bu durum ise çocukların antisosyal ve gerçek yaşamdan uzak bireyler olarak yetişmelerine zemin hazırlamaktadır. Atabek'e (1995) göre çocukların sosyal etkileşimlerinin yüz yüze iletişimden ekran başına taşınması veya imkanlarının olmaması, onların sosyal ve toplumsal değerleri yeterince edinmemelerine; empati becerilerinin yeterince gelişmemesine ve bunun sonucunda da kendinden başkasını düşünmeme, sevmeme, bencillik ve paylaşmama gibi özelliklerin gelişmesine etki etmektedir. Çünkü çocukların sosyalleşmesi onlarda paylaşımcılığın, arkadaşlığın, sevginin vb. insani değerlerin gelişmesini ve başkalarını düşünmeyi etkileyen en önemli faktörlerdir.

Yukarıda belirtilen koşulların getirdiği sorunlardan birisi de toplumsal ve kültürel değerler üzerindeki olumsuz etkileridir. Özellikle çocuklar, sosyal ve kültürel çevresinin değerleri yerine, izledikleri karakterlerin tutum, tavır ve davranışlarından etkilenecek onları değerlerini ve yaşam tarzlarını benimseyebilmektedirler. Sosyal öğrenme kuramında bu durum "Çocukların rol modelleri gözlemleyerek sadece bilgi ve becerileri değil aynı zamanda ahlaki değerleri, performans standartlarını ve hangi koşulda nasıl davranılması gerektiğini de öğrendiği; hatta kişinin bir duruma yönelik kendi tepkisine karar verirken, rol modelinin duygusal tepkisini baz aldığı" (Sarı, 2007, Bee & Boyd, 2009'dan

akt. Tahiroğlu & Tay, 2020, s. 14) şeklinde açıklanmaktadır. Bu bağlamda Tarhan (2015), günümüz koşullarında yetişen çocukların önemli bir bölümünün kendi toplumsal kültürlerinin değil medyada işlenen kültürün çocuğu olarak yetiştiğini savunmaktadır. Çünkü kitlesel medya ve internet aracılığıyla “bireylerin, günlük yaşamda başka şekilde tanışamayacakları insanların yaşamları ve fikirlerinden haberdar olmaları sonucu” sosyal ve kültürel çevrelerinden edindikleri değer yargıları değişikliğe uğramaktadır. Bu durumun bireyler üzerindeki etkisi de kaçınılmazdır (Yeşilyurt & Kurt, 2012, s. 3257). Buna ilaveten bazı araştırmalarda da (Akarsu, 2016; Sağbaş, Ballı, ve Şen, 2016) sosyal medyanın insanlarda bencillik, kıskançlık, beğenme ve beğendirme takıntısı oluşmasında ciddi etkilerinin olduğu vurgulanmıştır. Bu ve benzeri nedenlerle günümüz koşullarında, çocukların soyokültürel değerleri kazanımı oldukça karmaşık bir hâl almıştır.

Bu hâl ve koşullar göz önünde bulundurulduğunda, sosyokültürel değerlerin yok olması veya değişime uğraması kaçınılmaz bir son gibi görünmektedir. Bu değerler değiştiğinde veya kaybolduğunda ise toplumun tümü bundan olumsuz bir şekilde etkilenecektir (Güngör 1993'den akt. Canatan, 2008). Çünkü günümüzde insanoğlu her ne kadar bilgi ve teknolojiye gelişmiş olsa da yaşamını insanca sürdürebilmek için toplumsal bir yapı içinde olmak, diğer bireylerden faydalanmak ve onlarla işbirliği içinde olmak zorundadır (Oktay, 2007, s. 134). “Toplumsal yapıyı oluşturan temel toplumsal kurumların tümü ise kendine ait değerler içermektedir.” (Özensel, 2003, s. 217). Bu “değerler yolu ile de bireylerin ortak davranışlar sergilemeleri sağlanır, böylelikle toplumsal çatışmalar azaltılır ve toplumun sürekliliğini sürdürebilmesi sağlanır.” (Gökdere & Çepni, 2003, s. 97). Bu yüzden insanlığı bir kenara iten gelişmelerin önüne geçmek için yalnızlaşma yerine insanları birleştiren ve aralarında köprüler kuran toplumsal, manevi ve insani değerlerimizin kaybını önlememiz; fakirlik, adaletsizlik, eşitsizlik, cehalet, açlık, hastalık, kavga ve şiddet gibi problemlerimizi çözmeye yardım edecek ve hayat kalitemizi geliştirecek insanî teknolojileri kullanan bilimsel hümanizmi kabul etmemiz; savaş, şiddet, bencillik, kıskançlık, çıkarıcılık vb. alışkanlıklarımızı barış, hoşgörü, saygı, sevgi, dostluk, yardımlaşma, dayanışma vb. olarak değiştirmek için hep birlikte çabalamamız gerekir (Birleşmiş Milletler Eğitim, Bilim ve Kültür Kurumu [UNESCO], 2005).

İnsanoğlunun toplumda sevgiyi, dostluğu, mutluluğu, özgürlüğü, barışı, hoşgörüyü, yardımlaşma ve dayanışmayı yaşaması için de ortak yaşamın temelini oluşturan etik ve toplumsal değerlere sahip olması gerekmektedir (Akbaba-Altun, 2003, ss. 8-9). Türk toplumunda da ortak yaşamın temelini oluşturan kaynaşma, sevgi, dostluk, mutluluk, hoşgörü, saygı, barış, paylaşma, yardımlaşma ve dayanışmanın geliştirilmesinde misafirperverlik değerinin oldukça önemli bir rolünün olduğu bilinmektedir.

Misafirperverlik literatürde, insanların birbirleriyle olan ilişkilerini (sevgi, dostluk, barış, hoşgörü vb.) güçlendiren; birbirlerine karşı samimi davranışları teşvik eden; zaman, mekân, yiyecek, içecek vb. paylaşımı sağlayan ve geçici konaklama ihtiyaçlarının karşılanmasına yardımcı olan; insanların pek çok sosyal, duygusal ve psikolojik ihtiyaçlarının karşılanmasına cevap veren bir değer olarak tanımlanmaktadır. Aslında burada ev sahibi ve misafir/misafirler arasında insani değerler noktasında birçok ilişki söz konusudur (Kaya, Kızılırmak, & Çetin, 2018). Bu ilişkiler de, geçmişten günümüze kişiler arasında veya toplumlar arasında yaşanan zıtlıkların giderilmesine, kişiler arası dostluk, sevgi, barış ve samimiyetin güçlendirilmesine yardımcı olmuş ve toplumsal bütünleşmeyi sağlamada oldukça önemli bir rol oynamıştır (Kaya, 2018). Bu bağlamda misafirperverliğin, sosyal toplum düzeninin sağlanması ve ayakta kalması için toplumda kaynaşma, sevgi, dostluk, mutluluk,

hoşgörü, barış, paylaşma, dayanışma gibi önemli rolleri bulunmaktadır (Heal, 1990'dan akt. Kaya, Kızıllırmak, & Çetin, 2018).

Geçmişten beri hem milli, hem de dini bir görev olarak benimsenen misafir ağırlama Türk Toplumunda önemli bir kültürel değer haline gelmiştir. Bu değer günümüzde "misafirperverlik" değeri olarak adeta Türk kimliği ile bütünleşmiştir (Altunbay, 2016). Bu da toplumda kaynaşmanın, sevginin, dostluğun, mutluluğun, hoşgörünün, barışın, paylaşmanın, yardımlaşma ve dayanışmanın yaşanması açısından oldukça kıymetli görülmektedir. Fakat bu değerde de yukarıda belirtilen toplumsal ve kültürel değerler üzerindeki günümüz koşullarının olumsuz etkileri görülmektedir. Yani, Türk toplumun uzun yıllarda oluşturduğu misafirperverlik değeri de modernleşmenin getirdiği sonuçlardan olumsuz şekilde etkilenmektedir.

Yukarıdaki açıklamalar dikkate alındığında günümüzde kaybolmaya yüz tutmuş fakat sevginin, dostluğun, mutluluğun, hoşgörünün, barışın, paylaşmanın, yardımlaşma ve dayanışmanın yaşanması açısından oldukça gerekli olan değerlerden misafirperverlik ile ilgili etkinliklerin değerlerin doğasına uygun bir şekilde tasarlanması ve bu değerlerin çocukların gelişim özelliklerine uygun bir şekilde özellikle de ilkökuller yıllarında verilmesi önem arz etmektedir. Öte yandan bu değerlerin etkin bir şekilde kazandırılması Milli Eğitim Bakanlığı [MEB] tarafından belirlenen kök değerlerimizden "dostluk, sabır, saygı, sevgi, sorumluluk, yardımseverlik" gibi değerlerin desteklenmesine de yardımcı olacaktır. Çünkü misafiri iyi bir şekilde ağırlama anlayışı beraberinde kişilerde dostluk, sabır, saygı, sevgi, hoşgörü, sorumluluk ve yardımseverlik davranışlarını da gerektirmektedir. Eğer günümüz koşullarında yok olmaya yüz tutmuş olan bu misafirperverlik değeri de okullarda çocuklara uygun yöntemlerle ve değerlerin doğasına uygun bir şekilde kazandırılmazsa zamanla tamamen kaybolmaya mahkûm olacaktır. Bu yüzden toplumsal yaşamda önemli bir yeri olan misafirperverlik değerlerinin yaşatılması ve yaşanması için doğasına, çocukların gelişim özelliklerine, düzeylerine ve içinde bulunulan koşullara uygun etkinliklerin geliştirilerek eğitim- öğretim süreçlerinde uygulanmasına ihtiyaç vardır.

Bu çalışmada, değerlerin doğasına uygun öğretim yaklaşımları dikkate alınarak hazırlanan misafirperverlikle ilgili etkinliklerin ilkökuller dördüncü sınıf öğrencilerine uygulanması ve sonuçlarının saygı, sevgi, hoşgörü ve misafirperverlik eğilimleri boyutunda değerlendirilmesi amaçlanmıştır.

Yöntem

Araştırmanın Modeli

Bu çalışma, nicel araştırma yöntemlerinden ön test, son test kontrol gruplu deneme modeline göre gerçekleştirilmiştir.

Örneklem

Araştırmanın örneklemini, kolay ulaşılabilir örnekleme yöntemiyle belirlenen, 2021-2022 öğretim yılında Nevşehir Merkez ilçeye bağlı bir ilkökullerde öğrenim gören, 20 dördüncü sınıf öğrencisi oluşturmaktadır. Bu örneklem grubundan seçkisiz atama yöntemiyle 11 kişi deney, 9 kişi ise kontrol grubu olarak belirlenmiştir.

Veri Toplama Araçları

Araştırmada veri toplama aracı olarak Sarmusak (2011) tarafından ilköğretim 4. ve 5. sınıf öğrencileri için geliştirilen "Saygı Eğilim Ölçeği", "Sevgi Eğilim Ölçeği", "Hoşgörü Eğilim Ölçeği" ve "Misafirperver Olma Eğilimi Ölçeği" kullanılmıştır. Bu araçlara ilişkin Cronbach Alpha güvenilirlik

katsayıları: Saygı Eğilim Ölçeği için 0.77, Sevgi Eğilim Ölçeği için 0.73, Hoşgörülü Olma Eğilimi Ölçeği için 0.78 ve Misafirperver Olma Eğilimi Ölçeği için 0.79'dur.

Deneysel İşlem Süreci

1. Örneklem grubuna Misafirperver Olma Eğilimi Ölçeği, Sevgi Eğilim Ölçeği, Saygılı Olma Eğilimi Ölçeği ve Hoşgörülü Olma Eğilimi Ölçeği ön test olarak uygulanmıştır.

2. Ön testten elde edilen veriler analiz edildikten sonra seçkisiz atama yöntemiyle 11 öğrenci deney grubu, 9 öğrenci ise kontrol grubu olarak belirlenmiştir.

3. Deney grubuna, deneysel süreç için hazırlanan etkinlikler 3 hafta boyunca araştırmacı/ lar tarafından Sosyal Bilgiler ders saatlerinde ve ders saatleri dışında verilen görevleri yerine getirme şeklinde uygulanmıştır. Uygulama sürecinin 9 saatlik kısmı Sosyal Bilgiler ders işleme süreçlerinde gerçekleştirilirken; diğer süreçler ise ders dışı görevler şeklinde gerçekleştirilmiştir. Bu süreçte kontrol grubuna, hazırlanan etkinliklerle ilgili herhangi bir işlem yapılmamış, dersler kendi sınıf öğretmenleri tarafından normal müfredat programı çerçevesinde işlenmiştir.

4. Deney ve kontrol gruplarına Misafirperver Olma Eğilimi Ölçeği, Sevgi Eğilim Ölçeği, Saygılı Olma Eğilimi Ölçeği ve Hoşgörülü Olma Eğilimi Ölçeği son test olarak uygulanmıştır.

Verilerin Analizi

Çalışma gruplarında katılımcıların sayılarının 15'in altında olması durumunda verilerin analizlerinde parametrik olmayan testler tercih edilmelidir (Büyüköztürk, Çokluk, & Köklü, 2020, s. 141). Bu doğrultuda, çalışmanın deney ve kontrol gruplarının durumlarının karşılaştırılmasında Mann Whitney U testi kullanılmıştır.

Bulgular

Birinci Alt Probleme Ait Bulgular

Deneysel işlem öncesinde, grupların saygılı olma eğilimleri arasında anlamlı bir farklılık olup olmadığını anlamak için yapılan ön test sonuçlarına göre deney ve kontrol grubu öğrencileri arasında istatistiksel olarak anlamlı bir fark görülmemiştir ($U=41.000$, $p>.05$). Deneysel işlem sonrasında yapılan son test sonucunda ise deney grubu öğrencileri lehine anlamlı bir fark bulunmuştur ($U= 0.000$, $p<.05$). Bu sonuç, misafirperverlikle ilgili değerlerin doğasına uygun öğretim yaklaşımları dikkate alınarak hazırlanan etkinliklerinin, öğrencilerinin başkalarına saygılı olma eğilimlerini önemli düzeyde artırdığını göstermektedir.

İkinci Alt Probleme Ait Bulgular

Deneysel işlem öncesinde, grupların sevgi eğilimleri arasında anlamlı bir farklılık olup olmadığını anlamak için yapılan ön test sonuçlarına göre deney ve kontrol grubu öğrencileri arasında istatistiksel olarak anlamlı bir fark görülmemiştir ($U=41.500$, $p>.05$). Deneysel işlem sonrasında yapılan son test sonucunda ise deney grubu öğrencileri lehine anlamlı bir fark bulunmuştur ($U= 1.000$, $p<.05$). Bu sonuç, araştırmacılar tarafından hazırlanan etkinliklerin deney grubu öğrencilerinin başkalarına sevgi eğilimlerini önemli düzeyde artırdığını ortaya koymaktadır.

Üçüncü Alt Probleme Ait Bulgular

Deneyisel işlem öncesinde, grupların hoşgörülü olma eğilimleri arasında anlamlı bir farklılık olup olmadığını anlamak için yapılan ön test sonuçlarına göre deney ve kontrol grubu öğrencileri arasında istatistiksel olarak anlamlı bir fark görülmemiştir ($U=40.000$, $p>.05$). Deneyisel işlem sonrasında yapılan son test sonucunda ise deney grubu öğrencileri lehine anlamlı bir fark bulunmuştur ($U= 13.500$, $p<.05$). Bu sonuç, değerlerin doğasına uygun öğretim yaklaşımları dikkate alınarak hazırlanan etkinliklerin deney grubu öğrencilerinin hoşgörülü olma eğilimlerini önemli düzeyde artırdığını göstermektedir.

Dördüncü Alt Probleme Ait Bulgular

Deneyisel işlem öncesinde grupların misafirperver olma eğilimleri arasında anlamlı bir farklılık olup olmadığını anlamak için yapılan ön test sonuçlarına göre deney ve kontrol grubu öğrencileri arasında istatistiksel olarak anlamlı bir fark bulunmamıştır ($U=45.500$, $p>.05$). Deneyisel işlem sonrasında yapılan son test sonucunda da gruplar arasında istatistiksel olarak anlamlı bir fark bulunmamıştır ($U= 31.500$, $p>.05$).

Tartışma ve Sonuç

Deneyisel işlem öncesi yapılan ölçümlere göre araştırmaya katılan deney ve kontrol grubu öğrencileri arasında saygı, sevgi, hoşgörü ve misafirperver olma eğilimleri arasında anlamlı bir fark olmadığı görülmüştür. İlkokul dördüncü sınıf Sosyal Bilgiler dersindeki kazanımlar ve değerlerin doğasına uygun öğretim yaklaşımları ve öğrenci seviyeleri dikkate alınarak hazırlanan etkinlikler uygulandıktan sonra yapılan ölçümlerde ise deney grubunun saygı, sevgi ve hoşgörü eğilimlerinde önemli derecede artış (anlamlı bir artış) görülmüştür. Misafirperverlik eğiliminde ise deneyisel işlem öncesi ve deneyisel işlem sonrası kontrol ve deney grubu arasında anlamlı bir fark gözlenmemiştir. Fakat deneyisel işlem sonrası deney grubu son test misafirperverlik eğilimi ortalama puanlarında bir artış olmasına ($X=2.47$ 'den $X=2.51$ 'e yükselmiştir) rağmen bu fark anlamlı değildir. Bu durumun aslında kişinin değerlerinin (özellikle de misafirperverlik gibi hayatın içinden gelen değerlerin) önemli bir bölümünün yaşantı yoluyla ve belli bir zaman diliminde oluşmasıyla veya değerlerin ölçülmesi problemleriyle ilgili olduğu düşünülmektedir.

Özellikle de misafirperverlik gibi toplumsal değerler aslında gelenek, görenek ve örf-adetlerle birlikte çocuklara bir kültürleme süreci içerisinde öğrenilmekte ve içselleştirilmektedir. Elbette bu öğrenme ve içselleştirme süreci de öyle birden bire gerçekleşmemektedir. Smyth'e göre bu süreç birçok yaşam, öğrenme deneyimleri ve beklentilerden oluşmaktadır (Smyth, 2005). Bu bağlamda "değerler, erken yaşlardan itibaren kişilik özellikleri ve içinde bulunulan koşullar doğrultusunda, insanın bağlı olduğu kültür, doğa, toplum ve kendisiyle olan ilişkileriyle; amaçlarından, arzularından, inançlarından, eylemlerinden etkilenerek üretilmekte ve uzun bir zaman dilimi içinde yavaş yavaş oluşmakta" (Bobaroğlu, 2001, Oktay, 2007 ve Öztürk, 2005'den akt. Tahiroğlu & Tay, 2020, s. 8); içinde bulunduğu kültür ve sosyal çevredeki yansımalarla sistematik olarak sürekli yeniden yapılandırılmaktadır (Superka & Johnson, 1975). Yapılandırılan bu değerler de insanların tutumlarını, kararlarını ve davranışlarını etkilemektedir (Matusov, 2018). Fakat doğrudan davranışın kendisi değildirler. Ama ilgili davranışın arkasındaki nedeni temsil ederler (Dunlop, 2005).

Yukarıdaki açıklamalara bakıldığında aslında misafirperverlik gibi toplumsal bir değer çocuklarda öyle hemen oluşarak davranış ve eğilimlerine yansıtacağını düşünmek de doğru bir yaklaşım olmaz. Çünkü Dewey'e göre değerler, onları değerlendirmeksizin var olamazlar. Bu nedenle

öğrencilerin, verilen değerleri değerlendirmeleri ve ona karşı belli bir duyarlılık geliştirmesi gerekir. Bunun için de öğrencilerin eğitimle verilen değer gerçek yaşamla uyuşup uyuşmadığını anlamaları, duygusal boyutta değer farkına varabilmeleri ve değerlendirme yapmaları gerekir. Bu da, çoğunlukla gerçek bir uygulamaya veya yaşamda konuya maruz kalmaya bağlıdır (UNESCO, 1986). Yani, değerlerin kazandırılması, ilgili değer deneyim ve düşünceyle birleşmesine ve sonra da bunun duygusal boyutta kabullenilmesine bağlıdır (UNESCO, 2005). “Bu nedenle öğrencilerin değer vereceği durumu yaşamasını, hissetmesini, empati kurmasını, çevresinden gelecek tepkileri görmesini ve sonuçlarını değerlendirmesini sağlayacak bir deneyim ve zamana ihtiyaç vardır.” (Tahiroğlu & Çetin, 2019, s. 304-305). Bu durum çalışmada uygulanan etkinliklerin misafirperverlik değerinin kazandırılması üzerine etkisinin tespitini zorlaştırmaktadır.

Öte yandan misafirperverlikle ilgili değerlerin doğasına uygun öğretim yaklaşımları dikkate alınarak hazırlanan etkinlikler kapsamında öğrencilerin hoşgörü, saygı ve sevgiye tutumlarına da katkı sağlamak amacıyla etkinlikler tasarlanmıştır ve etkinliklerin öğrencilerin günlük hayatı ile ilişkilendirilmesi amaçlanmıştır. Bu amaçla da, günümüzde neredeyse kaybolmaya yüz tutmuş misafirperverlik değerinin tekrar gün yüzüne çıkması ve sevginin, dostluğun, mutluluğun, hoşgörünün, barışın, paylaşmanın, yardımlaşma ve dayanışmanın yaşanarak öğrenilmesi hedeflenmiştir. Bu süreçte özellikle öğrencilerin kendilerinin de katılımıyla yaptıkları geleneksel ev yemekleri, oyuncak tasarımı gibi etkinliklerle komşuluk ve arkadaşlık ilişkilerinin daha pekiştiği görülmüştür. Ayrıca etkinlikler kapsamında, öğrencilerin okulda veya mahallelerinde bulunan mülteci çocuklara hazırladıkları yemekleri ve sahip oldukları oyuncakları paylaşma faaliyetleri ile de sevgi, dostluk, hoşgörü ve barış gibi kavramları yaşayarak hissetmelerine yardımcı olunmuş ve çocukların yardımlaşmaktan ve paylaşmaktan oldukça keyif aldıkları gözlenmiştir. Zaten çalışmanın istatistikî bulgularında da etkinliklere katılan öğrencilerin saygı, sevgi ve hoşgörü eğilimlerinde anlamlı bir artış görülmüştür. Bu bağlamda Karadağ da (2008) bir çalışmada, misafire önem vermenin ve misafirleri en iyi şekilde ağırlamanın insanlar arasındaki bağlılığın ve muhabbetin artmasında önemli bir etkisinin olduğunu savunmaktadır.

Türe (2014) ise Sosyal Bilgiler Öğretmenlerinin, hoşgörü için değerlerin ve farklı kültürlerin öğretilmesi gerektiğine ve hoşgörü eğilimini geliştirmeye yönelik eğitimlere küçük yaşlarda başlanmasına, bu süreçte gerçek yaşama uygun etkinlikler yapılmasına vurgu yaptıklarını ortaya koymuştur. Bu çalışmada da, değerlerin doğasına uygun olarak hazırlanan ve ilkökul dördüncü sınıf öğrencilerinin dikkatini çekecek şekilde yapılandırılan etkinliklerin uygulanması sürecinde katılımcıların, özellikle ev sahibi ve misafiri canlandırırken gerçek hayatın içinde kendini bulduğu ve eğlenerek tutum/eğilim geliştirdiği gözlenmiştir. Sonucunda ise misafirperverlik değerine yönelik farkındalık geliştirilirken aynı zamanda sevgi, saygı ve hoşgörü eğilimlerinin artması üzerine önemli katkılar sağlamıştır. Bu nedenle, çalışmanın Türe'nin (2014) yaptığı araştırmadaki Sosyal Bilgiler Öğretmenlerinin görüşlerine katkı sunacağı varsayılabilir.

Öneriler

Sonuç olarak, toplumda ortak yaşamın temelini oluşturan sevgiyi, dostluğu, mutluluğu, hoşgörüyü, saygıyı, barışı, paylaşmayı, yardımlaşmayı, dayanışmayı yaşamak için misafirperverlik değerinin oldukça önemli bir yeri olduğu görülmektedir. Bu nedenle günümüz koşullarında neredeyse kaybolmaya yüz tutmuş olan misafirperverlik değerinin gelecek nesillere aktarılması ve yaşatılması için gerekli uygulama çalışmalarının yapılması oldukça önemlidir. Ayrıca misafirperverlik gibi yaşamın

içinden gelen, doğrudan temas ve kültürleme yoluyla şekillenen değerlerin çocukların gelişim özelliklerine, düzeylerine ve içinde buldukları koşullara uygun bir şekilde gerçek yaşam uygulamaları ile verilmesi gerekmektedir. Ancak bu çalışmada öğrenci seviyeleri ve gerçek yaşamsal durumlar da dikkate alınarak yapılan uygulamalar misafirperverlik değerine yönelik anlamlı bir farklılığın oluşmadığı görülmüştür. Bu durum çalışmamızın, misafirperverlik gibi doğrudan temas gerektiren değerlere (sosyal temasın reddedilmesi veya mesafenin korunması vb. durumlar) müdahale edilmesinin tutum ve davranışlara yansımada, bu değerlerin gerçek toplumsal yaşamın içerisinde kültürleme yoluyla kazandırılmasında, değerlere yapılan müdahalelerin doğru ölçümlerin belli bir deneyim ve zamana yayılmamasında sınırlılıkları olduğunu ortaya çıkarmıştır. Bu yüzden benzer çalışmalar yapılırken öğrencilerin sosyal temas ve mesafeyi koruma özelliklerinin bilinmesi ve gerektiği zaman bu duruma da uygun müdahalelerin yapılması ve sonuçların değerlendirilmesi, eğitim faaliyetlerinin gerçek toplumsal yaşamın içerisindeki kültürleme süreçleriyle daha fazla desteklenerek sonuçların değerlendirilmesi, çocukların konuyla ilgili deneyimi yaşayabilmeleri için belli bir zaman ve imkanların sağlanması ve ölçme-değerlendirme faaliyetlerinin bu süreçlerden sonra yapılması önerilir. Öte yandan Karadeniz'in (2019), çalışmasında öğrencilerin, kültürel öğelerdeki değişim ve sürekliliği belirli bir kronoloji içerisinde ve neden sonuç ilişkisine dayandırarak açıkladıkları görülmüştür. Bu durum, yeterince rehberlik ve çalışmalar yapıldığında öğrencilerin, kültürdeki değişim ve sürekliliği algılayarak bilgiye ulaşabildiklerini göstermektedir. Bu nedenle, günümüzün getirdiği koşullardan dolayı toplumda ortak yaşamın temelini oluşturan misafirperverlik gibi önemli değerlerin öğrencilere değişim ve sürekliliğe ayak uyduracak şekilde kazandırılması da önemlidir.

Appendices

Annex 1

Activity – 1 [This activity was prepared by Tahiroğlu (2019, s.360)]

Approximate Time: 40+40=80 min.

Level: Fourth grade

Qualifications to be Gained: Hospitality, respect, love, tolerance

Materials: Working papers

Preparation: Worksheets are prepared and reproduced according to the number of students.

Process:

1. Students are asked the following questions in order to connect with real life and they are allowed to explain their answers.
 - Have any guests come to your house?
 - What kind of preparations are made when guests come to your home?
 - How are the guests coming to your house welcomed? How are they treated and what are they served during their stay?
 - Have you ever been a guest?
 - How were you treated there and what were you served?
2. In order to help students explain their thoughts on hospitality, the following worksheet is distributed and they are asked to write down their real thoughts on this sheet without writing their names. If they want, they can share what they have written with the class.

Worksheet

-
- Is it important for you to have someone visit your home?.....Why?.....
 - Do you like to visit someone's house that you love as a guest?..... Why?.....
 - Have you ever been treated not hospitably in a place you went to as a guest?.....
 - If so, how did you feel?.....
 - How do you treat your guests?
 - Why are you treating this way?
 - Are you satisfied with this behavior?.....
 - How do you think guests should be treated?.....
 - Why?.....
-

3. After this process, the importance of hospitality for the society, its importance in terms of neighborliness, the importance of people not being alone, helping and solidarity are supported with visuals. In addition, the importance given to hospitality by the Turkish nation and the reason for this are explained.

Annex 2

Activity – 2: [This activity was prepared by Tahiroğlu (2019, s.361-362)]

Approximate Time: 40+40=80 min.

Level: Fourth grade

Qualifications to be Gained: Hospitality, love, respect, tolerance, sharing

Materials: 2 telephones, table, chair, plastic cup, plate, cutlery, cake, juice and fruits

Preparation: The students who will take part in the game are determined and the roles are distributed. Students are asked to work on their roles. Trial games are played.

Process:

1. The following game is played in the classroom by forming voluntary groups.
 - a) **First Part of the Game:** Two representative family groups are formed. One of these groups enlivens the hospitable hosts and the other the guests. The family, who will come to the guest, calls the host family by phone and tells them that they will come for their evening visit. The host family accepts it by saying "of course you are welcome, gladly". Then, as a representative of the group that plays the hosts, they clean the house, organize it, and prepare various foods and drinks to be offered to the guests. After this process is over, guests come and knock on the door. The hosts greet them at the door with a smiling face, indicate that they are very happy to

come, and show them a place to sit. Then, the members of the host group welcome each of the guests one by one. They start chatting by improvising. Food and drinks are served in between. Conversations continue. Then the guests get up and leave, stating that they are very pleased with the hospitality of the hosts, thanking them for everything. The host group bids farewell by stating that they are very happy to host them as guests.

b) Second part of the game: Two groups are formed in the same way. One of these groups portrays the hosts, who do not know hospitality, and the other, the guests. The family, who will come to the guest, calls the host family by phone, and tells them that they will come for their evening visit. The host family asks why they want to come. The family that wants to come to the guest says that they want to sit and chat together. The host family agrees. After this process, the host family does nothing and just waits for their guests to arrive. Guests come and knock on the door. One of the hosts opens the door for them and tells them to come in. They sit and chat. After a while, the owner of the house gets up and says they're not sorry, he has a job and he has to leave. The guests then get up, thank the remaining members of the hosts, shake hands and leave. The hosts just stand up and don't say goodbye to the door. Before the guests leave, they sit back in their seats.

2. The following questions are asked.

- What are the values of the host family in the first game? (What do they care about?)
- What are the values of the host family in the second game? (What do they care about?)
- If you were thinking of visiting one of these families, which would you prefer? Why?
- If someone told you that they were coming to visit you, which family would you behave like?
- Can you explain why? Is this something valuable to you?
- Are you glad you value something like this?
- Do you want to live in line with this value in your next life? Can you explain why?

Annex 3

Activity – 3 [This activity was prepared by Tahiroğlu (2019, s.362-363)]

Approximate Time: 40 min.

Level: Fourth grade

Qualifications to be Gained: Hospitality, love, respect, sharing, cooperation, tolerance

Materials: Pictures of people watching television, spending time in front of the computer and being alone, computer, projection.

Preparation: Set up projection of pictures as a slide show while reading the status text.

Process:

1. The following situation is read to the students. While this status is being read, the pictures are projected as a slide show.

SITUATION: *Today, people no longer visit each other as before. Instead, they began to spend their time in front of the TV or computer. When this is the case, people have become almost unrecognizable to their next-door neighbors. Even if they knew each other, this acquaintance did not go beyond just greeting when they met each other. In this case, people began to isolate in crowds. However, if these people visit each other, meet and socialize, they both get rid of loneliness and help each other when they need it.*

2. After reading the above situation, the following questions are asked.

- Is there a problem here for you? What could this be? (Students are expected to reveal problems such as the gradual alienation of people from each other, the gradual disappearance of the values of neighborliness and hospitality, and the isolation of people. If these problems cannot be revealed, the teacher helps).
- Is this a major problem for you? Questions are asked and answers are received.

3. The following task is given to the students in order to contribute to the solution of this problem and to help them see by doing and experiencing in real life.

- First of all, the above situation is distributed and they are asked to share it with their families.
- They are then told to ask their families to invite a neighbor who has never visited their house or who has come very rarely (if possible, never) as a guest.
- To the students: "If your family does not accept to invite guests under the specified conditions, you can offer to invite a guest in line with their wishes or you may not perform such a task." explanations are made in the form or in different ways. After this process is completed, the students are asked for their opinions on what was done later and what kind of results were obtained.

Annex 4

Activity – 4 [This activity was prepared by Tahiroğlu]

Approximate Time: 40+40 min

Level: Fourth grade

Qualifications to be Gained: Hospitality, love, respect, sharing, cooperation, tolerance

Materials: Videos of traditional home cooking prepared by children with their families, computer, projection.

Preparation: While asking the names of traditional home meals, the prepared meals are arranged to be projected as a video.

Process:

1. Food videos of our culture are projected.
2. After watching the video, the following questions are asked.
 - What dishes and cakes are usually served as treats when guests come to our house? What do you prepare for your guests? What treats are prepared during the holidays? What dishes would you like to introduce to a foreign person who does not know our culture? Do you share the dishes you make with your neighbor? Questions are asked and answers are received.
3. The following task is given to the students in order to contribute to the solution of this problem and to help them see by doing and experiencing in real life.
 - First, they are asked to talk to their families about traditional home cooking.
 - Later, families are asked to cook traditional home-cooked meals with their children and offer them to their nearest neighbors.
 - Students are asked to invite a friend to the house as a guest and share the prepared food together.
 - Students are asked questions such as, "If a foreigner (may be of different nationality, refugee) came to our house, what would you offer him/her, how would you introduce our culture as a meal?" The presentation of traditional dishes to a foreign national, if any, at the school or in their neighborhood, and after this process is completed, the opinions of the students are asked about what is being done later and how the results are obtained.

WHAT I FEEL

Note: It is very important that you write down what you really feel when answering the questions below. Because these questions are prepared for you to evaluate yourself. In addition, your answers to these questions will not be included in the performance grade. Those who wish may not submit the form, and those who wish may submit it without writing their name. You will not be asked any questions or criticized in any way for what you have written on these forms.

1. Imagine that you are in the shoes of the person or people you are serving/promoting food (our traditional dishes). How would you feel if someone offered you food in this situation? Write.

2. Now, you hosted that person or people and gave food. What are you feeling? Write

3. Prior to this assignment, did you give any favors to anyone other than your family?

4. Do you plan to offer treats to guests from now on?

A) Yes B) Undecided C) No

Please answer the questions below to consider the consequences of this choice.

- Consider the consequences of this choice. Is this result suitable for you?
 - What can happen if you do not act in line with this choice?
 - What are the benefits of acting in line with this choice for you and your environment?
 - Do you plan to host foreigners who need help?
 - Do you give up when you are hindered or unable to find time or for any reason while doing these aids? Why?
-

Annex 5

Activity – 5 [This activity was prepared by Tahiroğlu]

Approximate Duration: 40+40 min.

Level: Fourth grade

Qualifications to be Gained: Hospitality, love, respect, sharing, cooperation, tolerance

Materials: Videos about traditional children's games, videos about traditional toys, computer, projection.

Preparation: While asking the names of the traditional street games, the projection of the videos about the traditional street games from the internet is arranged.

Process:

1. Traditional street games and toys videos are projected.
2. After watching the video, the following questions are asked.
 - What games were played in the past?
 - What kind of toys were played with in the past?
 - What did children do when guests came to the house in the past?
3. The following task is given in order to help the students to contribute to the solution of this problem and to see by doing and experiencing in real life.
 - First of all, they are asked to talk to their families about traditional street games and old toys.
 - Then, students and their families are asked to design toys that were played in the past.
 - Students are asked to bring those toys to the classroom environment and display them.
 - These toys are introduced to foreign students at the school and then given to them as gifts.
 - Students are asked the question "How should we be about hospitality towards foreigners?" Opinions are taken on this subject.

WHAT I FEEL

***Note:** It is very important that you write down what you really feel when answering the questions below. Because these questions are prepared for you to evaluate yourself. In addition, your answers to these questions will not be included in the performance grade. Those who wish may not submit the form, and those who wish may submit it without writing their name. You will not be asked any questions or criticized in any way for what you have written on these forms.*

1. Imagine that you are in the shoes of the person or people to whom you are gifting a toy. How would you feel if someone gave you a toy in this situation? Write.
2. Now, you gave toys to those visiting children. What are you feeling? Write
3. Prior to this assignment, did you give any gifts to someone in need other than your family?
4. Do you plan to give gifts to guests from now on?
A) Yes B) Undecided C) No

Please answer the questions below to consider the consequences of this choice.


- Consider the consequences of this choice. Is this result suitable for you?
 - What could happen if you do not act in accordance with this choice?"
 - What are the benefits of acting in line with this choice for you and your environment?
 - How long do you think you will continue to help those in need?
 - Do you give up when you are hindered or unable to find time or for any reason while doing these aids? Why?
-




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Opinions of Social Studies Teachers and 7th-Grade Students Regarding Digital Literacy Skills

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Abstract

In today's rapidly evolving technological setting, having digital literacy skills is considered as a requirement to adapt to these developments. It is of great importance that secondary school students, often referred to as digital natives, acquire these skills. Similarly, the educators responsible for instructing them should have a sufficient level of knowledge. In this sense, this study aimed to examine the current state of digital literacy among social studies teachers and 7th-grade secondary school students with the goal of instructing digital literacy skills. In this study, in which the phenomenological method was employed, data was collected using two different interview forms, and was analyzed using content analysis. Both teacher and student participants generally described digital literacy as the ability to access, share, and create information in the digital environment. Since the study was conducted during the COVID-19 pandemic, the participants reported that they used the Educational Informatics Network (Eğitim Bilişim Ağı) platform and social media for educational purposes. They also expressed a shared belief in practices such as using proper passwords, antivirus software usage, and not sharing personal or others' information to ensure security in digital environments. In addition, it was found that both teacher and student participants were aware of at least one ethical rule regarding digital literacy. Teacher participants emphasized the need for an expanded curriculum that supports digital literacy in social studies through practical education. They also mentioned that the training they received in digital literacy was insufficient and ineffective.

Keywords: Digital literacy, social studies, teacher, student.

Introduction

In today's rapidly advancing technological scene, where technology is becoming an even more essential part of our lives, it is crucial to keep up with technology and maximize the opportunities it offers. Technological development and change have become an irresistible process in all spheres of life. To adapt to technology, the skills that need to be acquired should also change in line with technological advancements and be flexible enough to accommodate them. Otherwise, technology and its contributions to our lives can lead individuals into challenging and critical situations. The innovations brought about by technology, often referred to today as "digital economy/health/citizenship/media, etc.," not only offer convenience but can also cause serious harm when used without awareness.

Gilster (1997) argues that this century is a century of change and growth in which media and communication technologies are among the fastest-growing areas. This view is supported by the We Are Social (2022) report, which indicates that 67.1% of the world's population, in other words 7.91 billion people, uses mobile communication devices, and 62.5% of them are also internet users. In addition, 58.4% of this population are active social media users. In Türkiye, this rate exceeds global averages. According to the Turkish Statistical Institute (TÜİK, 2022), 94.1% of households in Türkiye have access to the internet, 85% of the total population actively uses the internet, and 82% of individuals use at least one social media platform. The extensive use of technology, especially digital technology connected to the internet, both globally and in Türkiye, demands the development of "literacy" skills in various fields to enable individuals to use information and communication technologies on purpose at all levels.

The 21st century has created an environment where the term "literacy" has gained significantly more meaning than in the past. While literacy traditionally encompassed reading, writing, and arithmetic, it now covers digital literacy. Literacy involves the ability to critically evaluate information in various contexts assisted by computers, convey concepts, and express ideas. A pedagogical perspective, which integrates technical, cognitive, and sociological skills, forms the focal point of literacy

(Kennedy, 2008). This perspective is generally encountered in discussions of literacy in general and, more specifically, in definitions of digital literacy.

Lee (2014) defines digital literacy as the knowledge and skills of using information and communication technologies, and effectively performing a number of complex tasks in digital environments. Ng (2012) explains digital literacy as the ability of individuals to access, manage, integrate, evaluate, analyze, and synthesize digital resources in specific life contexts, enabling constructive social action, as well as creating new information, generating media expressions, communicating with others, and reflecting on this process. Similarly, Martin (2006) describes digital literacy as individuals' capacity to identify, access, manage, integrate, evaluate, analyze, synthesize digital resources, ultimately leading to the creation of new knowledge. Laanpere (2019) emphasizes the employment and entrepreneurial dimensions of digital literacy, defining it as the ability to securely and appropriately access, manage, understand, integrate, communicate, evaluate, and create information through digital technologies for employment, dignified work, and entrepreneurship.

Kennedy (2008) emphasizes the ability to critically evaluate information in various computer-mediated environments, convey concepts, and express ideas. Similarly, Lanham (1995) underscores the importance of decoding complex images and sounds in the digital world for achieving deep literacy. They both draw attention to the emotional and sociological dimensions of literacy. As a result, digital literacy primarily focuses on literacies rather than media and encompasses finding, using, and disseminating information in the digital world. However, this process also includes a wide range of complex skills in cognitive, motor, sociological, and emotional domains that users need to effectively operate in digital environments (Eshet-Alkali & Amichai-Hamburger, 2004). These definitions are useful in measuring digital competencies and guiding the development of appropriate digital literacy programs (Reddy et al., 2022). Therefore, when preparing educational programs related to digital literacy, it is crucial to comprehensively address the subject from all dimensions and create guiding resources for the program.

In the digital age, the rapid development of digital technologies exposes individuals to situations that require constantly increasing technical, cognitive, and sociological skills to identify and solve problems in digital environments (Eshet-Alkali & Amichai-Hamburger, 2004). In order to address these situations, it is of great importance to maximize digital literacy skills in people of all ages. Developing this skill necessitates considering it as a whole, together with its sub-skills. Eshet-Alkali and Amichai-Hamburger (2004) identified five fundamental skills in this domain: photo-visual skills (interpreting instructions from graphical displays), reproduction skills (using digital replication to create new meaningful materials from existing ones), branching skills (creating abstract representations of mental models, concept maps, and web structures), information skills (evaluating the quality and validity of information), and socio-emotional skills (understanding "rules," assessing data, and designing information through virtual collaboration).

According to the latest framework proposed by the European Union for digital competence areas aimed at citizens, digital literacy is emphasized under five categories: information and data literacy, communication and collaboration, digital content creation, security, and problem-solving (Carretero et al., 2017). Lee (2014) classifies digital literacy skills into: operational skills, usage skills, communication and interaction skills, and creation skills. Heitin (2016, as cited in Tinmaz et al., 2022) divides digital literacy into sub-skills such as finding and consuming digital content, content creation, and transmitting

or sharing digital content. Nicholas and Williams (1998, as cited in Bawden, 2001) list sub-skills related to digital literacy as actively engaging in critical thinking about online acquired information, making informed judgments, accurate reading and comprehension in the dense hypertext environment, evaluating information containing facts and opinions, conducting searches in search engines, using information filters, developing personal information strategies for selecting and distributing sources, communicating with others through online networks, generating questions to address information needs, and being cautious in making judgments about the validity and completeness of knowledge through references. Furthermore, several classifications for digital literacy have been proposed by different authors (Bawden, 2008; Gilster, 1997; Hall et al., 2014; Lee, 2014; Ng, 2012; Owen et al., 2016; Reddy, 2022; Rolf, 2021).

The examination of the sub-skills of digital literacy reveals that we are constantly exposed to a multitude of environments where these skills are essential. Actually, there is a continuous need to gather information from digital environments, and this acquired information is shaped and shared through these platforms. In today's world, fields such as work, citizenship, culture, and learning are increasingly becoming more digital. Therefore, being digitally literate is of great importance for accessing opportunities in life, work, and learning (Joint Information Systems Committee [JISC], 2012). Acquiring the appropriate digital skills is crucial not only for learning and workforce readiness but also for developing more open, inclusive, and secure societies (Bandura & Leal, 2022). According to Gilster (1997), the future of both the web and ourselves depends on our capacity to adjust to each other, since the web adjusts to our actions and preferences.

An important aspect of improving digital literacy is its practical value in performing a wide range of tasks, such as accessing health, government, and public service information online, as well as taking advantage of online work, education, and learning opportunities. In this regard, digital literacy is recognized as a social, political, economic, and cultural product. It has significant implications for education, culture, society, and community development in the digital age. This perspective emphasizes the need for individuals to develop their digital literacy and highlights the importance of being digital citizens to participate in the digital society (Junge & Hadjivassiliou, 2010, as cited in Lee, 2014). Digital literacy serves as a logical roadmap for those who fear getting lost in the frightening scope of the internet and the vast amount of information it contains (Chapman, 1999). In an era where an increasing amount of the information is digitally stored, managed, and sold by commercial providers, it is crucial to be cautious not only in evaluating academic studies but also in understanding the sources we work with (Donaldson & Alker, 2019). Digital literacy has become a prerequisite for creativity, innovation, and entrepreneurship. Without it, individuals cannot fully participate in society or acquire the knowledge and skills necessary to live in the 21st century. According to Lee (2014), digital literacy, which expands people's online involvement in social, political, urban, and community activities, will become a crucial life skill required for digital participation. Given its obligatory nature today, Eshet-Alkali and Amichai-Hamburger (2004) referred to this skill in the technological age as a "survival skill."

As societies evolve and technology advances, the learning needs and demands of generations change. Thus, educational curricula must adapt to these changes to reflect new realities. Since the skill of digital literacy is now universally recognized as essential and acquired by everyone, including government leaders, it has begun to play a significant role in formal education. According to Hooft (2006), education is influenced by digital environments through the constant introduction and

integration of new tools, such as digital imaging and video, the internet, wireless technologies, and more recently, personal technologies such as mobile phones and personal computers. When these new tools are appropriately integrated under the right conditions, they have the potential to fundamentally transform teaching and learning. In recognition of this potential, education 4.0 student attributes have been developed, encompassing skills such as cybersecurity knowledge, the ability to generate new knowledge, effective use of appropriate technologies, the ability to discern between true and false information, and the secure distribution of information using various online platforms (Himmatoglu et al., 2020). The acquisition of proper digital skills by individuals is crucial not only for learning and workforce readiness but also for supporting more open, inclusive, and secure societies (Bandura & Leal, 2022).

The ultimate goal of digital literacy education is to enhance individuals' digital literacy in using information and communication technologies, create digital opportunities for participation in society, and in this manner increase their digital inclusiveness (Lee, 2014). While the importance of digital literacy is widely recognized, efforts are being made to define how this skill can be instructed to students. Rotter (2014) divided this educational process into three stages: awareness, interest, and application. To acquire this skill, individuals must first be aware of digital environments and their impact, develop an interest in this field by exploring it, and become effective producers by using a number of applications. According to Ng (2012), theoretically, a digitally literate individual should be able to quickly adapt to emerging technologies and easily choose a new visual/iconic language for communication. The acceleration of this adaptation process depends on the active implementation of the three stages in educational programs.

Students have a wide range of experiences, interests, attitudes, and understandings in terms of digital tools, information systems, and content (Boechler et al., 2014). Therefore, teachers must be aware of students' differences in class, experience, interests, attitudes, and understanding in order to effectively teach the competencies that the curriculum aims to achieve. Teachers who recognize the importance of digital literacy will not only be open to new ways of using this technology but also more willing to share these opportunities with students (Obel-Omia, 2018).

Teachers should be equipped with digital skills throughout their own experiences and educational processes to effectively educate students in this regard. In Türkiye, some of the skills outlined by the Council of Higher Education (YÖK), which are expected to be accompanied in all undergraduate programs, directly contribute to the development of digital literacy. These skills include advanced computer software knowledge required by the field, the ability to use information and communication technologies, having theoretical and practical knowledge supported by up-to-date textbooks, application tools, and other resources in the field in order to critically evaluate knowledge and skills acquired in the field, and develop a positive attitude towards lifelong learning (<http://tyyc.yok.gov.tr/?pid=33>). These competencies are evident in the practical dimension in undergraduate programs. In addition to courses offered in undergraduate program, the Ministry of National Education provides teachers with in-service training on developing digital literacy skills through various training programs and projects (Educational Informatics Network [EBA]), Movement to Increase Opportunities and Improve Technology [FATİH], e-twinning, digital wings projects, etc.).

Teaching digital literacy skills has become a worldwide requirement, extending beyond just Türkiye, resulting in finely tuned emphasis on educators responsible for instructing these abilities and

the students who will acquire them. In this study, the social studies course, which places significant emphasis on the importance of digital literacy skills, was selected as the basis. Teachers instructing this course and students taking it were chosen as the participants. There are studies in the literature related to digital literacy skills (Çelik & Kılıçoğlu, 2022; Görmez & Şen, 2021; Kuru, 2019; Ng, 2012; Pala & Başıbüyük, 2020; Silik & Aydın, 2021; Talan & Aktürk, 2021). This study stands out because it evaluates this skill from both student and teacher perspectives simultaneously, which is not commonly observed in the existing literature. The study aimed to determine the opinions of social studies teachers and 7th-grade students regarding digital literacy and assess their current status in this regard. Indeed, without identifying the current status of teachers' and students' proficiency, it is not possible to determine shortcomings and develop recommendations for instructing this skill. In this sense, the aim of the study was to examine the views of social studies teachers and 7th-grade students on digital literacy skills. In this context, the study aimed to:

1. Understand how social studies teachers and 7th-grade students define digital literacy.
2. Assess the proficiency of social studies teachers and 7th-grade students in effectively using digital platforms.
3. Examine the approaches of social studies teachers and 7th-grade students to ensuring security while using digital platforms.
4. Investigate the ethical principles that social studies teachers and 7th-grade students consider while using digital platforms.
5. Explore the content created by social studies teachers and 7th-grade students in the digital environment.
6. Determine the opinions of teachers regarding the adequacy of achievements and practices related to digital literacy in social studies classes and gather students' views on the topics they have learned.

Method

Research Model

This study was conducted based on the phenomenological design, which is one of the qualitative research methods. Phenomenological studies aim to explain how individuals or groups experience a phenomenon. In these investigations, the primary aim is to find out the significance of the encountered phenomenon's experience for the individuals engaged in it (Sart, 2017).

In this study, the goal was to comprehensively investigate the proficiency of social studies teachers and 7th-grade students in effectively using digital platforms, their approaches to ensuring security, the ethical principles they consider, the content they create, the adequacy of achievements and practices related to digital literacy in social studies classes, and the detailed opinions of students regarding the topics they have learned. The phenomenological design was adopted because the study aimed to reveal the experiences of teachers and students regarding digital literacy.

The Participants

The study sample was selected using the convenience sampling method, which is one of the purposive sampling methods. In this method, the researcher picks out an easily accessible situation, which accelerates the research process (Yıldırım & Şimşek, 2009). The study group consisted of 13 (10 male and 3 female) Social Studies teachers and 13 (8 male and 5 female) 7th-grade middle school

students in secondary schools in Erzurum during the spring semester of the 2020-2021 academic year. The examination of the social studies curriculum revealed that there were four outcomes related to digital literacy skills in the 5th grade, two outcomes in the 6th grade, and four outcomes in the 7th grade (Ministry of National Education [MoNE], 2018; Yeşiltaş & Gez, 2020). The reason for conducting this study with 7th-grade students in the spring semester was that students should have covered topics related to digital literacy achievements in the 5th and 6th grades and should have also encountered topics related to digital literacy skills in the 7th grade, specifically in the learning areas of "science, technology, society" and "production, distribution, consumption" as defined in the social studies curriculum. Therefore, the selection criterion for students was determined solely based on their grade level. During the study, it was discovered that 5 students had participated in an e-twinning project supported by the Ministry of National Education. Information about the teacher participants is presented in Table 1.

Table 1. Information about the the teacher participants.

		The faculty/department from which they graduated	Work Experience	Age	The education and projects they participated in within the scope of digital literacy.
1	T1.F.	E F, SSE	10	44	Interactive Classroom Management Course within the Fatih Project, Seminar on Conscious and Safe Use of IT and the Internet within the Fatih Project, Digital Citizenship Training, Computer-Aided Design Course, Fundamentals of Digital Entrepreneurship Course, E-twinning Project
2	T2.F.	E F, SSE	2	27	Interactive Classroom Management Course within the Fatih Project
3	T3.M.	EF, SSE	8	34	-
4	T4.M.	E F, SSE	17	40	Interactive Classroom Management Course within the Fatih Project, Digital Literacy (Information and Internet Literacy) Seminar
5	T5.M.	EF, SSE	8	34	Interactive Classroom Management Course under the Fatih Project, Seminar on Conscious and Safe Use of IT and the Internet within the Fatih Project
6	T6.M.	EF, Geography E.	28	63	Interactive Classroom Management Course under the Fatih Project, Seminar on Conscious and Safe Use of IT and the Internet within the Fatih Project
7	T7.M.	EF, SSE	15	38	Interactive Classroom Management Course under the Fatih Project, Seminar on Conscious and Safe Use of IT and the Internet within the Fatih Project
8	T8.M.	E F, SSE	14	40	EBA Usage, Interactive Classroom Management Course under the Fatih Project
9	T9.F.	EF, SSE	16	43	Interactive Classroom Management Course under the Fatih Project, Seminar on Conscious and Safe Use of IT and the Internet within the Fatih Project
10	T10.M.	EF, SSE	9	38	Interactive Classroom Management Course under the Fatih Project, Seminar on Conscious and Safe Use of IT and the Internet within the Fatih Project
11	T11.M.	E F, SSE	16	41	Fatih Project - Technology and Leadership Forum Course, Technology in Education Course, Information Technologies Guidance Teaching Course, Digital Transformation in Distance Education Course, Interactive Content Development Course with the Factory, Web 2.0 Tools for Developing Digital Teaching Materials Course, Unity Interactive Content and Game Software Basic Level Course, Introduction to Computer Web 2.0 Tools and Content Development with These Tools Course, Seminar on Developing Digital Skills, Seminar on the Use of Web 2.0 Tools in Education, E-Twinning Project
12	T.12.M.	EF, SSE	12	38	Interactive Classroom Management Course under the Fatih Project, Seminar on Conscious and Safe Use of IT and the Internet within the Fatih Project
13	T13.M.	E F, SSE	2	27	Interactive Classroom Management Course under the Fatih Project

Of the participants, 10 were male, and three were female. They had different age groups and various levels of work experience. Twelve of them had degrees in social studies education, while one graduated from geography education. Besides, three of them actively contributed to the development of digital literacy through their involvement in the e-twinning project.

Data Collection Tool and Data Collection

The data were collected through semi-structured interviews. Semi-structured interviews enable the collection of responses through predefined choices and obtaining in-depth information (Büyüköztürk et al., 2019). In the study, two separate semi-structured interview forms were used to conduct interviews with teacher participants and student participants. To develop the interview forms for the study, a review of the literature was conducted (Ng, 2012; MoNE, 2018; Laanpere, 2019; Yeşiltaş & Gez, 2020; Taşçı Ağaoğlu & Durmaz, 2021). As a result, two separate interview forms were prepared (one for teacher participants and one for student participants). The forms consisted of questions related to the dimensions of digital literacy, the outcomes in the social studies curriculum, effective use of digital platforms, security, ethics, and questions related to digital literacy in social studies. While developing the forms, the dimensions included in digital literacy and the outcomes in the social studies curriculum were taken into account. Afterwards, both forms were presented to the opinions of two faculty members who had completed their doctoral degrees in social studies education and one social studies teacher. Both of the faculty members stated that questions related to the effective use of digital platforms and ethical rules should be asked in detail. The social studies teacher also expressed that questions related to the effective use of digital platforms and explanations of ethical rules should be included to match the students' levels. As a result, extra information was added in brackets next to the questions on both interview forms. This extra info was meant to help during the interviews. After adding this information, the final version of the the interview forms were obtained (Appendix 1, Appendix 2).

The forms included 6 questions aimed at determining how social studies teachers and students define digital literacy, their effectiveness in using digital platforms, how they ensure security while using digital platforms, the ethical rules they observe on digital platforms, the content they create in the digital environment, the adequacy of the achievements and applications related to digital literacy in social studies lessons, and the opinions of students about the subjects they have learned. The interviews with teacher participants were conducted online during the COVID-19 pandemic due to the closure of schools. The interviews with students were conducted face-to-face with the necessary pandemic precautions taken, considering that students may not feel comfortable enough in an online environment and might be hesitant to provide detailed answers to the questions directed at them. During the interviews, in cases where a question was not answered in detail by either the teacher or the student participant, follow-up questions were asked or explanations were provided to ensure that the data were collected accurately.

Data Analysis

The data were analyzed using NVivo 10 qualitative data analysis software, suitable for content analysis. In content analysis, similar data are brought together based on specific concepts and themes and organized in a meaningful way for interpretation. The process involves steps such as data collection, coding, determining categories, determining themes, and visualization through tables (Tekindal, 2021). In this study, audio recordings of interviews were transcribed by the researchers and imported into the qualitative data analysis software. The dataset was examined by one of the researchers to identify

categories. Based on the opinions of the participants, main themes were determined, including digital literacy skills, effective use of digital platforms, ensuring security on digital platforms, ethical considerations when using digital platforms, content created in digital environments, the adequacy of digital literacy achievements and applications in social studies lessons, and students' opinions on the subjects they have learned. These themes and categories were visualized and interpreted in the qualitative data analysis software. During the data analysis, the first researcher identified the main themes based on the questions asked to the participants, and subsequently created categories from the interview data. The second researcher then reanalyzed the interviews based on the themes and categories identified by the first researcher. In cases where there was disagreement between the two researchers regarding themes and categories, discussions were held until a consensus was reached. After achieving consensus on all themes and categories, a break of approximately two months was taken, and the themes and categories were reviewed again. Once the final review was completed, the analysis phase was concluded.

Validity and Reliability

One of the criteria for ensuring the validity of a qualitative study involves providing a thorough report of the gathered data and clarifying the process used to arrive at the conclusions (Yıldırım & Şimşek, 2009). In this study, the participants' responses were directly quoted. A method to establish research validity is to present the study's themes or the final version to a subset of participants, giving them the opportunity to verify that their answers have been correctly understood (Creswell & Creswell, 2021). In this study, the created themes were shared with both teacher and student participants to obtain participant validation. In addition, the data were analyzed by two researchers, and data analysis continued until consensus was reached on themes and categories.

To establish the external reliability, it is essential to describe the qualifications of the individuals participating in the study and explain the social context in which the study was conducted (Yıldırım & Şimşek, 2009). In this study, necessary information about the participants was provided, and the environment where the data were collected was explained. Furthermore, the data collection and analysis procedures in the study were described in detail. The raw data of the study were also preserved for potential future needs. To ensure the internal reliability of the study, direct quotations were included in the relevant sections. In research, involving multiple researchers is crucial for tasks such as gathering and analyzing data, as well as for organizing the study's overall structure and framework (Yıldırım & Şimşek, 2009). Furthermore, to ensure the study's internal reliability, it is important to explicitly outline the research questions and present the data in a manner consistent with these questions (Miles & Huberman, 1994, as cited in Yıldırım & Şimşek, 2009).

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Rectorate of Fırat University

Social Sciences and Humanities Research Ethics Committee

Date of ethical review decision= 12.02.2021

Ethics assessment document issue number= 9

Findings

This section of the study presents the findings related to the opinions of the participants regarding digital literacy skills. The opinions are discussed under the headings of digital literacy skills, effective use of digital platforms, ensuring security on digital platforms, ethical rules on digital platforms, content created in the digital environment, and digital literacy in social studies classes. The views of the participants are provided in quotation marks for direct reference.

The Participants' Opinions on the Definition of Digital Literacy Skills

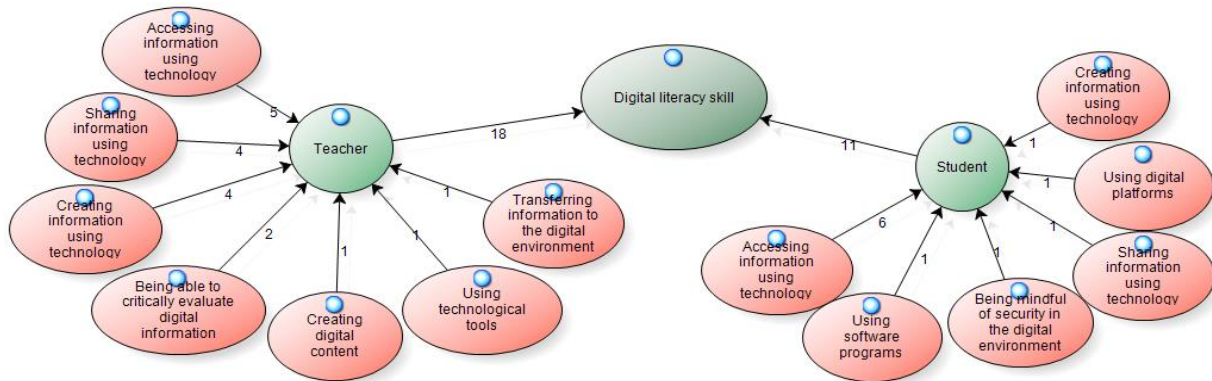


Figure 1. Views of the participants on the definition of digital literacy skills

Figure 1 shows that teacher participants perceived digital literacy as accessing information, sharing knowledge, generating information, critically analyzing digital content, producing digital content, using technological devices, and transferring information to digital media through the use of technology. On the other hand, student participants defined digital literacy as accessing information using technology, using software, being mindful of digital security in the digital environment, sharing knowledge using technology, using digital platforms, and producing information using technology. Both teacher participants and student participants predominantly emphasized accessing information through the use of technology in relation to digital literacy. In addition, they commonly highlighted generating information using technology and sharing knowledge using technology in the context of digital literacy.

T3.M expressed his thoughts by stating, "Digital literacy refers to the areas of obtaining information related to these, whether it be the internet or computer and tablet options that come to our minds today." Similarly, T11M, explained as follows: "Since we are currently in the age of technology, accessing information through smartphones, tablets, and computers is a given." Among the students, S9.M stated that "Going to class, researching something on the internet, and watching videos." Also S13.M. stated that "...I watch videos on YouTube. I research assignments." Both teacher and student participants emphasized that the most significant aspect of digital literacy was accessing information through the use of technology.

One of the participants, T3.M. regarded digital literacy as sharing information through the use of technology by stating that "So, we can say this not only as acquiring but also as sharing, right?" Similarly, Ö5.E. expressed that "I define digital literacy as the ability to access and share information using devices like phones, tablets, and computers, in other words, devices that can connect to the internet." A student participant, S10.M., said that "It is the skill to produce and share information using technological tools and equipment."

The Participants' Opinions on the Effective Use of Digital Platforms

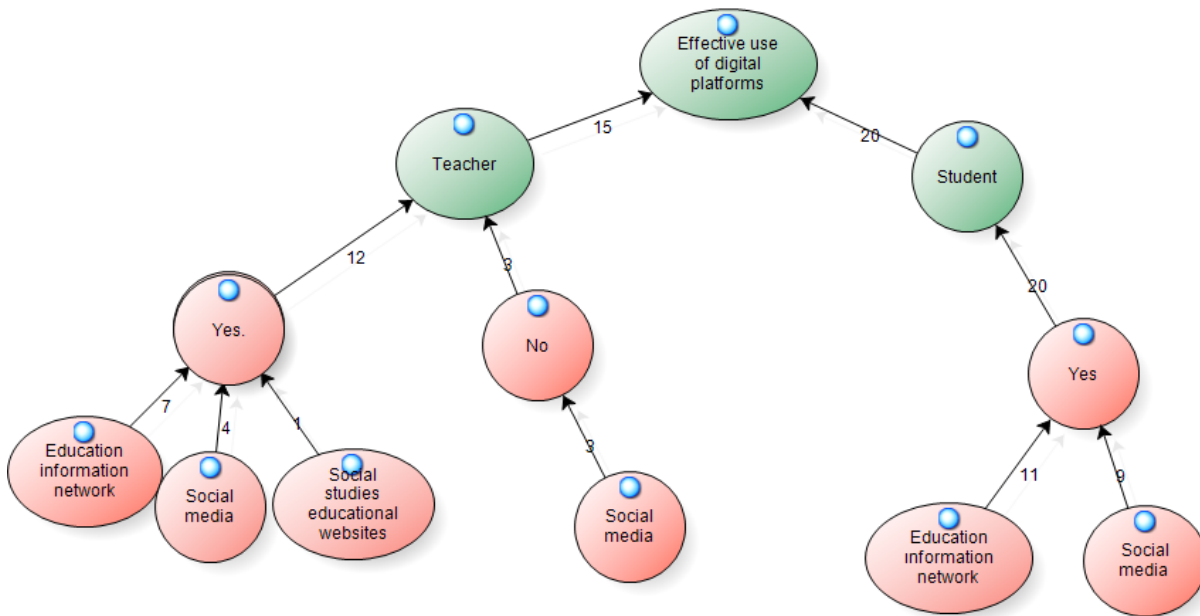


Figure 2. The views of the participants on the effective use of digital platforms

Teacher participants mentioned that they effectively used EBA (Educational Informatics Network), social media, and social studies educational websites. It was also found that student participants actively used EBA and social media. Both teacher and student participants expressed that they used EBA and social media effectively. Some teacher participants who reported that they did not use digital platforms effectively stated that they used social media but not in an efficient manner.

In this sense, T5.M. said that *"I believe I use EBA effectively. I mainly use EBA for instructional materials, solving questions, and sharing content. Since we continuously use it together with students, we also use it as a supplementary resource."* Another participant, T11.M. stated that *"Especially during this pandemic period. We were using it before, but we did not need it as much because we were in school. However, during this period, I use digital platforms more for education. I use EBA, which has excellent content."* Another participant mentioned that *"...Sending assignments to students. I actively use EBA for assessment purposes because it is a web 2.0 tool that allows for interaction. Except for the video lessons on EBA, I use almost all of the question sections. I have stored about a thousand questions in my EBA account. I send online exams, and I receive feedback from students. I use EBA as a means of communication."* On the other hand, one student, S2.K. said that *"I use EBA a lot. For instance, our teacher assigns homework on EBA. I do those assignments, watch videos, and share them with friends. When I need it, I watch the videos uploaded to EBA by myself and take notes in my notebook."* Similarly, S4.F. mentioned that *"There are videos, for example, related to Social Studies. There is a lot of content there. I use them. There are also quizzes."*

Furthermore, T3.M. stated that he used social media effectively by explainin as follows: *"There are some teacher groups on Facebook. There is a group called 'Visual Information and Archive for Social Studies,' where teacher participants share various images related to lesson content. I occasionally systematize complex topics, summarizing them, and turning them into concept maps. I support them with visuals and share them there."* Similarly, T6.M. mentioned that *"I share some information, videos, and*

memories with friends on social media that are related to myself. I also share more about lesson topics with students for educational purposes..." Among students using social media effectively, S6.F. said that "I use it more for both lessons and entertainment, to have fun. For example, when I find content that makes me very happy, I share it. It is nice that it is open to everyone." Also S7.M. stated that "Yes, I use a few apps. For example, I follow people I like or want to see on social media to see their updates."

Another teacher participant, T9.F. stated that she used social studies websites effectively, expressing their thoughts as follows: "In my field, there are websites related to social studies, and I actively use them. I use history websites..."

On the other hand, a teacher participant, T2.F., mentioned that she did not use digital platforms effectively, saying that "Let me put it this way: I use them a lot, but I do not think I use them effectively, meaning I could be better at producing something. Right now, I also use social media on digital platforms, but it is mostly for communication purposes. "

The Participants' Opinions on Ensuring Security While Using Digital Platforms

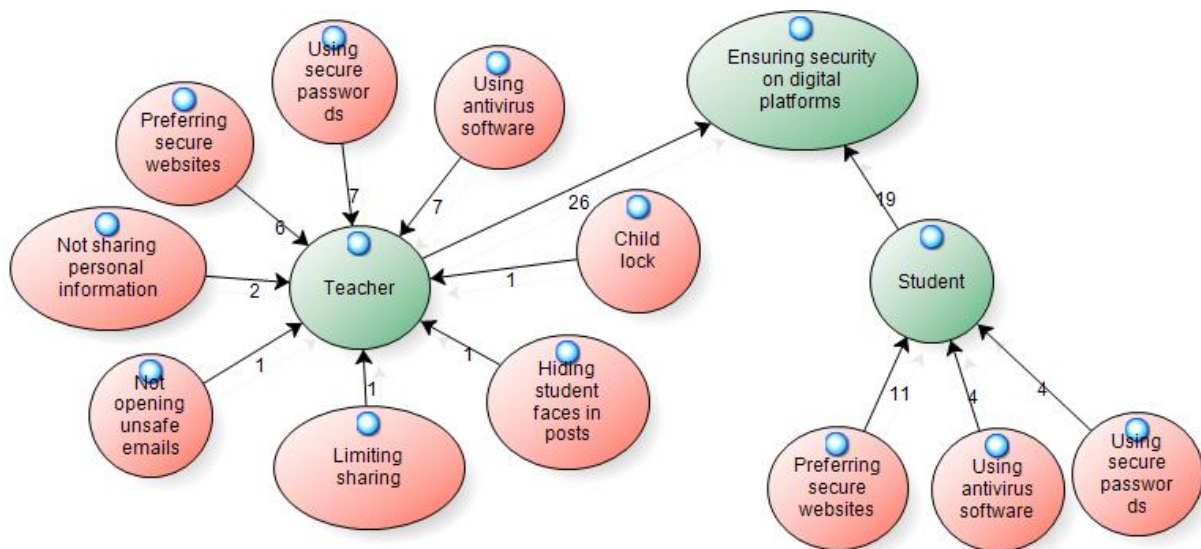


Figure 3. The views of the participants on ensuring security while using digital platforms

Teacher participants mentioned that they ensured security on digital platforms by using antivirus programs, using secure passwords, preferring secure websites, not sharing personal information, not opening unsafe emails, restricting their sharing, and using child locks to hide student faces. Similar to teacher participants, student participants mentioned that they preferred secure websites and use antivirus programs.

One teacher participant T4.M. mentioned using antivirus programs for security on digital platforms by saying that "I always use up-to-date antivirus programs, both on my personal computer and in the classrooms I enter at school, on the smartboard and other devices." Similarly, T13.M., said that "...I use antivirus programs. Windows also has its own programs for this." Among the student participants, S4.F. stated that "For example, we can use antivirus programs. I also install antivirus programs on my phone. These programs protect us from malicious software. They are helpful."

One of the teacher participants, T4.M mentioned preferring secure websites by expressing that: "We absolutely do not visit unsafe websites. Perhaps you already know that after the last update,

information technology topics started to be included in our units, and we work on this with the students. We ensure that they do not enter inappropriate websites...". In a similar vein, T5.M. said that "...we generally use secure websites, official websites. I try to use educational websites or the government's official websites." Likewise, S2.F. provided criteria for considering a site as secure by stating that "First, the extension should be 'http'. This ensures security. After that, I should not write my information anywhere without my family's permission. In other words, I should give my information to secure websites like org sites or government websites. I generally pay attention to these." Another student, S7.M. stated that "I can distinguish secure websites, for example, by looking if it says 'http'. Even if there is a mistake, I can research it myself, and I can see it from there."

In terms of using secure passwords, T8.M. explained their criteria for creating passwords as follows: "When creating passwords, I use uppercase and lowercase letters. I never enter personal information like dates or my family's or spouse's names. I mainly use numbers, percentage expressions, and symbols. I use different combinations like ' Ae.' My password never starts with my name or surname, and it does not follow a historical process. Sometimes, students have tried my password on the smartboard. They entered my name, surname, and my spouse's name, but it still did not work."

In addition, a student participant, S7.M. expressed that "When creating passwords, I especially avoid using my real name. I mostly use punctuation marks. After that, I frequently use underscores, hyphens, and dots. But I never use my actual name." Furthermore, T4.E. mentioned ensuring security by not opening unsafe emails as follows: "Well, I generally never open emails from unknown sources; I just delete them without opening."

The Participants' Opinions on the Ethical Rules They Consider While Using Digital Platforms

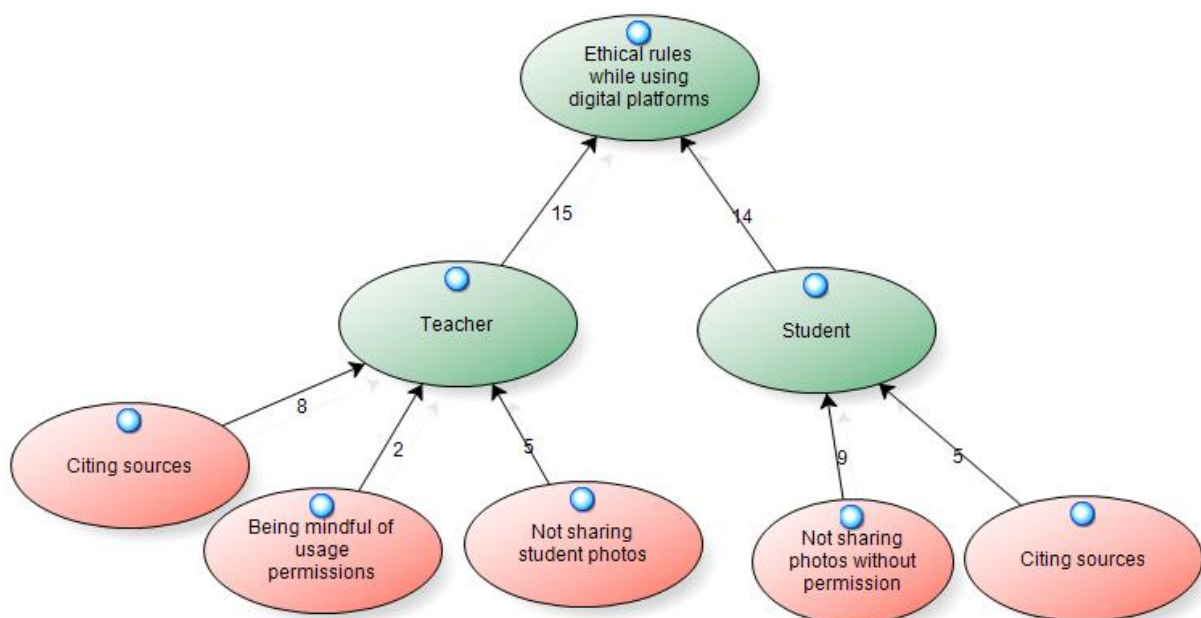


Figure 4. The views of the participants on the ethical rules they observe while using digital platforms

Teacher participants mentioned ethical rules while using digital platforms, such as citing sources, refraining from sharing student photos without permission, and respecting usage rights. Student participants also paid attention to not sharing photos without permission and citing sources

when using digital platforms. It was evident that both teacher and student participants shared a common focus on citing sources.

In this sense, T3.M. highlighted the importance of citing sources as follows: *"Whenever I use someone else's work, I make sure to mention their name or the source I got it from in my notes. For instance, since we often acquire information from sharing platforms, if I see there is a special study, I attribute it to the teacher's work if it is there."* Similarly, T8.M. said that *"I label my writings as my own. Right from the start, I tell the students where I got it from, and I guide them towards the sites."* Regarding citing sources, one student participant, S1.M. stated that *"Whenever I make a post and if that post belongs to someone else, I include the references for that post."* Another student, S2.F. stressed the importance of citing sources by stating that *"I present it as the person's knowledge. In other words, I present it by mentioning the name of the person who posted that information on the internet."*

In terms of not sharing students' photos, T1.F. said that: *"We've seen student photos and sharing of information here and there, and I do not find that appropriate. I have never shared anything involving private matters."* Another teacher participant, T11.M., emphasized that he obtained parents' information and that no photos were shared on any social media, and faces were concealed. One student, S5. mentioned that *"I mean; I do not immediately share my friends' photos or anything without asking them first. I do not even like sharing my own photos that much."* Another student, S7.M. stated that *"I share information about myself, but not about my friends. If I want to share something, I always ask first. If they give permission, I share; if not, I do not."*

The Participants' Opinions on the Content They Create on Digital Platforms

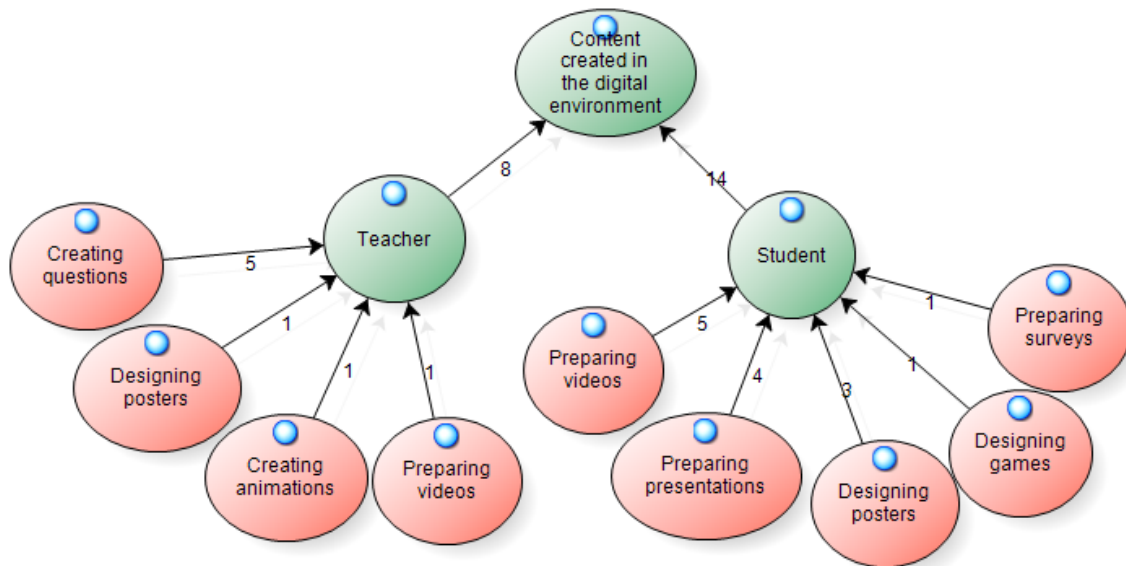


Figure 5. The views of the participants on the content they create on digital platforms

Figure 5 reveals that teacher participants created questions, designed posters, developed animations, prepared videos, created puzzles, and designed games in the digital environment. Students mentioned that they prepared videos, created presentations, designed posters, developed games, and prepared surveys. The participants commonly indicated that they created videos and designed posters in the digital environment.

In this sense, T1.F. mentioned that "I create questions there for students. I plan tests, create ten to fifteen-question tests, and share them. They stay on your page, and you can share them whenever you want. You can also use other published tests. It is an open platform." Besides, T3.M, stated that "I do not create much in terms of games and variety, but when I focus more on exam groups, I always try to prepare a mock exam for them. After accumulating some questions, I am currently developing a question bank. With these, I prepare mock exams, and I apply these exams on both platforms and my own students."

In addition, T13.M stated that "I prepared a video related to my class, and we used it in the lesson." One of the students, S4.F, said that "Yes, I have made a video once. For example, I prepared a video about Türkiye's natural beauties. In that video, I talked about things like where Göbeklitepe is located. I added captions saying 'in this city.' It became a video covering all 81 provinces." Another student, S7.M. stated that "I have created a lot of content with my teachers. For example, my teacher used to include photos or videos of some of our projects. I can convert them into videos by recording them on Scratch."

Similarly, S1.M, expressed his views on preparing presentations as follows: "Yes, I have made presentations. Our teacher asked for presentations. I mostly use Microsoft Office programs. I use Atom and Python." The participants also explained the software programs they use. For example, S12.M stated that "There is a program called Canva that was very helpful. I used it for my presentations, and it was for the purpose of introducing a city." Similarly, S11 said that "I have created other things as well. Posters... They were very helpful for my assignments. For example, when my art teacher gave an assignment, I created it on a digital platform and printed it in color from a color printer. I showed it to the teacher." Also S12.M added that "I have prepared posters. I introduced my city again. It was for promotional purposes."

Teachers Participants' Opinions on the Adequacy of Digital Literacy Outcomes and Practices in Social Studies Classes, and Student Participants' Opinions on the Subjects They Learned

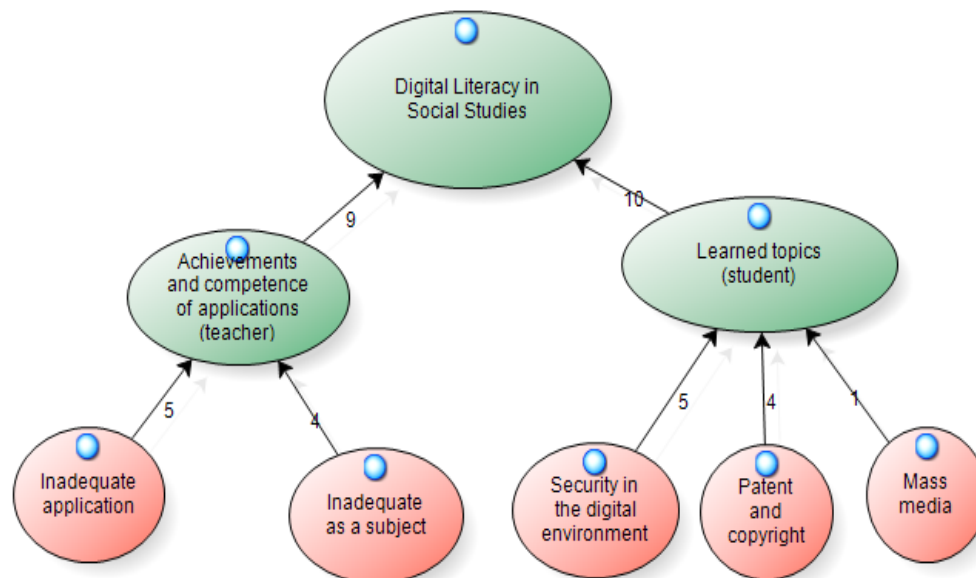


Figure 6. Teachers' views on the adequacy of outcomes and practices related to digital literacy in social studies classes, and students' opinions on the subjects they learned

Teacher participants indicated that the practical dimension of digital literacy in social studies classes was insufficient and lacked in terms of content. Student participants mentioned that digital literacy in social studies covered aspects such as online security, mass media, patents, and copyright.

In this regard, T1.F pointed out the inadequacy of the practical aspect by stating that *"For instance, we covered patent rights in the sixth grade. In social studies, we have a topic called 'science, technology, and society.' Next, there is active citizenship. We touched on e-commerce, emphasizing the importance of websites having the 'https' extension. We talked about what to consider when making purchases online and how to create strong passwords. We explained what it takes to become media literate. However, I believe that it should be taught to students through practical application. We relied more on verbal explanations. It delves somewhat into informatics, but they need to know these aspects. Social studies lesson falls short in this regard... We cannot say that a student who takes this course will become a complete digital literate. It should definitely be complemented with a computer science course."*

Similarly, T4.M. expressed that *"It could be much better if it were taught with practical applications. About 3/4 years ago, police teams came to give a seminar on informatics to students. They had prepared a seminar for the students, which was quite effective. They showed and explained real-life events to the students, and they presented it in a video format. This had a significant impact on the students, as they viewed it as coming from an authority figure. What we teach sometimes seems to be a bit abstract. I believe that it would be more beneficial if practical applications were integrated."*

Furthermore, T2.F argued that digital literacy was not adequately covered as a subject in social studies as follows: *"It is mentioned as a short part of a unit, and I do not think it is sufficient, to be honest."* Also T5.M. stated that *"Yes, I agree, it should be expanded in terms of content, more time should be allocated, and more topics should be included, especially in the 6th and 7th grades."*

On the other hand, a student, S1.M. mentioned that the topic of digital security was covered in social studies and said that *"We have learned about security-related aspects. However, because I have been interested in technology since I was young and knew about it from an early age, I would always search for unfamiliar websites on the internet. I used to have a computer, and I would tinker with its settings to understand what they were for. I have developed myself over time, all by myself, without seeking help from anyone."* Another student, S2.F. expressed her thoughts as follows: *"I think it is sufficient. It ensures my security, after all. They teach us how to protect our security there. They teach us how to protect our personal information. In other words, they teach us that we should access secure websites. They also emphasize that we should not share information with people we do not know."* In addition, S3.M. stated that *"We learned about copyright. We learned about patents..."* Finally, S10.M. said that *"We covered copyright, patent rights, mass media, and I cannot remember more."*

Discussion and Conclusion

In this study, the views of social studies teachers and 7th-grade students on digital literacy skills were examined. These views were categorized under the following topics: digital literacy skills, effective use of digital platforms, ensuring security on digital platforms, ethical rules on digital platforms, digital content creation in the digital environment, and the inclusion of digital literacy topics in the content of social studies lessons.

In the study, the participants emphasized various aspects of digital literacy, including participants' abilities to access, generate, and share information, create content, use technological tools,

operate software, critically evaluate information accessed in digital environments, and consider security elements. This highlights the cognitive and motor skills dimension of digital literacy. Additionally, when participants refer to ethical considerations that should be observed in these environments, it can be considered as the sociological and emotional dimension of digital literacy. This aspect of the study encompasses the skills required to effectively use digital platforms, as emphasized by Eshet-Alkalai and Amichai-Hamburger (2004). Owen et al. (2016) and Bawden (2001) also emphasized the critical thinking dimension of digital literacy. Furthermore, cognitive and motor skills related to digital literacy have been stressed in many studies (Keskin & Küçük, 2021; Lee, 2014; Martin, 2006; Ng, 2012; Reddy, 2022; Rolf, 2021).

The teacher participants expressed that they effectively used EBA, social media, and social studies educational websites. The student participants also indicated that they used EBA and social media effectively. This finding indicates that the EBA, which is made available to students and teachers by the Ministry of National Education (MoNE) and offers a wide range of content, is used by teachers in various studies and considered beneficial. In their study, Çakmak and Taşkiran (2017) reported that EBA provided students with significant information and was a highly useful platform based on teachers' views, especially for enabling students to review lessons when they cannot come to school. Similarly, Öner (2017) found that teachers used EBA as an effective resource in their instruction. Öner (2017) also indicated that teachers used internet resources and videos/films/documentaries in their lessons. These findings are consistent with the topics mentioned by the teacher participants in this study, which include social studies educational websites (internet resources) and social media (for YouTube/videos, films, and documentaries). However, it should be noted that some criticisms were raised in these studies regarding the insufficiency of the content on EBA and the need for improvements in videos. Considering the studies conducted by Öner (2017), Çakmak and Taşkiran (2017), and Dündar and Yeşilyurt (2019), which raised these criticisms, it becomes evident that the assessment of EBA content was primarily focused on the period prior to the COVID-19 pandemic. Since the present study was conducted almost one year after the COVID-19 pandemic, during which distance education was implemented, it can be assumed that EBA content was enriched during this period. This aligns with the positive attitudes expressed by the the participants. Indeed, Yerli (2018) investigated the impact of EBA on academic success of students and reported positive results. This can be regarded as a positive outcome that supports students' use of EBA. In a survey conducted by Tekerek and Tekerek (2013), it was found that more than half of the students (a total of 2449 students) used the internet at home primarily for studying. This finding is consistent with the data in the study, indicating that students use social media and internet resources for the purpose of studying.

It was found in the study that the teacher participants took various precautions to ensure security on digital platforms, such as using antivirus software, opting for secure websites, using strong passwords, not sharing personal information, not opening unsafe emails, employing encryption, regularly changing passwords, restricting sharing, not sharing password information, hiding students' faces in shared content, and using parental controls. Similarly, student participants preferred secure websites and used antivirus software. Bawden (2008) regarded technical proficiency in terms of security as a fundamental requirement for using the internet. Arabacı and Polat (2013) and JISC (2012), in their explanations of digital literacy, underscore the importance of possessing the skills to safeguard personal information and ensure individual security and privacy in the face of digital threats. The emphasis placed by the participants on ensuring individual security aligns with the findings of this

study. Özeydin and Kumral (2021) found that 8-10-year-old children were aware of the security problems that may arise when personal information was shared in digital environments. These findings are in line with the results of the present study.

It was also found that the teacher participants adhered to at least one ethical rule when using digital platforms, such as citing sources, not sharing student photos without permission, and obtaining usage consent. Similarly, student participants avoided sharing photos without permission and cite sources when using digital platforms. In this sense, Owen et al. (2016) emphasized the ethical and legal access to information, which supports the finding of the present study. In addition, Bawden (2008) emphasized the importance of adhering to copyright and intellectual property rights as ethical and legal obligations to ensure the appropriate use of information. This suggests that both teachers and students are aware of their ethical responsibilities.

In the study, it was found that teacher participants used digital environments to prepare questions, design posters, create animations, produce videos, prepare puzzles, and design games. In addition, students reported that they created videos, presentations, posters, games, and surveys. One aspect of digital literacy is producing digital content, and it is important to adhere to security and ethical rules during content creation. Based on the interview results regarding how teachers and students maintain security in digital environments, it is evident that they possessed an awareness of security and ethical principles. JISC (2019) defines digital production as digital creativity, describing it as the capacity to design and/or create new digital works and materials such as digital writing, digital imaging, digital sound and video, digital code, applications and interfaces, web pages, etc. In the present study, the participants expressed that they produced various content using digital devices and platforms. Such a finding suggests that although not all, some of them were active in terms of digital production. It can be said that especially teachers and students participating in e-twinning and FATİH projects organized by the Ministry of National Education (MoNE) were both more careful and productive in terms of digital content production. A brief literature review reveals that there are no studies that directly addresses the categories or varieties of digital content creation by educators and students. However, the studies in the literature placed a strong emphasis on the proper use of sources and the ethical control of personal and third-party information throughout the content production process (Arabacı & Polat, 2013; Chase & Laufenberg, 2011; Eshet-Alkalai & Chajut, 2009).

In the study, the teacher participants expressed that the practical dimension of digital literacy in social studies classes was insufficient and inadequate in terms of content. However, students mentioned that they gained knowledge in digital platforms regarding topics such as digital security, mass media, patents, and copyright. The examination of both teacher and student participants' views in accordance with the 2018 Social Studies Curriculum (SBÖP), it can be stated that their opinions are in accordance with the curriculum's objectives. The SBÖP includes an expression that states, "In order to develop students' digital citizenship competencies, in-class and extracurricular activities related to the subject should be included" (MoNE, 2018). This statement aims to have teachers effectively deliver the competencies included in the curriculum regarding digital security, which covers areas such as digital divide, identity theft, personal information privacy, cyber fraud, cyberbullying, and more. In addition, due to the adaptation of official institutions to digital environments in recent times, the importance of social studies lessons in providing "digital citizenship education" is emphasized. The SBÖP (MoNE, 2018) aims to achieve these expectations through the competencies included in the curriculum. The

following competencies, included in various grade levels and different learning areas in the SBÖP (Social Studies Curriculum), aim to directly instruct skills related to digital literacy:

“discusses the impact of technology use on socialization and societal relationships, questions the accuracy and reliability of information accessed in the virtual environment, emphasizes media literacy, adheres to safety rules when using the digital realm, addresses topics like online shopping, safe internet use, and identity theft, conducts research following scientific ethics, analyzes the changes brought about by digital technologies in the production, distribution, and consumption networks, debates the role of media in social change and interaction, and scrutinizes the influence of popular culture on our culture.”(MoNE, 2018)

Especially, the objectives include acquiring information, ensuring security in virtual environments, emphasizing ethical aspects, and aiming to address the social dimension of digital literacy. In addition to these objectives, there are also indirect references to digital literacy in the curriculum. However, when considering the program holistically, although it emphasizes the acquisition of accurate information in digital settings, it lacks specific goals relating to the critical assessment of such information. The objectives seem to provide only superficial knowledge in terms of digital literacy, and it is believed that they may be insufficient for individuals to effectively address the problems they may experience in their social lives. In particular, there is no objective related to digital production/content creation in the social studies curriculum.

In a broader assessment of the study's findings, it is evident that social studies educators possessed an adequate level of digital literacy awareness, in accordance with the Ministry of National Education's standards, in their instructional practices. It is also revealed that 7th-grade secondary school students had a good understanding of digital topics as they were taught in their social studies classes. However, it should be stressed that especially teachers and students who had a keen interest in digital subjects or were actively engaged in various projects linked to this domain (such as e-twinning), exhibited a greater degree of proficiency and awareness in digital literacy.

Recommendations

It is recommended that the digital literacy education and curriculum in Türkiye should be continuously updated in line with the changing conditions since the results of the present study showed that both teachers and students had awareness of digital literacy within the scope of the National Curriculum for Social Studies. Revising the curriculum should have the primary goal of efficiently transfer the updates to the two key stakeholders in education: teachers and students. Furthermore, active participation in projects that enhance digital literacy should be encouraged, as this can contribute to the practical implementation. The results showed that teachers and students who engaged in education and projects aimed at improving digital literacy skills tended to be more proficient in this area.

The success of the information society is emphasized to be dependent on creating conditions in which people trust the services, and this is closely related to high-level digital literacy, network security, data protection, and privacy (Bawden, 2008). Although the study revealed that both teachers and students had awareness of security and ethical rules, new security and ethical issues emerge in digital environments every day. Therefore, it is crucial to provide education in this field that can reach not only teachers and students but also the entire population, in line with the needs of the day.

Ng (2012) found that pre-service teachers can effectively use digital platforms to create significant products with minimal effort. They indicated that these products can be shared with peers in their field, and when they start their teaching careers, they would be competent in creating works that can be used for future teaching activities. Accordingly, it is recommended, particularly in teacher education in general and specifically for pre-service teachers, to implement lessons and projects focusing on effective and level-appropriate digital content production in their fields. Furthermore, it is essential for teachers to receive in-service training, including practical aspects, to develop themselves, as it was revealed in the present study that teachers did not receive any education on this topic during their teacher training. The participants suggested providing practical training to address this deficiency.

The adoption of an interdisciplinary approach that expands the digital literacy skills outlined in SBÖP to be applied in subjects such as technology design across all educational programs is seen as essential for a more effective digital literacy education. The findings of this study, in which teachers indicated that digital literacy achievements and the digital literacy-related subject content in social studies classes were insufficient, and practical application was deficient, further support this recommendation.

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Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

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Conflict Statement

There is no conflict of interest with the people who participated in the research.



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Sosyal Bilgiler Öğretmenlerinin ve 7. Sınıf Öğrencilerinin Dijital Okuryazarlık Becerisine İlişkin Görüşleri

Giriş

Teknolojinin büyük bir hızla geliştiği ve yaşamımızdaki yerini daha da artırdığı günümüzde, teknolojiye ayak uydurarak ve onun sağladığı imkânlardan maksimum düzeyde faydalanarak yaşamı sürdürmek önemli bir beceridir. Teknolojik gelişim ve değişimin her alanda gerçekleşmesi önüne geçilemez bir süreç halini almıştır. Bu süreç içerisinde teknolojiye uyum sağlayabilmek için kazanılması gereken beceriler de teknolojik gelişmeye paralel olarak gelişmeli ve ona uyum sağlayacak boyutta değişmelidir. Aksi halde teknoloji ve hayatımıza kattıkları bireyleri zorlu yaşamsal süreçlere sokabilir. Zira teknolojinin hayatımıza kattığı ve günümüzde çoğunlukla “dijital ekonomi/sağlık/vatandaşlık/medya vb.” olarak adlandırılan her yenilik sağladığı kolaylıkların yanında bilinçsizce kullanıldıklarında ciddi zararlara sebep olabilmektedir.

Gilster (1997) bu yüzyılın değişim ve büyüme yüzyılı olduğunu ve medya ve iletişim teknolojilerinin bu yüzyılda en hızlı gelişen alanlar arasında yer aldığını ifade etmektedir. Bu görüşü doğrular nitelikteki We are Social (2022) raporuna göre 7.91 milyarlık dünya nüfusunun %67.1'i mobil iletişim aracı kullanmaktadır ve bu kullanıcıların %62.5'i internet kullanıcısıdır. Bu nüfusun %58.4'ü ise aktif sosyal medya kullanıcısıdır. Ülkemizde ise bu oran dünya ortalamalarının üzerinde seyretmektedir. Türkiye İstatistik Kurumu (TÜİK)'nun (2022) verilerine göre Türkiye’de internete erişim imkânı olan hane oranı %94.1, aktif olarak interneti kullanan bireylerin toplam nüfusa oranı %85, en az bir sosyal medya aracını kullanan bireylerin oranı ise %82 olarak belirlenmiştir. İşte teknolojinin ve özellikle de internet bağlantılı olarak gelişen dijital teknolojinin dünyada ve Türkiye’de yoğun olarak kullanımı özellikle bilgi iletişim teknolojilerinin her boyutuyla bilinçli olarak kullanımı için çeşitli alanlarda “okuryazarlık” yetilerinin bireylerde gelişmesini zorunlu kılmaktadır.

21. yüzyıl, “okuryazar olmak” ifadesinin anlamının geçmişte olduğundan çok daha fazla anlam ifade ettiği bir ortam yaratmıştır. Okuryazarlık hala geleneksel okuma, yazma ve aritmetiği kapsamaktadır ancak artık dijital okuryazarlığı da içermektedir. Okuryazarlık artık tümü bilgisayarların aracılık ettiği çeşitli ortamlarda bilgileri eleştirel bir şekilde değerlendirme, kavramları iletme ve fikirleri ifade etme becerisini içermektedir. Okuryazarlığın odak noktasını teknik, bilişsel ve sosyolojik becerileri bütünleştiren daha pedagojik bir görüş oluşturmaktadır (Kennedy, 2008). Bu görüş genel olarak okuryazarlıklar özelde ise dijital okuryazarlığa ilişkin yapılan tanımlamalarda da karşımıza çıkmaktadır. Nitekim dijital okuryazarlığa ilişkin yapılan tanımlarda da bu becerilere (teknik, bilişsel, sosyal) vurgu yapıldığı görülmektedir.

Türkiye’de ilkökul, ortaokul ve lise düzeylerinde de çeşitli dersler kapsamında yine dijital okuryazarlığı geliştirmeye dönük ders içerikleri mevcuttur. Bütün derslerin öğretim programlarında düzenlenmiş olan temel yeterlikler çerçevesi ise yine dijital yetkinlik başlığıyla eğitim öğretimin her aşamasında ve her alanında dijital okuryazarlığın geliştirilmesini amaçlamaktadır. Ortaokul düzeyinde özellikle sosyal bilgiler ve bilişim teknolojileri dersleri kapsamında bu beceriye yönelik kazanımlar yer almaktadır. Sosyal bilgiler dersi öğretim programında” öğrencilerin dijital vatandaşlık yeterliliklerini geliştirmek amacıyla konuyla ilgili ders içi ve ders dışı etkinliklere yer verilmelidir” ifadesiyle dijital okuryazarlığa atıf yapılmıştır. Ayrıca sosyal bilgiler öğretim programında kazandırılması gereken beceriler arasında direkt olarak dijital okuryazarlık becerisi yer almaktadır. Ayrıca bu beceri ile doğrudan bağlantılı olan medya okuryazarlığı, eleştirel düşünme ve araştırma gibi becerilerin de kazandırılması amaçlanmaktadır. Bu derste bilim, teknoloji ve toplum öğrenme alanında doğrudan bu beceriyi geliştirmeye dönük kazanımlara yer verilmiştir. Ayrıca birey ve toplum, etkin vatandaşlık, üretim, dağıtım, tüketim öğrenme alanlarında da bu becerinin geliştirilmesine yönelik kazanımlar bulunmaktadır (Milli Eğitim Bakanlığı [MEB], 2018).

Dijital okuryazarlık becerisinin kazandırılmasının yalnızca Türkiye’de değil tüm dünyada bir zorunluluk haline gelmesi dikkatlerin bu beceriyi kazandıracak olan öğretmenlere ve bu beceriyi kazanacak olan öğrencilere yönelmesine neden olmuştur. Bu çalışmada da, içeriğinde dijital okuryazarlık becerisinin önemine büyük vurgu yapılan sosyal bilgiler dersi temel alınarak bu dersi okutan öğretmenler ve bu dersi alan öğrenciler çalışma konusu olarak seçilmiştir. Sosyal bilgiler öğretmenlerinin ve bu dersi alan 7. sınıf öğrencilerinin dijital okuryazarlığa ilişkin görüşleri ve mevcut durumları belirlenmeye çalışılmıştır. Nitekim öğretmen ve öğrencilerin bu beceriye ilişkin mevcut durumları tespit edilmeden eksiklerin belirlenmesi ve bu becerinin kazandırılmasına yönelik önerilerin geliştirilmesi mümkün olmayacaktır. Bu görüşten hareketle araştırmanın amacı sosyal bilgiler öğretmenlerinin ve 7. sınıf öğrencilerinin dijital okuryazarlık becerisine ilişkin görüşlerinin belirlenmesidir. Bu doğrultuda sosyal bilgiler öğretmenleri ve 7. sınıf öğrencilerinin;

- 1.Dijital okuryazarlığı nasıl tanımladıkları,
- 2.Dijital platformları etkin kullanma durumları,
- 3.Dijital platformları kullanırken güvenliği sağlama şekilleri,
- 4.Dijital platformlarda dikkat ettikleri etik kurallar,
- 4.Dijital ortamda oluşturdukları içerikler,
- 5.Sosyal bilgiler dersinde dijital okuryazarlık konularına ilişkin görüşleri ortaya çıkarılmaya çalışılmıştır.

Yöntem

Bu araştırma nitel araştırma yöntemlerinden biri olan olgubilim (fenomenoloji) desenine uygun olarak yürütülmüştür. Olgubilim kişi ya da kişilerin bir olguyu nasıl deneyimlediklerini açıklayan çalışmalardır. Bu çalışmalarda kişi ya da kişilerin bu olguya ait deneyiminin anlamı belirlenmeye çalışılır (Sart, 2017).

Araştırmanın çalışma grubu amaçsal örnekleme yöntemlerinden biri olan kolay ulaşılabilir durum örnekleme ile belirlenmiştir. Bu yöntemde araştırmacı erişilmesi kolay bir durumu seçtiği için araştırmaya hız kazandırır (Yıldırım & Şimşek, 2006). Çalışma grubunu 2020-2021 eğitim öğretim yılı bahar döneminde Erzurum ilindeki ortaokullarda görev yapan 13 (10 erkek-3 kadın) Sosyal Bilgiler öğretmeni ve 13 (8 erkek-5 kız) ortaokul 7. sınıf öğrencisi oluşturmaktadır.

Araştırma verileri yarı yapılandırılmış görüşmelerle toplanmıştır. Yarı yapılandırılmış görüşme hem sabit olarak belirlenmiş seçeneklere bağlı olarak cevaplar almayı hem de derinlemesine bilgiler elde etmeyi sağlar (Büyüköztürk vd., 2019). Araştırmada sosyal bilgiler öğretmenleri ve öğrencilerle görüşme yapmak amacıyla 2 ayrı yarı yapılandırılmış görüşme formu kullanılmıştır.

Araştırma verileri nitel veri analizi programı kullanılarak içerik analizine uygun olarak analiz edilmiştir. İçerik analizinde benzer veriler, belirli kavram ve temalar göz önüne alınarak bir araya getirilir ve anlamlı bir şekilde düzenlenerek yorumlanır. Bu çalışmada sosyal bilgiler öğretmenleri ve öğrencilerle yapılan görüşmelere ilişkin ses kayıtları yazılı hale getirilerek nitel veri analizi programına aktarılmıştır. Veri seti incelenerek kodlar belirlemiştir. Kodlar sınıflandırılarak kategoriler oluşturulmuş, kategoriler dikkate alınarak temalara ulaşılmıştır. Bulgular nitel veri analizi programında oluşturulan şekillerle görselleştirilmiştir ve yorumlanmıştır. Bu araştırmada katılımcıların görüşlerine doğrudan alıntılar şeklinde yer verilmiştir. Araştırmalarda geçerliği sağlamanın bir yolu da katılımcıların verdikleri yanıtların doğru yorumlandığını kontrol etmeleri için temaların ya da çalışmanın son halinin katılımcılardan bir kısmıyla paylaşarak katılımcı teyidi alınmasıdır (Creswell & Creswell, 2021). Bu araştırmada oluşturulan temalar 2 sosyal bilgiler öğretmeni ve 2 öğrenci ile paylaşarak katılımcı teyidi alınmıştır.

Bulgular

Araştırma bulgularına göre Sosyal bilgiler öğretmenlerinin dijital okuryazarlığı teknolojiyi kullanarak bilgiye ulaşma, bilgiyi paylaşma, bilgiyi üretme, dijital ortamda bilgiye eleştirel bakabilme, dijital içerik üretme, teknolojik aletleri kullanabilme, bilgileri dijital ortama aktarma olarak gördükleri belirlenmiştir. Öğrenciler dijital okuryazarlığı teknolojiyi kullanarak bilgiye ulaşma, program kullanabilme, dijital ortamda güvenliğe dikkat, teknolojiyi kullanarak bilgiyi paylaşma, dijital platformları kullanabilme, teknolojiyi kullanarak bilgiyi üretme olarak ifade etmişlerdir. Sosyal bilgiler öğretmenleri ve öğrenciler en fazla teknolojiyi kullanarak bilgiye ulaşmaya ilişkin görüş belirtmişlerdir. Sosyal bilgiler öğretmenleri ve öğrenciler dijital okuryazarlığa ilişkin olarak, teknolojiyi kullanarak bilgiyi üretme, teknolojiyi kullanarak bilgiyi paylaşmayı ortak olarak vurgulamışlardır.

Sosyal bilgiler öğretmenleri EBA, sosyal medya ve sosyal bilgiler eğitim sitelerini etkin olarak kullandıklarını belirtmişlerdir. Öğrenciler etkin olarak EBA ve sosyal medyayı kullanmaktadırlar. Sosyal bilgiler öğretmenleri ve öğrencileri EBA ve sosyal medyayı ortak olarak etkin şekilde kullandıklarını ifade etmişlerdir. Dijital platformları etkin olarak kullanmadıklarını belirten sosyal bilgiler öğretmenleri sosyal medyayı kullandıklarını fakat etkin olmadıklarını belirtmişlerdir.

Sosyal bilgiler öğretmenleri dijital platformlarda güvenliği sağlamak için anti virüs programı kullandıklarını, güvenli siteleri tercih ettiklerini, güvenli şifre kullandıklarını, özel bilgileri paylaşmadıklarını, güvenli olmayan mailleri açmadıklarını, özel şifreleme yaptıklarını, sık şifre değiştirdiklerini, paylaşımları kısıtladıklarını, şifre bilgilerini paylaşmadıklarını, paylaşımlarda öğrenci yüzlerini gizlediklerini çocuk kilidi kullandıklarını belirtmişlerdir. Öğrenciler de sosyal bilgiler öğretmenleri ile benzer olarak güvenli siteleri tercih ettiklerini, antivirüs programı kullandıklarını belirtmişlerdir.

Sosyal bilgiler öğretmenlerinin dijital platformları kullanırken dikkat ettikleri etik kurallar kaynak belirtme, öğrenci fotoğrafı paylaşmama ve kullanım iznine dikkattir. Öğrenciler dijital platformları kullanırken fotoğrafları izinsiz paylaşmamaya ve kaynak belirtmeye dikkat etmektedirler. Sosyal bilgiler öğretmenleri ve öğrencilerinin ortak olarak kaynak belirtmeye dikkat ettikleri görülmektedir.

Sosyal bilgiler öğretmenlerinin dijital ortamda soru hazırladıkları, afiş tasarladıkları, animasyon tasarladıkları, video hazırladıkları, bulmaca hazırladıkları, oyun tasarladıkları görülmektedir. Bunun yanında içerik üretmeyen öğretmenler de bulunmaktadır. Öğrenciler video, sunum hazırladıklarını afiş tasarladıklarını, oyun tasarladıklarını, anket hazırladıklarını belirtmişlerdir. Sosyal bilgiler öğretmenleri ve öğrenciler ortak olarak dijital ortamda video hazırladıklarını, afiş tasarladıklarını belirtmişlerdir.

Sosyal bilgiler öğretmenleri sosyal bilgiler dersinde dijital okuryazarlığın uygulama boyutunun yetersiz kaldığını, konu olarak yetersiz olduğunu belirtmişlerdir. Öğrenciler sosyal bilgiler dersinde dijital okuryazarlığın dijital ortamda güvenlik, kitle iletişim araçları, patent ve telif hakları gibi boyutlarda ele alındığını ifade etmişlerdir.

Tartışma ve Sonuç

Bu araştırmada sosyal bilgiler öğretmenlerinin ve 7. sınıf öğrencilerinin dijital okuryazarlık becerisine ilişkin görüşleri incelenmiştir. Bu görüşler dijital okuryazarlık becerisi, dijital platformların etkin kullanımı, dijital platformlarda güvenliği sağlama, dijital platformlarda etik kurallar, dijital ortamda oluşturulan içerikler, sosyal bilgiler dersinin içeriğinde dijital okuryazarlık başlıkları altında ele alınmıştır.

Çalışmada öğretmen ve öğrencilerin bilgiye ulaşma, bilgiyi üretme ve paylaşma, içerik üretme, teknolojik aletleri kullanma, program kullanma becerileri dijital okuryazarlığın bilişsel ve motor beceriler boyutuna vurgu yaparken, öğretmenlerin dijital ortamda ulaşılan bilgiye eleştirel bakabilme becerisine, öğrencilerin ise bu ortamlarda güvenlik unsurlarına dikkat edilmesi hususuna vurgu yapmaları dijital okuryazarlığın sosyolojik ve duyuşsal boyutuna atıf olarak değerlendirilebilir. Owen vd., (2016) ve Bawden (2001) da dijital okuryazarlığın eleştirel düşünme boyutuna vurgu yapan kişilerdir. Ayrıca öğretmen ve öğrencilerin dijital okuryazarlık becerilerin ilişkin bilişsel ve motor becerileri birçok çalışmada vurgu yapıldığı görülmektedir (Keskin & Küçük, 2021; Lee, 2014; Martin, 2006; Ng, 2012; Reddy, 2022; Rolf, 2021).

Sosyal bilgiler öğretmenleri EBA, sosyal medya ve sosyal bilgiler eğitim sitelerini etkin olarak kullanmaktadırlar. Öğrenciler ise etkin olarak EBA ve sosyal medyayı kullandıklarını belirlenmiştir. MEB tarafından öğrenci ve öğretmenlerin kullanımına sunulan ve oldukça geniş bir içeriğe sahip olan EBA dijital platformunun yapılan diğer çalışmalarda da öğretmenler tarafından kullanıldığı ve faydalı

bulduğu sonuçlarına ulaşılmıştır. Çakmak ve Taşkiran (2017) yaptıkları çalışmada EBA'nın öğrencilere önemli derecede katkı sağlayacak bilgilere yer verildiğini aynı zamanda öğrencilerin okula gelemediklerinde ilgili dersin tekrarını yapabilecek imkânlar sunmasından dolayı son derece faydalı bir platform olduğunu öğretmen görüşlerine dayanarak vurgulamaktadırlar. Öner (2017) de benzer şekilde öğretmenlerin EBA'yı derslerinin öğretiminde etkili bir kaynak olarak kullandıkları sonucuna ulaşmıştır.

Sosyal bilgiler öğretmenleri dijital platformlarda güvenliği sağlamak için anti virüs programı kullanma, güvenli siteleri tercih etme, güvenli şifre kullanma, özel bilgileri paylaşmama, güvenli olmayan mailleri açmama, özel şifreleme, sık şifre değişimi, paylaşımları kısıtlama, şifre bilgilerini paylaşmama, paylaşımlarda öğrenci yüzlerini gizleme, çocuk kilidi kullanma gibi önlemler almaktadırlar. Öğrenciler de sosyal bilgiler öğretmenleri ile benzer olarak güvenli siteleri tercih ederek, antivirüs programı kullanmaktadırlar. Bawden (2008) güvenlik konusunda internet ortamında teknik açıdan yeterli olmayı, internet kullanımında ön koşul olarak görmektedir. Arabacı ve Polat (2013) ve JISC (2012) dijital okuryazarlığı açıklarken kişisel bilgileri gizli tutarak bireysel güvenlik ve mahremiyeti korumaya yönelik olarak sahip olunan bilgilerin ve dijital ortamlarda tehdit edildiğinin farkına vararak bu durumla nasıl başa çıkacağını bilmenin önemli bir dijital okuryazarlık becerisi olduğunu vurgulamıştır. Çalışma sonucunda da öğretmen ve öğrencilerin bireysel güvenliği sağlamanın önemine vurgu yapmaları bu çalışma ile uyumlu görünmektedir.

Sosyal bilgiler öğretmenleri dijital platformları kullanırken kaynak belirtme, öğrenci fotoğrafı paylaşmama ve kullanım izni gibi etik kurallara dikkat etmektedirler. Öğrenciler dijital platformları kullanırken fotoğrafları izinsiz paylaşmamakta ve kaynak belirtmektedirler. Owen vd., (2016) bilgiye etik ve yasal olarak erişme konusuna vurgu yaparak çalışmada öğretmen ve öğrencilerin kullanım izni ve kaynak belirtme şeklinde ifade ettikleri etik kullanıma paralel bir görüş belirtmiştir. Bawden'ın (2008) telif haklarına ve fikri mülkiyete saygı şeklindeki etik ve yasal hususlar, bilgilerin uygun şekilde kullanılmasını sağlamak için gereklidir ifadeleri öğretmen ve öğrencilerin etik konulara ilişkin sorumluluklarının farkında olduklarını göstermektedir.

Çalışmada sosyal bilgiler öğretmenlerinin dijital ortamda soru hazırladıkları, afiş tasarladıkları, animasyon tasarladıkları, video hazırladıkları, bulmaca hazırladıkları, oyun tasarladıkları belirlenmiştir. Bunun yanında bazı öğretmenler içerik üretmediklerini hazır içerikleri kullandıklarını belirtmişlerdir. Öğrencilerin video, sunum, afiş tasarladıkları, oyun tasarladıkları, anket hazırladıkları görülmektedir. Dijital okuryazarlığın bir boyutu da dijital içerik üretmedir. Bu içerik üretimi sırasında da güvenlik ve etik kurallara riayet edilmesi önemlidir. Çalışma sonunda öğretmen ve öğrencilerin güvenlik ve etik kuralların farkında olduklarını söylemek mümkündür. JISC (2019) dijital üretimi dijital yaratıcılık adıyla açıklamış ve bu beceriyi dijital yazı, dijital görüntüleme, dijital ses ve video, dijital kod, uygulamalar ve arayüzler, web sayfaları gibi yeni dijital eserler ve materyaller tasarlama ve/veya yaratma kapasitesi olarak tanımlamıştır. Çalışma kapsamında öğretmen ve öğrencilerin dijital aygıt ve platformları kullanarak çeşitli içerikler ürettiklerini ifade etmeleri dijital üretim konusunda hepsinin olmasa da bir kısmının aktif olduğu yorumu yapılabilir. Özellikle MEB tarafından düzenlenen e-twinning, FATİH projelerine katılan öğretmen ve öğrencilerin dijital içerik üretimi konusunda hem daha dikkatli hem de daha üretken oldukları söylenebilir. Yapılan alan yazın taramasında öğretmen ve öğrencilerin dijital içerik üretim türlerine ilişkin bir çalışmaya rastlanmamıştır. Ancak üretim aşamasında doğru kaynak

kullanımı, kişisel ve başkalarına ait bilgilerin kullanımı gibi unsurlara vurgu yapıldığı görülmüştür (Arabacı & Polat, 2013; Chase & Laufenberg, 2011; Eshet-Alkalai & Chajut, 2009).

Sosyal bilgiler öğretmenleri sosyal bilgiler dersinde dijital okuryazarlığın uygulama boyutunun yetersiz kaldığını, konu olarak yetersiz olduğunu belirtmişlerdir. Öğrenciler ise sosyal bilgiler dersinde dijital ortamda güvenlik, kitle iletişim araçları, patent ve telif hakları gibi konularda bilgi edindiklerini söylemişlerdir. Öğretmen ve öğrencilerin bu görüşleri 2018 SBÖP'e göre incelendiğinde görüşler doğru olarak değerlendirilmiştir. Öyle ki SBÖP'te "öğrencilerin *dijital vatandaşlık yeterliliklerini geliştirmek amacıyla konuyla ilgili ders içi ve ders dışı etkinliklere yer verilmelidir*" şeklinde bir ifade yer almaktadır (MEB, 2018). Bu ifade son zamanlarda dijital bölünmüşlük, kimlik hırsızlığı, kişisel bilginin gizliliği, siber dolandırıcılık, siber zorbalık vb. alanları kapsayacak şekilde dijital güvenlik konularında ders kapsamında öğretmenlerin içerikte yer alan kazanımları etkili şekilde vermesini hedeflemektedir. Ayrıca günümüzde resmi ortamların da dijital ortamlara uyum sağlaması nedeniyle "dijital vatandaşlık" eğitimi konusunda da sosyal bilgiler dersinin önemine vurgu yapılmıştır. SBÖP (MEB, 2018) bu beklentilerini içerikte yer alan kazanımlarla gerçekleştirmeyi hedeflemektedir.

Çalışmanın sonuçları genel olarak değerlendirildiğinde sosyal bilgiler öğretmenlerinin derslerinde öğrencilere kazandırılması istenilen ölçüde dijital okuryazarlığa ilişkin bilgiye sahip oldukları görülmüştür. Ortaokul 7. sınıf öğrencilerinin ise sosyal bilgiler dersinde verildiği ölçüde dijital konularda bilgi sahibi olduğu anlaşılmıştır. Ancak özellikle dijital konulara ilgili olan veya bu konuda gerçekleştirilen çeşitli projelerde görev alan öğrencilerin dijital okuryazarlık konusunda daha bilinçli oldukları fark edilmiştir.

Öneriler

Türkiye'de dijital okuryazarlığa ilişkin yapılan eğitimlerin ve belirlenen öğretim programlarının günün koşullarına göre sürekli güncellenmesi önerilmektedir. Bu güncellemelerin eğitim-öğretimin temel iki paydaşı olan öğretmen ve öğrencilere etkili şekilde sunulması ve özellikle dijital okuryazarlığı geliştirecek nitelikte projelere katılımları sağlanarak konunun uygulama boyutunda da aktif olarak görev almalarının sağlanması önerilmektedir.

Dijital ortamlarda özellikle mahremiyet ve güvenlik konularına ilişkin gerekli tedbirlerin alınması ve bu konuda yalnızca örgün eğitim kurumlarında bulunan öğretmen ve öğrencilere değil bütün vatandaşlara ulaşabilecek nitelikte eğitimlerin verilmesi bir gereklilik olarak görülmektedir.

Bu çalışmadan yola çıkarak özellikle öğretmen eğitiminde genel olarak dijital okuryazarlık özelde ise öğretmen adaylarının kendi branşlarında etkili ve seviyeye uygun dijital içerik üretimi konusunda ders ve projelerin uygulanması önerilmektedir. Ayrıca öğretmenlerin bu alanda kendilerini geliştirebilmeleri için uygulama boyutunu da kapsayan hizmet içi eğitimleri almaları, bu becerinin en doğru şekilde verilebilmesi açısından önem taşımaktadır.

SBÖP'te yer alan dijital okuryazarlıkla ilgili becerilerin genişletilerek teknoloji tasarım gibi derslerde uygulanabilmesine ilişkin disiplinler arası bir yaklaşımın bütün öğretim programlarında benimsenmesi, daha etkili bir dijital okuryazarlık eğitimi için elzem olarak görülmektedir.

Medya okuryazarlığı dersi ile sosyal bilgiler dersi içeriklerinin birbirini tamamlar nitelikte tasarlanması ve bütün öğrencilere ortaokul seviyesinde verilmesi önemsenmektedir.

Appendix 1: Teacher Interview Questions

1. How would you define digital literacy?
2. Do you consider yourself proficient (knowing and using the capabilities they offer) in using digital platforms effectively? If so, how?
3. How do you ensure security when using digital platforms?
4. Do you pay attention to ethical rules on digital platforms (regarding content creation, sharing, transactions, usage, rights of other users, quoting from content, copyright, personal and corporate privacy, violations, etc.)? If yes, how?
5. Have you created any content in the digital environment? Could you provide some information about it?
6. Do you believe that the teaching of digital literacy skills is effective in the context of social studies lessons (in terms of achieving learning outcomes and practical applications)?

Appendix 2: Student Interview Questions

1. How would you define digital literacy?
2. Do you consider yourself proficient (knowing and using the capabilities they offer) in using digital platforms effectively?
3. How do you ensure security when using digital platforms?
4. Do you pay attention to ethical rules on digital platforms (regarding content creation, sharing, transactions, usage, rights of other users, quoting from content, copyright, violations, etc.)? If yes, how?
5. Have you created any content in the digital environment? Could you provide some information about it?
6. In your social studies class, what have you learned about digital literacy, and what practical applications have you engaged in?



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Analyzing Geography Questions in Social Studies, Science and Primary School Teaching Field Knowledge Tests According to Subject Distribution

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Abstract

Social Studies, Science and Primary School Teaching undergraduate programs have a multidisciplinary structure and geography is one of the disciplines serving as a source for these branches. In this regard, the Student Selection and Placement Center (SSPC) asks questions from geography subjects in the teaching field knowledge test exams of these branches. This research was conducted to determine the distribution of geography questions asked in the Social Studies, Science and Primary School Teaching field knowledge test exams conducted by SSPC between 2015-2021 years according to the subjects of geography. This study was carried out with a document analysis method of qualitative research design. According to the findings, it was determined that 161 questions were asked from geography subjects in the Social Studies, Science, and Primary School Teaching TFKT exams between 2015-2021. When the distribution of these questions according to branches and geography subjects is examined; 79 questions were asked in the Social Studies test in the TFKT exams, 45.6% of these questions were physical geography, 38% were human and economic geography, 5.1% were political geography, and 11.4% were geography of countries; in the Science test, 35 questions were asked, 61% of these questions were related to physical geography, 31.5% to human and economic geography, 6% to political geography; in the Primary School Teaching test, 47 questions were asked, 70.2% of these questions were related to physical geography, 25.5% to human and economic geography, and 4.3% to political geography.

Keywords: PPSE (Public Personnel Selection Exam), TFKT (Teaching Field Knowledge Test), geography, social studies, science, primary school teaching.

Introduction

The teaching profession, as one of the oldest professions in the history of mankind, is considered to be one of the most easily accessible professions in Türkiye. Analyzing quantitative data and values, it is seen that there has been overcrowding in the number of candidates in the teaching profession, as in many other professions, especially in the last 10 years. This situation is not unique to Türkiye but is also observed in countries with dense young populations. Due to reasons such as the high number of candidates and the selection of qualified personnel, many countries, including Austria, France, Spain, and the United States of America [USA], have different practices in teacher appointments. One of these practices is undoubtedly written evaluations (Gündoğdu, Çimen & Turan, 2008; Karadeniz, 2016; Yağcı & Kurşunlu, 2017). In this context, "large-scale achievement tests, which are believed to have high reliability and validity" appear as a different tool used in this assessment (Özkan, 2015).

From the perspective that countries will build their future through education, the selection of teachers to realize this education is of great importance (Safran, Kan, Üstündağ, Birbudak & Yıldırım, 2014). To select qualified candidates due to the increase in the number of candidates for employment, the appointment process based on a centralized exam called DMS (State civil service exam) was initiated for the first time in Türkiye in 1999; the name of this exam was changed to "Central Qualifying Examination for Institutions" [CQEI] in 2001. The selection exam was applied under the name of CQEI only in 2001 and was renamed as the Public Personnel Selection Examination [PPSE] in 2002 (Baysan, Ercan & Öztürk, 2011; Epçaçan, 2016; Gürgil 2019; Sezgin & Duran, 2011;). Since 2002, when it started to be implemented under the name PPSE, the selection of teachers to be appointed to public positions for the first time has also been carried out through this exam (Baştürk, 2008; Ekici & Kurt, 2012; Tösten, 2011; Karaçanta & Koç, 2015). Although the Public Personnel Selection Examination [PPSE], which includes questions on general culture and general ability, is considered sufficient to measure the qualified labor force in different professions, whether this exam is sufficient for the teaching profession has been a subject of debate for a long time.

Depending on the problems faced in making appointments in dozens of different branches according to a single exam result, different steps have been taken in the process. In this sense, to determine candidates in the teaching profession, which differs from many other professions due to its structure, execution, and nature, the “Teaching Field Knowledge Test”, which is called TFKT, has been put into practice in different branches (Turkish, Primary Mathematics, Science/Science and Technology, Social Sciences, Turkish Language and Literature, History, Geography, Mathematics (High School), Physics, Chemistry, Biology, Religious Culture and Moral Knowledge, Preschool, Classroom, Foreign Language (German, French, English) since 2013 (Elmacı, 2015; Şimşek & Akgün, 2014; Tarhan & Susar, 2015). In this way, the candidates, who are in a competition to be appointed as teachers, have tried to measure their competencies in their branches.

The number of questions in the TFKT exam increased from 50 in 2013 to 75 in 2019, and both the field knowledge and field education competencies of the candidates participating in the exam from the teaching group were tried to be measured. In this context, this exam was also applied to Social Sciences, Science, and Primary School Teaching candidates, which have a multidisciplinary structure. The content of the TFKT exam consisted of 40 questions on field knowledge and 10 questions on field education between 2013-2018 when the number of questions was 50. In the periods after 2019, the content of the exam, which consists of 75 questions, consists of 60 questions of field knowledge and 15 questions of field education in Social Sciences and Science, 45 questions of field knowledge, and 30 questions of field education Primary School Teaching.

When the literature is examined, many studies have been conducted on both PPSE and TFKT exams related to teacher appointments (Ablak & Kartal, 2019; Aküzüm, Demirkol, Ekici & Talu, 2015; Altun Yalçın, Özturan Sağırlı, Yalçın & Yalçın, 2012; Atav & Sönmez, 2013; Baştürk, 2008; Çelik, 2016; Çimen & Yılmaz, 2011; Diken, Öztürk, Uzel & Yılmaz, 2012; Dilekmen, Ercoşkun & Nalçacı, 2005; Ekici & Kurt, 2012; Elmacı, 2015; Erdem & Soylu, 2013; Gökçe, 2013; Güneş & Safran, 2016; Karaca, 2011; Karaer, Karaer & Kartal, 2018; Karaçanta & Koç, 2015; Karataş & Güleş, 2012; Kilmen, Kösterlioğlu & Kösterlioğlu, 2008; Kuran, 2012; Memduhoğlu & Kayan, 2017; Odabaş, 2010; Özkan & Pektaş, 2011; Sezgin & Duran, 2011; Şimşek & Akgün, 2014; Turan & Zengin, 2017; Üstündağ, Yalçın, Birbudak, Yiğit & Alev, 2015). These studies, mainly the opinions, attitudes, and perceptions of prospective teachers about PPSE and TFKT exams, examine the success scores of the candidates in the exams according to various variables, PPSE anxiety level, and examining the questions in the exams in terms of special field competence were investigated. It has been determined that there is no study on the distribution of questions according to the branches of science that are the source of these branches concerning branches with a multidisciplinary structure such as Social Studies, Science, and Primary School Teaching. Due to its multidisciplinary structure, questions from different disciplines are asked in the teaching field knowledge test exams of these branches organized by SSPC. One of these disciplines is geography.

The present research is of importance as it aims to examine the distribution of questions related to geography according to the subjects of geography in the SSPC exams applied to Social Studies, Science and Primary School preservice teachers between 2015-2021. Based on the aim of the research, answers to the following questions were sought:

- How is the distribution of the questions in the Public Personnel Selection Exam [PPSE] PPSE Social Studies Teaching Field Knowledge Exam [TFKE] between 2015-2021 according to geography subjects?

- How is the distribution of the geography questions in PPSE Science TFKE Exam between 2015-2021 according to geography subjects?

- How is the distribution of the geography questions in PPSE Classroom Teaching [TKFE] Exam between 2015-2021 according to geography subjects?

Method

Model Of the Research

This research aims to examine the distribution of geography-related questions in the TFKE exams applied to Social Studies, Science and Primary School preservice teachers between 2015-2021 according to the subjects of geography. Towards this aim, the questions in the teaching field knowledge test conducted by SSPC were analyzed in order to reveal the distribution of geography questions according to geography subjects in the relevant years. This research was conducted with document analysis, as one of the qualitative research designs. *"Qualitative research is a research method in which qualitative information 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 a natural environment"* (Yıldırım & Şimşek, 2006). The research data were collected through document analysis, one of the qualitative research methods. Document analysis, which can be used in both quantitative and qualitative research, can be defined as the collection and examination of written or visual materials (Sönmez & Alacapınar, 2019). On the other hand, document analysis in qualitative research enables the analysis of documents produced within a certain period about a research problem or documents produced by more than one source and at different intervals on the relevant subject based on a wide period. At this point, it is important to reach a synthesis by accessing and analyzing the documents on the subject to be researched (Yıldırım & Şimşek, 2006; Karasar, 2007).

Data Collection and Analysis

The data of the study consisted of a total of 161 questions related to geography in the Social Studies, Science, and Primary School Teaching TFKT (Teaching Field Knowledge Test) exams published by SSPC (Student Selection and Placement Center) on its web page between 2015-2021. Of these questions, 79 were asked in the Social Studies Teaching, 35 in the Science, and 47 in the Primary School Teaching TFKT exams. In the study, the geography questions that were asked in the TFKT exams of the aforementioned branches conducted by SSPC for prospective teachers between 2015-2021 were analyzed according to geography subjects. While analyzing the questions according to the subjects of geography based on the branch in the study, the questions related to geography asked in TFKT were determined in the first stage, and then it was determined which subjects of geography these questions were related to. The classification made by Doğanay and Sever (2011) for the science of geography was taken as a basis while associating the questions according to the subjects of geography.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the

actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Ethical committee approval is not required as no human or human data and organisms were used in the present study.

Findings

1. How is the Distribution of the Geography Questions in the PPSE (Public Personnel Selection Exam) Social Studies Teaching Field Knowledge Test (TFKT) Exam Between 2015-2021 According to Geography Subjects?

Between 2015-2021, a total of 79 questions were asked from geography subjects in Social Studies TFKT exams. Of these questions, 45.6% (36 questions) were about physical geography, 38% (30 questions) were about human and economic geography, 5.1% (4 questions) were about political geography and 11.3% (9 questions) were about the geography of countries or regional geography (Table and Figure 1).

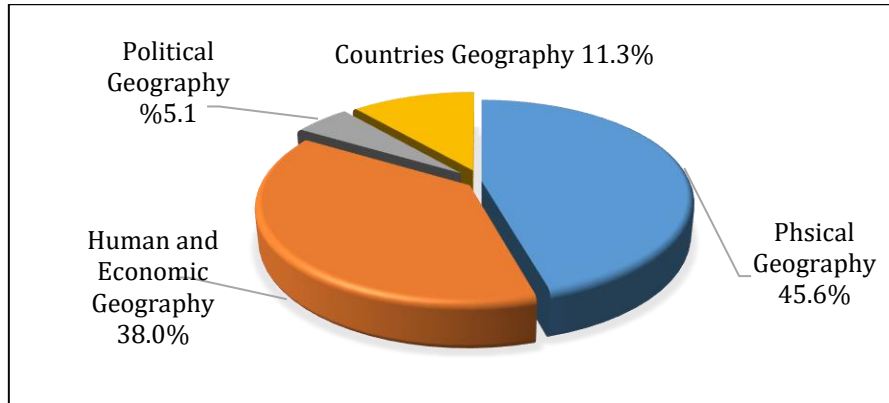


Figure 1. Distribution of questions in social studies TFKT exams between 2015 and 2021 according to geography subjects (%).

Most of the questions related to physical geography were about geomorphology (9 questions; % 1.9%) and the least (1 question; 2%) were about natural systems. Concerning human and economic geography, 19% (15 questions) of the questions were about population and settlement, and 19% (15 questions) were about economic geography. All of the questions in political geography were asked from geopolitics and all of the questions in the geography of countries were asked from country subjects (Table 1).

Table 1. Distribution of geography questions in social studies TFKT exams by subjects (2015-2021).

Subjects	PHYSICAL GEOGRAPHY							Total	
	Climate Knowledge	Geomorphology	Geology	Soil Geography	Plant Geography	Hydrography	Natural Systems		
Number of Question	4	9	7	7	6	2	1	36	
Percent (%)	5.1	11.4	8.9	8.9	7.6	2.5	1.3	45.6	
HUMAN AND ECONOMIC GEOGRAPHY									
Subjects	Population and Settlement				Economic Geography				
Number of Question	15				15				30
Percent (%)	19				19				38
POLITICAL GEOGRAPHY									
Subjects	Geopolitics								
Number of Question	4								4
Percent (%)	5.1								5,1
COUNTRIES GEOGRAPHY									
Subjects	Countries								
Number of Question	9								9
Percent (%)	11.4								11.3
Total Number of Questions								79	

In the Social Studies TFKT exams, most of the questions were asked from physical geography topics, and questions were asked from physical geography topics in all periods between 2015-2021. A total of four questions, two questions each in 2015 (questions 15 and 20) and 2016 (questions 16 and 20), were asked about climate, which is one of the physical geography topics, while no questions were asked about this topic in the other years. A total of 9 questions were asked on geomorphology, one question each in 2015 (question 16) and 2017 (question 20), three questions in 2019 (questions 23, 29, and 30), and two questions each in 2020 (questions 28 and 29) and 2021 (questions 28 and 31). A total of seven questions were asked on geology, two questions each in 2015 (questions 19 and 21) and 2018 (questions 15 and 19) and one question each in 2019 (question 24), 2020 (question 23), and 2021 (question 30). A total of 6 questions were asked on soil geography, one question each in 2016 (15th question), 2017 (15th question) 2018 (question 16) 2019 (question 22), 2020 (question 22), and 2021 (question 29). A total of 6 questions were asked on plant geography, one question in 2016 (question 19), two questions in 2017 (questions 16 and 19), one question each in 2019 (question 28), 2020 (question 24) and 2021 (question 33). While a total of two questions were asked on hydrography, one of the physical geography topics, in 2016 (question 23) and 2018 (question 20), only one question (question 23) was asked on natural systems in 2021 (Table 2).

Table 2. *Distribution of physical geography questions in social studies TFKT exams by subjects (2015-2021).*

Q.N	Year	Year	Year	Year
Q. 15	Climate Knowledge	Soil Geography	Soil Geography	Geology
Q. 16	Geomorphology	Climate Knowledge	Plant Geography	Soil Geography
Q. 19	Geology	Plant Geography	Plant Geography	Geology
Q. 20	Climate Knowledge	Climate Knowledge	Geomorphology	Hydrography
Q. 21	Geology			
Q. 23		Hydrography		
Q. 22	Soil Geography	Soil Geography	Natural Systems	
Q. 23	Geomorphology	Geology	Plant Geography	
Q. 24	Geology	Plant Geography	Soil Geography	
Q. 28	Plant Geography	Geomorphology	Geomorphology	
Q. 29	Geomorphology	Geomorphology	Soil Geography	
Q. 30	Geomorphology		Geology	
Q. 31			Geomorphology	
Total Number of Questions				36

According to these data, in the Social Studies TFKT exams, questions were asked about soil geography in all years subject to the research, while questions were asked about natural systems only in 2021. In the same exams, the most questions about physical geography between 2015-2021 were asked about geomorphology, and the least questions were asked about natural systems.

In the Social Studies TFKT exams conducted by PPSE between 2015 and 2021, 15 of the 30 questions asked concerning human and economic geography topics are related to population and settlement, and 15 of them are related to economic geography topics. A total of fifteen questions were asked on population and settlement, which is one of the subjects of human and economic geography, including one question in 2015 (question 17), three questions in 2016 (questions 17, 21, and 22), one question in 2017 (question 17) and 2018 (question 18), two questions in 2019 (questions 25 and 26), four questions in 2020 (questions 25, 26, 27 and 32) and three questions in 2021 (questions 25, 26 and 27) (Table 3). Accordingly, in all TFKT exams held between 2015 and 2021, although questions were asked from population and settlement topics, most questions in this field were asked in 2020 (4 questions).

Table 3. Distribution of human and economic geography questions in social studies TFKT exams by subjects (2015-2021).

Q.N	Year	Year	Year	Year
Q. 17		Population and Settlement	Population and Settlement	Population and Settlement
Q. 18	2015		2016	2017
Q. 21			Population and Settlement	Economic Geography (Energy Sources)
Q. 22		Economic Geography (Animal Husb)	Population and Settlement	Economic Geography (Industry)
Q. 25		Population and Settlement	Population and Settlement	Population and Settlement
Q. 26		Population and Settlement	Population and Settlement	Population and Settlement
Q. 27			Population and Settlement	Population and Settlement
Q. 30	2019	2020	Economic Geography (Transportatio)	2021
Q. 31		Economic Geography (Mining)	Economic Geography (Mining)	
Q. 32		Economic Geography (Agriculture)	Population and Settlement	Economic Geography (Mining)
Q. 33		Economic Geography (Tourism)	Economic Geography (Agriculture)	Economic Geography (Mining)
Total Number of Questions				30

Among the topics of economic geography, which is another subject of human and economic geography, in 2015, one from animal husbandry (question 22), in 2017, one from energy resources (question 18), two from agriculture (questions 21 and 22), in 2018, one from energy resources (question 17), two from agriculture (questions 21 and 22), in 2019, one from mining (question 31), two from agriculture (questions 32 and 33), in 2020, transportation (question 30), mining (question 31) and agriculture (question 32). questions), one question from mining (question 31) and two questions from agriculture (questions 32 and 33) in 2019, one question each from transportation (question 30) mining (question 31), and agriculture (question 32) in 2020, and two questions from mining (questions 31 and 32) in 2021 (Table 3).

Accordingly, in all TFKT exams held between 2015 and 2021, although questions were asked from population and settlement topics, most questions in this field were asked in 2020 (4 questions).

Among the topics of economic geography, which is another subject of human and economic geography, in 2015, one from animal husbandry (question 22), in 2017, one from energy resources (question 18), two from agriculture (questions 21 and 22), in 2018, one from energy resources (question 17), two from agriculture (questions 21 and 22), in 2019, one from mining (question 31), two from agriculture (questions 32 and 33), in 2020, transportation (question 30), mining (question 31) and agriculture (question 32). questions), one question from mining (question 31) and two questions from agriculture (questions 32 and 33) in 2019, one question each from transportation (question 30) mining (question 31), and agriculture (question 32) in 2020, and two questions from mining (questions 31 and 32) in 2021 (Table 3). According to these data, in the Social Studies TFKT exam, the most questions were asked from economic geography subjects in 2017, 2018, 2019, and 2020 (3 questions), and the most questions were asked from agriculture (5 questions) and the least from animal husbandry (1 question).

In the Social Studies TFKT exams conducted by SSPC between 2015-2021, a total of 4 questions were asked from political geography subjects, one question each year between 2015-2018. All of the questions were related to geopolitics from political geography (Table 4).

Table 4. Distribution of political geography questions in social studies TFKT exams by subjects (2015-2021).

Q. N	Year	Year	Year	Year
Q. 23	2015	Geopolitics	2016	Geopolitics
Q. 24		Geopolitics		2017
Total Number of Questions				4

In the Social Studies TFKT exams conducted by SSPC between 2015-2021, a total of 9 questions were asked from the geography of countries in 2015 (questions 18 and 24) and 2019 (questions 27 and 34), two questions in 2015 and one question in the other years (Table 5).

Table 5. Distribution of countries geography questions in social studies TFKT exams by subjects (2015-2021)

Question Number	Year	Year	Year	Year
Q. 18	2015	Countries	2016	Countries
Q. 24		Countries		2017
Q. 27	2019	Countries	2020	2021
Q. 34		Countries		Countries
Total Number of Questions				9

2. How is the Distribution of the Geography Questions in PPSE Science TFKT Exam Between 2015-2021 According to Geography Subjects?

A total of 35 questions were asked from geography subjects in the Science TFKT exams conducted between 2015-2021. Of these questions, 62.9% (22 questions) covered physical geography, 31.4% (11 questions) covered human and economic geography, and 5.7% (2 questions) covered countries geography (Table 6 and Figure 2).

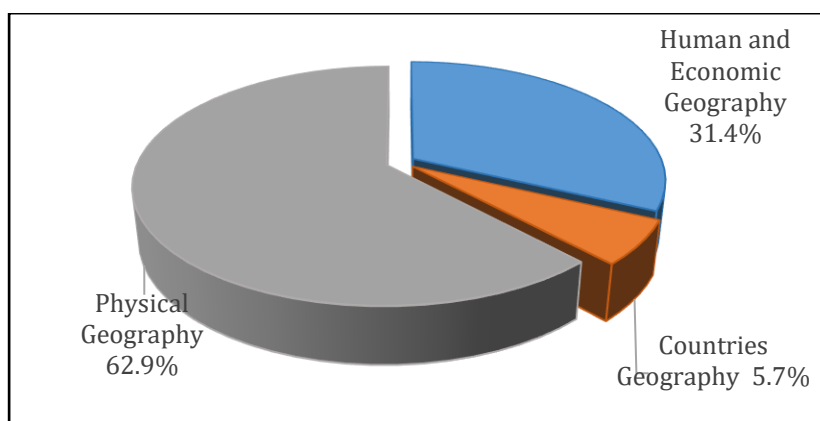


Figure 2. Distribution of questions in science TFKT exams between 2015 and 2021 by geography subjects (%).

In the Science TFKT exams conducted between 2015-2021, most of the questions related to physical geography subjects were asked from geology and soil geography (14.3%; 5 questions) and least from hydrography and natural systems (2.9%; 1 question). Concerning human and economic geography, 20% (7 questions) of the questions were about population and settlement, 11.4% (4 questions) were about economic geography. All of the questions (5.7%) related to the countries geography were asked from the topics of countries (Table 6).

Table 6. Distribution of geography questions in science TFKT exams by subjects (2015-2021).

PHYSICAL GEOGRAPHY									
Subjects	Climate Knowledge	Geomorphology	Geology	Soil Geography	Plant Geography	Hydrography	Natural Systems	Total	
Number of Question	2	4	5	5	4	1	1	22	
Percent (%)	5.7	11.4	14.3	14.3	11.4	2.9	2.9	62.9	
HUMAN AND ECONOMIC GEOGRAPHY									
Subjects	Population and Settlement			Economic Geography					
Number of Question	7			4					11
Percent (%)	20			11.4					31.4
COUNTRIES GEOGRAPHY									
Subjects	Countries								
Number of Question	2								2
Percent (%)	5.7								5.7
Total Number of Questions								35	

In all Science TFKT exams conducted by SSPC between 2015-2018, questions from physical geography topics were asked. While one question was asked in 2015 (question 13) and 2016 (question 14) on climate information, which is one of the subjects of physical geography, no question was asked on this subject in other years. A total of 4 questions were asked on geomorphology, one question each in 2015 (question 14), 2017 (question 15), 2019 (question 23), and 2021 (question 28). A total of 5 questions were asked on geology, one question (question 17) in 2015, two question (questions 13 and

17) in 2018, one each in 2019 (24th question) and 2020 (23rd question). A total of 5 questions were asked about soil geography, one question in 2016 (question 13), 2018 (question 14), 2019 (question 22), and two questions in 2020 (questions 22 and 27). A total of four questions were asked about plant geography, one question in 2016 (question 7), 2017 (question 14), and two questions in 2020 (questions 24 and 26). There was one question on hydrography in 2019 (question 20) and one question on natural systems in 2020 (question 25), and no questions were asked from these subjects in other years (Table 7).

Table 7. *Distribution of physical geography questions in science TFKT exams by subjects (2015-2021).*

Q.N	Yaer	Year	Year	Year	Year			
Q.13		Climate Knowledge		Soil Geography	Geology			
Q.14	2015	Geomorphology	2016	Climate Knowledge	2017	Plant Geography	2018	Soil Geography
Q.15						Geomorphology		
Q.17		Geology		Plant Geography				Geology
Q.20		Hydrography						
Q.22		Soil Geography		Soil Geography				
Q.23		Geomorphology		Geology				
Q.24		Geology		Plant Geography				
Q.25	2019		2020	Natural Systems	2021			
Q.26				Plant Geography				
Q.27				Soil Geography				
Q.28						Geomorphology		
Total Number of Questions								22

As can be seen in Table 7, the distribution of the questions related to physical geography in the Science TFKT exams between 2015 and 2022 according to years and subjects is not regular. The most questions in physical geography were asked in 2020 (6 questions) and the least in 2021 (1 question). As a subject, the most questions were asked from geology and soil geography (5 questions) and the least from hydrography and natural systems.

In the Science TFKT exams conducted by SSPC between 2015-2021, 11 questions were asked from human and economic geography subjects. A total of 8 questions were asked about population and settlement, which is one of the subjects of human and economic geography, one question each in 2015 (question 15), 2016 (question 15), 2018 (question 16), 2019 (question 25), and three questions in 2021 (questions 25, 26 and 27). Concerning economic geography, which is another subject of human and economic geography, a total of three questions were asked in 2017, one question each from energy resources (question 13), agriculture (question 16), and industry (question 17), while one question was asked from energy resources (question 15) in 2018 (Table 8).

Table 8. *Distribution of human and economic geography questions in Science TFKT exams by subjects (2015-2021).*

Question Number	Year	Year	Year	Year			
Q.13				Economic Geography (Energy Source)			
Q. 15	2015	Population and Settlement	2016	Population and Settlement	2017	2018	Economic Geography (Energy Source)
Q. 16				Economic Geography (Agriculture)			Population and Settlement
Q. 17				Economic Geography (Industry)			
Q. 22		Population and Settlement		Population and Settlement			
Q. 23	2019		2020		2021		Population and Settlement
Q. 24				Population and Settlement			
Total Number of Questions							11

According to these data, the distribution of the questions on human geography in the Science TFKT exams according to years is irregular, most questions were asked in 2017 and 2021 (3 questions), and the least questions were asked in 2015, 2016, and 2019 (1 question). In 2020, no questions were asked about human and economic geography topics (Table 8).

In the Science TFKT exams conducted by SSPC between 2015-2021, a total of two questions were asked about the geography of countries in 2015 (question 16) and 2016 (question 16), and no questions were asked in the other years (Table 9).

Table 9. *Distribution of countries geography questions in science TFKT exams according to subjects (2015-2021).*

Question Number	Yaer	Year	Year	Year		
Q.16	2015	Countries	2016	Countries	2017	2018
Q.17						
Total Number of Questions						2

3. How is the Distribution of the Geography Questions in PPSE Classroom Teaching TKFT Exam Between 2015-2021 According to Geography Subjects?

In the Primary School Teaching TFKT exams conducted between 2015 and 2021, a total of 47 questions were asked from geography subjects, and 70.2% (33 questions) of these questions were related to physical geography, 25.5% (12 questions) to human and economic geography, and 4.3% (2 questions) to political geography (Figure 3, Table 10).

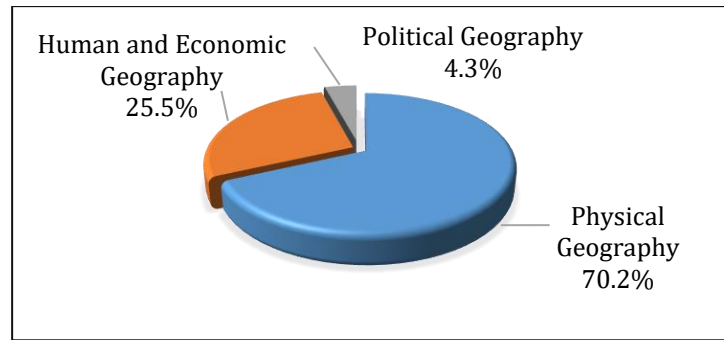


Figure 3. Distribution of questions in the 2015-2021 primary teaching TFKT exams on geography subjects (%).

In the Primary School Teaching TFKT exams, most of the questions related to physical geography were related to climate knowledge (25,5%; 12 questions), and the last questions were related to geology and soil geography (2,1%; 1 question). Of the questions related to general human and economic geography, 17% (9 questions) were related to economic geography, and 8.5% (4 questions) were related to population and settlement. All of the questions related to political geography were related to geopolitics (Table 10).

Table 10. *Distribution of geography subjects in primary teacher education TFKT exams (2015-2021).*

PHYSICAL GEOGRAPHY										
Subjects	Climate Knowledge	Geomorphology	Geology	Soil Geography	Plant Geography	Hydrography	Natural Systems	Map Knowledge	Total	
Number of Question	12	4	1	1	4	4	4	3	33	
Percent (%)	25.5	8.5	2.1	2.1	8.5	8.5	8.5	6.4	70.2	
HUMAN AND ECONOMIC GEOGRAPHY										
Subjects	Population and Settlement				Economic Geography					
Number of Question	4				8					12
Percent (%)	8.5				17.0					25.5
POLITICAL GEOGRAPHY										
Subjects	Geopolitics									
Number of Question	2									2
Percent (%)	4.3									4.3
Total Number of Questions									47	

In the Primary School Teaching TFKT exams conducted by SSPC, questions from physical geography subjects were asked in all years between 2015-2021, but the distribution of questions according to years and subjects of physical geography varies. A total of twelve questions were asked on climate knowledge, which is one of the subjects of physical geography, including one question in 2015 (question 34) and 2016 (question 40), three questions in 2017 (questions 35, 36, and 38), one question in 2018 (question 34) and 2019 (question 40), two questions in 2020 (questions 40 and 41), and three questions in 2021 (questions 40, 41, and 44). A total of four questions were asked on geomorphology, three in 2018 (questions 36, 37, and 39) and one in 2021 (question 43), and no questions were asked on this subject in other years. Only one question was asked on geology in 2018 (question 38) and one

question on soil geography in 2016 (question 37). A total of 4 questions were asked on plant geography, one in 2015 (question 36), two in 2016 (questions 36 and 39), and one in 2020 (question 43). A total of four questions were asked on hydrography in 2016 (question 38), 2017 (question 39), 2018 (question 36), and 2019 (question 39), and one question on natural systems in 2015 (question 35), 2016 (question 35), 2019 (question 42) and 2020 (question 42). A total of three questions were asked about map knowledge, one question each in 2016 (question 34), 2019 (question 41), and 2021 (question 42) (Table 11).

Table 11. *Distribution of physical geography questions in primary teacher teaching tftk exams by subjects (2015-2021).*

Q.N	Year	Year	Year	Year
Q.34		Climate Knowledge	Map Knowledge	Climate Knowledge
Q.35		Natural Systems	Natural Systems	Climate Knowledge
Q.36		Soil Geography	Plant Geography	Climate Knowledge
Q.37	2015		Soil Geography	2017
Q.38			Hydrography	2018
Q.39			Plant Geography	Climate Knowledge
Q.40			Climate Knowledge	Hydrography
Q.40		Climate Knowledge	Climate Knowledge	Climate Knowledge
Q.41	2019	Map Knowledge	Climate Knowledge	2021
Q.42		Natural Systems	Natural Systems	Map Knowledge
Q.43		Hydrography	Plant Geography	Geomorphology
Q.44				Climate Knowledge
Total Number of Questions				33

As seen in Table 11, the most questions from physical geography subjects were asked in 2016 (7 questions) and the least in 2015 (3 questions). As a subject, the most questions were asked from climate information (12 questions) and the least from geology and soil geography (1 question).

In the Primary Teacher Teaching TFKT exams conducted by SSPC between 2015-2021, a total of 12 questions were asked concerning human and economic geography. A total of four questions, one question each in 2015 (question 37), 2017 (question 37), 2019 (question 44), and 2020 (question 44), were asked about population and settlement, which is one of the subjects of human and economic geography. Concerning economic geography, which is another subject of human and economic geography, a total of two questions were asked in 2015, one question each from energy resources (question 38) and agriculture (question 40). In 2017, two questions (questions 34 and 40) were asked, all on the subject of energy resources, while one question was asked about mining (question 40) in 2018, energy resources (question 40) in 2019, industry (question 40) in 2020, and tourism (question 40) in 2021 (Table 12). According to these data, the highest number of questions from the human and

economic geography topics in the Primary Teacher Training ÖSYM conducted between 2015 and 2021 were asked in 2017 (4 questions), while the least number of questions were asked in 2018 and 2021 (1 question). In 2016, no questions were asked about general human and economic geography topics. As a subject, most questions (4 questions) were asked on the subject of energy resources.

Table 12. *Distribution of human and economic geography questions in primary teacher teaching TFKT exams by subjects (2015-2021).*

Question Number	Year	Year	Year	Year		
Q.34				Economic Geography (Energy Resources)		
Q.37	2015	Population and Settlement.	2016	2017	Population and Settlement	2018
Q.38		Economic Geography (Energy Resources)				
Q.40		Economic Geography (Agriculture)			Economic Geography (Energy Resources)	Economic Geography (Mining)
Q.44	2019	Population and Settlement.	2020	Population and Settlement	2021	
Q.45		Economic Geography (Energy Resources)		Economic Geography (Industry)		Economic Geography (Tourism)
Total Number of Questions						12

In the Primary Teacher Teaching TFKT exams conducted by SSPC between 2015 and 2021, a total of two questions were asked from political geography topics, one question each in 2015 and 2018. Both of the questions were related to geopolitics, one of the political geography topics (Table 13).

Table 13. *Distribution of political geography questions in primary teacher training TFKT exams by subjects (2015-2021).*

Question Number	Year	Year	Year	Year		
Q.35	2015					
Q.38		Geopolitics	2016	2017	2018	Geopolitics
Total Number of Questions						2

Discussion and Conclusion

Today, SSPC has been subjecting teacher candidates to exams to recruit teachers in many branches. In this context, to make the field knowledge of teacher candidates more determinative in the exam system, TFKT (Teaching Field Knowledge Test) exam has been introduced to most disciplines as of 2013. The number of questions in the TFKT exams held between 2013 and 2018 was 50, while this number has been increased to 75 since 2019. The TFKT exam, which was conducted in 13 branches in its first year (İltuş, 2019), was applied in a total of 18 branches in 2021 with the additions made. In the present study, the distribution of geography questions asked in the Social Studies, Science and Primary

School Teaching TFKT exams held between 2015-2021 to measure both field knowledge and field education levels of prospective teachers was examined according to years and geography subjects and the following findings were reached:

In the Social Studies TFKT exams conducted between 2015-2021, a total of 79 questions were asked from geography subjects. Coşkun & Kartal (2022) found that the geography questions asked in the Social Studies Teaching TKFE exams were close to this value. Of these questions, 36 (45.6%) were related to physical geography, 30 to human and economic geography, 9 (11.4%) to geography of countries and 4 (5.1%) to political geography. Questions were asked from physical geography and human and economic geography in all periods, and the most questions related to physical geography (9 questions; 11,9%) were asked from geomorphology and the least questions (1 question; 2%) were asked from natural systems. In relation to human geography, an equal number of questions (15 questions each; 19%) were asked about population and settlement and economic geography. All of the questions asked in political geography were related to geopolitics.

A total of 35 questions were asked from geography subjects in the Science TFKT exams held between 2015-2021. Of these questions, 22 (62.9%) were related to physical geography, 11 (31.4%) to human and economic geography, and 2 (5.7%) to geography of countries. Questions were asked from physical geography topics in all periods, the most questions (5 questions: 14.3%) were asked from geology and soil geography, and the least questions (1 question; 2.9%) were asked from hydrography and natural systems. In human and economic geography, questions were asked from all periods except 2020, and the most questions (7 questions; 20%) were asked from topics related to population and settlement. Questions from the geography of countries were asked only in 2015 and 2016.

In the Primary Teacher Teaching TFKT exams held between 2015-2021, 47 questions were asked from geography subjects. Of these questions, 33 (70.2%) were related to physical geography, 12 (25.5%) to human and economic geography, and 2 (4.3%) to political geography. Questions were asked from physical geography topics in all periods, the most questions (12 questions; 25,5%) were asked about climate, and the least questions (1 question; 2,1%) were asked about geology and soil. Questions were asked from human and economic geography topics in all years except 2016, and the most questions (8 questions; 17.0%) were asked from economic geography topics. Questions were asked from political geography in the TFKT exams conducted in 2015 and 2018, and all of the questions were asked from geopolitics. Akar & Göz Balbağ (2017) found in their study that there were questions related to geography subjects in the Classroom Teaching TKFE exam.

In conclusion, it is a controversial issue whether the number of geography questions asked in the TKFE exams of the branches subject to the study is sufficient or not, but it is very important to prepare these questions to match the geography subjects in the undergraduate programs. Şimşek & Akgün (2014) concluded in their study that a significant portion of pre-service social studies teachers want the content of school courses to be oriented towards the field exam. In the same study, it was also stated that the number of pre-service teachers who stated that they did not have a definite decision about the distribution of geography subjects was quite high.

Recommendations

In line with the findings;

- Although questions from physical geography subjects are asked in all of the branches subject to this research in all exams between 2015-2021, since few questions are asked from all three branches on map knowledge, which is the essence of geography, the number of questions in these branches should be increased.
- Distribution of the geography questions asked in the TFKT exam according to the geography subjects included in the Social Studies, Science and Primary Education undergraduate programs
- It is suggested to increase the number of questions asked from geography subjects in TFKT exams in order for the science of geography to gain the value it deserves and for those who perform an important profession such as teaching to have sufficient knowledge about geography in general and the geography of Türkiye in particular.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 100%

Conflict Statement

There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research.

The present study was prepared in accordance with all the rules in the Scientific Research and Publication Ethics Directive of Higher Education Institutions and without any of the "Actions Contrary to Scientific Research and Publication Ethics" in the second part of the directive.



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Sosyal Bilgiler, Fen Bilimleri ve Sınıf Öğretmenliği Öğretmenliği Alan Bilgisi Sınavlarındaki Coğrafya Sorularının Konu Dağılımlarına Göre İncelenmesi

Giriş

Ülkelerin geleceğinin inşasında önemli rol oynayan öğretmenlerin seçimi büyük önem taşımaktadır (Safran, Kan, Üstündağ, Birbudak, & Yıldırım, 2014). Günümüzde içlerinde Avusturya, Fransa, İspanya ve ABD gibi ülkelerin de yer aldığı birçok ülkede öğretmen atamalarında farklı uygulamalara rastlanılmaktadır. Bu uygulamaların başında ise yazılı değerlendirmeler gelmektedir (Gündoğdu, Çimen, & Turan, 2008; Karadeniz, 2016; Yağcı & Kurşunlu, 2017). Bu kapsamda “güvenirliğinin ve geçerliliğinin yüksek olduğuna inanılan geniş ölçekli başarı testleri” ölçmede kullanılan araçlar olarak karşımıza çıkmaktadır (Özkan, 2015). Türkiye’de de nitelikli adayların tespiti amacıyla ilk defa 1999 yılında DMS (Devlet Memurluk Sınavı) adı altında yapılan merkezi sınava dayalı atama süreci başlatılmış; 2001 yılında bu sınavın adı “Kurumlar İçin Merkezi Eleme Sınavı” (KMS) olarak değiştirilmiştir. KMS adı altında sadece 2001 yılında uygulanan bu sınav 2002 yılında Kamu Personel Seçme Sınavı (KPSS) adını almıştır (Baysan, Ercan & Öztürk, 2011; Epçaçan, 2016; Gürgil 2019; Sezgin & Duran, 2011). KPSS adı altında uygulanmaya başlandığı 2002 yılından itibaren kamu görevlerine ilk defa atanacak öğretmenlerin seçimleri de bu sınav aracılığıyla gerçekleştirilmiştir (Baştürk, 2008; Ekici & Kurt, 2012; Karaçanta & Koç, 2015; Tösten, 2011;).

Zaman içerisinde ihtiyaçlar doğrultusunda KPSS sınavlarıyla ilgili olarak bir takım adımlar atılmıştır. Bu adımlarında biri de öğretmenlik mesleğinde aday belirlemeye yönelik olarak 2013 yılından itibaren farklı branşlarda ÖABT (Öğretmenlik Alan Bilgisi Testi) sınavınının uygulamaya konulmasıdır (Şimşek & Akgün, 2014; Tarhan & Susar, 2015; Elmacı, 2015). Bu sınav ile sınava katılan adayların hem alan bilgileri hem de alan eğitimi yeterlilikleri ölçülmeye çalışılmıştır.

Literatür incelendiğinde öğretmen atamalarına ilişkin gerek KPSS gerekse ÖABT sınavıyla ilgili olarak birçok çalışma yapılmıştır (Ablak & Kartal, 2019; Aküzüm, Demirkol, Ekici & Talu, 2015; Altun Yalçın, Özturan Sağırılı, Yalçın & Yalçın, 2012; Atav & Sönmez, 2013; Baştürk, 2008; Çelik, 2016; Çimen & Yılmaz, 2011; Diken, Öztürk, Uzel & Yılmaz, 2012; Dilekmen, Ercoşkun & Nalçacı, 2005; Ekici & Kurt, 2012; Elmacı, 2015; Erdem & Soylu, 2013; Gökçe, 2013; Güneş & Safran, 2016; Karaca, 2011; Karaer, Karaer & Kartal, 2018; Karaçanta & Koç, 2015; Karataş & Güleş, 2012; Kilmen, Kösterlioğlu & Kösterlioğlu, 2008; Kuran, 2012; Memduhoğlu & Kayan, 2017; Odabaş, 2010; Özkan & Pektaş, 2011; Sezgin & Duran, 2011; Şimşek & Akgün, 2014; Turan & Zengin, 2017; Üstündağ, Yalçın, Birbudak, Yiğit & Alev, 2015). Yapılan bu çalışmalarda ağırlıklı olarak öğretmen adaylarının KPSS ve ÖABT sınavına ilişkin görüşleri, tutumları, algıları, adayların sınavlardaki başarı puanlarının çeşitli değişkenlere göre incelenmesi, KPSS kaygı düzeyi, sınavlarda çıkmış soruların özel alan yeterliliği açısından incelenmesi gibi konular araştırılmıştır. Sosyal bilgiler, fen bilimleri, sınıf öğretmenliği gibi çok disiplinli yapıya sahip branşlarla ilgili olarak soruların bu branşlara kaynaklık eden bilim dallarına göre dağılımı ile ilgili bir çalışmanın olmadığı tespit edilmiştir. Çalışma Sosyal bilgiler, fen bilgisi ve sınıf öğretmenliği adaylarına uygulanan ÖABT sınavlarındaki coğrafya ile ilişkili soruların coğrafyanın konularına göre dağılımının incelemesi açısından önem taşımaktadır. Araştırmanın amacı doğrultusunda aşağıdaki sorulara cevap aranmıştır:

- 2015-2021 yılları arasında KPSS Sosyal Bilgiler ÖABT Sınavında çıkmış coğrafya sorularının coğrafya konularına göre dağılımı nasıldır?
- 2015-2021 yılları arasında KPSS Fen Bilimleri ÖABT Sınavında çıkmış coğrafya sorularının coğrafya konularına göre dağılımı nasıldır?
- 2015-2021 yılları arasında KPSS Sınıf Öğretmenliği ÖABT Sınavında çıkmış coğrafya sorularının coğrafya konularına göre dağılımı nasıldır?

Yöntem

Bu çalışmada 2015-2021 yılları arasında Sosyal bilgiler, fen bilgisi ve sınıf öğretmenliği adaylarına uygulanan ÖABT sınavlarındaki coğrafya ile ilişkili soruların coğrafyanın konularına göre dağılımının incelenmesi oluşturmaktadır. Bu amaç doğrultusunda ilgili yıllarda çıkmış coğrafya sorularının coğrafya konularına göre dağılımını ortaya koymak amacıyla ÖSYM tarafından yapılan öğretmenlik alan bilgisi testinde çıkmış sorular analiz edilmiştir. Bu nedenle araştırma nitel araştırma desenlerinden doküman analizi ile yapılmıştır. *“Nitel araştırma; gözlem, görüşme ve doküman analizi gibi nitel bilgi toplama yöntemlerinin kullanıldığı, alguların ve olayların doğal ortamda gerçekçi ve bütüncül bir biçimde ortaya konmasına yönelik nitel bir sürecin izlendiği araştırma metodudur”* (Yıldırım & Şimşek, 2006). Hem nicel hem de nitel çalışmalarda kullanılabilen doküman analizi ise yazılı veya görsel malzemelerin toplanıp incelenmesi şeklinde tanımlanabilir (Sönmez & Alacapınar, 2019).

Bulgular

ÖSYM tarafından gerçekleştirilen 2015-2021 yılları arasındaki KPSS Sosyal bilgiler, fen bilimleri ve sınıf öğretmenliği ÖABT (Öğretmenlik Alan Bilgisi Testi) sınavlarında coğrafya ile ilişkili toplam 161 soru tespit edilmiştir. Bu soruların 79 tanesi sosyal bilgiler öğretmenliği, 35 tanesi fen bilimleri ve 47 tanesi de sınıf öğretmenliği ÖABT sınavlarında sorulmuştur.

KPSS Sosyal Bilgiler ÖABT sınavlarında sorulan 79 tane coğrafya sorusunun 36 tanesi (% 45.6) fiziki coğrafya, 30 tanesi (%38) beşeri ve ekonomik coğrafya, 9 tanesi (%%11.4) ülkeler coğrafyası veya

diğer adıyla bölgesel coğrafya ve 4 tanesi (%5.1) de siyasi coğrafya konuları ile ilişkilidir. Fiziki coğrafya konularından iklim bilgisinden 2015 ve 2016 yıllarında 2'şer soru olmak üzere toplam 4 soru; jeomorfoloji konusunda 2015 ve 2017 yıllarında 1, 2019 yılında 3, 2020 ve 2021 yıllarında ise 2'şer soru olmak üzere toplam 9 soru; jeoloji konusunda 2015 ve 2018 yıllarında 2, 2019, 2020 ile 2021 yıllarında 1'er soru olmak üzere toplam 7 soru; toprak coğrafyası konusunda 2016 ile 2021 yılları arasında her yıl birer soru olmak üzere toplam 7 soru; bitki coğrafyası konusunda 2016 yılında 1, 2017 yılında 2, 2019, 2020 ile 2021 yıllarında 1'er soru olmak üzere toplam 6 soru; hidrografya konusunda 2016 ve 2018 yıllarında 1'er soru olmak üzere toplam 2 soru sorulurken, doğal sistemler konusunda ise sadece 2021 yılında 1 soru sorulmuştur. Beşeri ve ekonomik coğrafya konularından olan nüfus ve yerleşme konusunda 2015 yılında 1, 2016 yılında 3, 2017 ve 2018 yıllarında 1'er soru, 2019 yılında 2 soru, 2020 yılında 4 soru ve 2021 yılında 3 soru olmak üzere toplam 15 soru; ekonomik coğrafya konularından ise 2015 yılında 1 soru, 2017, 2018, 2019 ve 2020 yıllarında 3'er soru, 2021 yılında 2 soru olmak üzere toplam 15 soru sorulmuştur. Siyasi coğrafya konularından ise 2015-2018 yılları arasında her yıl 1 soru sorulmuş olup, soruların tamamı siyasi coğrafya konularından jeopolitik konusuyla ilgilidir. Ülkeler coğrafyası konularından 2015 ve 2019 yıllarında 2'şer, diğer yıllarda ise 1'er soru olmak üzere toplam 9 soru sorulmuştur.

KPSS Fen Bilimleri ÖABT sınavlarında sorulan 35 tane coğrafya sorununun 22 tanesi (% 62.9) fiziki coğrafya, 11 tanesi (% 31.4) beşeri ve ekonomik coğrafya, 2 tanesi (% 5.7) ise ülkeler coğrafyası konularını kapsamaktadır. Fiziki coğrafya konularından olan iklim bilgisi konusunda sadece 2015 ve 2016 yıllarında 1 soru sorulmuştur. Jeomorfoloji konusunda 2015, 2017, 2019 ve 2021 yıllarında 1'er soru olmak üzere toplam 4 soru; jeoloji konusunda 2015 yılında 1 soru, 2018 yılında 2 soru, 2019 ve 2020 yıllarında 1'er soru olmak üzere toplam 5 soru; toprak coğrafyası konusunda 2016, 2018 ve 2019 yıllarında 1, 2020 yılında ise 2 soru olmak üzere toplam 5 soru; bitki coğrafyası konusunda 2016, 2017 yıllarında 1'er ve 2020 yılında 2 soru olmak toplam 4 soru; hidrografya konusunda sadece 2019 yılında, doğal sistemler konusunda ise sadece 2020 yılında 1 soru sorulmuştur. Beşeri ve ekonomik coğrafya konularından olan nüfus ve yerleşme konusunda 2015, 2016, 2018 ve 2019 yıllarında 1'er soru, 2021 yılında ise 3 soru olmak üzere toplam 7 soru sorulmuştur. Beşeri ve ekonomik coğrafyanın bir diğer konusu olan ekonomik coğrafya ile ilişkili olarak 2017 yılında 3 soru, 2018 yılında 1 bir soru olmak üzere toplam 4 soru sorulmuştur. Ülkeler coğrafyasından ise sadece 2015 ve 2016 yıllarında 1'er soru olmak üzere toplam 2 soru sorulmuştur.

KPSS Sınıf Öğretmenliği ÖABT sınavlarında sorulan 47 tane coğrafya sorusunun 33 tanesi (% 70.2) fiziki coğrafya, 12 tanesi (% 25.5) beşeri ve ekonomik coğrafya, 2 tanesi (% 4.3) ise siyasi coğrafya konularıyla ilgilidir. Fiziki coğrafya konularından olan iklim bilgisi konusunda 2015 ve 2016 yıllarında 1, 2017 yılında 3, 2018 ve 2019 yıllarında 1, 2020 yılında 2, 2021 yılında ise 3 soru olmak üzere toplam 12 soru; jeomorfoloji konusunda 2018 yılında 3, 2021 yılında ise 1 soru olmak üzere toplam 4 soru; jeoloji konusunda sadece 2018 yılında, toprak coğrafyası konusunda ise sadece 2016 yılında 1 soru; bitki coğrafyası konusunda 2015 yılında 1, 2016 yılında 2 ve 2020 yılında 1 soru olmak üzere toplam 4 soru; hidrografya konusunda 2016, 2017, 2018 ve 2019 yıllarında, doğal sistemler konusunda ise 2015, 2016, 2019 ve 2020 yıllarında 1'er soru olmak üzere toplam 4 soru sorulmuştur. Harita bilgisi konusunda ise 2016, 2019 ve 2021 yıllarında 1'er soru olmak üzere toplam 3 soru sorulmuştur. Beşeri ve ekonomik coğrafyanın konularından biri olan nüfus ve yerleşme konusunda 2015, 2017, 2019 ve 2020 yıllarında 1'er soru olmak üzere toplam 4 soru sorulmuştur. Beşeri ve ekonomik coğrafyanın bir diğer konusu olan ekonomik coğrafya ile ilişkili olarak 2015 ve 2017 yıllarında 2 soru, 2018, 2019, 2020 ve 2021 yıllarında

ise 1'er soru sorulmuştur. Siyasi coğrafya konularından ise jeopolitik ile ilişkili 2015 ve 2018 yıllarında birer soru olmak üzere toplam iki soru sorulmuştur.

Tartışma ve Sonuç

ÖSYM tarafından gerçekleştirilen 2015-2021 yıllar arasında KPSS Sosyal Bilgiler, Fen Bilimleri ve Sınıf Öğretmenliği ÖABT sınavlarında coğrafya ile ilişkili 161 soru sorulmuştur. Tüm branşlarda sorulan coğrafya soruları en fazla fiziki coğrafya konuları ile ilişkilidir. Fiziki coğrafyadan sonra ise en fazla beşeri ve ekonomik coğrafya konularıyla ilişkili sorular sorulmuştur. Fiziki coğrafya konularında en fazla soru KPSS Sosyal Bilgiler ÖABT sınavlarında jeomorfoloji, KPSS Fen Bilimleri ÖABT sınavlarında jeoloji ve toprak coğrafyası, KPSS Sınıf Öğretmenliği ÖABT sınavlarında ise iklim bilgisi konularından sorulmuştur. Beşeri ve ekonomik coğrafya konularından ise KPSS Sosyal Bilgiler ve Fen Bilimleri ÖABT sınavlarında en fazla soru nüfus ve yerleşme, Sınıf Öğretmenliği ÖABT sınavlarında ise ekonomik coğrafya konularından sorulmuştur. Çalışmaya konu olan branşların ÖABT sınavlarında sorulan coğrafya sorularının sayısının yeterli olup olmadığı tartışmalı bir konu olmakla birlikte bu soruların lisans programlarında yer alan coğrafya konuları ile örtüşecek şekilde hazırlanması oldukça önem arz etmektedir. Şimşek ve Akgün (2014) yapmış olduğu çalışmada sosyal bilgiler öğretmen adaylarının önemli bir kısmının okul derslerinin içeriğinin alan sınavına yönelik olmasını istedikleri sonucuna ulaşmıştır. Yine aynı çalışmada coğrafya konularının dağılımı ile ilgili kesin bir kararlarının olmadığını ifade eden öğretmen adayları sayısının oldukça fazla olduğu da belirtilmiştir.

Öneriler

Ulaşılan bulgular doğrultusunda;


- Bu araştırmaya konu olan branşların hepsinde coğrafya biliminin özü olan harita bilgisi konularında az sayıda soru sorulduğundan bu branşlarda soru sayısının arttırılması
- ÖABT sınavında sorulan coğrafya sorularının konulara göre dağılımının Sosyal Bilgiler, Fen Bilimleri ve Sınıf Öğretmenliği lisans programında yer alan coğrafya konularına göre yapılması
- Coğrafya biliminin hak ettiği değeri kazanması ve öğretmenlik gibi önemli bir mesleği icra edenlerin genelde coğrafya özelde ise Türkiye coğrafyası hakkında yeterli bilgiye sahip olması adına ÖABT sınavlarında coğrafya konularından sorulan soru sayısının arttırılması önerilmektedir.




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Examining Social Studies Course Questions in Terms of Question Type and Test Item Writing Techniques

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Abstract

This study aimed to determine the question type of the written exam questions prepared by the social studies teachers and to examine the compatibility of the questions with the item writing techniques by using the document analysis method. Study data were collected from 20 social studies teachers and analyzed through the "Item Writing Techniques Checklist". Research findings revealed that social studies teachers preferred multiple-choice question types the most in written exam questions, followed by two-choice, fill-in-the-blank, matching and open-ended question types, respectively. In addition, findings showed that teachers were open to improvement reading criteria such as phrasing the stem of the question clearly, directly and simply, creating equivalent clauses in grammar, length, and complexity, distractor development, shaping items around a single proposition or idea, stating that each equivalent may not be used once, more than once, or not at all, including more responses than premises, not leaving spaces of the same width, and hinting at the correct answer. Based on these result, it I suggested to conduct applied studies to investigate the reasons why open-ended questions are rarely used although they are crucial in terms of developing students' high-level thinking skills as well as to determine the level of acquisition of the achievements in the analysis, synthesis and evaluation steps and to develop projects to ensure the professional development of teachers in terms of acquisition-based and skill-based item writing techniques.

Keywords: Document review, exam question, question type, written exam.

Introduction

Education, which exists in every moment of life formally or informally, is not only a phenomenon where information is given and received; it affects the development and shaping of values and skills, as well as some personality traits of a person. Therefore, the form, content and goals of education are in a constant change and transformation from past to present. The latest development in this regard is the goals regarding 21st Century skills, which are set not only for teachers but also for students. Within the scope of these skills, people in training and education are expected to go through a systematic education in which knowledge, skills, values and attitudes are acquired together. Content, effectiveness, skills and evaluation are the common denominators included in the general definitions of education as well as in education studies.

A major transformation was undertaken in the curriculum in 2005 in Türkiye in line with the 21st century skills. This transformation was not only related to changing the content in textbooks and curricula, it was also philosophical in nature and included the entire education and training process. With this transformation, the affective and psychomotor acquisitions in the curriculum decreased and the number of cognitive acquisitions increased (Ministry of National Education [MoNE], 2005). In the meantime, teachers were encouraged to use alternative assessment and evaluation methods in the measurement and evaluation process to effectively measure the cognitive domain. To do this, teachers should have the knowledge and skills to create measurement tools including different question types.

Although different types of questions are written by teachers, classical written and multiple-choice examination questions are still the most important measurement tools. Classical written examination exams are frequently preferred by teachers because they can easily provide connections between information, dilemma situations, supporting or rejecting ideas, using them in new situations, making analysis, generating new ideas and making evaluations. Since it is difficult to find another type of assessment or test that can combine so many purposes, written probe questions can generally be considered the best means of measuring knowledge (Bektaş & Kudubeş, 2014; Çopur & Önal, 2023). In

fact, although many alternative measurement and evaluation tools have been suggested to be used with the constructivist approach (Gelbal & Kelecioğlu, 2007) that has been implemented in Türkiye since 2005, evaluation of student success continues to be made with traditional measurement tools that focus on product rather than teaching.

Bahar (2001) states that all evaluations other than traditional evaluation, including multiple choice tests, can be included in the scope of alternative measurement and evaluation. Yıldız and Uyanık (2004), who tried to reveal the difference between traditional measurement methods and alternative measurement methods, emphasized that alternative measurement methods evaluate the process as well as the product. Similarly, Çepni and Ayvaci (2007) stated that the main purpose of using alternative measurement and evaluation methods is to ask students to perform a task appropriate to the relevant outcome and to ensure that success in the task is measured with valid and reliable measurement tools.

It is expected that the learning and teaching activities which are used in the transfer of the content consisting of the information that students should receive during the teaching process are both appropriate for the level of the students and have the characteristics specified in the program. Teachers are not only transmitters reflecting their own characters to the class, but also the sole controllers of the learning outcomes. They control the learning outcomes by using assessment. Assessment is done with different methods and periods to observe the latest state of learning. Although the exams, which generally follow specific processes, are seen as tools to rank student achievement based on scores, these evaluations are actually measurement tools that are important in reflecting not only the student outputs but also the outputs related to the teachers, the school and even the system (Ertürk, 1975; Black, 1995; Brookhart, 1997; Heverly & Fitt, 1994; MoNE, 2005; Tekin, 1994). Accurate evaluation provides reliable data to the system. These data are also a feedback for the development activities planned to be carried out in the system. Therefore, the place of evaluation in the review of the system is crucial.

The main purpose of the teacher, who carries out the teaching activities in a planned way, should be to raise students who can develop skills, think and solve problems. For this, teaching activities should increase the students' curiosity towards and lead them to learn physically and mentally (Yıldız, 2004, p. 2). A process that can focus on the body and mind must be prepared in order for learning to take place.

Teachers are the most important stakeholders in the preparation of classroom learning environments in the education and training process. Therefore, the ability of students to reach the goals specified in the education programs also depends on the teachers' ability to use the tools that will enable learning, to enrich the methods and techniques specified in the curriculum and to add heart and soul to them (Özden, 1998, p. 150).

Almost all countries have adopted a model for students going through teaching processes to raise them as individuals who can think critically, can question and have problem-solving skills. Questions are the key teaching strategy for developing and using all these concepts (Yıldız, 2004, p. 3) because when questions are asked in accordance with the principles and rules of the studies subject, students' thinking skills will be activated. Therefore, the questions that support teaching during the lesson, the study questions in the textbooks and the questions in the prepared activities should have the potential to define the problem and produce solutions by activating thinking. On the other hand, some studies on the cognitive levels of textbooks activities (Büken & Artvinli, 2020; Durukan & Demir, 2017; Yılmaz & Gazel, 2017; Yılmaz et al., 2021) emphasized the difficulty of obtaining high-level thinking skills

from students by using activities prepared with low-level thinking skills. Hence, questions should be prepared to activate the thoughts of those who are expected to solve them, not just the thoughts of the individuals who prepare them.

Assessment tools, the ultimate purpose of which is evaluation, should not be used only to measure academic achievement and rank students. Assessment and measurement should also aim to determine whether the mental skills of the students can be activated at the end of the training. The questions in the measurement tool prepared for this purpose should be developed in a way that includes the general characteristics of the students as well as the content and objectives of the education. Even when the characteristics of the venue where the education takes place and the content of the education are the same, not all students can think in the same way. The questions used in the measurement tool should be capable of measuring the learning at different levels for students with different learning speeds and ways of thinking caused by differences in physical and social environment, family structure and individual differences. According to Baysen (2006), who evaluated the questions teachers asked during the lesson, some of the questions do not go beyond the purpose of remembering scientific information, while some of the questions aim to make use of mental processes at a higher level than recall. The type of questions, the number of questions and the level of questions in the measurement tools have always attracted researchers' attention, probably originating from curiosity about the way teachers collect information from students. Kaya et al. (2002) stated that why and how the information will be used is directly related to the criterion in determining the question types in the measurement tools prepared by the teachers to collect information from their students. The answers to be received from the students can create a classical output like the evaluation results, as well as a guide to the teacher in the teaching process.

Teachers must obtain the right data in order to evaluate the learning outcomes correctly. Accurate data can be collected with the right measurement tools. Therefore, every exam may not mean that an accurate assessment has been made, since there may be problems directly related to the content such as question level and content validity, as well as incorrect use of questions arising from the person who prepared the question. While preparing exams, teachers generally use multiple-choice, open-ended, two-choice, matching, short-answer, and fill-in-the-blank question types. A measurement tool can be prepared by using only one of these item types, or by using more than one question type. According to Göçer (2015), in order for the exam to reach its real purpose, it must be written correctly in terms of form as well as content. For this reason, having the necessary skills to prepare questions is an important step in creating a measurement tool to ensure sound evaluation.

Questions prepared haphazardly without considering the rules may contain many typos in the writing of the question as well as the content and scope (Yavuz & Furkan, 2020). Each of the items in the exam prepared for assessment should be able to accurately measure the skills that are expected to be measured (Küçükahmet, 1999). For this, every item written in the test must be in accordance with the purpose and rules. Highlighting the constructivist approaches that have been implemented since 2005 has also diversified measurement tools. Teachers should be aware of the existence of these new measurement tools as well as how to prepare and implement them because the soundness of the evaluation depends on the accurate use of measurement tools. While discussing the benefits of using different question types, Çepni et al. (2003) emphasized that different question types also affect students' thinking levels. The questions have always attracted researchers' attention as they not only

affect students' thinking but also measure their attitudes towards the course and their academic achievements (Akpınar & Ergin, 2006). Linn and Gronlund (1995) defined question preparation as an art that requires certain knowledge and skills and emphasized that question preparation should be taught like all the other skills in all processes of education. In this regard, Karamustafaoğlu et al. 2003 mentioned the role of the teacher in increasing the quality of education and emphasized that teachers who can prepare quality questions contribute more in this process. Tekin (2004) stated that during the preparation of questions, rather than using the type of questions that should be selected for the relevant acquisitions, teachers generally prefer the question types they know best. In fact, many studies interpreted this finding as an error in item writing and suggested that teachers should be given in-service training on question preparation and identifying the required question type for relevant acquisitions (Anıl & Acar, 2008; Bakırcı et al. 2022; Gelbal & Kelecioğlu, 2007).

Examinations, which are generally regarded as measurement tools, can be considered in two main groups. The first of these are standardized exams, which consist of questions prepared in a systematic way, all stages of which are planned by experts, and are generally used in common exams for large audiences (Beydoğan, 1998). The second is the exams prepared by the teachers themselves to measure the learning outcomes of their classes by using their own potential. Balcı and Tekkaya (2000) stated that the exams defined in the second group and called teacher-made exams may not be very sound, and they emphasized that the teachers did not comply with the exam preparation processes and rules while preparing these exams which can be open-ended, multiple-choice, matching, true-false or fill-in-the-blank exams with long or short answers.

Like all curricula in Türkiye, the social studies curriculum consists of four basic elements: purpose, content, teaching-learning process, and evaluation (Demirel, 2015). The extent to which the first three of these can be achieved can be measured by evaluation. For this reason, proper measurement, and evaluation in social studies, as in every science, will ensure a correct understanding of both the process and the result.

Köken (2002) emphasized the importance of asking questions in social studies courses to measure whether students have acquired "knowledge", whether they understand it, whether they have made "analysis", at least not at the level of synthesis and evaluation, along with knowledge, interpretation, and application type questions. He stated that it should be done in a process that requires careful study. However, how well social studies teachers comply with the question preparation techniques and principles for the exams is a separate research topic. Bektaş and Kudubeş (2014) explain this by emphasizing that the exams held in schools are not for memorizing the details and testing their memorization, but for the purpose of using the information on the subjects, critical thinking and understanding.

According to the relevant literature (Çopur and Önal, 2023; Kılıç, 2010; Şanlı and Pınar, 2017; Uymaz and Çalışkan, 2019; Yılmaz and Gazel, 2017), while social studies teachers generally prefer multiple choice questions in their exams, they prefer open-ended questions less. Regarding the content validity of the questions prepared by teachers, although the questions have a slight relationship with the achievements in the program, it is among the common findings of many studies that the content validity is not fully complied with in terms of units. It is also emphasized in the studies in the literature that the cognitive levels of the questions asked by social studies teachers in exams mostly remain at the

remembering and understanding levels, and that the questions generally consist of questions corresponding to the lower cognitive level, while questions at the higher cognitive level are rarely asked.

In some studies (Gömleksiz and Bulut, 2007; Orbeyi, 2007; Sağlam-Arslan, Avcı and İyibil, 2008), it has been determined that although teachers are aware of the effectiveness of using constructivist assessment and evaluation tools, they prefer traditional assessment and evaluation approaches in practice. Undoubtedly, there may be more than one reason for this situation, but this study focused on the prepared questions rather than the selection of measurement and evaluation tools.

Traditional assessment and evaluation techniques generally consist of multiple choice, true-false, matching, fill-in-the-blank, short-answer and long-answer questions. On the other hand, alternative measurement and evaluation techniques consist of tools such as concept maps, diagnostic branched tree matching, word association, project, drama, show structured grid and product selection file (portfolio). Whichever method is used, teachers are expected to write questions in accordance with general rules when preparing questions.

Examination of the studies in literature investigating the questions prepared and implemented by teachers in Türkiye shows that almost all of them are related to the following topics: associating the questions with acquisitions (Kutlu et al., 2010; Aydın and Uçgun, 2020; Özgül and Polat, 2021) and determining the level of questions (Akpınar & Ergin, 2006; Baysen, 2006; Büken & Artvinli, 2020; Çepni et al., 2003; Karamustafaoğlu et al., 2003; Özgül & Polat, 2021). This study aimed to evaluate the question types used in the exams prepared by the social studies teachers (Balıkesir/Türkiye) themselves, and to explore these question types in terms of question and item writing rules. In this direction, the study sought answers to the following questions: "What is the distribution of written exam questions according to question types?" and "What is the compatibility of these question types with item writing techniques?"

Method

Research Design

Document analysis, one of the qualitative research methods, was used in the study. The collected data were analyzed with content analysis as well. Document review, which is defined as the sequence of operations that take place during the analysis and evaluation of electronic and/or printed materials (Bowen, 2009), consists of the stages of researching sources for a specific purpose, reading, and evaluating them (Karasar, 2005). This study was conducted based on document review, since it examined the compliance of written exam questions with item writing principles and included the above mentioned stages. In the study, the document review process was carried out with reference to the stages (Merriam, 2009) of finding the appropriate documents, checking the originality, determining the code-catalogue creation systematic and analyzing the data (content analysis). Based on the research problem, it was decided that the document analysis technique would be sufficient to collect data to shed light on the study problem.

Study Group

The study group was selected from among the social studies teachers employed in the districts of Balıkesir, Altıeylül and Karesi, by using convenience case sampling, one of the purposeful sampling techniques. Purposeful sampling technique was preferred due to the ease of identifying volunteer and

eligible participants (Patton, 2014). In this direction, the study was carried out with 20 volunteer social studies teachers.

Data Collection and Analysis

In the study, the data were examined through the “Item Writing Principles Checklist” (Annex-1), which was developed by the researcher using the literature (McMillan, 2015). Opinions were taken from Turkish Language and Literature (1) expert for the language control of the draft chart, and from measurement and evaluation (1) and social studies (1) expert for the content. Modifications were made in line with expert opinions. For example, “Was the problem expressed independently of the question stem?” and “Is the accuracy of the numerical answer confirmed?” and “Is the desired numerical unit clearly specified in the answer?” criteria were removed from the checklist in line with expert opinion. Finally, a 45-item item writing checklist was developed for multiple-choice, open-ended, two-choice, matching, short answer and completion (fill in the blanks) type questions. Table 1 presents the characteristics of the data collected within the scope of the research.

Table 1. *Characteristics of the analyzed data*

Exam Definitions	Exam Code	Number of Exams	Number of questions
5 th Grade 1 st Term 1 st Exam	511	9	172
5 th Grade 1 st Term 2 nd Exam	512	5	100
5 th Grade 2 nd Term 1 st Exam	521	7	169
5 th Grade 2 nd Term 2 nd Exam	522	6	128
6 th Grade 1 st Term 1 st Exam	611	14	268
6 th Grade 1 st Term 2 nd Exam	612	4	66
6 th Grade 2 nd Term 1 st Exam	621	9	202
6 th Grade 2 nd Term 2 nd Exam	622	6	127
7 th Grade 1 st Term 1 st Exam	711	8	147
7 th Grade 1 st Term 2 nd Exam	712	8	157
7 th Grade 2 nd Term 1 st Exam	721	4	72
7 th Grade 2 nd Term 2 nd Exam	722	5	108
Total		85	1716

The studies on item writing principles (McMillan, 2015) were examined for the analysis of the data obtained from the documents collected within the scope of the research, and 45 analysis criteria were determined. These criteria were designed to analyze multiple choice (10), open-ended (4), binary choice (10), matching (9), short answer (6) and completion (6) type questions. Each exam paper to be analyzed was coded and archived, and the analysis process was structured within this systematic framework. The data obtained within the scope of the research were analyzed twice by the researcher at different times and a part of the data (30%) was also analyzed by a social studies field expert. Finally, the analysis results of the researcher and the field expert were evaluated comparatively, and the agreements and disagreements were identified. After this stage, a common analysis table was created, and the process was terminated.

Validity, Reliability

In qualitative research, validity refers to the researcher's control for the accuracy of the findings, while reliability means that the researcher is consistent in his approach (Gibbs, 2007). Various strategies can be followed for the validity of qualitative research, such as member checking, triangulation, peer evaluation, and external auditor (Creswell, 2012). The reliability of the study was provided by following the steps of re-examination of the analyzed data at different times, continuous comparison of the data during the coding process, and cross-checking of the data by a different

researcher (Gibbs, 2007). Additionally, Miles and Huberman recommend that intercoder agreement be at least 80% for a high level of qualitative reliability (Miles & Huberman, 2016). In this direction, the data were checked again at different times to ensure the reliability of the study. In addition, cross-checking of the analyzed data was done by a field expert who was asked to analyze 30% of the data. The agreement (Miles and Huberman, 2016) as a result of the analysis of these two analyzes was calculated as 92%.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

This study is within the scope of activities that do not require ethical permission.

Findings

What is the Distribution of Written Exam Questions by Question Types?

The question types in the written exams examined within the scope of the research were analyzed at the grade level, and the findings were given in Figure 1 and explained below. In order to facilitate the readability of the tables and figures, the item numbers for the criteria are included, and all of the criteria are presented in Annex 1.

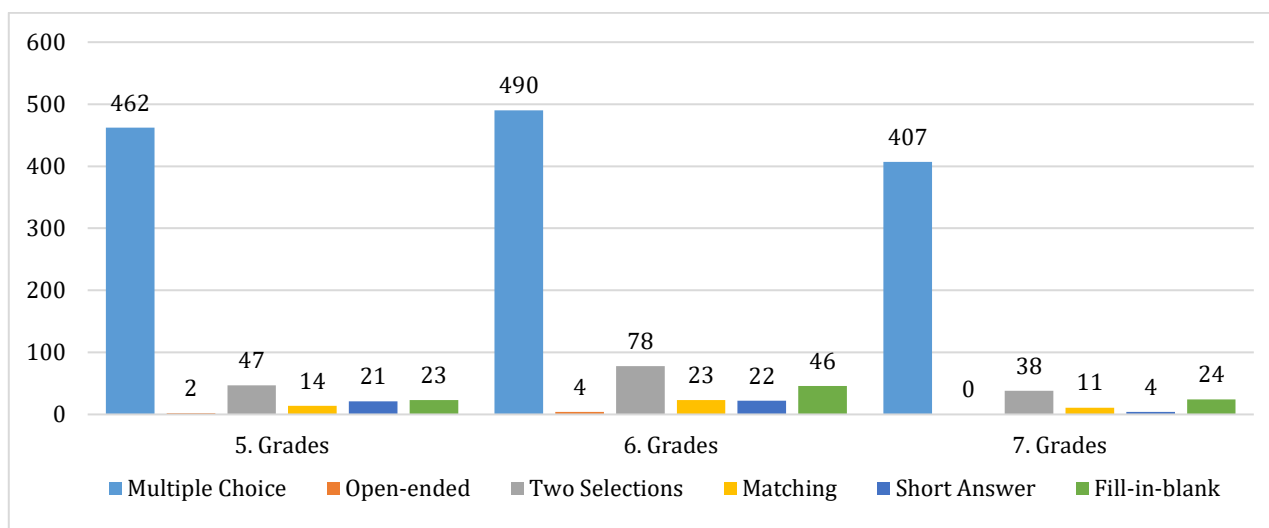


Figure 1. Distribution of written exam questions according to question types

Figure 1 shows that teachers mostly prefer multiple-choice question type at each grade level in written exams. This may be related to the fact that students will take general exams with multiple-choice questions and that such questions allow objective and rapid assessment. While the multiple-choice question type was followed by two-choice, fill-in-the-blank and matching, respectively, the least preferred question type was open-ended questions. The use of a total of six open-ended questions (two at the fifth-grade level and four at the sixth grade level) may be due to reasons such as the difficulty of evaluating open-ended questions and the difficulty students experienced in answering such questions.

Compliance of Written Exam Questions with Test Item Writing Techniques

Within the scope of this research question, the written exam questions were examined according to 45 criteria and three levels as Y (yes, appropriate), P (partially appropriate) and N (no, not appropriate) and provided under separate headings according to question types.

Compliance of Multiple-Choice Questions with Test Item Writing Techniques

Suitability of multiple-choice questions to question writing techniques was analyzed by using ten criteria. Figure 2 provides the findings.

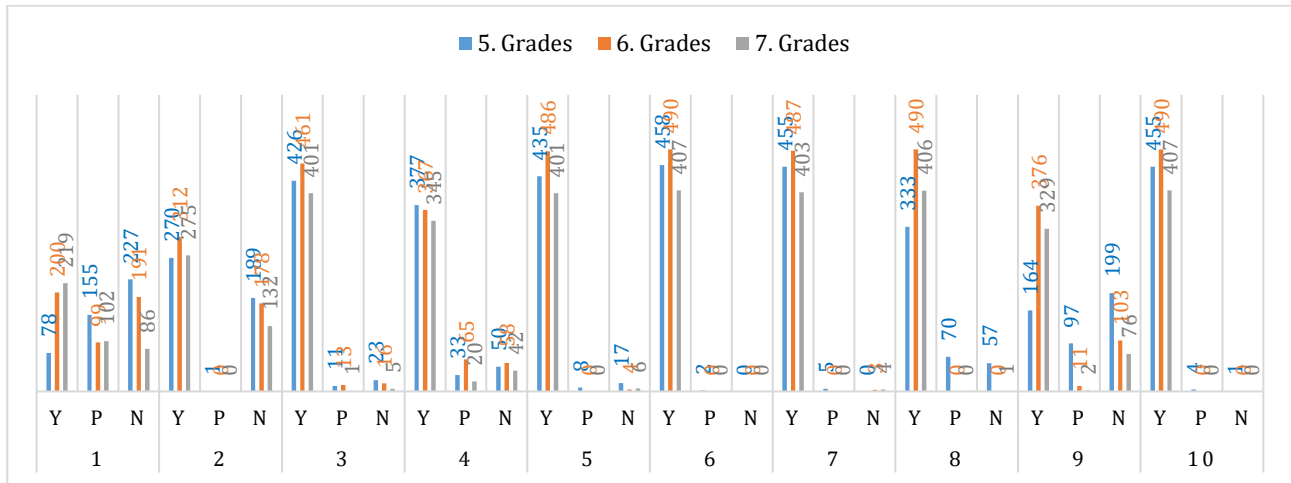


Figure 2. Suitability of multiple-choice questions to test item writing techniques.

According to the findings in Figure 2, it can be argued that the multiple-choice questions are open to development in terms of the following criteria: “Is the question stem phrased as clearly, directly and simply as possible? (1)”, “Is the use of negative expressions avoided in the stem of the question? (2)”, “Are all options in line for grammatical structure, length, and complexity? (4)” and “Do distractors make sense for students who do not know the correct answer? (9).” In addition, although it was found that the questions were in compliance with the item writing techniques to a great extent in regards to the following criteria “Are the options short?” (6), “Are complex options avoided?” (7) and “Are the correct answers equally distributed among all options? (10)”; questions that did not comply with the criteria were also observed. Sample questions that formed the basis of these findings and that did not meet the relevant criteria are provided below.

Example 1. Example of a question in which the stem of the question is not expressed clearly, directly and simply

Item 16. “The Urartian King Menua opened the Shamran Canal to bring water to the city and irrigate the Tuspa Plain thanks to the power of God Haldi. Whoever says to someone that this canal was opened by someone else, not by Menua, and wants to damage the canal; that person be destroyed God Haldi, God Teishaba and by all the gods”

According to this text from the Urartian civilization, which of the following cannot be said about the Urartians?

- A) They believe in polytheistic religion.
- B) They lived on the banks of the Gediz River in Western Anatolia.
- C) Urartian King Menua tried to protect his work.
- D) They were engaged in agricultural activities.

Example 2. Example of a question in which the stem of the question is not expressed positively

Item 7. Which of the following is not a result of the nomadic lifestyle of the early Turks?

- A) The works of art are of portable material.
- B) Reaching advanced levels in agriculture
- C) Developing feelings of independence and freedom
- D) Their livelihood is based on animal husbandry and trade

Example 3. Example of a question not appropriate in terms of grammar, structure and length

Item 10. Which of the following is not one of the reasons why we cite references in our homework?

- A) Respect for the labor of the owner
- B) Academic honesty
- C) The fact that people work on the same subject get more information on the subject
- D) Homework looks good

Example 4. Example of a question without strong distractors

Item 12. Which of the following is not one of the responsibilities of 6th grade student Metin?

- A) Keeping the school clean
- B) Damaging the school property
- C) Being respectful to the staff
- D) Taking friends' belongings without permission

Examination of Example 1 in Figure 2 shows that the stem of the question was not in a simple structure. The stem of the question could be written more simply as, "Which of the following cannot be deduced about the Urartian from this text?" Example 2 includes a question in which the stem of the question was not expressed positively. The question stem can be expressed in a positive way as "Which is a result of the nomadic lifestyle of the early Turks?" The question sample (example 3) that is not suitable in terms of grammar, structure and length showed that the items differed from each other in terms of grammar and structure. These items can be written as "A) Respecting the work of the author, B) Paying attention to academic honesty, C) Ensuring that researchers on similar subjects gain more information, D) Enriching the work visually" to improve the item. Example 4, on the other hand, does not contain a strong distractor, allowing students who do not know the correct answer to find the correct answer easily.

Compliance of Open-Ended Questions with Test Item Writing Techniques

The suitability of open-ended questions to question writing techniques was analyzed by using four criteria. Figure 3 presents the findings obtained as a result of the analysis.

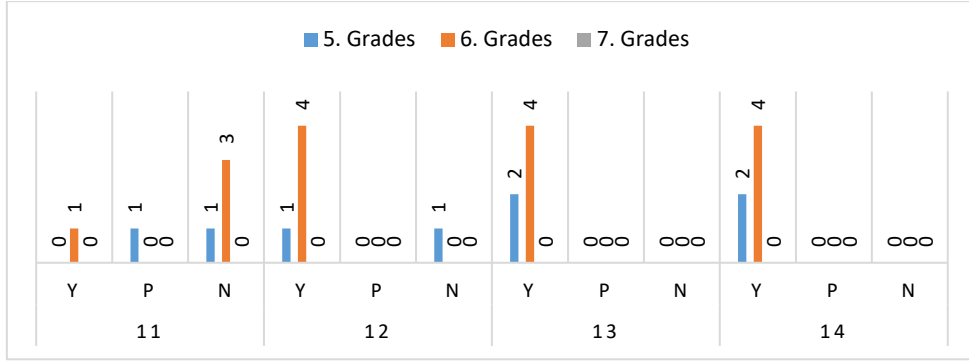


Figure 3. Suitability of open-ended questions to test item writing techniques.

The findings given in Figure 3 showed that the open-ended questions were open to improvement regarding the following criteria: “Were targeted reasoning skills measured? (11) and “Is the task clearly stated? (12)”. Although, the questions were found to comply with the writing techniques to a great extent based on the criteria “Is the time given to answer the questions sufficient? (13) and “Was it possible to prevent students to choose from among various questions? (10)”, it can be argued that the inclusion of very few questions in this question type constituted an obstacle to reach more comprehensive findings. Questions pertaining to this finding are presented in Examples 5 and 6.

Example 5. Example of a question that are not suitable for measuring targeted reasoning skills

Item 21. Define the concepts of congress, yuğ, kurgan, balbal and töre.

Example 6. Example of a question where the task is not clearly stated

Item 15. What will be the negative consequences if we do not fulfill our responsibilities? Explain with an example.

Examination of Example 5 in Figure 3 shows that the open-ended question was not prepared to measure the targeted reasoning skill. While Example 5 should have been prepared at the analysis stage within the scope of the learning outcome of “SS.6.2.1. The student makes inferences about the geographical, political, economic and cultural characteristics of the first Turkish states established in Central Asia”, the question was prepared at the knowledge level. This question can be written as “What inferences can be made about the understanding of state administration, based on the fact that there was an assembly called a congress in the first Turkish states?” to measure the desired acquisition. the achievement: Example 6 is an example of a question in which the task is not clearly stated. By specifying the area of responsibility for this question, it can be written as “What are the consequences if we fulfill our responsibilities as a student/child/citizen? Explain with an example”, to state what is expected from the student more clearly.

Compliance of Binary Choice Questions with Test Item Writing Techniques

The suitability of binary choice questions to question writing techniques was analyzed by using ten criteria. Figure 4 presents the findings obtained as a result of the analysis.

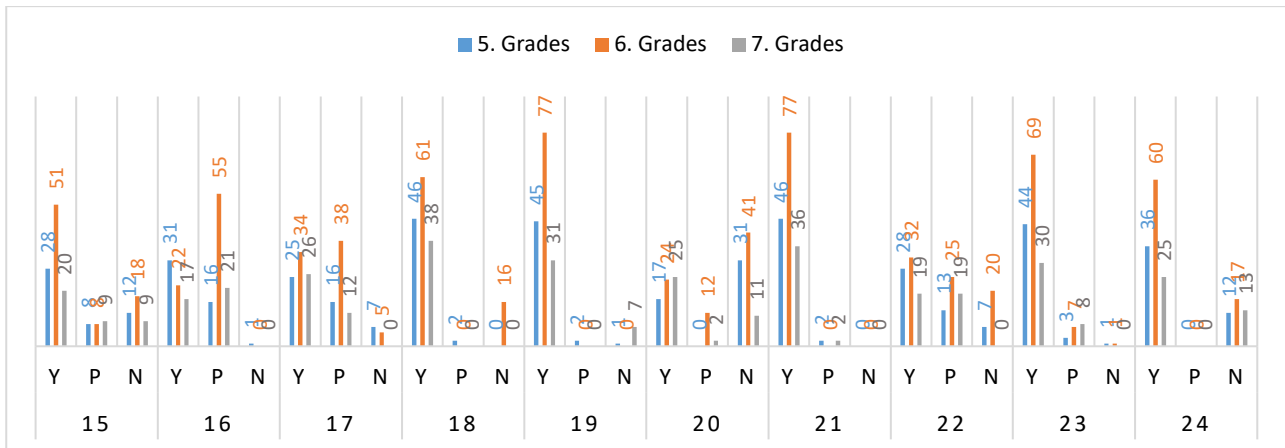


Figure 4. Suitability of binary choice questions to test item writing techniques.

According to the findings presented in Figure 4, binary choice questions may be open to improvement regarding the following criteria: “Does the item contain a single proposition or idea? (15), “Is there a pattern of correct answers? (20)” and “Is the item written in a way that does not try to trick students? (22)”. Also, regarding “Is the item positively worded? (18), “Is the length of both statements in the article approximately the same? (19) and “Are clear terms used? (21)” criteria, it can be stated that the questions generally conform to item writing techniques. However, as can be seen in examples 7 and 8, there are also questions that do not meet the relevant criteria.

Example 7. Example of a question that contains one idea or proposition and attempts to trick the student

Item (T)/F 1. Empathizing and respecting differences cause prejudices

Example 8. Example of a question prepared in a specific model

(F) Mesopotamia is the region between the Seyhan and Ceyhan Rivers.

(T) The fact that the belongings of the deceased are placed in the graves in the Urartians shows that there is a belief in life after death.

(F) In Mesopotamia, the buildings were made of stone, which enabled all the artifacts to reach the present day.

(T) The Code of Hammurabi was prepared according to talion.

(F) The Assyrians were engaged in maritime trade since they were established by the sea.

(T) With the invention of writing, information was easily passed on to future generations.

(F) Ziggurats were used for worship only.

(T) The Hanging Gardens are among the works of Babylon.

(F) Hittites are the Anatolian civilization founded in the city of Ephesus near Ankara.

(T) The existence of a free thought environment in the Ions has paved the way for scientific studies.

Examination of Example 7 in Figure 4 shows that the binary choice question contains more than one idea or proposition. This question can be written as, “Empathy prevents us from forming prejudices against different cultures” to include a single idea or proposition. Example 8, there is an example of a

question that increases the chance factor since the correct answers are prepared to follow a pattern. This situation can be eliminated by changing the places of the items in this question.

Compliance of Matching Questions with Test Item Writing Techniques

The suitability of matching questions to question writing techniques was analyzed by using nine criteria. Figure 5 presents the findings obtained as a result of the analysis.

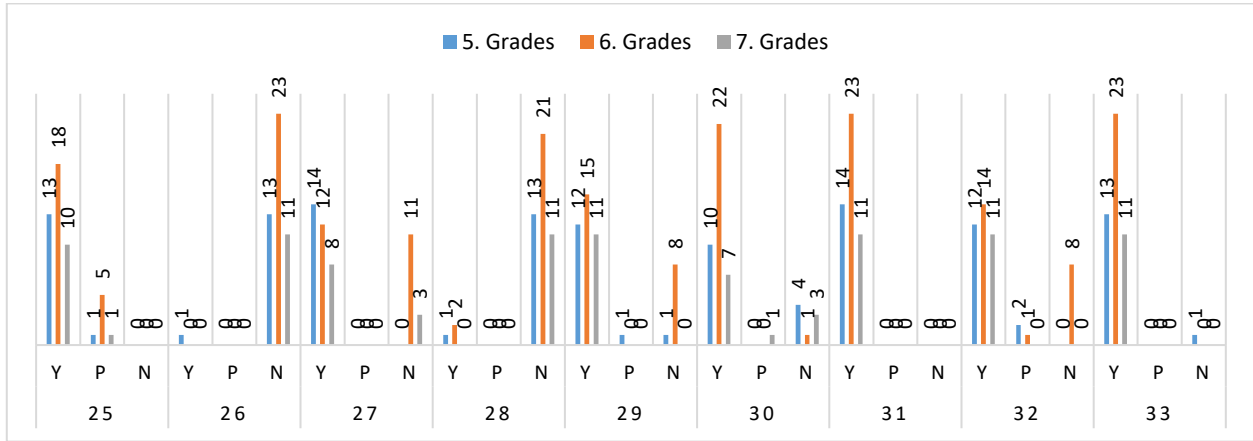


Figure 5. Suitability of matching questions to test item writing techniques.

Findings in Figure 5 showed that matching questions were open to improvement regarding the following criteria: ; “Is it clear that each option may be used once, more than once, or not at all? (26) and “Are there more responses than premises? (28)”. Also, it can be stated that the questions largely conform to the writing techniques regarding “Is it clear where and how students will place the answers? (25), “Is there one possible response for each premise? (31) and “Are the premises and their counterparts on the same page? (33)” criteria. However, there are also questions that do not meet the specified criteria some of which are mentioned in Examples 9 and 10.

Example 9. Example of a question in which it is not stated that each answer can be used one or more times or not at all

Hz Ebubekir	Hz Ömer	Bilge Kağan	Kaşgarlı Mahmut	Balbal
Hz. Muhammed	Hakan Kağan	Mete Han	Gazneli Mahmut	Congress

Item 4. Match the people and concepts in the table above with the information in the table below.

	He was born in Mecca in 571 and invited people to Islam.
	He gave the Kök Turkish State its heyday and erected Orkhon inscriptions.
	He wrote the book "Divan-ı Lüğati Türk" in order to teach Turkish to Arabs.
	He organized 17 expeditions to India and ensured the spread of Islam.
	In Central Asia, it was used to meet under the chairmanship of the khan to discuss important state affairs.
	They are statuettes erected on the grave of the deceased in Central Asian Turks.
	He made the Asian Hun State experience its heyday..
	He was the first caliph. During this period, the Quran was made into a book.
	It is the name given to the rulers in the Turkish states established in Central Asia.
	During his reign, Islam spread out of the Arabian peninsula and the country was divided into provinces.

Example 10. Example of a question in which the number of responses are not more than the premises

C. Read the explanations in the table below and write in the box which social science branch it is opposite by selecting it from the box below.

Geography / Anthropology / Sociology / Psychology / Archeology	What science am I?
<i>I am a social science trying to make generalizations about people and their behavior and to understand human diversity.</i>	
<i>I am a science that studies the relations between man and the environment, the earth.</i>	
<i>I am a science that studies the objects from the ancient period by excavations.</i>	
<i>I am a science that studies the individual, groups, institutions, events and the relationships and interactions between them in society.</i>	
<i>I am a science that studies human emotions, thoughts and behaviours.</i>	

Examination of Example 9 in Figure 5 shows it is not stated in the question that each answer can be used one or more times or not at all. The question can be developed by adding an explanation in the form such as “Each answer to this question may be used one or more times or not at all.” In Example 10, there is an example of a question that increases the chance factor as the correct answers are in a pattern. This situation can be eliminated by changing the places of the items in this question.

Compliance of Short Answer Questions with Test Item Writing Techniques

The suitability of short answer questions to question writing techniques was analyzed by using nine criteria. Figure 6 presents the findings obtained as a result of the analysis.

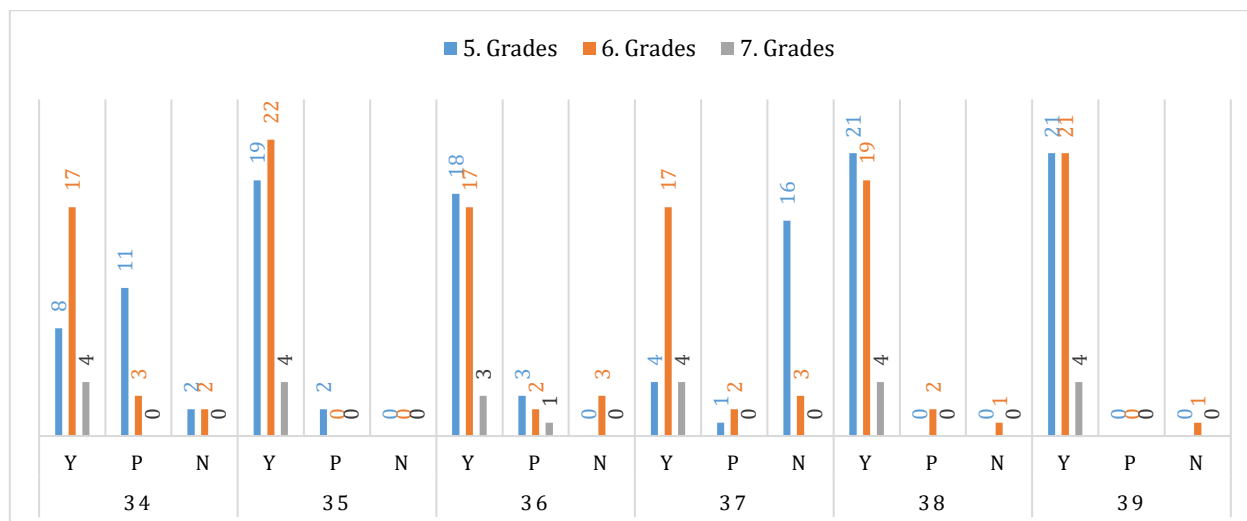


Figure 6. Suitability of short answer questions to writing techniques

Findings related to short answer questions in Figure 6 showed that they can be improved regarding the following criteria: “Is the question structured to have a single correct answer? (34) and “Was the question written as concisely as possible? (37)”. In addition, while the criteria such as “Was it avoided to directly take questions from the student book? (35) and “Are the words used in the question difficult to understand for students? (39),” were generally complied with the writing techniques, the criteria number 37 “Was the question written as short and concisely as possible?” was found to be problematic especially for 5th graders. Examples of questions about to this finding are given in Examples 11 and 12.

Example 11. Example of a question not structured to have a single correct answer

Item: Give one example each about our roles in the following groups.

The group We Are Members Of	Our Role
5A Classroom	
Travel Tourism Club	
Family	
Basketball Team	
Photography Course	

Example 12. Example of question not worded shortly and concisely

Item: Examine the images below and write down which economic activity field they are related to.



Example 11 shows that that the question is structured to have more than one correct answer. This question could have been asked about roles in this group by specifying one of the groups students are a member of. For example, this question can be improved as “Give examples of our roles as students”. Example 12 is a question that is not written concisely. In this example, the question stem is can be structured in a more concise and concise form as “Write the economic activities about following images.”

Compliance of Fill-in-the-Blank (Completion) Questions with Test Item Writing Techniques

The suitability of fill-in-the-blank questions to question writing techniques was analyzed by using six criteria. Figure 7 presents the findings obtained as a result of the analysis.

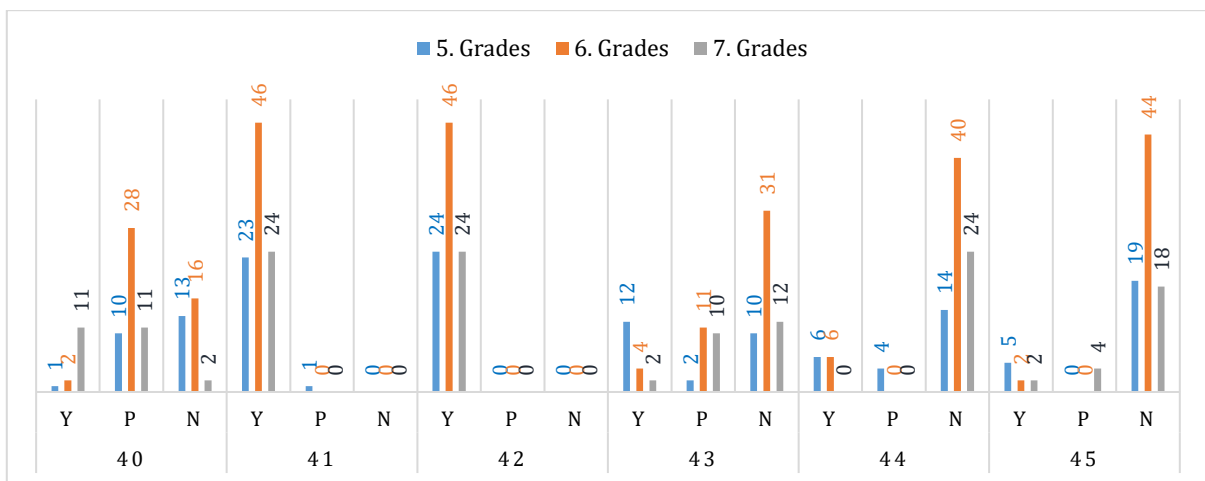


Figure 7. Compatibility of fill-in-the-blank (completion) questions with test item writing technique

Examination of the findings in Figure 7 showed that the Fill-in-the-Blank (completion) questions could be improved regarding the following criteria: “Is the use of verbatim language from teaching materials avoided? (40)”, “Is the blank left at the end of the sentence? (43)”, “Are the blanks all the same width? (44)” and “Is giving clues about the correct answer avoided? (45). In addition, it can be argued that the questions are not very suitable for writing techniques regarding the “Does the item evaluate knowledge? (41) and “Is a short and concise answer requested (42) criteria as well. Various negative aspects were observed especially regarding criteria 40, 43, 44 and 45. Examples of questions that do not meet the required criteria are presented in Example 13, 14, 15 and 16.

Example 13. Example of a question using verbatim language from teaching materials

Item 1. In the blanks below, write the appropriate word from the given words. (10 points)

Plain / Population / Maquis / Sketch / Steppe / Plateau / Natural Disaster / Map

Large fertile plains that are low compared to their surroundings are called

The transfer of all or a part of the earth to a flat area by reducing it within a certain scale is called

The number of people living in a certain area is called.....

Events that occur largely or completely outside the control of people and cause loss of life and property are called

The basic vegetation of the Mediterranean climate consisting of short grass communities is

Example 14. Question example where the blank is not at the end of the question

Item: B) Fill in the blanks in the following expressions with the words given.

**Tourism/Wood/Plato/UNICEF/SocialEnvironment/Production/Distribution/Bilindi/Consmer/
Respect for Labor**

1) is an organization established under the United Nations for the protection of children's rights.

2) The important elements of our are holidays, folk dances and cuisine

3)is a wide plain deeply pierced by the rivers and higher than its surroundings

4).....is a place that does not exist in reality, but keeps people together through the internet.

5) is the stage of delivering the produced goods and services to the consumers.

6) Due to the forest cover in the Black Sea climate,houses are common.

7) Is shown by using footnotes and bibliography in a scientific research

8) has developed in places with long summers, coastal, historical and natural beauties.

9)..... is the person who makes purchases according to his needs and receives the receipt and invoice of the product while shopping.

10)is the creation of a product to meet people's needs.

Example 15. Example of a question where all the blanks are not the same width

Item 2) Place the following concepts in the blanks in a way that is appropriate and meaningful.

Tuspa/Writing/Assyrians/Anal/Money/Ziggurats

- 1) The capital of the Urartians, founded in Eastern Anatolia, is
- 2) With the invention of the ages of history began.
- 3)..... taught Anatolia to write thanks to trade.
- 4) The Hittites wrote down the good and bad things they experienced for a year in the annals called
- 5) With the invention of, the barter in trade was ended.
- 6) The temples belonging to the Sumerians were called

Example 16. Example of a question hinting the correct answer

A-In the blanks below, write the appropriate word from the given words. (20 Points)

Balbal / Belief of Kut / Inscription / Yuğ / Afterlife / Faith / Kurgan / Sagu

- 1) The fact that Turks bury the dead in the graves, along with their loved ones, shows that they believe in
- 2) In the first Turkic states of Central Asia, the funeral and mourning ceremony held after the dead is called
- 3) The belief in Turks that the authority to rule the state is given by the god is.....
- 4) In Central Asia, the big graves where Turks buried their dead with their belongings are called.....
- 5) In Central Asia, the statues erected on the heads of the graves by the Turks as much as the number of enemies they killed are called.....

Examination of Example 13 in Figure 7 shows that the teaching materials were quoted using verbatim in the question. This question may be improved by avoiding the use of verbatim language in the question stem such as, “The dominant vegetation reflecting the climatic characteristics in areas where the Mediterranean climate is observed?”. In Example 14, the question stems can be restructured so that the blanks are at the end such as “The organization operating under the United Nations for the protection of children's rights is”. The question example with unequal gap widths (example 15) can be improved by restructuring the gaps to be equal. Example 16 is written in a structure that gives clues about the correct answer. Questions can be improved by rewording such as “The reason why Turks bury their loved ones and horses in the graves along with the dead is”.

Discussion and Conclusion

Research findings reveal that the most preferred question type by teachers is multiple choice questions followed by binary choice, fill-in-the-blank and matching, respectively, while the least preferred type is the open-ended questions.

Similar to the results of this research, Şanlı and Pınar (2017) found in their study examining the social studies course exam questions that while multiple choice questions were the most preferred question type by the teachers, open-ended questions were one of the question types preferred the least.

It is noteworthy that teachers do not use open-ended questions very much in written exams. Despite the difficulty of making a judgment based on the few open-ended questions examined in this study, it was observed that these questions were far from measuring the targeted reasoning skills and the task was not clearly stated in the questions.

While these findings are in line with the findings that multiple-choice questions are the most preferred question type by social studies (Kılıç, 2010; Şanlı and Pınar, 2017; Uymaz and Çalışkan, 2019), history (Danışmaz, 2019) and Turkish (Aydın and Uçgun, 2020) teachers, this contradicts the studies that concluded that teachers mostly ask questions with short-answers (Safran, 2002) and open-ended (Çolak, 2008) questions in exams. This may be due to the differentiation of question type selection by social studies and history teachers depending on the developmental characteristics of the students, as well as the fact that teachers change their question type preferences over time. It can be stated that use of multiple choice questions by social studies teachers may be related to finding this question type to be more comprehensive to ask questions in their field, ease and objectivity in evaluation (McMillan, 2015). In addition, the use of this question type in central selection and placement exams can be considered as another reason why teachers prefer multiple choice questions more. Less preference for open-ended questions may be due to the difficulty of students in answering such questions and the difficulty of evaluating them (McMillan, 2015). In addition, the fact that teachers generally prefer the question types they know best (Tekin, 2004) rather than the most appropriate question type to measure the relevant outcome (Tekin, 2004) may be another reason for this situation.

The obtained findings pointed out that teachers need to be improved in terms of phrasing the question stem clearly, directly and simply, writing the question items by using positive expressions, creating equivalent items in terms of grammar and length, and writing distractor items. In support of the findings, Downing (2005) conducted a study on the examination of 219 items in four tests and determined that the tests violated the article writing principle by 35% to 65% and that the most common violation in two tests was negative writing of the item. Tarrant et al. (2006) also determined that the correct answer being longer than the distractors was among the most common violations. These findings also coincide with the study findings. Aybek, Kartal and Yildirim (2022) found that the main idea is clearly and clearly expressed at the root of the article in the vast majority of the articles in both the field of science and social studies in their studies, where they examined their questions in the science and social studies course in terms of compliance with the principles of article writing. It can be said that these determinations partially coincide with the findings of the current research on expressing the question root in a simple way. In addition, in the writing of binary option questions, teachers need to be improved in using criteria such as shaping the items around a single proposition or idea and not selecting the correct answers according to a pattern. Aybek et al (2022), who reached similar findings, found that there are substances that require a unified response in their studies. In writing of matching type questions, teachers were found to be open to improvement regarding the criteria of stating that each response may not be used one or more times or not at all and including more responses than the premises. In addition, there are problems in criteria in the completion (fill-in-the-blank) questions; such as the use of verbatim language from teaching materials, positioning and structuring of the blanks, and giving clues about the correct answer.

Each of the items in the exam prepared for assessment should be able to accurately measure the skills that are expected to be measured (Küçükahmet, 1999). For this, every written item must be

accurate in terms of both the form and the content (Göçer, 2015). Questions prepared hastily without considering the rules may contain many typos in terms of question writing technique as well as content and scope (Yavuz & Furkan, 2020). In fact, this situation is interpreted in many studies as errors showing the need that teachers should be given in-service training on identifying question types and preparing questions (Gelbal & Kelecioğlu, 2007; Anıl & Acar, 2008; Bakırcı, Özmantar, & Bozkurt, 2022).

Since using different question types affects students' thinking levels (Çepni, Özsevgeç, & Gökdere, 2003), it can be argued that preparing written exams in accordance with test item writing techniques is crucial. Reaching findings in support of this issue, Karamustafaoğlu et al. (2003) cited the role of the teacher in increasing the quality of education and emphasized that teachers who can prepare quality questions contribute more in this process. In this regard, Balcı and Tekkaya (2000) stated that the evaluation made by teacher-made exams is not very sound because teachers do not comply with the exam preparation processes and rules. It can be said that the findings obtained from the studies mentioned so far support the current research findings by pointing out the importance of preparing questions in accordance with the test item writing techniques.

Recommendations

Based on the findings obtained from the research, the following suggestions are provided;

- Research results showed that multiple choice questions are preferred the most by teachers, followed by binary choice, fill-in-the-blank and matching question types, respectively. When determining the question type, teachers tend to prefer the question types they know the best (Tekin, 2004) rather than selecting the most appropriate question type to measure the relevant outcome (Tekin, 2004). Hence, it is suggested to provide trainings to increase teachers' proficiency regarding question types and test item writing principles,
- According to the findings, the least preferred question type by the teachers is the open-ended questions. It is suggested to explore the reasons and find solutions to the low level use of open-ended questions, which are very important to develop students' high-level thinking skills and to determine the level of acquisitions in the analysis, synthesis and evaluation stages.
- The findings suggest that teachers are open to improvement regarding the criteria such as phrasing the question stem clearly, directly and simply, writing the question items by using positive expressions, creating equivalent items in terms of grammar and length, writing distractor items, shaping the items around a single proposition or idea, not selecting the correct answers according to a pattern, stating that each response may not be used one or more times or not at all, including more responses than the premises, positioning and structuring of the blanks, and giving clues about the correct answer. Based on these results, suggestions were made to make projects to ensure the professional development of teachers in terms of question preparation techniques.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

Conflict Statement

As the authors of the study, we state that we do not have any conflict of interest.



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Sosyal Bilgiler Dersi Yazılı Yoklama Sorularının Soru Türü ve Hazırlama Teknikleri Açısından İncelenmesi

Giriş

Öğretmenler, öğrenme çıktılarını doğru değerlendirebilmek için, doğru verileri elde etmelidir. Doğru veri ise doğru ölçme araçları ile toplanabilir. Dolayısıyla, her yapılan sınav, doğru bir değerlendirme yapıldığı anlamına gelmeyebilmektedir. Bu sorunun nedenleri olarak, soru düzeyi ve kapsam geçerliliği gibi doğrudan içerikle ilgili sorunlar olabileceği gibi soruyu hazırlayandan kaynaklanan, hatalı sorma da gösterilebilir. Öğretmenler, sınav hazırlarken genellikle çoktan seçmeli, açık uçlu, iki seçkili, eşleştirme, kısa cevaplı ve boşluk doldurmalı gibi soru tiplerini kullanmaktadır. Sınav evrakında sadece bunlardan biri ile yapılmış bir ölçme aracı hazırlanabileceği gibi, birden fazla soru tipi de bir arada kullanılabilir. Göçer'e (2015) göre hazırlanan sınavın, gerçek amacına ulaşabilmesi için, içerik açısından olduğu kadar, biçimsel açıdan da doğru yazılması gerekir. Bu nedenle öğretmenlerin soru hazırlayabilme becerilerine sahip olması değerlendirmenin sağlıklı yapılabilmesi için bir ölçme aracı oluşturmanın önemli bir aşamasıdır.

Kuralları dikkate almadan ve acele olarak hazırlanan sorular, içerik ve kapsam kadar, soru yazımında birçok yazım hatası da içerebilmektedir (Yavuz & Furkan, 2020). Ölçme için hazırlanan sınavdaki sorulara ait maddelerin her biri, ölçülmesi beklenen becerileri tam olarak ölçebilmelidir (Küçükahmet, 1999). Bunu için de yazılan her maddenin, amaca ve kurallara uygun olması gerekir. 2005 yılından itibaren uygulanmaya başlanan yapılandırmacı yaklaşımların ön plana çıkarılması süreci ile, ölçme araçları da çeşitlenmeye başlamıştır. Öğretmenlerin, bu yeni ölçme araçlarının varlığından haberdar oldukları kadar, bunların hazırlanış ve uygulanış süreçlerini de bilmeleri gerekmektedir. Zira değerlendirmenin sağlıklı olması, ölçme aracının sağlıklı kullanımına bağlıdır. Çepni vd., (2003), farklı soru türlerinin kullanılmasının faydalarından bahsederken, bunun öğrencilerin düşünme düzeylerini de etkilediğini vurgulamışlardır. Sorular hem öğrencilerin düşünmelerini etkilediği gibi hem de derse karşı

olan tutumlarını ve akademik başarılarını da ölçtüğünden her zaman araştırmacıların ilgisini çekmişlerdir (Akpınar & Ergin, 2006). Linn ve Gronlund (1995), soru hazırlamayı, belirli bilgileri ve becerileri gerektiren bir sanat olarak tanımlamışlar ve eğitimin tüm süreçlerinde olduğu gibi soru hazırlamanın da eğitiminin alınması gerektiğini vurgulamışlardır. Bu hususta (Karamustafaoğlu vd., 2003) eğitimin kalitesinin artırılmasında öğretmenin rolüne değinirken, kaliteli sorular hazırlayabilen öğretmenlerin bu süreçte daha fazla katkı sağladıklarını vurgulamışlardır. Tekin (2004), öğretmenlerin soru hazırlama sırasında, ilgili kazanımlar için ne tür soru çeşidi seçileceğine göre değil, genellikle en iyi bildikleri soru türlerini tercih ettiklerini belirtmiştir. Aslında birçok araştırmada da bu durum, farklı yorumlanarak, bunların birer hata olduğu ve öğretmenlerin soru hazırlama ve soru tipi belirleme konularında hizmet içi eğitimlere alınması gerektiği şeklinde yorumlanmaktadır (Anıl & Acar, 2008; Bakırcı vd., 2022; Gelbal & Kelecioğlu, 2007).

Türkiye’de öğretmenlerin hazırlayıp uyguladıkları soruların incelendiği çalışmalara bakıldığında, neredeyse tamamına yakınının, soruların kazanımlarla ilişkilendirilmesi (Aydın ve Uçgun, 2020; Kutlu vd., 2010; Özgül ve Polat, 2021) veya düzeylerinin belirlenmesi (Akpınar ve Ergin, 2006; Baysen, 2006; Büken ve Artvinli, 2020; Çepni vd., 2003; Karamustafaoğlu vd., 2003; Özgül ve Polat, 2021) üzerine oldukları görülmektedir. Bu çalışmada ise Sosyal Bilgiler öğretmenlerinin kendi hazırladıkları sınavlardaki soru tiplerinin nelerden oluştuğu ile, kullanılan soru tiplerinin, soru ve madde yazım kuralları açısından değerlendirilmesi yapılmaya çalışılmıştır. Bu doğrultuda çalışmada; yazılı yoklama sorularının soru tiplerine göre dağılımı ve soru yazım tekniklerine uygunluğu nasıldır? Sorularına yanıt aranacaktır.

Yöntem

Çalışmada nitel araştırma yöntemlerinden birisi olan doküman analizi kullanılmıştır. Toplanan veriler, içerik analizine de tabi tutulmuştur. Çalışmada doküman incelemesi süreci, uygun dokümanları bulma, orijinallik kontrolü, kod-katalog oluşturma sistematığı belirleme ve verilerin analizi (içerik analizi) aşamaları (Merriam, 2009) referans alınarak yürütülmüştür. Araştırmanın problemi temel alınarak doküman incelemesi tekniğinin probleme ışık tutacak verilerin toplanması için yeterli olacağına karar verilmiştir. Araştırma grubu Balıkesir ili Altıeylül ve Karesi ilçelerinde görev yapan sosyal bilgiler öğretmenleri arasından amaçlı örnekleme tekniklerinden uygun durum örnekleme ile belirlenmiştir. Amaçlı örnekleme tekniği, çalışmaya gönüllü ve uygun katılımcıların tespitine olanak sunduğundan (Patton, 2014) tercih edilmiştir. Bu doğrultuda çalışma, 20 gönüllü sosyal bilgiler öğretmeniyle yürütülmüştür.

Çalışmada veriler, araştırmacı tarafından literatürden (McMillan, 2015) yararlanılarak geliştirilen, “Soru Yazım İlkeleri Kontrol Çizelgesi” (Ek-1) aracılığıyla incelenmiştir. Taslak olarak hazırlanan çizelge dil ve içerik açılarından uzman görüşüne sunulmuştur. Bu kapsamda dil kontrolü için Türk Dili ve Edebiyatı (1) uzmanından, içerik için ise ölçme ve değerlendirme (1) ve sosyal bilgiler (1) uzmanından görüş alınmıştır. Nihayetinde çoktan seçmeli, açık uçlu, iki seçimli, eşleştirme, kısa cevaplı ve tamamlama (boşluk doldurma) tipi sorular için 45 maddeden oluşan bir soru yazım kontrol aracı geliştirilmiştir. Araştırma kapsamında elde edilen veriler araştırmacı tarafından, farklı zamanlarda, iki defa analiz edildikten sonra verilerin bir bölümü (%30) bir alan uzmanı tarafından da analiz edilmiştir. Son olarak araştırmacı ve alan uzmanının analiz sonuçları mukayeseli şekilde değerlendirilerek, mutabık kalınan ve ayrı düşünülen noktalar belirlenmiştir. Bu aşamadan sonra ortak bir analiz tablosu oluşturularak işlem sonlandırılmıştır.

Çalışmanın güvenilirliğini sağlamak amacıyla verilerin, farklı zamanlarda, tekrar kontrolü yapılmıştır. Ek olarak, analiz edilen verilerin çapraz kontrolü, bir alan uzmanı tarafından daha yapılmıştır. Alan uzmanından, verilerin %30'unu analiz etmesi istenmiştir. Bu iki analizin analiz sonucundaki uyum (Miles ve Huberman, 2016) %92 olarak hesaplanmıştır.

Bulgular

Araştırma bulguları incelendiğinde yazılı yoklama sınavlarında öğretmenlerin her sınıf düzeyinde de en fazla çoktan seçmeli soru tipini tercih ettiği görülmektedir. Bu durum öğrencilerin çoktan seçmeli soruların yer aldığı genel sınavlara girecek olması ve bu tip soruların objektif ve hızlı değerlendirmeye imkân sunmasıyla ilgili olabilir. Çoktan seçmeli soru tipini sırasıyla iki seçkili, boşluk doldurma ve eşleştirme izlerken en az açık uçlu soru tipi tercih edilmektedir. Beşinci sınıf düzeyinde iki ve altıncı sınıf düzeyinde dört olmak üzere toplam altı tane açık uçlu soru kullanılması açık uçlu soruların değerlendirilmesinin zor olması ve öğrencilerin bu tür soruları cevaplamakta zorlanması gibi gerekçelerden kaynaklanabilir.

Araştırmadan elde edilen bir başka bulguya göre çoktan seçmeli soruların; "Soru kökü mümkün olduğunca açık, doğrudan ve basit bir şekilde ifade ediliyor mu? "Soru kökünde olumsuz ifadelerin kullanımından kaçınılmış mı?" "Dilbilgisi yapısı, uzunluk ve karmaşıklık konusunda tüm seçenekler aynı doğrultuda mı?" ve "Doğru cevabı bilmeyen öğrenciler için çeldiriciler mantıklı mı?" kriterleri açısından geliştirilmeye açık olduğu söylenebilir. Ayrıca "Seçenekler kısa mı? "Karmaşık seçeneklerden kaçınılıyor mu? ve "Doğru cevaplar, tüm seçenekler içinde eşit olarak dağıtılıyor mu?" kriterleri açısından soruların yazım tekniklerine önemli ölçüde uygunluk gösterdiği görülse de kriterlere uymayan sorular da tespit edilmiştir.

Araştırmadan elde edilen bulguların açık uçlu soruların; "Hedeflenen muhakeme becerileri ölçüldü mü? ve "Görev açıkça belirtildi mi?" kriterleri açısından geliştirilmeye açık olduğuna işaret ettiği ifade edilebilir. Ayrıca "Soruları cevaplamak için verilen süre yeterli mi? ve "Çeşitli sorular arasından seçim yapma durumunun önüne geçildi mi?" kriterleri açısından soruların yazım tekniklerine önemli ölçüde uygunluk gösterdiği görülmekle birlikte bu soru tipinde çok az sayıda soruya yer verilmesi daha kapsamlı bulgulara ulaşmanın önünde engel teşkil ettiği söylenebilir.

Elde edilen bir başka bulguya göre iki seçimli soruların; "Madde tek bir önerme ya da fikir içeriyor mu? "Doğru cevapların bir modeli var mı?" ve "Madde öğrencileri kandırmaya çalışmayacak şekilde yazılmış mı?" kriterleri açısından geliştirilmeye açık olduğu söylenebilir. Ayrıca "Madde Olumlu olarak ifade ediliyor mu?", "Maddedeki her iki ifadenin uzunluğu yaklaşık olarak aynı mı?" ve "Anlaşılır terimler kullanılıyor mu?" kriterleri açısından soruların genel olarak yazım tekniklerine uygunluk gösterdiği ifade edilebilir. Bununla birlikte örnek 7 ve 8 de görüleceği üzere ilgili kriterlere uymayan sorular da yer almaktadır.

Araştırmadan ulaşılan bulgulardan hareketle eşleştirme tipi soruların; "Her bir karşılığın bir ya da birden fazla sefer veya hiç kullanılmayabileceği açık mı?" ve "Öncüllerden daha fazla karşılık var mıdır?" kriterleri açısından geliştirilmeye açık olduğu ifade edilebilir. Ayrıca "Öğrencilerin cevapları nereye ve nasıl yerleştireceği açık mı?", "Her bir öncül için bir tane olası cevap var mıdır?" ve "Öncüller ve karşılıkları aynı sayfada mıdır?" kriterleri açısından soruların yazım tekniklerine büyük oranda uygunluk gösterdiği ifade edilebilir.

Elde edilen bulgular kısa cevaplı soruların; “Soru tek bir doğru cevabı olacak şekilde yapılandırıldı mı?” ve “Soru mümkün olduğunca kısa ve öz yazıldı mı?” kriterleri açısından geliştirilmeye açık olduğunu işaret etmektedir. Ayrıca “Kitaptan doğrudan alıntı soru sorulmasından kaçınıldı mı?” ve “Soruda kullanılan sözcükler öğrenciler için anlaşılır zorlukta mı?” kriterleri açısından soruların genel olarak yazım tekniklerine uygunluk gösterdiği söylenebilir de “Soru mümkün olduğunca kısa ve öz yazıldı mı?” maddesinin özellikle 5. sınıflar için sorunlu olduğu da görülmektedir.

Araştırma bulguları incelendiğinde boşluk doldurma (tamamlama) sorularının; “Öğretim materyallerinden motamot dil kullanımı engellendi mi?”, “Bırakılan boşluk cümlelerin sonunda mı?”, “Boşlukların hepsi aynı genişlikte mi?” ve “Doğru cevaba dair ipucu vermekten sakınıldı mı?” kriterleri açısından geliştirilmeye açık olduğu görülmektedir. Ayrıca “Bilgi değerlendirildi mi?” ve “Kısa ve öz cevap istendi mi?” kriterlerinin tümü açısından soruların yazım tekniklerine pek uygunluk gösterdiği söylenemez.

Tartışma ve Sonuç

Araştırma bulguları öğretmenlerin en çok tercih ettikleri soru tipinin çoktan seçmeli sorular olduğunu ortaya koymaktadır. Çoktan seçmeli soru tipini sırasıyla iki seçkili, boşluk doldurma ve eşleştirme izlerken en az açık uçlu soru tipi tercih edilmektedir. Araştırma bulgularıyla benzer sonuçlara ulaşan Şanlı ve Pınar (2017) sosyal bilgiler dersi sınav sorularını inceleyen çalışmalarında çoktan seçmeli soruların öğretmenlerin en çok tercih ettiği soru tipi olurken açık uçlu sorular en az tercih ettikleri soru tiplerinin biri olduğunu tespit etmişlerdir. Öğretmenlerin yazılı yoklama sınavlarında açık uçlu sorulara çok az sayıda yer vermesi dikkate değer görülmektedir. İncelenen az sayıda açık uçlu sorudan yola çıkarak bir yargıya varmanın zorluğuna karşın bu soruların hedeflenen muhakeme becerilerini ölçmekten uzak olduğu ve sorularda görevin açıkça belirtilmediği görülmüştür. Bu bulgular, sosyal bilgiler (Kılıç, 2010; Şanlı ve Pınar, 2017; Uymaz ve Çalışkan, 2019), tarih (Danışmaz, 2019) ve Türkçe (Aydın ve Uçgun, 2020) öğretmenlerinin en fazla tercih ettiği soru türünün çoktan seçmeli sorular olduğu bulgularıyla örtüşürken; öğretmenlerin sınavlarda çoğunlukla kısa cevaplı (Safran, 2002) ve açık uçlu (Çolak, 2008) sorular sorduğu sonucuna ulaşan çalışmalarla çeliştiği söylenebilir. Ayrıca merkezî seçme ve yerleştirme sınavlarında bu soru türünün kullanılması öğretmenlerin çoktan seçmeli soru türünü daha çok tercih etmelerinin bir diğer gerekçesi olarak düşünülebilir. Açık uçlu soruların ise az tercih edilmesi; öğrencilerin bu tür soruları cevaplamakta zorluk çekmesi ve açık uçlu soruların değerlendirilme zorluğundan (McMillan, 2015) kaynaklanabilir. Ek olarak, öğretmenlerin soru tipini belirlerken ilgili kazanımı ölçmeye en uygun soru tipini değil, genellikle en iyi bildikleri soru türlerini tercih etmeleri (Tekin, 2004) bu durumun bir başka gerekçesi olabilir.

Elde edilen bulgular çoktan seçmeli soruların yazımında; soru kökünü yalın olarak ifade etme, olumlu olarak yazma, dilbilgisi ve uzunluk bakımından eş değer madde oluşturma ve çeldirici madde yazımı açılarından öğretmenlerin geliştirilmeye ihtiyaç duyduğuna işaret etmektedir. Bulguları destekler nitelikte Downing (2005) dört testteki 219 maddenin incelenmesi üzerine yaptığı araştırmasında testlerin % 35 ile % 65 oranında madde yazım ilkesini ihlal ettiği ve iki testte en çok görülen ihlalin maddenin olumsuz yazılması olduğunu belirlemiştir. Tarrant vd.’nin (2006) doğru yanıtın çeldiricilerden daha uzun olması en sık rastlanılan ihlaller arasında yer aldığını belirlemiştir. Bu bulgular da çalışma bulgularıyla örtüşmektedir. Aybek, Kartal ve Yıldırım (2022) ise fen bilgisi ve sosyal bilgiler dersinde sorularını madde yazım ilkelerine uygunluğu açısından inceledikleri çalışmalarında hem fen bilgisi hem de sosyal bilgiler alanında maddelerin büyük bir çoğunluğunda ana

fikrin madde kökünde açık ve anlaşılır bir biçimde ifade edildiğini tespit etmişleridir. Bu tespitlerin mevcut araştırmanın soru kökünü yalın olarak ifade etme ile ilgili bulgularıyla kısmen örtüştüğü söylenebilir. Ek olarak iki seçkili soruların yazımında öğretmenlerin; maddeleri tek bir önerme veya fikir etrafında şekillendirme ve doğru cevapları bir modele göre tasarlamama gibi ölçütlerde geliştirilmeye ihtiyaç duymaktadırlar. Benzer bulgulara ulaşan Aybek vd. (2022) çalışmalarında birleşik yanıt vermeyi gerektiren maddelere yer verildiği tespit etmişlerdir. Eşleştirme tipi soruların yazımında ise; her bir karşılığın bir ya da birden fazla sefer veya hiç kullanılmayabileceğini belirtme ve öncüllerden daha fazla karşılığa yer verme kriterleri öğretmenlerin geliştirilmeye açık olduğu diğer yönler olarak ön plana çıkmıştır. Ayrıca tamamlama (boşluk doldurma) sorularında; öğretim materyallerinden motamot dil kullanımı, boşlukların konumlandırılması ve yapılandırılması ile doğru cevaba dair ipucu verme gibi ölçütlerde sorunlar olduğunu ortaya koymaktadır.

Ölçme için hazırlanan sınavdaki sorulara ait maddelerin her biri, ölçülmesi beklenen becerileri tam olarak ölçebilmelidir (Küçükahmet, 1999). Bunun için de yazılan her maddenin içerik açısından olduğu kadar, biçimsel açıdan da doğru yazılması gerekir (Göçer, 2015). Kuralları dikkate almadan ve acele olarak hazırlanan sorular, içerik ve kapsam kadar, soru yazım tekniği açısından birçok yazım hatası da içerebilmektedir (Yavuz & Furkan, 2020). Aslında birçok araştırmada da bu durum, farklı yorumlanarak, bunların birer hata olduğu ve öğretmenlerin soru hazırlama ve soru tipi belirleme konularında hizmet içi eğitimlere alınması gerektiği şeklinde yorumlanmaktadır (Anıl & Acar, 2008; Bakırcı, Gelbal & Kelecioğlu, 2007; Özmantar, & Bozkurt, 2022). Ek olarak farklı soru türlerinin kullanılması öğrencilerin düşünme düzeylerini (Çepni, Özsevgeç ve Gökdere, 2003) etkilediğinden hareketle, yazılı yoklamaların, sınav soru yazım tekniklerine uygun hazırlanmasının ayrı bir öneme sahip olduğu söylenebilir. Bu hususu destekler nitelikte bulgulara ulaşan Karamustafaoğlu vd. (2003), eğitimin kalitesinin artırılmasında öğretmenin rolüne değinirken, kaliteli sorular hazırlayabilen öğretmenlerin bu süreçte daha fazla katkı sağladıklarını vurgulamışlardır. Bu konuda Balcı ve Tekkaya (2000) ise öğretmen yapımı sınavların öğretmenlerin sınav hazırlama süreçleri ve kurallarına uymamaların nedeniyle bu sınavların değerlendirmesinin çok da sağlıklı olmadığını belirtmişlerdir. Buraya kadar zikredilen çalışmalardan elde edilen bulguların, soru hazırlama tekniklerine uygun soru hazırlamanın önemine işaret etme bakımından, mevcut araştırma bulgularını destekler nitelikte olduğu söylenebilir.

Öneriler

Araştırmadan elde edilen bulgulardan hareketle;

1. Öğretmenlerin soru türleri ve yazım ilkleri konularında yeterliklerini artırıcı eğitimler yapılması,
2. Öğrencilerin üst düzey düşünme becerilerinin geliştirilmesi ve analiz, sentez ve değerlendirme basamağında olan kazanımlara ulaşma düzeylerinin belirlenmesi açılarından son derece önemli olan açık uçlu soruların çok az kullanılmasının nedenleri araştırılarak çözümüne yönelik uygulamalı çalışmalar yapılması,


Ölçme için hazırlanan sınavdaki sorulara ait maddelerin her biri, ölçülmesi beklenen becerileri tam olarak ölçebilmelidir (Küçükahmet, 1999). Bunu için de yazılan her maddenin içerik açısından olduğu kadar, biçimsel açıdan da doğru yazılması gerekir (Göçer, 2015). Bu sonuçlardan yola çıkarak öğretmenlerin soru hazırlama teknikleri açısından mesleki gelişimini sağlamak üzere projeler yapılması yönünde öneriler getirilmiştir.




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An Analysis of Mathematical Concepts in the 4th Grade Social Studies Textbook

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Abstract

In Türkiye, it is crucial to link the 4th grade social studies course with mathematical concepts to unveil the interdisciplinary coherence of the curriculum. This study aims to identify mathematical concepts in the social studies textbook for 4th graders and explore how these concepts are presented. To attain this goal, document analysis is employed. The data for this study were sourced from the primary school 4th-grade Social Studies textbook, which was created according to the 2018 Social Studies Curriculum, and the 2018 Mathematics Curriculum. Descriptive analysis was used to analyze the data. The results revealed that the social studies textbook included mathematical concepts from various learning areas in the mathematics curriculum. Among these areas, measurement was the most common, followed by concepts related to numbers and operations. Additionally, the social studies curriculum supports mathematics skills by incorporating concepts related to geometry and data processing into its learning areas. This offers primary school teachers an opportunity for interdisciplinary instruction.

Keywords: Mathematical concept, primary school mathematics curriculum, interdisciplinary approach, social studies.

Introduction

The relationship between different disciplines has a long history (Özaydınlı-Tanrıverdi & Kılıç, 2019). The narrowed perspective that comes with viewing disciplines in isolation is recognized (Şahinkaya & Aladağ, 2009). The fundamental concept of interdisciplinarity in education involves the merging of two disciplines or fields and using the methods and knowledge of the related fields (Jacobs, 1989). Interest in interdisciplinary approaches in education has grown significantly, resulting in a considerable increase in publications, particularly since the 2000s (Turna & Bolat, 2015). Interdisciplinary approaches aim to guide students towards higher-level learning and ensure the acquisition of advanced skills (Aybek, 2001). Furthermore, such approaches have diversified into multidisciplinary, cross-disciplinary, and transdisciplinary approaches. The multidisciplinary approach merges no less than two disciplines, while the cross-disciplinary approach bestows an alternate viewpoint from that of one discipline to another discipline. The transdisciplinary approach aims to eliminate boundaries between disciplines (Aktan, 2007; Turna & Bolat, 2015). The interdisciplinary approach comprises three dimensions. The curriculum aims to establish connections between disciplines in the first horizontal dimension, while prioritizing the creation of interdisciplinary connections between contents at different levels in the second, or vertical, dimension. The third dimension involves linking newly acquired knowledge with work and life experience (Aladağ & Şahinkaya, 2013, p. 159).

It is found that primary school teachers pay attention to the usability of a concept, topic, or theme in different disciplines for the practice of interdisciplinary teaching approaches (Anık et al., 2023; Aslan & Karakuş, 2016). The main goal of teachers in making associations is to provide students with multiple and different perspectives. In the related literature, it is emphasized that the interdisciplinary teaching approach is to provide students with different perspectives (Yıldırım, 1996). In terms of the benefits of integrating different disciplines into the learning process, it can be said that it contributes to better understanding, critical thinking, and problem solving skills among students (Baş et al., 2021; Doğan, 2014). There are four cognitive skills that are promoted in the interdisciplinary approach, such as students' perspective taking, developing structural knowledge about problems, distinguishing different views from different disciplines, and making cognitive progress in understanding problems in an

interdisciplinary way (Demirel & Coşkun, 2010). These skills contribute to students' progress by viewing problems holistically. In Türkiye, it can be seen that the curricula have recently been updated and more attention has been paid to the skills that students should acquire with an interdisciplinary perspective (Sezgin et al., 2018).

Social studies and mathematics are two separate disciplines, each with different learning goals and learning processes. However, there is an important intersection between these two disciplines (Yıldız, 2021). The integration of social studies and mathematics education in an interdisciplinary approach is necessary to promote students' understanding of real-world problems, develop critical thinking and problem-solving skills, guide interdisciplinary learning, prepare students for future challenges, and address educational standards. This integration enhances the learning experience for students and equips them with the knowledge and skills necessary to succeed in an interconnected world. It is emphasized that connections to other disciplines should be made at appropriate times while teaching the learning outcomes in the social studies and mathematics curriculum (Ministry of National Education [MoNE], 2018a; 2018b).

Social studies and mathematics can work together by establishing an interdisciplinary relationship. Connections such as data analysis and statistics, maps and scales, graphs and tables, time and history, budgeting and financial planning, analysis and problem solving can be made between social studies and mathematics (Bekdemir & Başbüyük, 2011). Thanks to these connections, students can apply the skills they learn in mathematics classes to social studies classes and help make these classes more meaningful and interesting (Pala & Başbüyük, 2019). The use of these mathematical skills in the social studies curriculum helps students to see the connections between different disciplines and to have a more holistic learning experience. In addition, these skills provide students with important skills that they can use in their daily lives and future careers.

Before examining the mathematical concepts in social studies content, it is necessary to explain how the mathematical concept is defined in the literature. The most important element of mathematics education is the teaching of mathematical concepts. In mathematics education, failure to learn the concepts or learning them with misconceptions can cause problems (Dede & Argün, 2004). Misconceptions about mathematical concepts, also referred to as mathematical difficulties, may have epistemological, psychological, and pedagogical reasons (Bingölbali & Özmantar, 2010). In primary education, there are many mathematical concepts such as numbers, addition and subtraction, fractions, and measurement. In the elementary mathematics curriculum in Türkiye, there are learning areas of numbers and operations, geometry, measurement, and data processing (MoNE, 2018b). Interdisciplinarity can be achieved by linking the concepts related to these learning areas with the topics of the social studies curriculum.

Social studies and mathematics are important areas for understanding the world. However, there may be cases where they are perceived as unrelated fields. The reason for this situation may be related to the assessments applied in standardized examinations (Eryılmaz & Demirtaş, 2022). In the field of social studies and mathematics in Türkiye, the effect of mathematical skills on map reading skills (Pala & Başbüyük, 2019), map reading skills (Ertuğrul, 2008; Sönmez, 2010), map and direction graph reading and preparation skills (Akgün, 2010); techniques of using statistics and graphs in social studies (Akın-Köse, 2011); ability to use scale (İnel, 2011); ability to understand time and chronology (Akbaba et al., 2012; Ablak and Aksoy, 2021; Kekeç, 2018); and ability to determine location coordinates (Kuşçu,

2011). On the other hand, very few studies were found to evaluate the association between the social studies program and the mathematics course (Aladağ & Şahinkaya, 2013; Şahinkaya & Aladağ, 2009). In Türkiye, it is important to link the social studies course, which begins at the fourth-grade level, with mathematics concepts in order to reveal the interdisciplinary compatibility of the curriculum. In this study, the aim was to identify the mathematics concepts in the 4th grade social studies textbook and to reveal how the related concepts are covered. In line with this purpose, the mathematics concepts in the 4th grade social studies textbook, which was prepared according to the 2018 social studies curriculum currently in effect, were examined based on the 2018 mathematics curriculum. The sub-problems of the research are presented below:

1. What is the distribution of the mathematical concepts in the social studies textbook according to the learning area of numbers and operations in the mathematics curriculum?
2. What is the distribution of the mathematical concepts in the social studies textbook according to the learning area of geometry in the mathematics curriculum?
3. What is the distribution of the mathematical concepts in the social studies textbook according to the measurement learning area in the mathematics curriculum?
4. What is the distribution of the mathematical concepts in the social studies textbook according to the data processing learning area in the mathematics curriculum?
5. What is the distribution of the mathematical concepts in the social studies textbook according to the learning areas in the mathematics curriculum?

Method

The study relies on document analysis as a methodology. Document analysis is a technique widely applied in various fields of research. Particularly in the context of educational research, it is leveraged to scrutinize student work, instructional resources, curricula, guidelines, and other written materials. Essentially, document analysis involves a systematic review of written sources to derive insights, facts, and meanings on a specific issue or problem (Bowen, 2009). Accordingly, the examination process entails accessing and interpreting information from existing documents. Document analysis may have limitations and challenges associated with bias in document selection (Cohen et al., 2007). Nevertheless, researchers can benefit from conducting document analyses by making historical and comparative investigations, as the analysis enables the collection of data from pre-prepared materials, rather than employing more time-consuming methods such as direct observation or interviews (Corbin & Strauss, 2008). Document analysis was preferred in the study due to the research problem's connection to the curriculum and textbook, both teaching materials. This necessitated documents as a data source.

Data Sources and Data Analysis

According to the research problem, the Primary School Social Studies Textbook, which was approved for teaching for five years starting from the 2018-2019 academic year with the decision of the Education and Instruction Board of the Ministry of National Education on May 28, 2018, and numbered 78, and the Mathematics Course Curriculum, which has been in effect since 2018, were used as data sources. The primary school social studies textbook was written by Sami Tüysüz and published by Tuna

Matbaacılık in 2022. The textbook in question is still being used in the 2022-2023 school year in which the research was conducted.

Document analysis is a qualitative research method that is carried out with a specific systematic approach. It is recommended to follow certain steps in order to apply this analysis successfully. In this study, the following steps were followed regarding the stages of document analysis (Foster, 1995, as cited in Yıldırım & Şimşek, 2021):

- *Access to documents:* The mathematics curriculum used as a data source in the study was accessed from the website of the Presidency of the Board of Education and Discipline on Curricula, and the primary school social studies textbook was accessed from the Education Information Network (EBA).
- *Verification of the authenticity of the documents:* Both documents used as data sources in the study were obtained from the official websites of the Ministry of National Education of the Republic of Türkiye.
- *Understanding the documents:* The primary school social studies textbook and the mathematics curriculum were subjected to an analytical reading in the context of the research subproblems. Related readings were done by the researcher in order to understand the context of the documents.
- *Data analysis:* A mathematical concept data analysis table was created by the researcher to determine which mathematical concepts are related to the learning areas of the elementary social studies textbook based on the research subproblems. Based on the data analysis table, associations were made with the contents of the learning areas in the elementary social studies textbook. In these associations, the frequencies of the findings were given using descriptive analysis.
- *Use of data:* The data sources used in the study are publicly available. There is no possibility of anyone being partially or fully benefited or harmed.

The data sources and analysis of the study were carried out in accordance with the implementation of document analysis and the steps to be followed in this process. In other studies, the researcher may adapt these stages according to his/her needs and the research context.

Validity and Reliability

The research data were coded by two different experts and their coding was compared. A third expert was consulted to resolve the differences and necessary adjustments were made. Based on the data obtained, the reliability of the research was calculated using Miles and Huberman's (1994) formula " $\text{Reliability} = \left(\frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}} \right) \times 100$ ".

Table 1. *Inter-coder reliability analysis of mathematical concepts in the social studies textbook*

Learning Areas	Agreement	Disagreement	Inter-Coder Reliability
Numbers and Operations	417	25	0,94
Geometry	106	5	0,95
Measurement	485	19	0,96
Data processing	19	1	0,95
Total	1027	50	0,95

Table 1 shows that the codes created by two experts for the mathematical concepts in the social studies textbook are highly compatible (>.80) according to the learning areas.

The credibility of the study is related to the internal validity and is ensured by the correct interpretation of the data (Creswell & Miller, 2000). The findings of the study were supported with direct quotations to increase credibility. The confirmability of the research is called the criterion of objectivity and clarity (Bowen, 2009). The decisions of the researcher should be verifiable. In the research, the data analysis process was digitized and stored in an open and transparent manner, and it was explained how the results were reached. The transferability of the research is related to the external validity and shows whether the findings are valid in different contexts (Shenton, 2004). By defining the context in detail through purposive sampling, transferability was ensured for similar studies. Research coherence includes detailed explanations of how the processes of obtaining, using, analyzing, and interpreting data sources were carried out (Merriam, 1998). Consistency was ensured by following these methods throughout the research. Consistency was enhanced by coding with the data analysis table.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

The research does not require ethics committee approval because it consists of completed documents that are registered and publicly available. In this article, the journal writing rules, publication principles, research and publication ethics rules, and journal ethics rules were followed. The responsibility for any violations that may occur in relation to the article rests with the author.

Findings

Findings Related to the Sub-Problem "What Is the Distribution of the Mathematical Concepts in the Social Studies Textbook According to the Learning Area of Numbers and Operations in the Mathematics Curriculum?"

The study's objective was to analyze the distribution of mathematical concepts in a social studies textbook within the numbers and operations learning area of the mathematics curriculum. Table 2 displays the results of this analysis.

Table 2. *Distribution of mathematical concepts according to the learning area of numbers and operations*

Learning Area	Sub-Learning Area	Frequency (f)
Numbers and Operations	Natural numbers	397
	Addition with natural numbers	8
	Multiplication with natural numbers	5
	Subtraction with natural numbers	4
	Fractions	2
	Division by natural numbers	1
	Total	417

According to Table 2, when the distribution of mathematical concepts in the social studies textbook according to the numbers and operations learning area in the mathematics curriculum was examined, a total of 417 mathematical concepts related to numbers and operations were identified. The vast majority of these (f=397) were in the natural numbers sub-learning area. In addition, addition with

natural numbers (f=8), multiplication with natural numbers (f=5), subtraction with natural numbers (f=4), fractions (f=2) and division with natural numbers (f=1) are also included in the social studies textbook.

Examples of the sub-learning areas in the mathematics curriculum that are prominent in the social studies textbook in the first sub-problem are given below:

Natural numbers sub-learning area, "*There are currently more than 7.5 billion people living in the world* (Unit 1-Page 11)."

Addition and subtraction with natural numbers sub-learning areas, "*I have a brother who is four years younger than me and an older sister who is three years older than me* (Unit 1-Page 16)."

Addition and subtraction with natural numbers sub-learning areas, "*Nowadays, while group games have decreased, games played alone have increased and children play games only at home* (Unit 2-Page 48)."

Addition with natural numbers sub-learning area, "*There is a landline phone in our house and two cell phones, one belonging to my mother and one belonging to my father* (Unit 4-Page 96)."

Multiplication with natural numbers sub-learning area, "*This line is extended five times the distance between two stars* (Unit 3-Page 64)."

Division with natural numbers sub-learning area, "*After analyzing the photos above, Yağmur divided them into two groups* (Unit 3-Page 70)."

Fractions sub-learning area, "*So much so that two-thirds of the country's land is covered with forests* (Unit 7-Page 174)."

Findings Related to the Sub-Problem "What Is the Distribution of the Mathematical Concepts in the Social Studies Textbook According to the Learning Area of Geometry in the Mathematics Curriculum?"

In accordance with the purpose of the study, Table 3 presents the results of the distribution of mathematical concepts in the social studies textbook according to the geometry learning area of the mathematics curriculum.

Table 3. *Distribution of mathematical concepts according to geometry learning area*

Learning Area	Sub-Learning Area	Frequency (f)
Geometry	Spatial relationships	77
	Geometric objects and shapes	26
	Basic concepts in geometry	3
	Total	106

Table 3 reveals the examination of mathematical concepts distributed in the social studies textbook encompassing the geometry learning area of the mathematics curriculum, revealing the identification of 106 mathematical concepts related to geometry. The majority of these concepts (f=77) were found in the sub-learning area of spatial relations. Additionally, the social studies textbook includes the sub-learning areas of geometric objects and shapes (f=26) and basic concepts of geometry (f=3).

In the second sub-problem, examples of the sub-learning areas in the mathematics curriculum that come to the fore in the social studies textbook are given below:

Spatial relations sub-learning area, "On the front side of my identity card, it says *REPUBLIC OF TÜRKİYE IDENTITY CARD* in Turkish on the top and in English on the bottom (Unit 1-Page 13)."

Geometric objects and shapes sub-learning area, "In sketches, easy-to-draw shapes such as rectangles, squares, circles and triangles are usually used (Unit 3-Page 69)."

Basic concepts in geometry sub-learning area, "In this case, the line that is assumed to pass through the center of the angle between 12 o'clock and the hour hand points to the south (Unit 3-Page 65)."

Findings Related to The Sub-Problem "What Is the Distribution of the Mathematical Concepts in the Social Studies Textbook According to the Measurement Learning Area in the Mathematics Curriculum?"

In accordance with the purpose of the study, the findings regarding the distribution of mathematical concepts in the social studies textbook according to the measurement learning area in the mathematics curriculum are presented in Table 4.

Table 4. Distribution of mathematical concepts in the social studies textbook according to the measurement learning area

Learning Area	Sub-Learning Area	Frequency (f)
Measurement	Measuring time	365
	Our money	79
	Measuring length	25
	Weighing	9
	Area measurement	4
	Measuring the environment	3
	Total	485

Table 4 shows that when the distribution of mathematical concepts in the social studies textbook was examined according to the learning area of measurement in the mathematics curriculum, a total of 485 mathematical concepts related to measurement were identified. A total of 485 mathematical concepts were identified, with the majority (f=365) found in the measuring time sub-learning area. In addition, the social studies textbook also covers sub-learning areas such as money (f=79), length measurement (f=25), weighing (f=9), area measurement (f=4), and perimeter measurement (f=3).

In the third sub-problem, examples of the sub-learning areas in the mathematics curriculum that are prominent in the social studies textbook are given below:

In the sub-learning area of measuring time, "The United Nations General Assembly adopted the *Convention on the Rights of the Child* on November 20, 1989 to guarantee children's rights (Unit 6-Page 152)."

Our money sub-learning area, "Her father gave Neşe an allowance of 35 TL to spend during the week when she went to school on Monday morning. However, Neşe spent all of her school allowance in two days. When she ran out of money, she asked for pocket money again (Unit 5-Page 138)."

In the sub-learning area of measuring length, "One of the most striking features of the madrasa was the doors of the classrooms, which were a little over a meter high (Unit 2-Page 42)."

Weighing sub-learning area, "I was born in Kırşehir on April 9, 2009 as a baby weighing three kilograms one hundred and eighty grams (Unit 1-Page 16)."

Sub-learning area of measuring space, "Vacuum cleaners were heavy tools that took up a large space when they were invented (Unit 4-Page 100)."

Sub-learning area of measurement of environment, "For example, distinctive places such as schools, mosques, post offices, banks, playgrounds, etc. can be found around our house (Unit 3-Page 68)."

Findings Related to the Sub-Problem "What Is the Distribution of the Mathematical Concepts in the Social Studies Textbook According to the Data Processing Learning Area in the Mathematics Curriculum?"

In accordance with the study's objective, Table 5 presents the results concerning the allocation of mathematical concepts within the social studies textbook based on the data processing learning area of the mathematics curriculum.

Table 5. Distribution of mathematical concepts according to data processing learning area

Learning Area	Sub-Learning Area	Frequency (f)
Data Processing	Data collection and evaluation	19
	Total	19

According to Table 5, when the distribution of mathematical concepts in the social studies textbook was examined according to the learning area of data processing in the mathematics curriculum, a total of 19 mathematical concepts related to data processing were identified. These concepts are also included in the sub-learning area of data collection and evaluation (f=19).

In the fourth sub-problem, examples related to the sub-learning area in the mathematics curriculum, which is prominent in the social studies textbook, are given below:

Data collection and evaluation sub-learning area, "After completing my studies, I showed the daily weather events and temperature values that I noted in my notebook with a picture table and graph (Unit 3-Page 74)."

Another example of data collection and evaluation sub-learning area is shown in Figure 1 (Unit 3-Page 75).



Figure 1. Example of data collection and evaluation sub-learning area

Findings Related to the Sub-Problem "What Is the Distribution of The Mathematical Concepts in the Social Studies Textbook According to the Learning Areas in the Mathematics Curriculum?"

The distribution of mathematical concepts in the social studies textbook, based on the learning areas in the math curriculum, is presented in Table 6 to align with the study's objective.

Table 6. *Distribution of mathematical concepts according to learning areas*

Learning Area	Frequency (f)
Measurement	485
Numbers and Operations	417
Geometry	106
Data Processing	19
Total	1027

Table 6 displays the overall distribution of mathematical concepts in the social studies textbook across all learning areas in the mathematics curriculum. The concepts related to measurement ($f=485$) and numbers and operations ($f=417$) ranked second, followed by geometry ($f=106$) in third place, and data processing ($f=20$) in the last position. In total, 1027 mathematical concepts were identified.

Discussion and Conclusion

It was found that the majority of the mathematical concepts in the social studies textbook were in the numbers and operations strand. They were found to be particularly concentrated in the natural numbers sub-learning area. In addition, it was found that addition, subtraction, multiplication, and division operations with natural numbers and concepts related to fractions were also included. This result shows that the social studies course not only deals with social issues but also includes mathematical concepts. The inclusion of mathematical concepts in the social studies course provides students with the opportunity to evaluate different issues from different perspectives. In fact, it has been emphasized that showing students the relationship between mathematics and other subjects can help them better understand the importance of mathematics in the real world (Moyer-Packenham & Westenskow, 2013). The intensive treatment of natural numbers and operations may be due to the fact that these concepts are frequently encountered in everyday life and social events. For example, topics such as the population of a country, economic data, or the timing of historical events require mathematical concepts (Stanic & Kilpatrick, 1989).

When the distribution of mathematical concepts in the social studies textbook was examined in terms of the geometry learning area, it was found that most of them were related to the sub-learning area of spatial relations. It was found that there were few concepts related to geometric objects and shapes and basic concepts in geometry. The inclusion of concepts related to geometry in social studies textbooks may be to help students develop spatial thinking and associative skills with their environment. In particular, emphasizing "spatial relationships" can help students understand topics such as geographic locations, boundaries, regions, and landforms (National Council of Teachers of Mathematics [NCTM], 2000). International literature suggests that spatial thinking and geometric concepts in social studies education help students better understand geographic and historical events (Liben & Downs, 1993). The fact that there is little information about geometric objects, shapes, and basic concepts may mean that these concepts are less applicable in the social studies context. However, geometry plays an important role in understanding spatial relationships in everyday life and identifying the objects around us (Van de Walle et al., 2014). Although geometric concepts and skills such as

locational orientation, map literacy (Akgün, 2010; Pala & Başbüyük, 2019), and spatial thinking are frequently included in the social studies curriculum (MoNE, 2018a), it is noteworthy that geometry content in textbooks remains limited. However, not completely ignoring these concepts has the potential to show students how to use these concepts in different contexts (Battista, 2007).

It was found that the majority of the mathematical concepts in the social studies textbook in the learning area of measurement were related to measuring time. In addition, it was observed that the concepts belonging to the sub-learning areas of measuring money and measuring length were relatively more common. Measurement is an important topic for different disciplines in terms of the application of mathematics in everyday life (Van de Walle et al., 2014). The predominance of the concept of measuring time in social studies courses reflects the importance of issues such as sequencing historical events, understanding the concept of time, and evaluating events in daily life within a time framework (Akbaba et al., 2012; Steffe & Thompson, 2000). The reason for including the topic of money in social studies is to draw attention to the basic mathematical skills needed to understand the historical and cultural development of economics and trade (Saxe, 1991). Including the concept of length measurement in a social studies textbook may be necessary to facilitate understanding of topics such as geographic scales, maps, and physical characteristics of regions (Liben & Downs, 1993).

It was observed that there were very few concepts belonging to the computing learning area in the social studies textbook, and these were limited to the data collection and evaluation sublearning area. Computing is an important subfield of mathematics and can help develop scientific reasoning, problem solving, and critical thinking skills (Franklin et al., 2007). The underrepresentation of this area in the social studies textbook may result in students not being adequately exposed to these skills. Including the data collection and analysis sub-area in the textbook may be intended to provide students with basic skills they can use to evaluate social events and phenomena (Watson, 2009). However, ignoring other aspects of data processing may leave this skill incomplete. However, students need to acquire the ability to read and interpret tables and graphs about social events and trends (Akgün, 2010; Akın-Köse, 2011; Mokros & Russell, 1995). For this reason, it is recommended that more space be given to the learning area of data processing in textbooks.

When all the learning areas in the mathematics curriculum were considered, it was found that the mathematical concepts in the social studies textbook were mostly related to the area of measurement. The second learning area was numbers and operations, the third was geometry, and the last was computing. Measurement is one of the foundational skills of mathematics and is frequently encountered in everyday life (NCTM, 2000). The fact that concepts such as time, length, and money are frequently covered in social studies may explain the predominance of measurement skills in this textbook. The fact that numbers and operations ranked second indicates that these concepts, which are the cornerstones of mathematics, also have an important place in social studies (Clements & Sarama, 2020). Focusing only on certain areas of mathematics in social studies courses may limit students' mathematical thinking skills. However, it is emphasized that different areas of mathematics are interrelated and should be considered as a whole (NCTM, 2000). Given the interdisciplinary nature of social studies, it is important to include different areas of mathematics in a balanced way (MoNE, 2018). In this way, students' critical thinking, problem solving, and decision-making skills can be developed in a multidimensional way.

The social studies textbook comprehensively covers mathematical concepts across multiple learning areas in the mathematics curriculum, with an emphasis on measurement, numbers and operations, and geometry. This objective analysis suggests that the social studies course reinforces essential mathematical skills.

Recommendations

- The study found that the mathematical concepts in social studies textbooks were significantly focused on the learning area of numbers and operations. In this regard, it is recommended that further research be conducted to determine how effective the social studies course is in teaching mathematical concepts.

- In the study, it was found that mathematical concepts related to the geometry learning area in social studies textbooks were especially concentrated in the sub-learning area of spatial relations. In this context, it is recommended to investigate the effect of geometry concepts in social studies textbooks on students' spatial thinking and their ability to associate with their environment.

- In the study, it was found that the mathematical concepts in social studies textbooks focused mainly on measuring time in the context of the measurement learning area. In this context, it is recommended to investigate the effect of the concepts of measuring time in the social studies course on students' understanding of the concept of time and their ability to use time in daily life. In addition, it is also important to evaluate how the concepts in the sub-learning areas of money measurement and length are taught in the social studies course and whether these concepts contribute to students' economic and spatial awareness. This type of research can reveal the contribution of interdisciplinary teaching approaches to student learning.

- The study found that there are a limited number of concepts related to the data processing learning area in social studies textbooks, and these concepts are mostly limited to the data collection and evaluation sublearning area. In this context, it is recommended to investigate whether giving more space to the computing learning area in social studies textbooks would positively contribute to students' interest and skills in data science and statistical reasoning.

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4. Sınıf Sosyal Bilgiler Ders Kitabında Yer Alan Matematiksel Kavramların İncelenmesi

Giriş

Farklı disiplinlerin birbiriyle ilişkilendirilmesi eğitimde geniş bir perspektif sunarak bu yaklaşımın kökeni tarihsel olarak derindir (Özaydınlı-Tanrıverdi & Kılıç, 2019). Disiplinler arası eğitim, birkaç disiplini veya alanı birleştirerek ilgili bilgi ve yöntemlerden yararlanmayı amaçlamaktadır (Jacobs, 1989). Bu yaklaşım, öğrencilere üst düzey öğrenme fırsatları sunmakta ve çeşitli boyutlarda (yatay, dikey ve deneyimsel) bağlantılar kurulmasını hedeflemektedir (Aladağ & Şahinkaya, 2013, s. 159). Özellikle 2000'li yıllardan itibaren bu konudaki ilgi ve yayınlar da artmıştır (Turna & Bolat, 2015).

Sınıf öğretmenleri, farklı disiplinlerde bir kavramın veya temanın uygulanabilirliğini kullanarak öğrencilere çoklu bakış açıları kazandırmayı hedeflemektedir (Anık, Ergül, & Üney, 2023; Aslan & Karakuş, 2016). Disiplinler arası öğretim, öğrencilere eleştirel düşünme, anlama ve problem çözme becerilerini geliştirirken, aynı zamanda bilişsel ilerlemeleri teşvik etmektedir (Baş, Tertemiz, & Tay, 2021; Demirel, & Coşkun, 2010). Bu yaklaşım, öğrencilerin konulara bütüncül bir perspektiften bakmalarını sağlamaktadır. Türkiye'de güncellenen öğretim programları, disiplinler arası becerilerin öğrencilere kazandırılmasına daha fazla vurgu yapmaktadır (Sezgin, Çarıkçı, & Öntaş, 2018).

Sosyal bilgiler ve matematik dersleri arasındaki disiplinler arası yaklaşım, öğrencilere eleştirel düşünme, problem çözme becerilerini kazandırır ve gerçek dünya sorunlarına karşı daha duyarlı hale getirme (Yıldız, 2021). Bu entegrasyon, öğrencilerin öğrenme deneyimlerini zenginleştirmekte ve onları bağlantılı bir dünyada başarılı olmaları için gerekli araçlarla donatmaktadır. Sosyal bilgiler ve matematik arasında haritalar, grafikler, bütçe planlaması gibi konularda disiplinler arası bağlantılar kurulabilir (Bekdemir & Başbüyük, 2011). Bu bağlantılar aracılığıyla öğrencilere matematiksel becerileri sosyal bilgilerde uygulama fırsatı sunmakta ve bütünsel bir öğrenme deneyimi sağlamaktadır (Pala & Başbüyük, 2019). Sosyal bilgiler ve matematik programlarındaki kazanımların diğer

disiplinlerle ilişkilendirilmesi öğretimde kritik bir öneme sahiptir (Milli Eğitim Bakanlığı [MEB], 2018a; 2018b).

Türkiye’de sosyal bilgiler ve matematik alanında matematik becerisinin harita okuma becerileri üzerinde etkisi (Pala ve Başbüyük, 2019); harita okuma becerisi (Ertuğrul, 2008; Sönmez, 2010); harita ve yön grafik okuma ve hazırlama becerisi (Akgün, 2010); sosyal bilgilerde istatistik ve grafik kullanım teknikleri (Akın-Köse, 2011); ölçek kullanma becerisi (İnel, 2011); zaman ve kronolojiyi anlama becerisi (Ablak ve Aksoy, 2021; Akbaba, Keçe ve Erdem, 2012; Kekeç, 2018) ve konum-koordinat belirleme becerisine yönelik (Kuşçu, 2011) çalışmalar yapılmıştır. Sosyal bilgiler programı ile matematik dersinin ilişkilendirilmesinin değerlendirilmesine yönelik ise çok az çalışmaya rastlanılmıştır (Aladağ & Şahinkaya, 2013; Şahinkaya & Aladağ, 2009). Türkiye özelinde dördüncü sınıf düzeyinde başlayan sosyal bilgiler dersinin matematik kavramları ile ilişkilendirilmesi öğretim programlarının disiplinler arası uyumunu ortaya çıkarabilmesi açısından önemlidir. Bu çalışmada da ilkökul 4. sınıf sosyal bilgiler ders kitabında bulunan matematik kavramlarını belirleyerek ilgili kavramların nasıl sunulduğunu ortaya koymak amaçlanmıştır. Bu amaç doğrultusunda çalışmada, hâlihazırda yürürlükte bulunan 2018 Sosyal Bilgiler Dersi Öğretim Programı’na göre hazırlanmış ilkökul 4. sınıf Sosyal Bilgiler ders kitabında yer alan matematiksel kavramların 2018 Matematik Dersi Öğretim Programı temelinde incelemesi yapılmıştır. Araştırmanın alt problemleri aşağıda sunulmuştur:

1. Sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki sayılar ve işlemler öğrenme alanına göre dağılımı nasıldır?
2. Sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki geometri öğrenme alanına göre dağılımı nasıldır?
3. Sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki ölçme öğrenme alanına göre dağılımı nasıldır?
4. Sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki veri işleme öğrenme alanına göre dağılımı nasıldır?
5. Sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki öğrenme alanlarına göre dağılımı nasıldır?

Yöntem

Çalışma, doküman analizi yöntemiyle yürütülmüştür. Doküman analizi, yazılı kaynakları sistemli bir şekilde inceleyerek bilgi toplama sürecidir ve eğitim araştırmalarında sıkça kullanılır (Bowen, 2009; Yıldırım & Şimşek, 2021). Çalışmada doküman analizinin tercih edilme nedeni araştırmanın problem cümlesinin öğretim programı ve öğretim materyali olan ders kitabı ile ilgili olması veri kaynağı olarak dokümanlara yönlendirmiştir. Araştırma problemine uygun olarak Millî Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının 28 Mayıs 2018 tarih ve 78 sayılı kararı ile 2018-2019 öğretim yılından itibaren beş yıl okutulmak amacıyla kabul edilen ilkökul sosyal bilgiler ders kitabı ile 2018 yılından beri yürürlükte olan Matematik Dersi Öğretim Programı veri kaynağı olarak kullanılmıştır. İlkokul Sosyal Bilgiler Ders Kitabı Sami Tüysüz tarafından yazılmış ve 2022 yılında Tuna Matbaacılık tarafından basılmıştır. Araştırmanın yapıldığı 2022-2023 eğitim-öğretim yılında da ilgili ders kitabı kullanılmaya devam etmektedir. Doküman analizi, belirli bir sistematik yaklaşımla gerçekleştirilen bir nitel araştırma yöntemidir. Bu analizin başarılı bir şekilde uygulanabilmesi için belirli aşamaların takip edilmesi

önerilir. Araştırmanın veri kaynakları ve analizi, doküman analizinin uygulanışı ve bu süreçte izlenmesi gereken aşamalar doğrultusunda gerçekleştirilmiştir. Araştırma verileri iki ayrı uzman tarafından kodlanıp her kodlama karşılaştırılmıştır. Farklılıkların çözümü için üçüncü bir uzmandan görüş alınmış ve gerekli düzenlemeler yapılmıştır. Elde edilen verilerden hareketle araştırmanın güvenilirliği Miles ve Hubermann'ın (1994) formülü kullanılarak 0,95 olarak hesaplanmıştır.

Bulgular

Araştırmanın birinci bulgusunda; sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki sayılar ve işlemler öğrenme alanına göre dağılımı incelendiğinde, sayılar ve işlemlerle ilgili toplam 417 matematiksel kavram tespit edilmiştir. Bunların büyük çoğunluğunu (f=397) doğal sayılar alt öğrenme alanı oluşturmaktadır. Bunun yanı sıra en çoktan aza doğru sırasıyla doğal sayılarla toplama işlemi (f=8), doğal sayılarla çarpma işlemi (f=5), doğal sayılarla çıkarma işlemi (f=4), kesirler (f=2) ve doğal sayılarla bölme işlemi (f=1) alt öğrenme alanları da sosyal bilgiler ders kitabında yer almaktadır.

Araştırmanın ikinci bulgusunda; sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki geometri öğrenme alanına göre dağılımı incelendiğinde, geometri ile ilgili toplam 106 matematiksel kavram tespit edilmiştir. Bunların büyük çoğunluğunu (f=77) uzamsal ilişkiler alt öğrenme alanı oluşturmaktadır. Bununla birlikte geometrik cisimler ve şekiller (f=26) ve geometride temel kavramlar (f=3) alt öğrenme alanları da sosyal bilgiler ders kitabında yer almaktadır.

Araştırmanın üçüncü bulgusunda; sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki ölçme öğrenme alanına göre dağılımı incelendiğinde, ölçme ile ilgili toplam 485 matematiksel kavram tespit edilmiştir. Bunların büyük çoğunluğunu (f=365) zamanı ölçme alt öğrenme alanı oluşturmaktadır. Bunun yanı sıra en çoktan aza doğru sırasıyla paralarımız (f=79), uzunluk ölçme (f=25), tartma (f=9), alan ölçme (f=4) ve çevre ölçme (f=3) alt öğrenme alanları da sosyal bilgiler ders kitabında yer almaktadır.

Araştırmanın dördüncü bulgusunda; sosyal bilgiler ders kitabında yer alan matematiksel kavramların matematik dersi öğretim programındaki veri işleme öğrenme alanına göre dağılımı incelendiğinde, veri işleme ile ilgili toplam 19 matematiksel kavram tespit edilmiştir. Bu kavramlar da veri toplama ve değerlendirme (f=19) alt öğrenme alanında yer almaktadır.

Araştırmanın beşinci bulgusunda; sosyal bilgiler ders kitabındaki matematiksel kavramların matematik öğretim programındaki tüm öğrenme alanlarına göre genel dağılımına bakıldığında, en fazla ölçme (f=485), ikinci sırada sayılar ve işlemler (f=417), üçüncü sırada geometri (f=106) ve son olarak veri işleme (f=20) öğrenme alanlarıyla ilgili kavramların yer aldığı görülmektedir. Toplam 1027 matematiksel kavram tespit edilmiştir.

Tartışma ve Sonuç

Sosyal bilgiler ders kitabında yer alan matematiksel kavramların büyük çoğunluğunun sayılar ve işlemler öğrenme alanında olduğu görülmüştür. Özellikle doğal sayılar alt öğrenme alanında yoğunlaştığı tespit edilmiştir. Bunun yanı sıra doğal sayılarla toplama, çıkarma, çarpma ve bölme işlemleri ile kesirler konusuna ilişkin kavramlara da yer verildiği bulunmuştur. Bu sonuç, sosyal bilgiler dersinin sadece toplumsal konuları ele almadığını, matematiksel kavramları da içerdiğini

göstermektedir. Sosyal bilgiler dersinde matematiksel kavramların işlenmesi, öğrencilere çeşitli konuları farklı perspektiflerden değerlendirme fırsatı sunmaktadır. Nitekim, öğrencilere matematik dersinin diğer derslerle ilişkisini göstermenin, onların matematiğin gerçek dünyadaki önemini daha iyi anlamalarına yardımcı olabileceği vurgulanmıştır (Moyer-Packenham & Westenskow, 2013). Doğal sayılar ve işlemlerin yoğun olarak işlenmesi, bu kavramların günlük yaşamda ve toplumsal olaylarda sıkça karşımıza çıkmasından kaynaklanıyor olabilir. Örneğin; bir ülkenin nüfusu, ekonomik veriler veya tarihi olayların zamanlaması gibi konular matematiksel kavramları gerektirir (Stanic & Kilpatrick, 1989).

Sosyal bilgiler ders kitabındaki matematiksel kavramların geometri öğrenme alanı açısından dağılımı incelendiğinde, en fazla uzamsal ilişkiler alt öğrenme alanı ile ilgili olduğu görülmüştür. Geometrik cisimler ve şekiller ile geometride temel kavramlara ilişkin az sayıda kavramın yer aldığı tespit edilmiştir. Sosyal bilgiler kitaplarında geometriye yönelik kavramların yer alması, öğrencilere mekânsal düşünme ve çevreleriyle ilişkilendirme becerileri kazandırmak amacıyla olabilir. Özellikle “uzamsal ilişkiler” konusunun vurgulanması, öğrencilerin coğrafi konumlar, sınırlar, bölgeler ve yer şekilleri gibi konuları anlamalarına yardımcı olabilir (National Council of Teachers of Mathematics [NCTM], 2000). Uluslararası alanyazına bakıldığında, sosyal bilgiler eğitiminde uzamsal düşünmenin ve geometrik kavramların öğrencilere coğrafi ve tarihi olayları daha iyi anlamalarına yardımcı olduğu belirtilmiştir (Liben & Downs, 1993). Geometrik cisimler, şekiller ve temel kavramlarla ilgili az sayıda bilginin bulunması, bu kavramların sosyal bilgiler bağlamında daha az uygulanabilir olabileceği anlamına gelebilir. Oysa geometri, günlük yaşamdaki uzamsal ilişkileri anlama ve çevremizdeki cisimleri tanımlamada önemli bir role sahiptir (Van de Walle, Karp & Bay-Williams, 2014). Sosyal bilgiler öğretim programında yer-yön bulma, harita okuryazarlığı (Akgün, 2010; Pala ve Başbüyük, 2019) ve uzamsal düşünme gibi geometrik kavram ve becerilere sıklıkla yer verilmesine rağmen (MEB, 2018a), ders kitaplarındaki geometri içeriğinin sınırlı kaldığı söylenebilir.

Sosyal bilgiler ders kitabındaki matematiksel kavramların ölçme öğrenme alanı açısından büyük çoğunluğunun zamanı ölçme ile ilgili olduğu belirlenmiştir. Ayrıca paralarımız ve uzunluk ölçme alt öğrenme alanlarına ait kavramların nispeten daha fazla yer aldığı görülmüştür. Ölçme, matematiğin günlük yaşamdaki uygulamalarını içermesi bakımından farklı disiplinler açısından önemli bir konudur (Van de Walle et al., 2014). Zamanı ölçme kavramının sosyal bilgiler dersinde ağırlıklı olması, tarihsel olayların sıralaması, zaman kavramının anlaşılması ve günlük yaşantıdaki olayların zaman çerçevesinde değerlendirilmesi gibi konuların önemini yansıtmaktadır (Akbaba, Keçe, & Erdem, 2012; Steffe & Thompson, 2000). Paralarımız konusunun sosyal bilgilerde yer almasının nedeni, ekonomi ve ticaretin tarihsel ve kültürel evriminin anlaşılması için gerekli olan temel matematiksel becerilere dikkat çekmektir (Saxe, 1991). Uzunluk ölçme kavramının sosyal bilgiler ders kitabında bulunması, coğrafi ölçekler, haritalar ve bölgelerin fiziksel özellikleri gibi konuların anlaşılmasını kolaylaştırmak için gerekli olabilir (Liben & Downs, 1993).

Sosyal bilgiler ders kitabında veri işleme öğrenme alanına ait çok az sayıda kavram olduğu, bunların da veri toplama ve değerlendirme alt öğrenme alanıyla sınırlı kaldığı görülmüştür. Veri işleme, matematiğin önemli bir alt dalı olup bilimsel düşünme, problem çözme ve eleştirel düşünme becerilerinin geliştirilmesine yardımcı olabilir (Franklin et al., 2007). Sosyal bilgiler ders kitabında bu alanın yetersiz temsil edilmesi, öğrencilerin bu becerilere yeterince maruz kalmamasına neden olabilir. Veri toplama ve değerlendirme alt öğrenme alanının ders kitabında yer alması, öğrencilere toplumsal

olayları ve olguları değerlendirirken kullanabilecekleri temel becerileri kazandırma amacı güdebilir (Watson, 2009). Ancak veri işleminin diğer yönlerinin göz ardı edilmesi, bu becerinin eksik kalmasına neden olabilir. Oysaki öğrencilere toplumsal olayları ve eğilimleri tablo ve grafik okuma ve yorumlama yeteneği kazandırılması gerekmektedir (Akgün, 2010; Akın-Köse, 2011; Mokros & Russell, 1995). Bu nedenle ders kitaplarında veri işleme öğrenme alanına daha geniş yer verilmesi önerilmektedir.

Sosyal bilgiler ders kitabındaki matematiksel kavramların matematik öğretim programındaki tüm öğrenme alanları dikkate alındığında, en fazla ölçme alanıyla ilgili olduğu tespit edilmiştir. İkinci sırada sayılar ve işlemler, üçüncü sırada geometri, son sırada ise veri işleme öğrenme alanları yer almaktadır. Ölçme, matematiğin temel becerilerinden biridir ve günlük yaşantıda sıkça karşımıza çıkmaktadır (NCTM, 2000). Sosyal bilgilerde zaman, uzunluk, para gibi kavramların sıkça işlenmesi, ölçme becerilerinin bu ders kitabında ağırlıklı olarak ele alınmasını açıklayabilir. Sayılar ve işlemler konusunun ikinci sırayı alması, matematiğin temel taşlarından olan bu kavramların sosyal bilgilerde de önemli bir yer tuttuğunu gösterir (Clements & Sarama, 2020). Sosyal bilgiler derslerinde matematiğin sadece belirli alanlarına odaklanması, öğrencilerin matematiksel düşünme becerilerini sınırlayabilir. Sosyal bilgilerin disiplinler arası yapısı düşünüldüğünde, matematik farklı alanlarına dengeli bir şekilde yer verilmesi önem kazanmaktadır (MEB, 2018). Böylelikle öğrencilerin eleştirel düşünme, problem çözme ve karar verme becerileri çok yönlü olarak geliştirilebilir.

Sonuç olarak, sosyal bilgiler ders kitabı, matematik dersi öğretim programındaki pek çok öğrenme alanına ait matematiksel kavramları bünyesinde barındırmaktadır. Özellikle ölçme, sayılar ve işlemler ile geometri konuları yoğun olarak yer almaktadır. Bu durum sosyal bilgiler dersinin matematik becerilerini destekleyici nitelikte olduğunu göstermektedir.

Öneriler

Araştırmada sosyal bilgiler ders kitaplarında yer alan matematiksel kavramların belirgin bir şekilde sayılar ve işlemler öğrenme alanına yoğunlaştığı bulgusu tespit edilmiştir. Bu bağlamda, sosyal bilgiler dersinin matematiksel kavramların öğretiminde ne kadar etkili olduğunu belirlemek amacıyla bir araştırma yapılması önerilmektedir.

Araştırmada sosyal bilgiler ders kitaplarında geometrik kavramların özellikle uzamsal ilişkilerde yoğunlaştığı tespit edilmiştir. Bu kavramların öğrencilerin mekânsal düşünme becerilerine etkisinin incelenmesi önerilmektedir.

Araştırmada sosyal bilgiler ders kitaplarında ölçme öğrenme alanı bağlamında özellikle zamanı ölçme konusunda yoğunlaştığı bulgusu tespit edilmiştir. Bu bağlamda, öğrencilerin zaman kavramına ilişkin anlayışlarına ve günlük yaşamda zamanı kullanma becerilerine etkisinin incelenmesi önerilmektedir.


Araştırmada veri işleme kavramlarına sınırlı yer verildiği belirlenmiştir. Sosyal bilgilerde veri işleme kavramlarına daha fazla yer vermenin öğrencilere olan olası katkıları araştırılabilir. Sınıf öğretmenleri ders kapsamında bu öğrenme alanına yönelik dikkat çekebilir.




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Analyzing 2nd Grade Life Studies Objectives for Root Values and Identifying 2nd Graders' Perceptions of Root Values

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Abstract

The aim of this study is to determine the relationship between the learning objectives for 2nd graders in the 2018 Life Studies curriculum and root values and to find out the perceptions of 2nd grade primary school students towards root values by means of a word association test. It is a qualitative research in the phenomenology model. The study group for the research consists of 17 students attending the 2nd grade. List of Root Values and the Word Association Test [WAT] were used as data collection tools. The objectives in six units in the 2018 Life Studies 2nd grade curriculum were examined by the researchers in terms of their relationship with root values. The word association test on root values was applied to primary school students. Descriptive analysis techniques were used to analyze the data. Students' answers were evaluated, and frequency tables of the words were created. Considering the frequencies of the answer words, four cut-off points were determined. Conceptual network maps were then prepared with the words at the cut-off points. In the conceptual networks, the relationships between the words produced by the students related to the keywords were revealed. The findings obtained in the study reveal that the root values associated with the objectives do not show a balanced distribution across units and that student perceptions of root values are shaped independently of the relationship between the root values and the learning objectives. The results of the study show that word association tests can be used as a diagnostic tool.

Keywords: Word association, life studies, values, 2nd grade of primary school

Introduction

The aim of Life Studies course, by its nature, is to prepare the individual for life, to introduce them to their surrounding environment and teach them basic values. Thus, it has an important part to play in basic education. The course helps shape the individual's behaviors which in turn affects the rest of the community. Values stand out as one of the most influential elements molding human behaviors. Value is a crucial concept that regulates social functioning, maintains peace and safety in society, and builds public awareness. Also, the *raison d'être* of education is to raise individuals with public awareness and a good character built on values. As the intersect of the two important concepts above, values education is a critical instrument for extending good and desired acts across the society while replacing bad and undesired ones with favorable equivalents (Turan & Ulusoy, 2014). Values education is basically initiated in family, yet schools have an undeniable share in this regard. Schools play an active role in teaching students the values included in their curricula explicitly or implicitly, boosting students' moral development, and preparing students for real life (Cihan, 2014). Values education had been performed in a tacit manner in the context of Türkiye since the establishment of the Republic until 2005, when it gained a serious place in the national primary curriculum as an outcome of the United Nations Educational, Scientific and Cultural Organization [UNESCO]-supported Living Values Program [YDEP] (Cihan, 2014; Ministry of National Education [MoNE], 2005). It has become even more important since then. As a definite step taken in 2018, the curricula for different grade levels were revised and the objectives of the 2018 Primary School Life Studies Curriculum were reduced by placing weight on the relationship between learning objectives and root values (MoNE, 2018).

Value has been discussed as a concept in most researches in the literature (Ekşi & Katılmış, 2020; Genç & Beldağ, 2019; Tay, 2017). The current study is not an exception in this respect, and it applied a word association test to primary school students as a means of determining the relations between the concepts to reveal the respondents' perceptions. Word Association Tests [WAT] are "tests that can reveal the cognitive structures of individuals, the connections between these structures and the

networks existing in the mind, and also help determine the concepts in long-term memory and the nature of the connections between these concepts” (Ercan, Taşdere, & Ercan, 2010; Karakuş, 2019). The fundamental principle is that any of the objects previously experienced at once is likely to call to mind the others once they are recalled later. In other words, the frequency of a certain response to a certain group of topics is decided by the strength of the relational bond between the stimulus and responses in the respondents’ cognitive architecture (Pack & Pons, 1985). For applying word association tests, respondents are provided with certain concepts written repeatedly and the students are expected to put in order the ideas that come to their mind within a limited period of time. The point of this method is to reach the list of concepts associated with the stimulating (key) concept on the respondents’ minds (Buldur, Aladağ, Kaya, & Duran, 2010). The associated ideas or phrases listed by the respondents give hints about their cognitive structure. These data can be woven into conceptual networks so that the conceptual relations can be concretized for a clearer understanding. The literature shows that word association tests are utilized for revealing students’ cognitive portraits (Bahar et al., 1999; Cardellini and Bahar, 2000), identifying misconceptions (Ercan, Taşdere, and Ercan, 2010) and depicting their conceptual changes (Nakiboğlu, 2008) in a wide range of areas. In the literature, such tests have been employed in the context of sciences (Balbağ, 2018; Nergiz, 2022; Özyurt and Yalman, 2020; Roncevic, 2023; Sarıoğlan and Deveci, 2021; Sikumbang, Rakhmawati, and Suwandi, 2019; Timur et al., 2020) and social studies (Çelik, 2020; Gençoğlu, 2019; İlker & Aktaşlı, 2022; Lam, Sheng, & Zhang, 2023; Şentürk & Keskin, 2023; Yılmaz, 2019). There are also studies using word association tests in Life Studies courses (Ekici & Bilici, 2017; Gündoğan & Gültekin, 2018; Tezcan, 2019). However, no example has been found which addresses the relationship between learning objectives and root values and learners’ cognitive structure concerning values in one single study. Life Studies is a course whereby pupils begin to conceive real life and gain life experiences and also acquire some rules and values. Moreover, it is one of the settings where values are referred to most considerably. Since primary students are still in the concrete operational stage, it deserves attention what they hold in their cognition regarding values as abstract concepts. For this study, 2nd grade pupils were selected as the most eligible group rather than 1st graders, who are preoccupied with basic literacy skills. It is believed that revealing students’ cognitive structures and knowing which values are associated with which concepts will provide convenience for teachers in course design and materials development. Bearing these in mind, this study attempted to find out the relationship between the objectives in the 2018 Life Studies Curriculum and root values and to analyze the students’ cognitive structures regarding root values by means of a word association test.

The purpose of this study is twofolds. It aims at describing the relationship between root values and the 2018 Life Studies Curriculum learning objectives for the 2nd grade. It also analyzes the the 2nd grade pupils’ cognitive landscape concerning root values with the aid of a word association test. The study seeks to answer the following research questions:

1. What relationship exists between the learning objectives specified in units for the 2nd grade level in the 2018 Life Studies Curriculum and root values?
2. What do the primary 2nd grade pupils’ cognitive structures about root values look like?

Method

This section of the paper is dedicated to the research model, study group, data collection tool, data collection procedure, data analysis, validity and reliability of the research, the researcher's role, ethical permissions, and Institutional Review Board.

Research Model

According to Creswell (2016), qualitative research is "an approach to testing objective theories by examining the relationship between variables." Merriam (2015) defines the same as "research in which the researcher continues with a process by explaining concepts, meanings and relationships based on observations, interviews and documents, and follows a path from the general to the specific." Departing from these definitions, the present study was planned to find out the relationship between the learning objectives for 2nd graders in the 2018 Life Studies Curriculum and root values and to expose the 2nd grade primary students' perceptions of root values by using a word association test. Considering the main purpose, this study adopted a qualitative research method. The following steps were followed during the implementation of the selected methodology. First, the relation between the objectives for the 2nd grade in the 2018 Life Studies Curriculum and root values was analyzed through content analysis. Then, the word association tests completed by 17 students at the 2nd grade level were examined with document analysis. Thirdly, a descriptive explanation was made about how the collected data sets relate to each other. The study was conducted as a phenomenology among qualitative research designs. Phenomenology allows comprehending the meaning of an individual's life experiences and restating it in writing. The common meaning underlying the phenomenon is explained through the life experiences of the individual (Baker et al., 1992). In this approach, it is important to obtain the individual's actual experiences from the real world (Edmonds & Kennedy, 2017). The current study bears the features of phenomenology as it makes it possible for 2nd graders to express in writing their personal experiences regarding values on a word association test and it sheds light on their concrete experiences.

Study Group

The study group of this study consisted of 17 pupils attending the 2nd grade level in a state school located in Ardeşen district of Rize province in the northeast of Türkiye during the 2021-2022 education year. The participants were selected through convenience sampling for proper implementation of the procedure and in-depth follow-up of the students. There were 12 males and 5 females in the sample. The participating students' names were not exposed at any stage of the research. To avoid failure to do so, the participants were renamed as Ö1, Ö2, Ö3,, and Ö17 throughout the research.

Data Collection Tool

In this study, two data collection tools were used, which are list of root values and a word association test. In the first place, the learning objectives set out in the 2018 Life Studies Curriculum were investigated in order to find out their relationship with root values. The related root values were revealed through document analysis and they were tabulated accordingly. Also, the Word Association Test (WAT) was applied to demonstrate the 2nd grade pupils' cognitive manifestation of the root values in the 2018 Life Studies Curriculum. In this test, each value was written 5 times in a vertical line by allocating 2 minutes for each value. In the relevant literature, some studies have reported 10 responses from the students on the word association test (Buldur et al., 2020; Kaya and Akış, 2015) while some

others have noted 5 responses (Demirkaya et al., 2020; Ercan et al., 2010). Likewise, the time given for answering the items have been noted as 30, 60 and 75 seconds (Aladağ et al., 2018; Atabek Yiğit, 2015; Bahar et al., 1999; Bozyiğit & Kaya, 2017; Gussarsky & Gorodetsky, 1988; Kaya & Akış, 2015; Kaya & Aladağ, 2018; Nakiboğlu, 2008; Preece, 1978). Yet, it is stated in the literature that the allocated time may vary depending on the respondents' level. For example, Yılmaz and Yarar Kaptan (2022) found that 2 minutes was too short to handle 10 items about values on a word association test. They suggested amending the number of WAT responses as 5 and the maximum duration as 2 minutes in view of the student level. Therefore, the limits above were observed in the current study. Below is the image of an excerpt from this data collection tool.

Adalet.....	Dürüstük.....	Sevgi.....
Adalet.....	Dürüstük.....	Sevgi.....
Adalet.....	Dürüstük.....	Sevgi.....
Adalet.....	Dürüstük.....	Sevgi.....
Adalet.....	Dürüstük.....	Sevgi.....

Picture 1. Word association test as the data collection tool

Data Collection

In this study, data collection included two stages. In the first stage, the 2018 Life Studies Curriculum was examined for the 2nd grade learning objectives and then displayed in tables in connection with the corresponding root values by the researcher (Tables 1-10). In the second stage, the data were collected on site by the researcher on 29.12.2021 after obtaining the students' consents. Prior to the implementation, the students were informed about the logic of the test by following a set of predetermined instructions. The mini training was accompanied by an exercise containing key concepts different from those covered in the main test. Before starting the implementation, the students were assured that there were no right or wrong answers. They were provided the list of the root values related to the learning objectives followed by a word association test. The students were asked to write down the words they associate with each value within the given time. A separate sheet of paper was distributed and 2 minutes were given for each value. The copies for the next value were given out after the students finished filling out the previous one in 2 minutes. The implementation lasted approximately 40 minutes (1 class hour).

Data Analysis





The study data were analyzed with document analysis and descriptive analysis techniques. Document analysis was performed on the 2018 Life Studies Curriculum to find out the root values underlying the learning objectives for the 2nd grade level, and the objectives were given in tables after being matched with the relevant root values.

The other data analysis technique was frequency analysis among descriptive analysis techniques. Descriptive analysis is the accurate and systematic presentation of the study findings, analyzing and interpreting them, and lastly clearly stating the results. In this study, utmost care was

taken to report the obtained data (associated words) as they were. Upon the completion of the Word Association Test, the responses given by each student for each key concept were tagged, the words derived from the key concepts were ranked from the highest to the lowest time of repetitions, and frequency tables were created. The responses were omitted if they were found to be duplicate or irrelevant. The remaining responses were analyzed and processed for reporting. Although the frequency tables display all of the derived words, the conceptual networks include only entries with 4 or more appearances. The study findings were presented by including tables, figures and necessary explanations.

In using word association tests as a diagnostic tool, the practitioner counts the emergences of the response words to prepare a frequency table and draws a model conceptual network map based on this table. In this study, Bahar et al.'s (1999) Cut-off Point Technique was used. In this procedure, "3-5 numbers below the most frequently occurring word for any key concept in the word association test is set as the cut-off point in the frequency table, and the cut-off point is lowered at regular intervals until all keywords appear on the map" (Bahar et al., 2015). The resulting conceptual map is useful for researchers as it brings to light how students see the relationships between specific concepts. As in this procedure, a frequency table was prepared first. The words at each cut-off point were tabulated by associating them with the conceptual networks. The cut-off points were set at 10 as the beginning of the most frequently appearing number for each category. The cut-off points were calculated by decreasing by 2 downwards. The phrases with the cut-off point of $KN \geq 10$ are marked in green, those with $KN 8-9$ are in blue, $KN 6-7$ in red, and $KN 4-5$ in yellow. Next, the words related to the key concepts in the corresponding bands and the relationship between them are shown by drawing conceptual networks. The conceptual networks were created with miro web 2.0. Table 1 shows the index for the cut-off point ranges and color markers. In designing of the maps, the concepts at equal cut-off points were illustrated with the same color in order to demonstrate clearly the connection between the concepts and the response words.

Table 1. *Cut-off point bands and color symbols*

<i>Cut-off Point interval</i>	<i>Color</i>
KN ≥ 10	
KN 8-9	
KN 6-7	
KN 4-5	

Validity and Reliability of Study

Validity and reliability are two of the most decisive criteria for the credibility of the results of any study. Yıldırım and Şimşek (2016) also state that to ensure validity a researcher must report the collected data in detail and give an account of how they reached the results. In this research, the data analysis process was elaborated and the response words obtained from the analysis and interpretation of the findings were used as the main data source, and they were referred to in the section on findings. In addition to this, the students' responses to the key words on the test were checked by a specialist to calculate the reliability coefficient. Reliability analysis was performed on 20% of the entire data and the results were compared with the figures obtained by the researcher for inter-rater agreement. The Miles and Huberman agreement percentage was found to be 100%. To further support study reliability, samples from the students' responses in the word association test were quoted as part of the findings without disclosing the respondents' identities. As for the descriptive analysis of the relationship between the learning objectives and values, the analysis was conducted independently by a specialist,

the reliability coefficient was calculated to see the agreement between the two analyses. The analysis results on the same units were compared to calculate the agreement percentage. Again, the formula of Miles and Huberman was applied and it was seen that the findings were 98% compatible. For the remaining 2% subject to disagreement, consensus was reached through discussions of the specialist and the researcher.

Researcher's Role

The researcher, also the corresponding author, is a classroom teacher who has been employed by the Ministry of National Education [MoNE] for 17 years. She is also doing master's degree in Classroom Teaching in a state university. She has been in charge as the study participants' classroom teacher for the last 2 years. As a requirement for conducting a qualitative research, she has undertaken and passed the course of Qualitative Research Analysis at graduate level. The researcher is the main person responsible for carrying out the research so she implemented the test in the class. The other researcher is a professor of classroom teaching at a state university. Values education is among her primary research interests and specialization.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Recep Tayyip Erdoğan University Social and Humanities Ethics Committee

Date of ethical review decision= 15.03.2023

Ethics assessment document issue number= 2023/099

Findings

The study findings are presented in parallel to the research questions. The first question of the research was "What relationship exists between the learning objectives specified in units for the 2nd grade level in the 2018 Life Studies Curriculum and root values?" The findings about this sub-problem are presented separately for each unit in the curriculum. Table 2 shows the relationship between the objectives in the unit titled "Life in Our School" under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 2. The relationship between learning objectives in “Life in Our School” and root values

Unit 1: Life in Our School										
Objectives: 11										
Name of objectives *	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.1.1.				+		+				
HB.2.1.2.						+				
HB.2.1.3.				+				+		
HB.2.1.4.	+					+		+		
HB.2.1.5.				+						
HB.2.1.6.						+		+	+	
HB.2.1.7.	+	+	+	+	+	+	+	+		+
HB.2.1.8.						+				
HB.2.1.9.						+				
HB.2.1.10.		+	+			+	+			
HB.2.1.11.				+	+					
Total	2	2	2	5	2	8	2	4	1	1

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

As seen in Table 2, the unit titled “Life in Our School” contains 11 learning objectives for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives were grounded on all of the root values. The most intensive relationship was seen between the 11 objectives and the value of respect (f=8) whereas the rarest relationship was drawn with patriotism (f=1) and helpfulness (f=1). In total, 29 relationships were detected between the objectives in this unit and root values. Table 3 shows the relationship between the objectives in the unit titled “Life in Our Home” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 3. The relationship between learning objectives in “Life in Our Home” and root values

Unit 2: Life in Our Home										
Objectives: 9										
Name of objectives *	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.2.1.						+	+			
HB.2.2.2.						+	+	+		+
HB.2.2.3.				+						
HB.2.2.4.								+		+
HB.2.2.5.						+		+		
HB.2.2.6.				+				+		+
HB.2.2.7.						+				+
HB.2.2.8.				+				+		
HB.2.2.9.				+	+					
Total	-	-	-	4	1	4	2	5	-	4

*Name of objectives are presented as given in the 2018 Life Studies Curriculum

As seen in Table 3, there are 9 learning objectives in the unit “Life in Our Home” for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives in this unit were associated with 6 of the 10 root values. The most frequent value was responsibility (f=5). On the other hand, no relationship could

be determined with justice, friendship, honesty and patriotism (f=0). A total of 20 relationships were found in the Unit 2 in terms of the root values. Table 4 shows the relationship between the objectives in the unit titled “A Healthy Life” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 4. *The relationship between learning objectives in “Healthy Life” and root values*

Unit 3: Healthy Life										
Objectives: 7										
Name of objectives*	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.3.1.				+						
HB.2.3.2.				+						
HB.2.3.3.				+		+				
HB.2.3.4.								+	+	+
HB.2.3.5.									+	+
HB.2.3.6.				+						
HB.2.3.7.				+						
Total	-	-	-	5	-	1	-	1	2	2

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

As Table 4 shows, the unit “A Healthy Life” covers 7 objectives for the 2nd Grade in the 2018 Curriculum. The objectives in this unit were linked with 5 of the 10 root values. The most frequently dealt value was self-control (f=5). On the contrary, no relationship was found between the objectives and values such as justice, friendship, honesty, patience and affection (f=0). A total of 11 relationships were elicited in Unit 3. Table 5 shows the relationship between the objectives in the unit titled “A Safe Life” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 5. *The relationship between learning objectives in “A Safe Life” and root values*

Unite 4: A Safe Life										
Objectives: 6										
Name of objectives*	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.4.1.				+						
HB.2.4.2.				+				+		
HB.2.4.3.										+
HB.2.4.4.				+				+		+
HB.2.4.5.				+						
HB.2.4.6.				+						
Total	-	-	-	5	-	-	-	2	-	2

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

As can be seen in Table 5, there are 6 objectives in the unit “A Safe Life” for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives in this unit linked to 3 of the 10 root values. The most intensive relationship included the value of self-control (f=5). By contrast, the objectives were not related to the values of justice, friendship, honesty, patience, respect and patriotism (f=0). A total of 9 relationships were identified in Unit 4. Table 6 shows the relationship between the objectives in the unit titled “Life in Our Country” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 6. *The relationship between learning objectives in “Life in Our Country” and root values*

Unit 5: <i>Life in Our Country</i>										
Objectives: 8										
Name of objectives *	Justice	Friendship	Honesty	Self-Control	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.5.1.									+	
HB.2.5.2.									+	
HB.2.5.3.									+	
HB.2.5.4.									+	
HB.2.5.5.							+			+
HB.2.5.6.									+	+
HB.2.5.7.						+				
HB.2.5.8.									+	
Total	-	-	-	-	-	1	1	-	6	2

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

Table 6 shows that the unit “Life in Our Country” covers 8 objectives for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives in this unit were found to be associated with 4 of the 10 root values. The most frequently addressed value was patriotism (f=6). On the contrary, no relationship was found between these objectives and values such as justice, friendship, honesty, self-control, patience and responsibility (f=0). A total of 10 relationships were elicited in Unit 5. Table 7 shows the relationship between the objectives in the unit titled “Life in Nature” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 7. *The relationship between learning objectives in “Life in Nature” and root values*

Unit 6: <i>Life in Nature</i>										
Objectives: 9										
Name of objectives *	Justice	Friendship	Honesty	Self-Control	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.6.1.								+		
HB.2.6.2.								+		
HB.2.6.3.										
HB.2.6.4.				+				+	+	
HB.2.6.5.				+						
HB.2.6.6.										+
HB.2.6.7.				+				+		
HB.2.6.8.										
HB.2.6.9.										
Total	-	-	-	3	-	-	-	4	1	1

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

As Table 7 shows, 9 objectives are contained in the unit titled “Life in Nature” for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives in this unit were associated with 4 of the 10 root values. The highest number of relations was available with the value of responsibility (f=4). However, the values of justice, friendship, honesty, patience, respect and affection were not related to the objectives (f=0). A total of 9 relationships were reached in Unit 6. The frequencies of the root values

implied by the objectives in all units in the 2018 Life Studies 2nd Grade Curriculum are displayed in Table 8 below.

Table 8. *Frequency of root values reflected in objectives in all units*

	Unit 1 11 Objectives	Unit 2 9 Objectives	Unit 3 7 Objectives	Unit 4 6 Objectives	Unit 5 8 Objectives	Unit 6 9 Objectives	Total
Justice	2	-	-	-	-	-	2
Friendship	2	-	-	-	-	-	2
Honesty	2	-	-	-	-	-	2
Self-Kontrol	5	4	5	5	-	3	22
Patience	2	1	-	-	-	-	3
Respect	8	4	1	-	1	-	14
Love	2	2	-	-	1	-	5
Responsibility	4	5	1	2	-	4	16
Patriotism	1	-	2	-	6	1	10
Helpfulness	1	4	2	2	2	1	12
Total	29	20	11	9	10	9	88

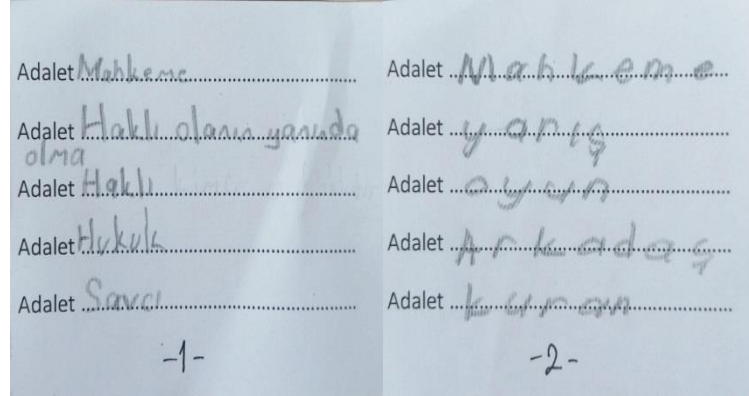
According to the table above, the learning objectives address the values of self-control (f=22) and responsibility (f=16) at the highest frequency while the opposite is true of justice, friendship and honesty (f=2). All of the values were found to be referred to at least once. The total number of relationships was 88. The second research question was “What do the primary 2nd grade pupils’ cognitive structures about root values look like?” The findings under this sub-problem are presented separately for each root value in the same order as in the 2018 Life Studies Curriculum. The words associated with each value along with the respective recurrences are displayed in tables. Then, conceptual networks were built in connection with the cut-off points indicated in colors. Table 9 shows the words considered associated with “justice” by the participating 2nd grade pupils and their respective frequencies.

Table 9. *Words that 2nd grade primary school students associate with the key concept of “justice” and number of repetitions*

Related words	Number of repetitions	Related words	Number of repetitions
Honesty	13	Not hitting a friend	1
Court	13	Support	1
Race	7	World	1
Lawyer	5	Not cheating	1
Standing on the side of the righteous	4	Be good	1
Law	4	Brother/sister	1
Atatürk	3	Not hitting a girl	1
God	2	Quran	1
Friend	2	Okey	1
Seperation	2	Police	1
Right side	2	Be respectful	1
To be equal	2	Exhibition	1
Judge	2	Next	1
Right	2	Keep your promise	1
İnjustice	2	İnnocent	1
Game	2	Liar	1
Solicitor	2	Total	85

In the word association test on the value of justice, a number of 33 different responses were provided by the students, and they occurred for 85 times in total. Based on the cut-off points, 2

responses fell in the range of $KN \geq 10$; 1 response in $KN 6-7$, and 3 responses in $KN 4-5$. No response was found in the range of $KN 8-9$. The total number of distinct responses within the cut-off points was 6. The total number of the responses in all the cut-off point ranges was 46. The students' responses regarding the concept of "justice" are illustrated below.



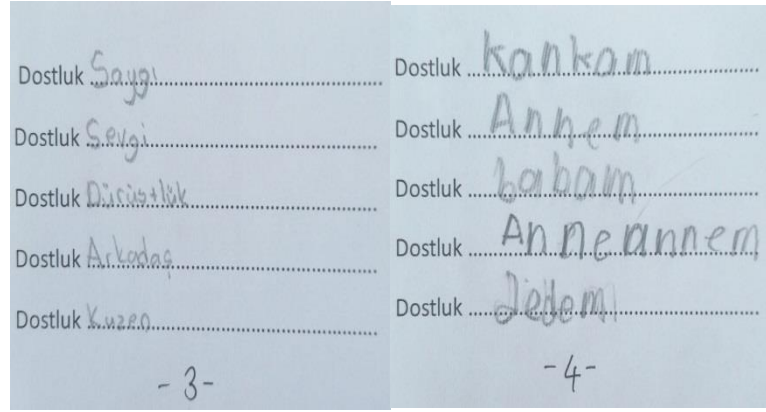
Picture 2. Students' responses to "justice"; Ö1, Ö2

Table 10 shows the words considered associated with "friendship" by the participating 2nd grade pupils and their respective frequencies.

Table 10. Words that 2nd grade primary school students associate with the key concept of "friendship" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Friend	15	Grandmother	1
Brotherhood	8	Father	1
Cousin	7	Flag	1
Love	7	Join	1
Being kind hearted	5	Together	1
Relative	4	Grandfather	1
Helpfulness	4	Tagging	1
Honesty	3	Get along well	1
Bestie	3	Hero	1
Make peace	2	Not to fight	1
Togetherness	2	Angel	1
Animals	2	Game	1
Respect	2	Teacher	1
Trees	1	To care	1
God	1	Lover	1
Atatürk	1	Get closer	1
Mother	1	Total	84

In the word association test on friendship, 33 different responses were noted again, and these responses occurred for 84 times in total. Based on the cut-off points, 1 response was in the range of $KN \geq 10$; 1 response in $KN 8-9$; 2 responses in $KN 6-7$, and 3 responses were in $KN 4-5$. A total of 7 distinct responses were found within the cut-off points. The total number of the responses in all the cut-off point ranges was 50. The students' responses regarding the concept of "justice" are illustrated below. The students' suggestions about "friendship" are illustrated below.



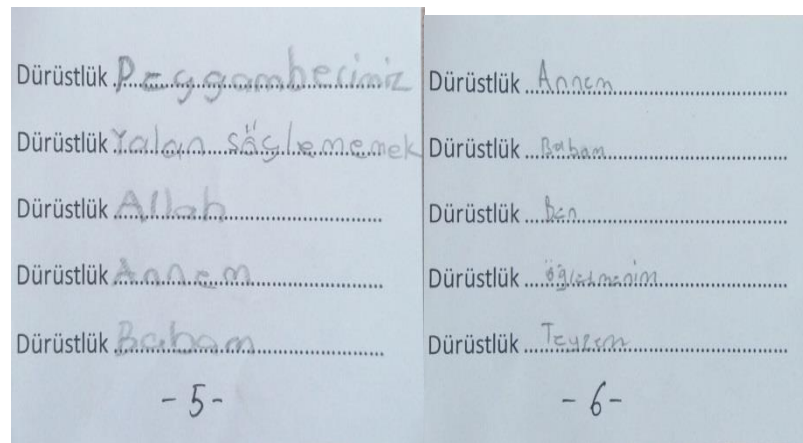
Picture 3. Students' responses to "friendship"; Ö3, Ö4

Table 11 shows the words considered associated with "honesty" by the participating 2nd grade pupils and their respective frequencies.

Table 11. Words that 2nd grade primary school students associate with the key concept of "honesty" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Mother	15	Atatürk	2
Father	11	Grandmother	2
Prophet	9	Goodness	2
God	8	Good people	1
Myself	4	Ant	1
Speaking the truth	4	Quran	1
Teacher	4	Angel	1
Older sister	3	Respect	1
Grandfather	3	Keep your promise	1
Aunt	3	Aunt	1
Lie	3	Help each other	1
Brother	2	Total	83

In the word association test on the value of honesty, a number of 23 different responses were provided by the students, and they occurred for 83 times in total. Based on the cut-off points, 2 responses fell in the range of $KN \geq 10$, another 2 responses in $KN 8-9$, and 3 responses were in $KN 4-5$. No response was found in the range of $KN 6-7$. The total number of distinct responses in the cut-off points was 7. The total number of the responses in all the cut-off point ranges was 55. The students' responses regarding the concept of "honesty" are illustrated below.



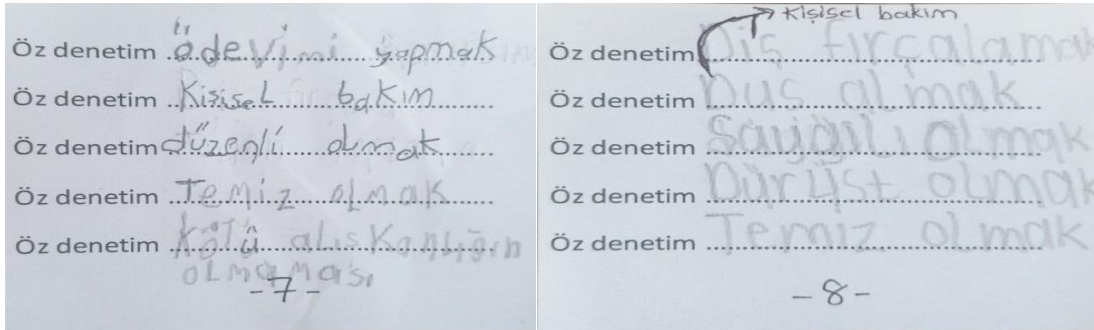
Picture 4. Students' responses to "honesty"; Ö5, Ö6

Table 12 shows the words considered associated with “self-control” by the participating 2nd grade pupils and their respective frequencies.

Table 12. Words that 2nd grade primary school students associate with the key concept of “self- kontrol” and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Personal care	11	Listen	2
Cleaning	11	Car	1
Studying	7	Be knowledgeable	1
Be respectful	7	Struggle	1
Diligence	6	Taking care yourself	1
Being honest	5	Protect yourself	1
Being organized	5	Not having bad habits	1
Good person	4	Not to say bad words	1
Helpful	3	Being planned	1
Clever	2	Patience	1
To be successful	2	Love	1
Reading books	2	Not To Be Lazy	1
Do homework	2	Total	82
Responsibility	2		

In the word association test on the value of self-control, a number of 26 different responses were provided by the students, and they occurred for 82 times in total. Based on the cut-off points, 2 responses fell in the range of $KN \geq 10$; 3 responses in $KN 6-7$, and another 3 responses in $KN 4-5$. No response was found in the range of $KN 8-9$. The total number of distinct responses in the cut-off points was 8. The total number of the responses in all the cut-off point ranges was 56. The students’ responses regarding the concept of “self-control” are illustrated below.



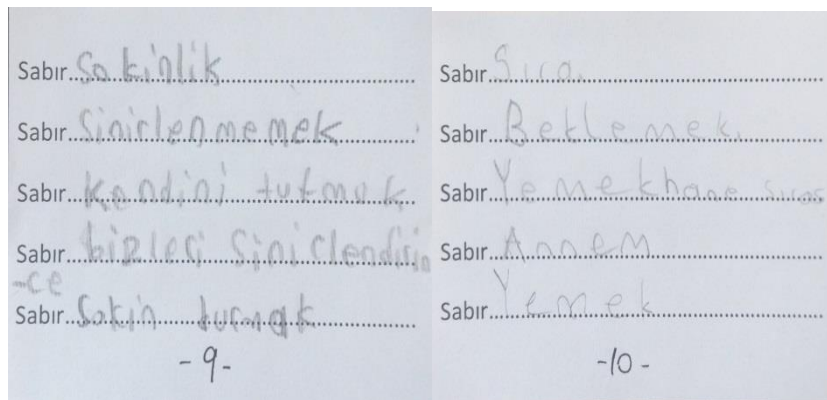
Picture 5. Students’ responses to “self-control”; Ö7, Ö8

Table 13 shows the words considered associated with “patience” by the participating 2nd grade pupils and their respective frequencies.

Table 13. Words that 2nd grade primary school students associate with the key concept of "patience" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Mother	7	Chocolate	1
Waiting for the bus	5	Much desired thing	1
Queue	5	Grandfather	1
Waiting	4	Lesson time	1
Canteen	4	Outside	1
Father	3	Not to beat	1
Journey	3	Fall	1
National anthem	2	Power cut	1
At game	2	At home	1
To be patient	2	Plant	1
Calm	2	Goodness	1
Chess	2	When you fight	1
Service	2	My self	1
When you get angry	2	Keep calm	1
Dining hall	2	Fear	1
Older sister	1	Bad word	1
Brother	1	Cousin	1
God	1	Park	1
Kindergarten	1	Not to get angry	1
Friend	1	With tablet computer	1
Humiliation	1	Aunt	1
When you hear a scolding	1	Plane	1
Grandmother	1	Food	1
If they laugh at me	1	TOTAL	80
Flag	1		

In the word association test on the value of patience, a number of 48 different responses were provided by the students, and they occurred for 80 times in total. Based on the cut-off points, 1 response was in the range of KN 6-7 and 4 responses in KN 4-5. No response was found in the range of KN \geq 10 and KN 8-9. The total number of distinct responses in the cut-off points was 5. The total number of the responses in all the cut-off point ranges was 25. The students' responses regarding the concept of "patient" are illustrated below.



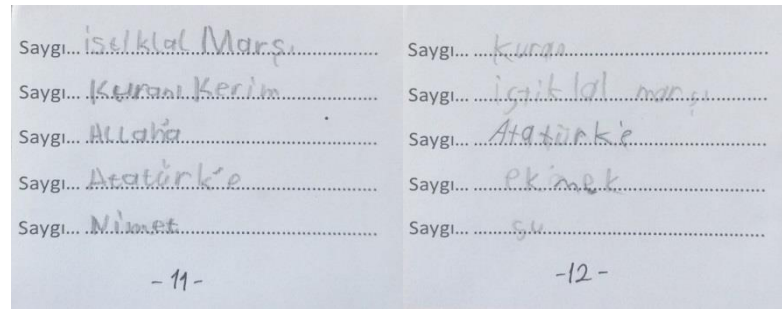
Picture 6. Students' responses to "patience"; Ö9, Ö10

Table 14 shows the words considered associated with "respect" by the participating 2nd grade pupils and their respective frequencies.

Table 14. Words that 2nd grade primary school students associate with the key concept of "respect" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
National Anthem	14	Blessing	3
Quran	14	Teacher	3
God	13	Prophet	3
Atatürk	10	Prayer	2
Bread	7	Homeland	2
Father	4	Our elders	1
Mother	3	Water	1
Flag	3	Total	83

In the word association test on the value of respect, a number of 15 different responses were provided by the students, and they occurred for 83 times in total. Based on the cut-off points, 4 responses fell in the range of $KN \geq 10$ and 1 response in each of $KN 6-7$ and $KN 4-5$ ranges. No response was found in the range of $KN 8-9$. The total number of distinct responses in the cut-off points was 6. The total number of the responses in all the cut-off point ranges was 62. The students' responses regarding the concept of "respect" are illustrated below.



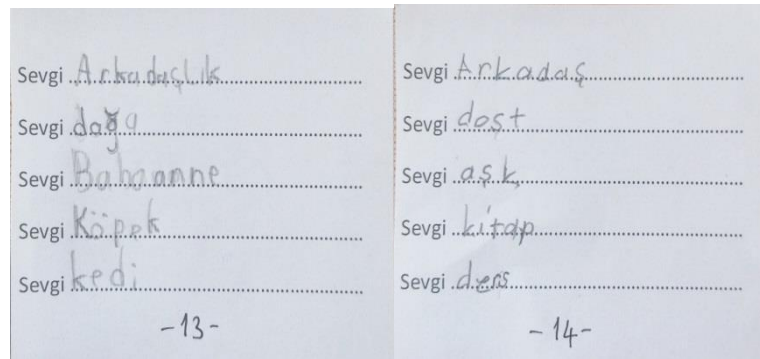
Picture 7. Students' responses to "respect"; Ö11, Ö12

Table 15 shows the words considered associated with "love" by the participating 2nd grade pupils and their respective frequencies.

Table 15. Words that 2nd grade primary school students associate with the key concept of "love" and number of repetitions

Related Words	Number Of Repetitions	Related Words	Number Of Repetitions
Mother	8	Older Sister	1
God	7	Brother	1
Friend	6	Shopping	1
Teacher	5	Car Race	1
Atatürk	4	Grandmother	1
Father	4	Baby	1
Animal	4	Bumper Car	1
Love	3	Flower	1
Lesson	3	Grandfather	1
Friendship	3	Sacrifice	1
Brotherhood	3	Football	1
Dog	3	Construction Material	1
Nature	2	Angels	1
Goodness	2	Prophet	1
Cat	2	Hide And Seek	1
Book	2	Be Respectful	1
Quran	2	Being Lover	1
Toy	2	Total	84
To Love	2		

In the word association test on the value of love, a number of 36 different responses were provided by the students, and they occurred for 84 times in total. Based on the cut-off points, 1 response fell in the range of KN 8-9; 2 responses in KN 6-7, and 4 responses in KN 4-5. No response was found in the range of $KN \geq 10$. The total number of distinct responses in the cut-off points was 7. The total number of the responses in all the cut-off point ranges was 38. The students' responses regarding the concept of "love" are illustrated below.



Picture 8. Students' responses to "love"; Ö13, Ö1

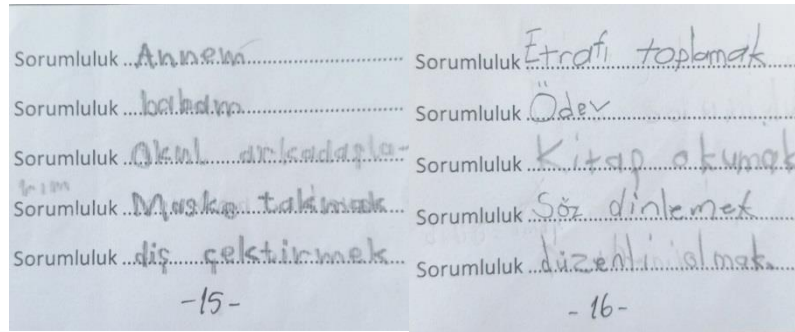
Table 16 shows the words considered associated with "responsibility" by the participating 2nd grade pupils and their respective frequencies.

Table 16. Words that 2nd grade primary school students associate with the key concept of "responsibility" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Homework	12	My stuff	1
Being organized	5	Housework	1
My toys	5	Caring for the patient	1
Doing business	4	My animals	1
Respect	4	Prepare	1
Pack your bag	3	Not to fight	1
Tidy up	3	Not to be arrogant	1
Reading books	3	Not running in the hallway	1
To tidy a bed	3	Dog care	1
Mother	2	Wearing mask	1
Listening to lesson	2	To pray	1
Duty	2	Guard	1
Friends	1	School	1
Soldier	1	Being planned	1
Father	1	Comfortable	1
Protect the flag	1	Collect the chairs	1
Turn off computer	1	To listen	1
Not littering	1	To be clean	1
Collect what I scatter	1	Keep in mind	1
Have a tooth pulled	1	To sweep the floor	1
Pick up something that has fallen	1	Total	78
Folding things	1		

In the word association test on the value of responsibility, a number of 42 different responses were provided by the students, and they occurred for 78 times in total. Based on the cut-off points, 1 response was in the range of $KN \geq 10$ and 4 responses were in KN 4-5. No response was found in the range of KN 8-9 and KN 6-7. The total number of distinct responses within the cut-off points was 5. The

total number of the responses in all the cut-off point ranges was 30. The students' responses regarding the concept of "responsibility" are illustrated below.



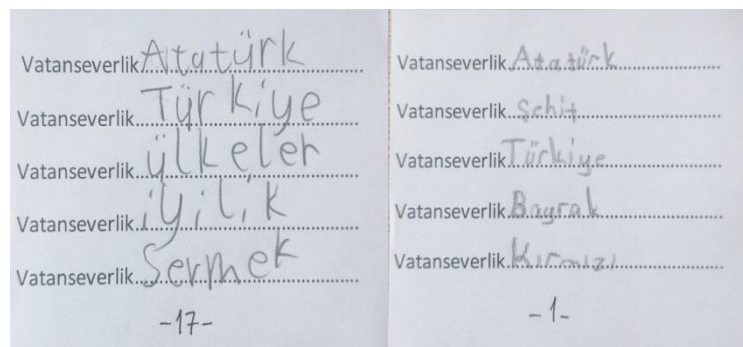
Picture 9. Students' responses to "responsibility"; Ö15, Ö16

Table 17 shows the words considered associated with "patriotism" by the participating 2nd grade pupils and their respective frequencies.

Table 17. Words that 2nd grade primary school students associate with the key concept of "patriotism" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Atatürk	14	Sending off soldiers	1
Flag	12	Father	1
Martyr	9	Our dear	1
Türkiye	9	World	1
Land	5	Goodness	1
Soldier	4	English	1
War	3	Blood	1
Homeland	3	Red	1
Ankara	2	To protect	1
Minister	2	To love	1
Myself	2	City	1
Person	2	Turkish	1
National anthem	2	Country	1
God	1	Countries	1
Mother	1	Total	85

In the word association test on the value of patriotism, a number of 29 different responses were provided by the students, and they occurred for 85 times in total. Based on the cut-off points, 2 responses were in the range of $KN \geq 10$; 2 responses were in $KN 8-9$, and 2 responses in $KN 4-5$. No response was found in the range of $KN 6-7$. The total number of distinct responses within the cut-off points was 6. The total number of the responses in all the cut-off point ranges was 53. The students' responses regarding the concept of "patriotism" are illustrated below.



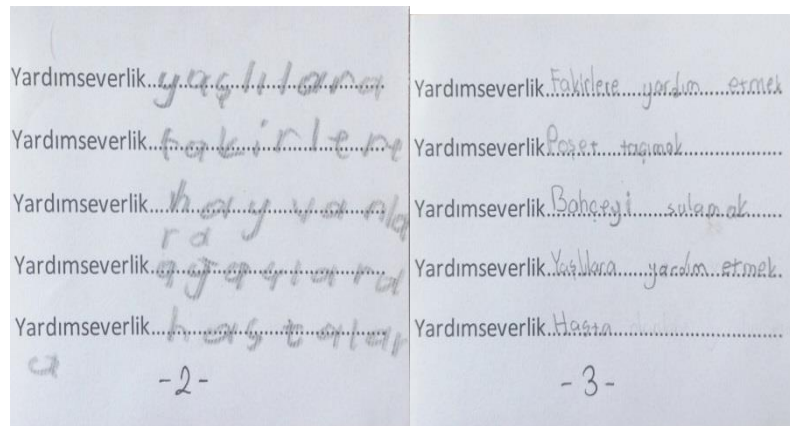
Picture 10. Students' responses to "patriotism"; Ö17, Ö1

Table 18 shows the words considered associated with “helpfulness” by the participating 2nd grade pupils and their respective frequencies.

Table 18. Words that 2nd grade primary school students associate with the key concept of “helpfulness” and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Helping the elderly	14	Plant saplings	1
Poor	10	Help	1
Help for people with disabilities	7	To do one’s work	1
Tree	4	Being good	1
Friend	4	Brother /sister	1
Animal	4	Broken	1
Mother	3	To share	1
Father	3	Carry a bag	1
Kızılay	3	Aunt	1
Watering	2	Ukraine	1
Patient	2	To give	1
Teacher	2	Wound	1
Giving space to the elderly	2	Elderly	1
In the difficult situation	2	Elderly care	1
Without parents	1	Deliver food	1
Beggar	1	Yeşilay	1
To fall	1	Total	81

In the word association test on the value of helpfulness, a number of 33 different responses were provided by the students, occurring for 81 times in total. Based on the cut-off points, 2 responses were in the range of $KN \geq 10$; 1 response was in $KN 6-7$, and 3 responses in $KN 4-5$. No response was found in the range of $KN 8-9$. The total number of distinct responses in the cut-off points was 6. The total number of the responses in all the cut-off point ranges was 43. The students’ responses regarding the concept of “helpfulness” are illustrated below.



Picture 11. Students’ responses to “helpfulness”; Ö2, Ö3

All of the findings obtained from the analyses are summarized in the table below.

Table 19. Frequencies of responses associated with root values within cut-off points

	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibilit y	Patriotism	Helpfulness
Tree										4
Relative		4								
God			8			13	7			
Mother			15		7		8			
Friend		15					6			4
Soldier									4	
Atatürk						10	4		14	
Lawyer	5									
Father			11			4	4			
Flag									12	
Waiting					4					
Myself			4							
Diligence				6						
Studying				7						
Speaking the truth			4							
Honesty	13			5						
Being organized				5				5		
Bread						7				
Help for people with disabilities										7
Poor										10
Standing on the side of the righteous	4									
Animal							4			4
Law	4									
Being kind hearted		5								
Good person				4						
National anthem						14				
Doing business								4		
Brotherhood		8								
Canteen					4					
Personal care				11						
Quran						14				
Cousin		7								
Court	13									
Waiting for the bus					5					
My toys								5		
Homework								12		
Teacher			4				5			
Prophet			9							
Respect				7				4		
Martyr									9	
Love		7								
Queue					5					
Cleaning				11						
Land									5	
Türkiye									9	
Helpfulness		4								
Race	7									
Helping the elderly										14
Total	46	50	55	56	25	62	38	30	53	43

In the table above, the phrases cited most often are listed alphabetically and their respective frequencies are color coded based on the cut-off points. Only the responses with the cut-off point equal to and above the frequency of 4 are included in the table. As can be understood from the table, 6 recurrent responses were seen regarding “justice” with a total frequency of 46. These figures change for “friendship”, namely 7 recurrent responses with a total frequency of 50. Another value, “honesty” was repeatedly associated with 7 words yielding the total frequency of 55. There are 8 types of responses to “self-control” with a total frequency of 56. “patience” was associated with 5 recurrent phrases giving the frequency of 25. The recurrent responses to “respect” were counted as 6 giving the frequency of 62. Another value, “affection”, was associated with 7 recurrent responses and a frequency of 38 in total. “responsibility” was repeatedly associated with 5 phrases totaling to a frequency of 30. The number of recurrent responses and frequency were 6 and 53, respectively, for “patriotism”. Last but not least, “helpfulness” was associated with 6 types of responses leading to a total frequency of 43. The cut-off points were then translated into conceptual networks as follow:

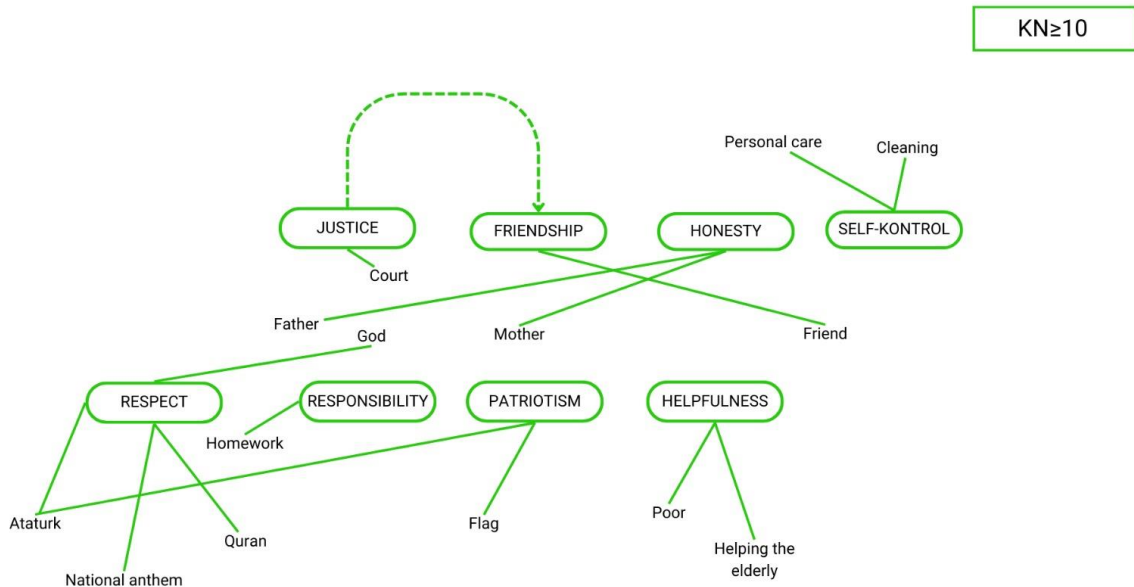


Figure 1. Conceptual network of responses with cut-off point equal to and above 10

In the conceptual network above, the color green was used to indicate the band of $KN \geq 10$. When the cutoff point was set at and above 10, the frequency of the responses to the value of respect increased. 4 phrases or words were in the cutoff point in relation with this value, but 2 phrases or words were seen in relation with honesty, self-control, patriotism and helpfulness. Responsibility value was corresponded with 1 phrase or word in the cutoff point. A total of 16 responses were produced in the range of $KN \geq 10$. Particularly, “Atatürk” was associated with respect and patriotism within the same frequency range. The other value in this group, justice, was often paraphrased with “honesty” falling within this frequency range.

KN 8-9

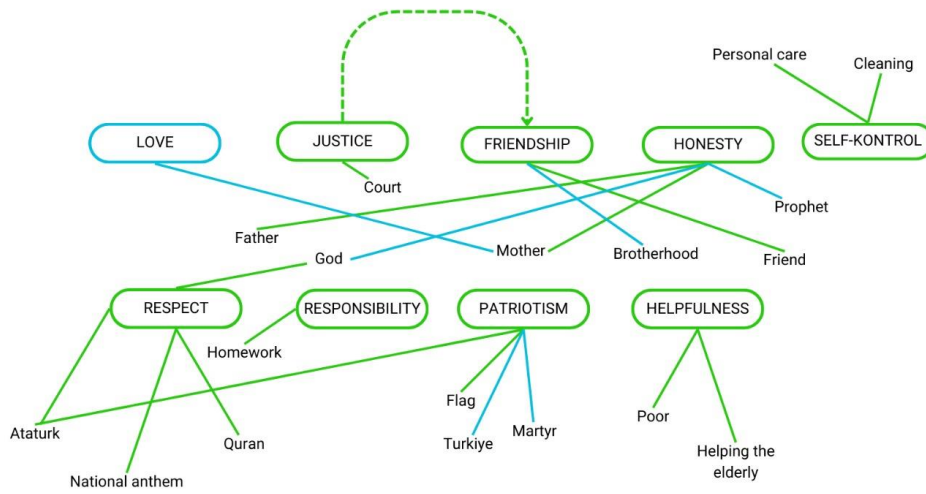


Figure 2. Conceptual network of responses with cut-off point range of 8-9

The second cutoff point range, KN 8-9, was color coded in blue. Taking the cutoff point as 8-9 showed that responses concerning friendship, honesty and patriotism as well as affection were suggested. There were no suggestions about the other values, i.e. justice, self-control, respect, responsibility, helpfulness, in this frequency range. While affection and friendship were represented by 1 response in this cutoff point, 2 responses were associated with each of honesty and patriotism. Within the cutoff point KN 8-9, there were 6 responses. Among these, the term “God” was associated with the value of respect in $KN \geq 10$ while it was connected with honesty in the adjacent lower cutoff point, which is KN 8-9. Similarly, “mother” was associated with honesty within the cutoff range of $KN \geq 10$ but the same term was suggested in relation with the value of affection within KN 8-9. Another value, friendship, was found to be affiliated with “brotherhood” in KN 8-9 cutoff point range.

KN 6-7

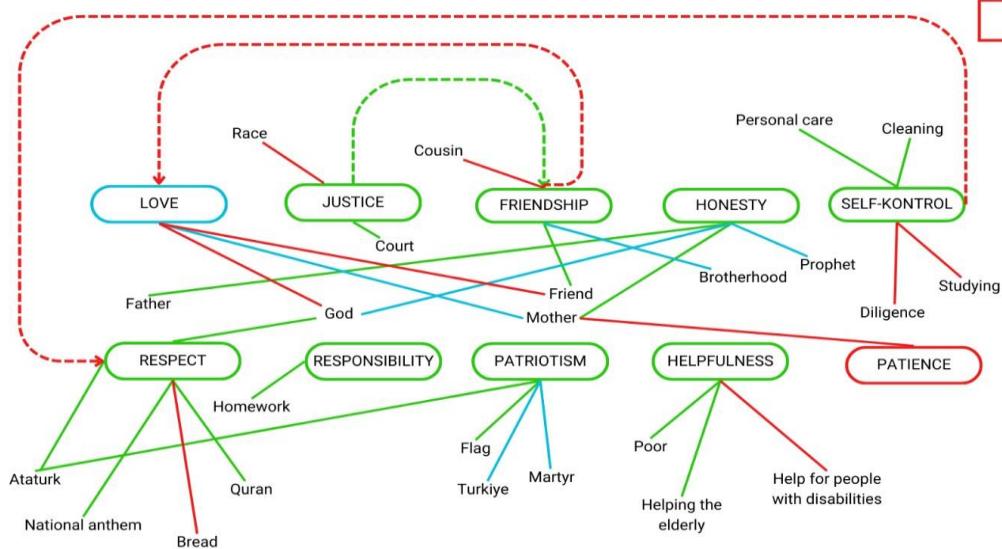


Figure 3. Conceptual network of responses with cut-off point range of 6-7

The next range, KN 6-7 namely, is coded in the color red. When the cut-off point was taken as 6-7, responses were seen about affection, justice, friendship, self-control, respect, helpfulness and patience. No responses were observed in relation with the other three values, i.e. honesty, responsibility, patriotism. In this group, there were found 2 phrases or words regarding affection, 1 regarding justice, 2 regarding friendship, 3 about self-control, and 1 for each of respect, helpfulness and patience values. There are a total of 11 responses in the range of KN 6-7. For instance, “God” was seen to be associated with affection in this group while the same term was suggested for honesty in KN 8-9 and respect in KN≥10 ranges. Likewise, the term “friend” was associated with affection within the range of KN 6-7 but with friendship in the top range, KN≥10 namely. “mother” was associated with patience in the range of KN 6-7, associated with honesty in KN≥10 and affection in the range of KN 8-9. Other suggestions included “race” evoked by justice, “cousin” by friendship, “diligence” and “studying” evoked by self-control, “bread” by respect, and “help for people with disabilities ” by helpfulness.

In this band, it was seen that the entry “friendship” was directly linked to the term “affection”. As for the suggestions concerning self-control, a direct association was made with the “respect” falling within this frequency band.

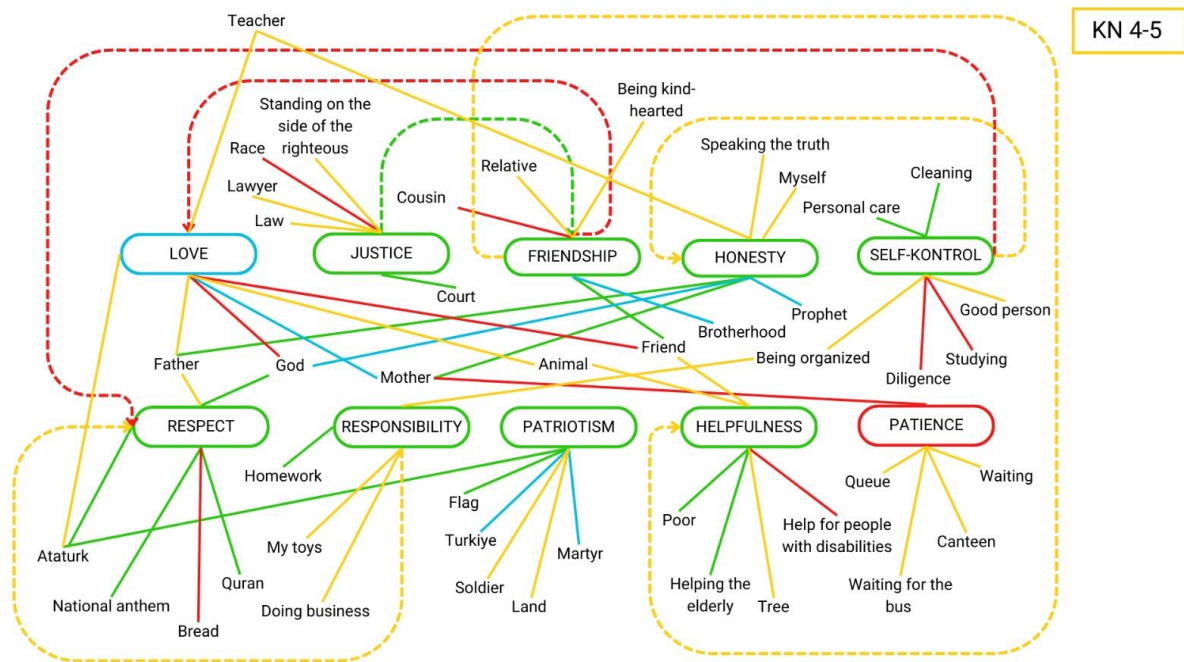


Figure 4. Conceptual network of responses with cut-off point range of 4-5

KN 4-5 range is shown in yellow. When the cut-off point was held in the range of 4-5, responses were noted related to all of the values in question. This cut-off point sheltered 4 phrases or words about affection, 3 about justice, 3 for each of friendship, honesty and self-control, and 1 for respect, 4 for responsibility, 2 for patriotism, 3 about helpfulness, and 4 phrases or words about patience. In this cutoff range, 30 responses were produced in total. As an example, the value of justice was explained with “standing on the side of the righteous”, “lawyer” and “law”. Another value, friendship, was explained with “being kind hearted ” and “relative(s)”; honesty was associated with “myself” and “speaking the truth”; self-control with “a good person”; responsibility was associated with “my toys” and “doing business”; patriotism with “soldier” and “land”; patience was connected with “waiting for the bus”, “waiting”, “queue” and “canteen”; and the value of helpfulness was linked with “tree”. Apart from these,

“teacher” was suggested for affection and honesty values, “animal” for affection and helpfulness, and “being organized” was suggested in response to responsibility and self-control. Also, “Atatürk” was found to be in association with respect and patriotism within the range of $KN \geq 10$ and another value, affection, in the range of KN 4-5. The term “father” was associated with honesty in $KN \geq 10$ range but it fell under the range of KN 4-5 when it was associated with affection and respect. Similarly, “friend” was offered for friendship value in $KN \geq 10$, affection value in KN 6-7 and helpfulness in KN 4-5.

The responses to the value of responsibility showed a direct reference to “respect” and it fell under this frequency range. Again, the responses about self-control included “honesty” and it was within the same frequency range. Lastly in this group, one response (helpfulness) was directly offered in relation to the value of friendship, and it was in this frequency range, too.

Discussion and Conclusion

This study scrutinized the 2018 Life Studies Curriculum from the point of root values and attempted to put forth the students’ conceptions of root values. It was found out that the students’ perceptions were independent on the relation of the root values with the Curriculum. Esemen (2019) found in his study that the objectives under the 2009 Life Studies Curriculum were matched with basic values but the same cannot be said for the 2018 Curriculum. In Esemen’s study, the objectives under scrutiny were dominantly linked with “responsibility” whereas the most common value was “self-control” in our study, followed by “responsibility”. The current study dealt with the same curriculum as Esemen (2019) but reached conflicting results. The reason can be the blurred distinction between the values of responsibility and self-control.

As mentioned above, the second most prevalent value in our study was “responsibility”. This finding is supported by Hatay Uçar and Çetinkaya (2021), Çetinkaya and Metin (2018), Güzel (2013), and Yaşaroğlu (2013) as they found the same in their analysis of coursebooks. However, Özkan (2017) found out that the most frequently implied value was “affection” in the coursebooks. The disagreement could be due to the fact that Özkan (2017) put coursebooks under the scope. Coursebooks differ from curricula in that values are covered in coursebooks in a direct or indirect manner.

Also, in this study, the learning objectives were targeted at root values such as patience, justice, honesty and friendship at the lowest level. This result seems to be in concordance with Hatay Uçar and Çetinkaya (2021), Çetinkaya and Metin (2018), Özkan (2017), and Şara, Keyvanoğlu and Tuna (2017) as they reported honesty, patience and justice to be the least connected with the learning objectives in the coursebooks. These results support our findings.

The values of justices, friendship and honesty were linked with the objectives in Unit 1 only. Hatay Uçar and Çetinkaya (2021) point out that students are more likely to acquire values when they are targeted often in coursebooks. In the study of Hatay Uçar and Çetinkaya (2021), the value of honesty had a place of %0,4 in coursebooks, remaining below the other values in those sources so it was regarded unsatisfactory for the acquisition of that value. However, in this study, the values such as justice, friendship and honesty were embedded in Unit 1 only and they had relatively lower frequency, yet the variety of the students’ answers was quite high in the Word Association Test. Moreover, there recurrent responses were at a considerable extent in the students’ conceptual network intervals. In contrast to Hatay Uçar and Çetinkaya (2021), the findings here suggest that students have acquired

certain values in spite of a weak relation between the learning objectives and target values. This might be the positive impact of the students' social environment and everyday life on value acquisition.

As one looks at the relationships between the Life Studies objectives and values, it can be noticed that the number of objectives decreases in the subsequent units. For example, all of the 10 root values were targeted with a frequency of 29 under the 11 objectives in Unit 1. However, in Unit 6, there were 9 objectives related with 4 of the 10 root values with a frequency of 9. It is obvious that the number of objectives decreases along the units in the 2nd Grade Life Studies Curriculum. What is more, the number of the related values becomes smaller with a lower frequency. In the scope of the relations between the objectives and values, the largest number of relations was established with self-control and responsibility values while the smallest number of relations was made with justice, friendship and honesty. Similarly, Erbaş and Başkurt (2021) examined the Life Studies Coursebooks for grades 1, 2 and 3 produced by various publishers. They also concluded that justice and honesty were the least seen values in the objectives whereas self-control and responsibility were the subject of the most intense relation. The abovementioned study checked the existence of the values in Life Studies coursebooks imposed in the Life Studies curricula. They noted that both responsibility and self-control were the most widespread values in all of the coursebooks for grades 1, 2 and 3.

As regards the student responses, the highest recurrence rate was found with "respect" among other values. In other words, 15 distinct ideas were proposed in reference to respect value by the students. The frequency of those responses in the cutoff point was 62. By looking at these results, it can be argued that the number of learning objectives targeting "respect" had a positive effect on the similar responses generated by students.

Another value explained with closely related responses was "self-control". There were 26 distinct responses under this entry and their frequency in the cutoff point was 56. By the same token, it can be suggested that the number of learning objectives handling self-control value encouraged similar responses from students.

The largest number of distinct responses was noted with "patience", which was 48. The frequency of those responses in the cutoff point was 25. The smaller number of objectives teaching patience and wide variety of responses in this regard imply that the students' responses might have been triggered by their personal lives or experiences instead of the course objectives.

The value of responsibility also yielded a large number of distinct responses equal to 42. The frequency of the responses was 30 in the cutoff point. It can be noticed that the student responses were quite varied and did not exhibit a high frequency in the cutoff point despite the large number of related objectives. It can be inferred that the objectives concerning the value of responsibility were not persuasive enough to guide students' experiences. Instead, the students might have acquired this value by themselves in their context of living.

Aydemir and Ulu Kalın (2018) conducted a phenomenology with pre-test and post-test on 8th grade students to elicit the students' conceptualizations of independence, freedom, self-confidence and modernization by means of a word association test. The initial test yielded a limited number of responses and a cutoff point below 10; therefore, only one mind map was generated. However, they could obtain 3 mind maps showing richer relations among the concepts in the final test. In the same way,

4 different cutoff points were fixed in this study so that the students' mind maps could be portrayed in 4 conceptual networks.

The conceptual networks built on the cutoff points reveal that 16 relations were established with 8 values in the range $KN \geq 10$. These values are justice, friendship, honesty, self-control, respect, responsibility, patriotism and helpfulness. As a notable example, "Atatürk" was offered to express not only respect but also patriotism. In Aydemir and Ulu Kalın (2018), the concept of Atatürk was also the only example associated with more than one value at the same time. In a survey, Aksoy and Kılıç (2023) administered a Word Association Test [WAT] to 9th grade high school students to explore their cognitive structure regarding Atatürk's principles. They found out that the terms "Atatürk" and "freedom" together formed a strong point of reference. As far as our study is concerned, respect is highly related with life studies objectives, like patriotism. On the other hand, justice and honesty were less related with the objectives. Nevertheless, they proved to be directly interrelated because of their co-occurrence within the cutoff point range of $KN \geq 10$.

The conceptual network for the range of KN 8-9 exhibits associations of 4 values, i.e. respect, friendship, honesty, patriotism, with 6 distinct phrases or words. Of the terms in this range, "mother" and "Allah" were also associated with specific values in $KN \geq 10$. It can be seen that the values in the cutoff point ranges do not relate to the objectives uniformly. In other words, a cutoff point range hosts values that are strongly or weakly related with the objectives. Among other values, the responses about patience were not included in top two cutoff point ranges.

Next, the conceptual network derived from KN 6-7 show associations of 7 values, i.e. affection, justice, friendship, self-control, respect, helpfulness, patience, with 11 distinct phrases or words. In a similar study by Oğuz Namdar and Akbayrak (2019) on 10 gifted 3rd grade students, it was found out that the students were able to associate the value of justice with mother, father, right and scale thanks to drama activities. In our case, the students suggested other concepts in response to justice. Some of the responses in the range of KN 6-7 previously occurred in the upper cutoff point ranges, too. Apart from this, self-control and respect were paired up with friendship and affection in the word association test although the former was commonly related with the objectives while the latter was less so in the curriculum analysis. This frequency level also displays terms associated with patience value.

The last conceptual network, which was based on KN 4-5, demonstrates associations through 29 distinct phrases or words. The responses in this range are distributed across all values. For example, "teacher", "animal", "being tidy/organized" and "father" were associated with two different values. Some other explanations were used in the range of KN 4-5 in addition to the upper ranges. There was a direct association between responsibility and respect, which both were highly related to the objectives. Also, a direct line was drawn between self-control and honesty on one side and friendship and helpfulness on the other side although they were related with the objectives at varying degrees. Dinç, Sezer, Üztemur and İnel (2018) also observed that the students associated the key concepts (equality, justice, right, responsibility, freedom) with democratic values. A similar tendency was observed in this study, too because the students associated a root value with another root value in some situations. This suggests that the relations between the objectives and values do not overlap with the value relations in students' minds. Support comes from a study which applied a word association test as a diagnostic tool instead of assessment and evaluation.

As stated earlier, the literature avails no example using both a word association test and conceptual network. The present study was undertaken to expose the 2nd grade primary school students' perceptions concerning root values. The results suggest that the learning objectives have a slight effect to this end. Considering their responses, the students' value perceptions may have been largely affected by their social facts and the people they communicate with instead. Thus, it can be posited that social context is as significant as family, school and curriculum for students' value acquisition. This argument was evidenced in Yarar Kaptan and Kara (2020). In their study, they compared the perceptions towards root values of 3rd and 4th grade students attending multigrade classes and single-grade classes. They arrived at the conclusion that the participants in single-grade classes acquired justice, friendship and respect at a higher level whereas their peers in multigrade classes achieved higher acquisition of patience, responsibility and helpfulness. They pointed out that the students' understandings of root values differ depending on the class type, those in single-grade classes exhibiting more diversified value perceptions.

Recommendations

To sum up, a number of recommendations are made by taking into consideration the study results:

- Extra studies can be undertaken for teaching of the values where students show only a lower level of association in word association tests.
- Due to the relatively weaker self-expression skills of 2nd grade students in general, future studies had better target the 3rd grade level and beyond. Alternatively, data can be collected via interviews by asking respondents to justify their statements.
- In word association tests, students sometimes write ambiguous or unclear responses. In order to overcome this and to better reveal the students' mental representations and assumptions, WATs can be triangulated with other techniques like interviews, observation and concept maps.
- As stated in the literature, word association tests can help investigate students' cognitive structures and assess their learning during the teaching process. In order to measure their' pre-learning or the effectiveness of the teaching, word association tests can be used.
- Social environment seems to be more powerful than learning objectives in the formation of the value-oriented mental structures of 2nd grade primary school students. Therefore, it would be useful to strengthen value acquisition process through out-of-the-school learning activities along with practices that promoting school-family cooperation.
- The study can be replicated by employing other data collection tools to reveal students' root value perceptions.
- The curriculum might be revisited for the relationship between objectives and values. In this scope, the values can be distributed in a more balanced way in all units.
- The study may be partially replicated on the objective and value relations in the curriculum for grades 1 and 3 with the aim of monitoring the change in such relationships at consecutive grade levels.

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İlkokul Hayat Bilgisi Kazanımlarının Kök Değerler Açısından İncelenmesi ve Öğrencilerin Kök Değerlere Yönelik Algılarının Belirlenmesi

Giriş

Toplum içerisinde bireylerin ilişkilerini düzenleyen, kendi kültürleri ve evrensel kurallarla şekillenen davranış biçimleri değerler olarak karşımıza çıkmaktadır. Toplumda birlik ve beraberliğin, dayanışma ve saygının oluşturulmasında değerler etkili rol oynamaktadır. Bu bağlamda değerler eğitimi toplumsal kimlik oluşturma konusunda önem kazanmakta ve eğitim sürecinde de önemli bir yer tutmaktadır. Değerler eğitimi, toplumdaki iyi ve olumlu davranışların yaygınlaştırılması, kötü ve olumsuz davranışların ise iyi ve olumlu davranışlara dönüştürülmesinde önemli roller üstlenmektedir (Turan & Ulusoy, 2014). Eğitim sürecinde değerler eğitimi temel dersler içerisinde kazanımlara entegre edilerek verilmektedir. Özellikle ilkök düzeyinde Hayat Bilgisi dersi kök değer kazanım ilişkisinin yoğun olarak kurulduğu bir ders olarak karşımıza çıkmaktadır. Öğrencilere kazandırılması gereken kök değerlerin Hayat Bilgisi programında ne düzeyde yer aldığı ve öğrencilerin bilişlerinde kök değer ilişkisinin ne düzeyde kurulduğu merak konusudur. Alanyazında Hayat Bilgisi öğretim programında ve ders kitaplarında kök değer kazanım ilişki düzeyini inceleyen çalışmalara rastlanmaktadır (Çetinkaya & Metin, 2018; Erbaş & Başkurt, 2021; Güzel, 2013; Hatay Uçar & Çetinkaya, 2021). Fakat kök değerlerin öğrenciler tarafından ne düzeyde kazanıldığını, bilişsel yapılarını ne düzeyde şekillendirdiğini kelime ilişkilendirme testi aracılığıyla araştıran bir çalışma bulunmamaktadır. Bu verilerden hareketle 2018 Hayat Bilgisi Öğretim Programı'nın 2. sınıf kazanımları ile kök değerler arasındaki ilişkinin düzeyinin ve ilkök 2. sınıf öğrencilerinin kök değerlere yönelik algılarının belirlenmesi amaçlanmıştır. Bu bağlamda oluşturulan alt problemler ise şu şekildedir.

1. 2018 Hayat Bilgisi Öğretim Programı 2. sınıf ünitelerinde yer alan kazanımlar ile kök değerler arasındaki ilişki nasıldır?

2. İlkokul 2. sınıf öğrencilerinin kök değerlere yönelik bilişsel yapıları nasıldır?

Yöntem

Araştırma olgubilim deseninde nitel bir çalışmadır. Araştırmanın örneklemini kolay ulaşılabilir örnekleme yoluyla belirlenen ilkokul 2. sınıf öğrencilerinden oluşmaktadır. Bu kapsamda Rize ilindeki bir devlet okulunda ilkokul 2. sınıfa devam etmekte olan 17 öğrenci çalışmaya dâhil edilmiştir. Araştırmada veri toplama aracı olarak Kök Değerler Listesi ve Kelime İlişkilendirme Testi [KİT] kullanılmıştır. Söz konusu çalışmada araştırmacılar tarafından 2018 Hayat Bilgisi 2. sınıf Öğretim Programı kök değer kazanım ilişkisi bağlamında incelenmiştir. Her üniteye yer alan kazanım kök değer ilişkisi tablolar halinde sunulmuştur. Ayrıca öğrencilerin kök değerlere ilişkin algılarını ortaya çıkarmak üzere kelime ilişkilendirme testi uygulanmıştır. Verilerin analiz edilmesinde betimsel analiz tekniklerinden yararlanılmıştır. Kelime ilişkilendirme testi ile elde edilen öğrenci cevap kelime frekansları dikkate alınarak dört adet kesme noktası belirlenmiştir. Kesme noktalarında yer alan cevap kelimelerinin kök değerlerle ve birbiriyle ilişkisini ortaya koymak üzere kavram ağları hazırlanmıştır. Kavram ağlarından elde edilen sonuçlarla 2018 Hayat Bilgisi 2. Sınıf programının kazanım kök değer ilişkisi değerlendirilmiştir.

Bulgular

Çalışmada elde edilen bulgular, kazanım kök değer ilişkisinin her üniteye eşit ve dengeli dağılım göstermediğini ortaya koymaktadır. Bulgulara göre 2018 Hayat Bilgisi 2. Sınıf Öğretim Programı'nda kazanım kök değer ilişkisi en fazla öz denetim (f=22) ve sorumluluk (f=16) değerlerinde kurulmuştur. En az kazanım ilişkisi kurulan kök değerler ise adalet, dostluk ve dürüstlük (f=2) değerleridir. Kazanımlarla değer ilişkilendirilme oranı ilk ünitelerde daha fazla iken ilerleyen ünitelerde kazanım değer ilişkisinde azalma olduğu görülmüştür. Ayrıca bulgular, öğrencilerin kök değer algılarının kazanım kök değer ilişkisinden bağımsız olarak şekillendiğini göstermektedir. Öğrencilerin kelime ilişkilendirme testlerinde verdikleri cevaplara göre kesme noktası aralığında en fazla cevap kelimesi üretilen değer öz denetim (f=8) iken en az cevap kelimesi üretilen değer sabır ve sorumluluk (f=5) değerleridir. Kesme noktası aralığında en fazla frekans toplamına sahip değer saygı (f=62), en az frekans toplamına sahip değer ise sabır (f=25) değeridir. Kesme noktalarında yer alan cevap kelimeleri ile oluşturulan kavram ağlarında sevgi ve sabır değerleri dışında kalan tüm değerlerle ilişkili cevap kelimelerin $KN \geq 10$ kavram ağında yer aldığı görülmüştür. Sevgi değeri ile ilişkili cevaplara $KN 8-9$ aralığında rastlanırken, sabır değeri ile ilişkili cevaplar $KN 6-7$ aralığında yer almıştır. Kavram ağlarında farklı değerlerle ilişkilendirilmiş cevapların da var olduğu görülmüştür. Bunun yanında adalet – dürüstlük, öz denetim – saygı, dostluk – sevgi, öz denetim – dürüstlük, dostluk – yardımseverlik ve sorumluluk – saygı değerleri arasında doğrudan ilişki kurulmuştur.

Tartışma ve Sonuç

2018 Hayat Bilgisi Öğretim Programı'nın kök değer ilişkisi açısından incelendiği ve öğrencilerin kök değer algılarının ortaya konulduğu bu çalışmada öğrencilerin kök değer algıları ile Hayat Bilgisi Öğretim Programı'nın kök değer ilişki düzeyinin birbirinden bağımsız olduğu görülmektedir. Esem (2019) aynı programı inceleyerek yürüttüğü çalışmada kazanımlarla en fazla ilişki kurulan değer "sorumluluk" değeri olduğunu belirtmiştir. Bu çalışmada ise aynı program incelenmiş olmasına rağmen en fazla kazanım değer ilişkisi kurulan değer "öz denetim" olduğu sonucuna ulaşılmıştır. Bu durumun sorumluluk ve öz denetim değerleri arasındaki ayrımın çok net olmamasından kaynaklandığı

düşünülebilir. Hatay Uçar ve Çetinkaya (2021), Çetinkaya ve Metin (2018), Güzel (2013), Yaşaroğlu (2013)'nın araştırmalarının sonuçları en fazla "sorumluluk" değeri ile kazanım değer ilişkisi kurulduğunu göstermektedir. Bu çalışmadan elde edilen sonuçlar da benzer şekilde "sorumluluk" değerinin en fazla kazanım değer ilişkisinin kurulduğunu göstermektedir. Çalışma sonuçları alanyazın çalışmalarını destekler niteliktedir. Benzer şekilde Hatay Uçar ve Çetinkaya (2021), Çetinkaya ve Metin (2018), Özkan (2017), Şara, Keyvanoğlu ve Tuna (2017) araştırmalarında dürüstlük, sabır ve adalet değerleri ile en az ilişki kurulduğunu belirtmiştir. Bu çalışmadan elde edilen sonuçlar da alanyazın çalışmalarına benzer şekilde sabır, adalet, dürüstlük ve dostluk değerlerinin en az ilişki kurulan değerler olduğunu göstermektedir. Değerlere yönelik öğrenci cevapları incelendiğinde saygı değerine yönelik cevapların pek çok öğrenci tekrar edildiği ve kesme noktası aralığında frekansının yüksek olduğu görülmüştür. Saygı değerine yönelik kazanım değer ilişkisinin de yüksek oluşu öğrenci biliş düzeyini etkilediği ve öğrencilerin benzer cevaplar vermesinde etkili olduğu sonucunu verebilir. Değerlere yönelik öğrenci cevaplarında farklı cevap sayısının en fazla olduğu değer sabır değeri olduğu görülmüştür. Sabır değeri ile kazanım ilişkisinin düşük düzeyde oluşunun öğrenci biliş düzeyine etkisinin de düşük olduğu sonucunu verebilir. Öğrenci cevaplarının büyük oranda birbirinden farklılık göstermesi öğrenci cevaplarının kendi yaşantı ve deneyimlerinden yola çıktıklarının göstergesi olabilir. Çalışmanın sonuçları kelime ilişkilendirme testinin öğrencilerin kavramsal anlama düzeyini ortaya koyduğunu, müfredat öncesi ve sonrası kullanılabilirliğini göstermektedir.

Öneriler


Bu sonuçlardan hareketle düşük seviyede ilişki kurulan kök değerlere yönelik ek çalışmalar yapılabilirliği, 2018 Hayat Bilgisi Öğretim Programı'nın kazanım-kök değer dağılımının yeniden düzenlenebileceği ve çalışmanın farklı sınıf düzeylerinde de yürütülebileceği önerilmektedir. Ayrıca değerler eğitiminde okul-aile işbirliğini önemseyen uygulamalar ile birlikte okul dışı öğrenme etkinlikleri ile değer edinme sürecinin desteklenmesi de önerilmektedir. Bu çalışmanın kelime ilişkilendirme testleri üzerine yeni araştırmalara öncülük etmesi ve katkı sağlaması umulmaktadır.




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Teachers' Views On Difficult Subjects in the Teaching and Learning of the Social Studies Course Article *

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Abstract

This study was conducted to determine social studies teachers' views on reasons leading to difficulties in teaching and learning some subjects in the social studies course and their solution proposals. The case study model, which is one of the qualitative research methods, was employed in the study. Study data were collected from 36 social studies teachers working in Tokat, Türkiye in the 2021-2022 academic year. The data were collected by using a semi-structured interview form consisting of seven questions, and they were tabulated under certain codes and subjected to content analysis. As a result of the interviews with the teachers, it was concluded that history subjects were the most challenging in the teaching and learning of the social studies course. Reasons for the difficulties in the teaching and learning of these subjects included teacher, student, curriculum, method-technique, and material-related problems. It was concluded that factors, such as lack of interest in the course, poor motivation, not doing homework, and not revising the subjects, were effective reasons why students had difficulty learning history subjects. Teachers' reasons why they had difficulties teaching history subjects were inadequate undergraduate education and school experience courses, not following the innovations in their fields, having problems with technology, and poor motivation. Students saw history subjects as rote learning, difficult, and boring, which decreased their motivation and negatively affected the teaching process of social studies course. For this reason, it is very crucial to use materials that will increase interest in the course and make it fun.

Keywords: Social studies education, difficulties in teaching social studies.

Introduction

Schools are very important in ensuring social order and in raising responsible individuals and the type of people needed. An approach to education that does not only involve teaching, but also prioritizes academic success, and considers education holistically is very valuable. This approach can help raise self-confident, sensitive individuals with diverse knowledge and skills. The concept of education is encountered in every field, it has been defined many times and its functions have been tried to be determined.

Education has many significant functions. One of these functions is to achieve the continuity of society while the individual socializes through education (Özmen, 2010). Another function is to enable individuals to become active citizens and to provide individuals with the necessary knowledge, skills, and values. These skills, values, knowledge, and attitudes are transferred to students through various courses. Apart from these common goals, each course also has specific objectives. For example, the specific goals of the mathematics course and the specific goals of the history course naturally differ. Individuals take many different courses from basic education to higher education and complete their education processes. One of the courses that individuals take during this education process is the social studies course. Although it varies from country to country, social studies education is included in the education system as a course from the 4th grade to the end of the 7th grade in primary education in Türkiye.

Societies need individuals who know and protect their own culture, ensure its continuity, and advance society, especially when information and technology are developing. Social studies course develops the individual's ability to obtain information, do analyses, cooperate, and solve problems. Michaelis (1964) uses the term social studies to denote an area of the curriculum that includes units based on the content of the social sciences. As a field of study created with an interdisciplinary approach, social studies education dates back to the 1920s. Social studies course has been created with an

interdisciplinary approach, making use of social sciences, such as history, geography, civics, economics, and sociology. The teaching of this course aims at transferring some of the basic knowledge and skills of the disciplines it includes to students.

The American-based National Council for the Social Studies Association [NCSS] has been offering important services in many areas, such as the definition, content, and curriculum of this course, since 1921. The definition of social studies by the NCSS is as follows: "Social studies is a field of study that combines arts, literature, and social sciences with an interdisciplinary approach to gain citizenship competencies (NCSS, 1994)". In addition to this definition of the association, it has been emphasized that social studies course is of significance in terms of "raising knowledgeable generations committed to democracy and citizens protecting democratic life". In this context, it is aimed to raise individuals who know both themselves and the society they live in through the teaching of the social studies course, besides raising good citizens. In addition to having individuals gain citizenship values and identity at the national level, it is planned to have them also gain universal knowledge, skills, and attitudes through this course.

The name "social studies" was first used in 1916 by a commission convened in the United States of America [USA] In the United States, the curriculum of this course mainly consisted of history, geography, and civics initially (Kan, 2010). The content of the course varied from country to country and the social structure and important events in the world impeded its standardization. However, this confusion has largely disappeared upon the NCSS's definition of social studies and determination of its content and fundamentals (Martorella, Bear, & Bolick, 2002).

The Content of the Social Studies Course in Türkiye

In Türkiye, social studies first took place in the curriculum that was prepared in 1968 and it was put into practice in the 1968-69 academic year. Some changes were made in the curriculum in the later stages, and this course has been applied as a blend of social sciences from the 4th grade of elementary school to the 7th grade of middle school since then. The social studies curriculum in Türkiye includes the same learning areas from the 4th to the 7th grade. The learning area consists of an interdisciplinary structure that organizes learning, in which interrelated knowledge, skills, and values can be seen as a whole. There are units and subjects as sub-elements within these learning areas. The content of the learning areas is expanded according to the grade level. The curriculum has been structured within the framework of seven learning areas. These are "Individual and Society", "Culture and Heritage", "People, Places, and the Environment", "Science, Technology, and Society", "Production, Distribution, and Consumption", "Active Citizenship", and "Global Connections", respectively. These learning areas have been created with an understanding that centralizes social sciences, such as history, civics, geography, economy, sociology, and law (Ministry of National Education [MoNE], 2018). Social studies course, which has been created with an interdisciplinary approach, can sometimes turn into a difficult course for students to understand due to many abstract concepts. Due to the many abstract concepts that the course contains and its comprehensive content, teachers have difficulties in the teaching process (Acar, 2003; Arslantaş, 2006; Atbaşı, 2007; Kuş & Çelikkaya, 2010). Each learning area is based on different social sciences. Learning areas in Social Studies Course are as follows:

1. Individual and Society: In this learning area, which includes the processes of being "me" and "us", an interdisciplinary approach has been adopted, with a focus on psychology, sociology, and social psychology fields from social sciences.

2. Culture and Heritage: This learning area, which is history-oriented, emphasizes culture and cultural heritage. It aims to create a national consciousness that will ensure the preservation and development of culture, based on the basic elements that make up the Turkish culture.

3. People, Places, and the Environment: This learning area, which aims to provide students with basic spatial knowledge, skills, and values necessary for human life, is basically geography oriented.

4. Science, Technology, and Society: In this learning area, students are expected to learn that innovative, critical, and scientific thinking is the basis of developments in science and technology and gain the skills to use technology to reach information by grasping the development process of science and technology and its effects on social life.

5. Production, Distribution, and Consumption: The basis of this learning area is the development of students' entrepreneurial and conscious consumer skills.

6. Active Citizenship: This learning area focuses on the concept of active citizenship within the framework of sociology, political sciences, and law.

7. Global Connections: Global connections learning area aims to raise effective and responsible Turkish citizens who can follow the agenda of the developing world and find solutions to the problems they face (MoNE, 2018, pp. 11-12).

Aim

There are many studies on the problems experienced in social studies teaching. According to the results of these studies, among the main problems arising from students are that students are aimless, low motivated, uninterested, and unwilling to learn, and that they see the social studies course as a course consisting of memorization (Akgül, 2006; Altun, 2009; Kuş & Çelikkaya, 2010; Yılmaz & Tepebaş, 2011). One of the problems encountered in social studies teaching is related to teaching materials. According to the teachers, there are problems in finding materials for the course and providing course materials (Ağır, 2003; Akdeniz, 2008; Akgül, 2006; Alataş, 2008; Arslantaş, 2006; Atbaşı, 2007; Ayten, 2006; Işık, 2001; Kuş & Çelikkaya, 2010; Polat, 2006; Sığan, 1997; Tahiroğlu, 2006; Yazıcı, 2001; Yılmaz & Tepebaş, 2011; Gönenç & Açıkalın, 2017; Kocaoğlu & Egüz, 2019). Teachers also stated that they could not apply student-centered teaching methods such as out-of-school teaching methods, field observation, investigation and team teaching (Kuş & Çelikkaya, 2010).

Some of the studies have shown that parents, especially in regions with low socio-economic status, are unconscious, do not communicate and cooperate with school administration and teachers, and do not care about the social studies lesson (Akgül, 2006; Kuş & Çelikkaya, 2010; Tahiroğlu, 2006; Yılmaz & Tepebaş, 2011). There were studies in which teachers' opinions on simplifying the content of the social studies curriculum and increasing the lesson hours (Açıkalın & Gönenç, 2017; Memişoğlu & Köylü, 2015; Uygun, 2020).

It has been understood that the studies carried out to determine the problems encountered in teaching social studies reveal a general view of the difficulties experienced in the teaching process. This research tried to determine which issues teachers had difficulty in teaching the social studies course. This study was conducted to reveal teachers' views on difficult subjects in the teaching and learning of the social studies course, reasons for the difficulties experienced, and their solution proposals. The

problem statement of the research is “What are the challenging subjects in the teaching and learning of social studies course?” Five sub-problems were created for the main problem.

1) What subjects do social studies teachers have difficulty teaching in social studies course?

2) Why do social studies teachers have difficulty teaching some subjects?

3) What subjects do students have difficulty learning in social studies course?

4) Why do students have difficulty learning some subjects in social studies course?

5) What are social studies teachers’ solution proposals for difficult subjects in the teaching and learning of social studies course?

Significance

Social studies course aims to develop skills for thinking, giving criticism, and decision-making (Akgül, 2006; Altun, 2009; Kuş and Çelikkaya, 2010; Yılmaz and Tepebaş, 2011), and an understanding of democratic structure and values in individuals (Gültekin et al., 2012, p. 25). It also contributes to individuals’ socialization (Sever & Koçoğlu; 2013, p. 19).

In the paragraphs above, research on the problems experienced in teaching social studies was included. Many studies have been conducted on factors that reduce the effectiveness of social studies course, including textbooks, teacher education, lack of tools and methods used, the inadequacy of weekly course hours, the unsuitability of the curriculum for learning outcomes, and teacher expectations. Studies have generally classified problems as teacher, material, and method and technique-based problems. In this study, it was aimed to reduce the problem to a more specific one. The most important aim of the study is to determine the subjects that are difficult for teachers to teach and for students to learn in social studies course according to grade levels. In addition to this aim, it is important to determine not only the issues in which difficulties are experienced, but also the solution suggestions for these difficulties.

Method

Research Model

The case study model, one of the qualitative research methods, was used in this study, in which the views of social studies teachers on difficult subjects in the teaching and learning of the social studies course were obtained. Qualitative research is a general concept that includes less disruption of the natural environment and many research models that help to understand the meaning of events (Yıldırım & Şimşek, 2008). One of the most important features of qualitative research is that it allows one to see participants’ perspectives on the subject of a study and to reveal the social structure and processes according to this point of view (Yıldırım & Şimşek, 2008). The reason for choosing this method in the research was that the boundaries of the study could not be determined precisely, and this method allows the practitioner to do a more flexible and in-depth analysis.

Study Group

The study group consisted of 36 social studies teachers working in secondary schools in Türkiye. Convenience sampling method was preferred in sample selection. Convenience sampling method allows a researcher to easily reach the units that can be included in the study and include those which are close to him/her in the sample (Baştürk & Taştepe, 2013).

Data Collection Tool

Study data were collected using a semi-structured interview form, one of the qualitative data collection tools. The semi-structured interview technique is more suitable for research in educational sciences, as it provides both a certain degree of standardization and flexibility to researchers and participants (Tümüklü, 2000). This interview form was developed by the researcher following expert opinions (two lecturers from Tokat Gaziosmanpaşa University, Faculty of Education, Social Studies Teaching Department, and two social studies teachers). As a result of the feedback received from the experts, the interview form was finalized with seven questions.

Data Collection Process

The data collection process took approximately six weeks. In this process, social studies teachers were interviewed one-on-one at their schools. During the interviews, social studies teachers were informed about the study, such as difficult subjects for teachers to teach and for 5th, 6th, and 7th-grade students to learn, the reasons for these problems, and their solutions to eliminate these difficulties. An interview form was given to teachers who agreed to participate in the study voluntarily, and they were asked to fill it out.

Data Analysis

Participants' responses were subjected to content analysis. In this analysis, the aim was to elicit main codes from answers and concepts that were similar to each other and develop them into a form that readers can understand. The data collected in the research were analyzed and interpreted based on sub-problems. In this way, research data not related to sub-problems were eliminated and excluded from the data set. The study data were primarily classified into codes and gathered under themes based on the common point of these codes. Direct quotations from the views of the participants in the interview form were presented, and they were reported by comparing and discussing with the results of other studies. In the study, each teacher was given a code, and they were kept confidential when their views were quoted directly.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Tokat Gaziosmanpaşa University Social and Humanities Research Ethics Committee

Date of ethical review decision= 09.04.2021

Ethics assessment document issue number= 01-23

Findings

In this section, the findings about the main questions of the research were given. The first of these findings was about the subjects that social studies teachers had the most difficulty teaching in the social studies course. Teachers were asked to choose among the 5th, 6th, and 7th-grade topics. The tables below present the findings on the learning areas/topics that were chosen as the most difficult to teach at each grade level. Below are the findings about the learning areas/subjects that teachers had the most difficulty teaching in the 5th grade.

Table 1. *The unit that social studies teachers had the most difficulty teaching in the 5th grade*

Unit 2: Journey into the Past	Participants	f
1. Civilizations	K1, K6, K7, K8, K9, K10, K11, K13, K15, K16, K17, K18, K21, K22, K23, K24, K25, K26, K29, K30	20
2. Beauties of Our Country	K1, K11	2
3. Our Rich Culture	K11, K26	2
4. Our Common Values	K11, K25	2
5. Our Culture from Past to Present	K19	1
Total		30

As seen in Table 1, it was determined that teachers had the most difficulty teaching "Culture and Heritage" among the learning areas (units) in the 5th grade. In this unit, it was determined that teaching the "civilizations" subject was the most difficult. As seen in the table, there are not many problems in teaching other subjects in the unit. The findings about the 6th grade are as follows:

Table 2. *The unit that social studies teachers had the most difficulty teaching in the 6th grade*

Unit 2: Journey into History	Participants	f
1. Central Asia, the Homeland of Turks	K1, K8, K9, K11, K18, K19, K21, K22, K23, K24, K25, K26, K29	13
2. The Birth of Islam	K1, K11, K19, K21, K24, K26, K28, K29	8
3. Turks' Encounter with Islam	K1, K11, K13, K19, K26, K29	6
4. Anatolia, the New Homeland	K1, K8, K11, K13, K18, K19, K21, K26, K29	9
5. Historical Routes	K1, K11, K26, K29	4
Total		40

As seen in Table 2, the unit that teachers had the most difficulty teaching among the 6th grade units was Journey into History. In this unit, it was determined that "Central Asia, the homeland of Turks" was the most difficult subject to teach. There were difficulties teaching some other subjects in the unit. It was observed that teachers had difficulties in almost all of the subjects in this unit. The findings about the 7th grade are as follows:

Table 3. *The unit that social studies teachers had the most difficulty teaching in the 7th grade*

Unit 2: Journey into Turkish History	Participants	f
1. Establishment of Ottoman State	K3, K8, K9, K11, K25, K26, K29, K29	8
2. The Conquest Policy of the Ottoman Empire	K3, K8, K9, K10, K11, K15, K18, K22, K26, K28, K29	11
3. Developments in Europe and their Effects on the Ottoman Empire	K3, K8, K9, K11, K18, K19, K26, K28, K29	9
4. Reform Movements in the Ottoman Empire	K3, K8, K9, K10, K11, K12, K13, K18, K19, K21, K22, K24, K25, K28, K29, K30	16
5. Ottoman through the Eyes of Travelers	K3, K8, K9, K11, K25, K28, K29	7
Total		51

As seen in Table 4, the "reform movements of the Ottoman state" subject in the "Journey into Turkish History" unit was the most difficult 7th-grade topic to teach. Teachers had difficulties teaching

other subjects under this unit, too. Thus, it was determined that the units that social studies teachers had difficulty teaching in the 5th, 6th, and 7th grades had history content.

The second finding of the study was related to the reasons why social studies teachers had difficulties teaching some subjects. Below are the codes and themes obtained as a result of the content analysis of the teachers' responses to the question of what the reasons for the difficulties encountered in the teaching of social studies course were.

Table 4. *The reasons for the difficulties encountered in the teaching of social studies course*

Themes	Codes	Participants	f
Reasons for the difficulties that teachers experienced	The inability of the teacher to adapt to technology and innovations	K6, K12, K20, K26, K32	5
	The discrepancy between theoretical knowledge obtained in undergraduate education and the practice	K9, K11, K12, K14, K19, K28	6
	Teacher's unprepared attendance to lessons	K1, K4, K9, K13, K14, K19, K20, K29	8
	Inability to reduce the subject to the level of the student	K1, K4, K5, K6, K7, K9, K13, K14, K15, K18, K23, K26, K30, K31, K34, K35	16
	Inability to teach abstract topics and not using tangible material	K2, K3, K4, K5, K6, K7, K8, K13, K15, K16, K17, K20, K21, K23, K32	15
	Teacher's lack of motivation	K1, K8, K27	3
	Not basing new topics on prior knowledge	K2, K5, K7	3
	Failure to attract student's attention to the lesson	K1, K10, K13, K14, K25, K26, K27	7
	Inadequate teacher qualification	K11, K19, K24, K28, K31, K33, K36	7

Table 5 gives teachers' responses to the question of what the reasons for the difficulties experienced in the teaching of social studies course could be. They pointed out that the most important reason why social studies teachers had difficulties while teaching history subjects was that they could not teach the subject in accordance with the student's level. They stated that another important reason close to this reason was the "inability to teach abstract topics and not using tangible material". Some of the teacher's views are quoted below.

The statements of K13 and K26 about the inability to teach the subject in accordance with the student's level were as follows: "Problems arise due to the inability to reduce the subject to the level of the student and make it interesting, especially in history subjects." (K13) "We have to progress quickly while teaching the subjects because time is not enough for the course. We do not have enough time to try to explain the subjects at a level that the student can understand or to present the subject in a way that every student can grasp." (K26)

The statements of participants K14 and K23 about why they had difficulty teaching abstract topics and could not use tangible material were as follows:

"Generally, teachers use the presentation technique and accordingly, the narration technique. Although this seems to be the best method when time is considered, it is not adequate for teaching abstract subjects. Methods such as discussion, case study, concrete material design, etc., which will activate the student, cannot be used because time is not enough. We have problems conveying concrete subjects, as we have to use the narration technique. Due to the socio-economic problems of the school, unfortunately, there are no concrete materials in every school. In this case, the teacher is sometimes helpless." (K14)

“Unfortunately, textbooks cannot guide us in reinforcing learning outcomes and explaining abstract topics. For this reason, there are problems in the concretization of abstract subjects. Using their creativity, teachers can transfer abstract topics to the student or design materials and use them in the classroom.” (K23).

The third finding of the study included social studies teachers’ views about which units and topics students had difficulty learning in social studies course. Findings about social studies teachers’ views on which topics 5th, 6th, and 7th-grade students had difficulty learning in social studies course were tabulated separately for each grade level. As a result of the analysis, it was determined that there were two units in the 5th grade that students had equal difficulty in learning. The findings about units are as follows:

Table 5. *The unit of the social studies course that the 5th-grade students had the most difficulty learning*

Unit 2: Journey into the Past	Participants	f
1. Civilizations	K1, K6, K8, K10, K11, K12, K14, K15, K16, K17, K18, K21, K22, K24, K25, K26, K29	17
2. Beauties of Our Country	K1, K11	2
3. Our Rich Culture	K11, K26	2
4. Our Common Values	K11	1
5. Our Culture from Past to Present	K11, K19	2
Total		24

As seen in Table 6, the most difficult unit for the 5th grade students to learn was Journey into the Past. Of the subjects in this unit, the most difficult one for the students to learn was “Civilizations”. Teachers stated that students had difficulty learning units on history in the 5th grade. They also added that there was another unit that was challenging for students to learn. Findings related to this unit are as follows:

Table 6. *The unit of the 5th-grade social studies course that students had the most difficulty learning*

Unit 3: Human and the Environment	Participants	f
1. What do maps say?	K1, K3, K4, K6, K11, K12, K15, K18, K20, K21, K22, K23, K24, K25, K26, K28, K29, K30	18
2. The impact of climate on our lives	K1, K11, K28	3
3. Population and settlement	K11, K19, K26	3
4. Why did it happen?		
5. Natural disasters and their effects		
Total		24

As can be seen from Table 7, another unit that students had difficulty learning was Human and Environment. This unit consisted of geography subjects. According to the teachers’ responses, “What do maps say?” was the most difficult subject of this unit for students to learn. There were no other difficult subjects in this unit. The table below gives findings related to the unit and subjects that 6th-grade students had the most difficulty learning.

Table 7. The 6th grade social studies course unit that students had the most difficulty learning

Unit 2: Journey into History	Participants	f
1. Central Asia, the Homeland of Turks	K1, K6, K8, K10, K11, K12, K16, K18, K19, K21, K22, K23, K24, K25, K26, K29	16
2. The Birth of Islam	K1, K11, K19, K21, K23, K24, K26, K28, K29	9
3. Turks' Encounter with Islam	K1, K11, K13, K16, K21, K24, K26, K29	8
4. Anatolia, the New Homeland	K1, K8, K11, K13, K18, K19, K21, K23, K24, K25, K26, K29	12
5. Historical Routes	K1, K11, K18, K21, K29	5
Total		50

It was determined that the unit that students had the most difficulty learning was "Travel into History", and they had difficulty learning all of the subjects in this unit. In particular, it was determined that the subject of "Central Asia, the homeland of Turks" was the most difficult subject to learn in the 6th grade. Finally, the findings related to the unit that students had the most difficulty learning in the 7th grade social studies course were as follows:

Table 8. The 7th grade social studies course unit that students had the most difficulty learning

Unit 2: Journey into Turkish History	Participants	f
1. Establishment of Ottoman State	K3, K8, K10, K11, K18, K23, K24, K26	8
2. The Conquest Policy of the Ottoman Empire	K3, K7, K8, K10, K11, K15, K18, K22, K23, K24, K26	11
3. Developments in Europe and their Effects on the Ottoman Empire	K3, K8, K11, K13, K18, K19, K21, K23, K24	9
4. Reform Movements in the Ottoman Empire	K3, K8, K10, K11, K12, K13, K14, K18, K19, K22, K23, K24, K25, K28	14
5. Ottoman through the Eyes of Travelers	K11, K18, K21, K23, K25, K28	6
Total		48

As seen in Table 9, the unit that students had the most difficulty learning was "Journey into Turkish History". In this unit, the "Reform movements in the Ottoman Empire" was the most difficult subject for students to learn. It was determined that they had difficulty learning all of the other subjects in this unit. Findings related to the fourth research question "Why do students have difficulty learning some subjects in social studies course?" were as follows:

Table 9. *Reasons why students have difficulty learning some subjects in social studies course*

Themes	Codes	Participants	f
Student-based reasons	Students do not revise the subjects regularly.	K1, K3, K5, K7, K9, K10, K11, K16, K34, K35	10
	Students come to classes unprepared.	K1, K6, K14, K16, K18, K19, K20, K21, K22, K23, K26, K27, K31	13
	Students lack prior knowledge and readiness.	K1, K2, K3, K4, K5, K7, K8, K9, K11, K15, K17, K18, K19, K20, K21, K23, K24, K25, K26, K27, K29, K30, K32, K33, K34, K36	26
	Students are indifferent and prejudiced against the lesson (not internalizing the course).	K2, K3, K5, K6, K8, K11, K12, K13, K16, K18, K20, K21, K23, K24, K26, K27, K28, K30, K31, K33, K34	21
	Students and parents consider the course unimportant.	K1, K11, K13, K14, K16, K22	6
	Students cannot establish a relationship between the subjects.	K12, K22	2
Curriculum-based reasons	The curriculum has not been designed in accordance with student interests and needs.	K2, K4, K5, K11, K12	5
	There are a lot of topics, and they are abstract and above the student level.	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34, K35, K36	36
	Inadequate class time	K1, K2, K3, K4, K5, K6, K7, K8, K9, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, 27, K31, K32, K34, K36	24
	No inter-unit connection	K23	1
Method-technique and material-based reasons	The use of the narration technique because the course is based on rote learning	K1, K3, K11, K15, K18, K19, K26, K27, K31, K34, K36	11
	Failure to use an appropriate technique and the use of unsuitable techniques for the subject	K1, K4, K14, K24, K25, K28, K30, K32, K33, K34, K35	11
	Lack of the desired material in most schools or failure to use the existing material effectively	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K16, K17, K18, K20, K21, K22, K23, K26, K27, K28, K29, K30, K35, K36	28
	Textbooks are not appropriate for the student level, they are not clear, intelligible, and plain, and the activities are not adequate.	K1, K2, K3, K4, K5, K7, K8, K11, K12, K13, K14, K15, K17, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K31, K33, K35, K36	28

In Table 10, the answers given by the participants to the question about the reasons for difficulties experienced by students in learning social studies topics were grouped under three themes: student-based, curriculum-based, and method-technique and material-based reasons. Student-based sub-reasons (codes) are shown in the table. Accordingly, “students’ lack of prior knowledge and readiness” was the most emphasized one among these codes. Some of the participants’ responses within this theme (reason) are as follows:

For example, K3 and K16 mentioned the following issues about students’ unpreparedness for classes:

“Students come to class unprepared. They forget the previous subject because they do not revise what I have taught them in the past weeks. Thus, their prior knowledge is poor when handling the new topic. This causes students to be reluctant to study.” (K3)

"Students come to school without doing their homework. They do not exercise or do homework. They do not search for information. They do not bring their textbooks and activity notebooks." (K16)

K15's statement about student's lack of prior knowledge and readiness was as follows:

"Students do not listen to the lesson because they have no interest in it. Having poor vocabulary, unfamiliarity with the subject of "civilizations" in the 5th grade, and lack of knowledge negatively affect students' readiness for the lesson." (K15)

The codes under the curriculum-based reasons theme are given in Table 10. Among the curriculum-related reasons, the most emphasized one was "There are too many topics, and they are abstract and above the student level." Below are some participant's views on this theme.

"There are a lot of history and geography topics in the curriculum, and they make learning difficult." (K1) "Some units are heavily loaded. They are not appropriated for students' interests and needs." (K10) "Due to the regional factors, it is not possible for students to progress in learning abstract concepts in the curriculum." (K12) "I think social studies course is the most intense one in middle school. I can't understand why there are few weekly hours for such a comprehensive course. I am more concerned with keeping up with the curriculum rather than teaching the subjects to students." (K20) "I think the person who has prepared the curriculum thinks that everything should be included. It just turns into confusion." (K26)

Regarding the code that the curriculum had not been prepared in accordance with the interests and needs of the students, K4 said, "Some of the subjects in the curriculum are at a high level compared to the student's level." The statement of K11 for the same code was "The learning outcomes of the curriculum are above the student's learning level. It is above the student's level, the curriculum is heavily loaded, and it does not address the student's interests and needs. It should be revised".

Table 10 also presents the codes created under the method-technique and material-based reasons theme. There were two most emphasized reasons under this theme. One of them was that not every school had the desired material or that the existing material could not be used effectively. The other reason for the difficulties experienced was cited as "Textbooks are not appropriate for the student level, they are not clear, intelligible, and plain, and the activities are not adequate." Some of the participant views on this theme are as follows:

Participants' views about the code that the textbooks were not clear, intelligible, and plain for the level of the student and that the activities were not adequate were "Books are inadequate" (K5), "Subjects in the textbooks are abstract for the student. They should be improved" (K8), "Textbooks are above the student level. There are not enough activities. We need additional resources" (K15), "Textbooks should be simplified. They are above the student level" (K19), "Students get bored with the textbook. It should be plain. Activities should be developed" (K22), "Textbooks are above the student level" (K29), and "Textbooks are inadequate. We provide students with extra resources. Textbooks should be improved" (K36).

Table 11 gives findings about the fifth and last question of the research: "What are social studies teachers' solution proposals for the challenging subjects in the teaching and learning of the social studies course?"

Table 10. *Solution proposals for the difficulties experienced in the teaching and learning of social studies course*

Themes	Participants	f	
Solution proposals to the difficulties experienced in the teaching and learning of the social studies course	The curriculum should be simplified.	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K13, K14, K15, K16, K18, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34, K35, K36	33
	Weekly course hours should be increased.	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K13, K14, K15, K16, K18, K19, K20, K21, K22, K23, K24, K27, K28, K29, K31, K32, K35, K36	28
	Concrete materials suitable for each school should be provided for abstract subjects, and the number of materials used should be increased.	K3, K12, K14, K15, K18, K30	6
	Students should regularly revise the subjects.	K1, K31, K35, K36	4
	Equality of opportunity in education should be ensured	K2, K19, K20	3
	Students' prior knowledge and readiness levels should be taken into account.	K1, K2, K3, K5, K18, K20, K26, K32, K33, K36	10
	There should be teaching methods that are student-centered, will make the student active, and will increase their interest in the lesson, and appropriate methods, techniques, and materials should be chosen.	K2, K3, K4, K6, K7, K10, K11, K15, K18, K19, K20, K26, K31, K35	8
	A positive classroom climate should be created.	K8, K13	2
	Teachers should be given in-service education for practice.	K9, K12, K28	3
	The quality of textbooks should be improved.	K2, K4, K5, K7, K8, K15, K19, K23, K24, K25, K28, K31, K33, K34, K36	15
	Class sizes should be reduced.	K12, K13	2

Table 11 shows the findings regarding the solution proposals for the difficulties experienced in the teaching and learning of the social studies course. It is understood that the most important solution proposal that draws attention here is the "simplification of the curriculum". Some participant opinions regarding this code are given below.

"The curriculum needs to be simplified to teach the subjects more efficiently." (K7) "The curriculum, the content is very intense; it needs to be simplified so that more time will be left for the activities." (K10) "The density in the curriculum should be reduced." (K13) "It is necessary to reduce the unnecessary subject load in each unit. Time should be adjusted according to the subject and content." (K18) "The curriculum definitely needs to be simplified." (K21) "The curriculum is too dense and abstract. It should be rearranged." (K28)

Participants also expressed their opinions about the need for an increase in weekly course hours. Some of the opinions are as follows:

"Course hours are inadequate for the subjects and learning outcomes." (K8) "Weekly course hours and the importance of the course should be increased. Students take it as an elective course." (K11) "Weekly course hours should be increased according to the density of the curriculum." (K13) "I think course hours should be increased. We do not have enough time." (K22) "The only thing we can do is to lecture during the allocated course hours. Weekly course hours should be increased; we cannot do any activities." (K29)

Discussion and Conclusion

The main problem of the research was to determine social studies teachers' views about the difficulties experienced in the teaching and learning of social studies course. Accordingly, the problems encountered in the teaching and learning of this course and the solution proposals were evaluated by comparing them with the results of studies in the literature.

The first finding of the study included the subjects that social studies teachers had difficulty teaching in social studies course. Teachers stated that they had difficulties teaching history subjects. According to them, the subjects that they had the most difficulty teaching by grade were as follows: the "Civilizations" subject of the "journey into the past" unit in the fifth grade; the "Central Asia, the homeland of the Turks" subject of the "Travel into History" unit in the sixth grade; the "Conquest policy of Ottoman State" and "Reform movements in Ottoman State" subjects of the "Journey into Turkish History" unit in the seventh grade. Social studies teachers stated that they had difficulties in the teaching process in the classroom because they found these subjects to be abstract, rote-learning, and boring.

A review of the literature revealed that students generally found history course difficult and boring (Akinoğlu & Aslan, 2007). For example, Ayva (2010) determined that students had more difficulty learning history subjects than other courses. In a study by Keçe (2013), social studies teachers were interviewed. In this interview, it was concluded that history subjects were intense and that the subjects had not been arranged in chronological order, therefore there were disconnections between the subjects. Çelik and Katmışlar (2010) also mentioned the lack of this chronological order in their study. Students stated that they could not understand the relationship and the transition between the subjects due to the lack of chronological order between history subjects and events. It was determined that teachers encountered problems in the teaching of history subjects in the 7th grade social studies curriculum. Reasons for teaching and learning difficulties were cited as follows: heavily loaded historical content; the lack of chronological connection; the inability to establish a connection between events; emphasis on political history rather than social history (Keçe, 2013).

A review of the studies in the literature indicated that they supported our results. Thus, it was concluded that teachers had the most difficulty teaching units with history content in the social studies course of the 5th, 6th, and 7th grades. The second finding of the study was about why social studies teachers had difficulties in teaching social studies course. The results of this research showed that the problems experienced by the teachers were caused by them. Social studies teachers mentioned the following issues as difficulties in teaching history subjects in the 5th, 6th, and 7th grades: the teacher's inability to adapt to technology and innovations; the discrepancy between theoretical knowledge obtained in undergraduate education and the practice; the teacher's unpreparedness for lessons; the teacher's inability to convey the subject in accordance with the student's level; the teacher's failure to convey abstract concepts and not using concrete materials; the teacher's lack of motivation; not controlling students' prior knowledge; the teacher's failure to attract students to the lesson; inadequate teacher qualification.

In some studies conducted with teachers, they stated that they did not follow publications related to their fields and did not adapt to technology and innovations (Ağır, 2003). Gönenç and Açıkalin (2016) and Dinç and Doğan (2010) stated that teachers saw themselves as inadequate in preparing material. Kus and Çelikkaya (2010) stated that in-service education of teachers mostly focused on

preparing and using materials and that they felt inadequate in this regard. Yener (2015) concluded that social studies teachers did not renew themselves, did not keep up with developments, and did not follow publications after graduating from university.

In a study with teachers by Topçu (2017), it was stated that they had problems with the structure of the course. It was also determined in this study that one of the main problems of teachers was the discrepancy between the theoretical courses they had taken during their undergraduate education and the practice in professional life. Yılmaz and Tepebaş (2011) concluded that students did not give enough importance to “school experience” and “teaching practices” courses that were taken at the education faculty and therefore they had problems when they started the profession. Gönenç and Açıklın (2016) stated that teachers had difficulties attracting students' attention and providing motivation.

It was concluded that the research results mentioned so far were similar to the results of this research and that there were difficulties teaching history subjects due to the problems arising from teachers. The third finding of the study included the subjects that students had difficulty learning in the social studies course. It was concluded that students in all grades included in this study had difficulty learning history subjects, but that the 5th grade students also had difficulty learning geography subjects. Thus, it was determined that the subjects that teachers had difficulty teaching and those which students had difficulty learning were the same. İbrahimoglu (2018) stated that students had the most difficulty learning history subjects, especially the Renaissance and the Reformation. In a similar study conducted by Çelikkaya (2015), it was concluded that students had the most difficulty in learning history subjects in the social studies course (5th, 6th and 7th grades). Regarding their difficulties, students think that the topics are not liked, they are difficult to keep in mind, and they are long and concise. In the study of Akengin and Demirsoy (2011), students stated that history and culture subjects are difficult to learn. The reason was given that the subjects were too long and difficult to memorize. This result of the research was consistent with the results of similar studies.

The fourth finding of the study included the reasons why students had difficulties learning the subjects in social studies course. These reasons were found to arise from students, the curriculum, and the method, technique, or the material used in the course. Student-based reasons included not revising the subjects regularly, coming to the lesson unprepared, lack of prior knowledge and readiness, indifference and prejudice to the lesson (failure to internalize the lesson), the inability to establish a relationship between the subjects, and consideration of the lesson as unimportant by students and parents. The curriculum-based reasons were that the curriculum had not been created consistent with students' interests and needs, there were too many subjects that were abstract and above the student level, the course hours were inadequate, and that there was no connection between the units. Reasons related to methods, techniques, and material were that since this course was seen as rote learning, the narration technique was used, appropriate techniques and methods were not used and some of the techniques used were not suitable for the subject, not every school had the desired material or the existing material could not be used effectively, the textbooks were not clear, intelligible, simple, and suitable for the level of the student, and that activities were not adequate.

In the study of Akengin and Süer (2011), it was concluded that students' readiness for the concepts in the social studies course was not adequate. Many studies have shown that students come to social studies course unprepared (Çelik & Katılmış, 2010; Yener, 2015). In a study on the examination of the social studies curriculum, Işık (2010) classified problems in the teaching and learning of the

course as those arising from materials used, textbooks, teachers, and lack of time. Yazıcı (2001) stated that necessary methods and techniques were not used adequately. The reason for this was that classrooms were crowded and the tools used were inadequate.

In their study on the problems experienced in the teaching of social studies course, Koçoğlu and Egüz (2019) concluded that weekly course hours were inadequate and that enough methods, techniques, and materials were not used in the teaching of the course. In a study on the expectations of teachers and students from the social studies course conducted by Pişmek (2020), teachers stated that learning outcomes needed to be reduced and that activities were difficult to implement. In a study, Göksu (2020) concluded that the weekly hours of social studies course were not adequate, textbooks were not qualified, students got bored during lessons because they saw the course as rote learning, and that they approached history subjects with prejudice. When the results obtained in this study were compared with the results of the studies in the literature, it was seen that they were similar.

The fifth and final finding of the study was about solution proposals for the difficulties experienced by social studies teachers in the teaching of social studies course and by students in the learning of the course. The following results were obtained in the study: the curriculum should be simplified, course hours should be increased, concrete materials appropriate for each school should be provided for abstract subjects, students should revise the topics regularly, students' prior knowledge and readiness levels should be taken into account, and a student-centered teaching environment should be provided. In addition, teachers should be given in-service education for practice, the quality of textbooks should be improved, and the number of students in classes should be reduced.

In their study with social studies teachers, Memişoğlu and Köylü (2015) concluded that weekly course hours needed to be increased, class sizes needed to be reduced, learning outcomes needed to be reduced, and that the curriculum needed to be simplified. In the study by Açıkalin and Gönenç (2017), social studies teachers suggested increasing weekly course hours and reducing class sizes. Uygun (2020) suggested simplifying the curriculum, reducing class sizes, increasing course hours, and supplying materials and equipment to eliminate the problems experienced in social studies course.

In the research, it was seen that the results obtained regarding social studies teachers' solution proposals were consistent with the results obtained by similar studies.

Recommendations

According to social studies teachers' views, both teachers and students had difficulties in the teaching and learning of history subjects in the 5th, 6th, and 7th grades. Therefore, the subjects that teachers and students have difficulties with in the social studies curriculum should be simplified.

Social studies teachers stated that they had difficulties using methods, techniques, and materials. Teachers who have just started their careers and prospective teachers, who are undergraduate students, should be given pre-service and in-service training on methods, techniques, and the use and application of materials and methods.

According to the data obtained in the study, it was seen that textbooks were above students' level. Social studies textbooks should be updated and they should be plainer and have more activities consistent with students' level.

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There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research.



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Sosyal Bilgiler Dersinin Öğretiminde ve Öğreniminde Güçlük Yaşanan Konulara İlişkin Öğretmen Görüşleri

Giriş

Bilgi ve teknolojinin geliştiği bir dönemde toplumlar kendi kültürünü tanıyan, koruyan, kültürün devamlılığını sağlayan, toplumu daha ileriye taşıyacak bireylere ihtiyaç duyar. Sosyal bilgiler dersi ile bireyin bilgi toplama, analiz etme, iş birliği yapma, problem çözme becerileri gelişir. Michaelis (1964), sosyal bilgiler terimini, sosyal bilimlerin içeriğine dayanan üniteleri içeren bir programın bir alanını göstermek için kullanır. Sosyal bilgiler eğitimi disiplinler arası yaklaşımla oluşturulmuş bir çalışma alanı olarak geçmişi 1920'lere kadar uzanmaktadır. Sosyal bilgiler; tarih, coğrafya, vatandaşlık bilgisi, ekonomi, sosyoloji gibi sosyal bilimlerden faydalanılarak disiplinler arası bir yaklaşımla oluşturulmuş bir derstir. Bu ders aracılığı ile bünyesinde barındırdığı bilim dallarına ait temel bilgi ve becerilerin bir kısmını öğrencilere aktarılması beklenir. Amerika merkezli National Council for the Social Studies derneği [NCSS] 1921 yılından bu yana bu dersin tanımı, içeriği ve müfredat programları gibi pek çok alanda önemli hizmetler vermeye devam etmektedir. NCSS'nin sosyal bilgiler tanımı şu şekildedir: "Sosyal bilgiler, vatandaşlık yeterlilikleri kazandırmak için sanat, edebiyat ve sosyal bilimleri disiplinler arası bir yaklaşımla birleştirerek meydana gelen bir çalışma alanıdır (NCSS, 1994)". Derneğin bu tanımının yanı sıra "bilgili, demokrasiye bağlı nesiller, demokratik yaşamı koruyan vatandaşlar yetiştirmek" için sosyal bilgilerin önemli bir ders olduğu vurgulanmıştır. Bu bağlamda sosyal bilgiler dersi ile, iyi vatandaşlar yetiştirmekle beraber, insanların hem kendilerini hem de içinde buldukları toplumu tanıması hedeflenmektedir. Bu ders ile sadece ulusal düzeyde vatandaşlık ve kimlik kazandırılmasının yanında evrensel bilgi, beceri ve tutumların da bireylere kazandırılması istenmektedir. Sosyal bilgiler adı ilk defa 1916 yılında ABD'de toplanan bir komisyon tarafından kullanılmıştır. Amerika'da bu ders ilk önceleri tarih, coğrafya ve vatandaşlık konularının ağırlıkta olduğu bir programa sahipti (Kan, 2010). Sosyal bilgiler içeriği üzerinde farklı ülkeler farklı anlayışları benimsemişlerdir. Toplumsal yapı ve dünyada yaşanan önemli olaylar bu dersin muhtevisinin

standartlaştırılmamasına neden olmuştur. Ancak NCSS'nin sosyal bilgileri tanımlayıp, içeriğini ve temellerini belirlemesiyle bu karmaşa büyük oranda ortadan kalkmıştır (Martorella, Bear, & Bolick, 2002).

Sosyal bilgiler dersinin etkililiğini azaltan faktörler üzerine, ders kitapları, öğretmen eğitimi, kullanılan araç gereç ve yöntem eksikliği, ders süresinin yetersizliği, programın kazanıma uygun olmaması, öğretmen beklentileri üzerine birçok çalışma yapılmıştır. Çalışmalar genel olarak öğretmenden dolayı yaşanan sorunlar, araç gerek kullanımından dolayı yaşanan sorunla ve derste öğretmenin kullandığı yöntem teknikten dolayı yaşanan sorun olarak sınıflandırılmıştır. Bu çalışmada sorunu daha özele indirgemek amaçlanmıştır. Sosyal bilgiler dersinin öğretmenler tarafından öğretimi ve öğrenciler tarafından öğreniminde zorluk yaşanan konuları sınıf kademelerine göre konu bazlı saptamak en önemli amaçtır.

Bu araştırmada, sosyal bilgiler öğretmenlerinin sosyal bilgiler dersinin öğretiminde ve öğrencilerin de öğrenim sürecinde güçlük yaşadıkları konuların belirlenmesi, yaşanan güçlüklerin nedenleri ve bunlara çözüm önerilerinin öğretmenlerin görüşleri ile ortaya konmaya çalışılmıştır. Araştırmanın problem cümlesi "Sosyal bilgiler öğretmenlerinin sosyal bilgiler dersinin öğretiminde, öğrenciler tarafından da öğreniminde güçlük yaşanan konular nelerdir? şeklinde belirlenmiş olup ana probleme yönelik 5 alt problem oluşturulmuştur.

1) Sosyal bilgiler öğretmenlerinin sosyal bilgiler dersi öğretiminde güçlük çektikleri konular hangileridir?

2) Sosyal bilgiler öğretmenlerinin öğretimde güçlük yaşadıkları konuların sebepleri nelerdir?

3) Sosyal bilgiler dersinde öğrenciler hangi konuların öğreniminde güçlük yaşamaktadırlar?

4) Öğrencilerin sosyal bilgiler dersi öğreniminde güçlük yaşadıkları konuların sebepleri nelerdir?

5) Sosyal bilgiler öğretmenlerinin sosyal bilgiler dersinin öğretiminde ve öğreniminde güçlük yaşanan konulara ilişkin çözüm önerileri nelerdir?

Yöntem

Sosyal bilgiler öğretmenlerinin sosyal bilgiler dersinin öğretiminde ve öğrencilerin de öğrenmesinde güçlük yaşadıkları konulara ilişkin görüşlerinin alındığı bu araştırmada nitel araştırma yöntemlerinden durum çalışması modeli kullanılmıştır. Nitel araştırma doğal ortamın daha az bozulması, olayların anlamını anlamada yardımcı olan birçok araştırma modelini içine alan genel bir kavramdır (Yılmaz & Şimşek, 2005). Nitel araştırmanın en önemli özelliklerinden biri de çalışma yapılan konuda katılımcıların bakış açısını görebilmeyi ve bu bakış açısına göre sosyal yapı ve süreçleri ortaya koymasına olanak vermesidir (Yılmaz & Şimşek, 2013). Araştırmada bu yöntemin seçilmesinin nedeni çalışmada sınırların kesin olarak belirlenememesi ve uygulamacıya daha esnek daha derinlemesine analiz yapabilme imkanı sağlamasıdır.

Araştırmanın çalışma grubunu Türkiye'deki ortaokullarda görev yapan 36 sosyal bilgiler öğretmeni oluşturmaktadır. Örneklem seçiminde kolayda örneklem yöntemi tercih edilmiştir. Kolayda örnekleme yöntemi, araştırma sürecinde araştırmacının çalışma yapacağı birimlerin seçiminde

rahatlıkla ulaşabileceği, kendisine yakın olan birimleri örneklemine dahil ettiği örneklem seçme yöntemidir (Baştürk & Taştepe, 2013).

Çalışmada nitel veri toplama araçlarından yarı yapılandırılmış görüşme formu kullanılmıştır. Yarı yapılandırılmış görüşme tekniği, araştırmacı ve katılımcılara hem belli bir derecede standartlık hem de esneklik tanınması sebebi ile eğitimbilim araştırmalarına daha bir tekniktir (Tümöklü, 2000). Veri toplama süreci yaklaşık olarak 6 hafta sürmüştür. Bu süreçte orta okullara gidilerek, sosyal bilgiler öğretmenleri ile birebir görüşülmüştür. Katılımcılardan alınan cevaplar içerik analizi uygulanarak çözümlenmiştir. İçerik analizinde temel olarak birbirine benzeyen belirli cevap ve kavramların başlıca kodlar haline getirilerek okuyucunun anlayabileceği bir forma getirmektir. Araştırmada toplanan veriler alt problemler esas alınarak analiz edilmiş ve yorumlanmıştır.

Bulgular

Bu bölümde araştırmanın temel sorularına ait bulgulara yer verilmiştir. Bu bulgulardan ilki, sosyal bilgiler öğretmenlerinin sosyal bilgiler dersinde öğretmekte en çok güçlük çektikleri konuların neler olduğuna dairdir. Öğretmenlerden 5, 6 ve 7. sınıflardaki konular arasından seçim yapmaları istenmiştir. 5. sınıfta yer alan öğrenme alanları (üniteler) içerisinde en çok “Kültür ve Miras” öğrenme alanının öğretiminde öğretmenlerin zorluk yaşadığı tespit edilmiştir. Bu ünite içerisinde de en çok “Uygarılıkları Tanıyoruz” konusunun öğretiminde güçlük yaşandığı belirlenmiştir. Ünite içerisindeki diğer konuların öğretiminde çok fazla sorun yaşanmadığı görülmüştür. 6. sınıfa ait bulgular şu şekildedir: 6. sınıf üniteleri arasında öğretmenlerin öğretmekte en çok güçlük çektiği ünitenin “Tarihe Yolculuk” ünitesi olduğu görülmektedir. Bu ünite içerisinde de en çok “Türklerin anayurdu Orta Asya” konusunun öğretiminde zorluk yaşandığı tespit edilmiştir. Ünite içerisinde yer alan diğer konuların öğretiminde de güçlük yaşandığı görülmektedir. Bu ünite içerisinde yer alan konuların neredeyse tamamında öğretmenlerin zorluk yaşadıkları görülmüştür. 7. sınıf üniteleri arasında ise, öğretmenlerin öğretmekte en çok güçlük çektiği ünitenin “Tarihe Yolculuk” ünitesindeki “Osmanlı devletinin ıslahat hareketleri” konusunun olduğu tespit edilmiştir. Yine bu ünite içerisindeki diğer konuların öğretiminde de öğretmenlerin zorluk yaşadığı belirlenmiştir. Böylelikle 5, 6 ve 7. sınıflarda sosyal bilgiler öğretmenlerinin öğretmekte güçlük yaşadıkları ünitelerin tarih içeriğine sahip olduğu belirlenmiştir.

Araştırmanın ikinci bulgusu ise sosyal bilgiler öğretmenlerinin bazı konuların öğretiminde zorluk yaşanmasının sebeplerine ilişkindir. Sosyal bilgiler öğretmenlerinin tarih konularını öğretirken zorluk yaşamalarının en önemli nedeni olarak “Konuyu öğrenci düzeyine uygun olarak aktaramamaları” göstermişlerdir. Bu nedene yakın bir başka önemli neden olarak da “Soyut konuları aktaramama ve somut materyal kullanmamaları” olarak belirtmişlerdir. Aşağıda bazı öğretmen görüşlerine doğrudan alıntı yoluyla yer verilmiştir. Çalışmanın üçüncü bulgusu ise: Sosyal bilgiler dersinde öğrencilerin hangi ünitelerde hangi konuları öğrenmekte zorluk yaşadıklarına dair sosyal bilgiler öğretmenlerinin görüşleridir. 5. sınıfta tarih içerikli “Geçmişe Yolculuk” ünitesinin “Uygarılıkları Tanıyoruz” konusunun öğrenciler tarafından zor öğrenildiği öğretmenler tarafından ifade edilmiştir. Bunun yanı sıra öğretmenler coğrafya içerikli “İnsan ve Çevre” ünitesindeki “Haritalar ne Diyor?” konusunun da zor öğrenildiğini ortaya koymuştur. 6. sınıf öğrencilerinin sosyal bilgiler dersinde öğrenmekte zorlandıkları ünite olan “Tarihe Yolculuk” ünitesinin içerisinde yer alan bütün konuların öğreniminde güçlük yaşadıkları tespit edilmiştir. Son olarak 7. sınıf sosyal bilgiler dersinde öğrencilerin öğrenmekte en çok zorlandıkları ünitenin “Türk Tarihine Yolculuk” olduğu belirlenmiştir. Bu ünite içerisinde yer alan bütün konuların öğreniminde öğrencilerin zorlandığı tespit edilmiştir.

Çalışmanın dördüncü araştırma sorusu olan “Öğrencilerin sosyal bilgiler dersi konularında öğrenme zorluğu yaşamasının sebepleri nelerdir?” sorusuna ilişkin bulgular şöyledir: Katılımcıların sosyal bilgiler dersinin öğreniminde yaşanan güçlüklerin nedenlerinin neler olabilir sorusuna verilen cevaplar 3 tema altında toplanmıştır. Bu temalar: öğrenci kaynaklı, öğretim programı kaynaklı, yöntem-teknik ve materyal kaynaklı nedenler olarak belirlenmiştir. Araştırmanın beşinci ve son sorusu olan Sosyal bilgiler öğretmenlerinin sosyal bilgiler dersi öğretiminde, öğrencilerin de sosyal bilgiler dersi öğreniminde yaşadıkları güçlüklerle yönelik çözüm önerileri nelerdir? sorusuna ait bulgular şöyledir: Katılımcıların büyük çoğunluğu programdaki konuların sadeleştirilmesini sosyal bilgiler öğretimi ve öğreniminde yaşanan güçlüklerin çözümü olarak görmüşlerdir. Yine ders saatinin arttırılması, ders kitaplarının kalitesinin arttırılması ve öğrencilerin önbilgileri ve hazırbulunuşluk düzeylerinin dikkate alınmasını, çözüm önerisi olarak belirtmişlerdir. Bu kısımda çalışmanın verilerinden elde edilen bulgular özetlenerek yer almalıdır.

Tartışma ve Sonuç

Araştırmanın ilk bulgusu sosyal bilgiler dersinin öğretiminde sosyal bilgiler öğretmenlerinin güçlük yaşadıkları konuların tespit edilmesiydi. Sosyal bilgiler öğretmenleri derste tarih konularının öğretiminde güçlük yaşadıklarını ifade etmişlerdir. Literatür incelendiğinde öğrencilerin tarih dersini genel olarak zor ve sıkıcı bir ders olarak gördükleri yapılan bazı çalışmalarla ortaya konmuştur (Akınoğlu & Aslan, 2007). Ayva'nın (2010) yaptığı araştırma sonucunda öğrencilerin tarih konularının diğer derslere oranla daha zor öğrendiklerini tespit etmiştir. Yapılan araştırmalar incelendiğinde araştırmada elde edilen sonuçlarla diğer araştırmalardan elde edilen sonuçların bir birini destekler nitelikte olduğu tespit edilmiştir. Böylece sosyal bilgiler dersinin öğretiminde 5, 6 ve 7. sınıflarda öğretmenlerin en çok zorluk yaşadığı ünitelerin tarih konularını içeren üniteler olduğu sonucuna ulaşılmıştır. Bu kısımda çalışmanın bulgularından elde sonuçlara ve bu sonuçların benzer çalışmalarla olan ilişkisinin tartışılması özetlenerek yer almalıdır.

Araştırmanın ikinci bulgusu sosyal bilgiler öğretmenlerinin sosyal bilgiler dersinin öğretiminde neden zorluk yaşadıklarına ilişkindir. Bu araştırma ile öğretmenlerin yaşadıkları sorunların yine öğretmenlerden kaynaklandığı sonucuna ulaşılmıştır. Sosyal bilgiler öğretmenleri 5, 6 ve 7. sınıfta özellikle tarih konularının öğretiminde zorluk yaşamalarının nedeni olarak; öğretmenin teknolojiye ve yeniliklere uyum gösterememesi, lisansta (üniversite eğitiminde) alınan teorik bilgi ile uygulamanın örtüşmemesi, öğretmenin derse hazırlıksız gitmesi, konuyu öğrenci düzeyine uygun aktaramaması, soyut konuları aktaramama ve somut materyal kullanmama, öğretmenin motivasyon eksikliği, öğrencinin önbilgilerini kontrol etmemesi, öğrencinin ilgisini derse çekememesi, öğretmenin yeterli donanımda olmaması gibi sebepleri göstermiştir. Öğretmenlerle yapılan bazı çalışmalarda öğretmenlerin alanları ile ilgili yayınları takip etmediklerini, teknolojiye ve yeniliklere uyum göstermediklerini ifade etmiştir (Ağıl, 2003). Gönenç ve Açıkalin (2016) ile Dinç ve Doğan (2010) yaptıkları araştırmalarda öğretmenlerin materyal hazırlama noktasında kendilerini eksik gördüklerini dile getirmişlerdir. Çelikkaya (2010) yaptığı çalışmada öğretmenlerin hizmet içi eğitimlerde yoğunlukla materyal hazırlama ve kullanma konusuna yer verildiği, öğretmenlerin kendini bu konuda yetersiz hissettiklerini ifade etmiştir. Yener'in (2015) yaptığı çalışmada da sosyal bilgiler öğretmenleri lisanstan mezun olduktan sonra kendilerini yenilememeleri, gelişimlere ayak uydurmamaları, yayınları takip etmedikleri sonucuna ulaşmıştır.

Topçu (2017) öğretmenlerle yaptığı çalışmasında öğretmenlerin dersin yapısına ilişkin sorunlar yaşadıklarını dile getirmiştir. Topçu çalışmasında öğretmenlerin temel sorunlarından birinin de öğretmenlerin lisans eğitimleri sırasında aldıkları öğretmenlik teorik dersler ile meslek hayatına başladıklarında farklılıklar yaşandığı tespitinde bulunmuştur. Yılmaz ve Tepebaş (2011) yaptıkları çalışmalarında eğitim fakültesinde alınan okul deneyimi ve öğretmenlik uygulamaları derslerinin önemsenmemesi ve mesleğe başladığında sorunların yaşanması sonucuna ulaşmışlardır. Gönenç ve Açıkalin (2016) çalışmasında öğretmenlerin öğrencilerin dikkatini çekmede ve motivasyonu sağlamada güçlükler yaşadıklarını ifade etmişlerdir. Araştırmanın üçüncü bulgusu sosyal bilgiler dersinin öğreniminde öğrencilerin güçlük yaşadıkları konuların tespitidir. Öğrencilerin öğrenmekte zorluk yaşadıkları konuların da tarih konuları olduğu ancak sadece 5. sınıfta hem tarih hem de coğrafya konularının öğreniminde aynı şekilde zorluklar yaşandığı sonucuna ulaşılmıştır. Böylelikle öğretmenlerin öğretmekte zorluk yaşadığı konular ile öğrencilerin öğrenmekte zorluk yaşadığı konuların aynı konular olduğu tespit edilmiştir.

İbrahimoglu (2018) tarafından yapılan çalışmada, öğrencilerin en çok zorladığı konuların başında tahin konularının, özele inmek gerekirse de Rönesans ve Reform gibi konuların olduğunu ifade etmiştir. Yine Koçer (2017) yaptığı çalışmasında Reform, Rönesans, Coğrafi Keşifler konularının öğretiminde ve öğreniminde güçlükler yaşandığını ifade etmiştir. Böylece araştırmanın ulaştığı bu sonuç ile benzer araştırmaların el ettiği sonuçlar örtüşmektedir. Araştırmanın dördüncü bulgusu sosyal bilgiler dersinin öğreniminde öğrencilerin güçlük yaşamalarının nedenleridir. Bu nedenler: öğrenciden, programdan, yöntem teknik ya da derste kullanılan materyalden kaynaklanan sorunlardır. Öğrenci kaynaklı nedenler, öğrencinin konuları düzenli tekrar etmemeleri, öğrencilerin derse hazırlıksız gelmeleri, öğrencinin önbilgi ve hazırbulunuşluk eksikliği, öğrencinin derse ilgisiz ve önyargılı olmaları (dersi içselleştirememesi), öğrencinin konular arasında ilişki kuramaması, dersin öğrenci ve velilerce önemsiz görülmesidir. Program kaynaklı nedenler, programın öğrenci ilgi ve ihtiyaçlarına uygun hazırlanmaması, konuların yoğun, soyut ve öğrenci seviyesinin üzerinde olması, ders saatinin yetersiz olması, üniteler arası bağlantı olmamasıdır. Yöntem-teknik ve materyal; bu dersin ezbere dayalı olarak görülmesinden dolayı anlatım tekniğinin kullanılması, uygun teknik ve yöntemin kullanılmaması ve kullanılan tekniklerin bazılarının konuya uygun olmaması.

Araştırmanın beşinci ve son bulgusu sosyal bilgiler öğretmenlerinin sosyal bilgiler dersi öğretiminde, öğrencilerin de sosyal bilgiler dersi öğreniminde yaşadıkları güçlüklerle yönelik çözüm önerileridir. Elde edilen sonuçlar şunlardır: öğretim programının sadeleştirilmeli, ders saati artırılmalı, soyut konular için her okula uygun somut materyaller temin edilmeli, öğrencilerin dersi düzenli tekrar etmeleri, öğrencinin önbilgileri ve hazırbulunuşluk düzeylerine dikkate edilmesi, öğrenci merkezli öğretim ortamı sağlanmalı. Ayrıca öğretmenlere uygulamaya yönelik hizmet içi eğitim verilmeli, ders kitaplarının kalitesinin artırılmalı, sınıflardaki öğrenci sayısı azaltılmamalıdır.

Memişoğlu ve Köylü (2015) sosyal bilgiler öğretmenleri ile yaptıkları çalışmada: ders saatinin arttırılması, sınıf mevcudlarının azaltılması, kazanımların azaltılıp programın sadeleştirilmesi gerektiği sonucuna ulaşmıştır. Açıkalin ve Gönenç'de (2017), sosyal bilgiler öğretmenleri ders saatinin arttırılması, sınıf mevcudunun düşürülmesi önerisinde bulunmuşlardır. Uygun (2020) yaptığı çalışmada sosyal bilgiler dersinde yaşanan sorunları gidermek için programın sadeleştirilmesi, sınıf mevcudunun düşürülmesi, ders saatinin arttırılması, araç-gereç ve ekipman temini yapılması önerisinde bulunmuştur.

Öneriler

Sosyal bilgiler öğretmenlerinden alınan görüşlere göre hem öğretmenler hem öğrenciler 5, 6 ve 7. sınıf tarih konularının öğretiminde ve öğreniminde güçlük yaşamaktadırlar. Sosyal bilgiler öğretim programındaki öğretmen ve öğrencilerin güçlük yaşadıkları konular sadeleştirilmelidir.

Sosyal bilgiler öğretmenleri yöntem, teknik ve materyal kullanımında güçlük yaşadıklarını ifade etmişlerdir. Meslek hayatına başlayan öğretmenlere ve lisans okuyan öğretmen adaylarına yöntem, teknik, araç-gereç kullanımına ve uygulamasına yönelik hizmet öncesi ve hizmet için eğitim verilmelidir.


Çalışmada elde edilen verilere göre ders kitapları öğrencilerin seviyelerinin üzerinde olduğu görülmektedir. Sosyal bilgiler ders kitapları güncellenmeli, öğrencilerin seviyelerine uygun olarak, daha akıcı, daha bol etkinlikli olmalıdır. Bu kısımda çalışmanın sonuçlarına uygun olarak oluşturulan öneriler özetlenerek yer verilmelidir.



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The Study on Competencies of Prospective Teachers of Social Studies to Use Controversial Issues in Teaching

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Abstract

This study examines prospective social studies teachers' competencies to use controversial issues in social studies. 45 prospective social studies teachers participated in the study using convergent parallel design. The data were collected through a competence scale developed by the researcher and the lesson plans prepared by the prospective teachers. The quantitative data were analysed through descriptive statistics such as frequency, percentage, and arithmetic average, as well as the independent samples t-test. The thematic analysis was used for the analysis of qualitative data. It was found that the prospective teachers think that they are competent at intermediate levels for teaching controversial issues in social studies classes. The results based on the analysis of the lesson plans reveal that prospective teachers can identify a wide range of learning outcomes and controversial topics in compliance with the curriculum; however, they address these subjects with a content-based approach. It was further determined that a limited number of prospective teachers create contexts in which different opinions are expressed by building scenarios that contain dilemmas for the students; that the questions they make use of, are insufficient in terms of quality, although they include the questions regarding argumentation processes in their lesson plans and that most of the participants failed to develop a net assessment and evaluation strategy for the assessment of teaching of controversial issues. The study results reveal that prospective teachers' competencies must be improved, especially regarding the teaching process of controversial issues.

Keywords: Social studies, prospective teachers, controversial issues.

Introduction

Today, one of the most fundamental tasks of schools is to educate students as active, participatory and enquiring individuals about the problems they may encounter in real life (Oxfam, 2006; Yazıcı & Seçgin, 2010). In this sense, social studies education aims to develop individuals' abilities to make informed and logical decisions as active citizens (National Council for Social Studies [NCSS], 1994). This is because effective citizens should be able to face social problems that are becoming increasingly complex and have different dimensions, negotiate them and make the right decisions (Oulton et al., 2004). These problems, which often concern large social masses, cause people in society to disagree, and individuals make explanations and produce solutions according to their own value judgements (Stradling, 1984). Therefore, using these controversial or conflictual issues in social studies teaching is necessary to gain effective citizenship competencies (Ersoy, 2010, 2013; Hess, 2002).

Controversial issues include issues that are based on different views, interests and beliefs in economic, religious, political, moral, and social areas that concern the whole society (Oulton et al., 2004). They are issues that are suitable for individuals to form opposite points of view and cover logical disagreements (Levinson, 2008). A controversial issue can be considered controversial if logical, but different ideas can be put forward about a topic and cannot be resolved based on evidence (Dearden, 1981; Wellington, 1986). Unlike normal daily discussions, controversial issues are about recognised uncertainty and disagreement (Nicholls & Nelson, 1992). They have disagreeing advocates, opposing sides (Bailey, 1975) and answers that may not be clear or specific. Although whether a issue is controversial or not varies largely contextually (Chikoko et al., 2011), issues such as nuclear energy, euthanasia, wars, arms policies, population control, women's rights, genetically modified crops, cloning, migration, refugees, freedom of the press, terrorism, global warming (Baki Pala, 2019; Dube, 2009; Hess, 2004; Kuş and Öztürk, 2019), as well as socio-scientific issues and some historical issues in the past of each society (Baki Pala, 2019) can be considered controversial. Teachers can include these controversial

topics in their classes within the framework of the structure and content of the courses and the outcomes in the curricula.

While selecting the relevant topics in the teaching process of controversial issues, it need to pay attention to the interests and readiness levels of the students and that the argumentative topic matches up with the content of the curriculum. On the other hand, it is generally essential to identify the discussion rules beforehand, inform the students and ensure that they have knowledge about the same. Moreover, with respect to the issue, it is required to focus on the topic rather than the persons and establish a democratic classroom environment. The data and scientific responses used in the discussion are reliable and proven, which is also extremely important (Oulton et al., 2004; Payne & Gainey, 2000). As a concrete strategy, informal reasoning, frequently used for teaching controversial and socio-scientific issues, may be pressed into service (Sadler, 2003; Sadler & Zeidler, 2005). The efficient use of the steps and stages based on argumentation processes enables students' reasoning skills to develop.

One of the most important reasons for using controversial topics in lessons can be explained by their contribution to developing critical thinking skills (Harwood & Hahn, 1990; Ikuenobe, 2001) based on reasoning and discussion. Controversial issues develop students' information-processing skills by enabling them to collect, sort, classify, compare and make connections between information. It supports students' reasoning skills by allowing them to justify their views, make inferences, and use evidence to support their decisions. It develops students' reasoning skills as it enables them to evaluate what they read, learn to examine and compare the opinions of others and their own, not accept the information presented as it is and trust their own judgements (Oxfam, 2006). It also has benefits such as developing a culture of discussion, cooperation and problem-solving skills, communication skills with society and the environment, and creating a real-life-based and meaningful learning environment (Berg et al., 2003).

Controversial issues are essential in citizenship education (NCSS, 1992) because they prepare students for the roles of democratic and effective citizen with the skills and values they provide (Ersoy, 2013; Gereluk, 2012; Harwood & Hahn, 1990; Noddings & Brooks, 2017). Effective citizens are expected to have critical thinking skills, prepare for their democratic social roles, form interests and attitudes towards being effective citizens, and learn how to become democratic individuals (Asimeng Boahene, 2007; Harwood & Hahn, 1990). Also, the characteristics of today's democratic citizens can be listed as active, responsible, egalitarian, social justice, aware of their responsibilities and sensitive to differences (Gözübüyük Tamer, 2011; Hablemitoğlu & Özmete, 2012; Pharcharuen, 2019). In this context, the controversial issues enable the development of important democratic values such as respect for differences and equality through moral reasoning (Berg et al., 2003; Harwood & Hahn, 1990). Moreover, today, citizens must bring qualified opinions and solutions to global developments and national or international political, social and cultural problems. Controversial issues enable students to develop these competencies through experiences (Seçgin, 2009; Walsh, 1998). Therefore, controversial issues have started to have an essential place in educational environments and educational research.

There is an increasing interest in controversial issues at the international level. Similarly, although there has been an increasing interest in Türkiye in recent years, studies on controversial issues are limited. It can be said that the related studies are mostly carried out within the framework of the concept of socioscientific issues in science education. Socioscientific problems are controversial current problems that arise as a result of developments in the field of science and technology, have individual,

social, political, economic, ethical and moral dimensions, and on which no consensus has been reached (Sadler, 2004). Due to its science and technology dimension, it is separated from general controversial issues and is associated with science courses. However, some controversial issues have the characteristics of socio-scientific issues. Controversial issues are more associated with social studies. In this context, researchers often present studies that determine the knowledge, attitudes and opinions of teachers and prospective teachers about socioscientific issues, improve the teaching of the related issues in science classes, understand the relationship between socioscientific issues and cognitive skills, and reasoning processes in socioscientific issues (i.e. Cebesoy & Dönmez Şahin, 2013; Evren Yapıcıoğlu & Kaptan, 2017; Gülhan, 2013; Gürbüzkol & Bakırcı, 2020; Özkul, 2022; Topçu, 2008; Topçu et al., 2011). The related studies are more in science education because socioscientific issues have taken place a concrete place in science education curricula, especially with the 2013 curriculum (Tatar & Adıgüzel, 2019). The studies in the field of social studies education, mostly aimed at determining the perceptions, attitudes and opinions of prospective teachers of social studies and history (Alagöz, 2014; Aynuz, 2020; Baloğlu Uğurlu & Doğan, 2016; Çepni & Geçit, 2020; Seçgin, 2019; Özüdoğru, 2022), teachers (Çopur, 2015; Günel & Kaya, 2016; Öztürk, 2017; Tuncer, 2018), and students (Arslan, 2019; Öztürk, 2022) regarding the controversial issues and the teaching of these topics. There are also some limited studies examining controversial issues in curricula (Tatar, 2018) and textbooks (Kirkkit, 2021) and aiming to develop teacher competencies related to controversial issues (Avaroğulları, 2015). Studies on improving the use of controversial topics in social studies (Baki Pala, 2020; Özcan, 2021) are new and limited.

In the literature, there are studies conducted with prospective social studies teachers regarding the teaching of controversial issues (e.g. Aynuz & Memişoğlu, 2022; Baloğlu Uğurlu & Doğan, 2016; Çepni & Geçit, 2020; Ersoy, 2010, 2013; Sarı, 2019). As mentioned before, the studies mostly include attitudes and opinions towards the teaching of controversial issues. Research results have shown that prospective teachers have high levels of positive attitudes towards the inclusion of controversial issues in lessons (Çepni, 2019; Özü Doğru, 2022; Sarı, 2019; Seçgin, 2009). Similarly, it was determined that prospective social studies teachers have positive views on the inclusion of controversial issues in the educational environment (Aynuzu & Memişoğlu, 2022; Baloğlu Uğurlu & Doğan, 2016; Seçgin, 2009; Tuncer, 2018; Yazıcı & Seçgin, 2010). According to prospective teachers, controversial issues provide students with different perspectives, a wide range of skills and values (e.g. critical thinking, self-expression, problem solving, respect for different ideas, sensitivity and tolerance). In addition, controversial issues are important for effective citizenship competencies. The using in classes increases the permanence of knowledge (Aynuzu & Memişoğlu, 2022; Baloğlu Uğurlu & Doğan, 2016; Yazıcı & Seçgin, 2010). In some studies conducted with prospective social studies teachers, controversial topics were tried to be determined. Accordingly, some topics such as economy, Armenian issue, education system, rights and freedoms, animal rights, freedom of the press, media, military service, Ottoman Empire and sultans are listed as important controversial issues (Aynuzu & Memişoğlu, 2022; Tuncer, 2018). In some studies, the problems and principles for teaching controversial issues were determined. In this context, according to prospective social studies teachers, a democratic environment, rules and impartiality, clear and understandable information, attracting the student's attention and encouraging discussion are important in teaching controversial issues (Aynuzu & Memişoğlu, 2022; Baloğlu Uğurlu & Doğan, 2016; Yazıcı & Seçgin, 2010). However, there are some important problems in teaching controversial issues. According to prospective teachers, exam-oriented education system, lack of time,

family, society and administrator reaction, student-related problems are the main problems (Baloğlu Uğurlu & Doğan, 2016; Yazıcı & Seçkin, 2010). As can be seen, studies conducted with prospective social studies teachers are limited to the opinions. There is no study examining the competencies of prospective social studies teachers. Limited data has been obtained in studies on teachers and prospective teachers in different branches (e.g. Alaçam Akşit, 2011; Çepni & Geçit, 2020; Kuş, 2015). Research examining the competencies of social studies teachers or prospective teachers on controversial issues has been neglected. It is especially important to determine the competencies of prospective teachers in this regard. Because, studies can be conducted with prospective teachers according to their level of competence and teaching practices can be carried out on how they will use these subjects when they become teachers. In short, the deficiencies of pre-service teachers on this subject can be eliminated.

In Türkiye, it can be argued that there occurred an opportunity and obligation about the use of controversial issues in teaching social studies thanks to the Social Studies Teaching Curriculum implemented in 2018 by (Ministry of National Education [MoNE], 2018). In the program, it is emphasised that “the current and controversial issues regarding the acquisitions should be transferred to the classroom by making use of the different discussion technics, and associating the same with problem-solving, critical thinking, use of evidence, decision-making and study skills” (MoNE, 2018, p.10). In the studies conducted thereof, it is emphasised that the students state that their delivery of opinions about the controversial issues in social studies motivate them and thus, the lessons become more dynamic (Singer, 2003), and that the students tend to acquire much more information and experience thanks to controversial issues and develop cognitively to solve the uncertainties (Johnson et al., 2000). Furthermore, the students who are familiar with the controversial issues, are more likely to deliver their opinions as effective citizens when they encounter a controversial issue in society (Hess, 2002). The fundamental reason for the failure of many innovative projects is that the teachers implement the program in compliance with the developers’ intentions of such programs. It is further concluded that many reform efforts in the recent past generally failed because the teachers disagreed due to their current knowledge, beliefs, and attitudes (Gray & Bryce, 2006). Therefore, the analysis of competencies of prospective social studies teachers, who will introduce this discussion process to the students, and examination of their pedagogical practices in controversial issues may be one of the ways of accomplishing effective discussion processes in social studies classrooms. One of the prerequisites of the successful implementation of a citizenship program is in close relation to how prepared the teachers are for teaching controversial issues (Oulton et al., 2004) For this reason, the study aims to examine the competencies of prospective teachers of social studies regarding the use of controversial issues in social studies classes. The following research questions are tried to be answered:

1. What are the competence perceptions of prospective social studies teachers with respect to the teaching of controversial issues?
2. Do the competence perceptions of prospective social studies teachers regarding the teaching of controversial issues differ significantly based on gender, academic success, and the success of social studies teaching?
3. What are the characteristics of the lesson plans prepared by the prospective social studies teachers about teaching controversial issues?

Method

Research Design

The study used a convergent parallel design among the mixed-method approaches. The objective of this design is to collect data which are different but that are complementary to each other regarding the research problem. Qualitative and quantitative data are collected simultaneously and analysed independently, and then the results are combined. It is useful when researchers want to verify, support or compare through quantitative and qualitative findings. The convergent parallel design gives equal priority to the qualitative and quantitative methods, separates these stages during the analysis and then combines the results while making generalisations (Creswell & Plano Clark, 2020).

Study Group

The study group of the research consists of 45 prospective teachers registered in Social Studies Teaching 2 lesson, who have training in the third grade in social studies teaching undergraduate program of a state university located in the west of Türkiye. 17 of the participants are male, and 38 of them are female. In the selection of the participants, criterion sampling (Yıldırım and Şimşek, 2018) is used, and the study is carried out with the prospective teachers who receive the lessons of Social Studies Teaching. In these lessons carried out by the researcher, the prospective teachers are informed about controversial issues and teaching of the same.

Data Collection

The quantitative data of the study were collected with the "Competence Scale for Teaching Controversial Issues". The response options to be given to the scale prepared in a 5-point Likert-type format are "I completely agree", "I agree", "I disagree", "I am undecided", "I strongly disagree", and "I strongly disagree". In the development process, the draft scale consisting of 25 items prepared in line with the literature review and expert opinions was applied to 250 prospective social studies teachers studying at different universities, and exploratory factor analysis was performed for construct validity. In this context, the Kaiser Meyer Olkin (KMO) coefficient was first calculated, and Barlett's sphericity test was performed. The results obtained (KMO=.92; $\chi^2=2266,365$, $sd=136$, $p=.000$) showed that the data were suitable for factor analysis. As a result of the scree plot, the scale was considered to have a three-factor structure. The following criteria were used to determine the factor structure: (1) the scale items should not be overlapping, (2) item factor loadings should be .32 or above, and (3) the difference between item factor loadings should be at least 0.1 (Büyüköztürk, 2012). Within the framework of these criteria, the exploratory factor analysis was repeated by limiting the number of factors to three, and items that did not meet the criteria were removed from the scale. (Büyüköztürk, 2010). Exploratory factor analysis was repeated by limiting the number of factors to three, and items that did not meet the criteria were removed from the scale. The factor pattern obtained at the end of the analysis and the factor loading values of the items are given in Table 1.

As is seen in Table 1, the scale consists of three factors that stand for 44% of the total variance and 17 items in total. The loading values of the items vary between .47 and .85. Factor 1 (items 3,4,10,11,12,15,16) "teaching process", factor 2 (items 1,2,9,12,13,14,17) "field/content knowledge", and factor 3 (items 5,6,7,8) was called as "negative competence". It was concluded that the correlation coefficients between the total scores obtained from the scale and the sub-dimensions of the scale have a high level of positive relationship ($r=.921$, $.925$, $.752$; $p<0.01$). Furthermore, the relationship of the factors among themselves is also at a high level ($r=.735$, $.614$, $.613$; $p<0.01$). The absolute value of

correlation between 0.70-1.00, 0.69-0.30, and 0.29-0.00 is considered a high, medium, and low level of relationship, respectively. Finally, the internal consistency coefficient is calculated as .892, .873 and .756, respectively, for the first, second and third factors, and the internal consistency coefficient for the entire scale is calculated as .929. The values obtained indicate that this scale is a reliable assessment instrument.

Table 1. *Factor design of competence scale for teaching controversial issues*

Item No.	Factor 1	Factor 2	Factor 3
10	.800		
11	.780		
4	.768		
12	.754		
3	.619		
16	.588		
15	.556		
14		.787	
1		.749	
9		.735	
17		.665	
2		.615	
13		.474	
7			.852
5			.810
8			.593
6			.560

The qualitative data were collected based on the lesson plans prepared by the prospective teachers. Following the training, the participants were asked to examine the 2018 Social Studies Curriculum, determine any learning outcome likely to be related to the controversial issues and prepare a lesson plan accordingly. Three of the lesson plans prepared by 45 prospective teachers who took part in the study were not included since they were not considered valid and reliable for making an analysis. As a result, 42 lesson plans were analysed.

Data Analysis

Initially, the Cronbach alfa coefficient was calculated for the analysis of the quantitative data about whether reliable data were collected for the sample group of the study. The reliability coefficient of the data gathered was identified as .89. Then, it was analysed to determine whether the scores displayed a normal distribution characteristic by calculating skewness and kurtosis values and through normality tests. It was observed that the skewness and kurtosis values calculated are between -1 and +1, and the values were considered acceptable. In addition, the compliance of the obtained scores with normality was tested with normality tests, and the Shapiro-Wilks test was used since the group size is smaller than 50. Since the calculated p-value ($p=.53$) was bigger than .05, it was agreed that the scores display normal distribution characteristics (Büyüköztürk, 2010), and it was determined that parametric statistical techniques could be used. In conclusion, the data were analysed by making use of arithmetic average, standard deviation, and independent samples t-tests in accordance with the objectives of the study. All statistical analyses were conducted using SPSS 15.0 packaged software, and the significance level was accepted as .05. The scores between 17-36 were considered “low”, 36-59 were considered “medium” and 60-85 were considered “high.”

A thematic analysis was conducted for the analysis of qualitative data (Braun & Clarke, 2006). Thematic analysis refers to the performance of the analysis process based on the similarities,

differences, and relations in a data set (Gibson & Brown, 2009; Willig, 2013). The following proceedings were monitored in the thematic analysis process: (i) identification of the data, (ii) formation of the initial codes, (iii) review and association of the codes, (iv) formation and review of the themes, (v) description of the themes, and (vi) writing the findings (Braun & Clarke, 2006; Saldaña, 2009). It was paid attention to the fact that the research process is objective and neutral so that credibility regarding the qualitative phase could be ensured, the sufficiency of the resources was tried to be ensured; the opinions of two experts were received for data analysis, the study was tried to be described in detail, and direct quotes regarding the themes were included frequently (Yıldırım & Şimşek, 2018).

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Kütahya Dumlupınar University Social Sciences Human Research Ethics Committee.

Date of ethical review decision= 02.06.2022

Ethics assessment document issue number= 117467

Findings

In this section of the study, the data obtained from the prospective teachers were presented in the context of qualitative and quantitative findings, and then they were interpreted in the discussion section by addressing the obtained findings together.

Prospective Teachers' Competence Perceptions on Teaching Controversial Issues in Social Studies

As part of the sub-problems of the study, initially, the arithmetic mean and standard deviation were calculated regarding the scores which were obtained from the scale that was applied to determine the level of competence perceptions of the prospective teachers for the use of controversial issues in social studies teaching. The results are included in Table 2.

Table 2. *The scale scores of the prospective teachers*

N	Minimum Score	Maximum Score	\bar{x}	SS
45	38	72	57.05	6.89

As is seen in Table 2, the lowest score obtained from the scale by the prospective teachers is 38, and the highest score is 72. The standard deviation of the scores is 6.89, and the arithmetic average is 57.05. Based on this finding, it can be said that prospective teachers think they a medium level of competence in using controversial issues in social studies.

Prospective Teachers' Competence Perceptions Regarding Variables

In the study, it was analysed in compliance with the sub-goals whether the competence perceptions of the prospective teachers differ significantly based on gender, academic success, and

grade point average in the "Social Studies Teaching" course. The results of the independent samples t-test for gender variable are included in Table 3.

Table 3. *T-test results of the score of prospective teachers by gender*

Gender	n	\bar{x}	S	sd	t	p
Male	27	61.70	7.18	43	2.66	.01
Female	18	55.44	6.12			

The analysis results in Table 2 indicate that there is a significant difference between the scores of the prospective teachers based on gender, $t(43)=2.66$, $*p<.05$. The competence perception of female prospective teachers is (61.70) higher than that of the male prospective teachers (55.44). Accordingly, it can be said that female prospective teachers feel themselves more competent than the males. The results of the independent samples t-test for the academic success variable are included in Table 4.

Table 4. *T-test results of the score of prospective teachers by academic success*

Academic Success	n	\bar{x}	S	sd	t	p
2.99 and below	20	55.85	7.05	43	.64	.52
3.00 and above	25	57.39	7.01			

According to Table 4, the competence perception scores of prospective teachers with a general grade point average of 3.00 and above are slightly higher. However, this difference is not statistically significant, $t(43)=.64$, $p>.05$. In other words, academic success does not significantly impact the competence perception of prospective teachers to teach of controversial issues in social studies. The results of the independent samples t-test for the variable regarding the grade point average in the "Social Studies Teaching" course are included in Table 5.

Table 5. *T-test results of the score of prospective teachers by grade average point of the Social Studies Teaching course*

Grade Average Point	N	\bar{x}	S	Sd	t	p
69 and below	22	56.66	7.33	43	.31	.75
70 and above	23	57.38	6.65			

According to Table 5, the competence perception scores of the prospective teachers with a grade average point of 70 and above are a little bit higher. However, this difference is not statistically significant, $t(43)=.31$, $p>.05$. In other words, the grade average point of the Social Studies Teaching course does not significantly impact the competence perception of the prospective teachers to teach of controversial issues in social studies.

Characteristics of The Prospective Teachers' Lesson Plans

As part of the sub-goals of the study, the lesson plans prepared by the prospective teachers were reviewed in terms of teaching controversial issues to obtain the qualitative findings of the study. The relevant findings are addressed under the following two themes, i.e., "*learning outcomes in the lesson plans*", "*controversial topics in the lesson plans*", "*teaching process in the lesson plans*", and "*evaluation in the lesson plans*".

Learning Outcomes in the Lesson Plans

In the study, the learning outcomes chosen by prospective teachers in the lesson plans they prepared for teaching controversial issues were examined. The results are shown in Table 6.

Table 6. The learning outcomes chosen by the prospective teachers in the lesson plans and the learning domains

Grade	Learning Domain	Learning Outcomes	f
Grade 4	Individual and Society	SB.4.1.4. Places himself/herself into the shoes of individuals with different traits.	1
	Production, Distribution and Consumption	SB.4.5.3. Displays conscious consumer acts as a responsible individual.	1
	Science, Technology, and Society	SB.4.4.2. Compares the past and present use of the technological products.	2
Grade 5	Individual and Society	SB.5.2.2. Introduces the natural assets and the historical places, objects and works around.	3
	Culture and Heritage	SB.5.2.4. Analyses the role of the cultural items in the co-existence of the people.	2
	People, Places and Environments	SB. 5.5.2. Gives examples of the impacts of humanitarian and natural characteristics in their locations and surroundings on population and settlement.	1
	Science, Technology, and Society	SB.5.4.1. Discusses the impact of the use of technology on socialisation and social relations.	5
	Production, Distribution, and Consumption	SB.5.5.3. Analyses the impact of economic activities on the social lives of the people.	1
	Effective Citizenship	SB.5.6.4. Appreciates the symbols of national sovereignty and independence, such as the Turkish Flag and the National Anthem.	2
Grade 6	Global Connections	SB.6.7.4. Questions the impacts of popular culture on our culture. SB.7.7.1. Gives examples about the international organisations of which Türkiye is a member.	2
	Individual and Society	SB.6.1.5. Advocates that the solutions to a problem should be based on the rights, responsibilities, and freedoms.	1
	People, Places and Environments	SB.6.3.4. Makes inferences about the climatic characteristics considering the human lives in different natural environments in the world.	1
	Science, Technology and Society	SB.6.4.2. Brings forward ideas about the impacts of scientific and technological developments on life in the future.	2
	Production, Distribution and Consumption	SB.6.5.4. Supports the necessity and importance of paying taxes in terms of citizenship responsibility and contribution to the economy of the country. SB.6.5.2. Analyses the impacts of unconscious consumption of the resources on life of the living creatures.	1
	Effective Citizenship	SB 6.6.4. Explains the importance of democracy in social life.	1
		SB.6.6.6. Realises the value attached to woman in social life considering the Turkish history and the current samples.	1
Grade 7	Individual and Society	SB.7.1.3. Discusses the role of media in social change and interaction.	7
	Culture and Heritage	SB.7.2.1. Explains the existence process of the Ottoman Empire as a political power and the factors that influence this process.	1
	People, Places and Environments	SB.7.3.3. Discusses the reasons and results of migration with sample studies.	2

As is seen in Table 6, it is found that prospective teachers selected different learning outcomes from each grade and learning domain. Accordingly, it can be said that prospective teachers associate many outcomes in the curriculum with the teaching of controversial issues. On the other hand, the learning outcome chosen by most of the prospective teachers is the following: *“Discusses the reasons and results of migration with sample studies.”* (f=7) included in the Individual and Society learning area of Grade 7. Another outcome mostly provided in the plans is the following: *“Discusses the impact of the use of technology on socialisation and social relations”* (f=5) that belongs to the Science, Technology and Society learning area of Grade 5. According to these findings, it can be stated that prospective teachers mostly consider media and technology topics as controversial issues in the curriculum of social studies.

Controversial Topics in The Lesson Plans

All controversial topics in the lesson plans of the prospective teachers are included in Table 7.

Table 7. *Controversial topics in the lesson plans*

Controversial topics	Participants	f
1. Media	P13, P18, P24, P25, P29, P35, P37, P39	8
2. Use of technology	P5, P9, P27, P28, P31, P34	6
3. Opening Hagia Sophia for worship	P10, P26, P33	3
4. Nuclear energy	P11, P23	2
5. Hydroelectrical plants	P12, P32	2
6. Artificial intelligence	P1, P20	2
7. Mines	P3, P30	2
8. Removal of school oath	P17, P36	2
9. İstanbul agreement	P2	1
10. Organ donation	P8	1
11. Thermic power plants	P7	1
12. Protection of Natural Areas	P2	1
13. Unplanned urbanisation	P22	1
14. Early retirement	P40	1
15. Privatisation policies	P21	1
16. Earthquake regulation	P4	1
17. Popular culture	P15	1
18. Education in Mother Tongue	P19	1
19. Climate change	P22	1
20. Democracy	P6	1
21. Migration	P14	1
22. Conquest of İstanbul	P16	1
23. NATO membership	P38	1
24. Membership to the European Union	P41	1
25. Genetically modified organisms	P42	1

As is seen in Table 7, the prospective teachers include a wide range of topics in their lesson plans. The use of media and technology is the mostly referred topic. The prospective teachers created controversial issue scenarios and discussions with a wide perspective especially about the impact of media on social life and human relations. Another topic, which is included much more in the lesson plans, is technology. The prospective teachers once again created controversial issue scenarios or questions in different perspectives such as the intensive use and the effects of technology, general web addiction, and the impacts of technology on the nature. The other remarkable topics included by the prospective teachers are listed as opening Hagia Sophia for worship, nuclear energy, hydroelectrical power plants, artificial intelligence, mines, and removal of school oath. Moreover, in the lesson plans prepared by the participants included topics such as İstanbul Agreement, protection of natural areas, unplanned urbanization, early retirement, privatization policies, earthquake, popular culture, education in Mother Tongue, climate change, democracy, migration (migrants), Conquest of İstanbul, NATO membership, membership to European Union, genetically modified organisms.

Teaching Process in the Lesson Plans

This theme includes the teaching methods and strategies adopted by prospective teachers while teaching controversial issues. Following the analysis, three sub-themes were created from the findings: "controversial issues as a means of content transfer", "controversial issues in context" and "facilitating argument formation".

Controversial issues as the content transfer instrument: It can be stated that majority of the participants consider controversial issues as an instrument to teach the content specific to the subject addressed in teaching social studies. In other words, the participants address the controversial issues with a content-based approach. Among the participants who prepared a lesson plan about the Syrian migrants under the migration topic, P14 identified migration as follows: *“The change of place carried out by the people from where they are located to another place due to different reasons is called migration. There are many reasons for the migrations experienced in the world, and all countries migrate and allow immigrants (...) The people migrate for several reasons such as life standards, health, business opportunities, and civil war,”* and provided information about the reasons for the migration. Addressing the School Oath in the lesson plan as part of the national sovereignty and independence symbols, P36 made the following explanation in the scenario text: *“The student oath or Our Oath/Pledge is a loyalty oath which was read by the students every morning with a ceremony at the elementary schools in Türkiye between 1933-2013 (...) The text of the Oath was written in 1933 by Reşit Galip, the Minister of National Education in that period. In 2013, the practice of reading Oath at the schools in Türkiye was terminated.”*

Another remarkable example is seen in the lesson plan prepared by P32 about hydroelectric power plants. In the relevant lesson plan, the participant initially explained the conceptual meaning of the hydroelectric power plant, supported the utilisation features of the same in the world and Türkiye with several statistical data and then listed with a didactic approach what the positive and negative aspects of such power plants are. Likewise, P41, who prepared a plan regarding membership to the European Union as part of the topic regarding the international organisations to which Türkiye is a member, identified international organisations concept and presented all global and regional organisations in a table and then made explanations by visualising all symbols to which Türkiye is a member. Finally, the participant provided information about the relations between the European Union and Türkiye and asked, *“Should Türkiye be a member of the EU?”*

As is seen, some of the participants attached more importance to content than others. Therefore, they failed to create scenario cases in which they would be able to identify the dilemmas in the decision-making process and make projections in the lesson plans prepared. Instead, they focused on the issues which are potentially suitable for making social and ethical discussions included in the curriculum of social studies; however, the addressed topics were planned with a didactic approach to carry out teaching.

Controversial issues in context: Only a few participants used controversial issues contextually in the lesson plans. Creating scenarios which contain controversial, disagreed issues and dilemmas for the students, the relevant participants created contexts in which different opinions can be delivered. In the lesson plans prepared with this perspective, it was observed that it is intended to make the students realise the disputes and dilemmas inherent to the controversial issues instead of teaching the subject matter content. For instance, P11 created the following scenario in the lesson plan prepared about renewable and nonrenewable energy sources: *“Electric energy is very important for all countries in the world. Because most of the equipment used in workplaces, homes, schools, hospitals, and factories in our daily life works with electricity. However, it is hard work to generate electricity. Today, electric energy is generated from renewable sources of energy (sun, wind, hydroelectric, geothermal, etc.), fossil fuels (petrol and petrol products, coal, and natural gas etc.) and nuclear power plants. Moreover, our country wants to meet the demand for electricity by establishing nuclear power plants.”* In this scenario, instead of giving

information about the content by defining the concepts such as renewable/nonrenewable sources of energy or explaining the operation principles in detail by telling what these sources are, as habitual in the classes, an interesting context was created for the students. Moreover, it can be said that the scenarios containing these features would enable the students to recognise different opinions and have discussions.

In the controversial issues scenario titled *"Fascinating Strawberries"* created by P42, it can be stated that the students can realise the existence of multiple perspectives. In this scenario, a character called Zeynep brought strawberries for feeding time. The strawberries have beautiful colours and sizes to attract the attention of the other students in the classroom. Another student, whose name is Ayşe, tells her mother about the strawberries brought to the classroom by Zeynep and asks her mother to buy the same one for her. Nevertheless, her mother tells Ayşe that the current season is not suitable for strawberries and that such strawberries are genetically modified and harmful. The scenario ends with the following question: *"Is Ayşe's mother right not to buy the strawberries?"* It can be stated that the relevant scenario is an efficient context in terms of enabling the students to apply what they learn in the classes regarding the conscious consumption to the controversial issue delivered to them, ensuring the use of the concepts learnt in the classes and realisation of more meaningful learning processes.

Planning a short introduction accompanied by the questions intending to raise awareness about the disadvantaged groups as part of the following acquisition, i.e., "Places himself/herself in shoes of the individuals with different traits", P8 chose organ donation as a controversial topic likely to be addressed in the relevant acquisition. The participant structured his scenario with the following sentences: *"The two-year-old Ayşe and her mother have an accident during a bus trip. While the mother is slightly injured in the accident, Ayşe has a brain haemorrhage since she hit her head. They are taken to the hospital, and Ayşe is placed in intensive care. After a few hours, the doctor explains to her family that cerebral death has taken place. She stated that her heart would not endure for a long time in such a case, 'If you want, you can save the lives of other children who are waiting for organs by donating her organs,' says the doctor.* As it is seen, the students are left in a moral dilemma in the scenario prepared by the participant. In this sense, the students can study for the solution of the problem in accordance with the moral characteristics created individually about organ donation. However, the students may not want to focus on moral properties during problem-solving, although this scenario contains moral dilemmas.

Instead of written scenarios, some participants introduced the students to the contexts that will enable them to discuss through the cartoons and photographs that will fulfil this task. For instance, P37, who prepared a lesson plan about technology addiction, presented several related visuals and cartoons which indicate the different aspects of technology use in daily life. Furthermore, some other participants created ecological and economic dilemmas. P30, who created a controversial topics scenario in this respect, created a scenario regarding the use of a natural park, which is rich in terms of mines, for prospecting activities. P7 focused on the dilemma in which the headman of a village where people with economic problems live, would or would not approve the plant that is established in the village. In both cases, it can be said that the students are expected to create arguments considering the ecological and economic priorities.

Facilitating formation of argumentation: The theme of facilitating argumentation means that prospective teachers use questions to support students' reasoning processes for them to be able to form arguments for claiming, justifying, determining possible counterclaims, and refuting arguments when

they encounter a controversial issue. In the study, participants who approached controversial issues both as a means of transferring the content of the social studies course and as a context used questions to help students form argumentation. However, it was observed that the questions used to facilitate argumentation showed two main features. Firstly, after presenting the scenario situation to the students, some participants asked questions about whether the students needed additional information and explanations at the conceptual level. Secondly, and more commonly, discussion questions to enable students to make argumentation were tried to be used by the participants in their lesson plans.

Among the participants, P42 asked the students if there was anything they did not understand in the text, and whether there were any concepts they wanted to be clarified once the scenario had been written regarding the genetically modified organisms. Once again, P22, who prepared a lesson plan about the climate change topic, wanted to find out whether the students need any additional information contextually or if there are any unclear issues with the following question: *"Do you need any additional information about the content of the scenario?"* Having prepared a lesson plan about the use of forest areas to open settlement areas as part of the protection of natural areas, P2 made the following explanation as the other participants: *"Once the text of the controversial topic is presented to the students, it is asked if there is anything they did not understand."* Likewise, in the lesson plan prepared regarding organ donation, P8 asked, *"Is there anything you do not understand in the scenario?"*. In the lesson plan regarding popular culture, P15 asked, *"Is there anything you do not understand?"* and included questions in the lesson plans for removing the missing information or the deficiencies regarding the scenario cases. On the other hand, there are also participants ($f=18$), who did not ask questions to find out if the students need additional information or explanations once they have presented the scenario case to the students.

The participants also included discussion questions in the lesson plans they prepared for controversial issues to ensure that students could make arguments. In this context, question forms were used to ensure that students could create arguments for their own allegations regarding the controversial issue, state justifications regarding the claim created, and determine the potential counterclaims and confute the same. However, the stages of such argumentation process, which contain four stages, were not used by all participants. Most of the participants ($n=30$) ignored a minimum of one of the questions that will enable the students to create allegations and justifications and determine and confute counterclaims. For instance, in her lesson plan about genetically modified organisms, Nimet planned in which she requested the students only to state the allegations. She included the following question in her plan: *"If you were a farmer, would you use seeds with GMO?"* As part of the following acquisition: *"Introduces the natural assets and historical places, objects and works around,"* P26, who used Opening of Hagia Sophia for worship as a controversial topic, used the following questions in the lesson plan with respect to the formation of the claims and justifications by the students: *"What do you think about opening Hagia Sophia for worship; Do you think it is a true decision to open it for worship? Why? What kind of a defence would you make against any party who disagrees with you?"* And P8, who prepared a plan regarding organ donation, did not include the question for confuting the counterclaims. In this context, this participant included the following questions: *"Would you let donate Ayşe's organs if you were in the shoes of her family? How would you convince somebody who thinks differently than you about your opinions? What can be the counterarguments against your arguments?"* Likewise, P23, who prepared a lesson plan about nuclear weapon technology, did not include the question for refuting counterclaims either. In the lesson plan, P23 included the questions whereby students can state their allegations and

create justifications and tried to determine the counterclaims with the following question: *“What can be the counterarguments against your arguments?”*

The questions asked to students to identify possible opposing claims and to produce arguments to refute the opposing claims were used by a limited number of participants (n=8). One of these participants, P7, explained how to carry out the argumentation process on the controversial topic of thermal power plants in the lesson plan as follows: *“... students are asked the question ‘What is your claim about this topic? After the students’ ideas are taken, the question, ‘Well, what can you say to support this claim?’ is asked. In this way, it is helped to ensure that the student supports his/her answer. To move on to the 3rd stage, students are asked ‘what other claims can be against your claim? Thus, they are made to think about the opposing claims. For the last stage, refuting with evidence, the question ‘Which data can you refute the opposing claims based on?’ is asked.”* P15, who prepared a plan about popular culture, prepared a rebuttal question: *“If another student says that the effects of popular culture on our national culture are acceptable, how would you respond to him/her?”*

Having prepared a lesson plan about membership to the European Union, P41 listed the questions which enable the students to make argumentation as follows: *“1. What is your claim for the given situation? 2. How can you support your claims? 3. What can be the counterclaims for your claim? 4. Based on which data can you confute the counterclaims?”* All the same, the questions used by Şeyma for reasoning were written rather mechanically, in other words, like a magical formula. She failed to make a connection between the questions for the students to make arguments and the controversial issue she addressed. Once again, P11, who prepared a lesson plan about nuclear power plants, managed to associate the questions that would help the students to make arguments with the scenario more efficiently. In this regard, the following questions are used by P11: *“2. Do you think it is useful or harmful to establish nuclear power plants? 3. Please, justify your opinions. 4. Please state what can be the counterclaims of your arguments. 5. Please confute the counterclaims by stating the reasons.”*

As is seen, a limited number of participants asked the students to determine counterarguments and guess what kind of explanations can be made to support the arguments of someone who develops counterarguments and think about how to respond to the parties who have similar arguments. However, not every student may anticipate what the counterarguments will be and, therefore, how to respond to them. Hence, such reasoning is a level which every student may not achieve, but they are expected to achieve. Therefore, a counterargument, which was structured by the teacher, may be readily presented to the students if the students fail to respond. It was observed that among the participants, P1 and P14 offered counterarguments for the students in their lesson plans. However, these participants failed to make use of the questions regarding claims, reasons, counterclaims, and counterarguments even though they included the ready counterarguments in the lesson plans. For instance, P1 failed to include any questions about what the counterarguments can be in the lesson plan prepared with respect to artificial intelligence. In addition, this participant utilised the following counter-argument structure, i.e., *“Some people state that unemployment will increase due to widespread use of artificial intelligence. Why do you think about this issue?”* However, it is seen that the question structure used by P1 is unidirectional. This can be used as a ready counterclaim for a student, who delivers his/her argument in the initial questions as follows: *“Yes, artificial intelligence technology must be used.”* However, P1 failed to plan counterclaims for any student who will deliver his/her argument as follows: *“No, artificial intelligence technology must not be used.”* In the lesson plan for the migrants, P14’s question to identify the claims and reasons of the

students is not clear and insufficient. The relevant questions are as follows: *“What are your opinions about the migrants in our country according to the scenario?”* and *“Which reasons did you defend while delivering your opinions?”* Despite all this, P14 envisioned helping the reasoning process of the students, thereby using ready counterarguments that contain moral and ethical features about the migrants in the lesson plan.

Evaluation in The Lesson Plans

The majority of the participants who prepared the lesson plans based on controversial issues (n=28), failed to make explanations in the plans about how to make such assessments. On the other hand, it is observed that the other participants focus on one of the two characteristics, i.e., evaluation of the level of reasoning and evaluation of the knowledge of content.

Six participants planned the assessment process to determine the level of reasoning of the students. Among these participants, P11 stated that he/she would make a *“process assessment by observing the skills of the students to generate ideas, make decisions, and persuade...”* expressing that the assessment process should be based on observations. It is understood that the assessment process anticipated by P11 would include the skills of the students to create arguments and deliver reasons in the argument formation process. P15 states this in the lesson plan as follows: *“... feedback is given according to the stage of the students, and it is tried to fulfil the missing parts.”* However, it is not clear which missing parts would be accomplished regarding the students. P8 emphasises the fact that controversial issues are topics that do not have one single true answer. Further stating that the correct or wrong answer will differ in the context of controversial issues according to the individuals, this participant made the following explanation: *“In the assessment stage, we should mainly consider how close the students are to the 4th level.”*

Likewise, Koru describes the structure of the assessment process with the following statements: *“It is expected that the teacher should contribute to the students to reach the 4th level clearly, thereby checking the answers provided by the students (...). If they have difficulty reaching the 4th level, the teacher should help them to overcome this.”* P42’s statements are as follows: *“The teacher controls the answers of the students and determines at which level they are able to deliver their opinions.”* According to these assessments, it can be concluded that a teaching-learning process based on controversial subjects should bear characteristics to improve the qualification of the reasoning of the students. P28 points out that the assessment process should focus on the reasoning patterns of the students. According to this participant, the teacher should determine which logical, emotional, or intuitive reasoning patterns the students use in the problem-solving process regarding controversial issues. However, P28 failed to explain why it is necessary to determine the reasoning patterns of the students.

Nevertheless, 6 participants described the importance of evaluating content knowledge in the assessment process in their lesson plans. Among these participants, P41 stated that he/she will check in the assessment process whether the discussion of the students regarding controversial issues is a discussion based on information or not and he/she will focus on whether the students associate their knowledge with the argumentation. P21, who prepared a lesson plan about privatisation policies and P1, who prepared a lesson plan about artificial intelligence, expect the students to study the positive and negative aspects of the issues they address. Moreover, P4 defines the characteristics of the assessment process as follows: *“(....) a topic evaluation survey is applied to the students who learn the topic better. (...)*

Discussion and Conclusion

This study aims to examine the competence of prospective social studies teachers to use controversial issues in social studies from different perspectives. In the first phase of the study, the competence levels of prospective teachers in general were analysed through a scale developed by the researcher. It was concluded that prospective teachers perceive themselves as competent at a medium level regarding the teaching of controversial issues in social studies. This result can be interpreted as social studies teacher candidates not having full confidence in teaching controversial issues. In the literature, no studies on this issue determine competence using a quantitative scale. However, several questions regarding the competencies they have were addressed in some studies that focus on the attitudes, opinions and applications of the teachers and prospective teachers about controversial or socioscientific issues. For instance, in the study carried out by Alaçam Akşit (2011), it was revealed that the teachers consider themselves insufficient in terms of knowledge, techniques, and methods that are required to teach the socio-scientific issues that can be considered within the scope of controversial issues.

On the other hand, the studies in international literature, where more comprehensive studies are available, have also found that teachers feel inadequate. In the relevant study by Oulton et al (2004), only 12% of teachers reported feeling prepared to teach controversial issues. The educators reported inadequate training in teaching controversial issues and that the curriculum should provide clearer suggestions on how to deal with controversial issues. Prospective social studies teachers recognize the significance of socio-scientific issues in social studies, yet they feel ineffective in teaching them, as discovered by Çepni and Geçit's (2020) research. Also, in the study conducted by Kuş (2015), which identifies the practices and positioning of social studies and science teachers in terms of controversial issues, teachers stated that they prefer the 4th and 3rd positions. According to teachers, they support in-class discussions, they do not express their personal opinions but encourage students to share their personal opinions, or they express their opinions or positions on the issue but encourage students to explain their own positions. However, the observations showed that the teachers mainly give their opinion on the discussed topic, they try to give their perspective to the students and sometimes they only give their own position on some of the topics (the second position). These results obtained by Kuş indicate the weak competencies of the teachers regarding teaching controversial issues.

The lack of full belief in the competence of prospective teachers, both in this study and in the negative results of the other studies, can be interpreted as a lack of full competence in the controversial issues related to the teacher education they have received. Thus, it can be argued that there is no concrete place for the teaching of controversial issues when a bachelor's program for the teaching of social studies is reviewed. Within the strategies, principles, approaches, methods and techniques to be used as part of the teaching-learning processes in social studies, these issues may be included at the initiative of the teacher or they may be used as part of the teacher's own teaching-learning processes. In many previous studies, results have been obtained regarding the need for pre-service or in-service training on controversial or sensitive issues, or the inadequacy of the teacher training received in this regard (Alaçam Akşit; 2011; Akman & Bastik, 2016; Demircioğlu, 2016; Günel & Kaya, 2016; Oulton et al., 2004). Therefore, it is important to include the controversial issues in teacher training and enhance the professional competencies of prospective teachers both in terms of their own citizenship competencies and citizenship education (Ersoy, 2013). On the other hand, the reason why teachers and

prospective teachers do not feel fully competent cannot be explained only by the training they received. As stated by Hess (1998), in addition to the insufficiencies of teacher training, there are many factors, such as the difficulty of having an argument on these issues, not knowing how to involve the students in the argument, and the fear of losing control of the classroom, which plays a significant role in the case of teachers who feel incompetent.

Although intensive research findings in the literature indicate that the competence perception of prospective teachers is not high, the results are essential regarding the attitudes towards controversial and socio-scientific issues and teaching. Contrary to the results obtained about the competencies in many studies conducted in this respect (Çopur, 2015; Yazıcı and Seçgin, 2010), it was found that prospective teachers of social studies, science and elementary schools have positive attitudes and opinions regarding the teaching of controversial and socioscientific issues. The existence of positive attitudes and opinions towards these issues may increase the tendency and inclination of teachers and prospective teachers towards the relevant teaching practices. Therefore, this is important as a driving source of motivation in terms of the competencies of teachers and prospective teachers. However, the reservations of teachers and trainee teachers to include controversial issues in the teaching environment are often reported in the literature. The studies (Aynuz and Memişoğlu, 2022; Hess, 2004; Günel and Kaya, 2016; Oulton et al., 2004; Yazıcı and Seçgin, 2010; Soley, 1996) indicate that teachers avoid including controversial issues due to the following reasons: the examination-oriented training system, lack of time, the reactions of the family, society and managers, the manners and customs of the environment, the concerns regarding investigation by the competent authorities, the students' taking the discussion to other aspects than what is desired, their exaggeration and taking the discussion outside the classroom, accountability to the administrators, and the fear of losing their jobs. Interestingly, teachers' concerns about their own teaching skills, such as inability to manage the discussion and lack of knowledge about the controversial issues, remain in the background. It is quite remarkable that even the teachers and prospective teachers who apply to the current teaching curricula (Aynuz and Memişoğlu, 2022; Günel and Kaya, 2016) express similar concerns. As is known, the use of current, controversial, and socio-scientific issues in the classes is emphasised much more with the revisions in the curriculum in 2005 and thereafter. For example, as mentioned above, in the 2018 curriculum for social studies, the use of relevant topics is included in the principles to be considered when implementing the curriculum. Similar emphasis is also given to the teaching of science and history. These results can be seen as an indication that the desired changes in educational policy have not been achieved. Therefore, the following expectations should be fulfilled: the inclusion of controversial issues in the curriculum and the guidelines for the more concrete teaching of such issues, the provision of legal security and support for the school management, as well as the revision of the textbooks.

In the study, it was analysed whether the perceptions of prospective teachers regarding their competencies differ significantly based on gender, academic success, and the grade point average of social studies teaching lessons. It was concluded that only gender significantly impacted the perception of the prospective teachers, and the male students felt more competent than the female students. This result may give rise to the thought that female prospective teachers will allocate more space and time for controversial issues in social studies lessons in comparison to male prospective teachers and that they will be more successful. However, variable results have been obtained in the literature for the effect of gender. In the study conducted by Özüdoğru (2022), it was determined that females have positive perceptions regarding controversial issues, whereas male participants have a positive perception of the

same in the study carried out by Yazıcı and Seçgin (2010). In some studies (Cebesoy and Dönmez Şahin, 2013; Çepni and Geçit, 2020; Tuncer, 2018; Yolagiden, 2017), it was observed that gender is not a variable that creates a significant effect. On the other hand, unlike this study, it was concluded in the study by Çepni and Geçit (2020) that prospective teachers with academic success have much more positive attitudes.

In the second phase of the study, the lesson plans prepared by the prospective teachers for their competencies were reviewed. It was concluded that there is a variety regarding the outcomes and controversial topics chosen by the prospective teachers in the lesson plan. Accordingly, it can be pointed out that prospective teachers are successful in terms of determining the potentially controversial issues included in the curriculum. On the other hand, this may be considered as evidence of the fact that the curriculum of social studies contains many controversial issues due to its nature. Hence, in the study carried out by Tatar (2018), it is pointed out that maximum outcomes regarding controversial issues are available in social studies among all other courses. This course is followed by science and religious culture. Therefore, it can be stated that curricula have sufficient potential in terms of including controversial issues and that both the teachers and the prospective teachers should not have difficulty in terms of including controversial issues in social studies lessons. However, as stated earlier, the studies in the literature indicate that the reason why the controversial issues are not included in the teaching environments stems from different reasons rather than the insufficiency of the curricula. On the other hand, as emphasised by the teachers in the study carried out by Oulton et al. (2004), it may be more suitable if the curriculum provides clearer suggestions about overcoming the argumentative cases.

In this study, media and the use of technology were the titles for which the prospective teachers prepared the highest number of plans. Furthermore, the other topics included in the plans by the prospective teachers are listed as Opening Hagia Sophia for Worship, Nuclear Energy, Hydroelectrical Power Plants, Artificial Intelligence, Mines, Removal of School Oath, Istanbul Agreement, Protection of Natural Areas, Unplanned Urbanisation, Early Retirement, Privatization Policies, Earthquake, Popular Culture, Education in Mother Tongue, Climate Change, Democracy, Migration (Migrants), Conquest of Istanbul, NATO Membership, Membership to European Union, Genetically Modified Organisms. These results overlap with the studies in the literature regarding controversial issues considered necessary to be included in the teaching environments. For instance, in the study carried out by Aynuz and Memişoğlu (2022), the topics which are considered most controversial by the prospective teachers are listed as the economy, Armenian issue, training system, rights and freedoms, media, Ottoman Empire and the Sultans. In the study by Çopur (2015) carried out with social studies teachers, it was concluded that natural disasters, democracy, environmental pollution, unplanned urbanisation, traffic, brain drain, violence, TV broadcasts, freedom of the press and multiculturalism are the topics that are mostly requested to be included in the classroom environments. Likewise, in the study by Yazıcı and Seçgin (2010), it was observed that the teachers of social studies consider that human rights, training system, environmental pollution, examination systems, democracy, global warming, cultural corruption, the council of higher education (YÖK), public personnel selection examination (KPSS) and globalisation topics should be included in the classroom environments. As for the study by Kuş (2015), it was determined that violence against women, the educational system, terror and nationalism are the leading controversial topics for both the teachers of social studies and science and, what is more, with respect to their own subjects, the teachers of social studies consider that the issues such as Kemalism, democracy, military coups, shadow government which are associated with the recent history of Türkiye

are among the essential controversial topics. In terms of the students who receive social studies classes, the critical, controversial topics in this lesson are human rights, animal rights, multiculturalism, press freedom, election system, traffic, TV broadcasts, media, and military service (Arslan, 2019; Öztürk, 2022). It is for sure that the other studies in the literature determined controversial issues which are independent of the curriculum and that are mainly based on getting opinions. Therefore, this caused the identification of the controversial issues with a wider perspective than the study itself. As for this study, the liability of the students to determine the controversial issues based on the content and learning outcomes of the curriculum should not be forgotten.

When the foregoing study results regarding the competence to determine outcome and controversial issues are addressed together, it can be said that the instincts and competencies of prospective teachers are high in terms of determining what the controversial issues are and bringing the same to the classroom thereby associating them with the learning outcomes of the curriculum. On the other hand, the studies in the literature emphasise the importance of the use of argumentation-based teaching for teaching controversial and socio-scientific issues (Atabey & Topçu, 2017; Driver et al., 2000; Evren Yapıcıoğlu & Kaptan, 2018; Öztürk & Doğanay, 2019; Sampson & Clark, 2008; Torun & Şahin, 2016). When considered from this point of view, the result of the study indicates that the prospective teachers' competencies are weak in this respect. At the end of the study, it was observed that prospective teachers generally failed to address any controversial issue, dilemma or any cases that require making an ethical decision in their teaching designs regarding controversial issues. Instead of this, they were found to have a more apparent tendency towards teaching only the content of social studies. The content-based approach of the prospective teachers may be explained by the belief of the teachers about the importance and necessity of absolute content knowledge in the reasoning processes regarding controversial issues. With this aspect, to ensure reasoning on controversial issues remains in the background of the lesson content. It can be considered that according to the prospective teachers, the inclusion of controversial issues to teach social studies is an instrument for teaching the topics included in the social studies curriculum rather than being an instrument to develop the students' judgement, argumentation formation and reasoning skills. On the other hand, the reason for this approach of the prospective teachers may be explained with the following reasons: the concern for delivering the current curriculum content and the fact that the teaching of controversial issues and the skills acquired thereof have no place in the national exams available in the educational system that is more exam oriented. As stated earlier, some studies in the literature (Aynuz and Memişoğlu, 2022; Hess, 2004; Günel and Kaya, 2016; Oulton et al., 2004; Yazıcı and Seçgin, 2010; Soley, 1996) reveal the reasons in this manner why the teachers generally avoid including controversial issues in the classroom and prefer the content-based education.

In parallel to the foregoing result, the study found that a limited number of participants structured the controversial issue scenarios in the form of learning contexts in which the students could express their opinions according to ethical, moral, social, economic, and ecological perspectives. However, the controversial issue scenarios structured in this way may enable the formation of real-life cases where the students can apply or use the information they learned and acquire thinking skills, which can be considered from now on as a life experience today. With these scenarios, it is possible to create interesting contexts for the students and ensure that they realise the relation of science issues with real life. On the other hand, it was seen that the participants tried to include the questions in their lesson plans for the argumentation processes of the students. However, the questions used are

insufficient in terms of quality. It was determined that an especially limited number of participants used the questions together to determine the claims, justify the claims, identify the counterclaims, and suggest counterarguments regarding the counterclaims. It was seen that most of the participants failed to include the questions in their lesson plans for a minimum of one of the components of the four-stage argumentation process. Once more, one of the interesting findings of the study is that none of the participants included the four-stage argumentation process and the ready counterarguments together in their lesson plans. Finally, it was found that most of the participants failed to develop an assessment and evaluation strategy for the evaluation of teaching controversial issues.

Recommendations

When all these findings are considered generally, it can be said that prospective teachers failed to be adequately effective in the planning for the process despite their success in determining acquisition and controversial issues. Therefore, it can be concluded that prospective teachers should be engaged much more in the practices and activities regarding the teaching of controversial issues in prospective training, and they should gain experience in such practices. This study has several limitations. First and foremost, the research data were collected only from the students at a university who receive education in the relevant teacher training program. Therefore, the findings obtained may stem from the context and characteristics of the relevant university. This is why repeating similar studies with different samples is important. On the other hand, the analyses were conducted based on a single lesson plan prepared by the prospective teachers. Thus, it may be possible to reveal results based on the analysis of the products of more than one student, thanks to studies based on repeated practices and experiences. Furthermore, it will likely have more profound results for the competencies of the prospective teachers thanks to the data collection procedures regarding the identification of the problems they encounter and their attention in the preparation process of the plans.

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Sosyal Bilgiler Öğretmen Adaylarının Tartışmalı Konuları Öğretimde Kullanma Yeterliklerinin İncelenmesi

Giriş

Sosyal bilgiler eğitimi etkin birer vatandaş olarak bireylerin bilgiye dayalı ve mantıklı kararlar alabilme yeteneklerin geliştirmeyi amaçlar (National Council for the Social Studies [NCSS], 1994). Çünkü etkin vatandaşların gün geçtikçe karmaşıklaşan, farklı boyutları olan sosyal sorunlarla karşı karşıya gelebilmeleri, bunları müzakere edebilmeleri ve doğru kararları verebilmeleri gerekir (Oulton, Day, Dillon, & Grace, 2004). Bu nedenle tartışmalı veya çatışmalı olarak adlandırılan bu konuların sosyal bilgiler öğretiminde kullanılması etkin vatandaşlık yeterliklerinin kazandırılması (Ersoy, 2010, 2013; Hess, 2002) açısından önemli görülmektedir.

Tartışmalı konular bireylerin zıt bakış açıları oluşturmasına uygun, mantıklı anlaşmazlıkları kapsayan konulardır (Levinson, 2008). Bir konu ile ilgili mantıklı, ancak birbirinden farklı fikirler öne sürülebiliyor ve kanıta dayalı olarak çözüme kavuşturulamıyorsa ilgili konu tartışmalı olarak kabul edilebilir (Dearden, 1981; Wellington, 1986). Nükleer enerji, ötenazi, savaşlar, silah politikaları, nüfus kontrolü, kadın hakları, GDO'lu ürünler, klonlama, göç, mülteciler, basın özgürlüğü, terörizm, küresel ısınma gibi (Baki, 2019; Dube, 2009; Hess, 2004; Öztürk ve Kuş, 2019) aynı zamanda sosyo-bilimsel olarak değerlendirilen konular ve her toplumun geçmişindeki kimi tarihsel konular (Baki Pala, 2019) tartışmalı konu olarak kabul edilebilir. Derslerde tartışmalı konuların kullanımının en önemli nedenlerinden birisi akıl yürütmeye ve tartışmaya dayanan eleştirel düşünme becerilerinin (Harwood ve Hahn, 1990; Ikuenobe, 2001) gelişimine sağladığı katkı ile açıklanabilir. Ayrıca tartışma kültürünü, iş birliği ve problem çözme becerilerini, toplumla ve çevreyle iletişim becerilerini geliştirme, gerçek yaşam temelli ve anlamlı öğrenme ortamı oluşturma (Berg, Graeffe ve Holden, 2003) gibi yararlarına sahiptir.

Uluslararası düzeyde tartışmalı konulara artan bir ilgiyle pek çok araştırma yapılmaktadır. Türkiye'de de son yıllarda artan bir ilgi görülmekle birlikte tartışmalı konular hakkında yapılmış çalışmalar sınırlıdır. İlgili çalışmaların ise çoğunlukla fen eğitiminde sosyo-bilimsel konu kavramı

çerçevesinde ve farklı boyutlarda gerçekleştirildiği söylenebilir (Örn. Cebesoy & Dönmez Şahin, 2013; Evren Yapıcıoğlu & Kaptan, 2017; Gülhan, 2013; Gürbüzkol & Bakırcı, 2020; Özkul, 2022; Topçu, 2008; Topçu vd., 2011). Sosyal bilgiler eğitimi alanında yapılan çalışmalar ise daha çok sosyal bilgiler ve tarih öğretmen adaylarının (Alagöz, 2014; Aynuz, 2020; Baloğlu Uğurlu ve Doğan, 2016; Çepni ve Geçit, 2020; Seçgin, 2019; Özüdoğru, 2022), öğretmenlerinin (Çopur, 2015; Günal ve Kaya, 2016; Öztürk, 2017; Tuncer, 2018), ve öğrencilerin (Arslan, 2019; Öztürk, 2022) tartışmalı konuların neler olduğuna ve bu konuların öğretimine ilişkin algı, tutum ve görüşlerini belirlemeye dönüktür. Sosyal bilgiler derslerinde tartışmalı konuların kullanımını geliştirmeye dönük uygulamalı araştırmalar ise (Baki Pala, 2020; Özcan, 2021) çok yeni ve sınırlıdır. Sosyal bilgiler öğretmenleri veya öğretmen adaylarının tartışmalı konular ile ilgili yeterliklerini inceleyen araştırmalar ise ihmal edilmiştir.

Yakın geçmişteki pek çok reform çabasının genellikle öğretmenlerin mevcut bilgi, inanç ve tutumlarını kabul etmedikleri için başarısız oldukları sonucuna varılmıştır (Gray & Bryce, 2006). Dolayısıyla sosyal bilgiler sınıflarında etkin tartışma süreçlerini başarmanın yollarından biri öğrencileri bu tartışma süreci ile tanıştıracak sosyal bilgiler öğretmeni adaylarının tartışmalı konulardaki pedagojik uygulamalarını yeterliklerini incelemek olabilir. Bu nedenle araştırmada sosyal bilgiler öğretmen adaylarının sosyal bilgiler dersinde tartışmalı konuları kullanma yeterliklerini incelemek amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki araştırma sorularına yanıt aranmıştır:

1. Sosyal Bilgiler öğretmen adaylarının tartışmalı konuların öğretimine dönük yeterlik algıları nedir?
2. Sosyal Bilgiler öğretmen adaylarının tartışmalı konuların öğretimine dönük yeterlik algıları cinsiyete, akademik başarıya ve sosyal bilgiler öğretimi dersi başarısına göre istatistiksel olarak anlamlı farklılık göstermekte midir?
3. Sosyal Bilgiler öğretmen adaylarının tartışmalı konuların öğretimine dönük hazırladıkları ders planlarının özellikleri nedir?

Yöntem

Araştırmada karma yöntem yaklaşımlarından yakınsayan paralel desen kullanılmıştır. Bu desenin amacı araştırma problemine ilişkin farklı ama birbirini tamamlayıcı veri toplamaktır. Yakınsayan paralel desen nicel ve nitel yöntemlere eşit öncelik verir, çözümlenme sırasında bu aşamaları birbirinden ayrı tutar ve daha sonra genel yorumlama yaparken sonuçları birleştirir (Creswell & Plano Clark, 2020).

Araştırmanın çalışma grubunu Türkiye'nin batısında yer alan bir Devlet Üniversite'nin sosyal bilgiler öğretmenliği lisans programında üçüncü sınıfta öğrenim gören Sosyal Bilgiler Öğretimi 2 dersine kayıtlı 45 öğretmen adayı oluşturmuştur. Araştırmanın nicel verileri, geliştirilen "Tartışmalı Konuların Öğretimine Yönelik Yeterlik Ölçeği" ile toplanmıştır. Geliştirilme sürecinde alan yazın taraması ve uzman görüşlerine doğrultusunda hazırlanan 25 maddeden oluşan taslak ölçek farklı üniversitelerde öğrenim gören 250 sosyal bilgiler öğretmen adayına uygulanmış ve yapı geçerliği için açılımlı faktör analizi yapılmıştır. Ölçek toplam varyansın %44'ünü açıklayan üç faktörden ve toplam 17 maddeden oluşmaktadır. Maddelerin yük değerleri .47 ile .85 arasında değişmektedir. Ölçeğin tamamına ait iç tutarlık kat sayısı için ise .929 bulunmuştur.

Nitel veriler öğretmen adaylarının hazırladıkları ders planlarına dayalı olarak toplanmıştır. Derslerde verilen eğitimler sonrası katılımcılardan 2018 Sosyal Bilgiler Dersi Öğretim Programı'nı inceleyerek tartışmalı konularla ilişkili olabilecek bir kazanım belirlemeleri ve buna göre bir ders planı

hazırlamaları istenmiştir. Araştırmaya katılan 45 öğretmen adayının hazırladığı ders planlarının 3'ü analiz yapabilmek için geçerli ve güvenilir bulunmayarak kapsam dışında bırakılmıştır.

Nicel verilerin analizi kapsamında toplanan verilerin güvenilirlik katsayısı .89 olarak belirlenmiştir. Ardından Normallik sınamaları için, grup büyüklüğü 50'den küçük olduğu için Shapiro-Wilks testi kullanılmıştır. Hesaplanan p değerine ($p=.53$) göre puanların normal dağılım özellikleri gösterdiği (Büyüköztürk, 2010) kabul edilmiştir. Veriler aritmetik ortalama, standart sapma ve ilişkisiz örneklem t testi kullanılarak analiz edilmiştir. Öğrencilerin ölçekten aldıkları puanlar 17-36 puanları arası "düşük", 36-59 puanları arası "orta", 60-85 puanları arası ise "yüksek" olarak yorumlanmıştır. Nitel verilerin analizinde ise tematik analiz (Braun & Clarke, 2006) kullanılmıştır. Tematik analiz, bir veri setindeki benzerlik, farklılık ve ilişkilere göre analiz sürecinin gerçekleştirilmesidir. Nitel aşamaya yönelik inandırıcılığın sağlanması için araştırma sürecinin yansız ve objektif olmasına özen gösterilmiş, kaynakça yeterliliği sağlanmaya çalışılmış; veri analizi için iki uzmanın görüşü alınmış, araştırma ayrıntılı betimlenmeye çalışılmış, temalara ait sık sık doğrudan alıntılara yer verilmiştir (Yıldırım ve Şimşek, 2006).

Bulgular

Öğretmen adaylarının uygulanan ölçekten aldıkları puanların aritmetik ortalaması 57.05'tir. Bu bulguya dayalı olarak öğretmen adaylarının tartışmalı konuları sosyal bilgiler eğitiminde kullanmaya dönük orta düzeyde yeterlik oldukları algısına sahip oldukları söylenebilir. Araştırmada alt amaçlara uygun olarak öğretmen adaylarının yeterlik algılarının cinsiyete, akademik başarıya ve bir önceki sosyal bilgiler öğretimi dersi not ortalamasına göre anlamlı bir farklılık gösterip göstermediği incelenmiştir. Analiz sonuçları öğretmen adaylarının ölçek puanları arasında cinsiyete göre anlamlı bir fark olduğunu göstermiştir, $t(43)=2.66$, $*p<.05$. Kadın öğretmen adaylarının yeterlik algıları (61.70), erkek öğretmen adaylarına (55.44) göre daha yüksektir. Öte yandan akademik başarı [$t(43)=.64$, $p>.05$] ve bir önceki sosyal bilgiler öğretimi dersi not ortalaması değişkenlerine göre [$t(43)=.31$, $p>.05$] istatistiksel açıdan anlamlı farklılık bulunmamaktadır.

Öğretmen adaylarının hazırladıkları ders planlarının tartışmalı konuların öğretimi açısından sahip olduğu özellikler "ders planlarında yer verilen kazanımlar", "ders planlarında yer alan tartışmalı konular", "ders planlarında tartışmalı konuların öğretimi süreci" ve "ders planlarında değerlendirme" biçimindeki dört tema altında ele alınmıştır.

Öğretmen adayları programdaki pek çok kazanımı tartışmalı konuların öğretimiyle ilişkilendirmiştir. Öte yandan öğretmen adayları tarafından en fazla yedinci sınıf Birey ve Toplum öğrenme alanında yer alan "*Medyanın sosyal değişim ve etkileşimdeki rolünü tartışır.*" ($f=7$) kazanımı seçilmiştir. Planlarda daha sık seçilen bir diğer kazanımın ise beşinci sınıf Bilim, Teknoloji ve Toplum öğrenme alanına ait "*Teknoloji kullanımının sosyalleşme ve toplumsal ilişkiler üzerindeki etkisini tartışır.*" ($f=5$) olduğu görülmüştür. Ayrıca öğretmen adayları ders planlarında çok çeşitli tartışmalı konulara yer vermişlerdir. En fazla yer verilen tartışmalı konu başlıkları medya ve teknoloji kullanımı olmuştur. Öğretmen adaylarının yer verdikleri diğer dikkat çekici konu başlıkları Ayasofya'nın ibadete açılması, nükleer enerji, hidroelektrik santraller, yapay zekâ, madenler, Okul Andi'nin kaldırılması olarak sıralanmıştır. Ayrıca İstanbul Sözleşmesi, doğal alanların korunması, çarpık kentleşme, erken emeklilik, özelleştirme politikaları, deprem, popüler kültür, anadilde eğitim, iklim değişikliği, demokrasi, göç (mülteciler), İstanbul'un fethi, NATO üyeliği, Avrupa Birliği'ne üyelik, genetiği değiştirilmiş organizmalar konuları da katılımcıların hazırladıkları ders planlarında yer almıştır.

Öğretmen adaylarının hazırladıkları ders planların tartışmalı konuların öğretimi süreci açısından sahip olduğu özellikler “içeriğin aktarım aracı olarak tartışmalı konular”, “bağlam olarak tartışmalı konular” ve “argümantasyon oluşturmayı kolaylaştırma” biçimindeki üç alt tema altında ele alınmıştır. Katılımcıların büyük çoğunluğu tartışmalı konuları içerik merkezli yaklaşımla ele almışlardır. Örneğin göç konusu ekseninde Suriyeli mülteciler ile ilgili ders planı hazırlayan katılımcılardan K14 *“İnsanların bulunduğu yerden başka bir yere farklı sebeplerden dolayı gerçekleştirdikleri değişikliğe göç denir. Dünya’da yaşanan göçlerin birçok sebebi vardır ve tüm ülkeler göç alıp vermektedir (...). İnsanlar yaşam standartları, sağlık, iş imkanları, iç savaş gibi çeşitli nedenlerden göç etmektedir”* cümleleriyle göçün tanımını ve nedenlerine ilişkin bilgi vermiştir. Daha çarpıcı bir örnek ise K32’nin hazırladığı hidroelektrik santralleri konu eden ders planında görülmüştür. İlgili ders planında katılımcı öncelikle hidroelektrik santralin kavramsal olarak anlamını açıklamış, Dünya’da Türkiye’de kullanım özelliklerini kimi istatistik verilerle desteklemiş ve son olarak konu ettiği santrallerin olumlu ve olumsuz yönlerinin ne olduğunu didaktik bir yaklaşımla listelemiştir. Görüldüğü gibi kimi katılımcılar bilimsel içeriğe daha çok önem vermişlerdir. Bu nedenle hazırlanan ders planlarında karar alma sürecindeki ikilemleri belirleyebilecekleri ve yansıtma yapabilecekleri senaryo durumları oluşturamamışlardır. Bunun yerine sosyal bilgiler dersi öğretim programında yer alan sosyal ve etik tartışmalar yapılmasına potansiyel olarak elverişli olan konulara odaklanılmış; ancak ele alınan konular didaktik bir yaklaşımla öğretim gerçekleştirmek üzere planlanmıştır.

Az sayıda katılımcı hazırladıkları ders planlarında tartışmalı konuları bağlam olarak kullanmışlardır. İlgili katılımcılar, öğrenciler için çelişkili, üzerinde uzlaşılammış ve ikilemler içeren senaryolar oluşturarak farklı görüşlerin ifade edilebileceği bağlamlar oluşturmuşlardır. Bu bakış açısıyla hazırlanan ders planlarında konu alanı içeriğin öğretimi yerine öğrencilerin tartışmalı konuların doğasında var olan anlaşmazlık ve ikilemleri fark etmelerinin amaçlandığı görülmüştür. Örneğin K11, yenilenebilir ve yenilenemez enerji kaynakları kapsamında hazırladığı ders planında *“Dünyadaki tüm ülkeler için elektrik enerjisi çok önemlidir. Çünkü günlük hayatımızda iş yerlerinde, ev, okul, hastane ve fabrikalarda kullanılan araç gereçlerin birçoğu elektrikle çalışır. Ancak elektriği üretmek de zor iştir. Günümüzde elektrik enerjisi yenilenebilir enerji kaynaklarından (güneş, rüzgâr, hidroelektrik, jeotermal vb.), fosil yakıtlardan (petrol ve petrol ürünleri, kömür ve doğalgaz vb.) ve nükleer santrallerden üretilmektedir. Ülkemiz ise elektrik ihtiyacını nükleer santraller kurarak karşılamak istiyor.”* senaryosunu oluşturmuştur. İlgili senaryoda derslerde alışlageldiği gibi enerji ve yenilenebilir/yenilenemeyen kaynak gibi kavramları tanımlama, bunların neler olduğunu söyleyerek çalışma prensiplerini ayrıntılı anlatma gibi içerik bilgisi vermek yerine öğrencileri için ilgi çekici bir bağlam oluşturulmuştur. “Kendisini farklı özellikleri olan bireylerin yerine koyar.” kazanımı çerçevesinde dezavantajlı gruplar hakkında farkındalık kazandırmaya dönük sorular eşliğinde bir kısa giriş planlayan K8, ilgili kazanımda ele alınabilecek tartışmalı bir konu olarak organ bağışını seçmiştir. Planındaki tartışmalı konu senaryosu *“İki yaşında olan Ayşe ile annesi bir otobüs yolculuğu sırasında kaza geçirir. Kazada anne hafif yaralanırken Ayşe kafasının çarpmasının etkisiyle beyin kanaması geçirir. Hastaneye götürülürler ve Ayşe yoğun bakıma alınır. Birkaç saat sonra doktor ailesine Ayşe’nin beyin ölümünün gerçekleştiğini açıklar. Bu durumda kalbinin de çok dayanamayacağını söyleyerek ‘Eğer isterseniz onun organlarını bağışlayarak organ bekleyen başka çocukların hayatlarını kurtarabilirsiniz’ der.”* cümleleriyle yapılandırılmıştır. Görüldüğü gibi katılımcının hazırladığı senaryoda, öğrenciler ahlaki bir ikilem içerisinde bırakılmaktadır. Kimi katılımcılar ise yazılı senaryoların yerine bu görevi yerine getirecek karikatür ve fotoğraflar aracılığıyla öğrencileri tartışmalarını sağlayacak bağlamlarla karşılaştırmıştır.

Araştırmada, tartışmalı konuları gerek sosyal bilgiler dersi içeriğini aktarma aracı olarak gerek bağlam olarak yaklaşan katılımcılar öğrencilerin argümantasyon oluşturmalarına yardımcı olacak sorular kullanmışlardır. Bu kapsamda öğrencilerin ilgili tartışmalı konuya ilişkin kendi iddiasını oluşturma, oluşturduğu iddiaya ilişkin gerekçeler belirtme, olası karşıt iddiaların ne olacağını belirleme ve çürütmeye dönük argümanlar oluşturabilmelerini sağlayacak soru yapıları kullanılmıştır. Ne var ki dört aşamayı içeren söz konusu argümantasyon sürecinin aşamaları bütün katılımcılar tarafından kullanılamamıştır. Katılımcıların çoğunluğu (n=30) öğrencilerin iddia, gerekçe oluşturma, karşıt iddiaları belirleme ve çürütme yapmasını sağlayacak sorulardan en az birini göz ardı etmişlerdir.

Tartışmalı konulara göre ders planı hazırlayan katılımcıların büyük çoğunluğu (n=28) planlarında değerlendirmenin nasıl yapılacağına ilişkin açıklamalarda bulunmamışlardır. Öte yandan diğer katılımcıların ise akıl yürütmenin düzeyini değerlendirme ve içerik bilgisini değerlendirme olmak üzere iki özellikten birine odaklandıkları görülmüştür. Bu katılımcılardan biri olan K11 değerlendirme sürecinin gözlem temelli olması gerektiğini vurgulayarak *"Öğrencilerin fikirlerini oluşturma, karar verme, ikna etme gibi becerilerini gözlemleyerek süreç değerlendirmesi ..."* yapacağını belirtmiştir. Benzer şekilde K15 de değerlendirme sürecinde öğrencilerin akıl yürütme düzeyine odaklanılmasını önermektedir. K15 bu durumu planında *"... öğrencilerin hangi aşamada kaldıklarına göre geribildirim sağlanır ve öğrencilerin eksik yönleri giderilmeye çalışılır."* biçiminde ifade etmiştir. Sadece 6 katılımcı, değerlendirme sürecinde içerik bilgisi değerlendirmenin önemine yönelik açıklamalara ders planlarında yer vermişlerdir. Bu katılımcılardan biri olan K41 değerlendirme sürecinde öğrencilerin tartışmalı konulara ilişkin tartışmalarının bilgiye dayalı bir tartışma olup olmadığını kontrol edeceğini ve öğrencilerin bilgilerinin tartışma ile ilişkilendirip ilişkilendiremediklerine odaklanacağını belirtmiştir.

Tartışma ve Sonuç

Araştırmada sosyal bilgiler öğretmen adaylarının derslerde tartışmalı konuların öğretimine ilişkin kendilerini orta düzeyde yeterli olarak algıladıkları sonucuna ulaşılmıştır. Bu sonuç sosyal bilgiler öğretmen adaylarının tartışmalı konuların öğretimine ilişkin kendilerine yönelik tam bir inanca sahip olmadıkları biçiminde de yorumlanabilir. Alanyazında nicel bir ölçek yardımıyla yeterlik belirleyen çalışmalar bulunmamaktadır. Ancak ilgili çalışmalar da (Alaçam Akşit, 2011; Çepni ve Geçit, 2020; Kuş, 2015; Oulton vd., 2004) öğretmenlerin tartışmalı konuların öğretimine ilişkin yeterliklerinin az olduğuna inandıklarına yönelik bulgular elde edilmiştir. Hem bu araştırmada öğretmen adaylarının yeterliklerine ilişkin tam bir inanç göstermemesi hem de diğer araştırmaların olumsuz sonuçları, aldıkları öğretmen eğitiminin tartışmalı konulara yönelik tam bir yeterliğe sahip olmamasıyla da yorumlanabilir. Daha önce yapılan pek çok araştırmada tartışmalı ve hassas konulara yönelik hizmet öncesi veya hizmet içi eğitim alma ihtiyacı veya alınan öğretmen eğitiminin yeterince etkili olmadığına yönelik sonuçlar elde edilmiştir (Alaçam Akşit; 2011; Akman & Bastık, 2016; Demircioğlu, 2016; Günal & Kaya, 2016; Oulton vd., 2004).

Alanyazında bazı araştırmalarda (Çopur, 2015; Yazıcı ve Seçgin, 2010) yeterlikler hakkında elde edilen sonuçlardan farklı olarak sosyal bilgiler, fen ve sınıf öğretmen adaylarının tartışmalı ve sosyo-bilimsel konuların öğretimine ilişkin olumlu tutum ve görüşlere sahip olduğu belirlenmiştir. Bu konulara yönelik olumlu tutum ve görüşlerin varlığı öğretmen ve öğretmen adaylarının ilgili öğretim uygulamalarına eğilim ve yatkınlığını arttırabilir. Ancak alanyazında öğretmen ve öğretmen adaylarının eğitim ortamlarında tartışmalı konulara yer vermeye yönelik çekinceleri sıklıkla ifade edilmektedir. Araştırmalar (Aynuz, 2020; Hess, 2004; Günal ve Kaya, 2016; Oulton vd., 2004; Yazıcı ve Seçgin, 2010;

Soley, 1996) sınav odaklı eğitim sistemi, zaman eksikliği, aile, toplum ve yönetici tepkisi, yaşanan çevrenin örf ve adetleri, soruşturma geçirme endişesi, öğrencilerin tartışmayı istenilenden farklı boyutlara çekmesi, abartması ve sınıf dışına çıkarması, yöneticilere hesap verme ve işini kaybetme korkusu gibi nedenlerle tartışmalı konulara yer verilmekten kaçınıldığını göstermektedir. Öğretmenin tartışmayı yönetememe, tartışmalı konu hakkındaki bilgi yetersizliği gibi kendi öğretim yeterliklerine ilişkin endişeleri ise ilginç biçimde daha geri plandadır.

Araştırmada sadece cinsiyetin öğretmen adaylarının yeterlik algıları üzerinde anlamlı bir etkisi olduğu ve erkek öğrencilerin kız göre kendilerini daha yeterli hissettikleri sonucuna ulaşılmıştır. Ancak alanyazında cinsiyetin etkisine ilişkin değişken sonuçlara ulaşılmıştır (Çepni, 2019; Cebesoy ve Dönmez Şahin, 2013; Çepni ve Geçit, 2020; Özudođru, 2022; Seçgin, 2009; Tuncer, 2018; Yolagiden, 2017) cinsiyetin anlamlı etki yaratan bir değişken olmadığı görülmüştür. Öte yandan Çepni ve Geçit'in (2020) çalışmasında bu araştırmadan farklı olarak akademik başarısı olan öğretmen adaylarının daha olumlu tutumlara sahip olduğu sonucuna ulaşılmıştır.

Araştırmada öğretmen adaylarının ders planlarında seçtiđi kazanım ve tartışmalı konularda bir çeşitliliğin sağlandığı sonucuna ulaşılmıştır. Bu sonuçlar öğretmen adaylarının programda yer alan olası tartışmalı konuları belirleme açısından başarılı olduğu ya da sosyal bilgiler öğretim programının yapısı geređi pek çok tartışmalı konuyu barındırdığına ilişkin bir kanıt olarak da düşünülebilir. Nitekim Tatar (2019) tarafından yapılan araştırmada tüm dersler arasında tartışmalı konularla ilgili en fazla kazanımın sosyal bilgiler dersine ait olduğu belirtilmiştir. Öte yandan Oulton vd. (2004) tarafından yapılan ilgili çalışmada öğretmenlerin vurguladığı gibi programın tartışmalı durumlarla nasıl başa çıkılacağı konusunda daha net tavsiyeler vermesi uygun olabilir.

Bu araştırmada öğretmen adayları tarafından en fazla ilgili plan hazırlanan tartışmalı konu başlıkları medya ve teknoloji kullanımı olmuştur. Bu bulgulara göre öğretmen adaylarının daha çok sosyal bilgiler öğretim programında yer alan medya ve teknoloji konularını tartışmalı olarak gördükleri söylenebilir. Öğretmen adaylarının yer verdikleri diđer konu başlıklarının ise Ayasofya'nın ibadete açılması, nükleer enerji, hidroelektrik santraller, yapay zekâ, madenler, Okul Andi'nin kaldırılması, İstanbul Sözleşmesi, doğal alanların korunması, çarpık kentleşme, erken emeklilik, özelleştirme politikaları, deprem, popüler kültür, anadilde eğitim, iklim değişikliği, demokrasi, göç (mülteciler), İstanbul'un fethi, NATO üyeliđi, Avrupa Birliđi'ne üyelik, genetiđi deđiştirilmiş organizmalar olarak sıralandığı belirlenmiştir. Bu sonuçlar alanyazında yer alan ve eğitim ortamlarında yer verilmesi gerektiđi düşünölen tartışmalı konu başlıkları ile örtüşmektedir (Arslan, 2019; Aynuz & Memişođlu, 2022; Çopur, 2015; Kuş, 2015; Seçgin, 2009; Öztürk, 2022).

Alanyazında tartışmalı konu öğretiminde dikkat edilecek genel hususlar yanında bazı somut ve işlevsel stratejiler belirlenmiştir. Somut bir strateji olarak tartışmalı konuların öğretiminde sosyobilimsel konuların öğretiminde sıklıkla kullanılan informal akıl yürütme adı verilen bir yaklaşım (Sadler, 2003; Sadler ve Zeidler, 2005) işe koşulabilir. Özellikle argümantasyon süreçlerine dayalı adım ve aşamaların etkili kullanımı öğrencilerin akıl yürütme becerilerinin gelişimini sağlamaktadır. Alanyazındaki araştırmalar tartışmalı ve sosyo-bilimsel konuların öğretiminde argümantasyon temelli öğretimin kullanımını önermektedir (Atabey & Topçu, 2017; Driver, Newton, & Osborne, 2000; Evren Yapıcıođlu & Kaptan, 2018; Öztürk & Dođanay, 2019; Sampson & Clark, 2008; Torun & Şahin 2016). Bu araştırmanın sonuçları öğretmen adaylarının ilgili yetkinliklerinin zayıf olduğunu göstermiştir. Çünkü araştırma sonucunda genel olarak, öğretmen adaylarının tartışmalı konulara ilişkin öğretim tasarımlarında tartışmalı bir sorunun, ikilemin ya da ahlaki açıdan karar vermeyi gerektiren bir

durumun ele alınmadığı görülmüştür. Bunun yerine salt sosyal bilgiler içeriğini öğretmeye dönük olarak daha belirgin bir eğilimde oldukları bulunmuştur. Öğretmen adaylarının bu yaklaşımının nedeni daha sınav odaklı eğitim sisteminde yer alan ulusal sınavlarda tartışmalı konuların öğretimi ve kazandırdığı becerilerin yer bulmaması, var olan program içeriğini verebilme kaygısı gibi nedenlerle de açıklanabilir. Daha öncede verildiği gibi alanyazındaki kimi araştırmalar (Aynuz, 2020; Günal ve Kaya, 2016; Hess, 2004; Oulton vd., 2004; Soley, 1996; Yazıcı ve Seçgin, 2010) öğretmenlerin de genelde tartışmalı konulara sınıfta yer vermekten kaçınmaları ve içerik odaklı eğitimi tercih etmelerinin gerekçelerini bu şekilde ortaya koymuştur.

Araştırmada sınırlı katılımcının tartışmalı konu senaryolarını öğrencilerin etik, ahlaki, sosyal, ekonomik ve ekolojik bakış açılarını göre görüşlerini ifade edecekleri öğrenme bağlamları biçiminde yapılandırdıkları belirlenmiştir. Halbuki bu yönde yapılandırılan tartışmalı konu senaryoları ile öğrencilerin öğrendikleri bilgileri uygulanabilecekleri ya da kullanabilecekleri gerçek yaşam durumları oluşturulmasına ve artık günümüzde birer yaşam becerisi olarak kabul edilebilecek düşünme becerilerinin kazandırılmasına imkân sağlayabilir. Öte yandan katılımcıların öğrencilerin argümantasyon süreçlerine dönük sorulara ders planlarında yer vermeye çalıştıkları görülmüştür. Bununla birlikte kullanılan sorular nitelik açısından yetersizdir. Özellikle az sayıda katılımcının iddia belirleme, iddiaları gerekçelendirme, karşıt iddiaları belirleme ve karşıt iddialara dönük çürütücüler önerilmesine dönük soruları birlikte kullanıldığı belirlenmiştir. Katılımcılardan çoğunluğunun ise dört aşamalı argümantasyon sürecinin en az bir bileşenine dönük sorulara ders planlarında yer vermedikleri görülmüştür. Son olarak çoğu katılımcının tartışmalı konuların öğretiminin değerlendirilmesine yönelik net ölçme-değerlendirme stratejisi geliştiremediği belirlenmiştir

Öneriler

Araştırmanın tüm sonuçları genel olarak değerlendirildiğinde ilgi çekici biçimde öğretmen adaylarının kazanım ve tartışmalı konu belirleme konusundaki başarısına rağmen sürece yönelik planlamada yeterince etkili olamadığı söylenebilir. Dolayısıyla öğretmen adaylarının hizmet öncesi eğitimlerinde tartışmalı konuların öğretimine yönelik uygulama ve etkinliklerle daha fazla karşılaştırılması ve bu tür uygulamalar konusundan deneyim kazanmaları önerilebilir. Öte yandan bu araştırmanın sınırlılıkları kapsamında, farklı örneklerde benzer araştırmaların tekrarlanması, tekrarlayan uygulama ve deneyimlere dayalı araştırmalarla elde edilen birden fazla öğrenci ürününün analizine dayalı çalışmalar yapılması ve öğretmen adaylarının plan hazırlama sürecinde dikkat ettiklerini ve yaşadıkları sorunları belirlemeye dönük veri toplama süreçleriyle de öğretmen adaylarının yeterliklerinin daha derinlemesine araştırılması önerilebilir.



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The Effect of Activities for Sustainability Awareness on Students' Sustainable Living Awareness in the Social Studies Course*

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Abstract

As an active member of the society, the social studies course contributes to the development of awareness on social and environmental issues among students. Today, the concept of sustainability is gaining importance, as environmental problems are increasing day by day and in negative forms all over the world. The aim of this study is to investigate the effect of activities for sustainability awareness on students' sustainable living awareness in 6th grade social studies course. The research was carried out according to the embedded experimental design which is one of the mixed-method designs. The participants consist of students attending in a 6th grade of a public secondary school in Eskişehir in the 2021-2022 academic year. Data were collected with "Sustainable Living Awareness Scale" [SLAS] developed by Akgül and Aydoğdu (2020), and semi-structured interviews with students. Quantitative data were analyzed with SPSS 24 Package Program. Inductive analysis was used in qualitative data analysis. As a result of the research, it was found that activities for sustainability awareness significantly increased the sustainable living awareness levels of the students in the experimental group. Additionally, students emphasized that activities for sustainability awareness had a significant effect on the increase in sustainable living awareness level. In this context, suggestions put forth that activities for sustainability awareness can be used to improve students' sustainable living awareness levels in the social studies course.

Keywords: Social studies, sustainability awareness, sustainable living, sustainable development.

Introduction

Throughout history, human beings have been in a relationship with their environment. The balance in this relationship has started to deteriorate as a result of the increase in man's power over nature in line with his needs and activities. Factors such as the advancement of technology, the speed of industrial activities and the gradual increase in population have caused environmental problems. In the face of economic, social and environmental problems that threaten the future, it is aimed to produce solutions within the framework of sustainability and sustainable development (Acar, 2021). Sustainability is a concept that can be used to ensure continuity and aims to ensure the longevity of limited natural resources used to meet human needs (Özgen, 2019). Sustainability, in its most general sense, means using resources in a way that does not prevent future generations from meeting their needs while meeting the needs of the present. In the sense used today, sustainability was defined for the first time in the 1987 Brundtland Report produced by the United Nations World Commission on Environment and Development as follows: "Meeting today's needs without compromising the ability of future generations to meet their own needs" (Bozlağan, 2004, p. 2). Measures to be taken in problems such as controlling population growth, balancing the use of natural resources in production, planned urbanization, social and legal equality are determined by the decisions of countries in national and international policies. Sustainability and sustainable development goals are set as a solution to the problems experienced in economic, social and environmental dimensions by drawing attention to their importance through international agreements. In order for these goals to be implemented effectively, it is of great importance that they are understandable by people and that they gain awareness. Education at a young age in the family and at school plays a key role in raising sustainability awareness in people.

In 2015, the United Nations Sustainable Development Summit was held with the participation of 193 countries (Ar & Çelik Uğuz, 2017). "Transforming Our World: 2030 Agenda for Sustainable Development", 17 goals were set. These goals are a framework for sustainable development (United Nations [UN], 2015). The Sustainable Development Goals have been prepared to cover the sub-goals of

environmental, social and economic dimensions. There are articles that will solve the problems experienced and prevent the emergence of new problems. The principle of inclusiveness based on the equality of all living beings lies at its foundation. In addition, importance has been given to the continuation and support of development in accordance with today's conditions.

Sustainable development education ensures a just society with environmental integrity, economic sustainability and cultural diversity, as well as the right to equal education, social transformation for good, and attitudes, behaviors and values necessary for a sustainable future (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2013 as cited in Akgül, 2020). The answers sought for ways to create equality between industrialized countries and non-industrialized countries, the depletion of natural resources and environmental problems have formed the basis of sustainable development education (Kaya & Tomal, 2011). Social studies is a course that is intertwined with contemporary life and aims to provide students with social personality. Environmental problems, economic problems and social problems have become ordinary elements of daily life. While science and technology are developing rapidly, the destruction caused by humanity on natural resources and the environment has reached a level that cannot be ignored. All these developments bring the concept of sustainability to the forefront in the field of education. Sustainability makes it necessary to consider the need of future generations for these resources while consuming today's resources. One of the courses that can play a role in raising sustainability awareness among students is the social studies course. Because the social studies course includes both social issues, environmental issues, and economic issues in its content, and addresses all these issues from an interdisciplinary perspective in accordance with the developmental level of students. Therefore, it is thought that this study will contribute to the development of sustainability awareness in the social studies course.

It is seen that studies on sustainability education are generally carried out in the context of science disciplines (Affeldt, Tolppanen, Aksela, & Eilks, 2017; Jeronen, Palmberg, & Yli-Panula, 2016). Social studies course is one of the courses where this awareness can be gained in line with its special objectives and the values and skills it contains. In the content of the social studies course, issues related to sustainability are included in an integrity. The formation of learning areas with an interdisciplinary structure consists of information that falls within the scope of the dimensions of sustainable development. Social studies course has an important subject content such as natural resources, environmental problems, economic knowledge, justice, rights and responsibilities. The social studies course, which aims to provide students values and skills as well as conceptual knowledge, also focuses on the environment-society relationship. In this direction, individuals are expected to be citizens who are sensitive to their environment, and society in the context of past, present and the future. Within the scope of social studies course, there are some studies on sustainability and sustainable development in the literature. Among these, there are studies examining social studies curricula within the scope of sustainable development (Aktaş, Dinçol Özgür, and Yılmaz, 2020; Bulut and Çakmak, 2018; Kaya and Tomal, 2011; Oğuz Hacat and Demir, 2019; Tanrıverdi, 2009), examining social studies textbooks in terms of sustainability (Mentiş Taş and Özkara, 2016), revealing the views of social studies teachers (Aydoğan, 2010; Azrak, 2022; Dinç and Acun, 2017) and studies on the sustainable development awareness of pre-service social studies teachers (Acar, 2021; Ateş, 2018; Özsoy, 2021; Öztürk Demirbaş, 2015; Türer, 2010; Uyanık, 2021). However, it is seen that studies on organizing activities to raise sustainability awareness in the social studies course are limited. Developing students' awareness towards sustainable living is important in terms of raising individuals who are sensitive to the natural

environment and who can make sense of and interpret social and economic developments on the basis of sustainability.

It is thought that it is important to conduct a study that will reveal the effect of learning environments and activities to be created in the social studies course on students' awareness levels towards sustainable living. The aim of the research is to reveal the effect of the activities implemented to raise sustainability awareness in the 6th grade social studies course on students' awareness of sustainable living. In this context, answers to the following questions were sought within the scope of the research:

1. Does the activities related to sustainability awareness significantly affect 6th grade students' sustainable living awareness in the social studies course?
2. What are the 6th grade students' views on the implementation process of the activities aimed at raising sustainability awareness in the social studies course?

Method

Research Design

In this study, which aims to examine the effect of activities aimed at raising sustainability awareness in the social studies course on students' awareness of sustainable living, embedded experimental design, one of the mixed method designs, was used (Creswell & Plano-Clark, 2007). It is seen that the quantitative approach is dominant in embedded experimental design research. The study starts with quantitative research and then qualitative data are included (Creswell, 2014). In the quantitative dimension of the study, a single group pretest-posttest design was used. In this design, the effect of the experimental procedure is examined with a single group study (Büyüköztürk et al., 2020, p. 208).

In the study, quantitative pre-test data were collected first. Then, a 3-week pilot study and a 5-week experimental implementation process were carried out. With the completion of the implementation process, quantitative post-test data were collected. After the quantitative pre-test and post-test data were obtained, the embedded experimental design process was completed by obtaining the qualitative data of the study through semi-structured interviews with the students in the experimental group.

Participants

The study group consisted of students studying in a 6th grade class in a public secondary school in Eskişehir in the 2021-2022 academic year. In the process of determining the school where the research will be conducted, the schools in Eskişehir city center were listed and information about the student density was obtained. The school, which was thought to be suitable for the implementation of the application, was selected according to the adequacy of the number of students. Additionally, the willingness of teachers and students and the school administration to participate in the research are considered as criteria. The sustainable awareness scale, which was also used as a data collection tool, was applied to the 6th grade students and the experimental group of the research was determined in line with the results. The sustainable awareness scale, which was also used as a data collection tool, was applied to the 6th grade students and the experimental group of the study was determined according to the results. While 28 students 13 of whom were female and 15 of whom were male in the experimental

group took part in the quantitative dimension of the study, 14 students 7 of whom were female and 7 of whom were male voluntarily took part in the qualitative dimension. Separate permission documents were obtained from the teacher of the relevant class, the students in the experimental group and the parents of the students for participation in the study.

Data Collection Tools

The quantitative data of the study were collected with the "Sustainable Living Awareness Scale" [SLAS] developed by Akgül and Aydoğdu (2020). The scale consists of three factors: society, environment and economy. Cronbach's Alpha coefficient as the internal consistency of the scale was calculated as .76, .73 and .69 for the society, environment and economy dimensions of the SLAS, respectively. For the 20-item SLAS, it was calculated as .77. Within the scope of this study, in which the effect of activities aimed at raising sustainability awareness in the social studies course on students' awareness of sustainable living was examined, a pilot study was conducted for the SLAS. In this context, the 20-item SLAS was applied to 294 6th grade students in other schools outside the practice school. In line with the data obtained, Confirmatory Factor Analysis [CFA] was performed on the scale and the internal consistency of the scale was examined. AMOS program was used for this process. The path diagram was drawn with the graphic menu of the AMOS program and then the cohesion statistics were examined. Confirmatory factor analysis results are given in Table 1.

Table 1. *Confirmatory factor analysis results*

CMIN	DF	P	RMR	CMIN/DF	GFI	CFI	RMSEA
201,972	160	0,014	0,024	1,262	0,938	0,894	0,030

Table 1 shows confirmatory factor analysis results. After confirmatory factor analysis, it was concluded that the cohesion statistics of the scale were at a good and acceptable level, and in this direction, it was concluded that the cohesion statistics obtained by CFA confirmed the structure put forward by Akgül and Aydoğdu (2020). After the confirmatory factor analysis, the internal validity of the scale was examined. The internal consistency coefficient (Cronbach's Alpha) of the scale was found to be .73. This is an accepted value in the literature (Tavakol & Dennick, 2011). Pre-test and post-test data were collected from the experimental group with 28 students using this measurement tool.

After the lessons prepared for sustainable development in the social studies course were completed, qualitative data were collected through face-to-face semi-structured interviews with a total of 14 students, 7 male and 7 female. With these interviews, it was aimed to reveal the students' thoughts about sustainable life and the activities implemented. The interviews were conducted one-on-one with each student in the school environment and recorded with permission. The recorded interviews were transferred to a Word document as written text by the researcher. Interview transcripts were analyzed by inductive analysis. The qualitative findings obtained in line with the purpose of the study were reported to support the quantitative data.

Data Collection and Analysis Process

The experimental application process started on March 7, 2022, and ended on April 6, 2022 lasted for a total of 5 weeks, 3 course hours per week. At the beginning of the implementation, SLAS was administered to the students as a pre-test. During the application phase of the activities prepared for sustainable living, efforts were made to ensure that students actively participated in the process. In order for students to participate in the lessons, they were asked to read from time to time and given the

opportunity to ask questions. Students tried to note down the information that attracted their attention on their own volition. The activity materials that the students applied in the lessons were collected at the end of the lesson and filed with the date of the relevant day. The lesson process ended after all the learning outcomes were covered. After the end of the lessons, the awareness scale for sustainable living was applied to the experimental group students as a post-test. Quantitative data were analyzed with SPSS 24 Package Program. Wilcoxon Signed Ranks Test was applied for pre-test/post-test comparison of the scale.

After the end of the lessons and the post-test process, semi-structured interviews were conducted with 14 students, 7 girls and 7 boys. Through semi-structured interviews, it was aimed to reach the opinions of the students about the activities prepared to raise sustainability awareness and the connection of sustainability with the social studies course. Inductive analysis was used in qualitative data analysis. The unbiased interpretation of the qualitative data of the research is important for credibility. Confirmation of the study process conducted by the researcher and the data collected by transferring them to another expert is a stage that increases credibility. This stage contributes to the validity and consistency in interpreting the data and reaching conclusions (Yıldırım & Şimşek, 2021, pp. 291-292). In this direction, 20% of the data analyzed by the researcher and transformed into themes were presented to the expert opinion. The data were coded and thematized by the expert independently of the researcher. The themes created separately by the researcher and the expert were compared and a consensus was reached. The students were given code numbers and these numbers were indicated in the direct quotations from the opinions.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Anadolu University, Social and Human Sciences Research and Publication Ethics Commission

Date of ethical review decision=27.01.2022

Ethics assessment document issue number=248175

Findings

In this section, the findings obtained by analyzing the data collected within the scope of the research and the interpretations made in line with these findings are presented. The statistical test results and semi-structured interviews obtained by analyzing the data collected on awareness towards sustainable living are presented under two headings.

Quantitative Findings on the Effect of Activities for Raising Sustainability Awareness in Social Studies Course on Students' Awareness of Sustainable Living

Under the heading of findings, firstly, descriptive statistics and normality distributions of the pre-test and post-test data obtained with the responsibility scale are given. In order to determine whether the pre and post-tests of the awareness scale for sustainable living were normally distributed

according to the groups, the values in Table 1 as well as the histogram and box plots were examined. First of all, it is seen that the skewness and kurtosis values are between -1 and +1 in all measurements except the post-test measurement of the experimental group. In addition, Shapiro-Wilk values were examined for normality distribution. After examining the histogram and box plots, it is seen that the pre-test data obtained from the awareness scale for sustainable living met the normality conditions; however, the post-test measurements of the experimental group did not meet the normality condition. The data on the normality distribution of the awareness scale for sustainable living are given in Table 2.

Table 2. *Normality distribution values of the sustainable living awareness scale*

		Number of people	Mean	SS	Skewness	Kurtosis	Shapiro-Wilk
Pre-test	experimental	28	51,67	4,86	-,080	-,4,12	,499
					-1,350	1,300	,001
Post-test	experimental	28	53,14	5,42			

It was determined that the pre-test data collected to examine the effect of activities aimed at raising sustainability awareness in the social studies course on students' awareness towards sustainable living were normally distributed, but the post-test data were not normally distributed. For this reason, nonparametric tests were used for the pre-test/post-test comparison of the awareness scale for sustainable living of the experimental group. In this context, Wilcoxon Signed Rank Test was used. Wilcoxon Signed Rank Test is one of the nonparametric tests used in cases where normal distribution is not provided for dependent groups t-test (Özdoğan, 2022, p. 251). The pre-test/post-test comparison of the awareness scale for sustainable living in the experimental group is given in Table 3.

Table 3. *Wilcoxon Signed Rank test results for the pre-test/post-test comparison of the sustainable living awareness scale for in the experimental group*

Post-test/Pre-test	N	Mean Rank	Sum of Ranks	Z	P	Effect Size
Negative Ranks	8	10,75	86,00	-2,281*	,023	0,30
Positive Ranks	18	14,72	265,000			
Ties	2	-	-			

*Based on negative rank

The difference between the pre-test and post-test scores of the experimental group's awareness scale for sustainable living is given in Table 3. When the table is examined, it is seen that there is a statistically significant difference between the post-test scores of the experimental group students from the academic achievement test and their pre-test scores ($p=,023<.05$). When the rank averages and rank sums are examined, it is noteworthy that this difference is in the direction of the positive rank representing the post-test measurements. In this context, it can be said that the 5-week experimental process statistically significantly increased the level of awareness of the students in the experimental group towards sustainable living. In addition, the effect size for the Wilcoxon Signed Rank test was also calculated and the effect size value was found to be ,30. The effect size value is considered as 0,10 small, 0,30 medium and 0,50 large effect size (Cohen, 1988 as cited in Özdoğan, 2022, p. 250). Accordingly, it is seen that the effect size in this study is of medium effect size value.

Qualitative Findings Regarding the Implementation Process of Activities for Raising Sustainability Awareness in Social Studies Course

In line with the inductive analysis of semi-structured interviews with students, three themes were reached: the relationship between the social studies course and sustainability, the relationship between sustainability and daily life, and the activities implemented in the social studies course.

Findings Regarding Their Views on The Relationship Between the Social Studies Course and Sustainability

The findings regarding their views on the relationship between the social studies course and sustainability are presented in Figure 1.

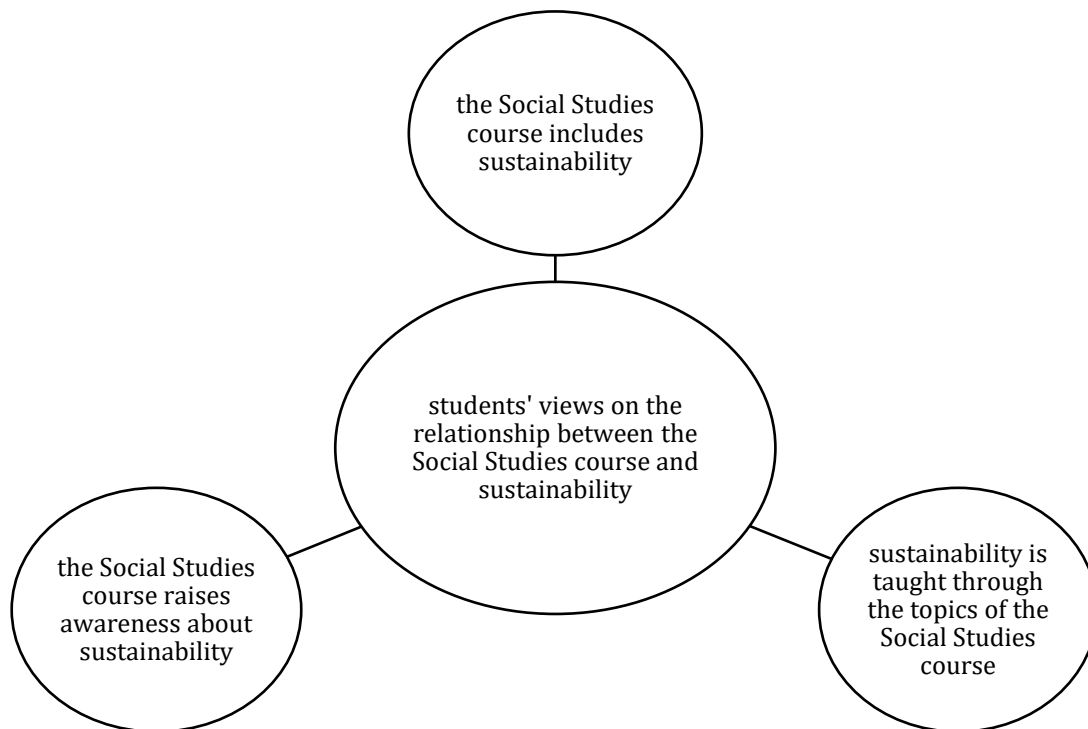


Figure 1. Students' views on the relationship between the social studies course and sustainability

As seen in Figure 1, students think that there is a strong relationship between the social studies course and sustainability. Students think that the topics of the social studies course includes sustainability, that sustainability is taught through the topics of the social studies course, and that the social studies course raises awareness about sustainability.

Student 5, who stated that sustainability issues were taught in the social studies course, explained that he made a connection with sustainability by talking about the issues learned in the social studies course as follows. "Now we said waste, we said water, we said mines, we said mines, sustainability can also come to mind from the fact that our mines do not run out, our water does not run out.". Student 7, who thinks that it is related to sustainability by explaining natural resources in the social studies course and emphasizing the importance of using these resources in a way that will be passed on to future generations, expressed his opinion as follows: "We talked about sustainable resources as the majority, we talked about the need to be passed on to future generations of these resources." Student 14, who thinks that since the social studies course is related to human life,

sustainability issues should be learned in this course, stated his opinion by saying "Since social studies is already a course related to our life and geography, we need to learn about sustainable development in the social studies course." Student 12, who thinks that they try to teach how sustainability is in the social studies course, stated that they try to teach people not to waste and made the following explanation ".We learn how sustainability is in the social studies course, and the relationship between sustainability and sustainability is that social teachers try to teach it in this way so that people produce sustainability, that is, so that they do not waste..." There were also students who thought that the social studies course raised their awareness. For example, Student 1: "In the social studies course, we learn how these things can be continued in terms of sustainability, and more awareness-raising activities are carried out about this."

The students stated that the issues related to society and the environment addressed in the social studies course are related to sustainability. When the finding of the study on the relationship between the social studies course and sustainability is analyzed, it may be possible to say that it is mostly due to the topics covered in the course and its connection with the agenda in life. It is thought that students may have established a relationship with sustainability in the social studies course both because it contains information such as natural resources, environmental and social problems, and because it tries to gain skills such as environmental literacy, critical thinking, problem solving and values such as justice, equality, savings and responsibility.

Students' Views on The Relationship Between Sustainability and Daily Life

Students' views on the relationship between sustainability and daily life are presented in Figure 2.

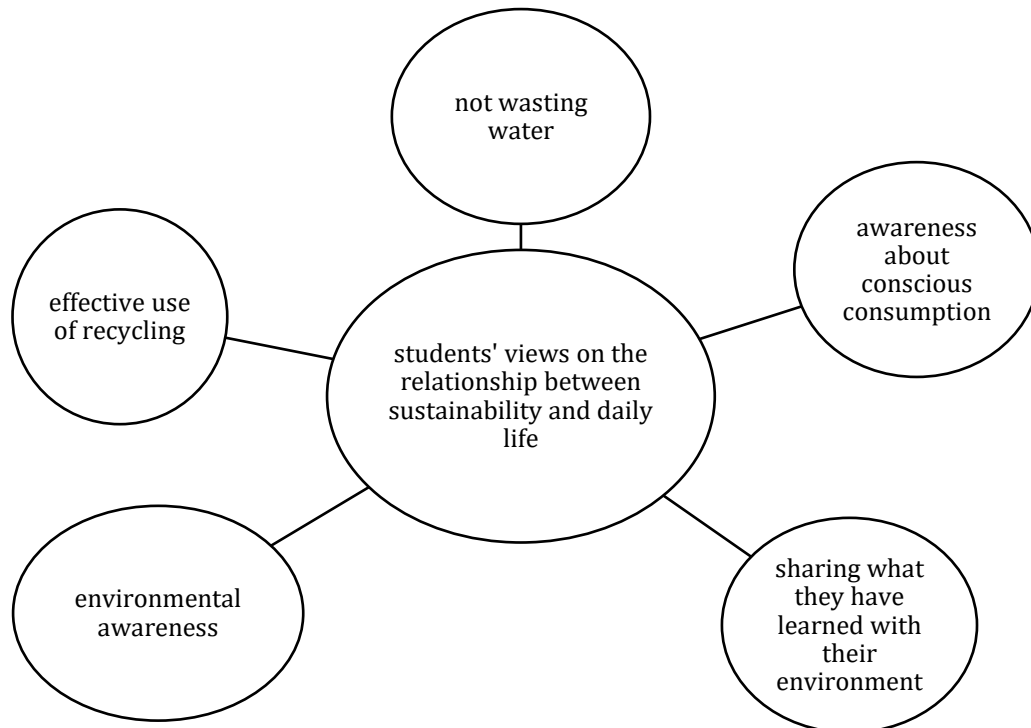


Figure 2. Students' views on the relationship between sustainability and daily life

As can be seen in Figure 2, students' views on the relationship between sustainability and daily life consist of the themes of not wasting water, awareness about conscious consumption, sharing what

they have learned with their environment, environmental awareness and effective use of recycling. It is seen that the activities implemented for sustainable living in the social studies course are mostly about saving water in students' daily lives. In addition, students generally stated that their level of awareness increased thanks to the activities implemented. There were students who stated that they started to feel more sensitive to the environment, as well as students who stated that they were sensitive about not throwing garbage on the ground. In addition to being sensitive to the environment, some of the students also explained that they started to take steps to use products sustainably.

Student 7, who stated that he used resources consciously after the practices in the lesson and especially did not waste water, explained the points he paid attention to in daily life as follows.

"Before I did these activities, I thought I was a very economical individual, and then I realized that I was a person who spent resources in a rambling way, and then I started to take precautions for myself. I use the water as much as I need." S.13, who thinks that he realized the importance of using energy resources as much as needed as well as natural resources and that he shared this with his environment and raised their awareness, stated as follows: "For example, we were unconsciously opening natural gas, and now, when I tell both my family and my friends, they use it as much as they need." Student 1: "For example, I like to eat chocolate on my way back to school, now I don't throw chocolate package on the ground anymore, and even when I see the recycling package, I start throwing it in it.." and explained that after the activities related to sustainable living, he paid attention to recycling, the use of sustainable products in his daily life and especially to share this information with his environment. Giving an example of recycling through the material he used, student 5, "When I was washing my hands, I used to leave the water on, but from now on, I don't leave the water on ". Student 3, who thought that she developed sensitivity towards the natural environment, drew attention to other living things in nature by saying "I gave water and food to animals". Student 9 explained that he became more sensitive to the environment and natural resources with his statements such as "I avoided wasting water more, I paid attention not to throw garbage on the ground, when I saw garbage on the ground, I picked it up and threw it away...". Student 6 stated that he started to pay attention to the use of water in his daily life after the activities implemented in the lesson and said, "I never paid attention to water before, for example, I used too much water while washing my hands, and after I learned that these are very valuable, I tried to use less and I succeeded."

In the findings on students' daily behaviors related to sustainable living, it is seen that there are behaviors such as saving money by using resources consciously and showing sensitivity to the environment. Students are aware that the steps they take individually will be effective in protecting their environment. There are even students who show sensitivity in this regard, knowing that it is important to warn their relatives about the behaviors that can be done for sustainable living. The structure of the social studies course provides students with an advantage in adopting the information they learn in the course and the values and skills they try to acquire. The fact that it takes its content directly from life is very effective, and in this direction, it is an important and expected situation that an abstract subject such as sustainable living begins to be adopted by students.

Students' Views on The Activities Implemented in The Social Studies Course

Students' views on the activities implemented in the social studies course are presented in Figure 3.

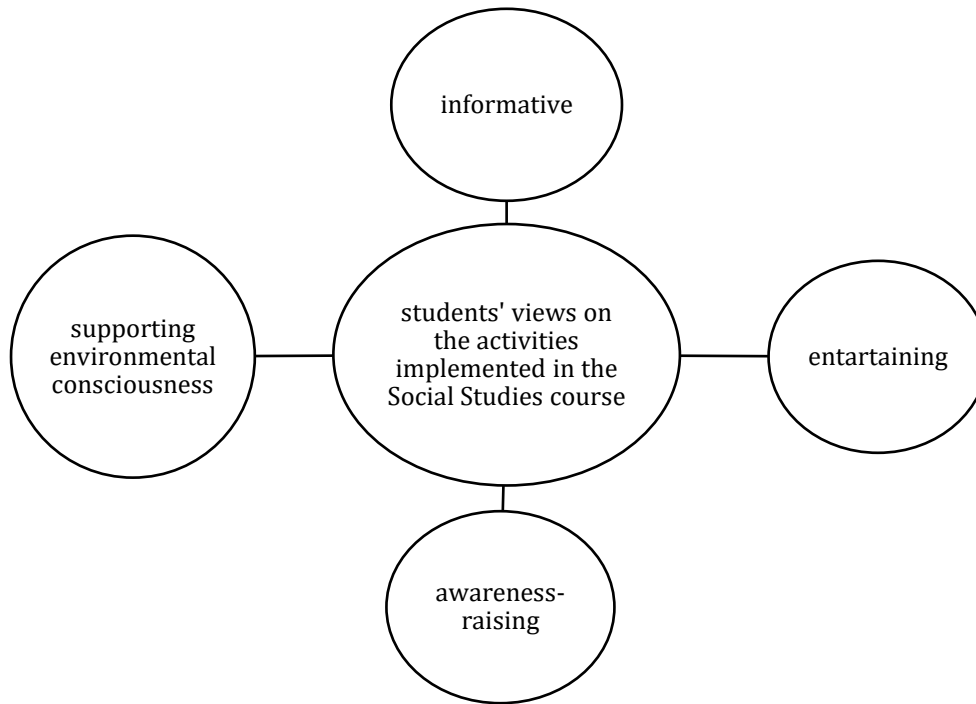


Figure 3. Students' views on the activities implemented in the social studies course

As can be seen in Figure 3, students' views on the activities implemented in the social studies course were grouped under the themes of informative, entertaining, awareness-raising and supporting environmental consciousness. Most of the students found the activities related to sustainable living implemented in the social studies course informative and entertaining. In addition, it was thought that the activities raised awareness and contributed. Some students also stated that they liked the lesson thanks to the activities.

Student 14, who thought that he became more conscious by obtaining more detailed information after the activities for sustainable living implemented in the social studies course and drew attention to renewable energy resources, explained his opinion as follows: "Now I have become more conscious, I have learned in more detail, for example, I did not know much about how geothermal energy is so beneficial to us, solar energy, wind energy is so beneficial to us." In this statement, the student stated that he gained new information about natural resources and that this raised his awareness. Additionally, students explained that the activities benefited them and that they reached new information by realizing the mistakes they knew right about sustainable life. Another student expressed his thoughts about the activities implemented in the social studies course as follows: "All of them were very good, and taught me more about what I should do about my environment, how to prevent it if someone around me makes a mistake, how to apply to the necessary places." He stated that he could take responsibility for the behaviors of the people around him on sustainability and raise awareness by warning them. Another student stated that the activities implemented in the social studies course were fun and informative as "I think they were very fun activities and they also informed us". Student 7 expressed his thoughts that he had fun and learned in the lesson as "These activities helped us to learn many things that I covered in the lesson more easily like a game, I think they were very fun."

Student 6 stated that he liked the lesson and understood it better thanks to the activities for sustainable living implemented in the social studies course: "I did not care much before, but after doing these activities, I started to like the lesson more, I started to socialize with my friends in the lesson, I

started to understand the lessons better myself." In the student's statement, it is stated that he socialized with his friends. The objectives of the social studies course include ensuring social cohesion of individuals by supporting their communication with their immediate environment, and it is thought that joint work during the activities supports this situation. Student 10, who found the activities implemented in the social studies course useful and thought that her interest and skills in the course increased, expressed her thoughts as follows "I think it was useful, the activities you gave me were both fun and made me get used to the lesson and it was very good." The student who learned by having fun in the lesson also stated that he developed a positive attitude towards the social studies lesson. Student 3 stated that the activities were useful and that they raised awareness about sustainable life with the thought "I think they were very useful for us, I mean, we knew ourselves, we could see what kind of a person I can be, we saw how conscious we are, it was very useful and we had fun".

When we look at the finding regarding the students' opinions about the activities implemented in the social studies course, it is seen that they learned new things in the lessons and also had fun. It is thought that the fact that the activities implemented in the lessons allow each student to participate in the lesson may have an effect on this. There are statements that students started to develop awareness of their immediate environment and sustainable life by questioning the information they acquired.

Based on the answers and examples given by the students about the relationship between the social studies course and sustainability, the behaviors they pay attention to sustainable living in their daily lives, it can be argued that the Sustainable Living Awareness Scale supports the significant positive difference between the pre-test and post-test results.

Discussion and Conclusion

In this study, the effect of activities aimed at raising sustainability awareness in the social studies course on students' awareness levels towards sustainable living was examined. It was concluded that the experimental process statistically significantly increased the level of awareness of the students in the experimental group towards sustainable living. In the studies conducted in the literature, it is seen that the practices developed on sustainability awareness and environmental education generally give positive results on students. The results of the study conducted by Salsabila et al. (2019), in which the effect of the evidence-based discussion method on raising sustainability awareness in secondary school students was examined, showed that the evidence-based discussion method had a positive effect on raising sustainability awareness in students. The results of the study conducted by Akanlar (2019), which aimed to examine the effect of teaching the subject of "energy resources and recycling" with drama method on students' academic achievement, attitudes and conceptual changes, showed that the lessons taught with drama method had a positive effect on students' conceptual development on energy resources and recycling. In the study conducted by Çimen (2021) aiming to determine the effect of problem-based science, technology, engineering, and mathematics [STEM] activities on students' academic achievement and awareness on the subject of household waste and recycling, it was determined that the problem-based STEM activities increased the academic achievement level and awareness of the students. It was seen that the activities applied to the experimental group helped the students to make more accurate determinations about which of the wastes can be recycled and which are not, and to recognize and classify the wastes correctly. Hoque, Yasin, and Sopian (2022) examined the studies on teaching renewable energy at the secondary school level. In these studies, it was emphasized that sustainable development lessons and activities involving renewable energy had a

positive effect on students. The qualitative findings obtained through the analysis of the semi-structured interviews conducted with the students in the study revealed that the students thought that there was a strong relationship between the social studies course and the issue of sustainability. Similarly, in Azrak's (2022) study aiming to reveal the views of social studies teachers and middle school eighth-grade students on sustainable development in the social studies course, it was concluded that social studies teachers think that the social studies course has an important role in raising awareness about sustainable development among middle school students. Secondary school eighth grade students agreed that they learned about sustainable development in the social studies course. Buchanan and Crawford (2015) found that the training given to pre-service social studies teachers on environmental sustainability in the teaching methods course increased their awareness of local and global sustainability. In the study conducted by Dinç and Acun (2017), teachers' views on the use of current events in teaching topics within the scope of economy and sustainable development in the social studies course were investigated. In the study, it was determined that teachers benefit from current events while teaching topics related to economy and sustainable development. The findings of this study overlap with the literature in terms of revealing the relationship between social studies and sustainability education.

Within the scope of the research, students' opinions on the activities implemented in the social studies course were determined as informative, entertaining, awareness-raising and awareness-raising. Research on sustainability and environmental awareness shows that practice-based activities are evaluated positively by students. In the study conducted by Yalçın (2022), it was aimed to determine how the concept of sustainability and the program prepared for sustainable education were perceived by 9th grade students. It was concluded that the program created sensitivity and awareness in students on related issues. In Selanik Ay's (2010) study investigating students' views on the use of media products in raising environmental awareness in the social studies course, it was determined that students thought that using media products in raising environmental awareness contributed to obtaining information on environmental issues, gaining environmental awareness, and increasing their sensitivity towards the environment.

The significant positive difference between the pre-test and post-test data analyzed within the scope of the research revealed that the activities for raising sustainability awareness implemented in the 6th grade social studies course increased students' awareness of sustainable living. As a result of the quantitative data, it is seen that the activities implemented positively affect the awareness towards sustainable living. The students' opinions obtained through semi-structured interviews conducted in the qualitative dimension of the research support the quantitative data. Students think that the social studies course includes topics covered within the scope of sustainability and sustainable development concepts. It is seen that there are students who think that knowledge, skills and values related to sustainability can be taught through the social studies course. In addition, it was stated that the social studies course raises awareness about sustainability.

Students stated that after the activities implemented in the social studies course, they started to pay more attention to the use of natural resources in their daily lives and their sensitivity to the natural environment increased. In this direction, it is thought that findings that support the significant positive difference between the pre-test and post-test results and reveal examples of this difference have been reached. Looking at the students' statements, it is seen that they gave examples of saving money, paying

attention to recycling and sharing the information they learned within the scope of the application with their close environment. It is seen that the results obtained in the research generally coincide with the literature. In addition, the qualitative data analyzed as a result of the research support the results of the quantitative data. In this context, it can be said that it would be useful and effective to organize educational activities based on practice, in which students will participate one-on-one by doing and experiencing in order for students to gain sustainability awareness in the social studies course. It is important to determine the outcomes for sustainability awareness in social studies course and other related courses in an interdisciplinary manner.

Recommendations

In this study, it was determined that the activities aimed at developing sustainability awareness in the 6th grade social studies course increased the awareness of students towards sustainable living. For this reason, in order to increase students' awareness of sustainable living in the 6th grade social studies course, activities aimed at developing sustainability awareness can be used. A guide with examples of activities that can be used in the classroom can be prepared for teachers who want to benefit from activities aimed at developing sustainability awareness in the social studies course. Sustainability and sustainable development can be included in the social studies Curriculum. Research can be conducted to examine the effects of activities to raise awareness of sustainability in the social studies course on students' sensitivity to environmental, social and economic issues.

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There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research.



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Sosyal Bilgiler Dersinde Sürdürülebilirlik Bilinci Kazandırmaya Yönelik Etkinliklerin Öğrencilerin Sürdürülebilir Yaşama Yönelik Farkındalıklarına Etkisi

Giriş

Tarih boyunca insan çevresiyle ilişki içinde olmuştur. Bu ilişkideki denge, insanın gereksinimleri ve etkinlikleri doğrultusunda doğa karşısında gücünün artması sonucu bozulmaya başlamıştır. Teknolojinin ilerlemesi, sanayi faaliyetlerinin hızı ve nüfusun giderek artması gibi unsurlar çevre sorunlarına neden olmuştur. Geleceği tehdit eder duruma gelen ekonomik, sosyal ve çevresel sorunlar karşısında sürdürülebilirlik ve sürdürülebilir kalkınma anlayışı çerçevesinde çözümler üretmek amaçlanmıştır (Acar, 2021).

Sürdürülebilirlik, devamlılığı sağlamak anlamında kullanılabilen bir kavram olmakla birlikte insan ihtiyaçlarını karşılamak üzere kullanılan sınırlı doğal kaynakların uzun ömürlü olmasını amaçlar (Özgen, 2019). Sürdürülebilirlik, en genel anlamıyla; günümüz ihtiyaçlarını karşılarken gelecek nesillerin ihtiyaçlarını karşılamasına engel olmayacak şekilde kaynakları kullanma anlamına gelmektedir. Günümüzde kullanılan anlamında ilk defa Birleşmiş Milletler Dünya Çevre ve Gelişme Komisyonu tarafından oluşturulan 1987 Brundtland (Ortak Geleceğimiz) Raporunda sürdürülebilirlik şu şekilde tanımlanmıştır: “Bugünün gereksinimlerini, gelecek kuşakların da kendi gereksinimlerini karşılayabilme olanağından ödün vermeksizin karşılamak” (Bozlağan, 2004, s. 2). Nüfus artışında kontrol, üretimde doğal kaynak kullanımının dengede tutulması, planlı kentleşme, sosyal ve hukuki eşitlik gibi sorunlarda alınacak önlemler ülkelerin ulusal ve uluslararası politikalarda verecekleri kararlarla belirlenmektedir. Uluslararası anlaşmalarla da önemine dikkat çekilerek ekonomik, sosyal ve çevre boyutlarıyla yaşanan sorunlara çözüm yolu olarak sürdürülebilirlik ve sürdürülebilir kalkınma hedefleri belirlenmektedir. Bu hedeflerin etkili biçimde uygulanabilmesinde insanlar tarafından anlaşılır olması ve bilinçlenerek farkındalık kazanılmasının önemi büyüktür. İnsanlarda

sürdürülebilirlik bilincinin oluşmasında küçük yaşlarda ailede ve okulda verilecek eğitim kilit rol oynamaktadır. 2015 yılında 193 ülkenin katılımıyla Birleşmiş Milletler Sürdürülebilir Kalkınma Zirvesi gerçekleşmiştir (Ar & Çelik Uğuz, 2017). “Dünyamızı Dönüştürmek: 2030 Sürdürülebilir Kalkınma Gündemi” kapsamında 17 amaç belirlenmiştir. Bu amaçlar sürdürülebilir kalkınma konusunda çerçeve niteliğindedir (Birleşmiş Milletler [BM], 2015).

Sosyal bilgiler güncel yaşamla iç içe olan ve öğrencilere toplumsal kişilik kazandırmayı amaçlayan bir derstir. Çevre sorunları, ekonomik sorunlar ve sosyal sorunlar günlük yaşamın olağan unsurları durumuna gelmiştir. Bilim ve teknoloji hızla gelişirken insanlığın doğal kaynaklar ve çevre üzerinde neden olduğu tahribat da göz ardı edilemeyecek bir düzeye gelmiştir. Tüm bu gelişmeler eğitim alanında sürdürülebilirlik kavramının ön plana çıkmasına neden olmaktadır. Sürdürülebilirlik bugünün kaynaklarını tüketirken gelecek nesillerin de bu kaynaklara olan gereksinimini göz önünde bulundurmayı gerekli kılmaktadır. Sürdürülebilirlik bilincinin öğrencilere kazandırılmasında rol oynayabilecek derslerden biri de sosyal bilgiler dersidir. Çünkü sosyal bilgiler dersi içeriğinde hem toplumsal konulara hem çevre ile ilgili konulara hem de ekonomi ile ilgili konulara yer vermekte; tüm bunları öğrencilerin gelişim düzeyine uygun biçimde disiplinler arası bakış açısıyla ele almaktadır. Sosyal bilgiler dersi kapsamında alanyazında sürdürülebilirlik ve sürdürülebilir kalkınma konusunda bazı çalışmalar yapılmıştır. Bunlar arasında sosyal bilgiler öğretim programlarının sürdürülebilir kalkınma kapsamında incelendiği (Aktaş, Dinçol Özgür ve Yılmaz, 2020; Bulut ve Çakmak, 2018; Kaya ve Tomal, 2011; Oğuz Hacat ve Demir, 2019; Tanrıverdi, 2009), sosyal bilgiler ders kitaplarının sürdürülebilirlik açısından incelendiği (Mentiş Taş ve Özkartal, 2016), sosyal bilgiler öğretmenlerinin görüşlerini ortaya koyan (Aydoğan, 2010; Azrak, 2022; Dinç ve Acun, 2017) ve sosyal bilgiler öğretmen adaylarının sürdürülebilir kalkınma farkındalıklarına yönelik (Acar, 2021; Ateş, 2018; Özsoy, 2021; Öztürk Demirbaş, 2015; Türer, 2010; Uyanık, 2021) çalışmalar yapılmıştır. Ancak sosyal bilgiler dersinde sürdürülebilirlik bilincinin kazandırılmasına yönelik etkinliklerin düzenlenmesiyle ilgili çalışmaların sınırlı olduğu görülmektedir. Bu doğrultuda sürdürülebilir yaşama yönelik farkındalığın kazandırılması sürecinde sosyal bilgiler dersinde oluşturulacak öğrenme ortamları ve uygulanacak etkinliklerin öğrencilerin sürdürülebilir yaşama yönelik farkındalık düzeylerine olan etkisini ortaya koyacak bir çalışmanın yapılmasının önemli olduğu düşünülmektedir. Araştırmanın amacı 6. sınıf sosyal bilgiler dersinde sürdürülebilirlik bilinci kazandırmaya yönelik uygulanan etkinliklerin öğrencilerin sürdürülebilir yaşama yönelik farkındalıklarına etkisini ortaya koymaktır. Bu bağlamda araştırma kapsamında şu sorulara yanıt aranmıştır:

1. Sosyal bilgiler dersinde sürdürülebilirlik bilinci ile ilgili uygulanan etkinlikler 6. sınıf öğrencilerinin sürdürülebilir yaşama yönelik farkındalıklarını anlamlı bir şekilde etkilemiş midir?
2. 6. sınıf öğrencilerin sosyal bilgiler dersinde sürdürülebilirlik bilinci kazandırmaya yönelik etkinliklerin uygulama sürecine yönelik görüşleri nelerdir?

Yöntem

Sosyal bilgiler dersinde sürdürülebilirlik bilinci kazandırmaya yönelik etkinliklerin öğrencilerin sürdürülebilir yaşama yönelik farkındalıklarına etkisini incelemeyi amaçlayan bu çalışmada, karma yöntem desenlerinden gömülü deneysel desen kullanılmıştır (Creswell & Plano-Clark, 2007). Araştırmanın nicel boyutunda tek grup öntest-sontest desen kullanılmıştır. Bu desende, deneysel işlemin etkisi tek bir grup üzerinde gerçekleştirilen çalışma ile incelenir (Büyükoztürk vd., 2020, s. 208).

Araştırmanın çalışma grubunu Eskişehir il merkezinde bir devlet okulunda öğrenim gören 28 tane 6. sınıf öğrencileri oluşturmaktadır. Araştırmanın nicel verileri Akgül ve Aydoğdu (2020) tarafından geliştirilen “Sürdürülebilir Yaşama Yönelik Farkındalık Ölçeği” [SYFFÖ] ile toplanmıştır. Sosyal bilgiler dersinde sürdürülebilir kalkınmaya yönelik hazırlanan dersler tamamlandıktan sonra 7 erkek 7 kız olmak üzere toplam 14 öğrenci ile yüz yüze yarı yapılandırılmış görüşmeler yapılarak nitel veri toplanmıştır. Araştırmada nicel boyut kapsamında uygulanan SYFFÖ ile verilerin toplanması için öncelikle Doğrulayıcı Faktör Analizi yapılmış iç geçerlik katsayısı uygun bulunarak ölçeğin kullanılması kararlaştırılmıştır. Öğrencilere ön-test ve son-test olarak uygulanan ölçeğe ait nicel veriler SPSS 24 Paket programı ile analiz edilmiştir. Uygulanan ölçeğin ön test ve son test sonuçlarına göre normallik dağılımını belirlemek için ortalama, standart sapma, çarpıklık, basıklık değerleri ile histogram ve kutu grafikleri incelenmiştir. Bunun yanında Shapiro-Wilk testi sonucundan yararlanarak normallik dağılımı incelenmiştir. Ön-test sonuçlarında normallik şartlarının sağlandığı ancak son-test değerlerinde normallik şartının sağlanmadığı görülmüştür. Bu doğrultuda Wilcoxon İşaretli Sıralar Testi uygulanmış ve ölçekten elde edilen verilerin ön-test/son-test karşılaştırması yapılmıştır. Araştırmanın nitel verileri tümevarımsal analiz yöntemi ile analiz edilmiştir. Araştırmacı tarafından analiz edilerek temalar haline getirilen verilerin %20’si uzman görüşüne sunulmuştur. Veriler uzman tarafından araştırmacıdan bağımsız biçimde kodlanmış ve temalaştırılmıştır. Araştırmacı ve uzman tarafından ayrı ayrı oluşturulan temalar karşılaştırılarak uzlaşmaya varılmıştır.

Bulgular

Araştırma sürecinde gerçekleştirilen 5 haftalık deneysel işlem sürecinin, deney grubundaki öğrencilerin sürdürülebilir yaşama yönelik farkındalık düzeyini istatistiksel olarak anlamlı derecede artırdığı görülmüştür. Ayrıca Wilcoxon İşaretli Sıralar testi için etki büyüklüğü de hesaplanmış ve etki büyüklüğü değeri .30 olarak bulunmuştur. Etki büyüklüğü değeri 0.10 küçük, 0.30 orta ve 0.50 büyük etki büyüklüğü olarak değerlendirilmektedir (Cohen, 1988’den akt. Özdoğan, 2022, s. 250). Bu doğrultuda bu araştırmada etki büyüklüğünün orta etki büyüklüğü değerinde olduğu görülmektedir. Nitel verilerin analizi ile elde edilen bulgular öğrencilerin sosyal bilgiler dersi ile sürdürülebilirlik konusu arasında güçlü bir ilişki olduğunu düşündüklerini göstermektedir. Ayrıca öğrenciler sosyal bilgiler dersinde uygulanan etkinlikleri bilgilendirici, eğlenceli, bilinçlendirici ve farkındalık sağlayıcı biçiminde betimlemişlerdir. Öğrencilerin sürdürülebilirlik bilinci kazandırmaya yönelik etkinliklerin sürdürülebilir yaşama yönelik farkındalık düzeylerine olumlu yönde etki ettiği görüşüne sahip oldukları belirlenmiştir. Öğrenciler sosyal bilgiler dersinde uygulanan etkinliklerden sonra günlük yaşamlarında doğal kaynakların kullanımına daha fazla dikkat etmeye başladıklarını ve doğal çevreye duyarlılıklarının geliştiğini ifade etmiştir. Öğrencilerin görüşleri incelendiğinde tasarruf yapmaya özen gösterdikleri, geri dönüşüme dikkat ettikleri ve uygulama kapsamında öğrendikleri bilgileri yakın çevreleriyle paylaştıklarına dair örnekler verdikleri görülmektedir.

Tartışma ve Sonuç

Bu araştırmada sosyal bilgiler dersinde sürdürülebilirlik bilinci kazandırmaya yönelik etkinliklerin öğrencilerin sürdürülebilir yaşama yönelik farkındalık düzeylerine etkisi incelenmiştir. Gerçekleştirilen deneysel işlem sürecinin, deney grubundaki öğrencilerin sürdürülebilir yaşama yönelik farkındalık düzeyini istatistiksel olarak anlamlı derecede artırdığı sonucuna ulaşılmıştır. Alanyazında yapılan araştırmalarda da sürdürülebilirlik bilinci kazandırma ve çevre eğitimi konusunda geliştirilen uygulamaların genellikle öğrenciler üzerinde olumlu sonuçlar verdiği görülmektedir. Salsabila ve

diğerleri (2019) tarafından gerçekleştirilen ortaokul öğrencilerine sürdürülebilirlik bilinci kazandırmada kanıt temelli tartışma yönteminin etkisinin incelendiği araştırmanın sonuçları da kanıt temelli tartışma yönteminin öğrencilere sürdürülebilirlik bilinci kazandırmada olumlu bir etkisinin olduğu belirlenmiştir. Hoque, Yasin ve Sopian (2022) tarafından yapılan çalışmada ortaokul düzeyinde yenilenebilir enerji konusunun öğretimi konusunda yapılan çalışmalar incelenmiştir. Yenilenebilir enerji konusunu içeren sürdürülebilir kalkınma ders ve etkinliklerin öğrenciler üzerinde olumlu bir etki oluşturduğu vurgulanmıştır.

Araştırmada öğrencilerle gerçekleştirilen yarı yapılandırılmış görüşme verilerinin analizi ile ulaşılan nitel bulgular öğrencilerin sosyal bilgiler dersi ile sürdürülebilirlik konusu arasında güçlü bir ilişki olduğunu düşündükleri ortaya çıkarmıştır. Benzer olarak Azrak'ın (2022) sosyal bilgiler dersinde sürdürülebilir kalkınmaya yönelik sosyal bilgiler öğretmenlerinin ve ortaokul sekizinci sınıf öğrencilerinin görüşlerini ortaya koymayı amaçlayan çalışmasında sosyal bilgiler öğretmenlerinin ortaokul öğrencilerine sürdürülebilir kalkınmaya yönelik farkındalık kazandırmada sosyal bilgiler dersinin önemli bir role sahip olduğunu düşündükleri sonucuna ulaşılmıştır. Ortaokul sekizinci sınıf öğrencileri sosyal bilgiler dersinde sürdürülebilir kalkınmayla ilgili konuları öğrendikleri görüşüne katılmaktadır. Buchanan ve Crawford (2015) sosyal bilgiler öğretmen adaylarına öğretim yöntemleri dersinde çevresel sürdürülebilirlik konusunda verilen eğitimin öğretmen adaylarının yerel ve küresel sürdürülebilirliğe ilişkin farkındalık düzeylerini artırdığı belirlenmiştir. Dinç ve Acun (2017) tarafından gerçekleştirilen çalışmada ise sosyal bilgiler dersinde ekonomi ve sürdürülebilir kalkınma kapsamına giren konuların öğretiminde güncel olayların kullanımına dair öğretmen görüşleri araştırılmıştır. Araştırmada öğretmenlerin sosyal bilgiler dersinde ekonomi ve sürdürülebilir kalkınma ile ilgili konuları öğretirken güncel olaylardan yararlandıkları belirlenmiştir. Bu araştırmanın bulguları sosyal bilgilerin sürdürülebilirlik eğitimi ile ilişkisini ortaya koyması bakımından alanyazınla örtüşmektedir.

Araştırma kapsamında öğrencilerin sosyal bilgiler dersinde uygulanan etkinlikler konusundaki görüşleri bilgilendirici, eğlenceli, bilinçlendirici ve farkındalık sağlayıcı biçimde belirlenmiştir. Sürdürülebilirlik ve çevre bilinci konusunda yapılan araştırmalar uygulamaya dayalı etkinliklerin öğrenciler tarafından olumlu değerlendirildiğini göstermektedir. Yalçın (2022) tarafından gerçekleştirilen araştırmada sürdürülebilirlik kavramı ve sürdürülebilir eğitime ilişkin hazırlanan programın 9. sınıf öğrencileri tarafından nasıl algılandığını belirlemek amaçlanmıştır. Program sonrasında çevre bilinci konusunda bilgi sahibi oldukları, adaletli ve eşit bir toplum düzeni istedikleri, eleştirel ve yaratıcı düşünme ile analiz yapma konusunda gelişme gösterdikleri belirlenmiştir. Uygulanan programın ilgili konularda öğrencilerde duyarlılık ve farkındalık oluşturduğu sonucuna ulaşılmıştır. Selanik Ay'ın (2010) sosyal bilgiler dersinde çevre bilinci kazandırmada medya ürünlerinden yararlanma konusunda öğrenci görüşlerini araştırdığı çalışmasında öğrencilerin medya ürünlerinin çevre ile ilgili konularda bilgi edinmelerine katkı sağladığını düşündükleri belirlenmiştir.

Araştırma sonuçlarının genel olarak alanyazınla örtüştüğü görülmektedir. Araştırma sonucunda analiz edilen nitel veriler nicel verilerin ortaya koyduğu sonucu desteklemektedir. Bu kapsamda sosyal bilgiler dersinde öğrencilerin sürdürülebilirlik bilinci kazanmaları için uygulamaya dayalı, öğrencilerin birebir yaparak yaşayarak katılacakları eğitim etkinliklerinin düzenlenmesinin yararlı ve etkili olacağı söylenebilir. Sosyal bilgiler dersinde ve ilgili diğer derslerde disiplinlerarası biçimde sürdürülebilirlik bilincine yönelik kazanımların belirlenmesi önem taşımaktadır.

Öneriler


Bu arařtırmada 6. sınıf sosyal bilgiler dersinde sürdürülebilirlik bilinci geliřtirmeye yönelik etkinliklerin öğrencilerin sürdürülebilir yaşama yönelik farkındalık düzeylerini artırdığı belirlenmiştir. Bu nedenle öğrencilerin 6. sınıf sosyal bilgiler dersinde öğrencilerin sürdürülebilir yaşama yönelik farkındalık düzeylerini artırmak amacıyla sürdürülebilirlik bilinci geliřtirmeye yönelik etkinliklerden yararlanılabilir. Sosyal bilgiler dersinde sürdürülebilirlik bilinci geliřtirmeye yönelik etkinliklerden yararlanmak isteyen öğretmenler için sınıf içinde kullanılacak etkinlik örneklerinin yer aldığı bir rehber hazırlanabilir. Sosyal Bilgiler Öğretim Programında sürdürülebilirlik ve sürdürülebilir kalkınma konusuna yer verilebilir. Sosyal bilgiler dersinde sürdürülebilirlik bilinci kazandırmaya yönelik etkinliklerin öğrencilerin çevresel, toplumsal ve ekonomik konulara duyarlılıklarına etkisini inceleyen arařtırmalar yapılabilir. Sürdürülebilirlik bilinci kazandırmaya yönelik etkinliklerin sosyal bilgiler dersine yönelik tutumlarına ve öğrencilerin değer kazanımına olan etkisini inceleyen arařtırmalar yapılabilir.



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Student Perceptions of Moral Values in a Digital Environment

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Abstract

One of the purposes of education is to instill various values in individuals. Among the aspects of value education is the teaching of moral values. These moral values are now also sought in the digital environment as the usage of digital technology and time spent in digital spaces increase in this era. With this in mind, the aim of the research is to analyze students' levels of perception of moral values in digital environments and the impact of various factors (such as gender, class level, school location, duration of internet usage, and parents' educational status) on these perceptions. The study employs a survey model and involves a sample of 926 students from 4th, 5th, 6th, and 7th grades in schools in Kırşehir and its districts. Data for the research were gathered face-to-face using the "Scale of Middle School Students' Perceptions Towards Moral Values in the Digital Environment." In analyzing the data, descriptive statistics such as mean (M), standard deviation (SD), frequency (f), and percentage (%) were utilized, alongside ANOVA and independent t-tests. The study concluded that students generally have a high level of perception related to moral values in digital contexts. In addition to this, a significant difference was observed favoring female students in terms of their perception levels of moral values in digital environments when viewed through the lens of gender variability. However, no significant differences were found when these perception levels were examined concerning class level, school location, duration of internet usage, or the educational status of parents.

Keywords: Value, value education, moral values in the digital environment, digital environment.

Introduction

One of the elements that constitute and hold a society together is values. The concept of "value" is defined by the Turkish Language Association as "the entirety of material and spiritual elements encompassing the social, cultural, economic, and scientific values possessed by a nation" (Turkish Language Association [TLA], 2023). In the 2005 Social Studies Curriculum, the concept of value is described as common thoughts, goals, fundamental moral principles, or beliefs that are accepted as correct and necessary by the majority of members to ensure the existence, unity, operation, and continuity of a social group or society (Ministry of National Education [MoNE], 2005). In another definition, Schwartz (1992) states that values are principles that guide individuals or groups in a way and that their levels of importance vary. Similarly, emphasizing the characteristic of value to direct human behavior, Ulusoy and Dilmaç (2015) assert that values are beliefs encompassing fundamental features that distinguish humans from other living beings.

One of the objectives of the education system is to impart values deemed right and good by society to individuals. In the process of instilling values into individuals, factors such as family, friends, and media are as influential as schools (Kan, 2010, p. 139). On the other hand, an individual's personality traits can be recognized through the values they hold. This is because values play a role in forming individuals' personality structures and are seen as an element of personality (Özensel, 2003). Similarly, according to Aydın (2010), one of the significant goals of value education provided to students alongside their lessons is to form a consistent and healthy personality. The second objective is to prepare students for life and to instill in them the behaviors, attitudes, and knowledge necessary to become good people and responsible citizens (Aydın, 2010). One of the courses aiming to make an individual a good person and a responsible citizen is social studies. In other words, this course carries the goal of nurturing good and responsible citizens (Erden, n.d., p. 8). Additionally, this subject aims to produce effective citizens. Here, an "effective citizen" refers to an individual who has embraced the culture of the society they exist within and is endeavoring to enhance that culture (Safran, 2014, p. 14).

Upon reviewing the curriculum of social studies, it is evident that the education system is not solely focused on producing academically successful individuals, but emphasizes its primary mission to nurture individuals who have internalized fundamental values. In this context, the term "core values" is included in the program. These ten core values are identified as "justice, friendship, honesty, self-discipline, patience, respect, love, responsibility, patriotism, and benevolence" (MoNE, 2023). Indeed, teachers indicate that social studies is the subject where they most often address value education (Balci & Yelken, 2011). One of the approaches in value education is moral education. The goal of moral education is to understand moral values and to act in accordance with these values (Kirschenbaum, 1995). Moral values are principles learned by people that serve to distinguish good from bad and right from wrong, and they are unique to each society. Honesty, responsibility, and similar values are some of these moral principles (Akbaş, 2008). It can be stated that moral values are important for society. In the absence of these, the unity within a society may deteriorate, potentially leading to the dissolution of that society. Moreover, in a place without morality, the value system and its existence could also be jeopardized (Baltacı, 2018).

In the current era, children and adolescents are able to carry out most of their activities with the help of advancing technology, leading them to be described as digital natives (Bilgiç, Duman, & Seferoğlu, 2011). Concurrently, the evolution of technology has transformed the environments where moral values exist. The moral values present in real life have been extended into digital spaces. However, there is no specific definition encountered in the literature regarding moral values in the digital context. Nonetheless, moral values in the real world should not be perceived differently from those in the digital realm. This is because values such as honesty and responsibility, which are valid in the real world, are also applicable in the digital sphere (Prensky, 2001). In addition to this, moral values assist individuals in differentiating good from bad and right from wrong in digital environments, guiding their behaviors (Kovancı, Korkmaz, & Uğur Erdoğan, 2021, p. 302). There is also a relationship between responsibility and morality. This is because morality underpins an individual's actions and reminds them of their responsibility concerning what they do and do not do (Özen, 2014, p. 2). While technological advancements make life easier, they can also lead to certain negatives in ethical and moral values (Meer, 1999). Especially considering the time students spend in digital environments and their age levels, the likelihood of encountering some drawbacks in ethical and moral values in these spaces is high. As Bilginç, Duman, and Seferoğlu (2011) point out, students are now able to do their homework, attend classes, shop, and even conduct their friendships and travels in virtual environments. Despite assertions in the literature that moral values do not differ between digital and real-world contexts (Prensky, 2001), individuals can act more freely in the digital space, and their perception of moral values can vary (Kovancı, Korkmaz, & Uğur Erdoğan, 2021, p. 302).

On the other hand, the literature reveals studies focused on value education provided to students (Aktaş & Bozdoğan, 2016; Baysal, 2013; Dilmaç, 2007; Herdem, 2016; Kan, 2010). However, there are only a limited number of studies directly related to moral values in the digital environment. Among these, a study conducted by Kovancı (2021) relationally addressed middle school students' perceptions of digital and universal moral values, while a scale was developed by Kovancı, Korkmaz, and Uğur Erdoğan (2021) to determine students' perceptions of moral values in the digital environment. Conversely, studies in the literature suggest a positive impact of the digital environment on value education (Kutlucan, Çakır, & Ünal, 2018; Yazar Kaptan, 2019); there are also studies indicating that the digital environment adversely affects students' perceptions of shame and privacy (Alp & Levent, 2020).

Given this information, this research is crucial in revealing whether students perceive moral values in the digital environment as they do in their real lives, thereby filling a gap in the field. Stemming from this importance, the objective of the study is to determine the levels of perception of moral values in the digital environment among 4th, 5th, 6th, and 7th-grade students. In line with this objective, answers to the following questions have been sought:

- What is the level of students' perception of moral values in the digital environment?
- Do the levels of students' perception of moral values in the digital environment vary according to gender, class level, the location of the school, the duration of internet usage, and the educational level of parents?

Method

In this study, quantitative research methods were utilized, specifically the survey method. With this method, research aims to describe a situation that occurred in the past or is currently prevailing. In such studies, the event, object, or individual in question is attempted to be defined as it is (Karasar, 2013, p. 79). It is possible to make generalizations in survey research (Cohen, Manion, & Morrison, 2007). In this context, since the study aims to depict the levels of students' perceptions of moral values in the digital environment as they are, the survey model was employed. In the first part of the study, attempts were made to determine the levels of students' moral value perceptions in the digital environment, and in the second part, these levels were examined in terms of various variables.

Population and Sample

The population of the study consists of students studying in the 4th, 5th, 6th, and 7th grades during the 2022-2023 academic year at official primary and secondary schools in the center and districts of Kırşehir. A total of 929 students included in the sample were determined randomly. Information regarding the characteristics of the students included in the sample is presented below in Table 1.

Table 1. *Information about the students*

Variables		f	%
Gender	Female	467	50.3
	Male	462	49.7
Grade Level	4th Grade	58	6.2
	5th Grade	259	27.9
	6th Grade	336	36.2
	7th Grade	276	29.7
Location of School	District Center	491	52.9
	City Center	438	47.1
Duration of Internet Usage	0 minutes	43	4.6
	15-30 minutes	283	30.5
	31-60 minutes	339	36.5
	61-90 minutes	193	20.8
	91 minutes and above	71	7.6
Mother's Education Level	Primary School	170	18.3
	Middle School	219	23.6
	High School	338	36.4
	University	156	16.8
Father's Education Level	Post Graduate	46	5.0
	Primary School	94	10.1
	Middle School	168	18.1
	High School	336	36.2
	University	260	28.0
	Post Graduate	71	7.6
Total		929	100

As seen in Table 1, female students comprise 50.3% (n=467) of the sample, while male students make up 49.7% (n=462). Of the students, 6.2% (n=58) are in the 4th grade, 27.9% (n=259) are in the 5th grade, 36.2% (n=336) are in the 6th grade, and 29.7% (n=276) are in the 7th grade. The schools that the students attend are located in district centers for 52.9% (n=491) of cases, and in the city center for 47.1% (n=438) of cases. Regarding internet usage, 4.6% (n=43) of students do not use the internet at all, 30.5% (n=283) spend 15-30 minutes, 36.5% (n=339) spend 31-60 minutes, 20.8% (n=193) spend 61-90 minutes, and 7.6% (n=71) spend 91 minutes or more online. Looking at the mothers' education levels within the sample group, 18.3% (n=170) have primary school education, 23.6% (n=219) have middle school education, 36.4% (n=338) have high school education, 16.8% (n=156) have a university degree, and 5.0% (n=46) have graduate-level education. In terms of the fathers' education levels, 10.1% (n=94) have primary school education, 18.1% (n=168) have middle school education, 36.2% (n=336) have high school education, 28.0% (n=260) have a university degree, and 7.6% (n=71) have graduate-level education.

Data Collection Tools

Personal Information Form (PIF)

This form addresses the socio-demographic information of the students (gender, grade level, location of schools, duration of internet usage, and parents' educational levels) and includes various classification questions to access this information.

Middle School Students' Perception of Moral Values in Digital Environments Scale

This scale was developed by Korkmaz, Kovancı, and Uğur-Erdoğan (2021). It consists of 17 items under three sub-dimensions. The first sub-dimension, "Fairness-Responsibility," comprises nine items; the second, "Compassion-Honesty," includes four items; and the third, "Privacy-Courtesy," also contains four items. The total Cronbach's Alpha value for the scale sub-dimensions has been calculated as 0.86. The identified factors explain 46.11% of the total variance. The scale is graded on a 5-point Likert scale, with the items arranged from "strongly disagree" (1) to "strongly agree" (5).

Data Analysis

For the analysis of the data collected from students within the scope of the research, the SPSS 25.00 package program was utilized. An alpha level of 0.05 was considered for the significance in the interpretation of the research data. The study employed frequency (f), percentage (%), mean (M), and standard deviation (SD) values. Before the data analysis, the homogeneity of the data was checked. It was investigated whether the data followed a normal distribution. Subsequently, the findings related to normal distribution were presented in Table 2.

Table 2. *Findings related to normal distribution*

		Skewness	Kurtosis
Overall	Statistic	-.431	.080
	Standard Error	1.121	.160
Fairness-Responsibility	Statistic	-.953	.080
	Standard Error	1.369	.160
Compassion-Honesty	Statistic	.740	.080
	Standard Error	-.067	.160
Privacy-Courtesy	Statistic	-.133	.080
	Standard Error	.139	.160

It has been observed that the skewness (-.431) and kurtosis (.080) values of the Middle School Students' Perception of Moral Values in Digital Environments Scale are between -1 and +1. Based on these findings, it can be stated that the data are normally distributed (George & Mallery, 2010; Tabachnick & Fidell, 2012).

Consequently, parametric hypothesis tests were employed during the analysis process of the research data. In this context, an independent t-test was used to investigate whether there was a difference in students' perceptions of moral values in digital environments based on gender and the location of the school. ANOVA was utilized to examine variations according to grade level, duration of internet usage, and parents' educational levels. The Tukey test was employed to determine the source of significant differences (Büyüköztürk, Çokluk, & Köklü, 2016, p. 187).

Ethical Permits of Research

In conducting this study, all rules specified within the "Higher Education Institutions Scientific Research and Publication Ethics Directive" have been adhered to. None of the actions mentioned under the title "Acts Against Scientific Research and Publication Ethics" in the second section of the directive have been committed.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Kırşehir Ahi Evran University Social and Human Sciences Scientific Research and Publication Ethics Board

Date of the ethical review decision = 02.03.2023

Ethical assessment document issue number= 2023/02/02

Findings

In this section of the research, findings obtained from the research questions are presented under two headings.

Students' Perceptions of Moral Values in Digital Environments

The findings related to the students' levels of moral value perception in digital environments are provided in Table 3.

Table 3. *Students' levels of moral value perception in digital environments*

	<i>M</i>	<i>SD</i>	Level
Overall	3.76	.358	I agree
Fairness-Responsibility	4.33	.536	I strongly agree
Compassion-Honesty	2.73	.765	I am undecided
Privacy-Courtesy	3.53	.659	I agree

Upon reviewing Table 3, it is observed that the students' perception levels of moral values in the digital environment are generally at the level of agree ($M=3.76$). Examining the scale dimensions; in the fairness-responsibility dimension ($M=4.33$), the response is strongly agree, in the compassion-honesty dimension ($M=2.73$), the response is undecided, and in the privacy-courtesy dimension ($M=3.53$), the level is agree. This finding indicates that students generally agree with the level of moral value perception in the digital environment.

Relational Findings related to Students' Perceptions of Moral Values in the Digital Environment

The relational findings concerning students' perceptions of moral values in the digital environment are presented in Tables 4 through 13.

Findings related to the levels of perception of moral values in the digital environment according to students' genders are provided in Table 4.

Table 4. *T-test results related to perceptions of moral values in the digital environment according to gender*

	Gender	N	M	SD	t	p
Overall	Female	467	3.79	.325	2.077	.038
	Male	462	3.74	.387		
Fairness-Responsibility	Female	467	4.42	.490	5.320	.000
	Male	462	4.23	.565		
Compassion-Honesty	Female	467	2.65	.753	-3.086	.002
	Male	462	2.81	.770		
Privacy-Courtesy	Female	467	3.50	.667	-1.253	.210
	Male	462	3.56	.650		

Upon examining Table 4, it is observed that, overall, the mean scores for female students (M=3.79) are higher than those of their male counterparts (M=3.74). In the fairness-responsibility sub-dimension, female students' mean scores (M=4.42) are higher than those of male students (M=4.23). In contrast, in the compassion-honesty sub-dimension, male students' mean scores (M=2.81) are higher than those of female students (M=2.65); similarly, in the privacy-courtesy sub-dimension, male students' mean scores (M=3.56) exceed those of female students (M=3.50). Analyzing the t-test results, it is evident that the differences in mean scores between the groups are significant overall and in the fairness-responsibility and compassion-honesty sub-dimensions ($p < .05$). While the significant difference in the overall scale and the fairness-responsibility sub-dimension is in favor of female students, it favors male students in the compassion-honesty sub-dimension.

The findings related to students' moral value perception levels in the digital environment based on their grade levels are presented in Table 5.

Table 5. *Mean moral value perceptions and standard deviation values in the digital environment according to grade level*

	Grade Level	N	M	SD
Overall	4th Grade	58	3.72	.395
	5th Grade	259	3.78	.355
	6th Grade	336	3.74	.365
	7th Grade	279	3.78	.343
Fairness-Responsibility	4th Grade	58	4.07	.480
	5th Grade	259	4.43	.486
	6th Grade	336	4.31	.545
	7th Grade	279	4.31	.562
Compassion-Honesty	4th Grade	58	3.02	.877
	5th Grade	259	2.54	.684
	6th Grade	336	2.71	.720
	7th Grade	279	2.87	.820
Privacy-Courtesy	4th Grade	58	3.62	.661
	5th Grade	259	3.58	.664
	6th Grade	336	3.52	.661
	7th Grade	279	3.49	.650

Upon reviewing Table 5, it is observed that the highest mean value overall is among the 5th and 7th graders ($M=3.78$), while the lowest is among the 4th graders ($M=3.72$). Examining the sub-dimensions; in the fairness-responsibility sub-dimension, the highest mean is in the 5th grade, and the lowest is in the 4th grade; in the compassion-honesty sub-dimension, the highest mean is in the 4th grade, while the lowest is in the 5th grade; in the privacy-courtesy sub-dimension, the highest mean is in the 4th grade, and the lowest is among the 7th graders.

ANOVA was utilized to determine whether there was a significant difference between the mean moral value perceptions in the digital environment according to students' grade levels. The results are presented in Table 6.

Table 6. ANOVA results related to moral value perceptions in the digital environment according to grade levels

	Source of Variation	SS	df	MS	F	p	Source of Difference
Overall	Between Groups	.437	3	.146	1.136	.334	
	Within Groups	118.629	925	.128			
	Total	119.066	928				
Fairness-Responsibility	Between Groups	6.715	3	2.238	7.941	.000	5>4,6,7
	Within Groups	260.733	925	.282			6>4
	Total	267.448	928				7>4
Compassion-Honesty	Between Groups	19.852	3	6.617	11.681	.000	4>5,6
	Within Groups	523.992	925	.566			6>5
	Total	543.844	928				7>5,6
Privacy-Courtesy	Between Groups	1.772	3	.591	1.360	.254	
	Within Groups	401.734	925	.434			
	Total	403.506	928				

Upon examining Table 6, it is observed from the ANOVA results that there is no significant difference in the mean scores overall and in the privacy-courtesy sub-dimension among the groups ($F=1.136$; 1.360 , $p>.05$). However, significant differences among the groups' mean scores are evident in the fairness-responsibility and compassion-honesty sub-dimensions ($F=7.941$; 11.681 , $p<.05$).

In the fairness-responsibility sub-dimension, the significant difference among groups favors the 5th graders when compared with the 4th, 6th, and 7th graders; the 6th graders when compared with the 4th graders; and the 7th graders when compared with the 4th graders. In the compassion-honesty sub-dimension, the significant difference among groups favors the 4th graders when compared with the 5th and 6th graders; the 6th graders when compared with the 5th graders; and the 7th graders when compared with the 5th and 6th graders.

Findings related to the levels of moral value perception in the digital environment according to the locations of the schools students attend are presented in Table 7.

Table 7. T-test results for moral value perceptions in the digital environment based on the locations of schools.

	Location of school	N	M	SD	t	p
Overall	District	491	3.75	.346	-1.166	.244
	City	438	3.78	.370		
Fairness-Responsibility	District	491	4.34	.513	1.112	.266
	City	438	4.30	.561		
Compassion-Honesty	District	491	2.65	.708	-3.255	.001
	City	438	2.82	.817		
Privacy-Courtesy	District	491	3.51	.652	-.969	.333
	City	438	3.55	.666		

Upon reviewing Table 7, it is observed that, on average, students attending schools in the city center have a higher mean score (M=3.78) compared to those of students attending schools in district centers (M=3.75). Analyzing the dimensions, in the fairness-responsibility sub-dimension, students in district centers have a slightly higher mean (M=4.34) than those in the city center (M=4.30). In the compassion-honesty (M=2.82) and privacy-courtesy (M=3.59) sub-dimensions, students in the city center have higher means than their counterparts in district centers.

The t-test results indicate a significant difference in the mean scores between the groups in the compassion-honesty sub-dimension (p<.05), with the difference favoring students in the city center.

Findings related to students' moral value perceptions in the digital environment based on the duration of their internet usage are provided in Table 8.

Table 8. Mean scores and standard deviation values of moral value perceptions in the digital environment according to the duration of internet usage

	Duration of Internet Usage	N	\bar{X}	SS
Overall	¹ 0 minutes	43	3.77	.392
	² 15-30 minutes	283	3.80	.346
	³ 31-60 minutes	339	3.74	.348
	⁴ 61-90 minutes	193	3.78	.336
	⁵ 91 minutes and above	71	3.68	.463
Fairness-Responsibility	¹ 0 minutes	43	4.34	.617
	² 15-30 minutes	283	4.47	.475
	³ 31-60 minutes	339	4.33	.516
	⁴ 61-90 minutes	193	4.26	.496
	⁵ 91 minutes and above	71	3.89	.655
Compassion-Honesty	¹ 0 minutes	43	2.58	.747
	² 15-30 minutes	283	2.49	.663
	³ 31-60 minutes	339	2.70	.738
	⁴ 61-90 minutes	193	2.97	.761
	⁵ 91 minutes and above	71	3.27	.847
Privacy-Courtesy	¹ 0 minutes	43	3.67	.686
	² 15-30 minutes	283	3.60	.682
	³ 31-60 minutes	339	3.46	.637
	⁴ 61-90 minutes	193	3.50	.615
	⁵ 91 minutes and above	71	3.60	.732

Upon reviewing Table 8, it is noted that the highest overall mean value (M=3.80) is found among students who spend 15-30 minutes on the internet, while the lowest mean (M=3.68) is observed in students who spend 91 minutes or more online. Examining the dimensions; in the fairness-responsibility dimension, the highest mean (M=4.47) is identified among students who spend 15-30 minutes on the internet, with the lowest mean (M=3.89) belonging to those online for 91 minutes or more. In the compassion-honesty sub-dimension, the highest mean (M=3.27) is found among students spending 91 minutes or more online, while the lowest mean (M=2.49) is seen in students online for 15-30 minutes. In the privacy-courtesy dimension, the highest mean (M=3.67) is among students who do not use the internet, with the lowest (M=3.46) found in students spending 31-60 minutes online.

To determine whether there is a significant difference in the mean values of students' moral perception levels in the digital environment based on their internet usage duration, an ANOVA was utilized. The results are presented in Table 9.

Table 9. ANOVA results for moral value perceptions in the digital environment according to the duration of internet usage

	Source of Variation	SS	df	MS	F	p	Source of Difference
Overall	Between Groups	1,103	4	,276	2,159	,072	
	Within Groups	117,963	924	,128			
	Total	119,066	928				
Fairness-Responsibility	Between Groups	20,116	4	5,029		,000	1>5
	Within Groups	247,331	924	,268	18,788		2>3,4,5
	Total	267,448	928				3>5
Compassion-Honesty	Between Groups	50,190	4	12,548	23,486	,000	4>5
	Within Groups	493,654	924	,534			3>2
	Total	543,844	928				4>1,2,3
Privacy-Courtesy	Between Groups	4,537	4	1,134	2,627	,033	5>1,2,3,4
	Within Groups	398,968	924	,432			1>3
	Total	403,506	928				2>3

Upon analyzing Table 9, it is evident from the ANOVA results that there is no significant differentiation in the between groups on the scale ($F=2.159$; $p>.05$). However, significant variations in between groups are observed within the fairness-responsibility, compassion-honesty, and privacy-courtesy sub-dimensions ($F=18.788$; 23.486 ; 2.627 $p<.05$).

In the fairness-responsibility sub-dimension, the significant differences between groups are in favor of students who do not use the internet when compared with those online for 91 minutes or more. Differences also favor students online for 15-30 minutes compared with those online for 31-60, 61-90, or more than 91 minutes. Furthermore, students online for 31-60 minutes are favored when compared with those online for over 91 minutes, as are those online for 61-90 minutes in comparison with students online for more than 91 minutes.

In the compassion-honesty sub-dimension, the significant differences favor students online for 31-60 minutes when compared with those online for 15-30 minutes; those online for 61-90 minutes in comparison with students who do not use the internet or those online for 15-30, and 31-60 minutes; and those online for more than 91 minutes when compared with non-users and those using the internet for 15-30, 31-60, and 61-90 minutes.

In the privacy-courtesy sub-dimension, significant differences favor students who do not use the internet compared with those online for 31-60 minutes, and students online for 15-30 minutes as opposed to those online for 31-60 minutes.

Findings related to the levels of moral value perception in the digital environment according to the mothers' educational levels of the students are presented in Table 10.

Table 10. Mean values of moral value perceptions in the digital environment and standard deviation values according to mothers' educational levels

	Mother's Education Level	N	M	SD
Overall	Primary School	170	3.74	.379
	Middle School	219	3.73	.357
	High School	338	3.76	.335
	University	156	3.84	.381
	Post Graduate	46	3.80	.358
Fairness-Responsibility	Primary School	170	4.27	.531
	Middle School	219	4.29	.525
	High School	338	4.31	.554
	University	156	4.43	.499
	Post Graduate	46	4.41	.570
Compassion-Honesty	Primary School	170	2.69	.733
	Middle School	219	2.67	.767
	High School	338	2.77	.783
	University	156	2.75	.712
	Post Graduate	46	2.77	.908
Privacy-Courtesy	Primary School	170	3.58	.633
	Middle School	219	3.54	.623
	High School	338	3.48	.650
	University	156	3.59	.722
	Post Graduate	46	3.45	.755

Upon reviewing Table 10, it is observed that, overall, the highest mean (M=3.84) is found among students whose mothers have a university degree, while the lowest mean (M=3.73) is noted among students whose mothers have a middle school education. Examining the sub-dimensions; within the fairness-responsibility dimension, the highest average (M=4.43) is among students with university-educated mothers, and the lowest (M=4.27) is among those whose mothers have an elementary school education. In the compassion-honesty sub-dimension, the highest mean (M=2.77) belongs to students whose mothers have high school or postgraduate education, while the lowest mean (M=2.67) is seen in students whose mothers have a middle school education. For the privacy-courtesy dimension, the highest average (M=3.59) is identified among students whose mothers have a university degree, whereas the lowest (M=3.45) is among those with mothers holding a postgraduate degree.

To determine whether there was a significant difference in the moral value perception averages in the digital environment according to the mothers' educational levels, an ANOVA was utilized. The results are presented in Table 11.

Table 11. ANOVA results related to moral value perceptions in the digital environment based on mothers' educational levels

	Source of Variation	SS	df	MS	F	p
Overall	Between Groups	1.190	4	.298	2.333	.054
	Within Groups	117.875	924	.128		
	Total	119.066	928			
Fairness-Responsibility	Between Groups	2.725	4	.681	2.378	.050
	Within Groups	264.723	924	.286		
	Total	267.448	928			
Compassion-Honesty	Between Groups	1.958	4	.489	.835	.503
	Within Groups	541.886	924	.586		
	Total	543.844	928			
Privacy-Courtesy	Between Groups	1.993	4	.498	1.147	.333
	Within Groups	401.512	924	.435		
	Total	403.506	928			

Upon examining Table 11, it is observed from the ANOVA results that there are no significant differences between groups in the overall scale and across all dimensions ($F=2.333; 2.378; .835; 1.147$ $p>.05$). Based on these findings, it can be stated that there is no variation in students' perceptions of moral values in digital environments according to their mothers' educational levels.

Insights into the levels of moral value perception in digital environments based on the fathers' educational levels are presented in Table 12.

Table 12. Mean moral value perceptions and standard deviation values in digital environments according to fathers' educational levels

	Father Education Level	N	M	SD
Overall	¹ Primary School	94	3.70	.392
	² Middle School	168	3.72	.397
	³ High School	336	3.77	.353
	⁴ University	260	3.78	.333
	⁵ Post Graduate	71	3.81	.312
Fairness- Responsibility	¹ Primary School	94	4.23	.547
	² Middle School	168	4.19	.550
	³ High School	336	4.37	.531
	⁴ University	260	4.37	.525
	⁵ Post Graduate	71	4.38	.536
Compassion- Honesty	¹ Primary School	94	2.70	.761
	² Middle School	168	2.77	.814
	³ High School	336	2.69	.726
	⁴ University	260	2.75	.769
	⁵ Post Graduate	71	2.77	.829
Privacy-Courtesy	¹ Primary School	94	3.50	.677
	² Middle School	168	3.62	.657
	³ High School	336	3.51	.639
	⁴ University	260	3.50	.676
	⁵ Post Graduate	71	3.58	.663

Upon reviewing Table 12, it is evident that the highest mean value overall ($M=3.81$) is found among students whose fathers have postgraduate degrees, while the lowest mean value ($M=3.70$) is among those whose fathers have only an elementary school education. Examining the sub-dimensions; in the fairness-responsibility sub-dimension, the highest mean ($M=4.38$) is noted among students with fathers holding postgraduate degrees, and the lowest mean ($M=4.19$) is those whose fathers have a middle school education. In the compassion-honesty sub-dimension, the highest mean ($M=2.77$) is observed among students whose fathers have middle school and postgraduate educations, whereas the lowest mean ($M=2.69$) is among those whose fathers have high school diplomas. Meanwhile, in the privacy-courtesy sub-dimension, the highest mean ($M=3.62$) is for students whose fathers have a middle school education, and the lowest ($M=3.50$) is identified among those whose fathers have either an elementary education or university degree.

To determine whether there are significant differences in the average perceptions of moral values in digital environments among students based on their fathers' educational levels, ANOVA was employed. The results are presented in Table 13.

Table 13. ANOVA results relating to perceptions of moral values in digital environments according to fathers' educational levels

	Source of Variation	SS	df	MS	F	p	Source of Variation
Overall	Between Groups	.999	4	.250	1.954	.099	
	Within Groups	118.067	924	.128			
	Total	119.066	928				
Fairness-Responsibility	Between Groups	5.182	4	1.296	4.564	.001	3>1,2
	Within Groups	262.266	924	.284			4>1,2
	Total	267.448	928				5>2
Compassion-Honesty	Between Groups	1.035	4	.259	.441	.779	
	Within Groups	542.809	924	.587			
	Total	543.844	928				
Privacy-Courtesy	Between Groups	2.090	4	.523	1.203	.308	
	Within Groups	401.416	924	.434			
	Total	403.506	928				

Upon reviewing Table 13, the ANOVA results indicate that there are no significant differences in the mean values between groups at the overall scale level and within the compassion-honesty and privacy-courtesy sub-dimensions ($F=1.954$; $.441$; 1.203 $p>.05$). However, differences do emerge between groups within the fairness-responsibility sub-dimension ($F=4.564$ $p<.05$).

In the fairness-responsibility dimension, significant differences between groups are noted. Students whose fathers have high school diplomas fare better compared to those whose fathers have either elementary or middle school educations. Similarly, students with fathers who hold university degrees are favored over those whose fathers have elementary or middle school educations. Furthermore, students whose fathers have postgraduate degrees have an advantage over those whose fathers have a middle school education. These differences highlight the varying impacts of the fathers' educational levels on the perceptions within the fairness-responsibility dimension.

Discussion and Conclusion

The purpose of this study is to examine the levels of moral value perception in the digital environment among students in the 4th, 5th, 6th, and 7th grades. Based on this objective, this section presents the findings obtained from the research and discusses these results in the context of related literature in the field.

According to the general results of the research, it has been determined that the students' perception of moral values in the digital environment is at a high level. It was concluded that the students' perception levels are very high in the fairness-responsibility sub-dimension, moderate in the compassion-honesty sub-dimension, and high in the privacy-courtesy dimension. Particularly, the fairness-responsibility sub-dimension of the scale includes statements related to students' responsibilities both for themselves and towards others in the digital environment. Viewed from this perspective, the very high level of students' perceptions related to the fairness-responsibility dimension can be considered a positive situation in terms of possessing moral values in the digital environment. Similar to this result of the research, Kovancı (2021) reached the conclusion in a study with middle school students that their level of moral value perception in the digital environment is high. Supporting the current research findings, Kovancı (2021) also identified that students' levels of moral value perception in the privacy-courtesy sub-dimension are high. There are studies in the literature that reveal the positive aspects of using digital environments in value education (Kutlucan, Çakır, & Ünal,

2018; Yarar Kaptan, 2015). However, there are also studies in the literature indicating that the digital environment negatively affects moral values and alters them (Alp & Levent, 2020).

It has been found that the students' perceptions of moral values in a digital environment significantly differ in favor of female students, both overall and in the fairness-responsibility sub-dimension. The significant difference observed in the compassion-honesty sub-dimension, however, is in favor of male students. The results of Kovancı's (2021) research coincide with these findings. Indeed, Kovancı (2021) identified that the significant difference, both in the overall scale and in the fairness-responsibility sub-dimension, was in favor of female students. While the current study finds the significant difference in the compassion-honesty sub-dimension to be in favor of male students, Kovancı's (2021) research concluded it was in favor of female students. A study conducted by Altunay and Yalçınay (2011) reached a similar conclusion, with female teacher candidates valuing moral standards more than their male counterparts. Conversely, Dilmaç's (2007) research found that gender was not a determining factor in moral values, while Sarı's (2005) study concluded the opposite of the current findings, with higher perceptions among males.

In general, students' perceptions of moral values in the digital environment did not vary based on grade level. In other words, the students' grade level did not significantly influence their perceptions of moral values in the digital environment. Alongside this finding, it was concluded that there was a significant difference in students' perceptions of moral values in the digital environment in the fairness-responsibility and compassion-honesty sub-dimensions. In the fairness-responsibility sub-dimension, the between-groups significant difference was in favor of 5th graders compared to 4th, 6th, and 7th graders; in favor of 6th graders compared to 4th graders; and in favor of 7th graders compared to 4th graders. In the compassion-honesty sub-dimension, the between-groups significant difference was in favor of 4th graders compared to 5th and 6th graders; in favor of 6th graders compared to 5th graders; and in favor of 7th graders compared to 5th and 6th graders. These findings of the study align with the results of Kovancı's (2021) research. Indeed, Kovancı (2021) concluded that the grade level did not affect the students' perception levels of moral values in the digital environment. On the other hand, the results of the research conducted by Atunay and Yalçınay (2011) do not coincide with the current study's findings.

Based on the location of the schools students attend, it has been determined that the perception of moral values in the digital environment in the compassion-honesty sub-dimension favors students studying in schools located in the city center. Bouchard (2002) and Hunter and Eder (2010) suggest that students construct their value criteria through their experiences.

In general, it has been found that there is no difference in students' perceptions of moral values in the digital environment based on the amount of time they spend online. Upon examining the sub-dimensions, it has been concluded that there are differences in students' perceptions of moral values in the digital environment in the fairness-responsibility, compassion-honesty, and privacy-courtesy sub-dimensions. This significant difference is in favor of students who spend less time online in the fairness-responsibility and privacy-courtesy sub-dimensions. However, in the compassion-honesty sub-dimension, the significant difference favors students who spend more time online. Kovancı's (2021) research found that as the time spent online increases, so does students' level of moral value perception in the digital environment. A review of the literature reveals studies suggesting that the time spent online is a determining factor affecting moral values (Ekşi & Çıfçı, 2017; Özcan & Sengir, 2016). Prensky

(2001) states that in the current era, students are active in online environments and computer games, and that mobile phones are a significant element of their lives.

Regarding the mother's level of education, it has been found that there is no difference in students' perceptions of moral values in the digital environment, both generally and in terms of sub-dimensions. In contrast, based on the father's education level, there has been a significant difference identified in the perceptions of moral values in the digital environment in the fairness-responsibility sub-dimension. This significant difference is in favor of students whose fathers have a higher level of education. From these results, it can be inferred that as the education level of the father increases, students tend to adopt behaviors more that include fairness and responsibility values in the digital environment. This finding suggests fathers' guidance on their children's behavior in digital contexts and their role modeling for their children may be influential.

Recommendations

Based on the research findings, the following suggestions can be enumerated:

For future research, it may be recommended to plan qualitative studies aimed at in-depth examination of the reasons why female students have higher levels of moral value perception in the digital environment compared to male students. It has been determined that the time spent online in the compassion-honesty sub-dimension is an influential variable on students' moral value perceptions in the digital environment. Studies can be conducted on what factors affect students' perceptions of moral values in digital settings. Regarding implementation, different applications can be carried out in digital environments to enhance male students' perceptions of moral values in the digital realm.

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Dijital Ortamda Ahlaki Değer Üzerine Öğrenci Algıları

Giriş

Toplumu meydana getiren ve onu bir arada tutan unsurlardan biri de değerlerdir. Dijital ortamdaki ahlaki değerler ilişkin alan yazında bir tanıma rastlanılmamaktadır. Bununla birlikte gerçek ortamdaki ahlaki değerler, dijital ortamdaki değerlerden farklı şekilde algılanmamalıdır. Çünkü doğruluk, sorumluluk gibi gerçek ortam için geçerli olan değerler dijital ortam için de geçerlidir (Prensky, 2001). Teknolojik gelişmeler hayatı kolaylaştırırken, diğer taraftan etik ve ahlaki değerlerde bazı olumsuzluklara neden olabilmektedir (Meer, 1999). Özellikle öğrencilerin dijital ortamlarda geçirdikleri süre ve yaş seviyeleri göz önünde bulundurulduğunda bu ortamda etik ve ahlaki değerlerde bazı olumsuzluklarla karşılaşma olasılıkları fazladır. Çünkü Bilginç, Duman ve Seferoğlu'nun (2011) da belirttiği gibi, öğrenciler artık ödevlerini, derslerini, alışverişlerini hatta arkadaşlıklarını ve gezilerini bile sanal ortamlarda gerçekleştirebilmektedirler. Bu durumun yanı sıra alan yazında ahlaki değerlerin dijital ve gerçek ortamda değişiklik göstermediğinin ifade edilmesine (Prensky, 2001) rağmen bireyler dijital ortamda daha rahat davranabilmekte ve ahlaki değer algıları farklılık gösterebilmektedir (Korkmaz, Kovancı, & Uğur-Erdoğan, 2021, s. 302). Bu bilgilerden hareketle araştırma öğrencilerin dijital ortamdaki ahlaki değerleri, gerçek yaşamlarındaki gibi algılayıp algılamadıklarını ortaya koyması ve alandaki boşluğu doldurması açısından önem taşımaktadır. Bu önemden hareketle araştırmanın amacı 4., 5., 6., ve 7. sınıf öğrencilerinin dijital ortamdaki ahlaki değer algı düzeylerini belirlemektir. Bu amaçtan hareketle aşağıdaki sorulara cevap aranmıştır:

- Öğrencilerin dijital ortamda ahlaki değer algıları ne düzeydedir?
- Öğrencilerin dijital ortamda ahlaki değer algı düzeyleri; cinsiyete, sınıf seviyesine, okulun bulunduğu konuma, internette kalma süresine, anne-baba eğitim düzeyine göre farklılık göstermekte midir?

Yöntem

Araştırmada tarama yöntemi kullanılmıştır. Tarama modeli çalışmalar, geçmişte ya da halen var olan bir durumu var olduğu şekliyle betimlemeyi amaçlayan bir araştırma yaklaşımıdır. Bu tür araştırmalarda araştırmaya konu olan olay, nesne ya da kişi olduğu gibi tanımlanmaya çalışılır (Karasar, 2013, s. 79). Tarama araştırmalarında genelleme yapmak mümkündür. Örneklemden elde edilen veriler ışığında temsil edilen evrene genelleme yapılır (Cohen, Manion, & Morrison, 2007). Bu bağlamda araştırmada öğrencilerin dijital ortamdaki ahlaki değer algı düzeylerinin olduğu gibi betimlenmesi amaçlandığından tarama modeli kullanılmıştır. Araştırmanın evreni Kırşehir'in merkezinde ve ilçelerinde resmi ilkokul ve ortaokullarda 2022-2023 eğitim öğretim yılında 4. 5. 6. ve 7. sınıf seviyesinde öğrenim gören öğrencilerden oluşmaktadır. Örneklem dahil edilen toplam 929 öğrenci random şekilde belirlenmiştir. Veriler *Kişisel Bilgi Formu (KBF)* ve *Ortaokul Öğrencilerinin Dijital Ortamda Ahlaki Değerlere Dönük Algıları Ölçeği* ile toplanmıştır. Korkmaz, Kovancı ve Uğur-Erdoğan (2021) tarafından geliştirilmiş olan ölçek üç faktörden ve 17 maddeden oluşmaktadır. Araştırma kapsamında öğrencilerden toplanan veriler analizler için SPSS 25.00 paket programına yüklenmiştir. Verilerin analizi yapılmadan önce homojenliğine bakılmış ve normal dağılım gösterip göstermediği incelenmiş ve normal dağılım gösterdiği tespit edilmiştir. Buradan hareketle araştırma verilerinin analiz sürecinde parametrik hipotez testleri kullanılmıştır. Bu kapsamda öğrencilerin dijital ortamdaki ahlaki değer algı düzeylerinin ikili gözenekli değişkenlere göre incelenmesinde bağımsız t-testi, üç ve daha fazla gözenekli değişkenlere göre incelenmesinde ANOVA teknikleri, anlamlı farklılığın kaynağı için Tukey testi kullanılmıştır.

Bulgular

Araştırmadan elde edilen bulgulara göre, öğrencilerin dijital ortamda ahlaki değer algı düzeylerinin genel olarak yüksek düzeyinde olduğu görülmektedir. Cinsiyet değişkenine göre, ölçek genelinde ve hakkaniyet-sorumluluk alt boyutundaki anlamlı farklılığın kadın öğrenciler lehine olduğu görülürken; merhamet-dürüstlük alt boyutunda erkek öğrenciler lehine olduğu görülmektedir. Sınıf seviyesi değişkenine göre, hakkaniyet-sorumluluk ve merhamet-dürüstlük alt boyutlarında ise gruplar arası ortalamaların istatistiksel olarak anlamlı derecede farklılaştığı görülmektedir. Okulun bulunduğu konum değişkenine göre, merhamet-dürüstlük alt boyutundaki anlamlı farklılığın il merkezindeki okullarda öğrenim gören öğrenciler lehine olduğu görülmektedir.

İnternette kalma süresine göre, hakkaniyet-sorumluluk, merhamet-dürüstlük ve mahremiyet- nezaket alt boyutlarında ise gruplar arası ortalamaların istatistiksel olarak anlamlı derecede farklılaştığı görülmektedir. Anne eğitim düzeyi değişkenine göre, ölçek genelinde ve tüm alt boyutlarda gruplar arası ortalamaların istatistiksel olarak anlamlı derecede farklılaşmadığı görülmektedir. Baba eğitim düzeyine göre hakkaniyet-sorumluluk alt boyutunda dijital ortamda ahlaki değer ilişkin öğrenci algılarında anlamlı farklılık olduğu görülmektedir.

Tartışma ve Sonuç

Bu araştırmanın amacı 4. 5. 6. ve 7. sınıf seviyesinde öğrenim gören öğrencilerin dijital ortamda ahlaki değer algı düzeylerini incelemektir. Bu amaçtan hareketle bu bölümde araştırmadan elde edilen sonuçlara yer verilmiş ve araştırma sonuçları alan yazındaki ilgili araştırma sonuçları tartışılmıştır.

Araştırmanın genel sonuçlarına göre öğrencilerin dijital ortamda ahlaki değer algılarının yüksek düzeyde olduğu tespit edilmiştir. Öğrencilerin algı düzeylerinin hakkaniyet-sorumluluk alt boyutunda çok yüksek düzeyde, merhamet-dürüstlük alt boyutunda orta ve mahremiyet-nezaket boyutunda yüksek düzeyde olduğu sonucuna ulaşılmıştır. Ölçeğin özellikle hakkaniyet-sorumluluk alt boyutu dijital ortamda öğrencilerin hem kendi sorumluluklarına hem de karşı tarafa ilişkin sorumluluklarına yönelik ifadeleri içermektedir. Bu açıdan değerlendirildiğinde öğrencilerin hakkaniyet-sorumluluk boyutuna ilişkin algı düzeylerinin çok yüksek olması öğrencilerin dijital ortamda ahlaki değerlere sahip olmaları bakımından olumlu bir durum olarak değerlendirilebilir. Araştırmanın bu sonucuna benzer şekilde Kovancı (2021) ortaokul öğrencileri ile yaptığı çalışmada ortaokul öğrencilerinin dijital ortamda ahlaki değer algı düzeylerinin yüksek olduğu sonucuna ulaşmıştır. Mevcut araştırma sonucunu destekler nitelikte Kovancı (2021) da mahremiyet-nezaket alt boyutunda da öğrencilerin dijital ortamda ahlaki değer algı düzeylerinin yüksek olduğunu tespit etmiştir. Alan yazında değer eğitiminde dijital ortamların kullanımının olumlu yanları olduğunu ortaya koyan çalışmalar bulunmaktadır (Kutlucan, Çakır & Ünal, 2018; Yazar Kaptan, 2015). Fakat dijital ortamın ahlaki değerleri olumsuz yönde etkilediği ve ahlaki değerleri değiştirdiği ortaya koyan çalışmalar da alan yazında yer almaktadır (Alp & Levent, 2020).

Öğrencilerin cinsiyete göre, dijital ortamda ahlaki değer algılarının ölçek genelinde ve hakkaniyet-sorumluluk alt boyutunda anlamlı farklılığın kadın öğrenciler lehine olduğu sonucuna ulaşılmıştır. Merhamet-dürüstlük alt boyutunda görülen anlamlı farklılık ise erkek öğrenciler lehinedir. Kovancı'nın (2021) araştırmasının mevcut araştırmanın bu sonucu ile örtüşen sonuçlara sahip olduğu görülmektedir. Nitekim Kovancı (2021) ölçek genelinde ve hakkaniyet-sorumluluk alt boyutunda görülen anlamlı farklılığın kadın öğrenciler lehine olduğunu tespit etmiştir. Mevcut araştırmada merhamet-dürüstlük alt boyutunda görülen anlamlı farklılığın erkek öğrenciler lehine olduğu görülürken, Kovancı'nın (2021) çalışmasında merhamet-dürüstlük alt boyutunda görülen anlamlı farklılığın kadın öğrenciler lehine olduğu sonucuna ulaşılmıştır. Altunay ve Yalçınay (2011) tarafından yapılan çalışmada da kadın öğretmen adaylarının ahlaki değerlere, erkek öğretmen adaylarına oranla daha fazla değer verdikleri sonucuna ulaşılmıştır. Bununla birlikte Dilmaç'ın (2007) çalışmasında cinsiyetin ahlaki değerler üzerinde etken bir değişken olmadığı sonucuna ulaşılmıştır, Sarı'nın (2005) çalışmasında ise mevcut araştırma sonucunun aksine erkeklerin algılarının daha yüksek olduğu sonucuna ulaşılmıştır.

Öğrencilerin genel olarak sınıf seviyelerine göre, dijital ortamda ahlaki değer algılarının farklılık göstermediği sonucuna ulaşılmıştır. Başka bir ifade ile öğrencilerin sınıf seviyesinin dijital ortamda ahlaki değer algıları üzerinde etken bir değişken olmadığı görülmüştür. Bu sonucun yanı sıra hakkaniyet-sorumluluk ve merhamet-dürüstlük alt boyutlarında öğrencilerin dijital ortamda ahlaki değer algılarında anlamlı farklılık olduğu sonucuna ulaşılmıştır. Hakkaniyet-sorumluluk alt boyutunda gruplar arası anlamlı farklılığın, 5. sınıflar ile 4., 6., 7., sınıflar arasında 5. sınıflar lehine; 6. sınıflar ile 4. sınıflar arasında 6. sınıflar lehine; 7. sınıflar ile 4. sınıflar arasında 7. sınıflar lehine olduğu tespit edilmiştir. Merhamet-dürüstlük alt boyutunda ise gruplar arası anlamlı farklılığın, 4. sınıflar ile 5., 6.,

sınıflar arasında 4. sınıflar lehine; 6. sınıflar ile 5. sınıflar arasında 6. sınıflar lehine; 7. sınıflar ile 5. ve 6. sınıflar arasında 7. sınıflar lehine olduğu tespit edilmiştir. Araştırmanın bu sonucu Kovancı'nın (2021) araştırma sonuçları ile örtüşmektedir. Nitekim Kovancı (2021) sınıf düzeyinin öğrencilerin dijital ortam ahlaki değer algı düzeylerini etkilemediği sonucuna ulaşmıştır. Öte yandan Atunay ve Yalçınay (2011) tarafından yapılan araştırma sonuçları, mevcut araştırma sonuçları ile örtüşmemektedir.

Öğrencilerin öğrenim gördükleri okulların konumuna göre, dijital ortamdaki ahlaki değer algılarının merhamet-dürüstlük alt boyutunda, il merkezindeki okullarda öğrenim gören öğrenciler lehine olduğu sonucuna ulaşılmıştır. Bouchard (2002), Hunter ve Eder (2010), öğrencilerin kendi değer ölçütlerini kendi yaşantıları yoluyla yapılandırıldığını belirtmektedir.

Öğrencilerin genel olarak internette kalma sürelerine göre, dijital ortamda ahlaki değer algılarının farklılık göstermediği sonucuna ulaşılmıştır. Alt boyutlar açısından incelendiğinde, hakkaniyet-sorumluluk, merhamet-dürüstlük ve mahremiyet-nezaket alt boyutlarında öğrencilerin dijital ortamda ahlaki değer algılarının farklılık gösterdiği sonucuna ulaşılmıştır. Bu anlamlı farklılığın, hakkaniyet-sorumluluk ve mahremiyet-nezaket alt boyutlarında internette daha az kalan öğrenciler lehine olduğu sonucuna ulaşılmıştır. Merhamet-dürüstlük alt boyutunda ise anlamlı farklılığın internette daha fazla kalan öğrenciler lehine olduğu tespit edilmiştir. Kovancı (2021) araştırmasında internette geçirilen süre artıka öğrencilerinin dijital ortam ahlaki değer algı düzeylerinin arttığı sonucuna ulaşmıştır. Alan yazın incelendiğinde internette geçirilen sürenin ahlaki değerler üzerinde etken bir değişken olduğunu ortaya koyan çalışmalar olduğu görülmektedir (Ekşi & Çiftçi, 2017; Özcan & Sengir, 2016). Prensky (2001), içinde bulunulan çağda öğrencinin çevrim içi ortamlarda ve bilgisayar oyunlarında aktif olduklarını ve cep telefonlarının yaşamlarının önemli bir ögesi olduğunu ifade etmektedir.

Öğrencilerin anne eğitim düzeyine göre, dijital ortamda ahlaki değer algılarının genel olarak ve alt boyutlar açısından farklılık göstermediği sonucuna ulaşılmıştır. Baba eğitim düzeyine göre, hakkaniyet-sorumluluk alt boyutunda dijital ortamda ahlaki değer algılarında anlamlı farklılık olduğu tespit edilmiştir. Anlamlı farklılığın ise baba eğitim düzeyi yüksek öğrenciler lehine olduğu görülmüştür. Bu sonuçtan hareketle baba eğitim düzeyi yükseldikçe, dijital ortamda öğrencilerin hakkaniyet ve sorumluluk değerlerini içeren davranışları daha fazla benimsedikleri söylenebilir. Bu sonuç üzerinde babaların çocuklarının dijital ortamdaki davranışlarına yön vermelerinin ve çocuklarına rol model olmalarının etkili olduğu düşünülmektedir.

Öneriler

Araştırma sonuçlarından hareketle şu öneriler sıralanabilir:

İleri araştırmalara yönelik olarak, kadın öğrencilerin, dijital ortam ahlaki değer algı düzeylerinin erkek öğrencilere oranla yüksek olmasının nedenlerinin derinlemesine incelenmesi amacı ile nitel araştırmaların planlanması önerilebilir. Merhamet-dürüstlük alt boyutunda internette geçirilen sürenin, öğrencilerin dijital ortam ahlaki değer algıları üzerinde etken bir değişken olduğu tespit edilmiştir. Öğrencilerin dijital ortamda ahlaki değer algılarını etkileyen faktörlerin neler olduğunu ilişkin çalışmalar yapılabilir. Uygulamaya yönelik olarak ise, erkek öğrencilerin dijital ortam ahlaki değer algılarını artırmaya yönelik dijital ortamlarda farklı uygulamalar gerçekleştirilebilir.



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Elective Course Selection Strategies in Social Studies Education

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Abstract

In the undergraduate programs implemented in Türkiye, there are two types of courses: compulsories electives. This reality may also affect the strategies that teacher candidates apply when choosing elective courses. Therefore, in this study, it is aimed to determine the social studies teacher candidates' strategies in the elective course preferences and to discuss the emerging pattern with social cognitive, reasoned action and planned behavior theories. The study was carried out in accordance with the phenomenology design, and interviews and focus group interviews were conducted with the participants who preferred elective courses at least ten times before. The data was collected from students enrolled in a state university during the 2022-2023 academic year. In the analysis of the data, the inductive approach was preferred and content analysis was used. As a result of the analysis of the data, the categories were combined under the headings of selection strategy, the purpose of elective courses and the effect of KPSS on course preference strategies. In addition, based on the themes and participant expressions, the patterns that the participants followed during their choice of elective courses were also determined. Based on the research findings, it was understood that pre-service teachers developed strategies for the purpose of passing the course effortlessly and easily, not for the purpose of contributing to their personal development or gaining an interdisciplinary approach. Finally, suggestions such as determining elective courses through needs analysis have been made.

Keywords: Elective courses, social cognitive theory, reasoned action and planned behavior theories, social studies.

Introduction

Education has become a field that, beyond the conventional understanding, grants students as much choice as possible about their own learning. Contemporary education systems place great emphasis on student freedom. Lewis, Anderson, and Carroll (2020) note that education today is associated not only with the didactic dimension but also with the autonomy and the freedom to chart one's own path in education and teaching. In a Hanover Research report that evaluates the impact of personalized learning strategies and interventions on academic success (Hanover Research, 2014), it is stated that approaches that provide students with the right to choose their program and, consequently, their educational path facilitate students' participation, motivation, and achievements.

European countries initiated the Bologna Process in 1999 with the aim of establishing standards in higher education. The Republic of Türkiye is also one of the countries that participated in the Bologna Process. The main objective of the Bologna Process is to determine academic standards in higher education. In this context, Türkiye has implemented some new practices in higher education. One of these practices is setting the ratio of elective courses to all courses to at least 25%. This ratio demonstrates the importance given to elective courses within the Bologna Process. In Türkiye, undergraduate programs in higher education consist of a combination of two types of courses: compulsory courses and elective courses. Compulsory courses are directed towards the fields related to the programs of study, and every student is required to take these courses. Elective courses, on the other hand, are courses that students choose voluntarily. The primary reason for incorporating elective courses into the curriculum is to support interdisciplinary approaches and educate individuals who can solve problems (Ağrı İbrahim Çeçen University [AİÇÜ], 2021). It is likely that elective courses contribute to students' cognitive, affective, and social development. Due to the rapid changes brought about by the times, individuals need to be competent and sufficient in their fields of study, but this is no longer sufficient. Societies now require versatile individuals with various skills who can adapt to rapid changes (Demir & Ok, 1996). Elective courses can provide students with the opportunity to develop themselves

in the direction they desire. Therefore, students' choices of elective courses are important in terms of their own development.

Students make many decisions related to their academic or daily life. These decisions are influenced by various factors such as family, friends, teachers, school, prior knowledge, and experiences (Jain & Jain, 2018). Choosing elective courses is one of the issues that students often find challenging and complex (Baruch, 2009). The increasing number of students and elective course options complicates the process of selecting the appropriate elective course (Parker et al., 2006). Furthermore, choosing the right course from among the alternatives involves a decision-making process that requires considering multiple factors (Ersöz, Kabak, & Yılmaz, 2011). Selecting the appropriate elective course is crucial because it has both financial and spiritual consequences in various areas in the future (Holtom & Inderriede, 2007). However, it is not possible to say that this applies to all teachers in Türkiye. This is because almost all teacher candidates in Türkiye aim to be assigned to state schools based on the results of a centralized exam (Özcan, Yöntem & Yücel, 2021). The majority of working teachers are employed in state schools, and teachers working in state schools have the same income and rights. The quality of the teacher or the elective courses taken during the educational process does not make a difference. This reality elevates the importance of elective courses in education faculties. This is because teachers working in state schools do not see any financial benefit from the elective courses they took during their undergraduate education. The topics within certain elective course groups have no impact on their acceptance into their professional careers. This situation may reveal the likelihood of teachers choosing the easier elective courses in their preferences. Consequently, the expected benefits from elective courses may not be realized.

In contrast to students in other undergraduate programs in Türkiye, education faculty students aspire to be employed in the public sector, and for this purpose, they prepare for central exams known as the Public Personnel Selection Exam (KPSS), which consists of multiple stages. Within the scope of this central exam, prospective teachers, unlike other candidates, sweat it out in two comprehensive separate exams that encompass educational sciences and subject knowledge related to teaching. These aforementioned exams require long-term and consistent effort due to their comprehensive nature. This, in turn, can significantly alter the way education faculty students view elective courses. First and foremost, the elective course preferences of undergraduate students can lead to significant developments in the long term (Jain & Jain, 2018) and have the potential to influence their professional skills, and thus, the breadth of their material and spiritual rights in the future (Holtom & Inderriede, 2007). However, education faculty students will have personal rights that are independent of their professional skills and competencies when they are employed in the public sector. Therefore, teacher candidates may tend to perceive their personal and professional development as less important than their preparation for the central exam.

In an academic context, the elective course preferences of undergraduate students can be influenced by various factors beyond central exams. Uçgun (2012) determined that the grading system used by the instructor, the peer group, and personal abilities are the most significant factors in course selection, while the academic career of the instructor, opinions of consulted faculty members, and previously taken elective courses have a very low impact. Tezcan and Gümüş (2008), on the other hand, identified that a student's opinions about the instructor, the similarity of the new course to a previously successful one, and the teaching method of the course are the most influential factors in elective course

selection. In the same study, the influence of family was found to be the least significant factor. Conducting a study within the same scope, Korukçu (2012) stated that course content, the attitude of the instructor, and students' career expectations are important factors in students' elective course preferences. Bursa and Ersoy (2020) examined the approach of social studies teacher candidates to elective courses included in the current program. According to the authors, social studies teacher candidates tend to choose courses related to special education and inclusive education due to a sense of inadequacy in this field, select critical thinking courses because they are essential goals of social studies education, and opt for adult education courses because they want to further develop themselves. In contrast to other publications in the literature, Bursa and Ersoy's study suggests that social studies teacher candidates explain their elective course preferences within the context of their needs and personal development.

Social studies teachers are individuals responsible for transforming the human resources of a country into competent citizens with effective and efficient citizenship skills. Therefore, social studies teachers should be individuals with well-developed social and communication skills, as well as problem-solving capabilities. Elective courses serve as important tools for achieving this goal. However, as mentioned above, elective course preferences are influenced by various factors. Furthermore, there is no literature on how these factors affect the attitudes of prospective social studies teachers toward elective courses. In this context, it is deemed meaningful to uncover the strategies and patterns followed by social studies teachers in the elective course preference process. Additionally, evaluating the behavioral patterns of prospective social studies teachers regarding elective courses within the scope of Social Cognitive Theory, Theory of Reasoned Action, and Theory of Planned Behavior, commonly used to explain individual behaviors, can provide valuable information for achieving the expected benefits from elective courses.

Social Cognitive Theory

The social cognitive theory, which encompasses cognitive factors alongside expectations, beliefs, and motivation, distinguishes itself from other learning theories. Bandura (1999) asserts that individuals, as they enhance their competencies, transform their experiences, social environments, and observations into sources of knowledge, process them, and employ these sources as guides in their actions. According to Bandura, individuals regularly utilize the acquired knowledge and concepts as standards for the development of self-efficacy and to identify discrepancies. Consequently, behavioral changes, based on comparative information, are made to ensure alignment between behavior, thoughts, and actions. The meanings attributed to environmental events and their emotional effects, as well as the motivating forces of behaviors and how they will be used in the future, are determined by cognitive factors.

According to Bandura (1999), an individual's behaviors and motivation are regulated by their anticipation of expected outcomes. Actions with likely positive consequences are adopted, while those with unpredictable or punitive outcomes are avoided. Anticipated positive or negative results influence motivation and behavior. According to the social cognitive theory, personal factors, social environment, and behaviors interact with each other. Hoy (2015) suggests, in line with the social cognitive theory that aims to explain the processes of learning, motivation, and adaptation, that the potential outcomes of behaviors are crucial for learning. These outcomes affect individuals' goals, efforts, perseverance, and resistance. According to the author, indirect experiences and observational learning are essential

elements of social cognitive theory, as individuals model behaviors they believe to be appropriate and likely to yield positive results. An important concept from the perspective of social cognitive theory is self-regulation. Self-regulation, as defined by Bandura (Hoy, 2015), can be seen as setting goals and making efforts in that direction. Self-regulation is influenced by information, motivation, and willpower. In the motivational dimension of self-regulation, individuals align their actions with an understanding of why they are making the effort. In this context, motivational goals are considered crucial for success (Hoy, 2015). It is believed that in this context, the social cognitive theory can provide meaningful and explanatory results regarding patterns of elective course preferences.

Theory of Reasoned Action, and Theory of Planned Behavior

In the Theory of Reasoned Action (Fishbein, 1980) and the Theory of Planned Behavior (Ajzen, 1985), which can be considered as a redesigned version of the former, aim to explain human behavior. These theories are rooted in the assumption that human behavior is influenced by attitudes and social forces. According to the Theory of Reasoned Action, behavior is a function of the intention to perform a specific behavior. In general, attitudes and subjective norms determine intention, and intention, in turn, determines behavior (Şahin & Solunoğlu, 2019). The intention that drives behavior is shaped by the strength of the belief in the behavior, the prediction of whether the desired outcome can be achieved, the positions of significant others regarding the behavior, and the individual's tendency to conform to the desires and wishes of other significant people. As seen, intention is a significant determinant of behavior and is influenced by various factors.

In the Theory of Planned Behavior, the component of perceived behavioral control is added, which represents an individual's perceived competence to be successful in the behavior or the perceived barriers to the occurrence of the behavior (Sideridis, Kaissidis, & Padeliadu, 1998). According to the authors, the addition of this component also includes perceived self-efficacy beliefs in the theory, related to Bandura's (1999) concept of self-efficacy. As a result, in the Theory of Planned Behavior, three fundamental determinants of human behavior are the strength of an individual's belief in the possible outcomes of the behavior and their importance, the expectations of significant others and the importance of these expectations, and beliefs about factors that facilitate or hinder the behavior and the strength of these beliefs (Şahin & Solunoğlu, 2019).

In both theories, theorists argue that individuals make rational and well-thought-out decisions by accessing information (Öztürk, Nart, & Altunışık, 2015). It is believed that these theories could be useful in explaining students' strategies in choosing elective courses.

Purpose and Importance of the Research

The purpose of this study is to determine the underlying factors of elective course preferences among prospective social studies teachers in the fourth grade of the education program and to identify possible patterns of these factors. Additionally, the study aims to examine these patterns in the light of social cognitive theory and planned behavior theory.

In this context, the following research questions were addressed:

- 1- What do prospective social studies teachers take into consideration when making elective course choices?

- 2- How do prospective social studies teachers evaluate the reasons for the inclusion of elective courses in the curriculum?
- 3- What strategies are generally employed by prospective social studies teachers when making elective course preferences?
- 4- How can the elective course preferences of prospective social studies teachers be explained in the context of social cognitive theory and planned behavior theory?

The inclusion of elective courses in curricula can be understood for various well-intentioned reasons. Nurturing individuals who think multidimensionally, solve problems, utilize their existing knowledge in diverse contexts, and generate new information is at the forefront, offering both material and spiritual benefits to society and individuals through an interdisciplinary approach to education (AİÇÜ, 2012; Holtom & Inderriede, 2007). However, the realization of the expected benefits of elective courses is closely related to the factors that motivate student choices. In this context, determining the elective course preference patterns of social studies teacher candidates can provide essential insights into the goal of training desired social studies teachers. Furthermore, the scarcity of extensive research on this topic is another crucial aspect that underscores the importance of this study.

Method

This research, conducted in accordance with qualitative methods and phenomenology, aims to examine the approaches of prospective teachers studying in the Social Studies Education undergraduate program who have chosen elective courses at various levels during the elective course selection process. In this study, the phenomenology design was chosen as it explores the meanings attributed by participants to the phenomenon of "elective courses." Phenomenological studies investigate the common meaning of individuals' lived experiences related to the phenomenon in question (Creswell, 2013). In this study, the phenomenon under examination is "elective course selection." In this context, the meanings attributed by the participants to elective courses, their experiences related to the elective course selection process, and the paths they follow have been examined.

Participants

The research participants were selected from prospective teachers enrolled in the social studies teacher education program at a state university. The purposeful sampling method of criterion sampling was employed in the participant selection process. The criteria for selection were defined as follows: being a prospective social studies teacher, not having any failing grades, having a cumulative grade point average of 3.00 or higher, and having selected a minimum of ten elective courses. The rationale for these criteria related to success was to eliminate students who did not take their education and teaching processes seriously. The criterion of selecting at least ten elective courses aimed to include experienced students in the study. A table presenting information about the participants who met these criteria and were included in the study is provided below.

Table 1. *Participants*

Code	Gender	Grade
K1	M	4
K2	M	4
K3	F	4
K4	F	4
K5	M	4
K6	F	4
K7	M	4
K8	M	4
K9	F	4
K10	F	4
K11	M	4
K12	M	4

Data Collection

In the study, data were collected using a semi-structured interview form developed by the researcher. The researcher prepared draft questions by examining research on students' elective course preferences in Turkish and world literature. The prepared form was presented to two experts in the fields of social studies education, educational programs, and teaching. The form was then revised in accordance with expert feedback and, finally, reached its final version through the input of two Turkish language experts. The final form contains four main questions.

Face-to-face interviews were conducted with participants using the semi-structured interview form. In all interviews, the questions included in the prepared semi-structured interview form were posed to the participants. In cases where the interviews remained superficial and required further exploration, follow-up questions were used based on the participants' responses. Individual interviews with participants lasted between 15-25 minutes, while focus group discussions took approximately 50 minutes each. Before starting the interviews, participants were asked whether they voluntarily agreed to participate in the study and consented to audio recording during the interviews. They were also asked to confirm their decisions after the audio recording started. Both individual and focus group interviews were recorded based on participants' consent.

During the data collection process, participants were initially divided into two groups of six. Focus group discussions were conducted with each of the designated groups initially. There are several reasons for prioritizing focus group discussions in data collection. Crueger and Casey (2000) note that focus group discussions are used to understand diversity and how the situation is perceived. Kitzinger (1995) suggests that focus group discussions can help participants explore and clarify their own views. In this context, it can be said that the focus group discussions to be held before individual semi-structured interviews will contribute to both participants' awareness and the researcher's knowledge and insights on the subject. Additionally, the raw data from focus group discussions were read by the researcher to identify where in-depth information could be obtained through follow-up questions. This allowed the superficial views presented by participants in focus group discussions to be deepened in individual semi-structured interviews. Therefore, another aim of resorting to focus group discussions was to obtain more in-depth information in the individual interviews with participants. Another purpose of conducting focus group discussions first was to determine the similarities and differences in participants' views by leveraging group dynamics. As Kitzinger (1995) points out, focus group discussions were conducted before individual interviews to provide a solid foundation for later data

collection methods such as interviews and surveys. Following the focus group discussions, individual interviews were conducted with the same participants using the semi-structured interview form.

Analysis of Data

In the scope of the study, the data collected was considered as a single data set and subjected to the same analysis processes. Both the audio recordings obtained in one-on-one interviews and focus group discussions were transcribed by the researcher and entered into a word processing program. The transcripts of the interviews were presented to the participants to confirm their accuracy. After reading the raw data twice, the coding process was initiated. The coding process was conducted in accordance with content analysis. Content analysis can be defined as a systematic and replicable approach in which text is coded based on specific rules, and the resulting categories and themes are summarized (Büyüköztürk et al., 2008).

In the coding process, a reflective approach was adopted, and the compatibility of the codes with the research purpose was considered. Each word or sentence was considered as an analytical unit based on context in the coding process. In the content analysis process, codes were not grouped under specific categories or themes but were coded as independent units, and common categories were created from related codes in order to establish a coding structure. When deciding on categories, the causality and relevance of codes with other codes were taken into consideration. In this context, an inductive approach was adopted in the coding process. Direct quotations from participant expressions, coded under categories, were included in the findings section to enhance the narrative.

Reliability

In academic studies, it is recommended by theorists to employ various strategies to enhance reliability (Creswell, 2013; Yıldırım & Şimşek, 2016). In this context, the preparation of data collection tools in the study involved seeking expert opinions, and participant validation was employed in transcribing interviews. Furthermore, direct quotations from the interviews with participants were included in the findings section, and the narrative aimed to incorporate rich descriptions.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Nevşehir Hacı Bektaş Veli University Scientific Research and Publication Ethics Committee

Date of ethical review decision= 20/09/2022

Ethics assessment document issue number= 2022.10.291

Findings

As a result of the analysis of the data, the selection strategy, the purpose of elective courses, and the effect of KPSS on course preference strategies were thematized by combining categories. In

addition, based on the themes and participant expressions, the patterns that the participants followed during their choice of elective courses were also determined.

The Selection Strategy

As a result of the analysis of the interviews with the participants, the visual expression of the categories and codes that make up the selection strategy is presented below.

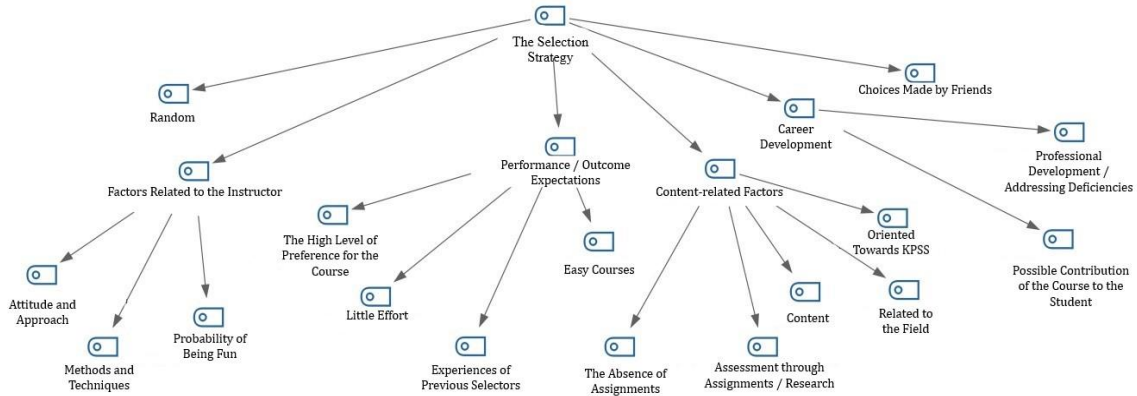


Figure 1. Theme of the selection strategy

The categories that emerged under the theme consist of career development, performance/outcome expectations, content-related factors, and factors related to the instructor. In addition to these, codes for random selection, choosing friends, and the suitability of class hours that do not fall under any category are also included under the theme.

One of the categories under the theme is factors related to the instructor. Participants have claimed that they take into consideration the instructor's ease in grading, their relationship with students, assignment practices, the classroom climate they create, and the teaching methods and techniques they employ when making elective course preferences. It is evident from the participant statements coded under this category that the instructor's approach that facilitates the course, both in terms of its teaching and grading, as well as their attitude and approach towards students, holds a significant place in student elective course preference strategies. Another important category under the selection strategy is performance/outcome expectations. Some of the codes under this category relate to the ability to easily pass the course. Some participants have stated that they prefer courses that require the least effort and are relatively light in terms of content. This code can be considered as another expression of the "ease of the course" code. Furthermore, when examining participant statements, the experiences of those who have previously taken the course and the codes indicating that the course is highly preferred actually indicate the ease of passing the course. Participants mention that they try to choose a course that they can pass more easily by benefiting from the experiences and preferences of others. When the category of content-related factors is examined, it is seen that courses related to the field or the KPSS are important. Participants state that they choose such courses because they want to prepare for the KPSS. Alternative assessment methods used during the course and the absence of assignments are also mentioned in the participants' statements. Finally, some participants have expressed that they consider the potential contribution of the course to their personal development, and they prefer courses that enable them to continue their professional development and address their deficiencies in their elective course preferences. Below is a table that includes direct quotations from the categories and codes under the theme.

Table 2. Theme of the selection strategy – quotations from participant statements

Category	Code	Participants	Quotations
Career Development	Possible Contribution of the Course to the Student	K7	(...)I have a distinct advantage (meaning unlike the strategies of others), you know, I look at the course, and if it adds something to me, I choose it.
	Professional Development / Addressing Deficiencies	K3	For instance, I'm mediocre in geography. I mean, I'm really mediocre. I love history a lot, but I kind of despise geography, for example. However, in spite of that, you know, just in case, to see if I might learn something or develop a liking for it, I've generally made an effort to take geography courses.
Performance / Outcome Expectations	Little Effort	K5	I choose the least demanding courses (Laughs).
	The High Level of Preference for the Course	K11	I pick the courses that many people choose, the ones with full enrollment. So many people wouldn't choose it for no reason. That means that's the course I should be taking.
	Experiences of Previous Selectors	K8	Then I check if someone has taken that course before. I ask a few people. They say it's either tough or not. From among those, I choose the easy one.
	Easy Courses	K1	Furthermore, in terms of exams, we are in our final year, preparing for the KPSS. We've been careful to choose the least challenging courses. We select easy courses for our KPSS preparations..
Content-Related Factors	Assessment through Assignments / Research	K3	(...)In assignments, actually, we are researching a specific topic, and I think we acquire information quite well about that subject. You research that assignment, then you extract the parts that will be useful for you. Like... the professor had us write articles. And I had learned the topics he gave us quite well during those articles. I think it makes more sense for the professor to assign assignments instead of exams.
	The Absence of Assignments Oriented Towards KPSS	K11	I mean, I prefer the ones who don't make it too challenging, don't give assignments, those kinds of professors. Sometimes, though, I choose an easy professor. Sometimes they even give assignments or something.
		K10	There are elective courses related to professional knowledge. I choose the one I can benefit from in the KPSS because not every course is covered in the KPSS.
	Content	K4	I definitely look at the content. Depending on the situation, I also looked at the course content. For example, we had a history class. I chose that course, not in the sense of 'let me choose this course as a teacher and develop myself,' but I looked at it from the perspective of course content.
	Related to the Field	K2	I prefer to choose courses related to my field. If the quotas are full, I can take courses from other fields.
Factors Related to the Instructor	Probability of Being Fun	K6	I wouldn't take classes that would be boring. I would choose them if they were going to be fun Right now, for example, I know a few teachers. For instance, I used to take courses from "Mr.". We also have instructor, "Mr.", who really pushed us hard. I wouldn't take courses from him. You see, if I like the instructor, I would choose them even if it's challenging. I wouldn't take an easy course from a teacher I don't like. When I said the teacher pushed us, for example, if that teacher had taught the class well, I mean, if they had explained the material properly, I would still take their course. But they went through the material without teaching it, and they overwhelmed us. They gave us a very independent assignment. That's why I wouldn't take a course from them again.
	Methods and Techniques	K9	
	Attitude and Approach	K11	.If I choose that one, it's the same, so if I choose this one, it will be the same. In the end, I always chose the easiest teacher
Random		K2	In the first year, yes, we do choose randomly. We don't know what each person is like, their character, or anything.
Choices Made by Friends		K8	We try to choose the courses where we are together with our friends more often.
Schedule		K1	I chose the courses based on the schedule that suits me better.

When the categories and codes under the theme are considered together, it is understood that participants prioritize courses where they can generally achieve easy results in their elective course preferences, and their perceptions of the instructor and course content are significant. However, participants' perceptions of instructors are largely associated with the ease of passing the course. Participants sometimes link passing an easy course to the course itself and sometimes to the instructor. Additionally, it can be said that their desire for personal development and being in the same class with friends also influences their course selection decisions.

Theme of the Purpose of Elective Courses

The visual presentation of the categories under the theme is provided below.

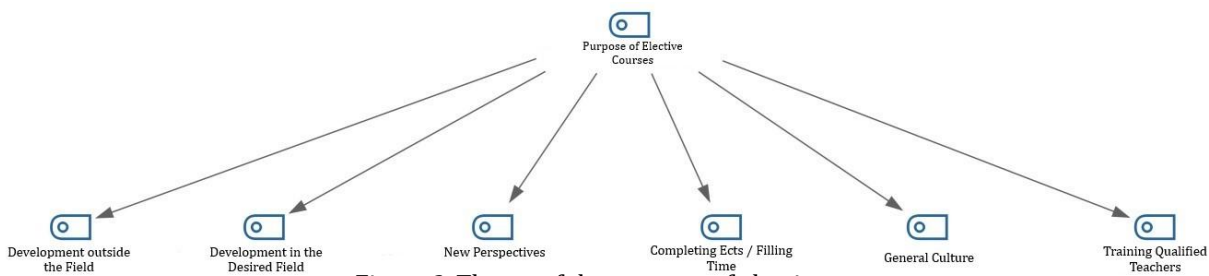


Figure 2. Theme of the purpose of elective courses

The categories under the theme are as follows: development outside the field, development in the desired field, new perspectives, completing ECTS / filling time, general culture, and training qualified teachers. A significant portion of the participants believe that elective courses are added to the program with the aim of providing new perspectives and promoting development in areas outside the field, especially in line with the interests and desires of the students. Participants' statements indicate that they associate this situation with their observation that elective courses are often in areas unrelated to their own fields. Considering the general structure of the codes, it is understood that some participants correctly interpret the purpose of adding elective courses to the program. However, some participants have evaluated the reason for the existence of elective courses in terms of ECTS or time-filling purposes. Direct quotations from participants' coded views are presented in the table below.

Table 3. Theme of the purpose of elective courses – quotations from participant statements

Code	Participants	Quotations
Development outside the field	K10	Maybe it's to learn new things. You know, we usually have history classes, geography in our social studies. It could be to develop in different fields. To develop outside our field.
Development in the desired field	K4	In my opinion, it's because we can progress in the field we want because we'll be more interested in it, it's an area we desire. That's why they might have done it this way. We can choose according to our own interests and desires.
New perspectives	K5	We can gain a different perspective with elective courses. Like that judo thing, it has no connection with us, I mean with social studies and all, but by taking it, maybe we can acquire knowledge. I think it can be socially beneficial as well. I can look at things differently, you know.
Completing ects / filling time	K11	Actually, they want us to fill time. Isn't it obvious from those weird courses?
General culture	K10	Elective courses serve many purposes, but the most important one is to enrich our general knowledge.
Training qualified teachers	K12	In my opinion, elective courses are there to make us better teachers.

The Impact of KPSS on Course Selection Strategies

When examining the coded views of the participants, it is evident that the majority do not consider KPSS as a criterion in course preferences directly. However, through conversations with participants, it becomes clear that behind the scenes, the central exam is the primary determinant in their course preferences. All the codes under the performance/result expectations category under the theme of selection strategies, as well as some of the codes under the content and instructor-related factors categories, are primarily motivated by the central exam.

The underlying reason for students' tendencies to choose courses that require minimal effort and are easy to pass is to make time for themselves, and the fundamental reason underlying their desire to create time is the comprehensive preparation process required for KPSS. However, some of the expressions related to content and instructors also reflect the desire for easy passage of the course. Various direct quotation examples related to this situation are presented in the table below.

Table 4. *The impact of KPSS on course selection strategies – quotations*

Participant	Quotations	Relationship with KPSS
K11	I haven't seen elective courses offered seriously outside of our field. Especially, MB (Educational Knowledge) and GK (General Culture) are completely empty. We have students sports, physics, social sciences programs in our class. How can the teacher teach one of us? If it's not related to KPSS, if that course isn't oriented towards KPSS, it's empty.. In the final year, they could increase the number of days for internships, for example, from one day to two or three days. This would help us get to know the school, teach students, and develop ourselves.	The participant emphasizes that elective courses that do not focus on KPSS are meaningless.
K7	In the second year, for example, we could take an elective course. That would be beneficial for us. In the third and fourth years, courses more focused on KPSS or completely removing elective courses and giving importance to internships could be an advantage for us.	The participant suggests adding KPSS-oriented courses to the program instead of elective courses.
K12	Mine might be a bit unconventional, but under the guise of elective courses, if that course is unrelated to KPSS or our field, let it be related to our profession or education. We can have a general review course unrelated to that course, but focused on KPSS.	The participant recommends adding elective courses that could serve as preparation for KPSS to the program.
K5	I think I can choose a general culture elective course in the first or second year. In the third and fourth years, we could choose elective courses that are relevant to our field. It would be better if we had such an option from a KPSS perspective.	The participant believes that there should be no elective courses in the fourth year to allocate more time for KPSS preparation.
K8	In my opinion, there shouldn't be elective courses in the fourth year. It would be good for our preparation for KPSS, and I think we already have enough in the second and third years. There's already the internship, which is necessary, of course.	The participant believes that in the fourth grade, there should be no elective courses in terms of the remaining time for preparing for the KPSS.
K10	If there were no KPSS, I would always choose the courses that I liked. Actually, I still do to some extent, but I also consider the teacher. Without KPSS, I wouldn't choose according to KPSS. I would consider what's useful for me in class.	The participant points out that they couldn't choose elective courses that match their interests and desires due to KPSS.
K11	(If there were no KPSS) I swear, I would choose the most challenging course for me that would be useful for me. But the government (referring to the state) tells me to get assigned. Is it easy to get assigned out of hundreds of thousands? Being good in class, knowing history and geography well, it doesn't mean anything.	The participant argues that KPSS hinders their professional development.
K8	(...)of course, elective courses could be very beneficial. Because after four years of studying, we will become teachers, there's a guarantee of that. Then, I would focus on improving myself, if there was no KPSS.	The participant claims that KPSS hinders their personal development.

When the statements of the participants in the table are considered together, it is possible to say that participants are generally influenced by central exams in their elective course preferences. In this context, it has been found that KPSS could potentially be a hindrance to participants in obtaining the expected benefits from elective courses.

Course Selection Patterns Obtained from the Analysis Results

In explaining the course selection strategies of the participants, it was deemed necessary to clarify the meanings obtained from the analysis results, as some of the terms used could have different interpretations.

The term "easy course" is used by all participants to refer to a course that can be passed with minimal effort. However, it was understood from the analysis results that participants use this term to indicate the approach, methods, and techniques of the instructor rather than the course content. Nevertheless, it does not seem possible to distinguish between a course that is easy due to the instructor's approach and a course that is easy in terms of content, as the boundary between these two phenomena is unclear. Participants use the term "easy course" to refer to a course they pass with minimal effort for whatever reason.

The term "selection of friends" implies that participants choose a course that they can take with their friends, and their friends also choose.

The term "instructor's approach" indicates that participants select the course of an instructor with whom they enjoy being in class and who has a positive attitude.

When the emerging themes and participants' statements are considered together, the following preference patterns have been identified.

Table 5. *Course selection patterns*

Participant	Course Selection Patterns
K1	Convenient work schedule -> Selection of Friends -> Easy Course
K2	Easy Course -> Instructor's Approach -> Assignments -> Field Course -> Relatively Difficult Field Course
K3	Eliminating Personal Deficiency -> Method Technique and Assesment - Evaluation Approach Used by the Instructor -> Classroom Climate Created by the Instructor
K4	Easy Course -> Aproach of Instructor -> Content
K5	Easy Course
K6	Content -> Fun Classroom Climate -> Easy Course / Selection of Friends
K7	Easy Course -> Contribution to Development -> Aproach of Instructor
K8	Easy Course -> Aproach of Instructor -> Others' Experience
K9	Easy Course -> Aproach of Instructor -> Assignments
K10	Fun Content -> Contribution to Development -> Course Related to KPSS -> Selection of Friends -> Easy Course -> Aproach of Instructor
K11	Aproach of Instructor -> Assignments -> Easy Course -> Selection of Friends -> Most Chosen Course
K12	Easy Course -> Field Course -> Assignments

When examining the participants' preference patterns, the first noticeable aspect is that a large portion of them generally opt for courses they consider easy. Many participants prioritize the ease of the course in their elective course preferences, rather than the benefits they can obtain from elective courses and their own interests and desires. More than half of the participants place the ease of the course and related criteria at the forefront of their elective course preference strategies. Many of the participants who begin the course selection process with this criterion explain it as a way to allocate time for KPSS preparation. Others mention that they do not believe in the benefits of elective courses.

A striking finding obtained from the analysis is that some development-focused students and those who do not prioritize their development and show indifference in their courses have adopted the

same course preference strategies. These students consider criteria such as an easy course, a course that can be passed with minimal effort, an instructor who does not push them, and does not assign homework at the forefront of their course preferences. This phenomenon is thought to stem from a motivation source that feeds on low effort and time to pass the course. The motivation behind this is to allocate time to prepare for the central exam. Other students aim to avoid putting in effort and allocating time. Other development-focused students, on the other hand, take care to select elective courses that are likely to be related to the central exam and cover their field and professional knowledge in their elective course preferences.

Discussion and Conclusion

The study's results reveal that a significant portion of the participants, when choosing elective courses, primarily seek courses that are easy to pass in a way that would undermine the expected benefits from elective courses. Participants evaluate criteria such as the course's content, the instructor's qualities, and teaching methods in terms of the course's ease, aiming to focus on courses where they can achieve the best results with the least effort. Tunç, Yılmaz, and Abacı (2021) found that the intention to pass courses effortlessly significantly influences university students' course selection attitudes. In their study with engineering students, Vural and Kaplan (2020) found that factors influencing elective course preferences generally included the course's ease, recommendations from friends, and personal development. An instructor giving easy grades or the course's content being perceived as easy increases the attractiveness of the course. These findings align with the study's results, suggesting that students tend to consider how easy a course is rather than the contribution it offers in these studies as well.

Tezcan and Gümüş (2008) in their studies with biology students identified the instructor as the most important factor in elective course preferences. The authors found that students take the grading system into account and that the opinions of students who have taken the course before also have an influence on course selection. Additionally, the instructor's preferred method and the student's potential expectations of contribution are important from the students' perspective. Similarly, Uçgun (2012) found that the instructor's grading practices and peer influence were effective in elective course preferences. According to the author, the instructor's attitude has a high impact on elective course preferences. All these findings are in line with the results of the study. Students primarily consider the instructor's grading system. This finding, which aligns with our study results, shows that students evaluate whether the course can be easily passed even when assessing the instructor. Similarly, in Korukçu's (2012) research on theology students' elective course preferences, it was found that the main three factors students consider in course selection are course content, professional expectations, and instructor attitude. However, in addition to these factors, the ease of the course and peer recommendations significantly affect course preferences. According to the author, students do not want to experience the fear of "failing" in elective courses. In the same study, more than half of the students considered elective courses as either entirely or partially a formality. These findings, which are similar to the results of our study, may indicate that students in both studies do not see elective courses as an important and indispensable part of the program and do not take them seriously.

Elective courses are included in programs with various objectives, such as supporting interdisciplinary approaches, developing problem-solving skills in students (AİÇÜ, 2012), and ensuring students' multifaceted development. Furthermore, course selection, both at the undergraduate and

graduate levels, is considered an important step towards specialization in the relevant profession (Ersöz, Kabak, & Yılmaz, 2011). An important factor in actually achieving these goals is that students who will choose elective courses select courses according to their own interests and preferences and take these courses as seriously as mandatory courses. Only in this way can students choose courses based on their perceived deficiencies, interests, or desires. In their research, Tezcan and Gümüş (2008) investigated the factors that influence university students studying in science departments in their elective course choices. They found that the three most effective factors were the perception of the instructor who would teach the course, similarity to previously taken courses, and the course content. The first finding of this study aligns with the results of this study. However, another significant finding by the authors is inconsistent with this study. Yılmaz (2019), in his study with university students, found that the most important factor in elective course selection, contrary to this study, was academic and professional advancement goals. This inconsistency is thought to be due to the central exams that teacher candidates must take to work in state schools. To work as a permanent teacher in state schools, teacher candidates only need to score well in the KPSS. Therefore, being well-rounded, having developed problem-solving skills, or having an interdisciplinary approach is not important for teacher candidates regarding their ability to work in state schools. The only requirement is to achieve a high score in the KPSS to be ranked. For this reason, education faculty students may choose easy courses to allocate time for central exam preparation when they cannot find courses that will be beneficial to them in the central exam in their elective course preferences instead of continuing their development.

Theories like social cognitive theory argue that individuals observe the behaviors of others, make inferences based on their observations, and shape their actions accordingly (Bayrakçı, 2007). Students studying in education faculties aim to be assigned to public schools. In public schools, there is no significant material factor that determines the qualifications of a teacher who has already started the profession. Teachers' employment rights are independent of their qualifications. Therefore, for prospective teachers, getting employed in state schools by passing stages like the KPSS is ahead of their professional development. This situation can be considered as an obstacle to the elective course choices that prospective teachers make for their development. Because prospective teachers may prefer easy-to-pass courses that they will put less effort into and allocate more time to, rather than elective courses that will require them to exert effort, spend more time, and make them more qualified in the future. Choosing elective courses that will contribute to development has no benefit to prospective teachers beyond personal satisfaction. Prospective teachers are likely to observe this situation, and it is a behavior that can be explained by social cognitive theory.

According to Bandura (1999), actions believed to result in positive outcomes are displayed more frequently. Actions that are not believed to have any benefits or are anticipated to cause harm are not displayed. In this context, it seems reasonable for prospective teachers to expect a benefit from this action in terms of focusing on their development and allocating time in their elective course selection strategy. The participants in this study stated that they predominantly focused on KPSS in their elective course choices. Therefore, prospective teachers may choose courses that require less effort and time to prepare for the central exams, believing that such courses have a benefit. According to Bandura (1999), people can predict the possible outcomes of their actions, consider these implications when setting their goals, and design action plans. Thus, future predictions can be the determinant of short-term and long-term behaviors. When considering elective courses, it becomes clear that a prospective teacher may not choose elective courses that have the potential to contribute significantly to their personal development

but require a lot of effort, as these courses are not significant for entering the teaching profession. Instead, preparing for central exams by creating as much time as possible is a more reasonable approach from a practical perspective. Therefore, prospective teachers' choices of elective courses based on the amount of free time they will have rather than their personal and professional development can be evaluated as a reasonable approach from the perspective of social cognitive theory. Bandura (1999) also suggests that actions without rewards or with no benefits are likely to remain outside an individual's behavioral repertoire. In this regard, it is clear that choosing elective courses that offer no benefit beyond personal satisfaction and that are more difficult is not easily adopted.

People predict the possible outcomes of possible actions, set goals for themselves, and plan action plans that avoid actions that are likely to produce desired results and harm. Future events, of course, cannot be the motivation and reasons for current behavior, as they do not have real existence. However, the anticipated future can be brought to the present through anticipation. Represented cognitively in the present time, designed future situations are transformed into current motivating and behavior-regulating factors. According to the Theory of Planned Behavior, beliefs about the possible outcomes of behavior are fundamentally motivating human behavior (Ajzen, 1985; Şahin & Solunoğlu, 2019). In this study, it was concluded that the most common elective course selection strategy of the participants was to choose easy courses in the first step. In light of the Theory of Planned Behavior, participants may believe that elective courses that focus on development but may be difficult to pass will not be useful in the future, or the benefit they will gain is insignificant compared to the effort and time they will spend. Therefore, it is possible that participants are inclined to choose courses that they can pass with minimal effort. Since such courses that require less effort can save time for studying for central exams, prospective teachers may be orienting their strategies with the belief that there is a benefit to choosing such elective courses. According to Bandura (1999), people can predict the possible outcomes of their actions, consider these implications when setting their goals, and design action plans. Thus, future predictions can be the determinant of short-term and long-term behaviors. This information, in the context of elective courses, makes it clear that prospective teachers may not choose elective courses that have the potential to contribute significantly to their personal and professional development but require a lot of effort because these courses are not significant for entering the teaching profession. Instead, preparing for central exams by creating as much time as possible is a more reasonable approach from a practical perspective. Therefore, prospective teachers' choices of elective courses based on the amount of free time they will have rather than their personal and professional development can be evaluated as a reasonable approach from the perspective of social cognitive theory. Bandura (1999) also suggests that actions without rewards or with no benefits are likely to remain outside an individual's behavioral repertoire. In this regard, it is clear that choosing elective courses that offer no benefit beyond personal satisfaction and that are more difficult is not easily adopted.

The presence of elective courses is primarily because students can have a say in their own learning experiences. However, it is also clear that universities do not involve students in the process of determining elective courses. In some universities, elective courses are observed in various faculties' websites' exam and course schedules, and it is observed that elective courses are offered at certain levels and each student is required to choose one of two elective courses at each class level and type, as seen in the research. In this context, it is evident that the institution of elective courses has been equated to a kind of mandatory course status by removing it from its reasons for existence. Therefore, students' right to choose elective courses based on their development, interests, and needs is effectively taken

away, and their course selection strategies are directed towards choosing the easiest courses. Bursa and Ersoy (2020) also mention findings in their studies that social studies teacher candidates perceive elective courses as mandatory courses due to the limitation of their choice rights. This phenomenon may also affect the elective course choices of prospective teachers. In this context, Bursa and Ersoy (2020) recommend considering student preferences in determining elective courses. In many universities, elective courses are determined by faculty members or faculty administrations. Usually, a standard plan is prepared, courses are assigned to faculty members, and students are offered a choice based on their preferences. Although there are 52 elective courses in the Social Studies Teacher Training Program (SBÖP, 2018), in many faculties, most of these courses are not offered, and students are forced to choose from the standard and limited number of courses opened according to the qualifications and wishes of faculty members.

In conclusion, it can be said that the course selection strategies of the participants in this study are mostly based on the perception that elective courses are unnecessary, time-consuming, and motivated by choosing the easiest option. However, at the same time, the same participants interpret the addition of elective courses to the program as a well-intentioned effort. According to these participants, elective courses have been added to the program for good and important purposes. Nevertheless, despite these thoughts, the participants choose the easier option rather than focusing on personal or professional development in their elective course choices. This can be interpreted as a contradiction, but the behavior of the participants is based on understandable reasons. The main reason for this avoidance behavior of participants who choose not to benefit from elective courses that they believe have positive purposes is the KPSS. It can be said that participants set aside their personal development because they will confront the reality of KPSS. Therefore, it is considered reasonable that the behavior preferences of the participants are reasonable in the context of Social Cognitive Theory and the Theory of Planned Behavior. Prospective teachers are choosing behaviors that will be in their favor.

Recommendations

Based on the analysis of the study data and the results obtained, the following recommendations are considered to be beneficial:

- 1- Needs Analysis for Determining Elective Courses: Universities can conduct needs analysis studies in the process of determining elective courses. In this context, student needs can be identified, and elective courses that meet these needs can be added to the programs. By aligning elective courses with student needs, universities can offer a more relevant and beneficial curriculum.
- 2- Research on Factors Considered by Faculty Members: Qualitative and quantitative studies can be conducted to uncover the factors that faculty members take into consideration when offering elective courses. This research can help compare the considerations of faculty members with the strategies adopted by students when choosing their courses. As a result, it can raise awareness among faculty members about the importance of considering students' selection strategies when offering elective courses.
- 3- Evaluation of Implementation of Program Guidelines: The deanships of education faculties can conduct research and evaluations to assess the implementation of the guidelines specified in teacher education undergraduate programs. This can help ensure that the rules and

regulations established by the programs are effectively put into practice and that any deviations from the intended goals are prevented.

By implementing these recommendations, universities and education faculties can create more student-centered and effective elective course offerings, ultimately benefiting both students and the education system.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 100%

Conflict Statement

There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research.



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Sosyal Bilgiler Eğitiminde Seçmeli Ders Seçme Stratejileri

Giriş

Eğitim, standart anlayışın dışında, mümkün olduğunca öğrenciye kendi öğrenmesi hakkında seçim hakkı tanıyan bir alan haline gelmiştir. Çağdaş eğitim sistemlerinde öğrenci özgürlüğüne fazlasıyla önem verilmektedir. Lewis, Anderson ve Carroll (2020), günümüzde eğitimin didaktik boyutuyla olduğu kadar öğrencilere kazandırmak istediği otonomi ve kendi eğitim - öğretim yolunu çizme özgürlüğüyle de anıldığını belirtmektedir. Kişiselleştirilmiş öğrenme stratejileri ve müdahaleleri ile bunların akademik başarı üzerindeki etkisinin değerlendirildiği Hanover Research raporunda ise (Hanover Research, 2014) öğrenciye program ve dolayısıyla kendi eğitim yolu hakkında seçim hakkı tanıyan, öğrencilerin seçim yapmasını kolaylaştıran yaklaşımların, öğrencilerin katılımlarını, motivasyonlarını ve başarılarını arttırdığı belirtilmektedir.

Avrupa devletleri, yükseköğretimde standartlar oluşturmak amacıyla 1999 yılında Bologna Sürecini başlatmıştır. Türkiye Cumhuriyeti de Bologna Sürecine katılan ülkelerden biri olmuştur. Bologna Sürecinin temel amacı, yükseköğretimde akademik standartlar belirlemektir. Bu bağlamda Türkiye, yükseköğretim alanında bazı yeni uygulamaları yürürlüğe koymuştur. Bu uygulamalardan biri de seçmeli derslerin tüm derslere oranının en az %25 olarak belirlenmesidir. Bu oran, Bologna Süreci'nin seçmeli derslere verdiği önemi göstermektedir. Türkiye'de yükseköğretimde uygulanan lisans programları iki ders türünün birleşiminden oluşur: zorunlu dersler ve seçmeli dersler. Zorunlu dersler, eğitim verilen programların ilişkili olduğu alanlara yöneliktir. Her öğrenci bu dersleri almak zorundadır. Seçmeli dersler ise öğrencilerin gönüllü olarak seçtikleri derslerdir. Seçmeli derslerin öğretim programlarına alınmasının temel nedeni disiplinler arası yaklaşımı desteklemek ve problem çözebilen bireyler yetiştirmektir (AİÇÜ, 2021). Seçmeli derslerin öğrencilerin bilişsel, duyuşsal ve sosyal gelişimlerine katkı sağlaması muhtemeldir. Çağın getirdiği hızlı değişim sonucunda bireylerin kendi alanlarında yetkin ve yeterli olmaları yeterli olmamaktadır. Toplumlar artık hızlı değişime ayak

uydurabilen, çeşitli becerilere sahip çok yönlü bireylere ihtiyaç duymaktadır (Demir & Ok, 1996). Seçmeli dersler, öğrencilere kendilerini istedikleri yönde geliştirme olanağı sunabilir. Dolayısıyla öğrencilerin seçmeli ders tercihleri, kendi gelişimleri bakımından önem arz eder.

Öğrenciler, akademik ya da günlük hayatla ilgili birçok karar alırlar. Bu kararlar aile, arkadaş, öğretmen, okul, önbilgiler ve deneyimler gibi birçok faktörden etkilenir (Jain & Jain, 2018). Seçmeli ders seçimi de öğrencilerin karar vermek zorunda oldukları konulardan birisidir. Seçmeli ders seçmek çoğunlukla öğrenciler için zor ve karmaşık bir süreçtir (Baruch, 2009). Öğrenci ve seçmeli ders sayılarının artması uygun olan seçmeli dersi seçme sürecini daha zor bir hale getirmektedir (Parker vd., 2006). Ayrıca alternatifler arasından uygun dersi seçme, birden fazla unsurun göz önünde bulundurulmasını gerektiren bir karar verme sürecini ifade eder (Ersöz, Kabak ve Yılmaz, 2011). Uygun seçmeli dersin seçilmesi önemlidir çünkü ilerleyen süreçte birçok alanda bu seçimin maddi ve manevi sonuçları ortaya çıkar (Holtom & Inderriede, 2007). Ancak bu durumun Türkiye'deki tüm öğretmenleri kapsadığını söylemek mümkün değildir. Çünkü Türkiye'de öğretmen adaylarının neredeyse tamamı, merkezi bir sınav sonucunda devlet okullarına atanmayı amaçlar (Özcan, Yöntem & Yücel, 2021). Görev yapan öğretmenlerin büyük bir bölümü devlet okullarında istihdam edilir. Devlet okullarında görev yapan öğretmenler ise birbirleriyle aynı gelire ve haklara sahiptir. Öğretmenin niteliği ya da eğitim sürecinde almış olduğu seçmeli dersler bir fark yaratmaz. Bu gerçek, seçmeli dersleri eğitim fakültelerinde daha önemli bir konuma taşımaktadır. Çünkü devlette görev yapan öğretmenler, lisans eğitimlerinde aldıkları seçmeli derslerin maddi bir faydasını görmezler. Meslek hayatına kabullerinde de bazı seçmeli ders gruplarının kapsamındaki konuların hiçbir etkisi bulunmamaktadır. Bu durum ise öğretmenlerin seçmeli ders tercihlerinde kolay olanı tercih etme olasılıklarını açığa çıkarabilir. Böylece seçmeli derslerden beklenen fayda elde edilemeyebilir.

Sosyal bilgiler öğretmenleri, ülkenin insan kaynağını, etkin ve etkili vatandaşlık becerilerine sahip, nitelikli vatandaşlara çevirmekle yükümlü kişilerdir. Dolayısıyla sosyal bilgiler öğretmenlerinin, sosyal becerileri ve iletişim becerileri gelişmiş, problem çözen çok yönlü kişiler olması gerekmektedir. Seçmeli dersler de bu amaca yönelik önemli araçlardır. Ancak yukarıda da bahsedildiği üzere seçmeli ders tercihleri birçok faktörden etkilenmektedir. Bununla birlikte söz konusu faktörlerin sosyal bilgiler öğretmen adaylarının seçmeli derslere yönelik tutumlarını nasıl etkilediğine dönük bir çalışmaya literatürde rastlanılmamıştır. Bu bağlamda sosyal bilgiler öğretmenlerinin seçmeli ders tercih süreçlerinde izledikleri strateji ve örüntüleri açığa çıkarmak anlamlı bulunmuştur. Ayrıca sosyal bilgiler öğretmen adaylarının seçmeli ders konusundaki davranış örüntülerini bireylerin davranışlarını açıklamakta sıklıkla kullanılan Sosyal Bilişsel Teori, Gerekçelendirilmiş Eylem Teorisi ve Planlı Davranış Teorisi kapsamında değerlendirmek, seçmeli derslerden beklenen faydanın sağlanması amacıyla yapılabileceklere yönelik önemli bilgiler sunabilir.

Yöntem

Sosyal Bilgiler Öğretmenliği lisans programında öğrenim gören ve her düzeyde seçmeli ders tercih etmiş öğretmen adaylarının seçmeli ders tercih sürecindeki yaklaşımlarını incelemeyi amaçlayan bu araştırma nitel yöntemlerden fenomenolojiye uygun yürütülmüştür. Çalışma kapsamında katılımcıların "seçmeli ders" fenomenine yükledikleri anlamlar araştırıldığından fenomenoloji deseni tercih edilmiştir. Fenomenolojik çalışmalarda bireylerin söz konusu fenomenle ilgili yaşanmış deneyimlerinin ortak anlamı araştırılır (Creswell, 2013). Bu çalışmada incelenen fenomen "seçmeli ders

tercihi” olmuştur. Bu bağlamda katılımcıların gerek seçmeli derslere yükledikleri anlamlar, gerekse seçmeli ders tercih sürecine yönelik deneyimleri ile takip ettikleri yol incelenmiştir.

Araştırma katılımcıları bir devlet üniversitesinde sosyal bilgiler öğretmenliği programında kayıtlı öğretmen adaylarından seçilmiştir. Katılımcıların seçiminde amaçlı örnekleme yöntemlerinden ölçüt örnekleme kullanılmıştır. Örnekleme seçiminde seçime esas ölçütler; sosyal bilgiler öğretmen adayı olmak, başarısız dersi olmamak, 3.00 ve üzerinde genel not ortalamasına sahip olmak ve en az on adet seçmeli ders seçmiş olmak olarak belirlenmiştir. Başarıya ilişkin ölçütlerin aranma sebebi eğitim ve öğretim süreçlerini ciddiye almayan öğrencileri elemektir. En az on adet seçmeli ders seçme ölçütü ile de araştırmaya konu olgu hakkında deneyimli öğrencileri örnekleme dahil etme amacı güdülmüştür.

Çalışmada veriler araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Araştırmacı, Türk ve dünya literatüründe öğrencilerin seçmeli ders tercihlerini konu edinen araştırmaları inceleyerek taslak sorular hazırlamıştır. Hazırlanan form, sosyal bilgiler eğitimi ve eğitim programları ve öğretim alanlarında uzman ikişer kişinin görüşlerine sunulmuştur. Uzman dönütlerine uygun olarak düzenlenen form son olarak iki Türkçe uzmanın görüşleri neticesinde son halini almıştır. Formun son halinde dört ana soru yer almaktadır.

Katılımcılarla, yarı yapılandırılmış görüşme formu kullanılarak yüzyüze görüşmeler yapılmıştır. Görüşmelerin tamamında hazırlanan yarı yapılandırılmış görüşme formunda yer alan sorular katılımcılara yöneltilmiştir. Katılımcılarla yapılan görüşmelerde yüzeysel kalan ve derinleştirmeye ihtiyaç duyulan anlarda, katılımcı cevaplarına bağlı sonda sorular kullanılmıştır. Katılımcılarla birebir yapılan görüşmeler 15-25 dakika, odak grup görüşmeleri ise yaklaşık 50’şer dakika sürmüştür. Görüşmelere başlamadan önce katılımcıların çalışmaya gönüllü olarak katılmayı ve görüşmeler esnasında sesli kayıt alınmasını kabul edip etmedikleri sorulmuş, kararlarını ses kaydı başladıktan sonra da teyit etmeleri istenilmiştir. Gerek birebir gerekse odak grup görüşmelerinde katılımcıların teyidi doğrultusunda sesli kayıt alınmıştır.

Çalışma kapsamında toplanan veriler tek bir veri seti olarak kabul edilmiş ve aynı analiz süreçlerine tabi tutulmuştur. Gerek birebir görüşmelerde gerekse odak grup görüşmelerinde alınan ses kayıtları araştırmacı tarafından transkript edilmiş ve kelime işlemci programına girilmiştir. Dökümü hazırlanan görüşmeler katılımcılara sunularak gerçeğe uygunluğu teyit edilmiştir. Ham verilerin iki kere okunmasının ardından kodlama sürecine geçilmiştir. Kodlama işlemi içerik analizini uygun olarak yürütülmüştür. İçerik analizi; belirli kurallara dayalı olarak metnin kodlanması, kodlama sonucunda oluşan kategori ve temaların özetlendiği sistematik ve tekrarlanabilir bir yaklaşım olarak tanımlanabilir (Büyüköztürk vd, 2008).

Kodlama işleminde yansıtıcı bir yaklaşım benimsenmiş ve kodların araştırma amacıyla uyumu gözetilmiştir. Kodlama işleminde bağlama göre her kelime ya da cümle birer analiz birimi olarak kabul edilmiştir. İçerik analizi sürecinde kodlar herhangi bir kategori ya da tema altında değil, bağımsız birimler olarak kodlanmış ve bir kodlama yapısına ulaşmak amacıyla ilişkili kodlardan ortak kategoriler oluşturulmuştur. Kategorilere karar verilmesinde kodların diğer kodlarla nedenselliği ve ilişkililiği göz önünde bulundurulmuştur. Bu bağlamda kodlama sürecinde tümevarımsal bir yaklaşım benimsenmiştir. Anlatımı güçlendirmek amacıyla kategoriler altında kodlanan katılımcı ifadelerinden doğrudan alıntılara bulgular bölümünde yer verilmiştir.

Bulgular

Verilerin analizi sonucunda oluşan kategoriler; seçme stratejisi, seçmeli derslerin amacı ve ders tercih stratejilerinde KPSS'nin etkisi başlıkları altında temalaştırılmıştır. Ayrıca temalardan ve katılımcı ifadelerinden hareketle katılımcıların seçmeli ders tercihi sırasında takip ettikleri örüntüler de belirlenmiştir.

Seçme stratejisi teması altında oluşan kategoriler; gelişim kaygısı, performans/sonuç beklentisi, içerikli ilgili faktörler ve öğretim üyesiyle ilgili faktörlerden ibarettir. Bunlarla birlikte herhangi bir kategori altında yer almayan rastgele seçim, arkadaş seçimi ve ders saatlerinin uygunluğu kodları da tema altında yer almıştır.

Seçme stratejisi teması altındaki kategorilerden biri öğretim üyesiyle ilgili faktörlerdir. Katılımcılar, öğretim üyesinin puanlama noktasında gösterdiği kolaylığı, öğrencilerle ilişkisini, ödev verme durumunu, oluşturduğu sınıf iklimini ve derste kullandığı yöntem ve teknikleri seçmeli ders tercihinde dikkate aldıklarını ileri sürmüşlerdir. Katılımcıların, öğretim üyesinin dersi gerek işleniş gerekse not verme konusunda kolaylaştıran yaklaşımı ile öğrencilere karşı tutum ve yaklaşımının öğrenci seçmeli ders tercih stratejilerinde önemli bir yer tuttuğu kategori altında kodlanan katılımcı ifadelerinden anlaşılabilir.

Seçme stratejisi altında yer alan bir başka önemli kategori ise performans/sonuç beklentisidir. Bu kategori altındaki kodların bazıları da dersi kolayca geçebilmekle ilgilidir. Katılımcıların bazıları en az çabayı gerektiren, içerik bakımından nispeten hacimsiz dersleri tercih ettiklerini belirtmişlerdir. Bu kod "dersin kolay olması" kodunun başka bir türlü ifadesi olarak değerlendirilebilir. Ayrıca katılımcı ifadeleri incelendiğinde önceden dersi alanların deneyimleri ve dersi yüksek seviyede tercih ediliyor olması kodları da esasında dersi kolay geçilmesini işaret etmektedir. Katılımcılar, diğerlerinin tecrübe ve tercihlerinden yararlanarak daha rahat geçebilecekleri dersi tercih etmeye çalıştıklarını belirtmektedir. İçerikle ilgili faktörler kategorisi incelendiğinde alana ya da KPSS'ye yönelik derslerin önem arz ettiği görülmektedir. Katılımcılar bu tür dersleri seçerek, KPSS'ye hazırlanmak istediklerini beyan etmektedir. Ders sürecinde kullanılan alternatif ölçme yöntemleri ve ödev verilmemesi de katılımcıların ifadelerinde yer almıştır.

Katılımcıların kodlanan görüşleri incelendiğinde doğrudan çoğunlukla KPSS'yi ders tercihinde bir kriter olarak görmedikleri anlaşılabilir. Ancak bununla birlikte ders tercihlerinde perde arkasında temel belirleyicinin söz konusu merkezi sınav olduğu katılımcılarla yapılan görüşmelerden anlaşılabilir. Seçme stratejileri teması altında yer alan performans/sonuç beklentisi kategorisindeki kodların tamamının, içerikle ve öğretim üyesiyle ilgili faktörler kategorilerinin altındaki kodların ise bir kısmının temel gerekçesi merkezi sınavdır. Öğrencilerin az emekle ve sorunsuz geçebilecekleri tercih etme eğilimlerinin altında yatan temel neden kendilerine vakit oluşturma, vakit oluşturma isteklerinin altında yatan temel neden ise KPSS hazırlığının kapsamlı bir çalışma süreci gerektirmesidir. Bununla birlikte içerikle ve öğretim üyeleriyle ilgili ifadelerin de bir kısmı dersi kolay geçilebilmesi arzusunun yansıtmaktadır.

Tartışma ve Sonuç

Çalışma sonucunda katılımcıların büyük bir bölümünün seçmeli ders tercih ederken seçmeli derslerden beklenen faydayı boşa çıkaracak şekilde sadece kolay geçilecek dersleri aradığı anlaşılabilir. Katılımcılar dersi içeriği, öğretim üyesinin özellikleri ve öğretim pratikleri gibi kriterleri de dersi

kolay olması bakımından değerlendirmekte ve en az emekle en iyi sonucu alabileceği derslere yönelmektedir. Tunç, Yılmaz ve Abacı (2021), zahmetsiz ders geçme niyetinin üniversite öğrencilerinin ders seçim tutumlarını önemli bir ölçüde etkilediğini tespit etmiştir. Vural ve Kaplan mühendislik fakültesi öğrencileri ile gerçekleştirdikleri çalışmalarında (2020) seçmeli ders tercihinde etkili olan faktörlerin genel olarak dersin kolaylığı, arkadaş tavsiyesi ve kişisel gelişim olduğunu tespit etmiştir.

Tezcan ve Gümüş (2008) biyoloji öğrencileriyle yaptıkları çalışmalarında seçmeli ders tercihinde en önemli faktörün öğretim üyesi olduğunu belirlemişlerdir. Yazarlar, öğrencilerin not sistemini gözettiklerini ve dersi daha önce alan öğrencilerin görüşlerinin de ders seçiminde etkili olduğunu tespit etmiştir. Bununla birlikte öğretim üyesinin tercih ettiği yöntem ve öğrencinin olası katkı beklentisi de öğrenciler açısından önem arz etmektedir. Uçgun (2012) da benzer şekilde öğretim üyesinin not verme pratikleri ve arkadaş etkisi seçmeli ders tercihinde etkili olduğu sonucuna ulaşmıştır. Bilhassa yazara göre öğretim üyesinin tutumu seçmeli ders tercihinde üst seviyede yansımaktadır. Tüm bu bulgular çalışma sonuçlarıyla paraleldir. Öğrenciler öncelikle öğretim üyesinin not sistemini dikkate almaktadır. Çalışmamız sonuçlarıyla örtüşen bu bulgu, öğrencilerin öğretim üyesi değerlendirirken dahi öncelikli olarak dersin kolay geçilip geçilemeyeceğini değerlendirdiklerini göstermektedir. Benzer olarak Korukçu (2012), ilahiyat fakültesi öğrencilerinin seçmeli ders tercihlerini incelediği araştırmasında öğrencilerin ders seçiminde gözettikleri temel üç etkenin ders içeriği, mesleki beklenti ve öğretim elemanı tutumu olduğunu tespit etmiştir. Çalışma sonuçları, bu çalışmanın bulguları ile örtüşmektedir.

Sosyal bilişsel teori gibi kuramlar, bireylerin diğerlerinin davranışlarını gözlemlediklerini, gözlemlerinden hareketle çıkarımda bulduklarını ve eylemlerini şekillendirdiklerini savunur (Bayrakçı, 2007). Eğitim fakültelerinde öğrenim gören öğrencilerin temel amacı kamu okullarına atanmaktır. Kamu okullarında ise mesleğe başlamış bir öğretmen için niteliği önemli kılan maddi bir unsur bulunmamaktadır. Öğretmenlerin özlük hakları niteliklerinden bağımsızdır. Dolayısıyla öğretmen adayları açısından KPSS gibi aşamaları geçerek devlet okullarında istihdam edilmek, profesyonel gelişimlerinin önündedir. Bahse konu bu durum öğretmen adaylarının gelişimlerine dönük seçmeli ders tercih etmelerinin önünde bir engel olarak düşünülebilir. Çünkü öğretmen adaylarının, çaba gösterecekleri ve daha fazla vakit ayıracakları, kendilerini daha nitelikli kılacak seçmeli dersler yerine kolay geçilebilecek dersler seçmeleri gelecekteki açısından lehlerine olan bir yaklaşımdır. Gelişime katkı sağlayacak seçmeli ders tercihinin bireysel tatmin dışında öğretmen adaylarına bir getirisi yoktur. Öğretmen adaylarının ise bu durumu gözlemliyor olması kuvvetle muhtemeldir ve sosyal bilişsel teori ile açıklanabilecek bir davranıştır.

Bandura'ya (1999) göre olumlu sonuçlanacağı düşünülen eylemler daha fazla sergilenir. Süreç sonunda herhangi bir getirisi olacağına ikna olunmayan ya da zarar getireceği öngörülen eylemler ise sergilenmez. Bu bağlamda öğretmen adaylarının seçmeli ders seçim stratejilerinde gelişimlerini gözetmeleri ve vakit ayırmaları için bu eylemin bir getirisi olmasını beklemeleri olağan görünmektedir. Çalışmadaki katılımcılar seçmeli ders tercihlerinde yüksek oranda KPSS odaklı karar verdiklerini beyan etmektedir. Dolayısıyla öğretmen adayları herhangi bir getirisi öngörülemeyen ve vakit alan seçmeli dersleri tercih etmek yerine az emek ve çabayla geçebilecekleri dersleri tercih ediyor olabilirler. Çünkü az zahmet ve emek isteyen dersler merkezi sınava çalışmak için vakit kazandırabilir. Böylece öğretmen adayları bu tür seçmeli derslerin bir getirisi olduğu inancıyla stratejilerini uyarlıyor olabilirler. Bandura'ya (1999) göre insanlar eylemlerinin olası sonuçlarını öngörebilirler, hedeflerini belirlerken

bu konudaki çıkarımlarını göz önünde bulundururlar ve eylem planlarını tasarlarlar. Böylece geleceğe yönelik öngörüler, kısa ve uzun vadeli davranışların belirleyicisi olabilir. Bu bilgiler seçmeli dersler bakımından düşünüldüğünde, bir öğretmen adayının kişisel gelişime yüksek düzeyde katkı sağlama potansiyeli olan ancak fazlasıyla emek gerektirdiği halde mesleğe girişinde işlevsiz olan seçmeli dersleri tercih etmemesi anlaşılır hale gelmektedir. Çünkü öğretmenlik mesleğine atanabilmek için seçmeli derslerin büyük bir önemi yoktur, aksine kendine mümkün olduğunca zaman yaratarak merkezi sınavlara hazırlanmak fiili durum açısından daha makul bir yaklaşımdır. Bu nedenle öğretmen adaylarının kişisel ve mesleki gelişimleri yerine sahip olacakları boş vakit miktarını düşünerek seçmeli ders tercihinde bulunmaları sosyal bilişsel teori bakımından anlaşılır bir yaklaşım olarak değerlendirilebilir. Bandura (1999), ödüsüz kalan ya da getirisi olmayan eylemlerin bireyin davranış repertuarının dışında kalma olasılığının yüksek olduğunu belirtmektedir. Bu bakımdan da kişisel tatmin dışında bir getirisi olmayan daha zor seçmeli dersler seçme eyleminin kolay benimsenmeyeceği açıktır.

Sonuç olarak bu çalışmada katılımcılarının ders tercih stratejilerinin çoğunlukla seçmeli derslerin gereksiz olduğu, vakit aldığı motivasyonundan hareketle en kolay olana yönelme şeklinde gerçekleştiği söylenebilir. Ancak bununla birlikte aynı katılımcıların büyük bir bölümü seçmeli derslerin programa eklenmesini iyi niyetli bir çaba olarak yorumlamaktadır. Söz konusu katılımcılara göre seçmeli dersler iyi ve önemli amaçlarla programa eklenmiştir. Ancak bu düşüncelerine rağmen katılımcılar seçmeli derslerde kişisel ya da profesyonel gelişimi gözetmek yerine, kolay olanı tercih etmektedir. Bu bir çelişki olarak yorumlanabilir ancak katılımcıların davranışları anlaşılabilir bir gerekçeye dayanmaktadır. Katılımcıların olumlu amaçları olduğunu düşündükleri seçmeli derslerden faydalanmak yerine kaçınma davranışı göstermelerinin temel sebebi KPSS'dir. Katılımcılar KPSS gerçeği ile yüzleşeceklerinden kişisel gelişimlerini bir kenara bıraktıkları söylenebilir. Dolayısıyla katılımcıların davranış tercihlerinin Sosyal Bilişsel Teori ve Planlı Davranış Teorisi bağlamında makul olduğu düşünülmektedir. Öğretmen adayları kendi lehlerine olacak davranışları tercih etmektedir.

Öneriler

Çalışma verilerinin analizi ve elde edilen sonuçlar ışığında aşağıdaki önerilerin faydalı olabileceği düşünülmüştür:

Üniversitelerde seçmeli derslerin belirlenmesi süreçlerinde ihtiyaç analizi çalışmaları yapılabilir. Bu bağlamda öğrenci ihtiyaçları belirlenerek ihtiyaçlara karşılık gelecek seçmeli dersler programlara eklenebilir.

Öğretim üyelerinin seçmeli ders açarken dikkate aldığı hususları ortaya koyacak nitel ve nicel çalışmalar yürütülebilir. Bu sayede öğretim üyelerinin seçmeli ders açarken dikkate aldıkları hususlar ile öğrencilerin ders seçerken uyguladıkları stratejiler karşılaştırılabilir. Sonuç olarak öğretim üyelerinin seçmeli ders açarken öğrencilerin seçim stratejilerini de dikkate almaları gerektiği yönünde farkındalık sahibi olmaları sağlanabilir.


Eğitim fakültelerinin dekanlıkları öğretmen yetiştirme lisans programlarında belirtilen hususların uygulanma durumlarını ortaya koyacak araştırma ve incelemeler gerçekleştirebilir. Böylece programların bir amaca dönük olarak uygulamaya koydukları kuralların fiilen ortadan kaldırılmasının önüne geçilebilir.




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Investigation of the Relationship Between Pre-Service Teachers' Moral Disengagement Levels and Academic Motivation

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Abstract

Moral disengagement, which means that an individual does not feel remorse of conscience when he/she behaves outside of moral standards, has attracted research interest in recent years. The present study aims to reveal the direction and strength of the relationship between pre-service teachers' moral disengagement levels and their academic motivation. In addition, the research also reveals whether moral disengagement scores differ significantly in terms of various variables. The research, which was designed with relational survey method, was carried out on a total of 417 pre-service teachers studying in different departments of the Faculty of Education. "Moral Disengagement Scale" and "Academic Motivation Scale" were used to collect the data. Spearman rhu correlation test, Mann Withney U and Kruskall Wallis analyses were used in the analysis of the data. In addition, Dunnett T3 test was used to analyse which group was in favour of the significant difference between the groups. As a result of the study, no significant relationship was found between academic motivation and moral disengagement total scores. When the results of the research are evaluated in general, it can be concluded that moral disengagement is negatively related to positive behaviours and positively related to negative behaviours. In other words, as positive behaviours increase, moral disengagement decreases, and as negative behaviours increase, moral disengagement increases. For this reason, intervention programmes for positive behaviour should be developed.

Keywords: Moral disengagement, academic motivation, pre-service teachers

Introduction

Morality and motivation have been extensively studied in various social science fields due to their impact on individual behaviour. Conforming to moral rules accepted by society shapes an individual's behaviour, while motivation is a crucial factor in influencing repetition of behaviours approved by society amongst individuals.

Morality is explained with an emphasis on human behaviour and includes efforts to characterise human behaviour and to reveal the background of these behaviours (Ekşi & Katılmış, 2016, p. 2). Morality is a measure used to indicate certain people, characteristics, thoughts, judgements or actions that can be called right-wrong, good-bad, and the evaluation of behaviours accordingly. In this sense, the word morality is the opposite of the term immoral or unethical. In the popular and concrete sense, morality is defined as the personal or social basic measures that show the rightness or wrongness of the behaviour of the members of society and that are formed by history, and the rules of behaviour that are not under the protection of laws and politics (Öncül, 2000, p. 14). The meanings attributed to 'good' and 'bad', which express the evaluation of morality and are the basic concepts of morality, may differ according to the morality to which these concepts belong (Bakır & Türkez, 2018, p. 6). Individuals' own moral standards may not be the same as those of their relatives, neighbours or citizens in all aspects. These differences may increase even more when compared with other communities or nations (Ekşi & Katılmış, 2016, p. 3). It is generally accepted in psychology that human beings' first learning about which action or thought is good or bad starts from the moments when they interact with their social environment. In other words, in the early stages of human development, actions are shaped according to external constraints or directives, while moral standards are formed during the socialisation process and these standards act as a guide and guide behaviours (Yavuz-Birben & Bacanlı, 2017, p. 2). However, a person may also experience moments when he/she will exhibit behaviour outside of his/her moral standards.

When considering the various psychological tools utilized to neutralise ethical controls, it becomes clear that communities cannot solely rely on individuals to provide protection against human cruelty, regardless of how accurate their ethical standards may be (Bandura, 2002, p. 116). External monitoring for compliance with ethical rules further complicates the achievement of desired outcomes. It is necessary for individuals to adopt ethical rules. It cannot be expected that individuals will behave in accordance with moral norms that they do not genuinely accept (Kıncal, 2015, p. 31). According to Bandura, a pioneer of social cognitive theory, self-regulation is the thing that enables a person to behave in accordance with their moral standards. In the process of self-regulation, individuals observe their own behaviour and situations, make judgments according to their moral standards and perceived conditions, and regulate their actions based on the conclusions they have drawn. Engaging in incorrect behaviour can result in self-condemnation, causing self-regulated individuals to avoid violating their own moral standards. The concept of conscience, which Freud conceptualised as the superego, may correspond to Bandura's notion of self-condemnation. Cognitive mechanisms established to prevent the experience of guilt or sadness when behaving outside of internalised moral standards can help to alleviate feelings of remorse. Various researchers have translated the concepts of "moral disengagement, moral disengagement, moral distancing, moral retreat" into Turkish (Gencer, 2020; Köfünçeli, 2022; Okutan, 2016; Özalp & Yirci, 2019; Yavuz-Birben & Bacanlı, 2017; Yıldırım & Demirel, 2020). When using these mentioned cognitive mechanisms, individuals either externalize or internalize blame. The mechanisms of externalization used by individuals are as follows: Distortion of results (belief that the results will have little impact on others); diffusion of responsibility (belief that everyone does something small); advantageous comparison (belief that what was done is small compared to other violations); displacement of responsibility (belief that someone else did not fulfill their responsibility). Moral justification (belief that information was insufficient or that other things were more important), euphemistic labeling (belief in temporary actions). Attribution errors and blaming (the belief that the other party lacks humane characteristics or deserves to be blamed) are mechanisms that individuals use to burden themselves and others (Moore, 2015). Bandura (1999; 2002; 2011) has conceptualized mechanisms as follows: Harmful conduct in moral reasoning is made acceptable both personally and socially by presenting it as serving a significant or ethical purpose. Epistemic labelling is the use of language to transform harmful behaviour into an acceptable expression. For example, the occurrence of a reactor accident in nuclear power plants during energetic fragmentation could be explained as a normal deviation.

Advantageous comparison is the use of contrasts to make harmful behaviour acceptable. For example, the American explanation that the destruction in Vietnam was done in order to free them from communist slavery. In another mechanism, displacement of responsibility, individuals attribute their actions to the orders of the authorities. Since they are not the real perpetrators of the actions, they escape the self-condemning reaction. For example, as in Milgram's obedience experiment. Bandura interpreted the distribution of responsibility in the sense that people's behaviour may be more ruthless in a crowd. This statement can be visually exemplified by Jean-Leon Gerome's *Pollice Verso*. Another is the distortion or disregard of consequences. People restrain self-condemnation when they do not see the suffering they cause. In Milgram's obedience experiment, it is known that the people in the subject group increased the electric power more easily because they did not see the people being electrocuted. Although it does not have an exact Turkish equivalent, dehumanisation means that referring to the people to be harmed not as human beings but with derogatory expressions prevents self-condemnation.

The last mechanism is the nature of blame. Bandura explained this mechanism as people see themselves as perfect victims who are forcibly provoked into harmful behaviours. Thanks to these mechanisms, the person does not feel any guilt when he/she behaves outside his/her moral standards and thinks that he/she protects his/her moral standards.

According to Bandura (1999), moral action is not only based on moral behaviour. Moral knowledge and judgement are also necessary. In this context, it can be said that Bandura looks at moral development like other cognitive approaches. In other words, moral development proceeds in the same direction with mental development. It can be said that one of the objective indicators of mental development is academic achievement measurements. However, according to social cognitive theorists, the realisation of academic success also depends on self-regulation skills. The self-regulation skill that people employ in academic achievement and self-regulation that enables them to behave in accordance with moral standards are the same skill area. In this context, in the present study, it is hypothesised that there may be a connection between the internal or external cognitive mechanisms that people employ when they do not comply with their moral standards and the external or internal motivation sources that encourage their academic success.

The concept of motivation means "to direct", "to mobilise", "to encourage", "to motivate" and "to have a desire to do something". Motivation is the most important driving force that transforms the individual's wishes and desires, interests, curiosity and needs into action and leads to persistent results in action (Dellal & Günak, 2009, pp. 22-23). Motive is a power that has three basic characteristics: mobilising, sustaining the movement and directing in a positive direction (Vatansever-Bayraktar, 2015, p. 1083). In fact, it can be said that academic motivation has an effect on academic life ranging from students' choices about their duties at school to the success they will achieve, and it is an important force that directs students towards academic goals (Demir-Güdül, 2015, p. 16). It is necessary to motivate the individual to participate in the learning process by taking an active role. Academic motivation is the basis of the difference in learning desire observed among students. Academic motivation is a driving force that initiates, maintains and completes academic tasks (Yurt, 2022, p. 96). Motivation is one of the most important phenomena that directs the individual towards a specific goal (Demir-Güdül, 2015, p. 16), directs the relationships of individuals and focuses directly on the source of behaviour. It tries to reveal how and in what way behaviours can be directed or how the intensity of a directed behaviour can be increased (Selen, 2016, p. 38). Individuals understand the social rules with the relationships they establish around them over time, accordingly, the behaviours of the individual with intrinsic motivation decrease and they have to exhibit behaviours in accordance with these rules (Aslan & Doğan, 2020, p. 292).

In the literature especially in recent years, studies on moral disengagement (Boardley and Kavussanu; Çelik, 2022; Detert et al. 2008; Erbaş and Şahin-Perçin, 2016; Eroğlu et al. 2020; Fitzpatrick and Bussey, 2018; Gencer, 2020; Hacikeleşoğlu, 2021; Kağan and Yazıcıoğlu, 2021; Karataş et al. 2019; Keskin, 2021; Köfünelyi, 2022; Köklü, 2019; Newman et al. 2017; Nur, 2019; Özkan, 2019; Parlacı, 2020; Sayraç-Kavadar, 2021; Turan, 2021; Visconti et al. 2015; Yazıcıoğlu, 2020; Yavuz-Birben, 2019), the issue of academic motivation (Alkan and Arslan, 2019; Arslantaş, 2021; Bilgili and Keklik, 2022; Canbay, 2016; Gürlek, 2021; Kıran, 2019; Kiremitci et al. 2020; Koca and Dadandı, 2019; Özdemir, 2019; Özgenel and Deniz, 2020; Selen, 2022; Taskesen, 2019; Taşkın, 2016; Tezel, 2021; Titrek et al. 2018; Yeşiltaş, 2020) and the studies examining the relationship between the two concepts are not at sufficient

level. In the current study, studies similar to the subject area content of the research problem were examined in depth.

In the literature, it was found that academic motivation studies were generally carried out on university students. In the study of Titrek et al. (2018) on pre-service teachers, it was revealed that academic self-efficacy increased as both internal and external motivation increased. In the same study, students' academic motivation was found to be at a medium level. This result was also supported in different studies (Gürlek, 2021; Taşkın, 2016). In contrast to the aforementioned studies, in studies conducted on different teaching programmes, it was determined that the intrinsic and extrinsic motivation of pre-service teachers was at a high level and the level of amotivation was low (Arslantaş, 2021; Kiremitci et al. 2020; Özdemir, 2019; Taskesen, 2019). Similarly, Kiran (2019) found a positive relationship between university students' career research self-efficacy and internal and external motivation, and a negative relationship between amotivation.

Alkan and Arslan (2019) found a low-level positive relationship between academic self-efficacy and academic motivation of prospective teachers. According to the study conducted by Bilgili and Keklik (2022), academic motivation has a mediating variable role in the relationship between academic self-efficacy and self-regulation. Similarly, Özgenel and Deniz (2020) found a high-level positive relationship between academic self-efficacy and academic motivation scores of prospective teachers. In addition, a moderate positive relationship was found between students' professional attitudes and academic motivation. In terms of professional attitude, pre-service teachers mostly stated that they preferred this profession because 'it was a childhood dream' and 'they liked the teaching profession'. Canbay (2016) examined the relationship between university students' academic motivation and emotional intelligence and concluded that there was a positive moderate relationship. Selen (2022) found a positive significant relationship between academic motivation levels of university students and need satisfaction and life satisfaction. Academic motivation studies, which are considered to be the closest to the study, were carried out by Taşkın (2016) and Yeşiltaş (2020). According to the results of the study conducted by Taşkın (2016), a positive significant relationship was found between value orientations and academic motivation. According to the study, the 'achievement' sub-dimension value orientation increases academic motivation the most, while the 'power' sub-dimension has the least effect. In addition, while the academic motivation of pre-service teachers did not differ according to gender and the type of high school graduated from, it was revealed that it differed according to the grade level (in favour of the 4th grade), department (in favour of the class and social studies departments), and the reason for choosing a university (in favour of quality of life). Yeşiltaş (2020) examined the relationship between 'general procrastination behaviour', which means delaying tasks unnecessarily, and 'academic procrastination behaviour', which means delaying academic responsibilities, and academic motivation. According to the results of the study, a significant positive relationship was found between general procrastination and academic procrastination behaviour and amotivation sub-dimension, and a significant negative relationship was found between intrinsic and extrinsic motivation sub-dimensions.

It has been found that most of the studies on moral disengagement have been conducted in the discipline of psychology. In terms of the target group, studies on adolescents take the lead. Although it is a different sample group, the results of the aforementioned research are also included, both because of the proximity of age and because the results are relevant to the results of the current research.

Karataş et al. (2019) examined the relationship between peer bullying and friend attachment styles as predictors of moral disengagement in adolescents and found the highest correlation relationship between moral disengagement and bullying. According to the study, as peer bullying increases, the level of moral disengagement also increases. Parlacı (2020), who examined the relationship between moral distancing and aggression in adolescents, found a significant positive moderate relationship between both variables. In the same study, a significant relationship was found between daily internet use and moral distancing levels. It was stated that those who use the internet for 4 hours or more per day have higher moral distancing scores than those who use the internet for 1-2 hours or less. Visconti et al. (2015), who conducted a similar study on secondary school students, found a positive relationship between aggressive behaviours and moral disengagement and a negative relationship between social goals and moral disengagement. In another study conducted on an adolescent group (Fitzpatrick and Bussey, 2018), a significant relationship was found between moral disengagement and social bullying. Hacikeleşoğlu (2021) examined the relationship between adolescents' religiosity and social media addiction and moral disengagement. As a result of the research, a positive relationship was found between moral disengagement and social media addiction, and a negative significant relationship was found between religiosity. Accordingly, as religiosity increases, moral disengagement decreases, while moral disengagement increases as social media addiction increases. Nur (2019), who conducted a similar study, found that moral disengagement tends to decrease as belief in the hereafter increases.

There are also studies on the sample group of the current research. Özkan (2019) examined the relationship between narcissism levels, moral disengagement and aggression levels of university students and found a low level but positive significant relationship between narcissism and moral disengagement. Likewise, a moderate positive significant relationship was found between aggression and moral disengagement levels. Considering both results, it can be said that as narcissism and aggression increase, moral disengagement also tends to increase. Detert et al. (2008) revealed the relationship between six individual difference sub-dimensions and moral disengagement in a study conducted on university students. According to the results, they found a negative relationship between moral identity sub-dimensions consisting of empathy and values and moral disengagement, while they found a positive relationship between cynicism and fatalism sub-dimensions and moral disengagement. It was observed that there was no significant relationship in terms of power locus and intrinsic power locus sub-dimensions. Yazıcıoğlu (2020) found a positive relationship between university students' risky behaviours (such as antisocial behaviour, alcohol use, smoking, suicidal tendency, substance use, school dropout) and moral distancing. Among the social support sub-dimensions, it was found that there was a negative relationship between the family sub-dimension and moral distancing. Accordingly, moral distancing tends to decrease as the social support of the family is perceived. According to another study examining the relationship between the attitude of the family and moral distancing (Keskin, 2021), there was a negative relationship between moral distancing and democratic father attitude and a positive relationship with authoritarian father attitude. No significant relationship was found between mother's attitude and moral distancing. Kağan and Yazıcıoğlu (2021), in their study on university students, found that students' moral disengagement attitudes were at a low level and there was no significant difference in terms of academic achievement. The finding that the moral disengagement scores of males are significantly higher than females in the same study is also seen in the results of many studies, even if

they were conducted in different age groups (Çelik, 2022; Eroğlu et al. 2020; Gencer, 2020; Keskin, 2021; Köklü, 2019; Nur, 2019; Özalp & Yirci, 2019; Parlacı, 2020; Turan, 2021).

Köfünelyi (2022), who examined academic dishonesty, academic motivation, and moral disengagement on undergraduate students in his study, stated that students with high moral disengagement scores also had high awareness of academic dishonesty. In other words, students are more likely to feel that they have ethical standards as if they have not cheated. The most significant relationship between academic motivation and unawareness of academic dishonesty was found between unmotivated students. Even if the relationship between students with intrinsic motivation or extrinsic motivation and academic dishonesty is low, the study found a negative relationship with intrinsic motivation and a positive relationship with extrinsic motivation. Although it has the closest content to the current study in terms of the subject it deals with, no result was found in the study regarding the relationship between motivation and moral disengagement. However, whether there is a relationship between academic motivation and moral disengagement, and if there is, in which direction and strength, can raise awareness in predicting unethical behaviours of university students. Based on this idea, the aim of the present study is to reveal the direction and strength of the relationship between pre-service teachers' moral disengagement levels and their academic motivation. In addition, it was tried to determine whether there is a significant difference in moral disengagement scores in terms of different variables (gender, grade level, department studied, reasons for choosing the department, time spent on social media).

Method

Model

The main problem of the research is to reveal the direction and strength of the relationship between teacher candidates' moral disengagement levels and academic motivation. In the research, the relational scanning method, one of the quantitative research models, was preferred in accordance with the nature of the problem. In accordance with the method, correlation technique was used in the research. Correlation coefficient is a number that explains the level or amount and direction of the relationship between variables (Büyüköztürk, 2016, p. 31). In the current study, two measurement tools were presented to the sample group and the direction and strength of the relationship between these two continuous variables was tried to be revealed. The study also measured whether independent variables such as gender, grade level, department studied, reasons for choosing the department studied, and time spent on social media, which are thought to have an impact on moral disengagement scores, created a significant difference.

Population and Sample

The population of the research is 1743 students studying at the Faculty of Education of a state university in the 2021-2022 academic year. The sample of the research was determined by the easily accessible sampling method. The reason for choosing the sampling method in question is that, as a result of the epidemic, some courses in the faculty where data collection is planned to be collected during the specified period continue face to face and some courses continue remotely. The sample group consists of teacher candidates who actively participate in face-to-face classes and were reached during the data collection period. Within the scope of the study, 454 students filled out the form. However, in terms of accurate representation of the research data, 37 data sets were excluded from the scope of the research.

Thus, the sample group consisted of 417 teacher candidates who were thought to represent the universe. Demographic information about the sample is seen in table 1.

Table 1. *Gender, department and grade level information regarding the sample*

Variables	N	%
Female	328	78,7
Male	89	21,3
Social studies teacher	112	26,9
Turkish teacher	73	17,5
Primary school teacher	69	16,5
Pre-school teacher	66	15,8
Guidance and psychological counselor	59	14,2
Primary Mathematics teacher	38	9,1
1. Grade	124	29,7
2. Grade	112	26,9
3. Grade	80	19,2
4. Grade	101	24,2
Total	417	%100

Data Collection Tools

Two scales were used in the research. Detailed information about the scales is presented below.

Moral Disengagement Scale

The scale developed by Bandura, Barbaranelli, Caprara and Pastorelli, (1996) under the name Mechanisms of Moral Disengagement was adapted into Turkish by different researchers (Gezici-Yalçın et al., 2016; Yavuz-Birben & Bacanlı, 2017). In the current study, the scale adapted to Turkish by Yavuz-Birben and Bacanlı (2017) was preferred. The scale consists of 8 dimensions that reflect the cognitive mechanisms that emerge based on the theory developed by Bandura. External mechanisms: distortion of results, diffusion of responsibility, advantageous comparison, and shifting of responsibility. The mechanisms that are both external and self-oriented are moral justification, euphemistic labeling, dehumanization, and attribution of blame. These mechanisms ensure that the person does not feel sad about an immoral behavior and does not relate to the moral standards he has internalized (Moore, 2015). The three-way Likert type scale was scored as 1- Disagree, 2- Partially Agree, 3- Agree. The highest score that can be obtained from the Moral Disengagement Scale is 160 and the lowest score is 32. A higher score from the scale indicates greater moral disengagement. It was observed that the scale confirmed the eight-factor structure in Turkish adaptation studies, the test-retest reliability was .77, and the Cronbach Alpha internal consistency coefficient was between .82 and .86 (Yavuz-Birben & Bacanlı, 2017, pp. 13-17). In the current study, the reliability coefficient Cronbach's Alpha value was found to be .79.

Academic Motivation Scale

The scale, developed by Vallerand, Pelletier, Blais, Brière, Senécal and Vallières in 1992 under the name Academic Motivation Scale, was adapted into Turkish by Can (2015). The scale, which consists of 28 items, consists of 7 dimensions reflecting internal motivation, external motivation and amotivation. Dimensions related to intrinsic motivation to know, intrinsic motivation to achieve, and intrinsic motivation to arouse; external regulation, introjected regulation and identification dimensions related to extrinsic motivation; These are the dimensions of amotivation (Bilgili & Keklik, 2022). The five-point Likert-type scale was scored as 1-Not at All Appropriate, 2-Somewhat Appropriate, 3-

Moderately Appropriate, 4-Very Appropriate, 5-Completely Appropriate. In the evaluation made after reverse coding, the highest score that can be obtained from the scale is 140 and the lowest score is 28. A high score from the scale compared to the total score indicates that academic motivation is high. The scale has a seven-dimensional structure: three sub-dimensions reflecting internal motivation, three sub-dimensions reflecting external motivation and one sub-dimension reflecting amotivation. It was found that the preferred Hancock H coefficient for reliability was .79 (Can, 2015). In the current study, Cronbach's Alpha value was found to be .94.

Data Analysis

In the analysis of data, parametric tests are preferred when the data show a normal distribution, and nonparametric tests are preferred when the data do not show a normal distribution. In order to determine the correct analysis method for analyzing the data, a normality test was first performed. As a result of the Kolmogorov-Smirnov test conducted to determine whether the sample mean in the study differs significantly from the population, it was determined that the data was not normally distributed ($n=417$, $p<.05$). Based on the results obtained, Spearman rho Correlation test, one of the non-parametric tests, was preferred in the research in order to find an answer to the problem of the research along with the descriptive analysis of the data (percentage, frequency, average). In addition, Mann Withney U and Kruskall Wallis tests, which are non-parametric tests, were conducted to determine whether the moral disengagement score differed significantly according to various variables. In addition, Dunnett T3 test, one of the post hoc tests, was preferred to find out which group the significant difference between the groups was in favor of. The significance value was accepted as $p<.05$. While calculating the total score of the scales, the items related to the "amotivation" dimension, one of the sub-dimensions of the Academic Motivation Scale, were reverse coded to obtain the total score.

Ethical Permits of Research

In this study, all rules specified within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions mentioned under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been carried out.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation: Kahramanmaraş Sütçü İmam University Social and Humanities Ethics Committee

Ethical review decision date: 19.04.2022

Ethical evaluation document publication number: E.118723 Decision No. 1

Findings

Findings Regarding Participants' Personal Information

Participants' gender, department and grade level information are given under the "method" heading of the current study. In this section, information about the participants such as the reason for choosing the department they study in, how much they spend on social media tools per day, the social media tools they actively follow, and their purposes for following social media tools are included.

Reason for Choosing the Department

Findings regarding the reasons why teacher candidates choose the department they study in are presented in Figure 1.

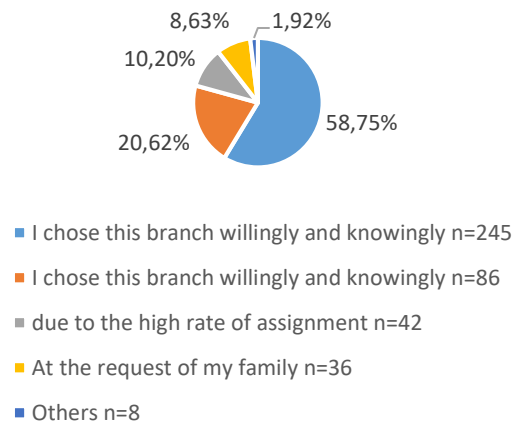


Figure 1. Reasons why teacher candidates choose the department they study in

As can be seen from Figure 1, the majority of the students chose their department willingly and knowingly (n=245; 58.75%). Those who chose the department voluntarily are followed by those who "chose it because their scores are sufficient" with a rate of 20.62% (n=86). As a result of the analysis, it was revealed that the majority of the teacher candidates (n=43) who stated that they preferred the department they studied in because their scores were sufficient, studied in the Department of Social Studies Teaching. Other findings of the research include those who chose the department they studied in because the assignment rate was high (n=42; 10.2%) and those who chose the department upon their family's request (n=36; 8.63%). Classroom teaching students stated that they chose this department due to its appointment rate compared to other departments (n=17; 24.6%).

Daily Time Spent on Social Media Tools

The graph regarding the daily time spent by teacher candidates on social media tools is presented in Figure 2.

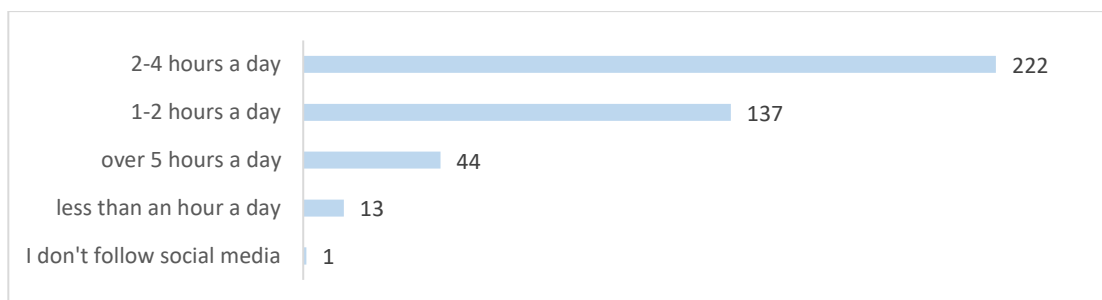


Figure 2. Daily time spent on social media tools

According to Figure 2, 222 teacher candidates (53%) spend between 2-4 hours daily, while 137 of them (33%) spend 1-2 hours daily and 44 (11%) spend 5 or more hours daily on social media tools. Interestingly, 13 of them (3%) spend less than 1 hour a day. Only one teacher candidate reported not following any social media tools.

Frequently Followed Social Media Tools

The graph regarding the social media tools frequently followed by teacher candidates is presented in Figure 3.

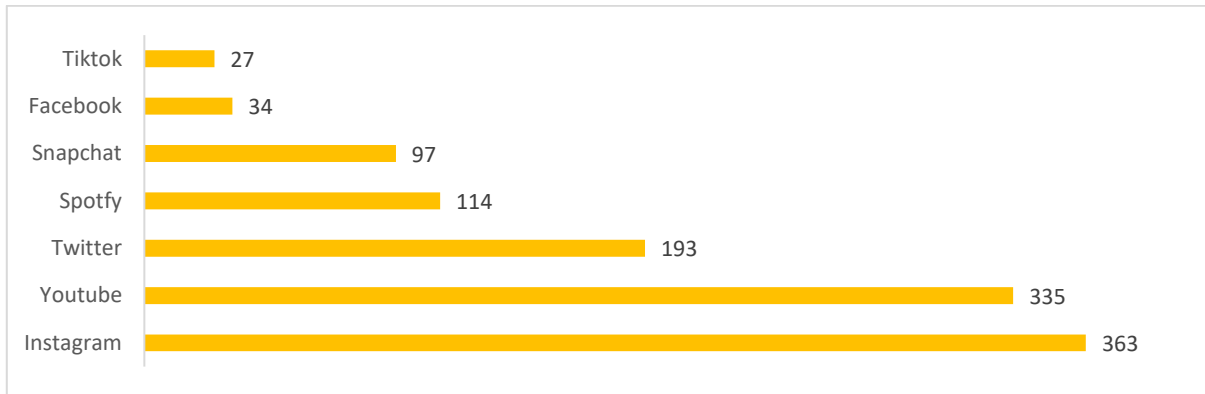


Figure 3: Frequently followed social media tools

The most frequently used social media platforms by teacher candidates who declared that they follow social media are Instagram ($f=363$), followed by YouTube ($f=335$), Twitter ($f=193$), Spotify ($f=114$) and Snapchat ($f=97$) vehicles are tracked.

Purposes of Following Social Media Tools

The graph regarding the purposes of teacher candidates for following social media tools is presented in Figure 4.

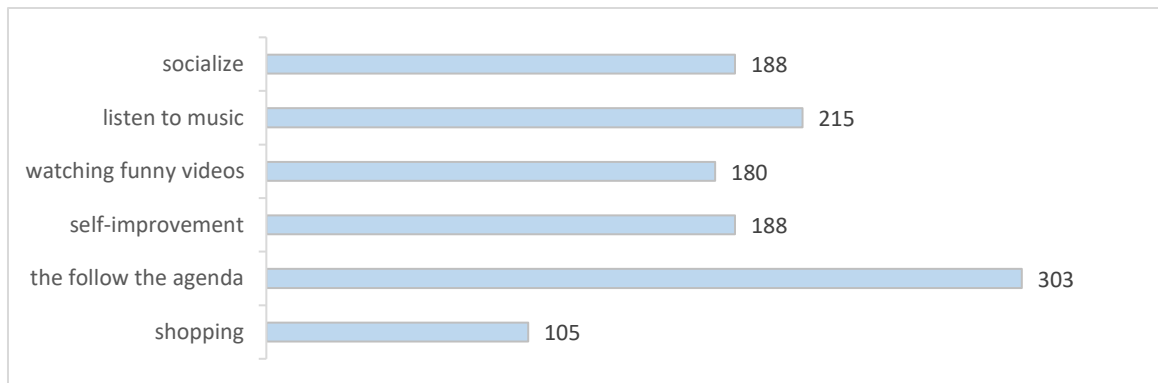


Figure 4: Purposes of following social media tools

Upon evaluating the reasons given by teacher candidates who reported using social media tools, the most common purposes were to stay updated with the current agenda ($f= 303$), to listen to music ($f= 215$), for personal development, and for socialization ($f= 188$). In contrast, shopping was found to be the least selected option ($f= 105$).

Findings Regarding the Research Problem

Descriptive Analysis Findings

The current research aims to reveal whether there is a relationship between moral disengagement and academic motivation of teacher candidates and, if so, the direction and strength of this relationship. For this purpose, two measurement tools were used. Descriptive analysis results regarding the scores obtained from the measurement tools are presented in table 2.

Table 2. Descriptive analysis of scores obtained from measurement tools

Scales and Subscales	N	Minimum	Maximum	Mean	Standard Deviation
Moral Disengagement Total Score	417	30	75	44,93	7,140
Moral Disengagement Mean Score	417	,94	2,34	1,4039	,22311
Moral Justification	417	1	12	6,05	1,943
Euphemistic Labeling	417	2	10	4,45	,999
Advantageous Comparison	417	2	10	4,50	1,036
Diffusion of Responsibility	417	1	12	7,94	2,013
Shifting of Responsibility	417	2	12	6,22	1,804
Distortion of Results	417	3	10	4,81	1,104
Dehumanization	417	2	12	5,25	1,639
Attribution of Blame	417	3	10	5,70	1,330
Academic Motivation Total Score*	417	28	140	97,37	22,192
Academic Motivation Mean Score*	417	,00	5,00	3,4774	,79256
Intrinsic Motivation Total	417	0	60	40,12	11,748
To know	417	0	20	14,60	4,115
To achieve	417	0	20	12,84	4,456
To arouse	417	0	20	12,67	4,148
External Motivation	417	0	60	40,22	10,186
Identification	417	0	20	14,75	3,639
Introjected Regulation	417	0	20	11,76	4,717
External Regulation	417	0	20	13,71	3,765
Amotivation	395	4	20	6,59	3,786

*Items related to the amotivation subscale were reverse coded to obtain these two data.

Table 2 shows that the mean score for moral disengagement among teacher candidates is 44.9 out of a possible 160, with a minimum score of 32. Based on these results, it can be concluded that teacher candidates scored relatively low on the scale. The mean of the scores received was $\bar{x}=1.4$. The average score obtained from answers scoring between 1 and 3 is close to the 'disagree' value. It can be generally stated that teacher candidates exhibit a low level of moral concern. Within each sub-dimension, as there are 4 items, a maximum score of 12 is achievable. Based on the given information, it can be concluded that teacher candidates tend to rely on diffusion of responsibility (mean score of $\bar{x}=7.94$), failure to take responsibility ($\bar{x}=6.22$), and moral legitimization ($\bar{x}=6.05$) mechanisms when facing moral disengagement.

The analysis of the total academic motivation score reveals that teacher candidates achieved an average score of 97.37. After reverse coding was applied, it was noted that the scale's highest attainable score is 140 while the lowest score is 28. Thus, it can be inferred that teacher candidates obtained high scores in this test. When considering the average score, which was calculated as $\bar{x}=3.47$, it was determined that teacher candidates performed well. Generally accepted limits for mean values in five-point Likert scales are displayed in Table 3.

Table 3. Value ranges of the five-point Likert scale

Expressions	Value	Ranges
Not At All Appropriate	1	1.00-1.80
Somewhat Convenient	2	1.81-2.60
Moderately Appropriate	3	2.61-3.40
Very suitable	4	3.41-4.20
Totally Appropriate	5	4.21-5.00

Table 3 shows that the average score of teacher candidates on the academic motivation scale falls within the "very appropriate" range. Overall, it can be concluded that teacher candidates possess high levels of academic motivation. Teacher candidates are expected to achieve high scores on the sub-dimensions that reflect internal and external motivation, and low scores on the amotivation dimension without reverse coding. The maximum score achievable for the internal and external motivation dimensions is 60, while the minimum score is 4. Similarly, the highest achievable score for the amotivation dimension is 20 and the lowest score is 4. The total internal motivation score of teacher candidates was 40.12, whereas the total external motivation score was 40.22. The amotivation total score was calculated to be 6.59. Based on this information, it can be objectively stated that teacher candidates' internal and external motivators are equally high. Examining sub-dimensions, each consisting of 4 items, it is observed that the sub-dimensions of 'knowing ($\bar{x}=14.60$)' and 'identification ($\bar{x}=14.75$)' showcase greater intrinsic and extrinsic motivation, respectively, compared to the other sub-dimensions. Therefore, it can be concluded that aspiring teachers are primarily driven by a desire to expand their knowledge and acquire new information. Additionally, pursuing a university education in this field is seen as a means to obtain a career.

Findings Concerning the Direction and Strength of the Relationship Between Moral Disengagement and Academic Motivation

The results of the Spearman's rho correlation test, which was conducted to find an answer to the main problem of the current research, whether there is a significant relationship between moral disengagement and academic motivation and, if so, what the strength and direction of this relationship are, are presented in table 4.

Table 4. Analysis results on the relationship between moral disengagement and academic motivation

			Academic Motivation Total Score
Spearman's rho	Moral Disengagement Total Score	Correlation Coefficient	-,040
		Sig. (2-tailed)	,411
		N	417

According to the results of the analysis, it was revealed that there was no significant relationship between the total score of moral disengagement and the total score of academic motivation ($p>.05$). In order to support the results of the study, the relationship between the moral disengagement total score and academic motivation sub-dimensions was tested. The findings obtained are presented in table 5.

Table 5. Analysis results on the relationship between moral disengagement and academic motivation sub-dimensions

			Amotivation**	Knowledge Oriented	Success Oriented	Arousal Oriented	Identification	Introjected Regulation	External Regulation
Spearman's rho	Moral Disengagement	Correlation Coefficient	,19(*)	-,093	-,023	-,099(*)	-,030	,087	,075
		Sig. (2-tailed)	,000	,057	,640	,043	,540	,076	,128
	Total Score	N	395	417	417	417	417	417	417

* Correlation is significant at the 0.05 level (2-tailed).

** Without reverse coding

When the table is examined, there is a weak positive relationship between the moral disengagement total score and the amotivation sub-dimension ($p < .05$, $r = .192$); There is a weak negative relationship ($p < .05$, $r = .099$) between the intrinsic motivation sub-dimension towards arousal (pleasure). In other words, it can be said that moral disengagement tends to increase as academic motivation decreases, and on the contrary, as intrinsic motivation based on pleasure increases, moral disengagement tends to decrease. However, it should not be forgotten that this tendency is low because it is a weak relationship.

Findings on Whether the Moral Disengagement Score Differs Significantly According to Various Variables

According to the results of the Mann Whitney U test analysis conducted to determine whether there is a significant difference between the moral disengagement scores of two unrelated groups, a significant difference was observed in terms of the gender variable ($p > .05$). The analysis results regarding the gender variable are shown in table 6.

Table 6. Analysis results regarding the gender variable

Gender	N	Rank Average	Rank Total	U	p
Female	328	197,83	64888,00	10,932	,000
Male	89	250,17	22265,00		

As a result of the analysis, a significant difference was observed between the moral disengagement scores of female ($\bar{x} = 1.38$) and male ($\bar{x} = 1.50$) students and in favor of male students ($U = 10.932$, $p < .05$). In other words, male teacher candidates' moral disengagement is at a higher level than female students.

According to the Kruskal Wallis test conducted to determine whether there is a significant difference between the moral disengagement scores of more than one group, there is no significant difference between the moral disengagement scores and the department and grade level they study in ($p > .05$). The analysis results regarding the variable of teacher candidates' reasons for choosing the department they study in are presented in table 7.

Table 7. Analysis results regarding the variable of reasons for choosing the department

Groups	N	Rank Average	sd	X ²	p
I chose this department willingly and knowingly.	245	192,69	4	14,30	.006
I chose it because my score was only enough for this department.	86	237,72			
I chose this department upon my family's request.	36	231,90			
I chose this department because its appointment rate was high.	42	210,32			
Other	8	289,69			

According to Table 7, it was found that there was a significant difference between the reasons why teacher candidates chose the department they studied and their moral disengagement scores ($X^2_4=14.30$, $p<.05$). The Dunnett T3 test results regarding which groups there is a significant difference are shown in table 8.

Table 8. Analysis results regarding the difference between groups in the reasons for choosing the department

	Sum of Squares	sd	Mean Squares	F	p	Significant difference
Inter groups	779,515	4	194,879	3,931	,004	I chose this department willingly and knowingly - I chose it because my score was only sufficient for this department.
Within groups	20425,180	412	49,576			
Total	21204,695	416				

There is a significant difference between the moral disengagement scores of teacher candidates who say that they prefer the department in which they study willingly and knowingly ($\bar{x}=1.37$) and teacher candidates who say that they prefer the score only because it is sufficient for that department ($\bar{x}=1.45$), according to the reasons for choosing the department in which they study. The observed difference between the groups was statistically significant ($F(4-412)=3.931$, $p<.05$). The analysis reveals that students who select their department based solely on their scores exhibit favourable outcomes. In contrast, teacher candidates who knowingly and willingly opt for their department show higher levels of moral disengagement.

Table 9 presents the outcomes of the analysis regarding the daily time spent by teacher candidates on social media.

Table 9. Analysis results regarding the daily time spent on social media variable

Groups	N	Rank Average	sd	X ²	p
Less than 1 hour a day	13	107,77	3	10,716	.013
1-2 hours a day	137	215,12			
2-4 hours a day	222	206,56			
5 hours or more a day	44	227,43			

Table 9 indicates a noteworthy difference between the amount of time teacher candidates spent on social media per day and their moral disengagement scores ($X^2_4=10.716$, $p<.05$). Table 10 demonstrates the outcomes of the Dunnett T3 test, which specifies the significant difference among groups.

Table 10. Analysis results regarding the difference between groups in daily time spent on social media

	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
Intergroup	,474	3	,158	3,221	,023	Less than 1 hour per day - 5 hours or more per day
Within groups	20,233	412	,049			
Total	20,708	415				

Based on the amount of time spent on social media on a daily basis, a significant gap in moral disengagement scores was identified between teacher candidates spending less than one hour a day ($\bar{x}=1.24$) and those spending five hours or more a day ($\bar{x}=1.44$) ($F(3-412)=3.221$, $p<.05$). The analysis indicates that this disparity favours teacher candidates who spend over five hours a day on social media. Teacher candidates who spend less than one hour a day on social media exhibit lower levels of moral disengagement.

Discussion and Conclusion

The aim of the current research is to reveal the direction and strength of the relationship between teacher candidates' moral disengagement levels and academic motivation. Additionally, it was tried to determine whether there was a significant difference in moral disengagement scores in terms of different variables (gender, grade level, department studied, reasons for choosing the department studied, time spent on social media).

In the research, most of the students chose their department willingly and knowingly. Accordingly, it can be said that students mostly choose their profession for internal reasons. Similarly, Aydın et al., (2021) stated in their study on the reasons why teacher candidates chose the teaching profession that altruistic-internal reasons were more effective. In the current research, the second place comes from those who preferred because their scores were sufficient for this section. Among those who chose the mentioned item, the majority are those studying in the social studies teaching department. Contrary to the study, there are also studies that conclude that external factors are the primary factor. In his research, Kılıç (2022) found that job guarantee and teaching entrance score are effective in choosing the profession. The high appointment rate and the effect of the family's wishes are other findings obtained in the research. Likewise, Bursal and Buldur (2016) determined that teaching profession preferences are related to future expectations. Considering the annual appointment numbers of social studies teacher candidates, the result is not surprising.

In the research, more than half of the teacher candidates spend 2-4 hours a day; 33% spend 1-2 hours a day; 11 percent spend 5 hours or more a day; It was revealed that 3 percent of them spend less than 1 hour a day on social media tools. Akıncı-Vural and Bat (2010) state that more than half of the students use social networks every day and that the time spent by almost half of these students on social networks is between 1 and 3 hours on average. Çakmak (2014) concluded that 35% of the participants use the media for 2-5 hours, 12% use the media for more than 6 hours, and 68% use the media for at least one hour a day. The results are mutually supportive. According to the findings, it can be said that the participants spend a significant amount of time using social media. Özdemir (2019) states that the duration of social media usage and the increase in time spent on social media are determinants of people's social media addiction.

The most frequently used social media platforms by teacher candidates who declared that they follow social media are Instagram ($f=363$), followed by YouTube ($f=335$), Twitter ($f=193$), Spotify ($f=114$) and Snapchat ($f=97$) vehicles are tracked. Aksakal (2019) found that the rate of teacher candidates using Instagram was in the first place with 80.7%. Özdemir (2019) found that the usage rates of social media applications are 66.9% Instagram, 13% YouTube, 10% Facebook, 9% Twitter. However, in Küçükali's (2016) research, it was determined that Facebook ranked first, followed by sites named Instagram, Twitter and YouTube. Although there are similar social media tools, the change in the ranking

is thought to be related to the year the research was conducted. In a study on social media use (Tutgun-Ünal and Deniz, 2020), it was revealed that the Instagram platform has increasing interest among young people, while the Facebook network continues to exist in the interest area of the middle age group.

When we look at the reasons of the teacher candidates who said they follow social media tools, they stated that they follow the social media to follow the agenda, listen to music, provide personal development and socialize. Among the reasons least chosen was shopping. In his study, Çakmak (2014) found that the main reason why participants (%80) use social media is that they want to be informed about what is happening in their immediate surroundings. Kırnık et al., (2018) concluded in their research that prospective teachers use social media for reasons such as being informed about events organized on social media, keeping in contact with family and friends, following news and current events, and making their time valuable. The research results presented support each other.

The analysis of academic motivation total scores indicates that teacher candidates received high scores ($\bar{x}=3.47$) within the accepted range. Results of the study show that teacher candidates had comparable averages for both internal and external motivation, with a high level of motivation and low levels of amotivation. This research result is also supported by various other studies (Arslantaş, 2021; Kiremitci et al., 2020; Özdemir, 2019; Taskesen, 2019). However, some studies report moderate levels of academic motivation (Gürlek, 2021; Taşkın, 2016; Titrek et al., 2018). The sample group difference may account for this disparity. An analysis of the total score of moral disengagement revealed low scores among teacher candidates ($\bar{x}=1.4$). In other words, the moral disengagement of teacher candidates is low. Correspondingly, Kağan and Yazıcıoğlu (2021) discovered that university students exhibited low levels of moral disengagement attitudes in their study. Nevertheless, the potential impact of social desirability should be considered when interpreting responses to expressions of moral disengagement, despite the seemingly promising outcomes. In the present study, an evaluation of the sub-dimensions of moral disengagement based on mean scores revealed that teacher candidates primarily employ diffusion of responsibility ($\bar{x}=7.94$), failure to assume responsibility ($\bar{x}=6.22$) and moral legitimization ($\bar{x}=6.05$) mechanisms. This suggests that teacher candidates favour external loading mechanisms.

According to the findings of the study, it was revealed that there was no significant relationship between the total score of moral disengagement and the total score of academic motivation ($p>.05$). However, there was a weak positive relationship between the moral disengagement total score and the amotivation subscale ($p<.05$, $r=.192$); There is a weak negative relationship ($p<.05$, $r=.099$) between the intrinsic motivation sub-dimension towards arousal (pleasure). In other words, it can be said that moral disengagement tends to increase as academic motivation decreases, and on the contrary, as intrinsic motivation based on pleasure increases, moral disengagement tends to decrease. The opposite can also be said. However, it should not be forgotten that this tendency is low because it is a weak relationship. Looking at the relevant literature, moral disengagement is negatively associated with negative behaviors (aggression, bullying, addiction, narcissism, etc.); there are many studies revealing that it has a positive relationship with positive behaviors (empathy, identity consisting of values, etc.) (Detert et al., 2008; Fitzpatrick & Bussey, 2018; Hacıkeleşoğlu, 2021; Karataş et al., 2019; Köfünyeli, 2022; Pardıcı, 2020; Özkan, 2019; Visconti et al., 2015; Yazıcıoğlu, 2020). Although most of these studies were conducted on adolescents aged 13-18, the results appear to be similar. This similarity may arise from the fact that the foundation of the moral judgment system is laid in adolescence and the person's morality is built on this foundation in later ages.

As a result of the analysis on whether the moral disengagement score differs significantly according to various variables, it was determined that there is no significant difference between the moral disengagement scores of the prospective teachers in terms of the department and grade levels they study in ($p > .05$). In the study conducted by Gencer (2020), it was revealed that the moral disengagement score did not differ according to grade level. As a result of the analysis made in terms of gender variable in the study, a significant difference was observed between the moral disengagement scores of female ($\bar{x}=1.38$) and male ($\bar{x}=1.50$) students and in favor of male students ($p < .05$). In other words, male teacher candidates' moral disengagement is higher than female teacher candidates. The result in question is supported by many studies in the relevant literature (Çelik, 2022; Eroğlu et al., 2020; Kağan & Yazıcıoğlu, 2021; Köklü, 2019; Turan, 2021). Also, according to the reasons why the teacher candidates choose the department they study in, there is a moral disengagement between the teacher candidates who say that they prefer the department they study in willingly and knowingly ($\bar{x}=1.37$) and the teacher candidates who say that they prefer it only because their score is sufficient for this department ($\bar{x}=1.45$). It is seen that there is a significant difference between the scores, and this difference is in favor of the students who say that they preferred the score only because it was sufficient for this department ($p < .05$). In other words, teacher candidates who willingly and knowingly choose the department they study in have lower moral disengagement. The last variable included in the research problem is the time spent on social media. As a result of the analysis, according to the daily time spent by teacher candidates on social media, there is a significant difference between the moral disengagement scores between teacher candidates who spend less than 1 hour a day ($\bar{x}=1.24$) and teacher candidates who spend 5 hours or more a day ($\bar{x}=1.44$). It is seen that this difference is in favor of teacher candidates who spend 5 hours or more per day ($p < .05$). In other words, teacher candidates who spend less than 1 hour per day on social media have lower moral disengagement. Similarly, Pardıcı (2020) research revealed that the moral disengagement levels of those who use the internet for 4-5 hours a day are significantly higher than those who use the internet for 1-2 hours. Again, as a result of the research conducted by Hacikeleşoğlu, (2021), there is a positive relationship between social media addiction and moral disengagement; It has been found that social media addiction predicts moral disengagement. Çelik (2022) also concluded in his research that moral disengagement predicts internet addiction. In light of the results, it can be said that moral disengagement increases as the time spent on the internet increases.

Recommendations

Current research results have shown, albeit weakly, that moral disengagement tends to increase as amotivation increases. This finding can be interpreted as increasing academic motivation will contribute to individuals both academically and morally. For this reason, all stakeholders in the institutions where students study can be included in the process and they can act together to increase their academic motivation. Again, when the current research and related literature are taken into consideration, results were found to be in favor of men in terms of moral disengagement score. In other words, men's level of moral disengagement is higher than women. The result in question can be investigated in depth by conducting qualitative research. The amount of time teacher candidates spend on social media daily is remarkable. It was concluded that the time spent on social media has an impact on moral disengagement scores. Universities are institutions that help individuals specialize in the field they study and gain a profession. In this context, arrangements can be made for the personal

development of students and their areas of expertise so that they can be directed to different activities at the universities where they study and spend their time on more productive activities. Moral disengagement is the mechanism that a person creates to avoid feeling remorse when he acts outside the ethical standards he has internalized. It is recommended that studies on moral disengagement, which has a negative relationship with all negative behaviors and positive, positive behaviors and social supports such as family, should be supported by experimental studies. When the research results are evaluated in general, moral disengagement is associated with positive and negative behaviors; It can be concluded that it is positively related to negative behaviors. In other words, as positive behaviors increase, moral disengagement decreases, and as negative behaviors increase, moral disengagement increases. For this reason, intervention programs should be developed to increase positive behavior.

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Contribution Rate of Researchers

Author 1: 55%

Author 2: 45%

The first author contributed to the creation of the research idea, the planning of the theoretical part, the determination of the method, the collection of data, the evaluation and conclusion of the article. The second author, on the other hand, contributed to the article in writing process with literature review, data analysis, findings, conclusion and discussion.

Conflict Statement

There is no conflict of interest in the study.



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Öğretmen Adaylarının Ahlaki Kayıtsızlık Düzeyleri ile Akademik Motivasyonları Arasındaki İlişkinin İncelenmesi

Giriş

“Ahlak” ve “motivasyon” konuları sosyal bilimlerin farklı alanlarında araştırma konusu olmuştur. Bunun nedeni ahlakın ve motivasyonun genel anlamda bireylerin davranışlarının üzerindeki etkisidir. Toplum tarafından kabul gören ahlak kuralları, bireyin toplum içerisinde davranışlarını şekillendirir. Aynı şekilde toplumun onayladığı davranışların bireyler tarafından tekrarlanır olmasında da motivasyonun etkili olduğu söylenebilir. Ahlak, insan davranışlarına vurgu yapılarak açıklanmakta ve insan davranışlarının nitelendirilmesi ve bu davranışların arka planın ortaya konulması çabalarını kapsamaktadır (Ekşi & Katılmış, 2016, s. 2). Ahlak; doğru-yanlış, iyi-kötü diye adlandırılacak birtakım kişileri, özellikleri, düşünceleri, yargıları ya da eylemleri belirtmek üzere kullanılan bir ölçü ve davranışların buna göre değerlendirilmesidir (Öncül, 2000, s. 14). Ahlaka ilişkin değerlendirmeyi ifade eden ve ahlakın temel kavramları olan ‘iyi’ ve ‘kötü’ye yüklenen anlamlar, bu kavramların ait oldukları ahlaka göre farklılaşabilmektedir (Bakır & Türkez, 2018, s. 6).

Ahlaki kontrolü devre dışı bırakmak için pek çok psikolojik araç göz önüne alındığında, toplumlar, ahlaki standartları ne kadar doğru olursa olsun, insan zulmüne karşı koruma sağlamak için tamamen bireylere güvenemezler (Bandura, 2002, s. 116). Ahlak kurallarına uyulup uyulmaması ile ilgili olarak yapılacak dıştan denetimde ise istenilen sonuca ulaşmak güçleşmektedir. Bireylerin ahlak kurallarını benimsemesi gerekmektedir. İnsanların içtenlikle kabul etmedikleri ahlak normlarıyla uyumlu davranmaları beklenemez (Kıncal, 2015, s. 31). Sosyal bilişsel kuramın öncüsü Bandura’ya (1999) göre kişinin ahlaki standartlarına uygun davranmasını sağlayan şey, öz düzenlemedir. Öz-düzenleme sürecinde insanlar, kendi davranışlarını ve durumlarını izler, ahlaki standartlarına ve algılanan koşullara göre yargılar ve yaptıkları çıkarımlara göre eylemlerini düzenleyebilirler. Yanlış bir davranış, kendini kınamaya sebep olabilir, bu yüzden öz-düzenleme sahibi insanlar kendi ahlaki

standartlarını ihlal etmekten kaçınırlar. Freud'un süperego terimiyle kavramsallaştırdığı vicdan, Bandura'nın kendini kınama kavramına karşılık gelebilir. Kişinin içselleştirdiği ahlaki standartlar dışında davrandığında vicdan azabı duymaması, üzülmemesi için oluşturduğu bilişsel mekanizmalar, farklı araştırmacılar tarafından "ahlaki kopuş, ahlaki kayıtsızlık, ahlaki uzaklaşma, ahlaki geriçekilme" adlarıyla Türkçeye çevrilmiştir (Gencer, 2020; Köfünyeli, 2022; Okutan, 2016; Özalp & Yirci, 2019; Yavuz-Birben & Bacanlı, 2017; Yıldırım & Demirel, 2020).

Bandura'ya (1999) göre, ahlaki eylem yalnızca ahlaki davranışa dayanmaz. Ahlaki bilgi ve muhakeme de gereklidir. Bu bağlamda Bandura'nın ahlaki gelişime diğer bilişsel yaklaşımıcılar gibi baktığı söylenebilir. Bununla birlikte sosyal bilişsel kuramcılara göre akademik başarının da gerçekleşmesi, yine öz düzenleme becerisine bağlıdır. Kişilerin akademik başarısında işe koştugu öz düzenleme becerisi ile ahlaki standartlara uygun davranmayı sağlayan öz düzenleme aynı beceri alanıdır. Bu bağlamda, mevcut araştırmada kişinin ahlaki standartlarına uymadığında işe koştugu içsel veya dışsal bilişsel mekanizmalar ile akademik başarısını teşvik eden dışsal veya içsel motivasyon kaynakları arasında da bir bağlantı olabileceği varsayılmaktadır.

Motivasyon kavramı, "yönlendirmek", "harekete geçirmek", "teşvik etmek", "güdülemek" ve "bir şeyi yapmaya istek duymak" anlamlarına gelmektedir. Motivasyon bireyin istek ve arzularını, ilgi, merak ve gereksinimlerini eyleme dönüştüren ve eyleminde ısrarlı sonuç almaya yönelten en önemli itici güçtür (Dellal & Günak, 2009, ss. 22-23). Motive, harekete geçirici, hareketi devam ettirici ve olumlu yöne yöneltici olmak üzere üç temel özelliğe sahip bir güçtür (Vatansever-Bayraktar, 2015, s. 1083). Esasen akademik motivasyonun öğrencilerin okuldaki görevlerine yönelik seçimlerinden elde edecekleri başarıya kadar değişen genişlikte akademik yaşam üzerinde etkili olduğu, öğrencileri akademik hedeflere yönelten önemli bir güç olduğu söylenebilir (Demir-Güdü, 2015, s. 16). Bireyin aktif rol alarak öğrenme sürecine katılmasını sağlamak için motive edilmesi gerekmektedir. Akademik motivasyon akademik görevlere başlatan, bunların sürdürülmesini ve tamamlanmasını sağlayan itici bir güçtür (Yurt, 2022, s. 96).

Literatür incelemesinde ahlaki kayıtsızlık üzerine yapılan çalışmaların (Boardley ve Kavussanu; Çelik, 2022; Detert vd., 2008; Erbaş ve Şahin-Perçin, 2016; Eroğlu vd. 2020; Fitzpatrick ve Bussey, 2018; Gencer, 2020; Hacikeleşoğlu, 2021; Kağan ve Yazıcıoğlu, 2021; Karataş vd. 2019; Keskin, 2021; Köfünyeli, 2022; Köklü, 2019; Newman vd., 2017; Nur, 2019; Özkan, 2019; Parladıcı, 2020; Sayraç-Kavadar, 2021; Turan, 2021; Visconti vd., 2015; Yazıcıoğlu, 2020; Yavuz-Birben, 2019) özellikle son yıllarda azımsanmayacak düzeyde olduğu söylenebilir. Yine akademik motivasyon konusunu (Alkan ve Arslan, 2019; Arslantaş, 2021; Canbay, 2016; Bilgili ve Keklik, 2022; Gürlek, 2021; Kıran, 2019; Kiremitçi vd. 2020; Koca ve Dadandı, 2019; Özdemir, 2019; Özgenel ve Deniz, 2020; Selen, 2022; Taskesen, 2019; Taşkın, 2016; Tezel, 2021; Titrek vd., 2018; Yeşiltaş, 2020) ele alan farklı çalışmalar yoğun olmasına karşın, iki kavram arasındaki ilişkinin incelendiği araştırmaların yeterli düzeyde olduğu söylenemez. Bu düşünceden hareketle, mevcut araştırmanın amacı, öğretmen adaylarının ahlaki kayıtsızlık düzeyleri ile akademik motivasyonları arasındaki ilişkinin yönünü ve kuvvetini ortaya çıkarmaktır. Ayrıca farklı değişkenler (cinsiyet, sınıf düzeyi, okunan bölüm, okunan bölümü tercih etme sebepleri, sosyal medyada geçirilen süre) açısından ahlaki kayıtsızlık puanlarında anlamlı fark olup olmadığı belirlenmeye çalışılmıştır.

Yöntem

Araştırmanın ana problemi, öğretmen adaylarının ahlaki kayıtsızlık düzeyleri ile akademik motivasyonları arasındaki ilişkinin yönünü ve kuvvetini ortaya çıkarmaktır. Araştırmada, problemin doğasına uygun olarak nicel araştırma modellerinden ilişkisel tarama yöntemi tercih edilmiştir. Yönteme uygun olarak araştırmada korelasyon tekniğinden yararlanılmıştır. Korelasyon katsayısı, değişkenler arasındaki ilişkinin düzeyini ya da miktarını ve yönünü açıklayan bir sayıdır (Büyüköztürk, 2016, s. 31).

Araştırmanın evreni, 2021-2022 Eğitim-Öğretim döneminde bir devlet üniversitesinin Eğitim Fakültesinde öğrenim gören 1743 öğrencidir. Araştırmanın örnekleme, kolay ulaşılabilir örneklem yöntemiyle belirlenmiştir. Sözü edilen örneklem yönteminin tercih edilme gerekçesi, salgın hastalık neticesinde belirtilen dönemde veri toplanması planlanan fakültede bazı derslerin yüz yüze bazı derslerin ise uzaktan devam etmesidir. Örneklem grubu, yüz yüze derslere aktif katılan ve veri toplama döneminde ulaşılan öğretmen adaylarından oluşmaktadır. Çalışma kapsamında 454 öğrenci formu doldurmuştur. Ancak araştırma verilerinin doğru temsili açısından 37 veri seti, araştırma kapsamından çıkarılmıştır. Böylelikle örneklem grubu, evreni temsil ettiği düşünülen 417 öğretmen adayından oluşmuştur.

Araştırmada iki ölçekten yararlanılmıştır. Ölçeklere ilişkin ayrıntılı bilgi, aşağıda sunulmaktadır. Ahlaki Kayıtsızlık Ölçeği; Bandura, Barbaranelli, Caprara ve Pastorelli, (1996) tarafından Mechanisms of Moral Disengagement adıyla geliştirilen ölçek, farklı araştırmacılar tarafından (Gezici-Yalçın vd., 2016; Yavuz-Birben ve Bacanlı, 2017) Türkçeye uyarlanmıştır. Mevcut araştırmada Yavuz-Birben ve Bacanlı (2017) tarafından Türkçeye uyarlanan ölçek tercih edilmiştir. Ölçek, Bandura'nın geliştirmiş olduğu kurama dayalı olarak ortaya çıkan bilişsel mekanizmaları yansıtan 8 boyuttan oluşmaktadır. Akademik Motivasyon Ölçeği; Vallerand, Pelletier, Blais, Brière, Senécal ve Vallières tarafından 1992 yılında Academic Motivation Scale adıyla geliştirilen ölçek, Can (2015) tarafından Türkçeye uyarlanmıştır. 28 maddeden oluşan ölçek, iç motivasyonu, dış motivasyonu ve motivasyonsuzluğu yansıtan 7 boyuttan oluşmaktadır.

Verilerin analizinde, verilerin notmal dağılım gösterdiği durumlarda parametrik, verilerin normal dağılım göstermediği durumlarda nonparametrik testler tercih edilmektedir. Verilerin çözümlenmesinde doğru analiz yöntemini belirlemek için öncelikle normallik testi yapılmıştır. Araştırmada örneklem ortalamasının evrenden anlamlı olarak farklılık gösterip göstermediğine dair yapılan Kolmogorov-Smirnov testi sonucunda, verilerin normal dağılmadığı tespit edilmiştir. Elde edilen sonuca dayalı olarak araştırmada, verilerin betimsel analizi ile birlikte araştırmanın problemine cevap bulabilmek adına non-parametrik testlerden Spearman rhu Korelasyon testi tercih edilmiştir. Ayrıca çeşitli değişkenlere göre ahlaki kayıtsızlık puanının anlamlı olarak farklılaşıp farklılaşmadığına yönelik yine non-parametrik testlerden Mann Withney U ve Kruskal Wallis testleri yapılmıştır.

Bulgular

Mevcut araştırmada öğretmen adaylarının ahlaki kayıtsızlık ve akademik motivasyonları arasındaki ilişkinin olup olmadığı ve varsa bu ilişkinin yönü ve kuvvetinin ortaya çıkarılması amaçlanmıştır. Bu amaçla iki ölçme aracından yararlanılmıştır. Ahlaki kayıtsızlık toplam puanı üzerinden yapılan analizde öğretmen adayları puan ortalamasının 44,9 olduğu görülmektedir. Ölçekten elde edilebilecek en yüksek puan 160, en düşük puanın 32'dir. Buna göre, öğretmen adayları ölçekten

düşük puan almışlardır. Akademik motivasyon toplam puanı üzerinden yapılan analizde öğretmen adayları puan ortalamasının 97,37 olduğu görülmektedir. Ters kodlama yapıldıktan sonra hesaplanan değerlere göre ölçekten alınabilecek en yüksek puan 140, en düşük puan 28'dir. Buna göre, öğretmen adaylarının ölçekten yüksek puan aldığı söylenebilir. Alınan puanların ortalaması üzerinden değerlendirildiğinde ise ortalamanın $\bar{x}=3,47$ olduğu sonucuna ulaşılmıştır. Elde edilen veriler genel olarak değerlendirildiğinde, öğretmen adaylarının akademik motivasyonun yüksek olduğu söylenebilir.

Mevcut araştırmanın ana problemi olan ahlaki kayıtsızlık ile akademik motivasyon arasında anlamlı bir ilişki olup olmadığına ve varsa bu ilişkinin kuvveti ile yönünün ne olduğuna cevap bulabilmek amacıyla yapılan Spearman's rho korelasyon testinin sonucuna göre, ahlaki kayıtsızlık toplam puanı ile akademik motivasyon toplam puanı arasında anlamlı bir ilişki olmadığı ortaya çıkmıştır ($p>.05$). Araştırmada ortaya çıkan sonucu desteklemesi açısından ahlaki kayıtsızlık toplam puanı ile akademik motivasyon alt boyutları arasındaki ilişki test edilmiştir. Ahlaki kayıtsızlık toplam puanı ile motivasyonsuzluk alt boyutu arasında pozitif yönlü zayıf bir ilişki ($p<.05$, $r=.192$); uyarılmaya (haz duyma) yönelik içsel motivasyon alt boyutu arasında ise negatif yönlü zayıf bir ilişki ($p<.05$, $r=-.099$) olduğu tespit edilmiştir.

İlişkisiz iki grubun ahlaki kayıtsızlık puanları arasında anlamlı fark olup olmadığına dair yapılan Mann Whitney U testi analiz sonuçlarına göre cinsiyet değişkeni açısından anlamlı farklılık görülürmüştür ($p>.05$). Yapılan analiz neticesinde kadın ($\bar{x}=1,38$) ve erkek ($\bar{x}=1,50$) öğrencilerin ahlaki kayıtsızlık puanları arasında anlamlı ve erkek öğrenciler lehine farklılık görülmüştür ($U=10,932$, $p<.05$). Diğer bir ifadeyle, erkek öğretmen adaylarının ahlaki kayıtsızlığı kadın öğrencilere göre yüksek düzeydedir. Birden fazla grubun ahlaki kayıtsızlık puanları arasında anlamlı fark olup olmadığına dair yapılan Kruskal Wallis testine göre, öğrenim gördükleri bölüm ve sınıf düzeyi ile ahlaki kayıtsızlık puanları arasında anlamlı fark yoktur ($p>.05$). Öğretmen adaylarının okudukları bölümü tercih etme sebepleri ile ahlaki kayıtsızlık puanları arasında anlamlı farklılık olduğu bulunmuştur ($X^2_4=14,30$, $p<.05$). Okudukları bölümü tercih etme sebeplerine göre, isteyerek ve bilerek öğrenim gördüğü bölümü tercih ettiğini söyleyen öğretmen adayları ($\bar{x}=1,37$) ile puanı ancak bu bölüme yettiği için tercih ettiğini söyleyen öğretmen adayları ($\bar{x}=1,45$) arasında ahlaki kayıtsızlık puanları arasında anlamlı fark olduğu görülmüştür ($F_{(4-412)}=3,931$, $p<.05$).

Öğretmen adaylarının sosyal medyada geçirdikleri günlük süre ile ahlaki kayıtsızlık puanları arasında anlamlı farklılık olduğu bulunmuştur ($X^2_4=10,716$, $p<.05$). Sosyal medyada geçirilen günlük süreye göre, günde 1 saatten az zaman harcayan öğretmen adayları ($\bar{x}=1,24$) ile günde 5 saat ve üstü zaman harcayan öğretmen adayları ($\bar{x}=1,44$) arasında ahlaki kayıtsızlık puanları arasında anlamlı fark olduğu görülmüştür ($F_{(3-412)}=3,221$, $p<.05$). Analiz neticesinde bu farkın, sosyal medyada günlük 5 saat ve üstü zaman harcayan öğretmen adayları lehine olduğu görülmektedir.

Tartışma ve Sonuç

Mevcut araştırmanın amacı, öğretmen adaylarının ahlaki kayıtsızlık düzeyleri ile akademik motivasyonları arasındaki ilişkinin yönünü ve kuvvetini ortaya çıkarmaktır. Ayrıca farklı değişkenler (cinsiyet, sınıf düzeyi, okunan bölüm, okunan bölümü tercih etme sebepleri, sosyal medyada geçirilen süre) açısından ahlaki kayıtsızlık puanlarında anlamlı fark olup olmadığı belirlenmeye çalışılmıştır.

Araştırmada öğrencilerin büyük bir kısmı yerleştiği bölümü isteyerek ve bilerek tercih etmişlerdir. Buna göre öğrencilerin çoğunlukla içsel nedenlerle mesleğini seçtiği söylenebilir. Benzer

şekilde Aydın vd. (2021) öğretmen adaylarının, öğretmenlik mesleğini tercih etme nedenleri üzerine yaptıkları çalışmada daha ziyade özgeci-içsel nedenlerin etkili olduğunu belirtmişlerdir. Mevcut araştırmada ikinci sırada ise puanı bu bölüme yettiği için tercih edenler gelmektedir. Sözü edilen maddeyi seçenler arasında sosyal bilgiler öğretmenliği bölümünde öğrenim görenler çoğunluktadır.

Araştırmada öğretmen adaylarının yarısından fazlasının günde 2-4 saat arasında; %33'ünün günde 1-2 saat arasında; yüzde 11'nin günde 5 saat ve üstünde; yüzde 3'ünün ise günde 1 saatten az zamanını sosyal medya araçlarında geçirdiği ortaya çıkarılmıştır. Akıncı-Vural ve Bat (2010) öğrencilerin yarısından fazlasının sosyal ağları her gün kullandığını ve bu öğrencilerin yarısına yakınının sosyal ağlarda geçirdikleri sürenin ortalama 1-3 saat arasında olduğunu belirtmektedir. Çakmak (2014) ise katılımcıların %35'inin 2-5 saat, %12'sinin 6 saatten fazla ve %68'inin günde en az bir saat medyayı kullandığı sonucuna ulaşmıştır. Sonuçlar birbirini destekleyici niteliktedir.

Sosyal medyayı takip ettiğini beyan eden öğretmen adayları tarafından en sık Instagram ($f=363$), sonrasında sırasıyla YouTube ($f=335$), Twitter ($f=193$), Spotify ($f=114$) ve Snapchat ($f=97$) adlı sosyal medya araçları takip edilmektedir. Aksakal (2019) öğretmen adaylarının Instagram kullananların oranı % 80,7 olarak ilk sırada olduğunu tespit etmiştir. Özdemir (2019) sosyal medya uygulamalarını kullanım oranlarını % 66,9 Instagram, %13 YouTube, %10 Facebook, %9 Twitter olduğunu tespit etmiştir. Ancak Küçükali'nin (2016) araştırmasında ilk sırayı Facebook alırken sırayla Instagram, Twitter ve YouTube isimli sitelerin olduğu belirlenmiştir.

Sosyal medya araçlarını takip ettiğini söyleyen öğretmen adaylarının gerekçelerine bakıldığında, sırayla gündemi takip etmek, müzik dinlemek, kişisel gelişim sağlamak ve sosyalleşmek için sosyal medyayı takip ettiklerini belirtmişlerdir. Gerekçeler arasında en az seçilen ise alışveriş yapmak olmuştur. Çakmak (2014) araştırmasında katılımcıların sosyal medyayı kullanma nedeni olarak en çok yakın çevresinde olup bitenlerden haberdar olmak istemesini bulmuştur.

Araştırmada akademik motivasyon toplam puanı üzerinden yapılan analizde, öğretmen adaylarının ölçekten, kabul edilen puan aralığı dahilinde, yüksek puan ($\bar{x}=3,47$) aldığı söylenebilir. Ayrıca araştırmada öğretmen adaylarının iç ve dış motivasyon açısından eşit ortalamaya sahip oldukları ve motivasyonlarının yüksek olduğu, motivasyonsuzluk puanının ise düşük düzeyde olduğu görülmüştür. Araştırmanın bu sonucu, farklı çalışma sonuçlarında da desteklenmektedir (Arslantaş, 2021; Kiremitçi vd., 2020; Özdemir, 2019; Taskesen, 2019). Ancak akademik motivasyonu orta düzeyde bulan araştırmalar da vardır (Gürlek, 2021; Taşkın, 2016; Titrek vd., 2018). Bu farklılığın örneklem grubu farklılığından kaynaklanabileceği düşünülmektedir. Ahlaki kayıtsızlık toplam puanı üzerinden yapılan analizde ise öğretmen adaylarının düşük puan aldıkları ($\bar{x}=1,4$) tespit edilmiştir. Başka bir ifade ile öğretmen adaylarının ahlaki kayıtsızlığı düşük düzeydedir. Benzer şekilde Kağan ve Yazıcıoğlu (2021) da yaptıkları çalışma sonucunda üniversite öğrencilerinin ahlaki kayıtsızlık tutumlarını düşük düzeyde bulmuşlardır. Mevcut araştırmada ahlaki kayıtsızlık alt boyutları puan ortalamaları açısından değerlendirildiğinde, öğretmen adaylarının ahlaki kayıtsızlık durumlarında en çok sorumluluğun yayılması ($\bar{x}=7,94$), sorumluluğun üstlenilmemesi ($\bar{x}=6,22$) ve ahlaki meşrulaştırma ($\bar{x}=6,05$) mekanizmalarına başvurduğu görülmüştür. Bu sonuca göre daha ziyade öğretmen adaylarının dışarıya yüklemeye yapan mekanizmaları tercih ettiği söylenebilir.

Araştırmada elde edilen bulguya göre, ahlaki kayıtsızlık toplam puanı ile akademik motivasyon toplam puanı arasında anlamlı bir ilişki olmadığı ortaya çıkmıştır ($p>.05$). Bununla birlikte ahlaki

kayıtsızlık toplam puanı ile motivasyonsuzluk alt boyutu arasında pozitif yönlü zayıf bir ilişki ($p<.05$, $r=.192$); uyarılmaya (haz duyma) yönelik içsel motivasyon alt boyutu arasında ise negatif yönlü zayıf bir ilişki ($p<.05$, $r=.099$) olduğu görülmektedir. İlgili literatüre bakıldığında, ahlaki kayıtsızlığın olumsuz davranışlarla (saldırganlık, zorbalık, bağımlılık, narsisizm vb.) negatif; olumlu davranışlarla (empati, değerlerden oluşan kimlik vb.) pozitif yönlü ilişkide olduğunu ortaya çıkaran birçok çalışma mevcuttur (Detert vd., 2008; Fitzpatrick & Bussey, 2018; Hacıkeleşoğlu, 2021; Karataş vd., 2019; Köfünelyi, 2022; Parlacı, 2020; Özkan, 2019; Visconti vd., 2015; Yazıcıoğlu, 2020).

Çeşitli değişkenlere göre ahlaki kayıtsızlık puanının anlamlı olarak farklılaşıp farklılaşmadığına dair yapılan analizler neticesinde öğretmen adaylarının öğrenim gördükleri bölüm ve sınıf düzeyleri açısından ahlaki kayıtsızlık puanları arasında anlamlı farklılık olmadığı tespit edilmiştir ($p>.05$). Gencer (2020) tarafından yapılan çalışmada da ahlaki kayıtsızlık puanının sınıf düzeyine göre farklılaşmadığı ortaya çıkarılmıştır. Araştırmada cinsiyet değişkeni açısından yapılan analiz neticesinde kadın ($\bar{x}=1,38$) ve erkek ($\bar{x}=1,50$) öğrencilerin ahlaki kayıtsızlık puanları arasında anlamlı ve erkek öğrenciler lehine farklılık görülmüştür. Yine öğretmen adaylarının okudukları bölümü tercih etme sebeplerine göre, isteyerek ve bilerek öğrenim gördüğü bölümü tercih ettiğini söyleyen öğretmen adayları ($\bar{x}=1,37$) ile puanı ancak bu bölüme yettiği için tercih ettiğini söyleyen öğretmen adayları ($\bar{x}=1,45$) arasında ahlaki kayıtsızlık puanları arasında anlamlı fark olduğu, bu farkın ise puanı ancak bu bölüme yettiği için tercih ettiğini söyleyen öğrenciler lehine olduğu görülmektedir. Araştırma problemine dahil edilen son değişken ise sosyal medyada geçirilen süredir. Sosyal medyada günlük 1 saatten az zaman harcayan öğretmen adaylarının ahlaki kayıtsızlıkları daha düşüktür. Benzer şekilde Parlacı (2020) araştırmasında interneti günlük 4-5 saat kullananların ahlaki uzaklaşma düzeylerinin de 1-2 saat kullananlara göre anlamlı ölçüde daha yüksek olduğunu ortaya koymuştur. Yine Hacıkeleşoğlu, (2021) tarafından yapılan araştırma sonucunda, sosyal medya bağımlılığı ile ahlaki kayıtsızlık arasında pozitif yönde ilişki bulunduğu; sosyal medya bağımlılığının ahlaki kayıtsızlığı yordadığı tespit edilmiştir.

Öneriler

Mevcut araştırma sonuçları, zayıf da olsa, motivasyonsuzluk arttıkça ahlaki kayıtsızlığın da artma eğiliminde olduğunu göstermiştir. Bu bulgu, akademik motivasyonun artırılmasının bireylere hem akademik hem de ahlaki açıdan katkı sağlayacağı şeklinde yorumlanabilir. Bu nedenle öğrencilerin öğrenim gördükleri kurumlardaki tüm paydaşlar sürece dahil edilerek akademik motivasyonlarının artırılmasına yönelik birlikte hareket etmeleri sağlanabilir. Öğretmen adaylarının günlük sosyal medyada harcadıkları zaman dikkat çekici düzeydedir. Sosyal medyada geçirilen sürenin ahlaki kayıtsızlık puanları üzerinde etkili olduğu sonucuna ulaşılmıştır. Bu bağlamda öğrencilerin öğrenim gördükleri üniversitelerde farklı aktivitelere yönlendirilmeleri ve vakitlerini daha verimli etkinliklere harcamaları için kişisel ve uzmanlık alanlarında gelişimlerine yönelik düzenlemeler yapılabilir. Ahlaki kayıtsızlık, kişinin içselleştirdiği etik standartlar dışında davrandığında vicdan azabı duymaması için oluşturduğu mekanizmalardır. Olumsuz tüm davranışlar ile pozitif, olumlu davranışlar ve aile gibi sosyal destekler ile negatif yönlü ilişkiye sahip olan ahlaki kayıtsızlık üzerine yapılan çalışmaların deneysel çalışmalarla desteklenmesi önerilmektedir.