

# SOCIAL STUDIES TEACHING I

**Editors**

**Dr. Özkan Akman  
Dr. Vural Tünkler**



[www.istes.org](http://www.istes.org)



# SOCIAL STUDIES TEACHING I

**Editors**

**Dr. Özkan Akman  
Dr. Vural Tünkler**



[www.istes.org](http://www.istes.org)



# Social Studies Teaching 1

## Editors

Dr. Özkan Akman, Suleyman Demirel University, Turkey

Dr. Vural Tünkler, Suleyman Demirel University, Turkey

## Cover Design

Selim Şahin, Suleyman Demirel University, Turkey

ISBN: 978-1-952092-43-5

© 2022, ISTES Organization

The “*Social Studies Teaching 1*” is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Authors alone are responsible for the contents of their papers. The Publisher, the ISTES Organization, shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material. All authors are requested to disclose any actual or potential conflict of interest including any financial, personal or other relationships with other people or organizations regarding the submitted work.

## Date of Publication

December, 2022

## Publisher

ISTES Organization  
Monument, CO, USA

## Contact

International Society for Technology, Education and Science (ISTES)

[www.istes.org](http://www.istes.org)

istesoffice@gmail.com

---

## FOREWORD

This book; It was written by the experts of the field in order to contribute to the teaching of social studies. The content of this book, which consists of 10 chapters, is formed as follows:

In the first part; Depending on the social and technological change and development, the characteristics expected from the individual also change. In modern societies, citizenship and democracy education has taken place in the focus of education and keeping up with this situation. Raising good people and good citizens has become one of the common goals of all education systems. At this point, the Social Studies course has become an important course in the realization of the purpose of raising active citizens. Social Studies becoming a school subject emerged as a product of the movement towards rationalizing and standardizing education at the beginning of the 20<sup>th</sup> century. The USA and NCSS have had a great impact on the development of this course and have added Social Studies to their curriculum in countries such as Japan, Turkey, Canada and South Korea with the successful applications of the USA. Until the 21<sup>st</sup> century, Social Studies course has been under the influence of various curricula such as life adjustment movement, progressive education, social reconstructionism, and nationalistic history. Dewey's philosophy, Piaget's and Vygotsky's theories, and Mitchell's work have influenced and continue to influence the Social Studies curriculum. Social Studies education has changed over time depending on both the developments in the field of pedagogy and the social, political and cultural context. It is seen that the Social Studies curriculum will be updated in order to raise effective citizens according to the needs of the society and the state, depending on the ongoing change and development.

In the second part; in this section, the relationship between motivation and social studies course is discussed. First, the definition and scope of motivation and its theories are explained. In the next part, student and teacher motivation was examined through the subject of motivation in education. Lastly, the topic of social studies and motivation is discussed and current researches are also included in the chapter.

In the third part; concept teaching in social studies courses chapter includes concept, concept learning and concept teaching, misconception, importance of concept teaching in social studies course and techniques used in concept teaching with examples.

In the fourth part; in addition to many types of literacy in our age, literacy types related to social studies teaching have been tried to be explained in this section.

In the fifth part; The inclusion of various course materials and tools in educational environments facilitates learning. Depending on the development of technology, the variety of course materials that can be used in learning environments has increased. Teachers and students have started to benefit more from the opportunities offered by educational technologies. In this section the concepts of method, technique, technology and educational technologies are emphasized. Then, the importance of using materials in education, educational technologies used in teaching, course materials and design, course materials used in social studies courses, and educational technologies

are discussed. In addition, examples of activities in which various materials and educational technologies can be used in the social studies course are also included.

In the sixth part; Tables, graphs and diagrams could serve as such instruments. The employment of these instruments is considered as a skill in the social studies curriculum (Meb, 2018, p.9). Previous studies reported that visual drawings could be considered as powerful tools (Parker, 2014, p. 124), graphic organizers or semantic maps (Farris, 2015, p. 235). At this point, these concepts which are given different names were needed to examine. With this perspective, a comparative analysis of the concepts has been made and the relationship between them has been tried to be revealed. In general, it can be said that these visual drawings are in a very close relationship with each other.

In the seventh part; this chapter mainly includes strategies for 21st century learners' demands and 21st century learning environments. The reasons for the inclusion of technology in teaching processes were evaluated in terms of the benefits to be provided. In addition, educational outputs of Web 2.0 tools from internet applications were explained, and a sample blog design for social studies course was given.

In the eighth part; the level of development of countries is directly proportional to the number of qualified people they have trained. It can be said that educational institutions undertake a great mission in order to raise the number of qualified people. In this context, educational activities should be carried out regularly. In order to achieve this, education programs are needed. Presenting the values, skills and achievements, which are at the center of the curriculum, to the students effectively and through appropriate topics is the most important move towards positive results. In order to ensure this situation, teachers bring different kinds of applications to the classroom environment in order to enrich the course process more. In summary, different types of applications used in the social studies course, which enable the individual to integrate into the world he lives in, are discussed in this section.

In the ninth part; in this section, activities that can be used in teaching social studies course are included. While preparing the activities, attention was paid to be as original as possible, to comply with the basic principles of the activities, and to be in accordance with the constructivist approach. The place, importance and use of the activities in the social studies course are given.

In the tenth part; In this part, the place and importance of assessment in learning are discussed. In addition, formative and summative assessment types used to make decisions about students were discussed, and the widely accepted technology for teaching and learning processes on assessment activities was reflected. Finally, the authentic assessment is explained, and the WebQuest tool along with a sample that can be a source for this assessment is given.

**Associate Professor. Dr. Özkan AKMAN**

**Associate Professor. Dr. Vural TÜNKLER**

**Citation**

Ö. Akman & V. Tünkler (Eds.). (2022). *Social Studies Teaching 1*. ISTES Organization

---

## TABLE OF CONTENTS

<b>THE MEANING AND THE VALUE OF SOCIAL STUDIES .....</b>	<b>1</b>
Hasan Aydemir, Ömer Varol Palancıoğlu	
<b>MOTIVATION IN SOCIAL STUDIES.....</b>	<b>20</b>
Fatma Özge Bayram, Hüseyin Karaaslan	
<b>CONCEPT TEACHING IN SOCIAL STUDIES COURSE .....</b>	<b>35</b>
Çiğdem Kozaner Yenigül, Aydan Ustaoglu Çelik	
<b>LITERACY IN SOCIAL STUDIES TEACHING .....</b>	<b>60</b>
Özkan Akman	
<b>EDUCATIONAL TECHNOLOGIES AND MATERIAL DESIGN IN SOCIAL STUDIES EDUCATION .....</b>	<b>76</b>
Seval Naci	
<b>CONCEPTUAL ANALYSIS OF TABLE, GRAPH, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS .....</b>	<b>95</b>
Mavi Akkaya Yılmaz, Turhan Çetin	
<b>WEB 2.0 TECHNOLOGIES FOR 21ST CENTURY LEARNERS .....</b>	<b>109</b>
Vural Tünkler	
<b>EFFECTIVE TEACHING PRACTICES IN SOCIAL STUDIES .....</b>	<b>127</b>
Yavuz Topkaya, Süleyman Temur	
<b>SAMPLE ACTIVITIES IN SOCIAL STUDIES TEACHING .....</b>	<b>147</b>
Muzaffer Çatak	
<b>THINKING ABOUT ASSESSMENT IN SOCIAL STUDIES .....</b>	<b>163</b>
Vural Tünkler	

# THE MEANING AND THE VALUE OF SOCIAL STUDIES

Hasan Aydemir

Ömer Varol Palancıoğlu

## 1. Introduction

Education is defined as all the work done to help a person develop their mental, emotional, and social skills and behaviours in the most appropriate or desired way, to give them new knowledge, skills, and behaviours for specific purposes. Education can happen on purpose or by accident at any time during a person's lifetime (Akyüz, 2021, p. 2). From the time of an individual's birth until the time of his death, education has been focused on helping them live in harmony with nature by being aware of their surroundings in order to strive to survive in the first human communities. Socialization and cooperation started with the transition to a settled life; as a result, incidental or situational education became more complicated and the first educators in the modern sense started to emerge (Güven, 2021, p. 13). Many scientists, including Aristotle and Plato, helped to build education as a scientific discipline. However, throughout time, the idea that education was a nobles-only profession altered in accordance with advancements in science and art in Europe after the Renaissance, and today education is a service provided to regular people (Güven, 2018, p. 2). Compulsory and secular education policies have been promoted with the rise of nation-states (Ata, 2019, p. 121), and education systems are now responsible for socialization, the development of economic and human resources, the transmission of cultural and political heritage, driving change, and innovation (Buluç, 2019, p. 31; Akman, & Alagoz, 2019).

The traits that are required of an individual alter as a result of how society develops and changes. Education on citizenship and democracy has been at the heart of social change and education in modern societies. All educational systems now share the common objective of raising moral individuals and good citizens. (Gömlüksiz & Akyıldız, 2012, p. 70; Akman, & Sağlam, 2022). One of the courses that help to become responsible citizens is Social Studies. This is because the main factor behind the existence and advancement of Social Studies is citizenship-related issues (Kuş, 2017, p. 188). The child begins to acquire knowledge and skills at the elementary education level, which serves as the foundation of the educational system. The knowledge learned in primary education is built upon in higher education levels. The information, abilities, and attitudes developed during this time also have an impact on social interactions, relationships with family and close relations, and future life (Akdağ, 2014, p. 2). Countries have worked to build continuous education systems, particularly basic education, in order to raise their population because of the positive effects education has on both the individual and the societal fields. Due to its integrated structure, Social Studies education currently holds a significant place in primary education in terms of both citizenship education and the development of knowledge, skills, attitudes, and values in many fields.

### 2. Historical Development of Social Studies Education

#### 2.1. Social studies education in the world

It is not known accurately when and where Social Studies education began. However, it can be said that the history of Social Studies education is equal to the duration of human existence. Because people must learn certain information and skills to meet their needs for things like nutrition, shelter, clothing, safety, and self-defence in the social and natural environments in which they live. It can be stated that "Science and Social Sciences are as old as Human Life" based on this educational process, which begins with the family and close environment and teaches students the principles of both nature and society in order to live (Sönmez, 2010, pp. 5–6). All the societies from past to present have transferred their history, culture, rules and norms to their children via education. The appearance of the Social Studies concept is very close to today (Keskin Y., 2019, p. 4). Since the beginning of civilization, the subjects covered by Social Studies have been taught in societies like Greece, Rome, Egypt, China, Anatolia, Mesopotamia, and India (Bilgili, 2019, p. 24; Özmen, 2015, p. 4). Despite this school background, the 19<sup>th</sup> century saw the widespread/effective introduction of Social Studies courses into school curricula in Western European and North American nations. It was organized into a single subject curriculum with names like History and Geography until the 20<sup>th</sup> century in all countries (Öztürk, 2015, p. 23; Öztürk & Deveci, 2020, p. 10).

The birth of Social Studies as a necessity was largely influenced by four significant historical events. The first of these is that the developments and innovations in the field of education have reached a level that would simultaneously allow the 18<sup>th</sup> century to be referred to as an age of "pedagogy." The second is the changing political, social, and cultural contexts brought about in England by the Industrial Revolution. After some time, similar circumstances may start to emerge in the US, which will significantly increase the demand for Social Studies education. The third is a result of the French Revolution, which occurred in France and quickly had an impact on the empires with multiple identities. The final one is significant changes and advancements in all areas of social sciences, which are being made in an effort to comprehend new political, cultural, economic, and social developments influenced by all of these historical processes and their outcomes. These four fundamental changes, which were notably prevalent in the 19<sup>th</sup> century, forced authorities to pay closer attention to how education was organized and spread as a public service (Arslan, 2016, pp. 9-10).

Since the 19<sup>th</sup> century, the French, the Germans, and finally the Americans have held the banner of educational leadership (Ata, 2019, p. 121). Major adjustments were made to the Social Studies curriculum and teaching in the late 19<sup>th</sup> century. The Progressive movement had an impact on social and political life in America between 1880 and 1920. The "child-centred" educational theory of John Dewey and Francis W. Walker's studies has had an impact on the method of teaching (Zarrillo, 2012, pp. 6-7). The attempt to standardize and rationalize education during the Progressive era at the start of the 20<sup>th</sup> century gave rise to the concept of Social Studies as a comprehensive secondary school curriculum that includes history and social sciences (Singer & the Hofstra New Teachers Network, 2009, p. 60). Social Studies first emerged as a reform movement in response to a changing society in which persistent social, political, and economic problems caused instability and chaos; Social Studies, which emerged from the idea of controlling

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

citizens' lives by using their knowledge gathering, reasoning, valuing, and participation skills during this period; (Barth, 1991, p. 3). Following World War I, there was an increase in immigration from Europe to the United States, and as a result of the strong village-to-city migration that occurred simultaneously with industrialization, people of many ethnic, religious, and sectarian backgrounds started to live together. There are various issues associated with this situation. Solving these challenges, ensuring social integration, preventing conflict from arising from this social transformation, educating citizens about social issues and involvement, and motivating them to be productive were all necessary (Aktan & Saylan, 2013, p. 55; Barth, 1991, pp. 3-5; Çiydem, 2019, pp. 99-100; Kaya E., 2020, p. 134). In this regard, schools, which are thought of as the finest places to begin citizenship education (Mindes, 2006, p. 2), have been considered as a tool by American community leaders to homogenize cultures, develop an awareness of coexistence, operate cooperative work and manage decision-making mechanisms, in short, to "build a new American society" (Bilgili, 2019, p. 25). For this purpose, National Education Association (NEA), which met in 1892, used the concept of Social Studies for the first time, and in 1916, it is accepted that it entered the school curriculum based on the report titled "The Social Studies in Secondary Schools" published as a result of the work of the Committee on Social Studies of the NEA. Thus, the Social Studies course, whose curriculum consists of History, Geography and Citizenship courses, started to be taught (Güngördü, 2001, cited in Topçu, 2019, p. 2; Ross, 2006, p. 2). In 1921, the National Council for Social Studies (NCSS) was established in the USA as a result of the effort to reveal the central role of historians in their fields (Singer & the Hofstra New Teachers Network, 2009, p. 60). NCSS increased its effectiveness shortly after its establishment and became the most decisive institution that takes all kinds of educational, academic and managerial decisions in the field of Social Studies education in the USA (Arslan, 2016, p. 16). The studies and reports of the NCSS played a major role in eliminating the differences in the definition, aims, scope and method of Social Studies education in the Post-Modern Period and in the development of a common understanding (Barth, 1991, p. 8).

The 1929 financial crisis led to the addition of economics courses to the Social Studies curriculum. Social Studies instruction continued until the 1960s with a focus on history and geography, despite the adoption of the "reconstructionist" movement and the "child-centred" educational method in the 1930s (Kaya E., 2020, p. 135; Safran, 2014, p. 11). The Soviet Union's launch of Sputnik into space and the Civil Rights Movement of the 1960s had a huge impact on Social Studies education and led to harsh criticism of Social Studies education in the middle of the 20<sup>th</sup> century. Attempts at reform were made as a result of this circumstance (Erden, 1993, p. 6; Öztürk, 2015, p. 25; Seefeldt, Castle, & Falconer, 2014, p. 8). The work of scientists, academics, and educators has significantly influenced the teaching of Social Studies since it was sponsored by the National Academy of Sciences in 1959. Because of this research, the 1960 publication "The Process of School" by Jerome Bruner, which served as a foundation for the "New Social Studies" movement, was crucial to primary education reform (Zarrillo, 2012, pp. 7-8).

The origin and growth of the "New Social Studies" movement were significantly influenced by Bruner's philosophy of learning by discovery. As a result of this shift, sociology, anthropology, economics, political science, and social psychology have gained importance in Social Studies education while the importance of history and geography knowledge has decreased. In the social sciences, the fundamental ideas and theories of a discipline have played a central role in the

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

curriculum. The induction and research approach has taken the role of the conventional deductive and narrative methods. Students wanted to be trained as individuals who actively acquire information and possess critical thinking skills, as opposed to being passive recipients of the information. At this moment, developing critical thinking abilities were given a lot of attention, and decision-making, justification, and value analysis skills also became crucial (Erden, 1993, p. 6; Öztürk, 2015, p. 25; Seefeldt et al., 2014, p. 8). It was abandoned in the 1980s and switched back to the conventional method on the grounds that this strategy resulted in student failure (Bilgili, 2019, p. 26).

Social Studies education was particularly influenced by the theories of Piaget and Vygotsky. Piaget's statements on developmental periods, children's abilities, and the concepts of the world, time and place; Piaget and Vygotsky's explanations about the fact that learning is the result of first-hand experiences that children gain thanks to their interactions with the environment; the fact that game and exploration are educational activities and the fact that children's social interactions with peers and adults are critical in the realization of learning has affected Social Studies education deeply as well as other fields of education (Seefeldt et al., 2014, p. 8).

Throughout the second half of the 1990s, NCSS made the decision to undertake Social Studies education in the nation with a goal, content, and methodology that were similar to those suggested by the "New Social Studies" movement. In this context, as we begin the 21st century, an interdisciplinary, integrated, thematic character, problem-solving approach, and cooperative learning are predicted according to the social constructivism theory of the Social Studies curriculum in the USA (Öztürk & Deveci, 2020, p. 12). The Social Studies curriculum has been an ideological battlefield up until the twenty-first century, where many curricula have prevailed at various times, including the life-adjustment movement, progressive education, social reconstructionism, and nationalistic history (Ross, 2006, p. 2). Today's Social Studies curriculum is firmly based on the past. This field is still influenced by Mitchell's work, Piaget's and Vygotsky's theories, and John Dewey's philosophy (Seefeldt et al., 2014, p. 8). Education in the social sciences has evolved over time in response to changes in pedagogy as well as the social, political, and cultural context. It is acknowledged that this transformation and development will persist in accordance with societal and governmental needs.

### **2.2. Social studies education in Türkiye**

Every state requires people to maintain its existence. Education makes it feasible to meet this requirement. A "citizenship education program" can be used to describe the task of developing people who will assure the survival of the state. Several courses are included in state curricula as part of the citizenship education program. Examples of this condition include History, Geography, Citizenship in England, Luxembourg and Denmark; Social Studies, History, and Geography classes in the United States, Japan, South Korea, Canada, and Australia. Other examples include Exploring the World, Civics, History, and Geography in France. The citizenship education program in Türkiye includes classes like Life Sciences, Social Studies, Atatürk's Principles and Revolution History, History, Geography, and Citizenship (Ulusoy & Tay, 2021, p. 60). Different countries' school curricula include Social Studies, which is about the post-World War II political, economic, and social order and how well the USA did in adjusting to it. The USA's achievement in resolving social issues has drawn the attention of nations in various climes who are dealing with

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

the same issue to its remedies (Çiydem, 2019, p. 99). This transition, which occurred in the USA and Europe at the beginning of the 19<sup>th</sup> century and began in Türkiye in the 1950s, had a similar impact on education in the USA. As a result, in 1968, for the first time in primary schools, and since 1998, permanently in secondary schools, the Social Studies course, which incorporates several social sciences and whose major goal is to create successful persons fit for the society they live in and the age of globalization, was started to be taught (Sever, 2015).

When we look at the history of Turkish education, it is seen that the History course has been taught since the establishment of the Nezamiyeh Madrasahs during the Seljuk Empire. In the Fatih and Süleymaniye madrasahs throughout the Ottoman Empire, history and geography classes were also offered (Bilgili, 2019, p. 26). For the first time, the courses that include the subjects within the scope of Social Studies entered primary school programs during the reign of Sultan Abdülhamid II. During this period, only History and Geography courses were included in some programs (Öztürk, 2015, p. 26). With the *Tedrisat-ı İptidaiye* Law published in 1913, educational activities were gathered under one roof and elevated from the local level to the national level. With this law, History, Ottoman History, Geography, Ottoman Geography, Civilization, Ethics and Economics (*Malumat-ı Medeniye* and *Moraliye* and *İktisadi*) courses, which were included in the scope of Social Studies, began to take place in schools (Uyanık, Kaya, & Elçiçeği, 2021, p. 174).

The founder of the Republic, Atatürk, placed a high value on education and argued that it should be a national priority. Since 1926, history, geography, and citizenship classes have been a part of all curricula offered. This has been done in an effort to adopt the new Turkish state's ideology and to cultivate citizens who possess a strong sense of their country's history, morals, and ethics as well as the freedom to express their own opinions. The 1926 program survived until 1962 with changes made from time to time. Prior to 1962, all of the courses in 1920, 1926, 1936, and 1948 curricula, as well as the Social Studies courses specifically, were influenced by the progressivism movement, which was represented by John Dewey, who travelled to Türkiye at Atatürk's invitation. The Life Studies course, which was taught in the first and third grades and served as the foundation for the Social Studies course in the 1926 Primary School Curriculum, was where this effect first became evident. As a result of the integrated and interdisciplinary citizenship education studies in Türkiye, with the effect of the "New Social Studies" movement, the History, Geography and Civics courses were combined in 1962 and renamed the "Society and Country Studies" course (Bilgili, 2019, p. 27; Çatak, 2020, p. 1; Erden, 1993, p. 6; Keskin S., 2013, pp. 55-56; Öztürk, 2015, p. 26-27).

The "Social Studies" course was introduced to be taught in the fourth and fifth grades of primary school with the alteration made in 1968. National History and National Geography studies continued to be taught in secondary schools until 1998 after the Social Studies programme, which had been introduced in 1975–1976, was eliminated in the 1985–1986 school year. When the 8-year, uninterrupted primary education program began in 1997, National History and National Geography courses were eliminated. In their place, Social Studies courses were introduced in 1998, covering all classes from fourth through seventh grades (Bilgili, 2019, p. 29; Kaya E., 2020, p. 51; Safran & Ata, 2003, p. 340).

The Social Studies program, which was implemented in 2005, brought some modifications to the subject's conceptual framework as well as a new perspective on the program's development. An

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

interdisciplinary approach is used in the construction of the new Social Studies curriculum, which is focused on knowledge, skills, and values. The curriculum's learning objectives are in conformity with the NCSS's requirements for the Social Studies program (Doğanay & Sar, 2008, p. 471). Thematic learning, problem-solving, and cooperative learning are prioritized in this program, which is structured around social constructivism (Öztürk, 2015, p. 27). The goal of the modifications made to the Social Studies curriculum in 2015 and 2018 can be summarized as improving students' knowledge, abilities, attitudes, and actions in order to help them become more successful citizens (Şimşek, 2020, p. 30).

### 3. Description of Social Studies

When the history of the world and Türkiye is examined, it becomes clear that the goals of Social Studies education have changed over time. This is mostly a result of the decisions and preferences made to adapt to changes in personal, social, political, and cultural structures during the periods when Social Studies education was provided. Countries use the changes in the economic, social, cultural, and political structures they live in as data to guide and shape the education of a course in accordance with their understanding of education generally. They then shape their expectations for education in a way that can keep up with these changes. As in all areas of education, the aims of Social Studies education have also altered in the historical process. However, in today's contemporary societies, there has been a relatively academic and educational consensus on the aims of education in general and Social Studies education in particular. The approach and principles adopted by NCSS, which has the deepest background and experience in Social Studies education, have been generally accepted today (Arslan, 2016, pp. 40-41). In this respect, it can be said that the definitions, aims and content of Social Studies by NCSS constitute a framework for Social Studies education.

The following definition was accepted in 1992 by the NCSS (1994, p. 3) on Social Studies education:

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Another detailed definition was made by the Ministry of National Education (MoNE). According to this;

Social Studies is a primary education course that was developed based on the collective teaching approach, in order to assist the individual to realize his social existence; reflecting social sciences and civics disciplines such as history, geography, economics, sociology, anthropology, psychology, philosophy, political science, and law; involving the unification of learning areas under a unit or theme; the interaction of man with his social and physical environment is investigated (2005, p. 51).

Sever (2015), on the other hand, described Social Studies as "a field of study that attempts to enhance the knowledge, abilities, values, and attitudes of students at the basic education level by

mixing the information they acquire from the social and human sciences in the ever-changing global environment." The social sciences are the primary source for Social Studies, as is clear from the definitions given. In a nutshell, "Social Studies is a collection of condensed and arranged themes and material picked from social sciences for educational reasons" (Akdağ, 2014, p.4). The concept of effective citizenship is emphasized in almost all definitions of Social Studies (Safran, 2014, p. 5). In fact, NCSS (2001) states that the primary goal of Social Studies education is "to help students develop the information, skills, and values that will enable them to become successful citizens."

The Social Studies course in Türkiye is a continuation of the social dimension of the Life Studies course taught in primary school within the scope of citizenship education (Safran, 2014, p. 5). In the 2018 Social Studies Program, in the special purposes of the Social Studies course aim to raise individuals who love their nation and country, know and use their rights, discharge their responsibilities, understand the concepts of democracy, republic, secularism, law, human rights, protect and develop cultural heritage, know the environment and the world, show environmental awareness by being aware of human-environment interaction, protect natural resources and have a sustainable environmental understanding, think critically, understand basic economic concepts, know the importance of working, comprehend change and continuity, use information and communication technologies consciously, observe scientific ethics in using and producing information, use the basic concepts and methods of social sciences and basic communication skills in solving problems, believe in the importance of participation, organize their lives according to democratic rules, adopt national, spiritual and universal values, are sensitive to issues that concern their country and the world, and are aware of their interests, desires and abilities (MoNE, 2018, p. 8).

### **3.1. Conventional approaches in social studies education**

Barr, Barth and Shermis (2013) classified the conventional approaches in Social Studies as transferring citizenship, Social Studies as social sciences and Social Studies as reflective thinking.

#### ***3.1.1. Social studies as transferring citizenship***

This approach is the oldest and the most common approach in Social Studies education. The general aim is to provide continuance of the current situation by instilling the fundamental institutions, values, and beliefs of society. In this approach, the content which is determined by adults is transferred to students by teachers and with lesson books in order to provide cultural continuity. The central authority develops the material. Its foundation is the claim that adults are more qualified to determine what knowledge, abilities, and morals children should learn. People are required to act in accordance with the common values, attitudes, and beliefs of society. The fundamental aims of this strategy are dedication to authority, taking responsibility, being proud of the past and the future, and acceptable behaviour. The teacher serves as the active receiver in this method, while the learner serves as the passive receiver (Barr et al., 2013; Öztürk, 2015, p. 5; Safran, 2014, p. 8; Tay, 2018, p. 11). The goal of citizenship education, which is the behavioural learning theory's projection in Social Studies instruction, is to develop responsible citizens who cooperate, play their duties in society, and make positive relationships with other people. The fundamental traits of citizens are that they are similar to one another, or that they have a more

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

homogeneous structure. For this reason, the individual differences and skills of individuals remain in the background (Kabapınar, 2019, p. 27).

### ***3.1.2. Social studies as social science***

This strategy is predicated on the idea that the best preparation for productive citizenship is the development of social science knowledge, skills, and values. The major goal of this approach is to give people the tools they need to recognize and comprehend the Social Sciences' method, develop the capacity to receive and evaluate information, and adopt this perspective on the world by making use of fundamental ideas, generalizations, theories, and methodologies. Students will have gained experience in the investigation, analysis, and solution of social issues and problems. This method views classrooms as the outside world's laboratory. As a result, the social problems and topics that affect society should be included in the Social Studies course. In this way, students will have experienced the process of research, examination and problem solving related to social events and problems. Various subjects, including gender, social, and economic theories, are studied in-depth with the students during the Social Studies course. Students are given the opportunity to voice their own thoughts and come up with solutions to the issue in this way. The instructor, who acts as the "democratic leader" in this process, promotes dialogue and allows pupils to collaborate on decisions. In contrast to the transferring of citizenship, this approach places more emphasis on the pupil's cognitive, affective, and psychomotor development. The student is viewed as a small "social scientist." Students acquire information through discovery learning techniques and research (Barr et al., 2013; Çulha Özbaş, 2015, p. 748; Kabapınar, 2019, p. 31; Öztürk, 2015, p. 5).

### ***3.1.3. Social studies as reflective thinking***

It can be claimed that reflective thinking serves as the cornerstone of contemporary democratic citizenship education (Kuş, 2017). This method, which is founded on Dewey's ideas, intends to help pupils improve their problem-solving and decision-making abilities. Making logical and accurate decisions relies on an individual's knowledge, experience, and method of using facts and data. Because of this, emphasis is given to learning-teaching processes that enable students to identify, evaluate, and make judgments regarding personal and societal problems. There is not any pre-set, absolutely necessary stuff that must be used. Content is selected from subjects and problems that have a direct impact on the students. Students are frequently exposed to real-life problems and contradictory circumstances by using outside and inside-of-school events and they are encouraged to consider the social issues they encounter. This method's foundation is reflective thinking and scientific problem-solving. Students who take ownership of their education are encouraged to work like "little scientists," pursuing knowledge, self-discovery, problem-solving, and problem-identification (Barr et al., 2013, pp. 18-23; Çulha Özbaş, 2015, p. 748; MoNE, 2018, p. 10; Öztürk, 2015, p. 6).

Each of these approaches or several of them can be used in Social Studies education depending on the objectives. Social Studies as Social Sciences and Social Studies as Reflective Thinking approaches are given importance in the 2018 Social Studies program in Türkiye (MoNE, 2018, s. 10)

### 4. The Value of Social Studies

The main responsibility of educational institutions in the twenty-first century is to equip students with the values, abilities, and knowledge required to act as productive citizens. In elementary educational institutions, particularly in Social Studies courses, a significant portion of these knowledge, abilities, and values are attempted to be acquired (Kılıçoğlu, 2015, p. 6). Because the fundamental reason for the existence and development of social studies is the concern with citizenship. The goal of Social Studies as a discipline is to establish a democratic society and give its citizens the opportunity to learn fundamental knowledge, skills, and morals (Kuş, 2017, p. 188). In this light, Social Studies education should focus on painting a picture of a citizen who is knowledge-based, integrated with scientific thinking, understands local and national issues, and respects global ideals. Additionally, the individualization and socialization that come with social studies education are intended to develop a critical and creative citizen profile, rather than a citizen who blindly accepts and follows the current social order (Kabapnar, 2019, p. 3).

Beginning in childhood, Social Studies facilitates people's integration into society in the political, social, and cultural fields and ensures their socialization (Polat & Aksoy, 2021, p. 2). It enables students to form an understanding of the past, develop their problem-solving and decision-making skills, evaluate problems, and make rational value judgments starting in elementary school. It also enables students to understand and participate in their own world, make conscious decisions, and understand their relationships with their environment, other people, and institutions. It enables people to apply their newly gained information, abilities, and values to their participation as responsible local, national, and international citizens (NCSS, 2009, p. 31).

The most essential objective of Social Studies is democratic citizenship, as can be shown through an examination of its historical evolution and current state (Kuş, 2017, p. 69; Zarrillo, 2012, p. 225). Students can adapt to society as citizens who have embraced democratic ideas thanks to Social Studies, which provides them with the knowledge and experience they need to do so. It helps people comprehend society's political, economic, cultural, and environmental issues in the past, present, and future as well as the solutions to such issues. As a result, it reveals the historical context of the negatives that lie at the heart of today's issues and facilitates more effective future planning (Tezgel, 2006, p. 638). Children must acquire attitudes and beliefs that are consistent with the globalizing globe in order to maintain and advance democracy. Social Studies education promotes respect for all people, freedom of speech, setting rules and adhering to them, learning to make decisions, taking part in class democracy, and caring about other people and the environment (Seefeldt et al., 2014, p. 19).

It is ensured that children learn about, embrace, and adopt the cultural legacy of the society by using history as a bridge within the framework of the principles of continuity and change (Çulha Özbaşı, 2015, p. 747). By observing the change across lengthy periods, a child who has a past understanding develops the ability to compare the past and the present (Sarı, 2014, p. 147). Additionally, he can view the perspective of individuals and civilizations in the past in terms of feelings, ideas, and behaviours in the face of events and situations from their point of view by developing historical empathy (Yılmaz, 2021, p. 26).

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

Culture, which is defined as the entirety of the material and spiritual traits that a society produces in the historical process and transmits over generations, gives a society its identity and distinguishes it from other societies. In the teaching of Social Studies, the idea of culture is significant. By exposing students to other cultures, Social Studies increases their sensitivity to the outside world while also allowing them to realize their own history and culture and raise future generations with the same social consciousness (Karasu Avcı, 2019, p. 47; Koçoğlu, Ersoy, & Atik, 2020, p. 136; Safran, 2014, p. 7; Turner, 2004, p. 65). Social Studies has a significant place in individuals' identity formation. Students will gain knowledge of their nation, build a common social memory of their community, and contribute to social unity and solidarity in this direction through the education of Social Studies. The collective aspect of identity is revealed in this case. However, Social Studies education also emphasizes individual identity and encourages personal growth in each student (Karasu Avcı, 2019, p. 53).

It is quite important to start art and aesthetic education at early ages. At the primary school level, Social Studies is one of the crucial subjects that helps students in developing their artistic and aesthetic sensitivity (Akhan, 2021, p. 120). This power of Social Studies stems from its disciplines rooted in social life. When viewed as a field in the scope of Social Studies, the study of art plays a significant part in the transmission of a historical and cultural accumulation from one generation to the next (Demirezen & Uysal, 2019, p. 331). With Social Studies education, children can recognize and evaluate works related to architecture, music and fine arts. By recognizing its national history, they understand that these works belonging to cultural heritage should be protected and protects the cultural heritage.

Citizens are now expected to have a wide range of abilities and skills as a requirement of democratic life. The most important course for enhancing students' social skills, including interpersonal, problem-solving, and conflict-resolution abilities, is Social Studies, which aims to raise active citizens (Kaya E., 2020, p. 267; Kuş, 2017, pp. 104–106).

In addition to social skills, Social Studies requires studying a wide range of other abilities. It gives kids the chance to ask questions and discover solutions by letting them explore their own environment. Children gather information as they watch, measure, map, contrast, and compare the environment around them (Seefeldt et al, 2014, p. 18). Effective use of thinking abilities is frequently needed in Social Studies when it comes to incorporating social problems and events. Students get the chance to use and refine their thinking abilities at this time (Özden, 2020, p. 94). The Social Studies course places a high priority on developing students' critical thinking, creative thinking, problem-solving, and decision-making abilities. It will be beneficial for the individual to use questioning to think logically while making judgments, to deal with situations and events from various angles, to think carefully about social problems, and to come up with original and innovative solutions (Kaya B., 2014, pp. 160-161). With these skills acquired through Social Studies, It is ensured that they gain awareness and perspective to produce solutions to global problems such as migration, natural disasters, terrorism and the environment, and students use their imaginations to come up with innovative ideas, produce alternative ideas by being interested in scientific and technological developments, overcome real-life problems they encounter in and out of school, actively participate in democratic processes (Gürel, 2019, pp. 208-209).

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

With the changing conditions of the 21st century, literacy skills have also started to gain importance. Social Studies plays a very effective role in acquiring skills such as environmental literacy, digital literacy, financial literacy, map literacy, legal literacy, political literacy, and media literacy (MoNE, 2018, p. 9). Social Studies is the only course in a series of economic and financial information, attitudes and decision-making skills such as being aware of children's wishes and needs in daily economic life, making short and long-term expenditure planning, saving, and donating some of these savings to help solve individual and social problems as an individual (Adalar, 2020, p. 322). The media has become one of the main focuses of human life as a result of technological advancements. Especially the growth and accessibility of internet technology and media tools cause the media to have a big impact on people's lives (Palancıoğlu & Coşanay, 2022, p. 208). Children and young people today live in a media environment that is profit-driven, contains misinformation, and provides excellent chances for participatory engagement. Future generations have an excellent opportunity to increase their media literacy and learn how to deal with this media-driven message density through Social Studies. In light of these facts, it's critical that Social Studies instruction incorporate media literacy in terms of gaining access to, understanding, evaluating, acting upon, and producing media messages (NCSS, 2022). Media literacy in Social Studies is very crucial for establishing successful citizenship. The media has an impact on numerous fields, including politics and the economy, because of its power to influence people. With the development of media literacy skills, students become informed consumers, use technology and communication tools wisely, question the accuracy of media texts, and develop their critical thinking abilities (Gedik & Altun, 2014, p. 512).

Social Studies contributes to students to develop a variety of literacy skills because it draws its topics from the social sciences. For this reason, it can be said that Social Studies is the most comprehensive lesson in terms of content. According to Checkley (2008), while Social Studies instruction is supported by ideas from the arts, sciences, and humanities by utilizing current events, local examples, and the student's own experiences, the content of Social Studies is based on themes, generalizations, and concepts taken from the disciplines of social sciences. In this context, Social Studies enables students to give importance to events which have political, economic and cultural aspects such as wars, terrorist incidents, environmental problems, health problems, traffic problems, hunger, waste, consumer problems, energy needs, natural disasters, harmful habits, celebrations, commemorations, etc. which that occur in their country and in the world, which have significant effects on individuals and humanity (Gedik & Altun, 2014, p. 515).

The obligations of citizenship have started to change as a result of globalization. Because concerns like those that are supposed to be preserved at the global level, such as human rights, immigration and refugee issues, respect for differences, peace and conflict resolution, the global economic balance, and environmental challenges, require global citizenship knowledge, skills, and values (Kuş, 2017, p. 126). According to Kirkwood (2001, p. 10), education with a global context entails awareness of global issues, respect for diverse cultures, and an understanding of how the globe is a huge network of interconnected systems. Through Social Studies education, students can learn that alternative viewpoints on a subject can exist and should be respected, that different cultures are varied and rich, that the world's economic, social, and environmental issues have a significant impact on all human beings, and that they are an integral part of a larger system.

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

Values, one of the fundamental elements of society, have an impact on how people view things. It is expected of people to internalize values and apply them to their behaviour. Social Studies is one of the subjects that takes the most responsibility for producing students who have the desired qualifications (Ay, 2015, p. 259). It is inevitable that Social Studies, which are about life, be value-based or that values interact with the subjects in the proper way (Çengelci Köse, 2020). Focusing on character and values education was necessary to promote democratic consciousness in order for Social Studies to achieve its goal of producing successful citizens (Aktepe & Gündüz, 2021, p. 215). Values that will guide individual and social behaviour, such as justice, emphasizing family unity, independence, peace, being scientific, hard work, solidarity, sensitivity, honesty, aesthetics, equality, freedom, respect, love, responsibility, savings, patriotism, and helpfulness, are included in Social Studies Education (MoNE, 2018, p. 9). It may be claimed that persons who have gained the above-mentioned principles will be effective and excellent citizens, and Social Studies education is in a key position in assuring this. Although the lesson is the basis for value education, the family also plays a significant role. Because setting an example and serving as a role model are crucial in value education. We can increase values to a certain extent by sharing information. For this reason, parents at home should serve as role models, especially for teachers at school, and they should maintain consistency in their speech and behaviour.

### 5. Conclusion

In the socialization process that started with the existence of humanity, human beings started to socialize by taking the essential knowledge, skills and behaviour patterns in their family in order to adapt to nature and meet their basic requirements. It can be claimed that the study of Social Studies began at the same time as humanity. History and geography, which fall under the category of Social Studies, have historically been taught in a small community, at various times in response to the demands of the noble families and the governmental bureaucracy. Due to the Industrial Revolution, the French Revolution, and advancements in pedagogy, Social Studies education became essential in the 20<sup>th</sup> century. Some nations handle subjects that fall under the umbrella of Social Studies using a single disciplinary method, whereas other nations use an interdisciplinary and integrated approach.

With the knowledge, skills, values, attitudes, and behaviours it brings to people, Social Studies, whose primary goal is to raise good and effective citizens, has an important place in citizenship education. Among the subjects taught in schools, Social Studies is essential for securing nations' futures and educating the next generation. The advantages that Social Studies education can bring to people and society include the transmission of national culture and consciousness, bonds with the past, present, and future, adoption of democratic values, active participation in democratic processes, maintenance of social order, respect for other cultures, and acquisition of national and universal values. Individuals acquire communication, metacognitive, and literacy skills in addition to fundamental life skills; they also learn to question, make decisions by considering events from a variety of angles, develop their imaginations, come up with original ideas, and successfully solve problems in real life. In today's increasingly globalised world, citizenship refers to more than just nationality. The entire world is today affected by global issues like migration, war, natural disasters, the economy, epidemics, terrorism, and the environment. As a result, citizenship has taken on a more universal meaning. The study of Social Studies helps students develop into global

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

citizens who are aware of both national and international issues and who are able to find answers by realizing that the world is a collection of interconnected systems, while students also develop a sense of identity for their own nation. Given the advantages it offers, Social Studies is viewed as having a highly significant and valued place in the educational system and among school curricula.

### REFERENCES

- Adalar, H. (2020). Sosyal bilgiler öğretiminde ekonomik ve finansal okuryazarlık eğitimi . In S. Şimşek (Ed.), *Sosyal bilgiler öğretimi* (pp. 311-345). Pegem Akademi Yayıncılık.
- Akdağ, H. (2014). Sosyal bilgilerin tanımı amacı önemi ve Türkiye'deki yeri. In R. Turan, A. M. Sünbül, & H. Akdağ (Eds.), *Sosyal bilgiler öğretiminde yeni yaklaşımlar-I* (pp. 1-23). Pegem Akademi Yayıncılık.
- Akhan, N. E. (2021). Sosyal bilgiler öğretiminde “ sanat ve estetik”. In R. Turan, & H. Akdağ (Eds.), *Sosyal bilgiler öğretiminde yeni yaklaşımlar-II* (pp. 111-123). Pegem Akademi Yayıncılık.
- Akman, O. & Alagoz, B. (2019). Teacher candidates’ opinions toward money and purchase behaviors based on Theodor Ludwig Wiesengrund Adorno's Theory of Leisure Industry and Mass Culture: A qualitative research. *International Journal of Research in Education and Science (IJRES)*, 5(1), Page 36-51.
- Akman, Ö. & Sağlam, M. (2022). Current Problems and Solutions for Social Studies Course. In M. Shelley, V. Akerson, & I. Sahin (Eds.), *Proceedings of IConSES 2022-- International Conference on Social and Education Sciences* (pp. 139-145), Austin, TX, USA. ISTES Organization.
- Aktan, S., & Saylan, N. (2013). Bir öğretim alanının doğuşu: ABD’de sosyal bilgilerin gelişimi (1893–1916) [The Birth of An Instructional Field: The Development of Social Studies in USA (1893-1916)]. *Sosyal Bilgiler Eğitimi Araştırmaları Dergisi [Journal of Social Studies Education Research]*, 4(2), 55-78.
- Aktepe, V., & Gündüz, M. (2021). Sosyal bilgilerde değerler eğitimi. In V. Aktepe, M. Gündüz, N. Kurtdebe Fidan, & E. Yalçinkaya (Eds.), *Kuramdan uygulamaya sosyal bilgiler öğretimi* (pp. 209-232). Pegem Akademi Yayıncılık.
- Akyüz, Y. (2021). *Türk eğitim tarihi* (34th ed.). Pegem Akademi Yayıncılık.
- Arslan, E. (2016). Geçmişten günümüze sosyal bilgiler. In D. Dilek (Ed.), *Sosyal bilgiler eğitimi* (pp. 3-52). Pegem Akademi Yayıncılık.
- Ata, B. (2019). Eğitimin tarihsel temelleri. In E. Karip (Ed.), *Eğitime giriş* (pp. 99-124). Pegem Akademi Yayıncılık.
- Ay, E. (2015). Sosyal bilgilerde değerler eğitimi. In C. Dönmez, & K. Yazıcı (Eds.), *Sosyal bilgiler öğretimi* (pp. 231-262). Pegem Akademi Yayıncılık.
- Barr, R., Barth, J., & Shermis, S. (2013). *Sosyal bilgilerin doğası*. (C. Dönmez, Trans. Ed.) Pegem Akademi Yayıncılık.
- Barth, J. L. (1991). *Elementary and junior high/middle school social studies curriculum, activities, and materials* (3rd ed.). University Press of America.
- Bilgili, A. S. (2019). Geçmişten günümüze sosyal bilimler ve sosyal bilgiler. In A. S. Bilgili (Ed.), *Sosyal bilgilerin temelleri* (pp. 1-31). Pegem Akademi Yayıncılık.

- Buluç, B. (2019). Eğitimin amacı ve işlevi. In E. Karip (Ed.), *Eğitime giriş* (pp. 19-50). Pegem Akademi Yayıncılık.
- Çatak, M. (2020). Programlara göre sosyal bilgilerin tarihi gelişimi,. In S. Şimşek (Ed.), *Sosyal Bilgiler Öğretimi* (pp. 1-27). Pegem Akademi Yayıncılık.
- Çengelci Köse, T. (2020). Sosyal bilgiler öğretiminde değerler eğitimi . In S. Şimşek (Ed.), *Sosyal bilgiler öğretimi* (pp. 348-371). Pegem Akademi Yayıncılık.
- Çiydem, E. (2019). Sosyal bilgiler ve toplumsal değişim. In B. Ü. İbret, & S. Kaymakçı (Eds.), *Sosyal bilgiler ve toplum* (pp. 95-120). Pegem Akademi Yayıncılık.
- Çulha Özbaş, B. (2015). İlköğretim sosyal bilgiler derslerinde kültürel miras eğitimi. In M. Safran (Ed.), *Sosyal bilgiler öğretimi* (pp. 743-762). Pegem Akademi Yayıncılık.
- Demirezen, S., & Uysal, N. (2019). Sosyal bilimlerde sanat eğitimi. In T. Çelikkaya, Ç. Öztürk Demirbaş , E. Yıldırım , & H. Yakar (Eds.), *Yeni program ve ders içeriklerine göre sosyal bilgiler öğretimi* (pp. 311- 338). Pegem Akademi Yayıncılık.
- Doğanay, A., & Sarı, M. (2008). Öğretmen gözüyle yeni sosyal bilgiler programı: Adana ilinde bir araştırma. [The new social studies curriculum from the teachers' point of view: A study in the Adana Province of Turkey]. *İlköğretim Online [Elementary Education Online]*, 7(2), 468-484.
- Erden, M. (1993). *Sosyal bilgiler öğretimi*. Alkım Yayınevi.
- Gedik , H., & Altun, A. (2014). Sosyal bilgilerde güncel olaylar ve medya okuryazarlığı . In B. Tay, & A. Öcal (Eds.), *Özel öğretim yöntemleri ile sosyal bilgiler öğretimi* (pp. 511-552). Pegem Akademi Yayıncılık.
- Gömlüksiz, M. N., & Akyıldız, S. (2012). Vatandaşlık ve demokrasi eğitimi dersi öğretim programının uygulamadaki etkililiğinin değerlendirilmesi [An Assessment of Citizenship and Democracy Education Curriculum in Practice]. *Milli Eğitim [National Education]*, 41(196), 69-92.
- Gürel, D. (2019). Sosyal bilgilerde düşünme eğitimi. In T. Çelikkaya, Ç. Öztürk Demirbaş, E. Yıldırım, & H. Yakar (Eds.), *Yeni program ve ders içeriklerine göre sosyal bilgiler öğretimi* (pp. 179-212). Pegem Akademi Yayıncılık.
- Güven, İ. (2018). *Türk eğitim tarihi*. Pegem Akademi Yayıncılık.
- Güven, İ. (2021). *Eğitim tarihi* . Pegem Akademik Yayıncılık.
- Kabapınar, Y. (2019). *Kuramdan uygulamaya sosyal bilgiler öğretimi: Hayat bilgisi öğretiminde tarih öğretimi* . Pegem Akademi Yayıncılık.
- Karasu Avcı, E. (2019). Sosyal bilgiler ve kimlik. In B. Ü. İbret , & S. Kaymakçı (Eds.), *Sosyal bilgiler ve toplum* (pp. 37-71). Pegem Akademi Yayıncılık.
- Kaya, B. (2014). Sosyal bilgiler ve düşünme becerileri . In R. Turan, A. M. Sünbül, & H. Akdağ (Eds.), *Sosyal bilgiler öğretiminde yeni yaklaşımlar-I*, (pp. 147-163). Pegem Akademi Yayıncılık.

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

- Kaya, E. (2020). *Hayat bilgisi, sosyal bilgiler ve fen bilgisi derslerinin temeli: Toplu öğretim sistemi*. Pegem Akademi Yayıncılık.
- Keskin, S. (2013). Sosyal bilgilerin felsefi temelleri. In A. Bilgili (Ed.), *Sosyal bilgilerin temelleri* (pp. 39-55). Pegem Akademi Yayıncılık.
- Keskin, Y. (2019). Sosyal bilgiler programı tarihi ve güncel gelişmeler. In T. Çelikkaya, Ç. Öztürk Demirbaş, S. Yıldırım, & H. Yakar (Eds.), *Yeni program ve ders içeriklerine göre sosyal bilgiler öğretimi I* (pp. 1-44). Pegem Akademi Yayıncılık.
- Kılıçoğlu, G. (2015). Sosyal bilgiler tanımı, dünyada ve ülkemizde gelişimi ve önemi. In M. Safran (Ed.), *Sosyal bilgiler öğretimi* (pp. 3-36). Pegem Akademi Yayıncılık.
- Kirkwood, T. F. (2001). Our global age requires global education: Clarifying definitional ambiguities. *The Social Studies*, 92(1), 10-15.
- Koçoğlu, E., Ersoy, F., & Atik, S. (2020). Kültürel değerler ve sosyal bilgiler öğretimi. In R. Sever, M. Aydın, & E. Koçoğlu (Eds.), *Alternatif yaklaşımlarla sosyal bilgiler eğitimi* (pp. 123-141). Pegem Akademi Yayıncılık.
- Kuş, Z. (2017). Reflective thinking in social studies curricula. In W. J. Wu, E. Koçoğlu, & Ö. Akman (Eds.), *New approaches in social studies education I* (pp. 187-202). ISRES Publishing.
- Milli Eğitim Bakanlığı. (2005). *4-5. sınıflar sosyal bilgiler programı*. Milli Eğitim Bakanlığı.
- Milli Eğitim Bakanlığı. (2018). *Sosyal bilgiler dersi öğretim programı (ilkokul ve ortaokul 4, 5, 6 ve 7. sınıflar)*. Milli Eğitim Bakanlığı.
- Mindes, G. (2006). *Teaching young children social studies*. Praeger.
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies*. National Council for the Social Studies.
- National Council for the Social Studies. (2001). *Creating effective citizens*. National Council for the Social Studies. <http://www.socialstudies.org/positions/effectivecitizens>
- National Council for the Social Studies. (2009). Powerful and purposeful teaching and learning in elementary school social studies. *Social Studies and the Young Learner*, 22(1), 31-33.
- National Council for the Social Studies. (2022). Media literacy. <https://www.socialstudies.org/position-statements/media-literacy>
- Özden, D. Ö. (2020). Sosyal Bilgiler dersinde düşünme becerilerinin öğretimi. In S. Şimşek (Ed.), *Sosyal bilgiler öğretimi* (pp. 93-121). Pegem Akademi Yayıncılık.
- Özmen, C. (2015). Dünyada ve ülkemizde sosyal bilimler. In C. Dönmez, & K. Yazıcı (Eds.), *Sosyal bilgiler öğretimi* (pp. 3-21). Pegem Akademi Yayıncılık.
- Öztürk, C. (2015). Sosyal bilgiler: Toplumsal yaşama disiplinlerarası bir bakış. In C. Öztürk, *Sosyal bilgiler öğretimi demokratik vatandaşlık eğitimi* (pp. 1-31). Pegem Akademi Yayıncılık.

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

- Öztürk, C., & Deveci, H. (2020). Farklı ülkelerin sosyal bilgiler öğretim programlarının değerlendirilmesi. In C. Öztürk (Ed.), *Farklı ülkelerin sosyal bilgiler öğretim programları* (pp. 1-41). Pegem Akademi Yayıncılık.
- Palancıoğlu, Ö. V., & Coşanay, G. (2022). Medya okuryazarlığı. In H. Aydemir, F. Ciğerci, & Y. Karalı (Eds.), *21. yüzyılda öğretmen becerileri* (pp. 185-213). Nobel Akademik Yayıncılık.
- Polat, S., & Aksoy, B. (2021). Sosyal bilgiler öğretimi. In S. Polat, & B. Aksoy (Eds.), *Kuramdan uygulamaya sosyal bilimler öğretiminde çağdaş öğrenme ve öğretim yaklaşımları* (pp. 1-19). Pegem Akademi Yayıncılık.
- Ross, E. W. (2006). Social studies teachers and curriculum. In E. W. Ross (Ed.), *The social studies curriculum: Purposes, problems, and possibilities* (pp. 1-14). State University of New York Press.
- Safran, M. (2014). Sosyal bilgiler öğretimine bakış. In B. Tay, & A. Öcal (Eds.), *Özel öğretim yöntemleri ile sosyal bilgiler öğretimi* (pp. 1-17). Pegem Akademi Yayıncılık.
- Safran, M., & Ata, B. (2003). Öğrencilerin tarih metinlerinden alınan çıkarmalara yönelik araştırmalara bir bakış. In C. Şahin (Ed.), *Konu alanı ders kitabı inceleme kılavuzu sosyal bilgiler* (pp. 339-353). Gündüz Eğitim ve Yayıncılık.
- Sarı, İ. (2014). Sosyal bilgiler derslerinde zaman becerileri, In R. Turan, A. M. Sünbül, & H. Akdağ (Eds.), *Sosyal bilgiler öğretiminde yeni yaklaşımlar-I* (pp. 129-145). Pegem Akademi Yayıncılık.
- Seefeldt, C., Castle, S., & Falconer, R. (2014). *Social Studies for the Preschool/Primary Child* (9th ed.). Pearson.
- Sever, R. (2015). Sosyal bilgiler eğitimine giriş. In R. Sever (Ed.), *Sosyal bilgiler öğretimi* (pp. 1-24). Nobel Akademi Yayıncılık.
- Singer, A. J., & the Hofstra New Teachers Network. (2009). *Social studies for secondary schools: Teaching to learn, learning to teach*. Routledge.
- Sönmez, V. (2010). *Sosyal bilgiler öğretimi ve öğretmen kılavuzu*. Anı Yayıncılık.
- Şimşek, S. (2020). Sosyal bilgiler programın yapısı ve özellikleri. In S. Şimşek (Ed.), *Sosyal bilgiler öğretimi* (pp. 29-50). Pegem Akademi Yayıncılık.
- Tay, B. (2018). Sosyal Bilgiler öğretiminin dünü bugünü yarını. In R. Turan, & K. Ulusoy (Eds.), *Sosyal bilgilerin temelleri* (pp. 1-18). Pegem Akademi Yayıncılık.
- Tezgel, R. (2006). Yeni ilköğretim sosyal bilgiler dersi öğretim programında insan hakları ve değer eğitimi. *II. Uygulamalı Etik Kongresi Bildiri Kitabı* (pp. 637-645). Orta Doğu Teknik Üniversitesi.
- Topçu, E. (2019). Sosyal bilgiler ve sosyoloji. In B. Ü. İbret, & S. Kaymakçı (Eds.), *Sosyal bilgiler ve Toplum* (pp. 1-35). Pegem Akademi Yayıncılık.
- Turner, T. N. (2004). *Essentials of elementary social studies*. Pearson A and B.

## THE MEANING AND THE VALUE OF SOCIAL STUDIES

---

- Ulusoy, K., & Tay, B. (2021). Sosyal bilgilerde deęer eęitimi. In R. Turan, & H. Akdaę (Eds.), *Sosyal bilgiler öğretiminde yeni yaklaşımlar-II* (pp. 59-73). Pegem Akademi Yayıncılık.
- Uyanık, E., Kaya, M., & Elçiçeęi, B. (2021). II. meşrutiyet döneminde eęitim tartışmaları ve 1913 tarihli Tedrisat-ı İptidaiye Kanunu'nun uygulanması [Educational debates during the II. constitutional period and the application of the 1913 Tedrisat-ı İptidaiye law]. *Kocaeli Üniversitesi Eęitim Dergisi [Kocaeli University Journal of Education]*, 4(1), 163-185.
- Yılmaz, K. (2021). Sosyal bilgiler ve tarih öğretiminde tarihsel empati: Geçmişe geçmişteki insanların gözüyle bakabilme becerisi. In R. Turan, & H. Akdaę (Eds.), *Sosyal bilgiler öğretiminde yeni yaklaşımlar-II* (pp. 11-33). Pegem Akademi Yayıncılık.
- Zarrillo, J. J. (2012). *Elementary Social Studies: Principles and Applications*, (4th ed.). Pearson.

### To Cite This Chapter:

- Aydemir, H. & Palancıoęlu, Ö. V. (2022). The meaning and the value of social studies. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 1-18). ISTES Organization.

### ABOUT THE AUTHORS



**Associate Prof. Dr. Hasan Aydemir**

ORCID ID: 0000-0002-3073-9194

[hasan.aydemir@inonu.edu.tr](mailto:hasan.aydemir@inonu.edu.tr)

*Inönü University*

Hasan Aydemir holds a PhD. in education programs and teaching. Currently, he is an associate professor at Inönü University, Turkey. His areas of interest are social studies, teacher training, education programs, educational technologies.



**Ömer Varol Palancıoğlu**

ORCID ID: 0000-0003-3858-3486

[v.palanci@gmail.com](mailto:v.palanci@gmail.com)

*Republic of Türkiye Ministry of National Education*

Ömer Varol Palancıoğlu has been working as a classroom teacher at the Ministry of National Education since 1999. He completed his master's degree in the field of classroom education at İnönü University. He is still continuing his doctorate education in the classroom education program of İnönü University. Basic education, science education and technology enhanced learning are his areas of interest.

# MOTIVATION IN SOCIAL STUDIES

Fatma Özge Bayram

Hüseyin Karaaslan

## 1. Introduction

### 1.1. Motivation

Motivation is the force, energy, or drive needed to regulate behavior. It is a general concept encompassing wishes, desires, needs, impulses, and interests. It is activated to direct the behavior of an organism toward a particular goal. In other words, it paves the way for behavior. It energizes one to take action to realize one's goals. A motivated person tends to take action and has a specific need and desire to do so (Cüceloğlu, 2007; Ryan & Deci, 2000).

Motivation is a combination of energy, determination, drive, and desire. Motivation, often used in education, is influenced by biological, cognitive, psychological, and social factors. It has two types, namely intrinsic and extrinsic motivation (Ormrod, 2013; Ryan & Deci, 2000). Therefore, one is motivated not only by internal dynamics but also by others who guide one, such as administrators, teachers, doctors, sports coaches, etc. (Ryan & Connell, 1989; Ryan & Deci, 2000). Intrinsic processes are about needs, interests, and curiosity. On the other hand, extrinsic processes are influenced by reward, pressure, appreciation, punishment, etc. Intrinsic motivation encourages one to take action to fulfill one's needs, satisfy one's curiosity, or get satisfaction from one's work. On the other hand, extrinsic motivation mobilizes one to receive rewards, avoid punishment, be appreciated by others, or please them (Erden & Akman, 2002). Extrinsic motivation results in effective learning and behavior, but it requires effort to perform a task. Therefore, the action stops with the end of reinforcement. Intrinsic motivation allows one to complete a task without incentives or persuasion. In other words, intrinsic motivation helps one fulfill tasks on one's initiative, strive to understand things, and enjoy what one does (Ormrod, 2013). Intrinsic motivation is more suitable than extrinsic motivation for educational settings and classroom activities. We should consider both intrinsic and extrinsic motivation because they are crucial for behavior.

## 2. Theories of Motivation

There are numerous behavioral, cognitive, and humanistic theories of motivation. These theories are based on inferences related to one's preference, determination, and internal and external influences toward action. This chapter focuses on the main features, objectives, and critical points of Expectancy-Value Theory, Goal Orientation Theory, Self-determination Theory, Self-Determination Theory, and Social Cognitive Theory.

### 2.1. Expectancy-Value Theory

Expectancy-Value Theory explains achievement motivation in a context by relating it to personal expectations and value perceptions. The sum of one's expectations of a task and the values one attributes to it affect one's motivation (Brophy, 1999; Eccles, Wigfield, Harold, & Blumenfeld, 1993). Atkinson (1957) views this behavior, which leads people to expect reward and motivation, as a way to achieve success and formulates it as follows:

Motivation = Perceived probability of achievement x The motivational value of achievement

According to the formula, what one expects from accomplishing a task and what value one attributes to the task are critical. The theory provides a conceptual framework consisting of two elements (expectancy and value) to explain motivational processes. Expectancy refers to one's belief in one's success in possible situations. People who view themselves as competent have a higher learning capacity and perform better. For high motivation, one should feel both competent to perform an activity and attribute value to that activity. In this context, one succeeds in performing a task as long as it is cost-effective in terms of the personal significance of the activity, its contribution to one's future expectations, its response to one's needs and the effort, and labor and time (Eccles, 2005; Plante, O'Keefe, & Théorêt, 2013; Schunk, 2009; Tünkler, 2019a).

The theory states that students' expectations about their academic performance and perceptions of value attributions affect their motivation. Expectations and values have a significant impact on achievement. Students' expectations of academic performance and their choices, efforts, and persistence regarding achievement determine whether they can attain the desired outcomes (Eryılmaz, 2013; Guo, Marsh, Parker, Morin, & Yeung, 2015). From this point of view, we should positively influence students' expectations and make sure that they place a high value on their lessons so that they can have a high level of motivation. The theory expressing the importance of expectations and value for performance and motivation plays an essential role in achievement motivation.

### **2.2. Goal Orientation Theory**

Goal-Orientation Theory addresses the effect of goals on behavior in achievement. The theory concerns goals' characteristics (authenticity, difficulty, and closeness) that promote and guide behavior (Schunk, 2009). The theory claims that motivation is sustained by achieving goals. In this sense, people who achieve their goals are likely to be more satisfied with themselves and have higher self-efficacy, which positively affects their future performance (Ormrod, 2013). The theory is used in various fields, such as social psychology, management, and health. Researchers also use it to explain and predict students' achievement-oriented behavior.

The theory, which aims to define the rationales for students to engage in academic tasks, has two types of goals: learning goals and performance goals. Learning goals refer to the knowledge, behaviors, and skills students strive to acquire, while performance goals refer to the goals they need to accomplish (Bråten & Olaussen, 2004; Magno, 2011; Schunk, 2009). The theory underlines the significance of positively influencing students' beliefs about their abilities and efforts. It also states that motivation is essential for learning and successful behavior.

### **2.3. Self-Stability Theory**

Self-Stability Theory focuses on active development and individual reasoning. The theory argues that everyone is born with certain needs (achievement, belonging, and autonomy). Accordingly, the theory is based on the view that one prefers enjoyable activities, positive opportunities, and active groups to meet one's basic psychological needs. However, one's preferences should be

supported and approved by others so that one can achieve a high level of motivation (Ryan, 2009; Ryan & Deci, 2000).

The theory explains the intrinsic and extrinsic factors that affect motivation positively or negatively. In this context, intrinsic motivation elements stem from one's self, while extrinsic motivation elements stem from one's external world and environment. Amotivation refers to low enthusiasm and passion for doing a task (Ryan, Rigby, & Przybylski, 2006).

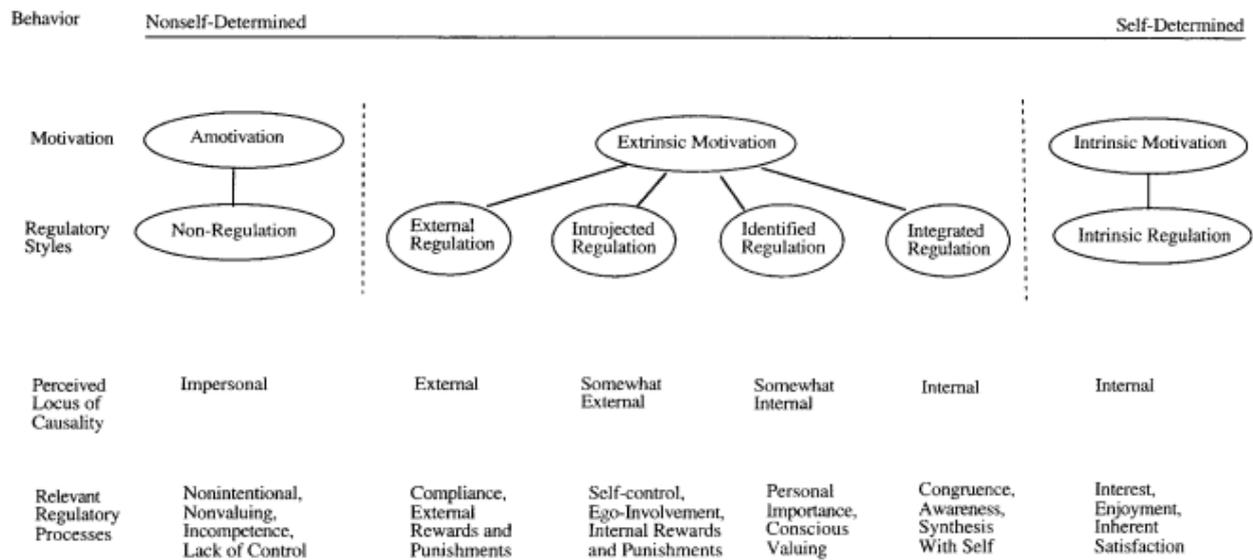
Viewing human beings as active and natural, the self-determination theory suggests that activity stems from intrinsic motivation. The theory argues that intrinsic motivation urges people to cope with challenges and novelties and learn new things. One is more motivated to develop a behavior if environmental conditions support one's intrinsic motivation (Ryan, 2009).

### **2.4. Self-Determination Theory**

Self-Determination Theory proposes that motivational mechanisms help one adopt the values, attitudes, and behaviors one observes through social relationships and interactions (Grolnick, Deci, & Ryan, 1997). The theory is based on the relationship between people and social contexts. According to the theory, people experience positive outcomes if they are supported during social interactions. On the other hand, they experience adverse outcomes if social interactions are inhibited. Three universal psychological needs (autonomy, competence, and relatedness) emerge from social interactions (Ryan & Deci, 2000). The need for relatedness is about one's feeling of being loved and valued by others. One whose need for relatedness is satisfied is accepted and respected by others and lives in an environment of cooperation and trust. The need for competence is one's feeling ready to accomplish and realize something. One whose need for "competence" is satisfied acquires a better societal position. The need for autonomy refers to the desire for choice and volition over one's activities and goals. One whose need for autonomy is satisfied takes responsibility for making decisions and setting and attaining goals (Deci et al., 2001; Ryan & Deci, 2000).

Edward Deci and Richard Ryan were the first to publish research on Self-Determination Theory in the 1970s. Self-determination is about making decisions based on one's personal beliefs and value judgments rather than having one's behavior influenced by external factors (social norms and group behaviors). This theory emphasizes individual choices as it involves individuals taking responsibility for their behavior in line with their own decisions (Deci, Connell, & Ryan, 1989). Self-Determination Theory is one of the most comprehensive theories of psychological and motivational processes (Ten Cate, Kusrkar, & Williams, 2011) that emphasizes the importance of intrinsic resources. The theory focuses on two types of motivation (intrinsic and extrinsic) (Figure 1).

## MOTIVATION IN SOCIAL STUDIES



**Figure 1.** Classification of types of motivational regulation (Ryan & Deci, 2000, p. 72)

Intrinsic motivation is about the desire based on pleasure and interest that drives one to act. On the other hand, extrinsic motivation is about being motivated to get rewarded or avoid punishment. These two types of motivation are assessed using a scale with autonomy at one end and control at the other. While intrinsic motivation involves behavioral autonomy, extrinsic motivation involves both autonomy and control (Ryan & Deci, 2000). According to Self-Determination Theory (Figure 1), motivation is a dynamic process that starts from amotivation and progresses to intrinsic motivation. Amotivation is when one feels reluctant to engage in a behavior. In external regulation, behavior depends on rewards, punishment, or reinforcements. In introjected motivation, behavior depends on both external factors and one's self. In identified regulation, behavior is critical for one to achieve one's goals. Behaviors after this stage fall within the scope of internal regulation, in which behavior is not caused by an external factor but by one's choices and will (Ryan & Deci, 2000; Sevinçli & Aydoğmuş, 2022).

Self-Determination Theory has two objectives; (1) identifying the necessary conditions for individuals and societies to develop and (2) uncovering the factors that play a role in the process of growth, integration, and well-being. The theory underlines the importance of innate tendencies and environmental factors. It suggests that one must develop a healthy sense of choice for success. A social structure that supports individuality both promotes people's sense of healthy choice and satisfies their basic psychological needs (Deci et al., 2001).

### 2.5. Social Cognitive Theory

Social Cognitive Theory, developed by Albert Bandura, states that one learns by observing others. According to this theory, learning and, thus, behavioral changes are the result of one's observations. The theory views people as beings who direct their lives based on their decisions and take responsibility for their decisions. It focuses on experiences and external factors in making sense of behaviors. The theory emphasizes the importance of organizing environmental factors in the desired way because it suggests that observations and stimuli lead one to adopt behaviors (Senemoğlu, 2011).

## MOTIVATION IN SOCIAL STUDIES

---

According to Social Cognitive Theory, learning is a product of experiences acquired by taking others as models. One adopts a behavior depending on the performance of one's role models, who are reinforced, punished, valued, or reacted to. Social Cognitive Theory is regarded as a motivational theory in education that has been used to create or increase motivation. According to the theory, one adopts a behavior or skill through observations but does not perform it until one is motivated to do it or needs to do it. In other words, behavior and motivation are directly related (Bandura, 1999; Bayrakçı, 2007; Gage & Berliner, 1988, as cited in Senemoğlu, 2011).

According to Social Cognitive Theory, two components (self-efficacy and self-regulation) affect motivation resulting in behavior. Self-efficacy refers to one's belief in one's ability to overcome difficulties and accomplish tasks. Self-efficacy manifests itself in students' belief in their abilities in situations such as taking exams, participating in competitions, and public speaking. One's life, vicarious experiences (role models), motivation through verbal persuasion, and psychological background affect self-efficacy (Brown, 1999; Senemoğlu, 2011). Self-regulation is another factor affecting behavior. It refers to the process in which one directs and controls one's behaviors by reflecting on them. Therefore, both extrinsic and intrinsic factors influence behaviors. According to Bandura, intrinsic reinforcers play a more critical role in behavior-promoting motivation than extrinsic reinforcers (Bandura, 2002; Malone, 2002)

Social Cognitive Theory proposes that one adopts behavior by taking role models and observing others. The theory applies to education as well. According to the theory, other people (family members, teachers, friends, etc.) should be good role models so that they reinforce the right behavior in children. Making students willing and able to adopt the right behaviors is one of the most effective ways to put what is learned into practice. This shows the importance of motivation in learning.

### 3. Motivation in Learning

Motivation is one of the most important psychological concepts in education (Kara, 2009). It energizes one and makes one enthusiastic about learning. Therefore, it plays a vital role in effective education and training processes. It also determines the direction, intensity, and determination of behavior and the speed at which education achieves its goal (Akbaba, 2006). How much educational motivation one has affects how much perceptive ability one has. Motivation also affects one's conceptual and technical skills and contributes to one's creativity. People with intrinsic motivation can explain problems and find creative solutions (Gürdoğan, 2012, p. 149). We need to focus on the question, "How can we improve teachers' and students' motivation?" to ensure that educational goals are accomplished at the highest level (Gokce, 2010). Acat and Yenilmez (2004) argue that motivation, the source of some problems encountered in learning processes, explains success and failure.

#### 3.1. Students' Motivation

Motivation begins when needs make their appearance. Human beings are stimulated because they want to satisfy their needs. One engages in behaviors to meet one's needs. As a result of the behavior, one meets one's needs and reaches satisfaction. The motivational process is thus realized (Vatansever Bayraktar, 2015). From this point of view, if students relate new knowledge to life,

## MOTIVATION IN SOCIAL STUDIES

they develop a sense of need for learning. Figure 1 visualizes the flow related to achievement and motivation expressed by Dörnyei and Ushioda (2011).



**Figure 2.** The relationship between motivation and achievement

High motivation leads to high achievement, which, in turn, leads to high motivation. This is also true for low motivation and low achievement. This flow with a chain effect clearly shows that motivation is one of the critical components of academic achievement (Figure 2).

### 3.2. Teachers’ Motivation for Students’ Motivation

The more teachers know about motivational activities, and the more often they use them in their lessons, the more prepared their students will be and the higher their academic performance will be. Therefore, teachers need to know the importance of motivation in education and use motivational activities in their lectures (Ilgar, 2004). Teachers should also be involved in educational reform efforts because the more motivated the teachers are, the more likely it is that educational reforms will be implemented (Neves de Jesus & Conboy, 2001). Research shows that improvement in teacher motivation is beneficial for both teachers and students (Bishay, 1996). Some models have been developed to help teachers make motivation effective in their lessons. Those models guide teachers. One of them is John M. Keller's Instructional Model of Motivation, also known as the ARCS Model (Keller, 1987), which is an acronym for Attention, Relevance, Confidence, and Satisfaction (Table 1).

**Table 1.** ARCS Model

Components and Subcomponents	Transaction Questions
Attention	<ul style="list-style-type: none"> <li>• What can I do to capture their interest?</li> </ul>
A1. Perceptual Arousal	<ul style="list-style-type: none"> <li>• How can I stimulate an attitude of inquiry?</li> </ul>
A2. Inquiry Arousal	
A3. Variability	<ul style="list-style-type: none"> <li>• How can I maintain their attention?</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>• How can I best meet my learner's needs? (Do I know their needs?)</li> </ul>
R1. Goal Orientation	
R2. Motive Matching	<ul style="list-style-type: none"> <li>• How and when can I provide my learners with appropriate choices, responsibilities, and influences?</li> </ul>
R3. Familiarity	

## MOTIVATION IN SOCIAL STUDIES

---

	<ul style="list-style-type: none"><li>• How can I tie the instruction to the learner's experiences?</li></ul>
Confidence	
C1. Learning Requirements	<ul style="list-style-type: none"><li>• How can I assist in building a positive expectation for success?</li></ul>
C2. Success Opportunities	<ul style="list-style-type: none"><li>• How will the learning experience support or enhance the students' beliefs in their competence?</li></ul>
C3. Personal Control	<ul style="list-style-type: none"><li>• How will the learners clearly know their success is based on their efforts and abilities?</li></ul>
Satisfaction	
S1. Natural Consequences	<ul style="list-style-type: none"><li>• How can I provide meaningful opportunities for learners to use their newly acquired knowledge/skill?</li></ul>
S2. Positive Consequences	<ul style="list-style-type: none"><li>• What will provide reinforcement to the learner's success?</li></ul>
S3. Equity	<ul style="list-style-type: none"><li>• How can I assist the students in anchoring a positive feeling about their accomplishments?</li></ul>

---

The ARCS model guides teachers to make motivation effective in their lessons. The model consists of four main components and questions teachers should ask themselves based on the components. Teachers must reflect on the questions and construct lessons based on them. The model, which has been tested by many researchers (Balantekin & Bilgin, 2017; Çetin & Mahiroğlu, 2008; Dede, 2003), was updated by Keller as ARCS-V (Volition) in the following years (Keller, 2016). Besides this model, many suggestions help teachers make motivation effective in their lessons. In line with those models, Sürücü and Ünal (2018) reported the following factors that increased student motivation. According to them, teachers should be enthusiastic and consistent, show personal interest in students, plan their lessons, believe that students will succeed, pursue equality and justice, create an open classroom climate, have a sound grasp of their fields, and draw students' attention. Aydın (2016) also made the following suggestions to teachers about motivation.

- Students and teachers should share their expectations of education clearly and understandably.
- Teachers should always remember that perception and attention are related to motivation.
- Teachers should give each student autonomy because he/she is motivated differently.
- Teachers should allow each student to experience the joy of achievement to the extent of his/her capacity.
- Performance appraisal should be organized in a relative rather than a strictly prescriptive manner.

## MOTIVATION IN SOCIAL STUDIES

- Teachers should individualize teaching as much as possible and allow students to improve themselves according to their capacities.
- Teachers should help students focus their attention on their immediate and actual needs.

There are scientific data on making teachers competent for motivation in their lessons. In this context, it is essential to consider this issue in teacher training. In-service programs should also frequently address the importance of motivation in education.

### 4. Motivation in Social Studies

The previous sections have addressed the concept of motivation in general. This section will examine it in the context of social studies. We have limited data to consider motivation in social studies because there is only a small body of research on the topic. Social studies is based first on the competencies of citizenship (within the context of the nation-state) and then on the competencies of global citizenship. Social studies aims to turn students into active and public interest-minded individuals with multidisciplinary and interdisciplinary perspectives and problem-solving, decision-making, critical, inquisitive, and scientific thinking skills (Bektaş, 2019). The definition of social studies gives an idea about the characteristics of the individuals it aims to transform students into. From this perspective, social studies is a course that prepares students for the future and aims to enable them to impact both individual and social lives. These key roles make it essential to teach social studies effectively. Student and teacher motivation is one of the critical issues for effective social studies teaching. As stated by Dörnyei and Ushioda (2011), motivation and achievement affect each other. These show that we need to reconsider motivation in social studies. Tünkler (2022) argues that students have a low level of motivation for social studies. He (2019) also examined the motivation sources of middle school students toward social studies and reported that students were demotivated because they found the course boring, did not like history topics, and did not like the fact that the topics were based on rote learning. These findings show that teachers play an important role in motivating students for social studies because they can choose activities that make the course more appealing to them. Table 2 summarizes the research on motivation in social studies.

**Table 2.** Research on Motivation in Social Studies

Research	Focus
<b>Heafner (2004)</b>	The effect of social studies integrated with technology on student motivation
<b>Aladağ (2010)</b>	The effect of using Geographic Information Systems in social studies on seventh-grade students' achievement and motivation.
<b>İlter (2014)</b>	The effect of a project-based learning approach on fourth-grade students' motivation and conceptual achievement

## MOTIVATION IN SOCIAL STUDIES

<b>Gaston, Martinez, &amp; Martin (2016)</b>	The effect of literacy strategies in social studies on eighth-grade students' motivation, achievement, and engagement
<b>Gömleksiz &amp; Kan (2012)</b>	A motivation scale for social studies
<b>Tahiroğlu (2015)</b>	The impact of ARCS-based social studies lessons on fourth-grade students' motivation and achievement
<b>Tünkler (2019b)</b>	Middle school students' motivation sources for social studies
<b>Fırat (2019)</b>	Sixth- and seventh-grade middle school students' motivation and attitudes toward social studies
<b>Tünkler (2021)</b>	The motivation of social studies teachers

Table 2 shows that the international literature on social studies consists of early studies. Most researchers have conducted surveys to determine whether a particular process affects motivation.

### 5. Conclusion

Motivation is one of the catalysts of achievement in education. However, there is limited research on motivation in social studies. Therefore, more research is warranted to better understand the effects of motivation on social studies to help decision-makers, teachers, and academics access scientific data. Thus, more and more educators can design motivation-based lessons to turn students into motivated and successful learners who love social studies.

### REFERENCES

- Acat, M. B., & Yenilmez, K. (2004). Eğitim fakültesi öğrencilerinin öğretmenlik mesleğine ilişkin motivasyon düzeyleri. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 6(12), 125-139.
- Akbaba, S. (2006). Eğitimde motivasyon. *Kazım Karabekir Eğitim Fakültesi Dergisi*, 13, 343-361.
- Aladağ, E. (2010) The effects of GIS on students' academic achievement and motivation in seventh-grade social studies lessons in Turkey. *International Research in Geographical and Environmental Education*, 19(1), 11-23, Doi: <https://doi.org/10.1080/10382040903545476>
- Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review*, 64, 359-372.
- Aydın, A. (2016). *Eğitim psikolojisi*. Pegem.
- Balantekin, Y., & Bilgin, A. (2017). The effect of ARCS motivational model on motivational level, attitudes and academic success of the students. *Elementary Education Online*, 16(1), 161-177.
- Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian Journal of Social Psychology*, 2(1), 21-41.
- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology: An International Review*, 51(2), 269-290.
- Bayrakçı, M. (2007). Social learning theory and its educational applications. *Sakarya University Journal of Education Faculty*, 14, 198-210.
- Bektaş, Ö. (2019). Sosyal bilimler ve sosyal bilgiler. R. Turan & T. Yıldırım (Ed.), *Sosyal bilgilerin temelleri içinde* 1-37. Anı.
- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience sampling method. *Journal of Under Graduate Sciences*, 3, 147-154.
- Bråten, I., & Olaussen, B. S. (2004). Profiling individual differences in student motivation: A longitudinal cluster-analytic study in different academic contexts. *Contemporary Educational Psychology*, 30, 359-396.
- Brophy, J. (1999). Toward a model of the value aspects of motivation in education: Developing appreciation for. *Educational Psychologist*, 34(2), 75-85.
- Brown, K. M. (1999). Social cognitive theory overview. Access address: [http://edutechwiki.unige.ch/en/Social\\_cognitive\\_theory](http://edutechwiki.unige.ch/en/Social_cognitive_theory)
- Cüceloğlu, D. (2007). *İnsan ve davranışı: Psikolojinin temel kavramları*. İstanbul: Remzi.
- Çetin, Ü., & Mahiroğlu, A. (2008). The Effects of Educative Software, Based on the Arcs Motivation Model on Student's Academic Success and Permanence in Education. *Journal of Kırşehir Education Faculty*, 9(3), 101-112.
- Deci, E., Connell, J., & Ryan, R. (1989). Selfdetermination in a work organization. *Journal of Applied Psychology*, 74(4), 580-590.

- Deci, E., Ryan, R., Gagne, M, Lronr, D., Usunov, J., & Kornazheva, B. (2001). Need satisfaction, motivation and well-being in the work organizations of a former esatern bloc country: a cross-cultural study of self determination. *Personality And Social Psychology Bulletin*, 27(8), 930-942.
- Dede, Y. (2003). ARCS the effect of the ARCS motivation model upon the students' motivation towards mathematics. *Pamukkale University Journal of Education*, 14, 173 - 182.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Routledge. Doi: <https://doi.org/10.4324/9781315833750>.
- Eccles, J. S. (2005). Studying gender and ethnic differences in participation in math, physical science, and information technology. *New Directions for Child and Adolescent Development*, 110, 7-14.
- Eccles, J., Wigfield, A., Harold, R., & Blumenfeld, P. (1993). Age and gender differences in children's self-and task perceptions during elementary school. *Child development*, 64(3), 830-847.
- Erden, M., & Akman, Y. (2002). *Gelişim ve öğrenme*. Ankara: Arkadaş.
- Eryılmaz, A. (2013). Motivation and amotivation at school: Developing the scale of expectations from teacher about class engagement. *Mehmet Akif Ersoy University Journal of Education Faculty*, 13(25), 1-18.
- Fırat, M. (2019). *The research of motivation and attitudes on social studies course for secondary school students (Gölbaşı sample)* (Unpublished master's thesis). Adıyaman University, Türkiye.
- Gaston, A., Martinez, J., & Martin, E. P. (2016). Embedding literacy strategies in social studies for eighth-grade students. *Journal of Social Studies Education Research*, 7(1), 73-95.
- Gökçe, F. (2010) Assessment of teacher motivation. *School Leadership and Management*, 30(5), 487-499. Doi: <https://doi.org/10.1080/13632434.2010.525228>
- Gömlüksiz, M. N., & Kan, A. Ü. (2012). A study of validity and reliability of an motivation scale on social studies course. *Firat University Journal of Social Science*, 22(2), 116 125.
- Grolnick, W. S., Deci, E. L., & Ryan, R. M. (1997). Internalization within the family: The selfdetermination theory perspective. In J. E. Grusec & L. Kuczynski (Eds.), *Parenting and children's internalization of values: A handbook of contemporary theory* (pp. 135-161). Yayım yeri: Wiley.
- Guo, J., Marsh, H. W., Parker, P. D., Morin, A. J., & Yeung, A. S. (2015). Expectancy-value in mathematics, gender and socioeconomic background as predictors of achievement and aspirations: A multi-cohort study. *Learning and Individual Differences*, 37, 161-168.
- Gürdoğan, A. (2012). Measurement levels of higher vocational school students motivation in education: The case of school in Ortaca. *Mugla Sıtkı Koçman University Journal of Social Science Institute*, 28, 149-165.

- Heafner, T. (2004). Using technology to motivate students to learn social studies. *Contemporary Issues in Technology and Teacher Education*, 4(1), 42-53.
- Ilgar, Ş. (2004). Motivasyon aktiviteleri ve öğretmen. *HAYEF: Journal of Education*, 2, 211-222.
- İlter, I. (2014). A study on the efficacy of project-based learning approach on Social Studies Education: Conceptual achievement and academic motivation. *Educational Research and Reviews*, 9(15), 487-497.
- Kara, A. (2009). Adaptation of the “echelle de motivation en education” scale to Turkish. *Ege Journal of Education*, 9(2), 59-78.
- Keller, J. M. (1987). The systematic process of motivational design. *Performance & Instruction*, 26(9-10), 1–8. Doi: <https://doi.org/10.1002/pfi.4160260902>
- Keller, J. M. (2016). Motivation, learning, and technology: applying the arcs-v motivation model. *Participatory Educational Research (PER)*, 3(2), 1-13. Doi: <http://dx.doi.org/10.17275/per.16.06.3.2>
- Magno, C. (2011). Exploring the relationship between epistemological beliefs and self-determination. *The International Journal of Research and Review*, 7(1), 1-23.
- Malone, Y. (2002). Social cognitive theory and choice theory: A compatibility analysis. *International Journal of Reality Therapy*, 22(1), 10-13.
- Neves de Jesus, S., & Conboy, J. (2001), A stress management course to prevent teacher distress. *International Journal of Educational Management*, 15(3), 131-137. Doi: <https://doi.org/10.1108/09513540110384484>
- Ormrod, J. E. (2013). *Öğrenme psikolojisi*. M. Baloğlu (Trans. Edt.). Ankara: Nobel.
- Plante, I., O’Keefe, P. A., & Théorêt, M. (2013). The relation between achievement goal and expectancy-value theories in predicting achievement-related outcomes: A test of four theoretical conceptions. *Motivation and Emotion*, 37(1), 65-78.
- Ryan, R. (2009). Self determination theory and well being. *Social Psychology*, 84(822), 848-849.
- Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization. *Journal of Personality and Social Psychology*, 57, 749- 761.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Ryan, R. M., Rigby, C. S., & Przybylski, A. (2006). The motivational pull of video games: A self-determination theory approach. *Motivation and Emotion*, 30(4), 344-360.
- Schunk, D. H. (2009). *Öğrenme teorileri: Eğitimsel bir bakışla*. M. Şahin (Trans. Edt.). Ankara: Nobel.
- Senemoğlu, N. (2011). *Gelişim, öğrenme ve öğretim: Kuramdan uygulamaya*. Ankara: Pegem Akademi.
- Sevinçli, M. C., & Aydoğmuş, M. E. (2022). Video games as a part of intervention programs based on self-determination theory. *Current Approaches in Psychiatry*, 14(2), 207-220.

- Sürücü, A., & Ünal, A. (2018). Öğrenci motivasyonunu artıran ve azaltan öğretmen davranışlarının incelenmesi. *OPUS International Journal of Society Researches*, 8(14), 253-295.
- Tahiroğlu, M. (2015). ARCS motivasyon modeli'nin ilkökul 4. sınıf öğrencilerinin sosyal bilgiler dersine yönelik motivasyonlarına ve başarı düzeylerine etkisi. *Zeitschrift für die Welt der Türken Journal of World of Turks*, 7(2), 261-285.
- Ten Cate, T. J., Kusrkar, R. A., & Williams, G. C. (2011). How self-determination theory can assist our understanding of the teaching and learning processes in medical education. In R. A. Kusrkar (Eds.), *Motivation in medical students* (pp. 254-296). Uitgeverij BOXPress.
- Tünkler, V. (2019a). Examination of expectancy beliefs and values perceptions of primary school students towards social studies lesson. *Hacettepe University Journal of Education*, 34(4), 1107-1120. Doi: <http://dx.doi.org/10.16986/HUJE.2018045388>
- Tünkler, V. (2019b). Examine of secondary school students' motivation sources towards social studies course. *Dicle University Journal of Ziya Gökalp Faculty of Education*, 36, 38-49.
- Tünkler, V. (2021). Motivation status of social studies teachers. *Education and Science*, 46(207), 339-354. Doi: <http://dx.doi.org/10.15390/EB.2021.9272>
- Tünkler, V. (2022). Student Motivation in social studies class: an expectancy-value approach. *Milli Egitim*, 51(233), 219-236. Doi: <http://dx.doi.org/10.37669/milliegitim.778511>
- Vatansever Bayraktar, H. (2014). Student motivation in classroom management and factors that affect motivation. *Turkish Studies*, 10(3), 1079-1100. Doi: <http://dx.doi.org/10.7827/TurkishStudies.7788>

### To Cite This Chapter:

Bayram, F. Ö. & Karaaslan, H. (2022). Motivation in social studies. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 20-32). ISTES Organization.

### ABOUT THE AUTHORS



#### **Research Assistant Fatma Özge Bayram**

ORCID ID: 0000-0003-3848-2992

[fatmaozgebayram@sdu.edu.tr](mailto:fatmaozgebayram@sdu.edu.tr)

#### *Süleyman Demirel University*

Born in Istanbul, she completed her primary and secondary education in Istanbul. She graduated from Kütahya Dumlupınar University, Faculty of Education, Social Studies Teaching Program in 2016. She started to work as a Research Assistant at Süleyman Demirel University, Faculty of Education, Department of Social Studies Education in 2018 and continues. She graduated from Kütahya Dumlupınar University Social Studies Education master's program in 2019. In her master's thesis, she examined secondary school students' perceptions of the social studies course and the teaching-learning process in their drawings. The author, who started Anadolu University Social Studies Education doctoral program in 2019 and continues her education, works on social studies education, environmental education, and ecological citizenship.



**Research Assistant Hüseyin Karaaslan**

ORCID ID: 0000-0002-1271-6298

[huseyinkaraaslan@sdu.edu.tr](mailto:huseyinkaraaslan@sdu.edu.tr)

*Süleyman Demirel University*

Hüseyin Karaaslan graduated from the social studies teaching undergraduate program at Gazi University in 2017 and from the graduate program in 2020. He continues his doctoral studies. His research interests include financial literacy education and climate change education.

# CONCEPT TEACHING IN SOCIAL STUDIES COURSE

Çiğdem Kozaner Yenigül

Aydan Ustaoglu Çelik

## 1. Introduction

The most important objective of the social studies course is to help young students make informed and rational decisions for the benefit of society as citizens of a culturally diverse and democratic society in an interdependent world (NCSS, 1994). The content of the social studies course curriculum was created with an interdisciplinary approach, based on various disciplines of social sciences. It is almost impossible to draw a precise line between social sciences and the social studies course. However, they have different characteristics in terms of objectives, methods and the content (Dönmez, 2003). Ministry of National Education of Republic of Turkey (MEB) has defined the social studies course as follows (MEB, 2005):

The social studies course is a course taught in primary education and created based on a collective teaching approach involving the unification of learning areas under a unit or theme, in which the interaction of people with their social and physical environment is examined in the context of past, present and future, reflecting social sciences such as history, geography, economy, sociology, anthropology, psychology, philosophy, political science, law, and civics subjects in order to help the individual realize his/her social existence.

As can be understood from the above definition, the social studies course includes the subjects of various social sciences and features the collective teaching approach. The collective teaching approach is based on the unification of various disciplines under certain units or themes. Collective teaching aims to make students comprehend through various senses to achieve permanent learning of the concepts and form the basis of what will be learned in the future (Kaya, 2020).

The social studies course has an important function in the educational life of the student, both in terms of its content pertaining to various disciplines of social sciences and the skills aimed to be introduced within the scope of its curriculum. The concepts form the basis of the knowledge aimed to be acquired by the students within the scope of learning areas and themes. Although gaining skills has become the focus of education and curricula in the 21<sup>st</sup> century, concepts still form the basis for the acquisition of knowledge, skills and values.

It is extremely important for students to learn the basics of social sciences, and at the same time know the concepts in order to find solutions to the social problems they encounter through this basic information. In this direction, it is crucial to detect the misconceptions and use appropriate techniques and materials in order for concept teaching to be effective within the scope of social studies course as it will affect students' later learning experiences.

## 2. What is Concept?

Everything that continues to exist in life is concretized in an expression. This concretization process leads to the emergence of concepts (Sever, Polat and Özmen, 2021). There are many definitions and explanations made for the concept in the literature. In one of these definitions,

concept is defined as “a form of information that becomes meaningful in the human mind and features the varying common characteristics of different objects and phenomena” (Ülgen, 2004). Defining concepts as simple structures that consist of only words would not be sufficient. As a matter of fact, concepts are the building blocks of thought. In parallel, questions that address how concepts are created, used and updated are fundamental questions in cognitive science. Concepts are perhaps the most basic and central units of cognition. Concepts serve multiple functions, and these functions interact and affect each other dependently (Kuzey & Değirmenci, 2021; Pesonen, 2002; Solomon et al., 1999; Akman, Karaaslan, & Bayram, 2022). Concepts are categorized into several types, including the concepts that pertain to objects, ideas, events, facts and people. This categorization of concepts helps to structure and construct information in our minds in a planned and programmed way (Duman, 2015).

Concepts are the most basic mental formations that help people maintain their lives, since people perform the functions of recognizing, distinguishing, selecting and combining through concepts. Concepts are also a component of the tools used in information processing and storing information, such as scripts, schemata, semantic networks, etc. (Bozkurt, 2018). “In the language acquisition process, all abstract and concrete entities, events and facts gain value as an information only after they are processed within the scope of a mental process. In order for these abstract symbols, which gained value as an information, to be retained or utilized, the individual needs to make sense of the stimulant entities.” (Karadüz, 2004).

Mortorella (1986; cited in Doğanay, 2004) stated that the concept has four basic features:

1. A name,
2. Distinctive features,
3. Nondistinctive features, and
4. Examples.

There are many features of events, facts and objects that exist around us. However, we focus only on the distinctive features. The distinctive features of a concept are those that allow distinguishing the concept in question from other concepts. Every situation and every object that can be given as an “example” to a specific concept possesses these features. Non-distinctive features of concepts are those that can vary depending on the example given for the concept. Objects and events that can be evaluated within the scope of a concept also have other features that are similar. However, it is important to distinguish the distinctive and nondistinctive features from the similar features (Coşkun, 2021).

Senemoğlu (2009) stated that “*concepts have the characteristics of learnability, usability, clarity, generality and power, no matter which word group they represent, such as noun, verb, adjective*”. All concepts are learned in time. While concepts such as “tree” and “dog” are easier, concepts such as “democracy” and “cognition” are more difficult to learn. Concepts have different uses, such as problem solving and understanding principles. However, while some concepts are used more often, some concepts are rarely used.

A concept should be “clear” and “understandable”. There should be a consensus on the meaning of the concept among the experts of the subject. Many concepts are arranged hierarchically.

Accordingly, the concept at the top of the hierarchical structure is the most “general” one. The generality of the concepts decrease as we go down from the general concept to the concept subgroups and they become more “specific”. On the other hand, the power of the concept is an extent of its usefulness in matters such as “facilitating the understanding of other concepts and principles and enabling problem solving”.

Concepts are mental tools that enable the individual to think. Concepts, as a type of learnable content or competence, are generally included in the category of mental skills and form the basis of learning. According to Gagne's (1985) classification, it is necessary to have some verbal knowledge and ability to distinguish for the correct use and learning of concepts. Conceptual thinking includes objects and representations of objects, as well as very complex abstractions. In other words, concepts are formed by concretizing verbal information that seems to be too much in quantity into certain structures (Duban & Aydođdu, 2017; ŐimŐek, 2006; Akman, Ekici, Koçak, & Erdem, 2022). It is important how we perceive and structure concepts in the educational process, since a link is established with previously learned materials as new concepts are learned. As a relationship is established between the concepts, the concepts are understood more clearly and meaningful learning takes place. It is important for students to learn the relevant concepts, which are indicators of knowledge, meaningfully in order to achieve the learning outcomes of a specific course. More effective learning occurs when new learning is integrated with or linked to previous learning. To clarify, the concepts can be compared to the foundation of the house. If the foundation of the house is solid, other structures can be built on the foundation more easily. Similarly, new learning will be more meaningful and easier if the previously learned concepts about a specific subject are placed into the right schemes (Aktepe & Gündüz, 2021).

### **3. Classification of Concept**

A review of the relevant literature reveals that different classifications have been suggested for concepts based on the various types of concepts encountered in the intellectual field and taking place in natural life (ŐimŐek, 2006). The classification of concepts helps the teacher in concept teaching. Accordingly, teaching activities should be planned as per the type of concept chosen. In addition, the developmental characteristics of students are also important in terms of the timing to introduce the concepts. For example, it is difficult to introduce abstract concepts to a child who has not yet acquired the ability to think abstractly. Mortorella (1986; cited in Dođanay, 2004) classified the concepts in four different dimensions according to their “degree of concreteness”, “the context in which they were learned”, “their distinctive features” and “the way they were learned”.

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

**Table 1**

<i>The Basis For Classification Of Concepts</i>	<i>Types of Concepts</i>
Degree of concreteness	Concrete (lake, table, etc.) Abstract (freedom, love, etc.)
The context in which they were learned	Formal (school, curriculum, etc.) Informal (social life, etc.)
Their distinctive features	One-dimensional (chair, etc.) Multi-dimensional (democracy, etc.)
The way they were learned	Active learning (playing tennis, etc.) Iconic learning (watching a tennis match, etc.) Symbolic learning (reading about tennis, etc.)

Vygotsky (1994) discussed the formation of concepts in the context of the natural and educational environment and mentioned of two types of concepts in this regard; “*everyday concepts*” and “*scientific concepts*”. Everyday concepts emerge as a result of children's interaction with adults outside of school and develop in the context of daily life. They are not taught purposefully by others and are shaped spontaneously in the children's minds. Scientific concepts, on the other hand, are taught in school in the context of a particular discipline. These concepts are appropriately defined, have a systematic gradual structure, and are presented in a coherent order. If scientific concepts do not overlap with daily life experiences, they remain abstract or contextless and are thus easily forgotten (cited in Şimşek, 2006).

In another classification, concepts were divided into three as “perceived”, “descriptive” and “theoretical” concepts depending on the way they are learned. First, “perceived” concepts are formed as a result of the impressions that the individual gets from the outside world with the help of sense organs. Concepts such as red, black, bright, soft, hard, quiet, noisy gain meaning as a result of the interaction of the individual with the outside world, whereas concepts such as hunger and fatigue are learned through individual’s perception of stimuli via his/her sense organs. Second, “descriptive” concepts are formed as a result of individual’s attempt to explain, and make sense of, the properties of things and events around him/her after having a direct interaction with the entities and events that exist in the outside world. For example, erosion, accumulation, drought, and tectonic movements are descriptive concepts, which explain the relationships between entities

and events in the outside world. Third, “theoretical” concepts are formed not through direct experience of the human being with the outside world, but as a result of the thinking process, which is performed, based on certain evidence. These concepts are used to create and explain theories. For example, “mountain” is a descriptive concept, whereas orogenesis, which occurs when the sedimentary material accumulating between two converging continental plates is compressed and stacked on top of each other and leads to the formation of mountain ranges, is a theoretical concept (Ayas, 2019; Seyihoğlu et al., 2012).

#### **4. Concept Learning and Concept Teaching**

The concept is an internal formation that symbolizes the common feature of objects and events. The symbolization of a concept is usually done with a word or a name. For this reason, learning concepts begins with the development of the child’s ability to regulate perceptual stimuli (Üstün & Akman, 2003). From early ages on, all individuals interpret the world they live in and go to various conceptualizations in their minds while trying to interact with it (Şimşek, 2006).

Concept learning is the process of creating information in the mind by classification of the stimuli into certain categories. Concept learning begins with the individual's birth and continues throughout his/her life. Children often learn randomly, by experiencing concepts.

Concept teaching, on the other hand, takes place in schools on a planned basis. Regardless of what the learning method is, the concept is formed in two stages. The first stage is the “concept formation/method of reception” and the second stage is “concept attainment/method of development”. In order for the concepts to form, which is the first stage, it is necessary to classify them based on the properties of objects and events (Ülgen, 2004; Üstün & Akman, 2003). A concept is created based on the generalization of the similarities between the examples of the concept in question that are determined through the perception of the resembling and differing features of the said examples of the concept. At this stage, i.e., “concept formation”, the individual performs the process of “remembering” and “establishing a relationship” between the objects, depending on the schema he/she has created for the objects. The second stage, “concept attainment”, is the process of classifying the created concept into classes in accordance with pertinent rules and criteria. Basically, “concept formation” is based on the process of distinguishing what is different from what is similar and making a generalization based on the similar, whereas “concept attainment” is based on the deduction process (Ülgen, 2004).

Concept learning involves inference of cause-effect relationships, relational thinking, making sense, grouping and generalizing. Concept learning resembles the formulation of facts and objects in social science disciplines. In this respect, concept learning can be explained as the process of making generalizations by performing mental operations that require problem solving method following the perception of the objects, events and phenomena (Duman, 2015; Sabancı, 2015). Thus, concepts render transform complex situations into simpler structures and render them meaningful.

Concept is the building block of knowledge. We make sense of information with concepts. An effective concept teaching also has a function in the realization of permanent learning, since the concepts that are not learned and used will lead to misconceptions. It is accepted that concept

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

learning is “a phenomenon that lays the groundwork for further learning, especially in primary and secondary education” (Alkış, 2014).

Coşkun (2021) described the main content elements used in teaching a concept in general as follows: “*The name of the concept, the concept schema, the definition of the concept, the distinctive features and non-distinctive features of the concept, the examples of the concept, the non-examples of the concept, and the demonstration of the distinctive features of the concept on an example.*”

**Table 2.** Concept Teaching

Content elements to be used by the teacher in presenting the concept		Content Elements to be Used by the Student in Exercises and Assessment Activities	
<i>Generalization</i>	<i>Example</i>	<i>Generalization</i>	<i>Example</i>
<i>Definition</i>	<i>Example</i>	<i>Expressing the definition</i>	<i>Name, Classification</i>
-name	-name	-name	-object, event, symbol
-higher hierarchical level	-object, event, symbol	-paraphrasing	-all features
-list of features	- all features	-definition?	-name?
-importance of features		<u>Concept creation level</u>	-type
		Determining the definition	<u>Concept creation level</u>
		A new definition?	Exploring the categories
			-new objects, events, symbols
			-type?

Source: Coşkun, 2021, p.109.

The most basic element of concept teaching is to clearly present the structure of the concept, that is, to express the critical features of the concept and explain how they are related to each other. Concept teaching is called “concept attainment” and “concept acquisition” (Duman, 2015).

There are many factors that affect the concept teaching process: “The structure of the concepts (concrete/abstract, simple/complex etc.), the developmental characteristics of the students, the socio-economic characteristics of the students’ families, the characteristics and opportunities of the school environment, and the characteristics of the teacher” (Alkış, 2014). Therefore, teachers need to approach the concept teaching in a multidimensional way taking these factors into consideration.

Students need to learn many concepts in line with the themes and acquisitions set forth in the curriculum. Teachers experience great problems in teaching the concepts that require abstract thinking (Aykaç, 2018). Among the most important factors for experiencing these problems come the teaching methods, techniques and materials used by the teacher. Teaching of concepts inaccurately or not using effective methods and techniques in concept teaching may cause misconceptions in students. Considering the contribution of concepts to new learning, misconceptions will negatively affect subsequent learning.

### **5. Misconception**

Misconception is one of the most important problems experienced by teachers in concept teaching. In the literature, it is emphasized that students may have some inaccurate ideas about concepts both before and after being introduced the concept in the classroom environment. Among the terms used to express the ideas pertaining to the misconception are “misconception”, “pre-conception”, “alternative frameworks”, “commonsense concepts”, “spontaneous knowledge”, and “naive conception” (cited in Tokcan, 2015).

Misconceptions are definitions created as an alternative to scientifically defined concepts. They refer to an idea that causes a series of errors, all of which stem from a fundamentally false premise, rather than propositions that are disorganized, unconnected, and unsystematic (Nesher, 1987; Tekkaya et al., 2000).

Students’ knowledge is formed as a result of their experiences in daily life and at school. Previous knowledge affects new knowledge gained through experience. When students start to discover the events and phenomena they encounter in their environment, they try to explain these events and phenomena with the information they already have and would like to share the explanations they arrive with the people around them. “Misconceptions” occur when they attempt to make sense of their perceptions based on the results and intuitions wrongfully obtained in the aforementioned way. Misconceptions emerge as the individual uses these wrongfully acquired conceptions in demonstrating his/her skills, since he/she accepts them to be true and considers them as an accurate source. Misconceptions differ from random mistakes. To give an example, in the event that a person with a certain misconception is warned about his/her misconception, he/she may either defend his/her misconception or lose his/her courage due to the contradiction emerged and give up on making new attempts to comprehend the concept in question. In addition, if a person with a certain misconception is not convinced about the inaccuracy of what he/she knows to be true, he/she will not give up on what he/she knows (Aydoğan, Güneş & Gülçiçek, 2003; Meşeci et al., 2013; Ülgen, 2004).

Students’ prior knowledge should be linked to the concept that is planned to be taught for meaningful learning to occur. Otherwise, it is likely that students will create concepts that will

significantly differ from the scientifically accepted concepts, even after the end of formal education (Sabancı, 2015).

In the learning process, the student can use the concept he/she has created as a criterion while assessing the information about the concept in question. Due to the inaccuracy in the criterion, the student may learn the concept in question as incomplete, incorrect or ambiguous (1. his/her own concept, 2. the concept introduced to him/her in school). Correcting a misunderstood concept is more difficult than learning a new concept (Ülgen, 2004). For example, students get confused about the concepts of climate, which directly affects the life of living things and human activities, and weather, which refers to the short-term weather conditions of the atmosphere at a certain moment and region. Therefore, misconceptions may occur if the “distinctive” and “non-distinctive” features of these two separate concepts are not taught to students. In fact, in studies conducted with middle and high school students, it was determined that both student groups had misconceptions about the concepts of climate and weather (Akbaş et al., 2012; Boz & Çoban, 2019). In this context, it can be said that misconceptions are created arbitrarily, based on previously learned meanings systems and derived from previous teaching.

Misconceptions create two important problems in education life:

Students try to interpret and make sense of new experiences by using the concept they have misconceptions about, resulting in an interruption in learning.

Since students generally develop their misconceptions according to their own perceptions, it is very difficult to eliminate them in the education-teaching process and doing so requires a great effort (Meşeci et al., 2017).

Hence, given that they are resistant to change, misconceptions negatively affect the next learning step in the process. Identifying students’ misconceptions is one of the most important responsibilities of teachers. However, identification of the misconceptions alone is not enough. It is equally important to analyze the underlying perception of the misconception and determine a roadmap to eliminate this perception in the context of concept teaching.

Misconceptions can have many causes. Şimşek (2022) mentions two main causes for the formation of misconceptions:

“Individual life and experiences: The individual observes and experiences many facts and events in his/her daily life. Therefore, he/she generates ideas based on his/her observations. Since these thoughts are mostly based on simple observations, they do not conform to scientific facts.”

“Teaching process: In the teaching process, the teacher's competence in his/her field of specialization, pedagogical competence, the classroom language he/she uses, the expressions, the visuals, the similes in the books are among the factors that are effective in the formation of the misconceptions.”

Cuse, (1997) discussed the causes of misconceptions in five different types (as cited in Akgün, 2005):

“Preconceived notions: Misconceptions that are formed as a result of experiences encountered in daily life.”

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

---

“Non-scientific beliefs: Misconceptions that are formed by students as a result of the information they have learned from non-scientific sources such as religious or mythological sources.”

“Conceptual misunderstandings: Misconceptions that are formed when students reveal their pre-knowledge and prejudices about the new concepts they learn and produce wrong models as a result of teaching performed without taking these pre-knowledge and prejudices into consideration.”

“Vernacular misconceptions: Misconceptions that are formed due to the differences between daily spoken language and scientific language.”

“Factual misconceptions: Misconceptions that are learned at an early age and remain unchanged as age progresses.”

Therefore, teachers should be aware of the possible misconceptions their students may have and examine how their students reason when misconceptualization mistakes are observed. As a reason, misconceptions and confusions continue to exist in the future if they are not eliminated. It is important to identify and eliminate misconceptions in the context of preventing stereotypes and wrong and incomplete learning of individuals in the future (Karakuş & Karaman, 2021).

### **6. Concept Teaching and Its Importance in the Social Studies Course**

Concepts not only contribute to the understanding of the physical and social world, but also help to distinguish between events, facts and thoughts (Sever, 2021). Concepts are described as abstract expressions. Hence, it is known that an abstract content will be difficult to learn and teach and thus an effort is made to concretize the concepts (Bal & Gök, 2011). Concept teaching emerges as a product of this concretization effort. As is known, accessing information, analysis and evaluation processes require good teaching, and a good curriculum requires concept teaching (Bal & Gök, 2011).

Although there are many courses that can enable students to learn concepts effectively during the school period, the role of social studies course is very important given its multi-disciplinary structure and rich concept range (Sever, Polat, & Özmen, 2021). Social studies course is a very diverse and rich course in terms of concepts, which comes to the fore in the teaching of concepts related to social sciences (Baki & Kaptan, 2012; Sever, Polat & Özmen, 2021; Yıldırım & Çelik, 2022). The fact that social studies is an interdisciplinary field and includes many social sciences disciplines creates the necessity of using concepts in social studies education. Therefore, students need to know the basic concepts in order to learn the principles of social sciences and solve the social problems they face. The basic concepts pertaining to the disciplines provide an easier and more accurate understanding of the related content. Teaching within the framework of concepts takes the student away from memorization and offers the student the opportunity to make correct inferences and correct generalizations. Social studies exist to understand the human and his/her life in all its scope. Trying to memorize factual information is not a meaningful and sufficient way to understand human and life. In this context, utilizing concept-based teaching in the social studies course has positive effects on increasing students' high-level academic achievements. The communication process is affected positively as the concepts in the social studies course are understood the same way by both teachers and students (Çoban & Akşit, 2018; Doğanay, 2004; Sabancı, 2015; Sever, 2021; Yazıcı & Samancı, 2003).

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

In social studies teaching, “fact”, “concept” and “generalizations” constitute three dimensions of knowledge. Facts constitute the most real and tangible dimension of knowledge, yet at the same time they may change over time. For example, factual information such as populations of countries, per capita income, etc. constantly change. Hence, factual information is meaningful in the context of a broader concept or idea. To give an example, the information that the capital of Turkey is Ankara does not make any sense on its own. This information is meaningful in the context of the concept of capital. It is difficult for a child who does not have knowledge about the concept of capital to attribute meaning to this information. Therefore, “facts” form the basis for the formation of “concepts” and “generalizations” (Doğanay, 2002; as cited in Alkış). Generalizations, on the other hand, make it easier for students to understand their environment, people and the world through the organization of isolated pieces of information. Students move from concrete examples to abstract thinking by using their thinking skills to develop generalizations (Yel, 2006). Therefore, students first need to learn about concepts in order to make generalizations.

Social studies course includes a lot of factual information, but the aim here is not only to teach the related facts, but also to raise active citizens who can make generalizations as a result of the acquisition of concepts. Concepts form the basis of social studies education, which has a critical function in the educational life of students (Doğrukök, 2004; Sever, 2021).

The content of the social studies course deals with disciplines such as “history, geography, anthropology, archeology, sociology, economy, philosophy, political science, law” and “human rights and citizenship issues” collectively (MEB, 2005). “The fact that the social studies course provides interdisciplinary learning under a single discipline also allows students to learn and use interdisciplinary concepts.” (Kuzey & Değirmenci, 2021). These disciplines are organized within the framework of 7 learning areas in the 2018 social studies course curriculum. These learning areas are: “Individual and Society”, “Culture and Heritage”, “People, Places and Environments”, “Science, Technology and Society”, “Production, Distribution and Consumption”, “Active Citizenship” and “Global Connections”. The learning outcomes of the social studies course were formed in a way to cover the knowledge, values and skills pertaining to the content of the learning areas created with an interdisciplinary approach (MEB, 2018). Concepts constitute the knowledge dimension of the social studies course. The statement of “the social studies curriculum aims that students can use basic communication skills and basic concepts and methods of social sciences in order to organize social relations and solve the problems they encounter” included in the specific targets of the 2018 social studies curriculum indicates the importance of concept teaching. However, the concepts were not included in detail in the curriculum updated in 2018. To the contrary, the basic concepts expected to be gained within the scope of the social studies course had been clearly listed in the 2005 social studies curriculum, which was prepared with radical changes. It can be said that the fact that concepts have slipped into the background in the 2018 social studies curriculum will cause the transfer of knowledge to replace the teaching of basic concepts and to perceive the social studies course by the students as a course that needs to be memorized (Çoban & Akşit, 2018). In the 2018 social studies curriculum, emphasis was placed on concept teaching in the section entitled “Aspects to Consider in the Implementation of the Social Studies Curriculum”, which includes the following statement of “Classifications and different concept teaching approaches should be considered in concept teaching. Students should

be helped in their efforts to eliminate ambiguity, conceptual confusion and misconceptions” (MEB, 2018). However, contrary to 2005 social studies curriculum, there was no dedicated section on concept teaching in the 2018 social studies curriculum. Concept teaching in social studies should be given due importance considering the intense content of the social studies course. The social studies course features many techniques that will enable students to be active and achieve meaningful and permanent learning. These techniques can also be used to identify students’ misconceptions.

### **7. Techniques Used in Concept Teaching**

Concept teaching forms the basis of the learning process, thus should be emphasized in all learning processes regardless of the discipline (İnel Ekici, 2016). If concept teaching is not performed consciously, new concepts will be added to the wrongly learned concepts, creating an inextricable situation for the individual. If the concept can be taught with the right method and at the right time, many problems will be avoided from the very beginning (Aktepe & Gündüz, 2021). It is essential for elementary and middle school students to know the basics concepts of social studies in order to solve the potential problems that they may encounter in life (Sever et al.,2021).

The fact that the social studies course is rich in terms of concepts and includes too many abstract concepts indicates the importance of concept teaching. Today, various strategies, methods and techniques that are widely used for teaching concepts in social studies courses make learning of concepts easier and productive for students (Yetişensoy & Değirmenci, 2021). Students generally try to memorize the concepts included in the social studies course, since the teaching of the concepts generally does not go beyond giving a definition and an example of the concept to be taught. Therefore, it would be beneficial to use techniques that will prompt students to learn the concepts rather than to memorize. Most of the concepts included in the social studies course consist of abstract expressions that are known to be not easy to learn. For this reason, efforts are made constantly to concretize the concepts. There are various techniques that provide student-centered, permanent and meaningful learning, thereby enabling learners to grasp and understand concepts well (Bal & Gök, 2011; Yalçınkaya & Karaca, 2021). In this direction, new activities, methods and techniques are being developed in order to ensure full and meaningful learning within the scope of concept teaching, and efforts to develop such activities, methods and techniques continue incessantly. Concept maps, concept networks, semantic analysis tables, structural grid, word association test (WAT) are some of these techniques (Aktepe et al., 2017; Sever et al.,2009).

#### **a) Concept Maps**

Concepts cannot be seen as pieces of information to be learned or taught only through definition (Candeğer et al., 2017). In order for the concepts to be perceived by the student, the student must have sufficient prior knowledge and be able to think effectively about the concepts and the relations between the relevant concepts. Accordingly, in order to understand the content of a lesson, students should first determine the concepts related to that lesson and then make an effort to understand the relationship between the relevant concepts. So much so that learning occurs through the student’s own effort. The student should have the ability to think about the concepts on his/her own and to associate the concepts with each other. In this context, concept maps were developed by Novak and Gowin (1983) based on Ausubel’s learning theory (Demirel, 2017).

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

---

“Concept maps are concrete graphs that show the relationship of a single concept to other concepts in the same category. Concept maps can be thought of as planning mechanisms that show what concepts students need to learn and how to establish a link between these concepts” (Tokcan, 2015).

Concept maps, as an assessment and teaching strategy, feature many outstanding benefits for both students and teachers (Bahar et al., 2015; Gödek et al., 2019; Gürlek & Demirkuş, 2020). Concept maps, as a part of permanent and meaningful learning, are a way of embodying learning and an effective technique in learning difficult concepts (Sever et al., 2009). Concept maps can be used at any stage of the course (introduction, review, summary and evaluation). The stages of concept map development can be summarized as follows (Aydın & Balım, 2007)

- 1- All concepts pertaining to the topic are to be listed in the margin of the page.
- 2- The most general concept or the concept at the top of the hierarchical structure in the concept list is to be written in a box at the top of the page.
- 3- Secondary concepts related to this concept are to be written also in a box below this concept.
- 4- Arrows are drawn from the main concept to the sub-concepts. If necessary, linking phrases can be written over these arrows.
- 5- Each concept can only be included in the concept map once

***Example 1: Concept map related to the basic concepts of geographical coordinate system (MEB, 2005)***

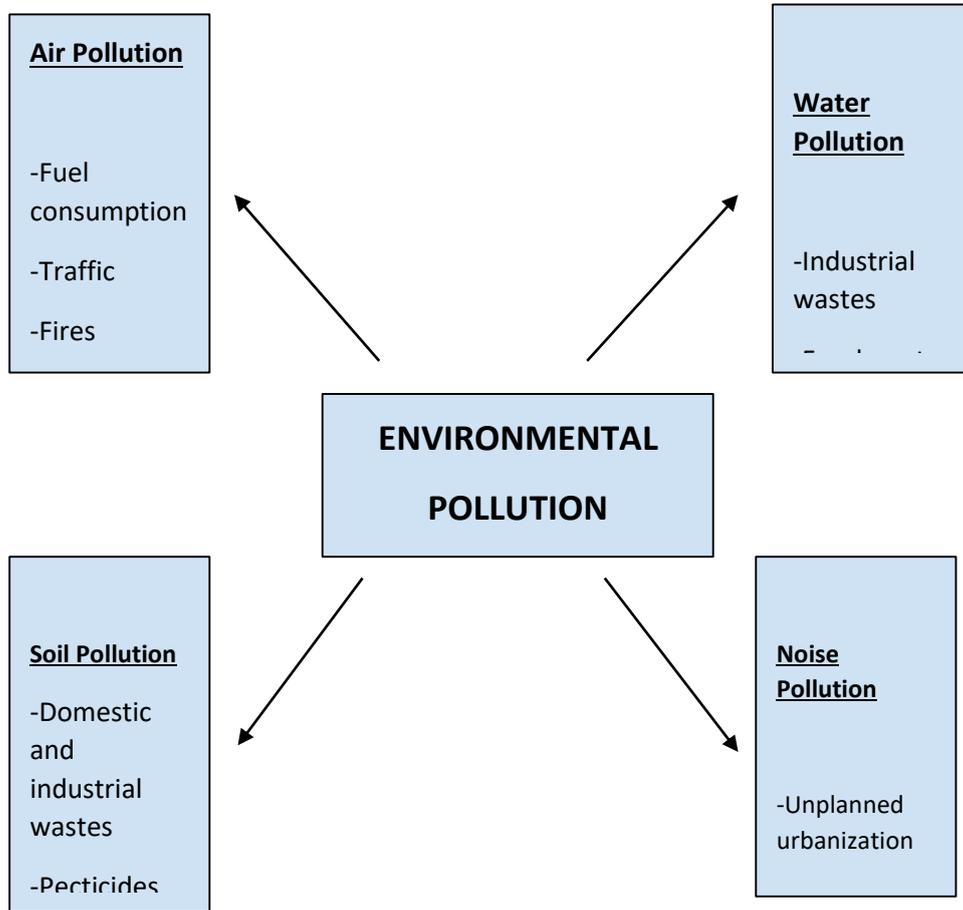
“Complete the concept map by placing the concepts below in the appropriate places.”

“Equator, Europe, Latitude, Scale, Coordinate system, Longitude, Northern hemisphere, Southern hemisphere, Australia, Eastern hemisphere, Prime meridian, Western hemisphere, America, Asia, Map”



### *Example 2: Concept network about environmental pollution*

Learning Acquisition: “SB.5.3.4. To question the causes of disasters and environmental problems that occur in the environment they live in.”



### **c) Semantic Analysis Tables**

One of the learning and teaching tools that support students' learning through hands-on experience and active participation in the lesson is semantic analysis tables (Çetinkaya & Taş, 2011). Semantic analysis tables are effectively used in the processes of learning and teaching the distinctive, similar and descriptive features of the concepts of the individuals and organizing information process (Gödek et al., 2019).

Semantic analysis tables provide the opportunity to make comparisons and to structure existing information by identifying common or different features about a subject. These tables, which allow to organize and compare the key concept and its features, are important in teaching the similar and different aspects of the concepts (Karşlı Baydere, 2020).

The following steps are followed when using semantic analysis tables as two-dimensional tables: The selection of the subject, writing the concept to be taught in the first column of the table, writing the relevant features in the first line, and finally, placing the “X” sign in the coordinates of the columns and rows where the concepts and features are compatible (Gödek et al., 2019).

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

### *Example 3: Semantic analysis table of government styles*

Learning Acquisition: “SB.6.6.1. To compare different forms of government in terms of the basic principles of democracy.”

#### Features

Form of Government	The people have no say in the government.	Religion is effective in determining the rules of the state and society.	The source of sovereignty is the nation.	The people who will govern the state come to power through elections	Groups such as landowners or nobles are influential in the government.	People do not have equal rights before the law.	The authority to rule passes from father to son.
Republic			X	X			
Monarchy	X					X	X
Oligarchy	X				X	X	
Theocracy	X	X				X	

#### **d) Structural Communication Grid**

The knowledge, comprehension and application step of the cognitive field, which started to be used with the structured grid constructivist approach (Başol, 2019) is an alternative assessment and evaluation technique that contributes to the meaningful learning and measurement process, identification of the deficiencies in the information network, and determination of the misconceptions that exist in the student (Komisyon, 2016). This technique was used first as a measurement and evaluation tool in education by Egan (1972). It involves “students’ communication with the teacher by using the information and what they learned while rearranging the information randomly given to them” (Eroğlu & Kelecioğlu, 2011; Tokcan, 2015).

The structured grid provides many more options than the multiple-choice test, giving students the opportunity to find the possible answer. Thus, the probability of success by chance is low in the structured grid. As a reason, the choice of the right boxes and arranging the boxes in a logical order requires a good understanding and knowledge of the subject. Given that it includes an excess of options, the structured grid is also useful in terms of showing the lack of knowledge, which is demonstrated by student’s wrong answer (Bahar et al.,2015; Başol, 2019).

In the structured grid technique, a grid-like table consisting of 9, 12 or 16 boxes is created, taking into account age and grade level of the students, and numbers are assigned to each box in sequential order. In order to prepare the structured grid, the teacher asks a question and randomly

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

---

places the answer in one or more of the boxes. Subsequently, the teacher poses the second question and places the answer again in the boxes. However, some of the boxes representing the answer to the second question may also be the answer to the first question. In this way, the questions are prepared and the answers are distributed to the boxes until all the boxes are filled. In short, the student is asked to:

find the appropriate boxes for the answer to each question, and

arrange the numbers of the boxes in logical and functional order (this option may not be available for all questions of the structured grid) (Bahar et al., 2015).

***Example 4: An example of a structured grid about the developments that forced the Ottoman Empire to make reforms***

Learning Acquisition: “SB.7.2.3 To comprehend the processes that forced the Ottoman Empire to make reforms in connection with the developments in Europe”

---

Renaissance	Reformation	3. Age of enlightenment	4. Geographical discoveries
5. Scholastic thought	6. Industrial revolution	7. Colonialism	

---

Of the periods given in the table, which is/are the period(s) in which great developments in science and philosophy were experienced in Europe in the XVII and XVIII centuries? .....

Of the movements given in the table, which is/are movement(s) that led to the Age of Enlightenment? .....

Of the periods/movements given in the table, which has/have affected all countries economically, politically and culturally? .....

**e) Diagnostic Branched Tree**

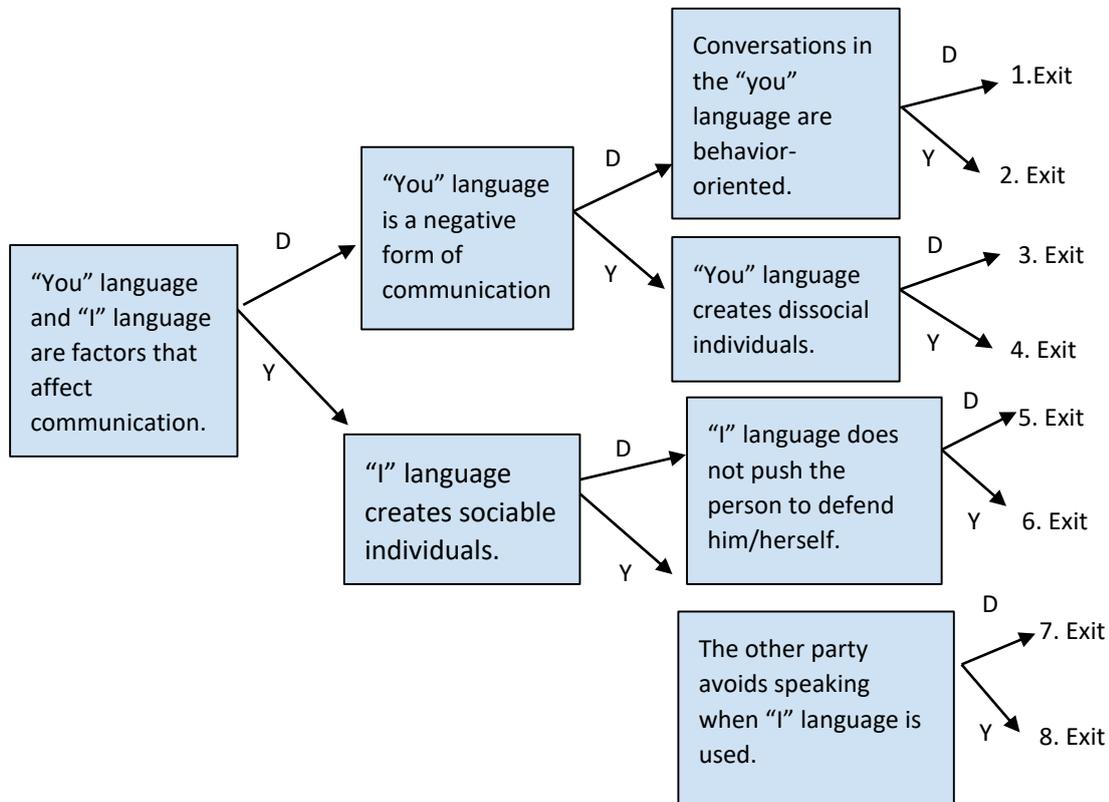
Diagnostic Branched Tree is a kind of true-false test used to reveal the false learnings in students (Komisyon, 2016). Diagnostic Branched Tree is defined as “a technique that allows the questioning of true-false items used in the traditional approach in a multi-related structure” (Basol, 2019).

The term “branched tree” indicates different paths and questions followed according to the different answers given. The word “diagnostic”, on the other hand, refers to the identification of student knowledge, as the technique allows identification of the subjects in which the students are weak or strong according to the answers they provide (Yakar, 2020).

The Diagnostic Branched Tree technique is ideal for assessing the knowledge on related topics. In this technique, as the branching increases, that is, as the detail increases, the question becomes more difficult to answer (Başol, 2019). Accordingly, a series of questions are provided to students as true and false propositions. As in the case of following the branches of a tree, student is directed to a certain question if he/she thinks the given proposition is true and to another question if he/she thinks the given proposition is false. Starting with the first question, the student answers the questions that follow depending on whether he/she thinks the given proposition is true or false. Every true or false decision made in interconnected true-false questions is in a way affects the decision to be made later (Komisyon, 2016).

**Example 5: Diagnostic branched tree about “you” language and “i” language in communication**

Learning Acquisition: “SB.7.1.2. To use positive communication ways in individual and social relations.”



**f) Word Association Test**

Word association tests are the tests in which related words are asked to be arranged in a limited time based on the connotation of a concept. In this way, the answers of the words related to a given key concept, arranged in a limited time, enable the determination of the proximity and distance in the semantic memory of the students (Komisyon, 2016). Given that it is based on the semantic knowledge of concepts and relations between concepts, word association test is a technique that can be used in concept learning, is useful in measuring the knowledge and cognitive level behaviors of the cognitive domain, allows to determine the relationships and semantic closeness between concepts in the semantic and long-term memories of students, and the questions of which are easy to prepare and apply (Bahar et al., 2015; Komisyon, 2016).

In these tests, it is assumed that the related concepts are closely located in the mind depending on their closeness in semantic memory. In this context, considering the order of writing, the concepts written first are considered to be related to the first presented concept at a higher level. This technique is based on the assumption that when the concepts are close in meaning, the ones written first will be more relevant to the subject (Başol, 2019).

In the practice of word association test, the basic concepts closely related to the subject are selected and the students are asked to write the words associated with those concepts on a page in order. Students are given 20-30 seconds for each concept. In the given time, the student writes down the concepts that come to his/her mind. Each concept is discussed on a separate page so that key concepts do not affect each other. Then the student is asked to use these concepts in a sentence. According to the ratio between the key concept and the concepts evoked by the key concept in the student, an idea is obtained about how much the relevant subject has been learned (Başol, 2019). According to the ratio of the concepts associated with the key concept by the student, an idea can be obtained about how much the student has learned the relevant subject (Başol, 2019).

***Example 6: Word association related to the concepts of erosion and landslide***

Learning Acquisition: “SB.5.3.4. To question the causes of the disasters and environmental problems in the environment.” Students are asked to write the first word that comes to their mind for each keyword. 30 seconds are given for each concept.

Key concept	The concept evoked by the key concept in the student
Erosion	.....
Erosion	.....
Erosion	.....

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

Erosion	.....
Erosion	.....

Sentence:.....

Key concept	The concept evoked by the key concept in the student
Landslide	.....
Landslide	.....
Landslide	.....
Landslide	.....
Landslide	.....

Sentence: .....

The evaluation of word association test can be done in two ways. First, scoring can be used. Accordingly, a score can be assigned to each correct word given by the student in accordance with the key concept, and then the total test score can be calculated adding up these individual scores. Additionally, the student can be asked to write a sentence, and whether the answer the student has given is meaningful or not can be checked in the context of this sentence. A separate score can be assigned to the sentence written by the student. Secondly, a frequency table can be created to show how many times the concepts evoked by the key concept in the student are repeated. Additionally, a concept network can be created in order to show the conceptual connections and cognitive structure with the prepared frequency table. The cutoff point technique introduced by Bahar, Johnstone and Sutcliffe (1999) can be used while creating the concept network (Tokcan, 2015).

### 8. Conclusion

Concepts, as one of the most basic mental formations, help people to continue their lives. Concepts enable us to understand the events and objects around us more easily and to communicate meaningfully. Concept learning is a process that starts with birth and continues throughout life. Concepts are described as abstract expressions. Hence, learning and teaching an abstract content is difficult, which is why an effort is made to concretize the concepts to make them easier to learn and teach. The organized form of this effort is defined as concept teaching. Concepts have an important place in education and training activities. Concepts as a

## CONCEPT TEACHING IN SOCIAL STUDIES COURSE

---

mental tool help children in the basic education process to learn the information they have just begun to acquire in a meaningful way and to contribute to the formation of their basic cognitive structures. The importance of concept teaching is increasing, especially in courses where abstract concepts are abundant such as the social studies course. Social studies course has a critical function in educational life in terms of the content it receives from the disciplines of social sciences (history, geography, anthropology, archeology, sociology, economics, philosophy, political science, law) and the acquisitions prepared in accordance with this content. Students need to have a good command of the basic concepts were they to learn the principles of social sciences and solve the social problems they encounter. While these concepts form the basis for students to acquire knowledge, skills and values, they also serve as a basis for their future learning experiences. Taken from the students' point of view, the diversity of concepts in the social studies course and the presence of many abstract concepts make learning concepts difficult in general. Mental structures, which do not have scientific equivalents and thus make concept acquisition difficult are termed in the literature as "misconceptions". Misconceptions negatively affect students' new acquisitions and learning experiences. That being said, correcting students' misconceptions is more difficult than teaching new concepts. For this reason, it is important for teachers to use methods and techniques related to concept teaching in the social studies course taught in the 4<sup>th</sup> grade level in the primary education and in the 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade levels in the secondary education, considering that students will encounter these concepts until university education. Incorporating concept-teaching techniques such as concept maps, concept networks, semantic analysis tables, structured grid, diagnostic branched tree and word association test into the teaching of social studies course will produce more effective results in concept teaching and correction of misconceptions. With the understanding that concepts, which are a dimension of knowledge, are a prerequisite for the acquisition of skills and values, due importance should be given to the social studies course, which is a course that prepares the individual for society, by teachers and teacher candidates, and the concept teaching process should be planned with this awareness.

### REFERENCES

- Akbař, Y. , Koca, H. & Cin, M. (2012). Ortaöğretim 9. sınıf öğrencilerinin iklim ve hava durumu kavramıyla ilgili yanlışlarını gidermede kavramsal deęişim yaklaşımının etkinlięi. *Doęu Coęrafya Dergisi*, 17 (27), 23-42.
- Akgün, Ö. E. (2005). Kavramsal deęişim stratejileri, çalışma türü ve bireysel farklılıkların öğrencilerin başarı ve tutumları üzerindeki etkisi [Doktora Tezi]. Ankara Üniversitesi.
- Akman, O., Karaaslan, H., & Bayram, F.O. (2022). Investigation of Sustainable Development Awareness Levels of Social Studies Teacher Candidates. *International Journal of Research in Education and Science (IJRES)*, 8(3), 545-558.
- Akman, Ö., Ekici, K., Koçak, Z., & Erdem, C.C. (2022). Metaphor Perceptions of Social Studies Teachers Regarding the Conceptions of Freedom and Justice. In M. Shelley, H. Akcay, & O. T. Ozturk (Eds.), *Proceedings of ICRES 2022-- International Conference on Research in Education and Science* (pp. 137-152), Antalya, Turkey. ISTES Organization.
- Aktepe, V. & Gündüz, M. (2021). Kavram öğrenme stilleri. R. Sever (Ed.) *Sosyal bilgiler eğitiminde kavram öğretimi* (1. Baskı, s. 241-266) içinde. Pegem Akademi Yayıncılık.
- Aktepe, V., Cepheci, E., Irmak, S. & Palaz, Ş. (2017). Hayat bilgisi dersinde kavram öğretimi ve kavram öğretiminde kullanılabilir teknikler üzerine kuramsal bir çalışma. *Uluslararası Sosyal Bilimler Eğitimi Dergisi*, 3 (1), 33-50.
- Alkış, S. (2014). Sosyal bilgilerde kavram öğretimi. M. Safran (Ed.). *Sosyal bilgiler öğretimi* (3. Baskı, s. 69-92) içinde. Pegem Akademi Yayıncılık.
- Ayas, A. (2019). Kavram öğretimi. S. Çepni (Ed.). *Kuramdan uygulamaya fen ve teknoloji öğretimi* içinde (14. Baskı, s. 192-220). Pegem Yayıncılık.
- Aydın, G. & Balım, A. G. (2007). Fen ve teknoloji öğretiminde kullanılan kavramsal deęişim stratejilerine dayalı örnek etkinlikler. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, (22), 54-66.
- Aydoğan, S., Güneş, B., & Gülçiçek, Ç. (2003). Isı ve sıcaklık konusunda kavram yanlışları. *Gazi Eğitim Fakültesi Dergisi*, 23 (2), 111-124.
- Aykaç, N. (2018). *Öğretim ilke ve yöntemleri* (4. Baskı). Pegem Akademi Yayıncılık.
- Bahar, M., Nartgün, Z., Durmuş, S. & Bıçak, B. (2015). *Geleneksel- tamamlayıcı ölçme ve değerlendirme teknikleri öğretmen el kitabı* (7. Baskı). Pegem Akademi Yayıncılık.
- Baki, Ç. & Yarar Kaptan, S. (2012). Sınıf öğretmen adaylarının sosyal bilgiler dersinde öğrencilerdeki kavram yanlışlarını tespit etmek için tercih ettięi yöntem ve teknikler. *Uluslararası Sosyal Bilimler Eğitimi Dergisi*, 2 (1), 75-85.
- Bal, M. S. & Gök, S. (2011). İlköğretim 5. sınıf öğrencilerinin sosyal bilgiler dersindeki cumhuriyet, saltanat ve liderlik kavramlarını algılayışları. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, 10 (3), 1183-1198.
- Başol, G. (2019). *Eğitimde ölçme ve değerlendirme* (6. Baskı). Pegem Akademi Yayıncılık.

- Boz, E. & Çoban, A. (2019, Ekim 3-5). *Ortaokul öğrencilerinin iklimle ilgili coğrafi kavramları anlama düzeyleri ve kavram yanılgıları*. II. Uluslararası Coğrafya Eğitimi Kongresi. Eskişehir.
- Bozkurt, Ü. (2018). Concepts, conceptualization approaches, and concept teaching models: A theoretical review and an evaluation in terms of teaching vocabulary. *Dil Dergisi*, 169 (2), 5-24.
- Candeğer, Ü., Mete, F. & Büyükköse, Ş. (2017). Millî Eğitim Bakanlığı Eğitim Bilişim Ağı'nda Bulunan Kavram Haritalarının İncelenmesi. *e-Kafkas Journal of Educational Research*, 4 (1), 11-25.
- Coşkun, M. (2021). İçeriğin öğretim için düzenlenmesi. A. Doğanay (Ed.). *Öğretim ilke ve yöntemleri* (13. Baskı, s. 90-137) içinde. Pegem Akademi Yayıncılık.
- Çetinkaya, M. & Taş, E. (2011). Canlıların sınıflandırılması konusu için web destekli kavram haritaları ve anlam çözümleme tablolarının öğrenme üzerindeki etkisinin araştırılması. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, (16), 180-195.
- Çoban, O. & Akşit, İ. (2018). 2005 ve 2017 sosyal bilgiler öğretim programlarının öğrenme alanı, kazanım, kavram, değer ve beceri boyutları açısından karşılaştırılması. *Tarih Kültür ve Sanat Araştırmaları Dergisi*, 7 (1), 2147-0626.
- Demirel, Ö. (2017). *Öğretme sanatı* (23. Baskı). Pegem Akademi Yayıncılık.
- Doğanay, A. (2004). Öğretimde kavram ve genellemelerin geliştirilmesi. C. Öztürk & D. Dilek (Ed.), *Hayat bilgisi ve sosyal bilgiler öğretimi* (4. Baskı, s. 228-255) içinde. Pegem Akademi Yayıncılık.
- Doğrukök, B. (2004). İlköğretim 6. sınıf sosyal bilgiler dersinde yer alan kavramların kazandırılma düzeyi [Yüksek Lisans Tezi]. Gazi Üniversitesi.
- Dönmez, C. (2003). Sosyal bilimler ve sosyal bilgiler. C. Şahin (Ed.). *Konu alanı ders kitabı inceleme kılavuzu sosyal bilgiler* (s.32-41) içinde. Gündüz Eğitim ve Yayıncılık.
- Duban, N. & Aydoğdu, B. (2017). Kavram öğretimi. S. Dal & M. Köse (Ed.). *Öğretim ilke ve yöntemleri* (1. Baskı, s.377-398) içinde. Anı Yayıncılık.
- Duman, B. (2015). Kavram öğrenme ve öğretimi. B. Duman (Ed.). *Öğretim ilke ve yöntemleri* (3. Baskı, s. 506-548) içinde. Anı Yayıncılık.
- Eroğlu, M. G. & Kelecioğlu, H. (2011). Kavram haritası ve yapılandırılmış gridle elde edilen puanların geçerlik ve güvenilirliklerinin incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 40, 210-220.
- Gödek, Y., Polat, D. & Kaya, V. H. (2019). *Fen bilgisi öğretiminde kavram yanılgıları* (5. Baskı). Pegem Akademi Yayıncılık.
- Gürlek, M. & Demirkuş, N. (2020). Botanik kavramları öğretiminde, kavram çözümleme tabloları, kavram ağları ve kavram haritalarının uygulanması. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 17 (1), 1391-1414.

- <http://mufredat.meb.gov.tr/Dosyalar/201812103847686SOSYAL%20B%C4%B0LG%C4%B0LER%20%C3%96%C4%9ERET%C4%B0M%20PROGRAMI%20.pdf>
- İnel Ekici, D. (2016). Kavram öğretimi. Ş. Anagün ve N. Duban (Ed.). *Fen bilimleri öğretimi* (2. Baskı, s.381-424) içinde. Anı Yayıncılık.
- Karadüz, E. (2004). Anlam ve Kavram İlişkisi, *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, Cilt 3 (1).
- Karakuş, K. & Karaman, B. (2021). Kavram yanlışları ve kavram kargaşası. R. Sever (Ed.). *Sosyal bilgiler eğitiminde kavram öğretimi* (1. Baskı, s.135-144) içinde. Pegem Akademi Yayıncılık.
- Karslı Baydere, F. (2020). Anlam çözümlene tablosu. Z. Tatlı (Ed). *Kavram öğretiminde web 2.0.* (2. Baskı, s.16-24) içinde. Pegem Akademi Yayıncılık.
- Kaya, E. (2020). *Hayat bilgisi, sosyal bilgiler ve fen bilgisi derslerinin temeli: Toplu öğretim sistemi* (2. Baskı). Pegem Akademi Yayıncılık.
- Komasyon (2016). *Pedagojik formasyon için ölçme ve değerlendirme* (3. Baskı). Anı Yayıncılık.
- Kuzey, M. & Değirmenci, Y. (2021). Sosyal bilgiler ders kitaplarında kavram öğretimi. R. Sever (Ed.) *Sosyal bilgiler eğitiminde kavram öğretimi* (s.103-132) içinde. Pegem Akademi Yayıncılık.
- Meşeci, B., Tekin, S. & Karamustafaoğlu, S. (2013). Maddenin tanecikli yapısıyla ilgili kavram yanlışlarının tespiti. *Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5 (9), 20-40.
- Milli Eğitim Bakanlığı. (2005). *Sosyal bilgiler dersi 6 ve 7 sınıf öğretim programı*. Talim Terbiye Kurulu Başkanlığı. Devlet Kitapları Müdürlüğü Basımevi.
- Milli Eğitim Bakanlığı. (2018). *Sosyal bilgiler dersi öğretim programı (İlkokul ve ortaokul 4, 5, 6 ve 7. sınıflar)*.
- National Council for the Social Studies [NCSS]. (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington, D. C.
- Nesher, P. (1987). Towards an instructional theory: The role of students' misconceptions. *For the Learning of Mathematics*, 7(3), 33-40.
- Pesonen, J. P. (2002). *Concepts and object-oriented knowledge representation* [MA Thesis]. University of Helsinki, Department of Cognitive Science.
- Sabancı, O. (2015). Sosyal bilgiler dersinde kavram öğretimi. C. Dönmez & K. Yazıcı (Ed.), *Sosyal bilgiler öğretimi* (1. Baskı, s. 195-227) içinde. Pegem Akademi Yayıncılık.
- Senemoğlu, N. (2009). *Gelişim öğrenme ve öğretim* (14. Baskı). Pegem Akademi.
- Sever, R. (2021). Temel kavramlar. R. Sever (Ed.) *Sosyal bilgiler eğitiminde kavram öğretimi* (s. 1-20) içinde. Pegem Akademi Yayıncılık.
- Sever, R., Mazman Budak, F. & Yalçınkaya, E. (2010). Coğrafya eğitiminde kavram haritalarının önemi. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 13 (2), 19-32.

- Sever, R., Polat, S. & Özmen, F. (2021). 4-5-6-7. sınıf sosyal bilgiler öğretim programında kullanılan kavramlar. R. Sever (Ed.) *Sosyal bilgiler eğitiminde kavram öğretimi* (1. Baskı, s.79-102) içinde. Pegem Yayıncılık.
- Solomon, K. O., Medin, D. L., & Lynch, E. (1999). Concepts do more than categorize. *Trends in Cognitive Sciences*, 3(3), 99-105.
- Şeyihoğlu, A., Akbaş, Y. & Kartal, A. (2012). *Uygulama örnekleri ile coğrafya eğitiminde kavram ve zihin haritaları*. Pegem Yayıncılık.
- Şimşek, A. (2006). Kavramların öğretimi. Ali Şimşek (Ed.) *İçerik türlerine dayalı öğretim* (1. Baskı, s.27-70) içinde. Nobel Yayıncılık.
- Şimşek, C. L. (2022). Kavram, kavram yanılgıları, tespiti ve giderilmesi. C. L. Şimşek (Ed.), *Fen öğretiminde kavram yanılgıları tespiti ve giderilmesi* (2. Baskı, s.1- 21) içinde. Pegem Akademi Yayıncılık.
- Tekkaya, C., Çapa, Y., & Yılmaz, Ö. (2000). Biyoloji öğretmen adaylarının genel biyoloji konularındaki kavram yanılgıları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 18, 140-147.
- Tokcan, H. (2015). *Sosyal bilgilerde kavram öğretimi* (1. Baskı). Pegem Akademi Yayıncılık.
- Ülgen, G. (2004). *Kavram geliştirme* (4. Baskı). Nobel Yayıncılık.
- Üstün, E., & Akman, B. (2003). Concept development in three years olds. *Hacettepe University Journal of Education*, 24, 137-141.
- Yakar, L. (2020). Ölçme ve değerlendirme teknikleri III. N. Doğan (Ed.). *Eğitimde ölçme ve değerlendirme* (2. Baskı, s. 251-252) içinde. Pegem Akademi Yayıncılık.
- Yalçınkaya, E. & Karaca, A. (2021). Kavram öğretme teknikleri. R. Sever (Ed.) *Sosyal bilgiler eğitiminde kavram öğretimi* (1. Baskı, s.203-236) içinde. Pegem Akademi Yayıncılık.
- Yazıcı, H. ve Samancı, O. (2003). İlköğretim öğrencilerinin sosyal bilgiler ders konuları ile ilgili bazı kavramları anlama düzeyleri. *Mili Eğitim Dergisi*, 158, 83-90.
- Yel, S. (2006). Kavram geliştirme ve öğretimi. C. Öztürk (Ed.), *Hayat bilgisi ve sosyal bilgiler öğretimi* (1. Baskı, s.148-178) içinde. Pegem Akademi Yayıncılık.

### To Cite this Chapter:

Kozaner Yenigül, Ç. & Ustaoglu Çelik, A. (2022). Concept teaching in social studies course. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 35-58). ISTES Organization.

### ABOUT THE AUTHORS



**Asst. Prof. Çiğdem Kozaner Yenigül**

ORCID ID: 0000-0003-3849-3843

[ckozaneryenigul@baskent.edu.tr](mailto:ckozaneryenigul@baskent.edu.tr)

*Başkent University*

Çiğdem KOZANER YENİGÜL received her Ph.D. in social studies education from Gazi University, Turkey. Currently, she is an assistant professor at Başkent University, Turkey. Her areas of interest are teaching materials, teaching methods, creative drama and active learning.



**Asst. Prof. Aydan Ustaoglu Çelik**

ORCID ID: 0000-0003-0760-6921

[aydan.u.celik@bozok.edu.tr](mailto:aydan.u.celik@bozok.edu.tr)

*Yozgat Bozok University*

Aydan USTAOĞLU ÇELİK received her Ph. D. in social studies education from Gazi University, Turkey. Currently, she is an assistant professor at Yozgat Bozok University, Turkey. Her areas of interest are value education, museum education and creative drama.

# LITERACY IN SOCIAL STUDIES TEACHING

Özkan Akman

*A person who won't read has no advantage  
over one who can't read.*

*Mark Twain*

## 1. Introduction

Many different definitions have been made about the concept of literacy up to the present day, and the reason for this is that conditions have changed in the current era, needs have become diverse, and the understanding of literacy teaching has developed. Literacy begins when written signs are perceived in the simplest form, and in the past, only individuals who can read and write their name and sign were called literate (Aşıcı, 2009). Reading and writing is to use writing symbols with the first meaning and to solve the meaning created with the same writing symbols. Apart from this initial meaning of the word, the word reading has a broader meaning in the figurative sense and in the literal sense, such as reading graphics, than the act of reading writing. The world we live in includes thousands of symbolic expressions besides writing symbols. Trying to make sense of all these symbols is a kind of reading. In fact, we read about our environment, ourselves, what is happening around us and events without realizing it or not; sometimes we also write to express ourselves using symbols (Altun, 2005).

While the importance of knowing how to read and write, that is, alphabet literacy, has been emphasized in the past, the content of the concept of a “literate individual” has been greatly expanded in recent years. Literacy is a skill and is realized by using many mental functions and language (Aşıcı, 2009). A literate individual is expected to be able to adapt to the environment and age in which he lives (Kurudayıoğlu and Tüzel, 2010). Literacy, depending on where in which it is used, the more one's own feelings, thoughts, and requests a complete and accurate manner to express through speaking and writing, and listening to what other people say and write, while doing all of this by reading the correct way to understand and use their own knowledge and skills in the field of social and cultural references. It is even thought that people armed with such literacy skills will have creative and deep values while developing their own knowledge, feelings and thoughts. In addition, it is believed that literate people will contribute to the solution and progress of the problems of the society in which they live as well as improve themselves (Duran and Özen, 2018).

## 2. Definition of Literacy

When we look at the literacy studies in Europe, America and Australia, it is seen that the definition of the concept was made for the first time in the 1950s. This definition limited literacy to basic literacy skills. Later studies have shown that literacy is not limited to basic literacy skills, literacy is related to a wider range of knowledge and skills, such as reading comprehension and self-expression in writing, and the development of mental skills (Güneş, 2000). According to Lankshear (1999), who gives varying definitions of literacy, the highlights from these ideas are:

- With literacy, the concrete language of verbal memory has been replaced by the abstract language of science
- With literacy, analytical thinking processes have begun, the way for organizing, using and comparing ideas and thoughts, just like visual objects, has been paved.
- The ability to think logically and abstractly, which gave rise to modern science, is associated with the development of writing.
- Literacy has reshaped thinking as it has developed the potential of language.
- Literacy is an effective independent variable of human sciences and social sciences, as well as a means of moving cultures from simple to advanced levels of development.

### **3. The Historical Background of Literacy and its Development in the World**

Individuals who are trying to keep up with the environment and the age they live in should be raised on the basis of conscious use of technology. 21. in the century, literacy includes the skills of reading or interpreting the environment (texts, sounds, images); creating data and images using electronic media; evaluating and applying the new information obtained (Lankshear and Knobel, 2011).

New types of literacy have emerged in order to meet the emerging aspirations of individuals, solve their problems and emphasize conscious use. Media literacy, information literacy and digital literacy are some of these literacies (Aydemir, Sakız, and Doğan, 2019). Studies after 1980 have shown that literacy, also defined as academic language, is in a course of development similar to the child's natural language development. Another finding is that this development differs depending on the child's communication skills (Ege, 2006).

21. in the century, learning takes place in a rapidly changing and technology-filled environment (Yang and Wu, 2012). Traditional literacy education refers to the teaching of reading, writing, listening and speaking skills (Kurudayıoğlu and Tüzel, 2010). With the developing technology, constantly renewing itself into every area of life of individuals entering to prevent the negative effects of the media on individuals and the media quickly is the most effective for individuals of all ages and walks of use in order to make media literacy has become an important skill that needs to be acquired. The responsibility of educational and educational institutions is great in providing these skills (Karaman and Karataş, 2009).

Reading and writing education, which has been tried to be delivered to all segments of society with the help of lifelong learning throughout history, is the basic beginning in the implementation of literacy types in formal education. Understanding literacy today, which we describe as the information age, is a set of traditional, current and innovative studies. In the traditional sense, education is seen as both a basic human right and a means of maintaining existence individually and socially, which has led to the emergence of literacy and literacy types (Önal, 2010). As a matter of fact, the use of knowledge and the monitoring of related technologies have not only made life possible, but have given it meaning. It has been emphasized that everyone integrates with life in the most positive way with innovative studies and strives to develop the values they have. Among the elements that need to be gained on the way starting with reading and writing actions and extending to the acquisition of literacy skills are the following (Gee, 2000):

- Ability to see, speak, express facts;
- Ability to make sense of the environment and create individual meanings;
- Ability to use information and generate new thoughts;
- Ability to use systems, combine them and reveal new meanings from them;
- Ability to reflect and use the acquired knowledge in behavior;
- Ability to have up-to-date knowledge and skills.

#### 4. Types of Literacy

Among the main terms of decency used in the historical process are the following (Holum and Gahala, 2006): Network Literacy, Moral Literacy, Literacy American Constitutional Literacy, Computer Literacy, Scientific Literacy, Geography, Literacy, Environmental Literacy, Multi-Cultural Literacy, Dance, Literacy/Digital Literacy Digital World Literacy, E-Literacy, Economic Literacy, Critical Literacy, Information Technology Literacy, Ancient Literacy, Newspapers, Literacy, Visual Literacy, Graphic Literacy, Internet Literacy, Cultural Literacy, Library Literacy, Mathematics Literacy, Media Literacy, Vocational literacy, political Literacy, literacy, cinema, agriculture, literacy, history, literacy, technology literacy, literacy, television, consumer literacy, law, Literacy, Investment Literacy, Civic literacy, web Literacy can be listed as.

Literacy approach according to UNESCO 2016 report:

**Traditional Literacy:** It is the oldest approach applied in our world. It includes literacy teaching based on traditional skills. It has been carried out with literacy mobilizations and campaigns at various levels. In these studies, the reading, writing and calculation skills of adults were emphasized.

**Functional Literacy:** In this approach, in addition to developing literacy teaching skills, emphasis is placed on using them in everyday life. It is aimed to develop the individual, improve the quality of life, social, cultural and economic development through literacy teaching.

**Awareness-Raising Literacy:** In this approach, literacy has been considered as a means of becoming independent and has been seen as a way to understand and question the world. It is emphasized that the individual should be free, be able to act independently, participate more in public life.

**Multiple and Diverse Literacy:** In this approach, emphasis has been placed on the understanding that literacy is not uniform, plurality and diversity. Literacy practices, which include approaches based on the life of the learner and the conditions in which they live, are collected under this heading (UNESCO, 2016; Güneş, 2019).

Educational programs are a map of the educational process, because educational programs determine what is aimed at in education, what content these goals will be achieved with, how to achieve these goals, and how to measure the level of achievement of goals (Çetinkaya and Tabak, 2019). The most important guide of teachers who will carry out educational activities is educational programs. Teachers should master certain subjects, content, skills, goals and all the elements that make up the content of the program (Posner, 1995).

MEB (2017) General Competencies of the Teaching Profession When the Competence Indicators of Teacher Field Education Information are examined, it can also be said that the educational program refers to literacy:

1. Explains the curriculum of the field with all its elements,
2. Correlates the teaching program of the field with other related teaching programs.
3. Correlates the knowledge of the characteristics of the students with the teaching processes,
4. Compares different strategies, methods and techniques that can be used in the field,
5. Compares the measurement and evaluation methods that can be used in the field (MEB, 2017; Çetinkaya and Tabak, 2019).

Differences arising from school components in terms of literacy skills evaluated within the scope of PISA are indicators that are taken into account in terms of equality in education (Levin, 2003). In order to ensure equality in education, it is critical to provide students with basic literacy skills regardless of the type of school and school. School characteristics are more influential on students' academic outcomes than many variables (Wang, Haertel, and Walberg, 1993). It requires determining the level of explanation of student performance by intra-school and inter-school differences in PISA reports and conducting detailed studies Deciphering these results (OECD, 2007). Therefore, the general assessment of the performance of countries in all three areas based on average scores narrows the possibility of making a sociological assessment and has the risk of covering up the underlying problems. This situation is discussed in detail in the context of equal opportunities in education systems (OECD, 2014). Countries, on the one hand, conduct detailed studies on the differences in the levels of competencies in the areas of literacy studied, and on the other hand, focus on the reflections of these differences in the types of schools (Suna, Tanberkan and Ozer, 2020).

In PISA, country average scores, rankings, status according to the OECD average and the distribution of students' proficiency levels are used to assess the status of participating countries in terms of literacy skills. All of these statistics used provide information from different perspectives in the context of students' literacy skills (Suna, Tanberkan and Özer, 2020). However, the distribution of students' proficiency levels provides more detailed information about the current status of students in terms of literacy skills compared to other statistics (OECD, 2019). In countries where there is no significant difference between average scores, the distribution of students' Decency levels and average scores according to socioeconomic levels may show significant differences. This situation leads to the possibility that detailed educational indicators may be ignored if only the ranking or average score is focused on (Ozer, 2020).

### **5. Types of Literacy Associated with Social Studies Teaching**

When the relevant literature is examined, it is observed that there are about a hundred types of literacy (Kress, 2003; Kurudayıoğlu and Tüzel, 2010; McCrank, 1991; Ateş and Aşçi, 2021). However, we can say that some of them are with education and a small part of them are with social studies education. We can list what is related to social studies as follows:

1. Family literacy
2. Geographical literacy
3. Environmental literacy
4. Economics or financial literacy
5. Critical literacy
6. Map literacy
7. Media literacy
8. Legal literacy
9. Political literacy
10. Historical literacy
11. Digital citizenship literacy
12. Measurement and evaluation literacy

- 1- **Family literacy**; family literacy is defined as the awareness of the individuals in the family about reading and writing, their practices and the transfer of literacy from generation to generation (Wasik and Herrmann, 2004). Hiğde and Baştuğ, (2021) define family literacy as practices that include literacy activities embedded in the daily life of the family and the materials they use. One of the concepts that has emerged in recent years as an innovative approach to researching the concept of literacy in the family context is family literacy. The results of research conducted in various parts of the world the concept of the concept of literacy literacy is associated with home, family, and children early literacy skills such as phonological awareness skills in preschool period has important consequences shows that the expected gain.
- 2- **Geography literacy**; being a geography literate means not only having geographical information. Literacy is a systematic approach to events, phenomena, situations and places that require understanding and comprehension and aims to achieve certain skills by gaining the ability to analyze and synthesize (Dikmenli, 2014). In the world we live in as part of the geographical environment, the environment is also directly or indirectly affected by the human environment from the human environment. Someone who is geography literate shows the ability to get rid of the negative effects of nature by causing minimal damage to nature as a result of this interaction. At the same time, he also has the ability to Decipher the relationships between different cultures and people. For this, a person must first Decipher the characteristics of the place where he lives, why he lives here, what events and phenomena are happening around him, when and to what extent the interaction between them can affect him. In order to realize these, it is necessary to have a good geographical perspective, to read geographical information correctly and to reach certain skills.
- 3- **Environmental literacy**; the term environmental literacy has gradually gained comprehensive definitions that will cover all human relationships with the environment. Orr (1990), the concept of environmental literacy and the relations of every aspect of human nature on the basis of these relationships is described as determination; environmentally literate individual can predict how it will affect all the activities that are applied on the nature of the environment is defined as a person who makes appropriate decisions and sustainable. Since environmental literacy is

directly related to nature, it would be appropriate to carry out activities aimed at teaching this term outside the classroom (Akçadağ and Çobanoğlu, 2018).

- 4- **Financial literacy;** financial literacy is the ability to make effective decisions and make informed judgments about the use and management of money (Noctor, Stoney, and Stradling, 1992). Programme for International Student Assessment (PISA) financial literacy; financial information in order to improve the financial wellbeing of individuals and the community the knowledge of; related concepts, risks, and comprehension skills; knowledge and understanding in different contexts to make effective decisions that financial confidence and having the motivation to use is defined as. In line with this, the information about understanding financial literacy, financial skills, and the tendency to apply them with confidence in these skills emerges as the basic elements of financial literacy (Güvenç, 2017). Financial literacy is a characteristic that an individual who wants to achieve the highest benefit in the face of limited financial resources should carry (Coşkun, 2016; Yalçinkaya and Turan, 2019). Sarigul (2015) states the following about the definition of financial literacy: It is a successful financial management process for individuals and securing the future from an economic point of view; it is the ability to determine desires and needs, allocate resources, and convert savings into investments.
- 5- **Critical literacy;** according to Anderson and Irvine (1993), critical literacy can be defined as learning to read and write within certain power relationships and as part of a historically constructed experience of someone. Because of this situation, the goal of critical literacy is to challenge these unequal power relations. Potur (2014), according to a critical pedagogy of critical literacy within the classroom, which is the case for individuals and students of political, economic, cultural and social criticism and give feedback means that within the concepts of reading and writing with partners. At the same time, it aims to educate individuals who attach importance to critical literacy and the concepts of freedom, democracy, equality and justice.
- 6- **Map literacy;** map deciphering and map literacy should not be confused with each other; map reading is somewhere between reading the world and reading words. A map, regardless of its type, is a graph written to be read; as a black box in which our attitudes towards the world are shown, it shows how much we know and can organize the world. The ontological connection between the map and the world in many respects Deciphers the message: “more maps, more world”. In literacy, the metaphorical meaning of which is highlighted here; a collection of concept maps, spatial perceptions, cultural values, indicators and learning schemes will be seen (Duman and Girgin, 2011). Maps are important for students to understand the space, interpret it, and interpret the landforms correctly. The general objectives of teaching are to provide sufficient and key information rather than filling the minds of students with very detailed information, but to teach ways of providing and using information when and where necessary, and to provide students with knowledge, skills and value judgments (Buğdaycı and Bilgici, 2009). While reflecting the features on the earth, various colors, signs, shapes and lines are used on the maps according to the map type. Thanks to such signs, the map is easier to understand, the characteristics of the

earth are easily interpreted, and it becomes easier to learn the characteristics of the earth and the Earth (Akengin, Tuncel and Cendek, 2016).

- 7- **Media literacy;** there are various definitions of what media literacy is. Basically, media literacy is the ability to reach, analyze, evaluate and transmit messages in various forms (Koltay, 2011). Media literacy is the ability to access the media, understand and evaluate different sides of the media and media literacy content, and create communications in different contexts. Media literate can be perceived as a term that describes a person who is able to distinguish and perceive messages that are reconstructed in the media, who deserves the adjective of media authority as a result of an educational process that requires a separate skill, infrastructure knowledge and educational organization in order to make comments about it (Avşar, 2014). The primary purpose of providing media literacy to students is to educate knowledgeable citizens who understand social issues and can develop logical views on social problems. Monitoring and making sense of current events contributes to the education of effective citizens, as well as allows students to see themselves as more competent and feel that they are in control of their own lives (Seefeldt, 1989).
- 8- **Legal Literacy;** legal literacy, individuals are aware of their own rights and personal freedoms, and social fears can live in dignity and freedom away from where the individual life for the communities constitute a major requirement of most widely exhibited in the scope and size (Braye and Preston-Shoot, 2005). Many different definitions have been made in the literature related to the term legal literacy. The term legal literacy means, beyond a basic legal qualification, knowledge, understanding and critical judgment about the essence of law, the legal process and legal resources. The essence of the law, the term legal literacy, legal process and the existing legal system and legal system effectively about critical assessment strategies resources is defined as the ability to express legitimate improvement (Hatice and Tangülü, 2021). From the point of view of democracy, one of the main goals of education is to make individuals aware of human rights and freedoms, internalized democratic values and attitudes, and become effective citizens who transform them into behavior. For this reason, since the beginning of the 1970s, social issues have started to be added to primary and secondary school students (Naylor, 1976). The added topics have been determined in a way that is appropriate to the students' levels, such as basic legal concepts, crime and criminal law, constitution, civil code and human rights declaration in general (Meray, Karatekin and Kuş, 2012). These subjects in the social studies course do not focus on specializing in legal studies, but on deciphering the relationship between democracy and law as a citizen (Leming, 1995). In this context, law studies are used as a tool to teach students about the social Tuesday structure and social values in which they are located (Hatice, and Tangülü, 2021).
- 9- **Political literacy;** literacy, political literacy, which is one of the concepts, in fact, knowledge is a combination of skills and abilities and to implement the elements that are important to understand in the political life and tries to explain that requires (Tarhan, 2015). More obviously, Political Literacy is a tool used to teach students about policy issues that are essential in their lives. On the basis of democracy, the

participation of the people in state administration is important (Tarhan, 2015). Participation is a way of showing oneself in society, expressing oneself. In order for conscious participation to take place, the characteristics of an individual who is Politically Literate, equipped with a number of political information, come to the fore. The concept of political literacy is unifying in understanding the essence of political concepts, in developing a predisposition to be an active individual in society and to be directly involved in political processes as a responsible person (Arthur and Cremin, 2012). Westholm, Lindquist and Niemi (1990) stated that the political development, the development of the school and the level of knowledge are transmitted to the students by the schools and that the schools have a very important place in this sense. A person who is politically literate is both an informed spectator and an active participant in order to be able to deal with politics effectively and responsibly (Faiz and Dönmez, 2016). In order to understand Political Literacy and use it effectively, it is necessary to identify the information needed. With this necessary self-knowledge, it is necessary to examine and understand the values, institutions, processes, issues based on them (Faiz and Dönmez, 2019).

**10- *Historical literacy***; the main purpose of history courses is to train individuals with high historical sensitivity, historical awareness and historical awareness by developing students' historical thinking skills (Tekdal and Aydın, 2021). In other words, it is to realize effective history education through an educational process aimed at educating students who not only memorize a historical event, but also criticize, question, interpret it, relate contemporary historical events and present-day events (Keçe, 2015). As a result of the fact that history education requires an activity- and skill-based process, as predicted, individuals with developed historical awareness and armed with the knowledge and skills required by historical literacy will emerge (Parkes and Donnelly, 2014). Why do we teach history in this respect? In addition to answering the question; 'improving students historical awareness' (Tekeli, 1998), the focus on raising historically literate individuals also requires linking historical thinking skills and historical literacy skills included in the history curriculum. On the other hand, the concepts of historical awareness, historical awareness and historical education have been replaced by historical literacy in western countries (Keçe, 2015).

**11- *Digital citizenship defines literacy***; as the education provided for the education of individuals who can effectively access the information on the Internet and use this information for both personal and social good (Mossberger, Tolbert and S. McNeal, 2007). Digital citizenship refers to the effective use of mass media and the ability of individuals to demonstrate the obligations expected of them in their daily lives in a digital environment (Turan and Avcı, 2018). Digital citizenship can be defined as the ability of individuals to use the Internet and access channels to information in an ethical, legal, safe and responsible manner (Ribble, 2011). They stated that digital citizenship aims to educate individuals who can use technology and communication resources, criticize, be aware of their digital responsibilities and do not harm others when using technology and information systems, and evaluate all these in the context of citizenship rights and responsibilities (Mossberger, Tolbert and S.

McNeal, 2007). In addition, digital citizenship aims to teach individuals the use of technology as well as to prepare them for the digital society that is developing every day. Digital citizenship is the ability to use computers, telephones and other mass media effectively (Turan and Avcı, 2018). With digital citizenship, it is expected from the individual to exhibit the technological tools he uses in his daily life in a digital environment within the framework of the rights and responsibilities he has as a citizen. Apart from being a method that teaches how and in what way to use mass media, digital citizenship prepares the individual for a digital platform that is changing and developing every day (Görmez, 2017). Based on this, the concept of digital citizenship can be briefly defined as being able to closely follow technology, know the rights and obligations in the digital environment, and use this skill in the citizenship process. Digitalization in the field of education is becoming widespread as a result of rapid developments in educational technologies, and as a result, the education sector is rapidly adopting electronic tools as in other sectors (Sönmez and Gül, 2014). Electronic tools are seen as factors that enrich learning environments and allow permanent learning to occur in educational activities that adopt a student-centered constructivist learning model (Gökçe Bilgiç, Duman, and Seferoğlu 2011). Teachers with many opportunities for social activities, training opportunities and serious property in hosting network technologies in the educational process, active, creative, collaborative learning, while providing support to student-student, student-content and student-teacher interaction to increase students research, inquiry, and problem-solving skills and to develop supporting to utilize (Mossberger, Tolbert and S. McNeal, 2007). At the same time, thanks to digital literacy, which includes the expressed skills, thoughts, developments, innovations have the opportunity to spread around the world faster than before, enabling educational activities to function in accordance with the era (Kuru, 2019).

**12- Measurement and evaluation literacy;** the concept of literacy is used for many fields today. One of these areas is measurement-evaluation (Azrak & Yalçinkaya, 2019; Tünkler, 2019; Tünkler & Güven, 2019). Measurement and evaluation literacy was first put forward by Richard Stiggins in 1991. Assessment Literacy, assess what students know and can do, interpret the results of this assessment and pupils ' learning and to enhance the effectiveness of the program and to apply these results (Webb, 2002). In other words, measurement and evaluation literacy is the ability to develop tests, ask closed-ended questions, develop measurement and evaluation rubrics, and perform statistical data analysis (Donoho, 2000). According to Popham (2011), measurement and evaluation literacy consists of an individual's understanding of the basic measurement and evaluation concepts and processes that affect their decisions about education.

## 6. Conclusion

The ability of individuals to be a functional member of contemporary society, to regulate their own work and living conditions; to form a free, independent and participatory personality; and above all, to gain a contemporary perspective depends on their ability to develop literacy skills. Limited only to written and printed texts; courses that are not enriched with visual and electronic

## LITERACY IN SOCIAL STUDIES TEACHING

---

texts that surround the students remain away from the students' lives, which causes the courses to be unable to appeal to the student (Kurudayioğlu and Tüzel, 2010).

In parallel with the increasing role of the Internet and digital tools in every phase of our lives, our literacy habits or experiences have also changed and continue to change. In this process, it has been observed that literacy studies based on printed texts are insufficient to provide students with the literacy skills required by these changing environments. In this context, the relationship between literacy, technology and the Internet has become an important field of research in the literature since the 90s for researchers who focus on these problems. In these studies, which are discussed under the title of new literacies, the definition, scope and theoretical foundations of literacy are discussed again from different perspectives. In this study, researchers and practitioners were informed about the current developments related to the concept of new literacies and important points related to the concept were discussed (Destebaşı, 2016).

Supporters and advocates of the 21st century skills movement argue that there is a need for reform in schools and education in the 21st century to respond to the social and economic needs of students and society (Larson and Miller, 2011). Teachers are expected to better prepare students for the 21st century business world. 21st century workforce readiness requires students to be able to apply them to complex and challenging tasks using skills such as problem solving, assessment, reasoning, decision making and the ability to use digital technology. Studies in assessing the learning or teaching of 21st century skills have often focused on examining a subset of these skills. However, they did not make a systematic assessment of the entire 21st century skill set (Bozkurt, 2020).

### REFERENCES

- Akçadağ, Ç. K., and Çobanoğlu, E. O. (2018). “İnsan ve Çevre” Ünitesi için Sınıf Dışı Öğretim Uygulamasının Çevre Okuryazarlığı Üzerine Etkisi. *İnformal Ortamlarda Araştırmalar Dergisi*, 3(2), 1-23.
- Akengin, H., Tuncel, G., and Cendek, M. E. (2016). Öğrencilerde Harita Okuryazarlığının Geliştirilmesine İlişkin Sosyal Bilgiler Öğretmenlerinin Görüşleri. *Marmara Coğrafya Dergisi*, (34), 61-69.
- Altun, A. (2005). Gelişen Teknolojiler ve Yeni Okuryazarlıklar. *Ankara: Anı Yayınları*
- Anderson, G. L. and Irvine, P. (1993). Informing Critical Literacy With Ethnography. In C. Lankshear and P. L. McLaren (Eds.), *Critical literacy: Politics, praxis, and the postmodern* (pp. 81-104). *Albany, NY: State University of New York Press*.
- Anderson, Ron (2008). The Political Literacy Approach to Teaching Politics in Sose Courses. *Ethos*. Vol: 16/ 4. s. 221-238.
- Arthur, J., and Cremin, H. (2012). *Debates in the Citizenship Education*. *Newyork: Routledge*.
- Aşıcı, M. (2009). Kişisel ve Sosyal Bir Değer Olarak Okuryazarlık. *Değerler Eğitimi Dergisi*, 7(17), 9-26.
- Ateş, M., and Aşçı, A. U. (2021). Okuryazarlık Kavramı ve Eğitimle İlişkili Okuryazarlık Türleri. *VII. TURKCESS Uluslararası Eğitim ve Sosyal Bilimler Kongresi, 1-3 Eylül 2021*.
- Avşar, Z. (2014). Medya Okuryazarlığı. *İletişim ve Diplomasi*, (2), 5-17.
- Aydemir, Z., Sakız, G., and Doğan, M. C. (2019). İlkokul Düzeyinde Dijital Okuryazarlık Becerileri Rubliğinin Geliştirilmesi. *Milli Eğitim Dergisi*, 48(1), 617-638.
- Azrak, Y., and Yalçinkaya, E. (2019). Sosyal Bilgiler Öğretmen Adaylarının Ölçme-Değerlendirme Okuryazarlık Düzeylerinin Çeşitli Değişkenler Açısından İncelenmesi. *Anadolu Journal of Educational Sciences International*, 9(1), 27-55.
- Bozkurt, F. (2020). 21. Yüzyıl Becerileri Açısından Sosyal Bilgiler Öğretmenliği Lisans Programının Değerlendirilmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, (51), 34-64.
- Braye, S. and Preston Shoot, M. (2005). Law in Social Work Education: Reviewing the Evidence on Teaching, *Learning and Assessment*. *Social Work Education*, 24 (5), 547-563.
- Buğdaycı, İ. and Bildirici, İ. Ö. (2009). Harita Kullanımının Coğrafya Eğitimindeki Önemi. *12. Türkiye Harita Bilimsel ve Teknik Kurultayı*, 1, 1-8
- Çetinkaya, S., and Tabak, S. (2019). Öğretmen Adaylarının Eğitim Programı Okuryazarlık Yeterlilikleri. *Ondokuz Mayıs University Journal of Education Faculty*, 38(1), 296-309.
- Destebaşı, F. (2016). Yeni Okuryazarlıklar: Tanımı, Kapsamı ve Teorik İlkeleri. *Turkish Studies (Elektronik)*, 11(3), 895-910.

- Dikmenli, Y. (2014). Geographic Literacy Perception Scale (GLPS) Validity and Reliability Study. *Mevlana International Journal of Education (MIJE)* Vol. 4(1), (1-15).
- Dikmenli, Y. (2015). Öğretmen Adaylarının Coğrafya Okuryazarlığı Algı Düzeylerinin Farklı Değişkenlere Göre İncelenmesi. *Turkish Studies International Periodical for The Languages, Literature and History of Turkish or Turkic*, Volume 10/3, p. 353-368.
- Donoho, D. (2000). High-dimensional Data Analysis: The Curses and Blessings of Dimensionality. *American Math Society 2000*.
- Duman, B., and Girgin, M. (2011). Eğitim Fakültesi Öğrencilerinin Harita Okuryazarlığına İlişkin Görüşleri. *Doğu Coğrafya Dergisi*, 12(17), 185-202.
- Duran, E., and Özen, N. E. (2018). Türkçe Derslerinde Dijital Okuryazarlık. *Türkiye Eğitim Dergisi*, 3(2), 31-46.
- Ege, P. (2006). Çocuklarda Okuryazarlık Gelişimi. *Çoluk Çocuk Dergisi*, 65, 6-10.
- Faiz, M. and Dönmez, C. (2016). Öğretmen Adaylarının Siyaset Okuryazarlık Düzeylerinin Bazı Değişkenlere Göre İncelenmesi. *Journal of Human Sciences*, 13(2), 3629-3642.
- Faiz, M., and Dönmez, C. (2019). Sosyal Bilgiler Öğretmen Adaylarının Politik Okuryazarlık Düzeyleri. *Kalem Eğitim ve İnsan Bilimleri Dergisi*, 9(2), 475-501.
- Gee, J.P. (2000). The New Literacy Studies. D. Barton, M. Hamilton and R. Ivancic. *Situated literacies: Reading and writing in context*. (p. 180 – 196). London: Routledge.
- Gökçe Bilgiç, H., Duman, D., and Seferoğlu S. (2011). Dijital Yerlilerin Özellikleri ve Çevrimiçi Ortamların Tasarlanmasında Etkileri. *Akademik Bilişim. 2-4 Şubat, İnönü Üniversitesi, Malatya*
- Görmez, E. (2017). İlkokul sosyal bilgiler programının dijital vatandaşlık ve alt boyutları açısından yeterliliği. *International Journal of Social Science* 2,(60), 1-15.
- Güneş, F. (2000) Uygulamalı Okuma Yazma Öğretimi, Ocak Yayınları, Ankara.
- Güneş, F. (2019). Okuryazarlık Yaklaşımları. *The Journal of Limitless Education and Research*, 4(3), 224-246.
- Güvenç, H. (2017). Öğretim Programlarımızda Finansal Okuryazarlık. *İlköğretim Online*, 16(3), 935-948.
- Hatice, K., and Tangülü, Z. (2021). Türkiye’de Öğrenim Gören Sosyal Bilgiler Öğretmen Adaylarının Hukuk Okuryazarlık Düzeylerinin Belirlenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(1), 341-359.
- Hiğde, A. Y., and Baştuğ, M. (2021). Aile Okuryazarlığı Kavramına Kuramsal Bir Bakış. *İstanbul Aydın Üniversitesi Eğitim Fakültesi Dergisi*, 7(1), 89-109.
- Holum, A. and Gahala, J. ( 2006). Critical Issue: Using technology to Enhance Literacy Instruction.
- Karaman, M. K., and Karataş, A. (2009). Media Literacy Levels of the Candidate Teachers. *Elementary Education Online*, 8(3).

- Keçe, M. (2015). Türkiye’de Tarih Öğretim Programlarında Tarih Okuryazarlığı Becerileri. *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, 5(13), 94-121.
- Koltay, T. (2011). “The Media and The Literacies: Media Literacy, Information Literacy, Digital Literacy”, *Media Culture Society*, 33(2) s.211-221.
- Kress, G. (2003), *Literacy in the New Media Age*. London: Routledge.
- Kuru, E. (2019). Sosyal Bilgiler Öğretmen Adaylarının Dijital Okuryazarlık Kavramına İlişkin Görüşleri. *Electronic Turkish Studies*, 14(3).
- Kurudayıoğlu, M., and Tüzel, S. (2010). 21. Yüzyıl Okuryazarlık Türleri, Değişen Metin Algısı ve Türkçe Eğitimi. *Türklük Bilimi Araştırmaları*, 28(28), 283-298.
- Lankshear, C. (1999). Literacy Studies in Education: Disciplined Developments in a Postdisciplinary Age. *After the Disciplines*, 199-227.
- Lankshear, C., and Knobel, M. (2011). *EBOOK: New Literacies: Everyday Practices and Social Learning*. McGraw-Hill Education (UK).
- Larson, C. L. and Miller, N. T. (2011). 21st Century Skills: Prepare Students for the Future. *Kappa Delta pi Record*, 47(3), 121-123.
- Leming, R. (1995). Essentials of law-related education. *Bloomington: ERIC Clearinghouse for Social Studies/Social Science Education*.
- Levin, B. (2003). Approaches to Equity in Policy for Lifelong Learning. OECD Equity in Education Thematic Review Paper. Retrieved from <https://www.oecd.org/education/school/38692676.pdf>.
- Lockyer, A., Crick, B., and Annette, J. (2003). Education for Democratic Citizenship. *Issues of Theory and Practice*. USA: Ashgate Publishing Limited.
- McCrank, L. J. (1991). Information literacy. *Library Journal*, 116 (8): 38-42.
- Merey, Z., Karatekin, K. and Kuş, Z. (2012). İlköğretimde Vatandaşlık Eğitimi: Karşılaştırmalı Kuramsal Bir Çalışma. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 32 (3), 795-821.
- Milli Eğitim Bakanlığı (MEB). (2017). Öğretmenlik Mesleği Genel Yeterlikleri. [http://oygm.meb.gov.tr/meb\\_iys\\_dosyalar/2017\\_12/11115355](http://oygm.meb.gov.tr/meb_iys_dosyalar/2017_12/11115355) Erişim: 14.08.2022.
- Mossberger, K., Tolbert, C., and S. McNeal, R. (2007). Digital Citizenship: The Internet, Society, and Participation. *London, England: The MIT Press*.
- Naylor, D. T. (1976). Values: Law-Related Education and the Elementary School Teacher. *Washington: NEA Publications*.
- Noctor, M., Stoney, S., and Stradling, R. (1992). Financial literacy: A Discussion of Concepts and Competences of Financial Literacy and Opportunities for its Introduction into Young People’s.
- Organisation for Economic Cooperation and Development (OECD) (2007). Reviews of National Policies for Education: Basic Education in Turkey. Paris: *OECD Publishing*.

- Organisation for Economic Cooperation and Development (OECD) (2014). Learning for tomorrow's world: First results from PISA 2003. Paris: *OECD Publishing*.
- Organisation for Economic Cooperation and Development (OECD) (2019). PISA 2018 results: What student know and can do, Volume I. Paris: *OECD Publishing*.
- Orr, D. W. (1990). Environmental Education and Ecological literacy. *The Education Digest*, 55 (9), 49-53.
- Ozer, M. (2020). What PISA Tells Us About Performance of Education Systems? *Bartın University Journal of Faculty of Education*, 9(2), 217-228.
- Önal, İ. (2010). Tarihsel Değişim Sürecinde Yaşam Boyu Öğrenme ve Okuryazarlık: Türkiye Deneyimi. *Bilgi dünyası*, 11(1), 101-121.
- Öngöz, S. (2011). Eğitim Fakültelerinde Okutulan Gelişim ve Öğrenme Dersine Yönelik Hazırlanan Bir Elektronik Kitabın Değerlendirilmesi (Doktora Tezi). *Karadeniz Teknik Üniversitesi, Trabzon*.
- Parkes, R. and Donnelly, D. (2014). Changing Conceptions of Historical Thinking in History Education: an Australian Case Study. *Tempo and Argumento*, 6(11).
- Phillips, L.L. and Williams, S.R. (2004). Collection development embraces the digital age - a review of the literature, 1997–2003. *The Association for Library Collections and Technical Services*, 48(4), 273-288.
- Popham, W. J. (2011). Assessment Literacy Overlooked: A Teacher Educator's Confession. *The Teacher Educator*, 46(4), 265–273.
- Posner, G. J. (1995). Analyzing the curriculum. *Second Ed. New York: McGraw-Hill, Inc.*
- Potur, Ö. (2014). Türkçe Derslerinde Eleştirel Okuryazarlık. *Ana Dili Eğitimi Dergisi*, 2(4), 3249.
- Ribble, M. (2011). Digital Citizenship in Schools, (Cilt 2nd Edition). Washington DC: The International Society for Technology in Education (ISTE).
- Seefeldt, C. (1989). Social Studies for the Preschool-Primary Child. (Third edition). Columbus, Ohio: *Merill Publishing Company*.
- Sönmez, E. E. and Gül Üstün, H. (2014). Dijital Okuryazarlık ve Okul Yöneticileri. *XIX Türkiye'de İnternet Konferansı.27-29 Kasım Yaşar Üniversitesi İzmir*. <http://inettr.org.tr/inetconf19/bildiri/69.pdf>.
- Suna, H. E., Tanberkan, H., and Özer, M. (2020). Türkiye'de Öğrencilerin Okuryazarlık Becerilerinin Yıllara ve Okul Türlerine Göre Değişimi: Öğrencilerin PISA uygulamalarındaki performansı. *Journal of Measurement and Evaluation in Education and Psychology*, 11(1), 76-97.
- Tarhan, Ö. (2015). Sosyal Bilgiler Öğretmeni Adaylarının Politik Okuryazarlığa İlişkin Görüşleri. *Akademik Sosyal Araştırmalar Dergisi*, Yıl: 3, Sayı: 9, s. 649-669.
- Tekdal, D. and Aydın, M. (2021). "Eğitimde Tarih Okuryazarlığı," Eğitimde Okuryazarlık Becerileri, *Ankara: Pegem Akademi*, pp.1-34.

- Tekeli, İ. (1998). Tarih Bilinci ve Gençlik. *İstanbul: Tarih Vakfı Yurt Yayınları*.
- Turan, S., and Avcı, E. K. (2018). 2018 Sosyal Bilgiler Öğretim Programı'nın Dijital Vatandaşlık Bağlamında İncelenmesi. *Eğitim ve Yeni Yaklaşımlar Dergisi*, 1(1), 28-38.
- Tünkler, V., (2019). "Sosyal Bilgiler Öğretmen Adaylarının Değerlendirme Okuryazarlık Düzeyi İle Değerlendirme Öz-Yeterlik Algılarının İncelenmesi", Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Sayı 37, Denizli, s. 319-332.
- Tünkler, V., & Güven, C. (2018). Mikroöğretim uygulamasının öğretmen adaylarının tamamlayıcı ölçme-değerlendirme tekniklerine yönelik okuryazarlık düzeylerine etkisi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 34(2), 541-564.
- UNESCO. (2016). Lire le Passé Écrire L'avenir, La promotion de l'alphabétisation ces 50 dernières années -Une brève analyse, *Paris: UNESCO*.
- Wang, M.C., Haertel, G.D., and Walberg, H.J. (1993). Toward a knowledge base for school learning. *Review of Educational Research*, 63, 249-294.
- Wasik, B. H. and Herrmann, S. (2004). Family Literacy: History, Concepts, Services. Wasik, B. H. (Ed). *Handbook of Family Literacy*, 3-22. Mahwah, NJ: Lawrence Erlbaum Associates.
- Webb, N. L. (2002). Assessment Literacy in a Standards-Based Urban Education Setting. *American Educational Research*.
- Westholm, A., Lindquist, A. and Niemi, R. G. (1990). Education and the Making or the Informed Citizen: Political Literacy and the Outside World. O. Ichilov, (Ed.), *Political Socialization, Citizenship Education and Democracy (177-205)*. Newyork: Teachers Collage.
- Yalçınkaya, E., and Turan, E. R. (2019). Sosyal Bilgiler Eğitiminde Finansal Okuryazarlık. *Nevşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, 9(1), 1-24.
- Yang, Y-T. C., and Wu, W-C. I. (2012). Digital Storytelling for Enhancing Student Academic Achievement, Critical Thinking, and Learning Motivation: A Year-Long Experimental Study. *Computers and Education*, 59(2), 339-352.

### To Cite this Chapter:

Akman, Ö. (2022). Literacy in social studies teaching. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 60-74). ISTES Organization.

### ABOUT THE AUTHORS



**Assoc. Prof. Dr. Özkan Akman**

ORCID ID: 0000-0002-8264-3178

[ozkanakman@sdu.edu.tr](mailto:ozkanakman@sdu.edu.tr)

*Süleyman Demirel University*

Özkan Akman holds a PhD. in social studies education. Currently, he is an associate professor at Süleyman Demirel University, Faculty of Education, Turkish and Social Sciences Department, Social Studies Education Department, Turkey. The author has studies on social studies education, history education, citizenship and curriculum.

# EDUCATIONAL TECHNOLOGIES AND MATERIAL DESIGN IN SOCIAL STUDIES EDUCATION

Seval Naci

## 1. Introduction

Individuals learn many things with or without a plan from the moment they are born. They continue their lives by applying what they have learned. Education aims to realize the planned ones of these learnings. It is intended that the behavior of the individual receiving the education change in a positive way. Thanks to education, the knowledge of the individual increases, his/her attitudes and behaviors change. Individuals grow up as citizens who abide by moral rules and attach importance to the social order. (Kaya, 2006). For this reason, education has always been given importance in social life. Education enables a person to exhibit intended behaviors as a result of his/her own life experiences. Changes in behavior through education are called learning. (Senemođlu, 2004). In formal learning environments where education is planned and programmed, there is a need for a specific teacher, program, content, course tools, and materials to support learning.

The fact that students have unique and different characteristics from each other makes it necessary to differentiate their learning methods and tools. This necessity may be caused by the individual's mental development characteristics, the study method chosen, learning styles, and differences in the learning approach. (Felder & Brent, 2005). Therefore, it is necessary to plan the learning environment very well and to develop different course materials for effective learning. Meeting all these needs will enable learning activities to be carried out more effectively and in line with the target. In addition to the preparation of a curriculum suitable for the objective, subject acquisitions, and content of the course, the course tools and materials to be used in this course should also be designed. Designing course equipment and materials suitable for needs facilitates learning, increases motivation, and helps students to actively participate in the lesson.

The course equipment and materials included in the learning environments are selected by the conditions of that period. The materials to be used can be chosen from real objects and models, as well as from technological tools. Especially with the development of technology, changes in many areas have started to be experienced in education and learning environments, and educational technologies have started to be used in learning environments (Ayaydın, 2022). Course materials are designed by using instructional technologies in order to express the subjects of the social studies course in an effective and interesting way.

### Conceptual Framework

In this section method, technique, technology, educational technology, instructional technology, material development concepts are explained.

**Method.** According to the Turkish Language Association (TDK), the method is explained as “*the way, procedure, system, policy that is followed to achieve a goal*” (TDK, n.d).

The concept of the method used in education refers to the selection of different teaching practices to achieve educational goals and to learn the course contents better. (Kaya, 2006).

**Technique.** According to TDK, it is explained as “all of the methods used in an art, a science or a profession” (TDK, nd). Kaya (2006) explained the technique as the method of using and applying methods in the process. The methods used in education and learning environments and the way these methods are applied may differ according to the teacher, student needs, classroom environment, classroom or school conditions, and other variables.

**Technology.** *"Application knowledge, application science that covers the construction methods, tools, equipment and tools related to an industry branch, and the way they are used"* (TDK, n.d.).

Technology provides solutions to problems by using the information obtained from scientific research to facilitate life, support, and improve living conditions (Kalelioğlu, 2015).

**Educational Technology.** It is necessary to analyze and solve the problems, collect the solutions' essential findings, and evaluate, study, and manage. The process that includes all aspects of human learning, including the people, tools, skills, thoughts, and regulations necessary to meet all these needs, is called educational technology (AECT Task Force, 1977; cited in Kaya, 2006). Gudanescu (2010) explained educational technology as technological tools and equipment that can effectively develop students. Educational technologies are all resources, including the methods, tools, equipment, and processes followed in educational activities (Pea, 1997).

**Instructional Technology.** It is the learning process performed with or without a machine, which is used for the intended changes in individuals' behaviors or learning outcomes (Knezevich & Eye, 1970; cited in Kaya, 2006). Yaylak (2019a) defines instructional technologies as technological tools that effectively increase learners' learning levels.

**Material Development.** At the moment of learning, teachers present different materials to students. These materials can consist of printed materials, images, photographs, models, audio, video recordings, pages taken from the internet, and different software produced using more technology (Kaya, 2006).

### **2. The Importance of Using Various Materials and Tools in Education**

Individuals constantly learn new things throughout their lives. They increase their knowledge by focusing more on the subjects they are interested in. Learning subjects that do not interest them and do not arouse curiosity is more challenging. Accordingly, classroom environments that will attract students' attention are needed to realize planned learning in schools. In order to convey the subject and achievements of the course to the students, teachers should attract the students' attention and arouse curiosity. Different methods, techniques, educational tools, and materials are used for this. Demirel (2002) stated that using instructional technologies and materials is essential because they make learning more enjoyable and enjoyable and help present the course topics more effectively.

Using course materials to support and facilitate learning and teaching is essential. With the use of these tools, multiple learning environments are created. It is easier for the student to remember the information. It increases the student's motivation. It also enables students to

concretize abstract information. Time can be saved as they can learn in a shorter time (Yalın, 2008).

In education, students generally tend to memorize. This negatively affects the realization of permanent learning. In order to save students from the rote learning method, it is necessary to choose course materials suitable for the purpose and objectives of education (Doğanay, 2002). Teaching materials used in the lessons increase the permanence of learning and enable students to have concrete life experiences. However, using these materials in the right place and at the right time is as important as selecting the materials to be used. Therefore, teachers play a significant role in material design and selection (Çalışkan, Tangülü & Sever, 2015; Akman, & Sağlam, 2022). Different researchers argue that using course materials helps to concretize information and save time (Yalın, 2008; Yazar, 2013; Akman, & Eşki, 2022). Yılmaz & Mahiroğlu (2004) also state that the teaching materials used for more accessible learning students also attract the students' attention, increase the efficiency of the learning process, increase the permanence of learning, provide convenience in reaching the goal, and help save time.

Students have individual differences. For learning to take place, it is necessary to plan lessons in which individual differences are taken into account and students can actively participate in the lesson (Çınar, Teyfur & Teyfur, 2006). It is essential that the course materials, which will be planned by the objectives, subjects, and achievements of the course, touch, and appeal to the different sensory organs of the students. Because; *“83% of the students learn through their experiences with seeing, 11% hearing, 3.5% smelling, 1.5% weaving and 1% tasting”* (Ulusoy & Gülüm, 2009; Çelik, 2010; Ayaydın, 2022).

According to studies, people only recall *“10% of the information they read; 20% of the information they hear; 30% of the information they see; 50% of the information they see and hear, 70% of information they say and 90% of the information they do and say”*. (Demirel et al., 2001; Ulusoy & Gülüm, 2009; Çelik, 2010; Ayaydın, 2022). Considering this information, teachers generally prefer to design student-centered course materials that use audio-visual materials and enable students to participate in the lesson actively.

Students learn with different learning styles and may perceive information in different ways. In addition, they may have different characteristics in terms of receiving information, processing, arranging it according to themselves, solving problems, motivating, and creating a product (Veznedaroğlu & Özgür, 2005).

Depending on technological developments, the materials used in the lessons have also changed. An increase has been observed in the number and variety of course materials prepared using educational technologies. Grzybowski (2013) states that the development of course materials through educational technologies and their use in lessons enable both students to work and teachers and instructors to teach more efficiently; sees it as an advantage to help children learn from the same course materials with their friends at school, even when they cannot come to schools, such as illness or natural disasters. The use of educational technologies in lessons facilitates learning, experiencing, using and testing the learned information (Gudanescu, 2010).

Grzybowski (2013) stated that thanks to technological education tools, students will not have to carry heavy bags with too many books, and students will be able to get rid of situations where they may have health problems.

### 3. Designing Tools and Materials Used in Educational Environments

While developing individuals' various knowledge, skills, and attitudes, we can benefit from different tools and materials. These tools that we use are defined as teaching materials. (Şanlı, 2018). All tools, materials and resources used while developing students' knowledge, attitudes, skills and values are among the teaching materials.

Using materials in education enriches the learning environment and facilitates and supports learning (Yalın, 2008). The use of course equipment and materials in learning environments that are suitable for the objective, the content of the course, and its achievements make learning more enjoyable. For this reason, teachers attach importance to the design and development of course materials. However, there are essential points to consider in the course equipment and materials planning and development process. It is essential to pay attention to whether the material used is suitable for the course's aims, topics, and objectives (Demirel, Seferoğlu & Yağcı, 2001). In addition, the qualities of the tools and materials, how they will be included and used in the learning environment, and the benefits of the developed materials should be considered (Ayaydın, 2022).

It is important to plan the curriculum well. Teachers who implement teaching programs motivate students to increase student success and aim to make the education process efficient by increasing their interest, desire, and motivation (Aktepe, Tahiroğlu & Meydan, 2014).

Students have individual differences. For this reason, it cannot be expected that each of them will get the same efficiency from the same teaching material. When choosing course materials, care should be taken to ensure they are suitable for goals and behaviors. In addition, student characteristics and needs should be taken into consideration. The factors to be considered while choosing course materials are listed as follows (Demirel et al., 2001):

- The characteristics of the students,
- Students' prior knowledge, skills, interests, needs, motivation levels,
- Whether the teacher follows up-to-date course materials suitable for student needs,
- The teacher's ability to prepare the material suitable for the student's needs,
- Meeting the necessary needs to prepare the course material (tools, economic resources, teachers, experts, etc.)

In order to prepare course materials suitable for our age, teachers/educators must be able to master technological knowledge, follow the developments in technology and be willing to learn (Yaylak, 2019a). Considering that today's students have a very close relationship with technology, teachers need to improve themselves in this field (Erdemir, Bakırcı & Eydur, 2009). For example, the teacher must follow a particular order to prepare course materials. This sequence must/ needs to go from known to unknown, from concrete to abstract information. When designing course materials, teachers should consider students' characteristics and needs, gender, age, and readiness levels. It is important to prepare course materials that allow students to remember their previous knowledge, learn new information more easily, make comparisons between events and information, and produce solutions to problems. In addition, the prepared material is expected to develop the aesthetic feelings of the students (Şimşek, 1997).

### 4. Educational Technologies and Course Materials Used in Education

Choosing the materials used in the lessons from visual elements makes learning more effective. Because it is seen that most of the students learn more easily through visual descriptions, many advantages such as concretization of concepts, attracting attention, increasing motivation, making complex concepts easier to understand, emotional connection of the student, motivation to the lesson make visual materials (Şanlı, 2018). The use of visual materials prepared for students in the lessons will appeal to the sense organs of the students and will help them learn more easily. In addition, this will ensure that the information is more permanent. It is known that the students listen to and understand the teacher for approximately 20 minutes. It is thought that the lessons taught by using the material will become more enjoyable and, this time, will be effective throughout the whole lesson (Çoban & İleri, 2013). The use of technology tools such as computers and many other applications in education offers different advantages to facilitate learning. For example, with multimedia technology, more colorful lessons attract students' attention and have highly stimulating power can be realized (Gudanescu, 2010). The use of technology tools in education is effective both on the course equipment and materials that teachers will use in their lessons and on the students' study methods and techniques at home. Students have the opportunity to learn and work at home with study materials sent by teachers from virtual classroom environments such as Classroom, Classdojo, and Edmodo. When they come to school from home, they can perform fun lesson activities prepared by their teachers to reinforce the knowledge they have learned at home. Bergmann & Sams (2014) explains the learning model known as flipped learning as the realization of individual learning with the help of videos.

Teachers use many methods and techniques for effective and permanent learning. They also benefit from educational technologies so that research can yield more effective results. To best convey the subject and the fundamental ideas to the student, it is crucial that a teacher be able to implement the learning method through the presentation in the classroom and address the sensory organs. For this, the teacher should benefit from pictures, visuals, animations, sound effects and short films/videos in his/her presentation. For example, using one of the different applications such as Prezi, Emaze, Moovly besides PowerPoint from Microsoft Office tools, they should prepare animated and entertaining presentations with colorful, visual and audio content and make the lesson interesting. They should prefer to use tools that reinforce collaborative learning, such as board tools, banners, posters, exhibition tools, cartoon tools, and game tools that teach while having fun in lessons where there is a lot of interaction and the student aims to actively participate. As technology develops, the use of three-dimensional animations, virtual reality, virtual travel, robotic coding and artificial intelligence tools in education has also increased. In addition, students and teachers benefit from different tools through which they can conduct distance education (Google Meet/Classroom, Zoom, Microsoft Teams, etc.). Especially with the Covid 19 pandemic, the use of distance education tools has gained great importance in order not to disrupt education.

## **5. The Importance of Using Educational Technologies and Course Materials in Social Studies Lessons**

As in all courses, there is a need for educational settings in which students actively participate and have high interest and motivation in the transfer of topics and achievements of the Social Studies course. In order to create these settings, it is necessary to bring various tools and course materials to the learning environment. The course equipment and materials prepared favourably to the objectives of the course and students' needs will make learning fun and enjoyable. In addition, students will realize faster and more permanent learning.

The topics of disciplines of social sciences such as history, geography, citizenship, psychology, sociology, archaeology, and anthropology are also included in the social studies course. Importance is given to the use of different materials such as computers, films, documentaries, and overhead projectors by considering student characteristics and individual differences (Ulusoy & Gülüm, 2009). The number and variety of course materials have increased depending on the development of technology. However, it is not always correct to use the same method, technique, strategy, and the same course equipment and materials in the learning environment. To make the learning environment more attention-grabbing different methods and techniques are used according to the course content, topics, student characteristics, and the setting (Yaşar & Gültekin, 2007). In addition, it is necessary to use advanced course materials prepared with technological education tools in social studies courses.

The subjects of history and geography, which are disciplines of social sciences, are significant for the Social Studies course and involve abstract information. The course materials to be used are crucial for smoother and more permanent learning by concretizing the subjects (Çoban & İleri, 2013). Dere & Ateş (2020) also emphasized that since concrete and abstract concepts belonging to the disciplines of social sciences are covered in the social studies course, the use of different materials and technological tools is necessary. The efficiently designed course materials and their effective use by following the objectives and achievements will increase the efficiency of the course, support the enrichment of the learning process and make learning more permanent (Nalçacı & Ercoşkun, 2005). For students to establish a relationship between real life and what they have learned, to make sense of what they have learned, and to learn by doing, their self-produced products are also needed. To enable students' active participation in the learning process, they should be allowed to think differently, investigate, question, and produce (Ulusoy & Gülüm, 2009).

Some of the teaching aids and materials used in today's Social Studies lessons are listed below.

### **5.1. Teaching Materials and Course Equipment That Can Be Used in Social Studies Lessons**

The materials used in social studies lessons are similar to the ones used in other lessons. In particular, many of them are the same. However, the differences in the materials used in social studies lessons are specific to the content of the lesson (Ayaydın, 2022).

Nalçacı & Ercoşkun (2005) stated that thematic pictures, banners and posters, graphics, plates; projectors, slides, overhead projectors, overhead transparencies; objects and models; printed materials such as maps, atlases, textbooks, workbooks and whiteboards are among the visual

materials; television, film camera and educational films, video cassettes and VCDs, computers and real people are among the audio-visual materials. Some of the listed materials have been replaced by more practical materials with the development of technology. To illustrate, instead of using course materials such as film cameras, video cassettes, and VCDs, teachers can easily access the movies, music, and images they want via smart boards and share them with their students.

The tools used in social studies lessons vary depending on the development of technology. Ayaydın (2022) listed the course equipment that can be used in social studies courses as computers, the internet, Web 2.0 tools, mobile phones, digital cameras, smart boards, 3D printers, tablet computers, and television. Such mobile applications used in lessons have many advantages. One of them is that students develop their critical thinking skills (Gezer & Ersoy, 2021). Back in the day, students and teachers, who were limited to the classroom environment in Social Studies classes, used the computer for its high technology and started to realize new learning methods in different learning environments (Yeşiltaş & Öztürk, 2015).

Ayaydın (2022) broke down the course materials as real objects and models, puzzles, banners and posters, newspapers, pictures, graphics, concept maps, maps, cartoons, puzzles, diagrams, time and date strips, and presentations. Also, it is possible to add other materials to these. As an example, globe models constitute one of the essential materials that can be used in lessons. Çoban & Tamusta (2021) emphasizes the effectiveness of using globe models in teaching geography subjects covered in social studies courses. Globe models are mainly used for easing the learning of abstract concepts such as the earth's axial tilt, daily and annual motion, earth's shape, dimensions, latitude, longitude, parallel, and meridian, and embodying these concepts (Güngördü, 2006). Real objects that can be used in lessons or models and figures of those objects facilitate teaching. Moreover, those materials are mainly taken outdoors and introduced into the learning environment (Seferoğlu, 2011).

The maps used in the lessons play an active role in objectifying knowledge. They are used in teaching geography subjects, conquests in history, battlefields, and similar topics. Besides using pre-made maps and atlases, students are also set to draw maps and are directed to use muted maps or to make regular maps (Ayaydın, 2022). Today, the use of digital maps has also become widespread. The learning process is facilitated using various satellite images, Google Maps, Google Earth, and other applications. In addition, using mind maps is also effective in better comprehending the topics of the Social Studies course. Learning the concepts of social studies disciplines will ensure that the information is catchy and can be remembered more easily. Sever, Budak & Yalçınkaya (2009) emphasized that we think through concepts and try to express our thoughts through them and that it is crucial to learn them to establish good communication. Mind maps facilitate memorability thanks to visual shapes and enable learning by establishing connections between concepts (Çolak, 2010). Mind maps can also be used interactively within the possibilities offered by technology. Adding sound and visuals to mind maps and cartoons can be noteworthy for students to use in the learning environment (Akbaş & Toros, 2016). Specifically, mind maps can be prepared with Web 2.0 tools such as Bubbl.us and Inspiration. Through mind maps, students learn concepts quickly, develop a positive attitude towards the lesson and participate more actively (Yılmaz & Çolak, 2012). Thanks to flow and organizational charts, students are provided with the opportunity to make connections between

information and comprehend significant issues (Demirel et al., 2001). Web 2.0 tools such as Cadoo and Lucidchart can be used to prepare flow, organizational charts and diagrams.

Current events are also used in social studies lessons. Thanks to them, students can learn more permanently by making a connection between what they comprehend and the events they experience in their daily lives. As active citizens, individuals need to be informed about the past and present, make inferences about the future using relevant information and benefit from recent events to make predictions. Current events can be accessed from news sources such as newspapers, magazines and television (Arın & Deveci, 2008). Periodicals such as newspapers and magazines are significant sources from which we can access current events. Newspapers give information about real issues in society, which include students. It is crucial to use newspapers in lessons to be aware of the problems that other people are trying to solve and to be able to develop solutions to these problems (Ünlüer & Yaşar, 2012). To benefit from newspapers, teachers should prepare an effective lesson plan and predetermine where and how to use the newspapers appropriate for the subject and learning outcome (Deveci, 2005).

Among the methods and materials used in social studies courses, cartoons are one of them (Akengin & İbrahimoglu, 2010; Tokcan & Alkan, 2013; Sidekli ve diğçerleri, 2014; Akbař & Toros, 2016; Koçođlu, 2017; Yaman & Öztürk, 2018). They are fun course materials that attract students' attention. Presenting the subjects of social studies lessons in an entertaining way will make learning easier. Therefore, cartoons are very suitable materials in cases where subjects that are difficult to express in writing are being taught. Cartoons provide a better depiction of events (Koçođlu, 2017). Cartoons can be prepared with Web 2.0 tools such as Pixton, ToonDoo, and Comic Panel Creator; On the other hand, digital stories can be created with applications such as Storyboardthat. Again, characters and avatars can be created with tools such as Bitmology and Avatoon.

Pictures relevant to the lessons help students to learn efficiently. They can be found in newspapers, magazines, books or the internet, which make the lessons more flashy by supporting visual learning. Our photographs or the pictures we draw can also be used in the lessons. They facilitate the comprehension of complex concepts that may lead to learning difficulties (İřman, 2011).

Another course material that can make learning fun is crosswords. They can be created both by teachers or students and can be used individually or as group work (Yanpar, 2005). Through crosswords, the teaching of course-specific concepts is also facilitated (Ayaydın, 2022). Educational and entertaining crosswords and flashcards can be prepared with Web 2.0 tools such as Learning Apps, Wordmint, Crosswordlabs, Jigsaw Planet, Tarsia, and Quizlet.

Banners and posters are attention-grabbing materials. The lessons taught through both pre-made banners and posters and the ones prepared by students support students' visual memory and facilitate learning. They are prepared both with text and pictures and ensure that the idea to be conveyed within the scope of the subject is delivered (İřman, 2012). Tools such as Canva, Postermiywall, and Posterini are used to design posters and banners. In addition, banners, dashboards, and posters can be designed in a collaborative environment through interactive applications such as Padlet, Linoit and Jamboard.

## EDUCATIONAL TECHNOLOGIES AND MATERIAL DESIGN IN SOCIAL STUDIES EDUCATION

---

Students can benefit from puzzles to learn from the parts in a fun way by reaching the whole. Puzzles are course materials suitable for individual or group work. The teacher will be able to make use of the puzzles that he has prepared beforehand or that are pre-made about the subject, and he will also be able to have the students prepare puzzles (Ayaydın, 2022). Puzzles created online attract students' attention as well since puzzles can also be prepared using Web 2.0 tools. For example, if the teacher prepares a puzzle in the Learning Apps application and the pieces are completed as the questions are answered in the classroom environment, it will make the learning process fun and interesting. Thanks to the Web 2.0 tool called Tarsia, puzzles including questions and answers related to the subject can be prepared.

Especially when learning history subjects, chronological order is needed. Hence, date strips are used (Yaşar & Gültekin, 2015). Students use time and date strips while examining events in order of occurrence. Applications and Web 2.0 tools can be used in the preparation of these strips. Timeline creation tools such as Timeliner, Timelines, and Tiki-Toki are preferred in the lessons.

In social studies lessons, graphics are used principally to transfer numerical and verbal data, compare them with one another, and evaluate the correlation between them (Saritaş, 2009). Specifically, thanks to population charts, information such as the comparison of the development levels of countries and the distribution of economic activities in the country/region/province can be examined through graphics. Graphics and diagrams can be created using Canva, as well as, Creately, Cacao, and other Web 2.0 tools.

Through tools such as Kahoot, Quiziz, Quizlet, Blooket, and Plickers, students can have fun solving questions, reinforce their knowledge, and have an interactive lesson in competition with each other. They can prepare animations with applications such as Make Joke Of, Powtoon, Flipaclip, and Pivot. Animated maps can be prepared with Pictromap. Next, fun games can be designed with Web 2.0 tools such as Educaplay, Learning Apps, Jeopardylabs, and Wheel of Names. Again, interactive surveys and tests can be prepared with applications like Nearpod, Wooclap, and Slido.

Nowadays, augmented reality applications are also used. For example, students can use the Anıtkabir AR application in the Social Studies course. Virtual museums and exhibitions can be prepared with Metaverse applications. Specifically, Spatial, Artsteps, and 3D Gallery are Web 2.0 tools used for this purpose. Again, with Robotic coding tools, students and teachers can create learning tools using various course materials or information learned in the course. Tools such as Scratch, Arduino, and Makey Makey are used for robotic coding. The Tinkercad app, on the other hand, is a tool that allows designing 3D materials and getting printouts from printers that can print in 3D.

With the advancement of technology, the usage areas of mobile applications have also expanded. Many mobile applications are now being used in education. Among these educational applications, some of them are facilitating Social Studies courses. While these applications increase the academic success of students, they can also increase their critical thinking skills and motivation (Gezer & Ersoy, 2021). Thanks to smartphones, tablets and other mobile devices, various educational applications can be easily accessed, and course materials become diversified. In addition, individuals can use mobile applications and access information

wherever and whenever they want. In this way, favourable learning environments are created where students interact with each other and socialize (Mutlu, Yenigün & Uslu, 2006). Web 2.0 tools are used in Social Studies lessons and are effective in teaching subjects and concepts and in designing graphic materials. However, teachers should get the necessary training to use these tools (Tünkler, 2021).

### **5.2. Designing Activities with Tools and Materials to Use in Social Studies Lessons**

Along with the effect of different variables, there are differences in the course materials used in learning environments. The technology's impossibility of use at the same level in every school, the internet and computer insufficiency, and the lack of tablet computers for each student are just a few of the factors that affect the selection of materials for use in the learning environment. It is also of great importance that the materials chosen by the teachers or the equipment required for designing the material are easily accessible. Easy accessibility will provide convenience to students, teachers and parents.

As follows, there are two activities that use different materials we can apply in Social Studies lessons. The materials used in these activities may vary depending on the school. For example, in Activity 1, symbolic items belonging to the Turkish culture that can be found in the homes of teachers and students are included. The materials used in Activity 2 will be more beneficial for modern schools where technological equipment is available.

**Activity 1** : Our Rich Culture Exhibition

**Subject** : Culture and Heritage

**Level** : 5th and 6th Grade

**Aim** : To enable students to get to know our cultural elements and rich culture by benefitting from various materials produced and used in different provinces and regions of Turkey.

The teacher comes to the class with different items to explain the cultural characteristics of our country. These can be copper coffee pots, cups, lace, embroidered towels, scarves, magnets, trinkets, etc. Then, the teacher shows the students the objects one by one and asks them their names. After getting answers from the students, the teacher moves on with a brainstorming activity and asks the following questions “In which provinces do you think these products are produced and used? What could be the reasons why these products are used more here?”. Answers from students are evaluated. Afterwards, it is ensured that they establish a connection between the objects and the provinces and regions where they are used, and make inferences about the socio-cultural structure, economic activities and traditions of that region. Then, in the next lesson, they are asked to identify the materials and local products to present various provinces of our country in their homes, do research about these products, and take short notes. Lastly, they are asked to bring the products and the information they found about the products to the school to exhibit in the “Our Rich Culture” exhibition, which they will prepare as a class.

The “Our Rich Culture” exhibition, which includes products that people use in daily life, can be made in a suitable place in the classroom or the school corridor. Students are allowed to visit this exhibition in order and get information about the cultural elements exhibited here. In

addition, students who have local clothes at home are asked to wear these clothes and make presentations in this way. By introducing their exhibitions to both their classmates and their friends who continue their education in other classes at the school, it is ensured that their knowledge about our cultural elements is reinforced through interacting with many people.

In classrooms with technological equipment, it is possible to do virtual museum tours with students before/after this exhibition or simultaneously. Based on the virtual museums they have examined, they can also design their virtual museums with the help of different Web 2.0 tools. In this regard, it is recommended that students and teachers benefit from the knowledge and experience of technology design course teachers. To illustrate, students can design their unique virtual museums through Minecraft, which children play with pleasure online.

**Activity 2** : I Learn the Divan Members

**Subject** : Culture and Heritage

**Level** : 7th Grade

**Aim** : To enable students to describe the members of the Divan in the Ottoman Empire and their duties with the prepared course material.

It is up to the teacher whether to prepare this material before the lesson and bring it to the class or to do it together in the classroom environment by asking students to bring various materials. It is also possible to revise the material in a virtual environment.

The teacher brings a model introducing the Divan Members to the class. Puts the material on a table where all students can see it and asks, “What do you think this model might be telling us?”. The students evaluate their answers given to this question as a class. Then, “What is the Divan?”, “What are the names and duties of the members of the Divan?” questions are asked. Answers received from the students are discussed and evaluated together as in the previous one. Students are expected to describe the Divan or make predictions about what it might be. Then they are asked to count the members and to indicate that each of these Divan members has different duties. Finally, it is ensured that the students examine the model individually and get to know the members.

In schools with existing feasibilities, teachers and students can design the figures in this model using 3D figure design programs such as Tinkercad and then print them out with the help of a 3D printer. They can also dub the models with the help of various technological tools. For instance, students or teachers can associate the codes they wrote in the Scratch coding program, the sound recordings they placed between the codes, with the figures on the model through the Makey Makey e-card (TÜBİTAK, nd). By adding self-introducing codes and audio recordings for each divan member, students can get the information they will learn about the members in a more entertaining environment.

For the activity in which the material is used, the teacher asks the students to carefully examine the model they brought to the class. He enables them to realize that some figures in the model make sounds when they touch the material in front of them. To illustrate, when they tap the front of the figure symbolizing the grand vizier, they see that the grand vizier audibly introduces himself. They continue to receive information about other members such as the provincial

treasurer, gunner, cadilesker, etc through the same method. Then, the teacher asks the students to design a poster giving information about the members of the Divan, either through applications such as Padlet, Jamboard or on paper. After each student completes their posters, they share it with their friends in the class, and their work gets evaluated by themselves and their teachers (The information that students can approach the model to examine their figures over and over again during the study will be shared with the students before the study).

### **6. Conclusion**

With the course materials and tools used in learning environments, it is aimed to increase the interest and motivation of the students. These materials, which will appeal to the sense organs of the student, are expected to make learning more persistent. It is a known fact that students can listen more carefully in the first 20 minutes of the lesson, but then their attention gradually decreases. As per the observations, educational materials are effective in increasing students' attention and motivation (Çoban & İleri, 2013).

When we consider the subjects of the social studies course, it is observed that most students prefer to memorize which prevents them from permanent learning. It is crucial to use different materials and tools in learning environments to avoid such situations and ensure permanent learning. In addition to the internet and information and communication technologies, many technological tools and multimedia are used both in the activities carried out in the classroom and outdoors. Thanks to the use of modern tools in lessons which creates efficient and qualified lessons teachers teach more conveniently and students learn more efficiently. In social studies lessons, students can learn with ease and develop their creative thinking and critical thinking skills (Kaymakçı, 2014). They also develop skills such as collaborative learning and social and organizational skills.

When the students were asked about the course materials they used, they gave tools such as notebooks, books, erasers, pencils and sharpeners that they used in the lesson as examples. Regarding what materials they wanted to use in their social studies lessons, they gave answers such as smart boards, maps, history strips, and state flags (Şanlı, 2018). The answers show that teachers should introduce their students to different course materials. For this reason, it is essential to improve school facilities and make teachers receive the necessary training.

Even though some of the teachers want to benefit from educational technologies and different course materials in their lessons, they complain that these opportunities are not available in their schools resulting in teachers' unawareness of the use of these materials (Çoban & İleri, 2013). Öztürk & Otluoğlu (2003) also consider the inadequacy of course materials and equipment in schools as a critical problem. In addition, they state that the existing materials are not used adequately and efficiently by the teachers, and their unwillingness to learn and use educational technologies also prevents the use of materials in social studies lessons. Nevertheless, they mentioned that they mostly follow technology advancements from social media platforms such as Facebook, Twitter and WhatsApp (Dere & Ateş, 2020). This indicates that teachers should be informed about virtual environments, such as other applications and websites where they can follow technological developments. They need to have the necessary knowledge and skills to use various materials and tools in their classes. Increasing in-service training is recommended for enhancing teachers' knowledge and skills. Additionally, it is recommended that universities

## EDUCATIONAL TECHNOLOGIES AND MATERIAL DESIGN IN SOCIAL STUDIES EDUCATION

---

give more weight to this subject and establish "Material Design Laboratories" so that teacher candidates have the knowledge and skills in Instructional Technologies and Material Development (ITMD) courses (Karataş & Yapıcı, 2006).

Pre-service teachers stated that technology should be used in education with certain limitations in case of problems such as inefficient use of time, technology addiction, and student getting used to laziness (Yaylak, 2019b).

Van De Bogart & Wichadee (2016) suggest that the needs of teachers regarding digital pedagogy should be determined for designing technology-based smart classrooms. Since adjusting the lessons to modern classrooms is indispensable, it is necessary to prepare in advance, be meticulous in the preparation of course materials, and design tools and materials that can serve the purpose.

REFERENCES

- Akbař, Y. & Toros, S. (2016). The effects of using interactive cartoons and concept maps on academic achievement in social studies teaching, *Turkish Studies, International Periodical for the Languages, Literature and History of Turkish or Turkic*, 11(9), 54-68.
- Akengin, H. & İbrahimođlu, Z. (2010). Effects of use of cartoons in social studies course on students' academic achievement and their opinions about the course, *Ondokuz Mayıs University Faculty of Educational Journal*, 29(2), 1-19.
- Akman, Ö. & Eřki, E. H. (2022). Developing Museum Education Activities for the Social Studies Course and Evaluation of their Effects on the Academic Success of Students. In M. Shelley, V. Akerson, & I. Sahin (Eds.), *Proceedings of IConSES 2022-- International Conference on Social and Education Sciences* (pp. 93-102), Austin, TX, USA. ISTES Organization.
- Akman, Ö. & Sađlam, M. (2022). Current Problems and Solutions for Social Studies Course. In M. Shelley, V. Akerson, & I. Sahin (Eds.), *Proceedings of IConSES 2022-- International Conference on Social and Education Sciences* (pp. 139-145), Austin, TX, USA. ISTES Organization.
- Aktepe, V., Tahirođlu, M., & Meydan, A. (2014). Expectations from a social sciences teacher in terms of a more effective education for 4th graders of primary school, *Researcher: Social Science Studies*, 2(1), 1-11.
- Arın, D. & Deveci, H. (2008). Effects of using current events in social studies course over students' retaining knowledge and success, *Elektronik Journal of Social Sciences*, 7(26), 170-185.
- Ayaydın, Y. (2022). Sosyal bilgiler öđretiminde materyal kullanma ve geliřtirme, C. Öztürk & T. Kafadar (Eds.), *Sosyal bilgiler öđretimi: Etkili vatandaşlık el kitabı*, Nobel Yayınları.
- Çınar, O., Teyfur, E. & Teyfur, M. (2006). Primary school teachers and administrators' views about constructivist education approach and programs. *İnönü University Faculty of Educational Journal*, 7(11), 47-64.
- Çalıřkan, H., Tangülü, Z. & Sever, S. (2015). Development of social studies lesson instruments efficacy scale and investigation of elementary school students' situations, *Kalem Uluslararası Eđitim ve İnsan Bilimleri Dergisi*, 5(1), 99-132.
- Çelik, L. (2010). Öđretim materyallerinin hazırlanması ve seçimi, Ö. Demirel – E. Altun (Eds.), *Öđretim teknolojileri ve materyal tasarımı*. 37-53, Pegem Akademi Yayıncılık.
- Çoban, A. & İleri, T. (2013). The level of social studies teachers' using teaching techniques and materials and the reasons of their inability to use them, *Amasya Üniversitesi University Faculty of Educational Journal*, 2(1), 194-213.
- Çoban, A. & Tamusta, P. (2021). The importance of the use of the model sphere in teaching geography – related concepts in social studies course, *The Journal of Turk & Islam World Social Studies*, 8(31), 11-30.

- Çolak, R. (2010). *Kavram haritalarının sosyal bilgiler eğitimi çerçevesinde tarihsel kavramların öğretiminde kullanılması: Kavram haritası ile yapılan öğretim ile tutum başarı ve kalıcılık arasındaki ilişkinin incelenmesi*, (Unpublished master's thesis). Marmara University.
- Demirel, Ö. (2002). *Planlamadan değerlendirmeye öğrenme sanatı*. Pegem Akademi Yayıncılık.
- Demirel, Ö., Seferoğlu, S. S. & Yağcı, E. (2001). *Öğretim teknolojileri ve materyal geliştirme*. Pegem Akademi Yayıncılık.
- Dere, İ. & Ateş, Y. (2020). The use of technological tools and materials in social studies courses: a case study, *Erzincan University Faculty of Educational Journal*, 22(2), 496-514.
- Deveci, H. (2005). Sosyal bilgiler dersinde gazete kullanımı, *The Turkish Online Journal of Educational Technology (TOJET)*, 4(3), 159-166.
- Doğanay, İ. (2002). *Coğrafya öğretim yöntemleri*. Aktif Yayınevi.
- Erdemir, N., Bakırcı, H. ve Eyduran, E. (2009). Determining of student teachers' self-confidence using technology in instruction. *Journal of Turkish Science Education*, 6(3), 99-108.
- Felder, R.M. ve Brent, R. (2005). Understanding student differences. *Journal of Engineering Education*, 94(1), 57- 72.
- Gezer, U. & Ersoy, A., F. (2021). The effect of activities based on mobile applications on academic achievement, critical thinking skills and motivation in social studies course, *Anadolu Journal of Educational Sciences International*, 11(2), 790-825. <https://doi.org/10.18039/ajesi.921684>
- Grzybowski, M. (2013). Educational technologies in South Korea, *General and Professional Education*, 1, 3-9.
- Gudanescu, S. (2010). New educational technologies, *Procedia- Social and Behavioral Sciences*, 2(2), 5646 – 5649. <https://doi.org/10.1016/j.sbspro.2010.03.922>.
- Güngördü, E. (2006). *Coğrafya öğretim yöntemleri ve çağdaş öğretim yaklaşımları* (2. Baskı). Asil Yayınları.
- İşman, A. (2011). *Öğretim teknolojileri ve materyal tasarımı*, Pegem Akademi Yayıncılık.
- İşman, A. (2012). Technology and technique: An Educational Perspective, *The Turkish Online Journal of Educational Technology*, 11(2), 207-213.
- Kalelioğlu, F. (2015). Temel kavramlar. E. Cabı (Ed.), *Öğretim Teknolojileri ve Materyal Tasarımı*, Pegem Akademi Yayıncılık.
- Karataş, S. & Yapıcı, M. (2006). The process and application samples of teaching technologies and material development. *Afyon Kocatepe University Journal of Social Sciences*, 8(2), 311-325.

- Kaya, Z. (2006). Öğretimde iletişim, etkileşim, yöntem, teknik, teknoloji ve materyaller; *Öğretim teknolojileri ve materyal geliştirme*, Pegem Akademi Yayınları.
- Kaymakçı, S. (2014). Technological dimension of Turkish social studies curricula, *International Journal of Eurasia Social Sciences*, 5(16), 314-340.
- Koçoğlu, E. (2017). Student perceptions of the use of cartoons in social science studies, *Eastern Geographical Review*, 22(37), 199-214.
- Mutlu, M. E., Yenigün, U. & Uslu, N. (2006). Açıköğretimde mobil öğrenme: Açıköğretim e öğrenme hizmetlerinden mobil bilişim aygıtlarıyla yararlanma olanaklarının değerlendirilmesi, *Bilgi Teknolojileri IV & Akademik Bilişim*, 9-11.
- Nalçacı, A. & Ercoşkun, M., H. (2005). The materials used in primary education social studies lesson), *Journal of Kazım Karabekir Education Faculty*, 0(11), 141-154.
- Öztürk, C. & Otluoğlu, R. (2003). *Sosyal bilgiler öğretiminde edebi ürünler ve yazılı materyaller*. Pegem Akademi Yayıncılık
- Pea, R. D. (1997). Learning and teaching with educational technologies (Herbert J. Walberg, Geneva D. Haertel, Ed.). *Educational psychology: Effective practices and policies*, Berkeley, CA: McCuthan Publishers, 274-296.
- Sams, A., & Bergmann, J. (2014). Flipped learning: Gateway to student engagement. International Society for Technology in Education (ISTE).
- Sarıtaş, M. (2009). Öğretimde yararlanılan araç – gereçler ve etkili kullanımı. (M. Sarıtaş, Ed.). *Öğretim teknolojileri ve materyal tasarımı*, Pegem Akademi Yayınları.
- Seferoğlu, S. (2011). *Öğretim teknolojileri ve materyal tasarımı*. Pegem Akademi Yayınları.
- Senemoğlu, N. (2004). *Gelişim öğrenme ve öğretim- Kuramdan uygulamaya*. Gazi Kitabevi.
- Sever, R., Budak, F., N. & Yalçınkaya, E. (2009). The importance of concept maps in geography education, *Journal of Atatürk University Social Sciences Institute*, 13(2), 19-32.
- Sidekli, S., Er, H., Yavaşer, R. & Aydın, E. (2014), An alternative method in social studies education: cartoon, *International Journal of Turkish Education Sciences*, 2(2), 151-163.
- Şanlı, S. (2018). Views of middle school students on teaching aids used in social studies courses, *Journal of Innovative Research in Social Studies*, 1(1), 52-64.
- Şimşek N. (1997). *Derste eğitim teknolojisinin kullanımı*. Nobel Akademik Yayınları.
- Tokcan, H. & Alkan, G. (2013). The effect of the concept cartoons to the students of the social studies teaching, *Ahi Evran University Journal of Kırşehir Education Faculty (KEFAD)*, 14(2), 1-19.
- Tünkler, V. (2021). Experiencing graphic materials with web 2.0 tools: views of social studies preservice teachers, *Pamukkale University Journal of Education*, 53, 234-260. doi: 10.9779/pauefd.795619.

- Türk Dil Kurumu: Sözlük. Türk Dil Kurumu Sözlükleri. (n.d.). Retrieved September 21, 2022, from <https://sozluk.gov.tr/>
- Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (TÜBİTAK). (n.d.). “2020 İstanbul Ortaokul Projeleri Yarışması Asya Bölge Sergisi Tarih Alanı”, Retrieved May 19, 2022, from <http://2204b.tubitak.gov.tr/>
- Ulusoy, K. & Gülüm, K. (2009). To use of teachers to the teaching materials while studying history and geography subjects in social science lessons, *Ahi Evran University Journal of Kırşehir Education Faculty*, 10(2), 85-99.
- Ünlüer, G. & Yaşar, Ş. (2012). Students’ opinions about using the newspaper in social studies, *Eskişehir Osmangazi University Journal of Social Sciences*, 13(1), 43-57.
- Van De Bogart, W. & Wichadee, S. (2016). Students’ perceived effectiveness of educational Technologies and motivation in smart classroom, *TEM Journal*, 5(4), 566-574.
- Veznedaroğlu, R., L. & Özgür, A., O. (2005). Learning styles: definitions, models and functions, *İlköğretim-Online*, 4(2), 1-16.
- Yalın, H. İ. (2008). *Öğretim teknolojileri ve materyal geliştirme* (20. baskı). Nobel Akademi Yayınları
- Yaman, B. & Öztürk, M. (2018). Using cartoons in social studies teaching (an action research), *Diyalektolog Journal of Social Sciences*, 19, 345-377.
- Yanpar, T. (2005). Öğretim materyal ve teknolojileri. C. Öztürk ve D. Dilek (Ed.), *Hayat Bilgisi ve Sosyal Bilgiler Öğretimi*. 327-364, Pegem Akademi Yayıncılık.
- Yaşar, Ş. & Gültekin, M. (2007). Anlamli öğrenme için etkili öğretim stratejileri. C. Öztürk (Ed.), *Hayat bilgisi ve sosyal bilgiler öğretimi yapılandırmacı bir yaklaşım* (3.basım). 111-134. Pegem Akademi Yayıncılık.
- Yaylak, E. (2019a). Investigation of the materials prepared by social studies teacher candidates in terms of various variables, *Turkish Studies*, 14(2), 873-897. Doi: <http://dx.doi.org/10.7827/TurkishStudies.14692>.
- Yaylak, E. (2019b). The attitudes and opinions of prospective teachers towards the use of technology in education, *International Journal of Education Technology and Scientific Researches (IJETSAR)*, 4(9), 149-175.
- Yazar, İ. (2013). Öğretim yöntemleri ve materyal geliştirme ders notları. 4 Eylül 2014, <http://web.deu.edu.tr/ilyas/Courses/otmg/OTMT.pdf>.
- Yeşiltaş, E. & Öztürk, T. (2015). The effect of computer supported instruction on students achievements in civics topics of social studies lesson, *e- International Journal of Educational Research*, 6(2), 86-101.
- Yılmaz, K. & Çolak, R. (2012). The effects of concept maps on students’ attitude, academic achievement and retention of knowledge in social studies, *Cumhuriyet International Journal of Education*, 1(1), 1-16.

Yılmaz, Z., A. ve Mahirođlu, A. (2004). The effects of newly designed teaching materials on students in teaching grammar, *The Journal of Turkish Educational Sciences*, 2(1), 109-123.

**To Cite this Chapter:**

Naci, S. (2022). Educational technologies and material design in social studies education. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 76-93). ISTES Organization.

**ABOUT THE AUTHORS**



**Dr. Seval Naci**

ORCID ID: 0000-0001-7345 3770

[b.seval.naci@gmail.com](mailto:b.seval.naci@gmail.com)

Seval Naci holds a PhD. in Social studies teacher program. She completed her doctorate on “The Effects of The Social Studies Course Structured According to The International Baccalaureate Programme on the Development of Efficient Citizenship Skills and Values” at Marmara University, Institute of Educational Sciences, Social Studies Education. She is still a social studies teacher at a private school in Istanbul. The author still covers International Baccalaureate Programs, citizenship education, distance education, methods and techniques used in education, education and humor, education and gamification, educational technologies, 21-st century learning skills, etc. She continues to work on these issues.

# CONCEPTUAL ANALYSIS OF TABLE, GRAPH, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

Mavi Akkaya Yılmaz

Turhan Çetin

## 1. Introduction

The importance of education increases every day. Educational advances aim to train well-equipped individuals, who can construct knowledge in every field. Similar to all branches of education, social studies instruction also targets these objectives. Due to the nature of the social studies course, it includes several disciplines and intensive texts. Thus, it is not sufficient for the readers to know the type of the text. They also need to describe the organization of the text. Readers should understand the textual context and structure to comprehend the content. However, it was observed that several students lack the required skills to comprehend the complex correlations between concepts, facts and generalizations (Massey & Heafner, 2004, p. 32). Thus, various educational tools are employed for meaningful learning.

Tables, graphs and diagrams could serve as such instruments. The employment of these instruments is considered as a skill in the social studies curriculum (Meb, 2018, p.9). Previous studies reported that visual drawings could be considered as powerful tools (Parker, 2014, p. 124), graphic organizers or semantic maps (Farris, 2015, p. 235). Thus, it could be suggested that the analysis of these concepts, called by different names in various studies, could clarify the misconceptions in the literature. In the present study, graphic organizers and the concepts of tables, graphs and diagrams are investigated.

## 2. Development

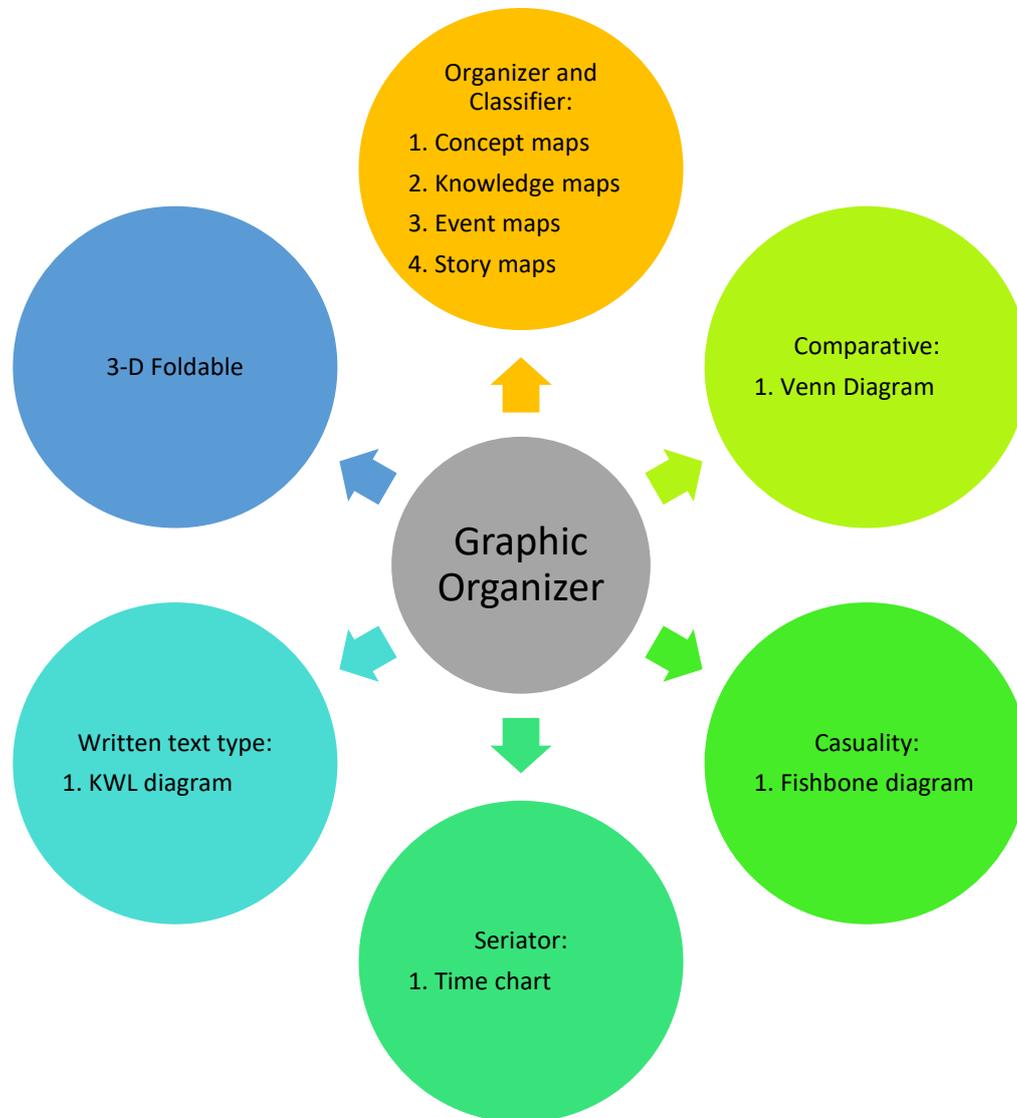
### 2.1. Graphic Organizers

Graphic organizers were initially employed by Richard Barron based on Ausubel's advance organizer or structured survey rationale (Barron, 1969). In the literature, several terms have been used for graphic organizers such as visual screens, graphical (flood) images/representations, graphs, tree diagrams, structured views, network representations, and additional screens (Manoli and Papadopoulou, 2012, pp.348-349). Furthermore, other names such as semantic maps, visual organizers, structured overview, story web or mind map, knowledge maps, story maps, cognitive organizers, advanced organizers or concept maps have been used (Bromley, Irvin-Devites, & Moldo, 1999, p.6) It was also observed that they have been called diagrams. Thus, graphic organizer could be described as a visual and graphic representation of the correlations between facts, terms or ideas within a learning task (Hall & Strangman, 2002, p.2). Graphic organizers could organize the content and ideas, as well as facilitating the comprehension of novel knowledge (Mcknight, 2010, p.1). Graphic organizers present the data simply in a diagram (Farris, 2015, p. 235) and structure the knowledge by organizing significant elements of a concept and presenting these visually (Bromley, Irvin-Devites, & Moldo, 1999, p.6). In other words, graphic organizers visually present textual data (Jiang and Grabe, 2007, 34; Massey and Heafner, 2004, p. 33). Although they have been called

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

by different names, it could be suggested that graphic organizers provide a visual presentation of textual information.

Although there are various types of graphic organizers (Hall and Strangman, 2002, p.2-3; Mc Knight, 2010), it is possible to classify the graphic organizers as follows:



(Alkan, 2020, pp.132-148).

The employment of graphic organizers has certain objectives: to improve student achievements, help students comprehend information and construct knowledge, in-depth learning, the development of mental models based on organized and comprehensible information, and higher motivation (Drapeau, 2016, pp.45-48).

The contributions of the graphic organizers to education could be summarized as follows:

- Help visual learners observe the narrative and help children with attention span deficit to focus.
- Demonstrate a brief outline of a student's conceptual comprehension, thereby function as an evaluation tool.

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

---

- Demonstrate the correlations between content and sub-contents and, in turn, the associations between these contents and other content areas.
- Improve interactivity in the course.
- Motivate the students.
- Assist the students in pre-writing thinking techniques.
- Allow the evaluation of student knowledge. (Drapeau, 1998, pp. 5-6).
- Graphic organizers, which create a strong visual image, allow students to observe the connections and correlations between facts, data, and terms (McKnight, 2010, p.1).

The contributions of graphic organizers to education are especially significant for students who experience certain difficulties. Graphic organizers could help these students by preventing inaccurate reasoning, difficulties in self-expression and processing the information, help visual learning and focusing, as well as helping English language students to express deeper ideas using limited expressions (Drapeau, 2016, p.31- 32). Thus, it could be suggested that graphic organizers would assist English language learners and learners of other languages. Graphic organizers could even assist individuals with self-expression difficulties in their native language.

It is possible to summarize the contributions of graphic organizers to teachers and students as follows:

### **Contribution to the Teacher**

- Could improve interaction in instruction.
- Could improve student interest.
- Could facilitate visual achievements.
- Allows the students to improve drafting skills based on prior knowledge.
- Facilitates observation of the correlation between various contents and their explanation.
- Allows the teachers to evaluate student learning.

### **Contribution to the Student**

- Allows the students to comprehend the instructed concepts.
- Allows the students to demonstrate the correlations between concepts.
- Allows the students to organize and explain their thoughts.
- Improves the retention skills of the students.
- Improves comprehension of the instruction.
- Allows the students to recognize and digest various aspects of an idea.

(Alkan, 2020, p.127).

Certain factors should be considered during the employment of graphic organizers in education:

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

---

- Initially, students should be oriented to employ various tools (visual drawings or graphic organizers). Then, students should be encouraged to select the tools that would work with the content they would edit.
- Teachers should avoid providing ready-made graphic organizers. Ready-made graphic organizers are adapted less by the students. When students develop their tools, it becomes a learning habit, and they will tend to generalize visual organization practices.
- Adequate basic knowledge should be acquired before the students are asked to finalize the tools. Otherwise, students would copy their teachers and reproduce the data on paper (usually photocopy). This is not learning. Graphic organizers are powerful tools that help students transition from superficial learning to in-depth learning that requires the description of the correlations between the ideas. When these correlations are explained, it will be more difficult for the students to switch to deep learning. Instead, teachers should focus on relevant and engaging superficial learning, and then change their approach to facilitate the transition to deep learning. This could be accomplished by strategic employment of graphic organizers after the ideas and concepts are introduced.
- The aim of a graphic organizer is to allow the student to learn the content. Thus, students should be assigned to use the tools they developed in activities that improve comprehension (Fisher & Frey, 2018, pp.764-765).

Graphic organizers are significant tools that could be used to reveal prior knowledge, evaluate learning, and ensure student learning during educational activities. Graphic organizers allow the students to self-organize data-intensive texts. Thus, the possibility of learning a topic improves and permanent learning could be achieved. In short, graphic organizers are important tools that strengthen educational and instructional applications. As mentioned above, several graphic organizers are available. However, within the context of the social studies course, table, graph and diagram development and interpretation skills are discussed.

### ***2.1.1. Table***

Tables are educational tools that allow the reader to classify and observe complex and irregular numerical data within an orderly context” (Sönmez and Koç, 2017, p.191). Tables could include numerical data as well as events or facts. Tables provide a set of associated data (e.g., mammals: lions, camels, zebras, monkeys) and certain information about these data (e.g., what an animal eats, where it lives, how it moves) (Roberts et al., 2013, p. 18).

Thinking about tables could make one to think about graphs as well. Some even argued that tables should be not so different from graphs. According to those, tables are graphs both organize and concretize the numerical data (Aydın & Güngördü, 2016, p.313). Thus, although it could be suggested that there is a strong correlation between tables and graphs, it could not be argued that tables and graphs are the same type of graphic organizers. Because although tables and graphics include only numerical data (Ministry of Education, cited by Kuruyer, 2020, p.33), tables could also reflect a case. Furthermore, although tables include complex data, they are inadequate for certain data such as the location of the minimum and maximum values, whether these data or outliers are grouped. Thus, graphs are important for presentation and easy access to data (Özgüç, 1994, pp.165-166; Akman, Karaaslan, & Bayram, 2022). In other words, graphs are more comprehensible. Furthermore, tables might not include any graphic

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

presentation. However, here, it could be questioned whether tables are diagrams. Tables could include numerical data as well as events and facts. However, diagrams are different since they include more concise and sparse data (MEB, cited by Ateş, 2009, p.24).

### 2.1.2. Diagram

Merriam-Webster dictionary defines diagram as “a graphic design that explains rather than represents (<https://www.merriam-webster.com/dictionary/diagram>). In the dictionary of geography, diagram was described as “a plan, figure, or scheme. It entails presentation of compiled or calculated with drawings” (Doğanay, 2017, p.153). A diagram is a graphical method that demonstrates the variations and various stages of variation in data associated with any event (Doğanay, 2014, p. 339). There are different views on the concept of diagram. Some considered diagrams as a type of graph (Aydın and Güngördü, 2016, p. 312; Doğanay, 1993, p.169; Doğanay, 2014, p.339). Others considered diagrams a general concept when compared to graphs (Özgüç, 1994, p.165). According to some authors who considered graph as a more general concept, tables and maps are included among the graphs (Gillespie, 1993, p.350). For example, graphs were classified as follows:



(Moline, cited by Coleman, Mc Tighe and Smolkin, 2011, p. 618).

According to those who consider diagram as a type of graph, although diagrams transform pre-calculated or observed data into visual images, they are somehow different from graphs, due to

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

---

their higher expressive power (Aydın & Güngördü, 2016, p. 312). Furthermore, several events could be presented in diagrams (Aydın & Güngördü, 2016, p. 312; Doğanay, 2014, p. 339). For example, in a wind rose chart, the wind direction, count, and force could be presented (Aydın and Güngördü, 2016, p. 312; Akman, & Sağlam, 2022). However, in another classification, graphs were categorized as simple, polygraphic and composite graphs based on the number of elements and mode of presentation. In composite graphics, elements in the same genus are presented together (Doğanay and Sever, 2020, p. 380). In other words, several elements associated with a topic are presented (Atalay, 2001, p.61). However, similar to the wind rose example, diagrams could also present several elements or events associated with the topic. These can even be called wind rose charts (Sağdıç and Koç, 2012, p.9). Also, in diagrams, various statistical data, quantitative data for various events and elements could be considered as parts of a whole and presented with various methods based on the purpose. (Atalay, 2001, p.61) (See: Doğanay, 2014, p.342). While graphs include only numerical data, diagrams could include an event or phenomenon as well as numerical data (Ministry of Education, cited by Kuruyer, 2020, p.33).

### **2.1.3. Graph**

Geometric shapes drawn to concretize abstract numerical geographical data for various events are called graphs (Aydın and Güngördü, 2016, p.305). Graphs reflect the correlation between two or more variables via points, lines or sections (Roberts, Norman, Duke, Morsink, Martin, & Knight, 2013, p. 17). Graphs allow quantitative comprehension of events (Tairab and Al Naqbi, 2004, p.127) and are also employed to demonstrate the correlations between the quantity and intended use. Readers could see graphs in every section of a daily newspaper, including sports and business pages (Parker, 2014, p.156). Graphs are widely used in geography since they do not include too many words, are international, convey simple data directly, and do not take up much space (Aydın and Güngördü, 2016, p.305), and statistical graphs are employed in geography. These graphs could sometimes include equally spaced horizontal and vertical lines, rectangular, semi-circular, and whole shapes, and images (Doğanay, 1993, p.164). Regardless of the shape of the graph, an ideal graph should possess certain properties:

- Independent of the unit of measurement, the axis of a graph should start at zero.
- Both axes should be labeled.
- The unit of measurement should be indicated.
- The axes (x and y) should be balanced.
- The graph should avoid illusions and reflect an adequate trend and distribution (Akyol, 2019, p.132).

There are several types of graphs. Basic graph types include bar, line, pictorial, and pie charts. Line and area charts are employed to reflect trends and fluctuations, pie and donut charts are employed to reflect the volume of the data, and column, bar and pictorial charts are employed to compare data (Aydın & Güngördü, 2016, p. 307). Various types of graphs have several benefits. For example, pictorial charts are more interesting for children since the graphical content is more concrete and real (Parker, 2014, p.156). Although graph types have various benefits, it could be suggested that their educational benefits are as follows:

- Graphs not only visualize numerical data, but also facilitate comparison.

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

- They facilitate the comprehension, interpretation, and perception of numerical data.
- They make learning fun by visualizing numerical data.
- They significantly facilitate monitoring the increases or decreases in data (Doğanay, 2014, p.331).

### 3. Conclusion

After the compilation of the raw data from various sources, the findings should be presented in certain visual formats (Özgüç, 1994, p.165). These are sometimes tables, sometimes graphs, and sometimes diagrams. Literature review revealed that the graphic organizer is a general concept that includes various visual presentation methods such as graphs, tables and diagrams.

Here it would be beneficial to address the correlations between tables, graphs and diagrams. It is difficult to argue that there is an agreement in the literature about the scope and limits of these concepts. However, based on the literature review, the following could be concluded:

Tables could include intense and complex data. However, graphs are different in the sense that they present the data more systematically, orderly and comprehensively, and could only include numerical data. In other words, since graphs include more comprehensive data, the presentation is more concise and does not include as much data as tables. Also, since graphs present more systematic data, the data is summarized, which is difficult to achieve with the tables. The correlation between the tables and diagrams demonstrates that diagrams are different from tables since they include concise and sparse data (MEB, cited by Ateş, 2009, p.24). In other words, although both could include numerical data or data about an event, tables could present the data in more detail. The review of the literature on the concepts of graph and diagram would reveal that various views have been argued. One view posited that diagrams were a particular graph type. Another view argued that diagram is a more general concept. It could be concluded that a diagram is a more general concept based on the arguments presented in the literature.

In the present study, it was determined that there were various views on graphic organizers that include tables, graphs and diagrams. It was also determined that these concepts were closely associated. In general, it could be suggested that they all present systematic data via visualization.

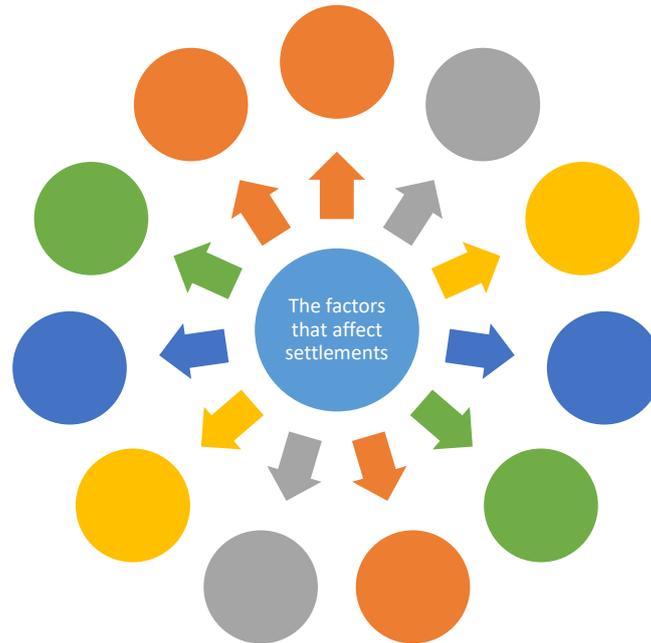
### Sample Activity

<b>Course</b>	Social Studies
<b>Class</b>	7
<b>Learning Area</b>	People, places, and environments
<b>Achievement</b>	Students learn to interpret demographics based on the distribution of the Turkish population.

1. At the beginning of the course, a worksheet developed by the teacher on the factors learned in the previous class that affected settlements historically is distributed and the

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

students are asked to complete the worksheet. Then, the topic is briefly discussed. Thus, the transition to the instruction of the population topic is fulfilled.



2. General information on population is instructed with question-answer, lecture and discussion techniques.
3. The table that includes the population growth in Turkey between 2007 and 2022 based on TUIK data is examined with the students. The factors that affected population growth over the years are discussed.

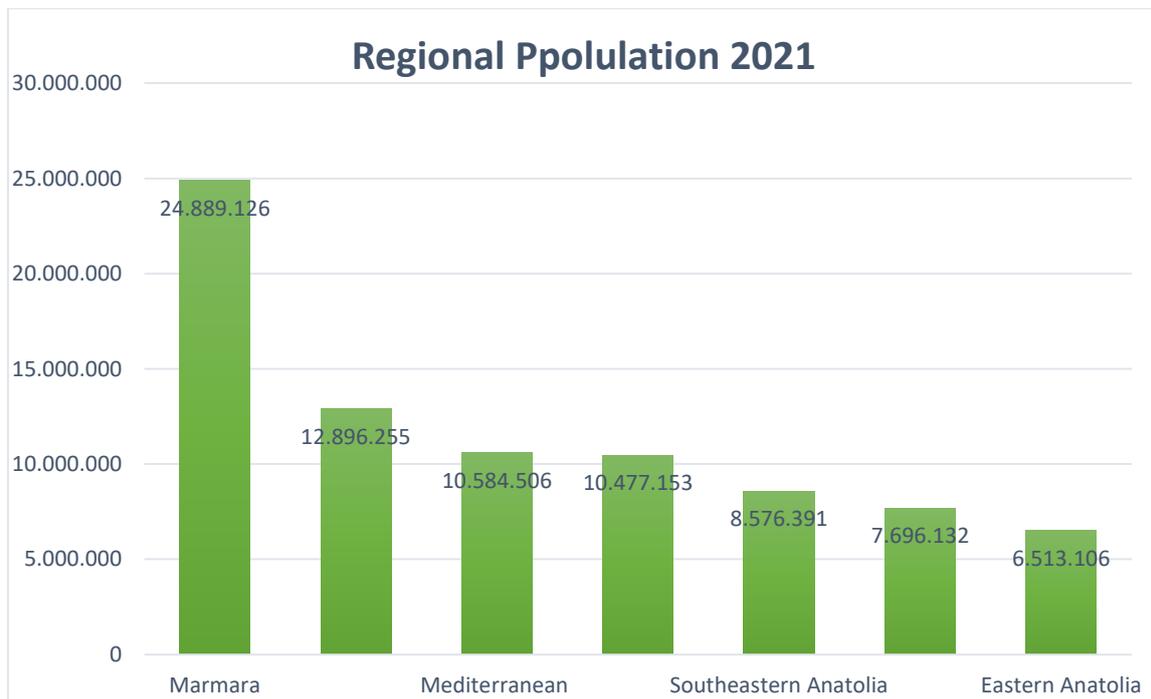
Population growth in Turkey (2007-2021)	
Year	Population
2007	70 586 256
2008	71 517 100
2009	72 561 312
2010	73 722 988
2011	74 724 269
2012	75 627 384
2013	76 667 864
2014	77 695 904
2015	78 741 053
2016	79 814 871

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

<b>2017</b>	<b>80 810 525</b>
<b>2018</b>	<b>82 003 882</b>
<b>2019</b>	<b>83 154 997</b>
<b>2020</b>	<b>83 614 362</b>
<b>2021</b>	<b>84 680 273</b>

[www.tuik.gov.tr](http://www.tuik.gov.tr)

4. The regional population chart is examined in the class in detail.



<https://www.icisleri.gov.tr/turkiyenin-nufus-haritasi-10072021>

5. Please write the possible factors behind the differences between regional populations based on the graph presented above.

Marmara Region

Central Anatolian Region	
Mediterranean Region	
Aegean Region	
Southeastern Anatolian Region	
Black Sea Region	
Eastern Anatolian Region	

**REFERENCES**

- Akman, O., Karaaslan, H., & Bayram, F.O. (2022). Investigation of Sustainable Development Awareness Levels of Social Studies Teacher Candidates. *International Journal of Research in Education and Science (IJRES)*, 8(3), 545-558.
- Akman, Ö. & Saglam, M. (2022). Current Problems and Solutions for Social Studies Course. In M. Shelley, V. Akerson, & I. Sahin (Eds.), *Proceedings of IConSES 2022--International Conference on Social and Education Sciences* (pp. 139-145), Austin, TX, USA. ISTES Organization
- Akyol, H. (2019). *Türkçe öğretim yöntemleri*. Ankara: Pegem Akademi.
- Alkan, V. (2020). Grafik düzenleyiciler ile sosyal bilgiler öğretimi. Selçuk Şimşek (Editör). *Sosyal Bilgiler Öğretimi*. 123-166. Ankara: Anı yayıncılık.
- Atalay, İ. (2001). *Genel fiziki coğrafya*. İzmir: Ege Üniversitesi Basımevi.
- Ateş, S. (2009). Sosyal bilgilerde tarih diyagramlarının kullanım türlerinin öğrenci başarısına etkisi, Yayımlanmamış yüksek lisans tezi, Gazi Üniversitesi, Ankara.
- Aydın, F. ve Güngördü, E. (2016). *Coğrafya eğitiminde özel öğretim yöntemleri*. Pegem Yayınevi: Ankara.
- Barron, R. (1969). The use of vocabulary as an advance organizer. In H. L. Herber, & P. L. Sanders (Eds.), *Research in reading in content areas: First year report* (pp. 29-39). Syracuse, NY: Syracuse University, Reading and Language Arts Center.
- Bromley, K., Irvin-Devites, L. ve Moldo, M. (1999). *50 graphic organizers for reading, writing, and more, scolastic professional books*, Usa.
- Coleman, J. M., McTigue, E. M. & Smolkin, L. B. (2011). Elementary teachers' use of graphical representations in science teaching. *Journal of Science Teacher Education*, 22(7), 613-643
- Doğanay, H. (2014). *Coğrafya öğretim yöntemleri*. Ankara: Pegem Yayınları.
- Doğanay, H. (1993). *Coğrafya'da metodoloji genel metodlar ve özel öğretim metodları*. İstanbul: Milli Eğitim Bakanlığı Yayınları.
- Doğanay, H. (2017). *Coğrafya bilim alanları sözlüğü*. Ankara: Pegem Yayınları.
- Doğanay, H. ve Sever, R. (2020). *Genel ve fiziki coğrafya*. Ankara: Pegem Yayınları.
- Drapeau, P. (1998). *Great teaching with graphic organizers: Lessons and fun-shaped templates that motivate kids of all learning styles*. New York: Scholastic Professional Books.
- Drapeau, P. (2016). *Differentiating with graphic organizers: Tools to foster critical and creative thinking*. New York: Skyhouse Publishing.
- Farris, P. J. (2015). *Elementary & Middle School Social Studies*. New York: Mc Graw Hill.
- Fisher, D., & Frey, N. (2018). The uses and misuses of graphic organizers in content area learning. *The Reading Teacher*, 71(6), 763-766.

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

- Gillespie, C. S. (1993). Reading graphic displays: What teachers should know. *Journal of Reading*, 36(5), 350-354.
- Hall, T., & Strangman, N. (2002). Graphic organizers. *National Center on Accessing the General Curriculum*, 1-8.
- Jiang, X., & Grabe, W. (2007). Graphic organizers in reading instruction: Research findings and issues. *Reading in a Foreign Language*, 19, 34-55.
- Kuruyer, D. (2020). *Sosyal bilgiler öğretmen adaylarının tablo, grafik ve diyagram çizme ve yorumlama becerisine ilişkin görüşleri* (Master's thesis, Eğitim Bilimleri Enstitüsü).
- Manoli, P., & Papadopoulou, M. (2012). Graphic organizers as a reading strategy: Research findings and issues. *Creative education*, 3(03), 348-356.
- Massey, D. D., & Heafner, T. L. (2004). Promoting reading comprehension in social studies. *Journal of Adolescent & Adult Literacy*, 48(1), 26-40.
- McKnight, K. S. (2010). *The teacher's big book of graphic organizers: 100 reproducible organizers that help kids with reading, writing, and the content areas*. John Wiley & Sons.
- MEB. (2018). Sosyal Bilgiler Dersi Öğretim Programı (İlkokul ve Ortaokul 4, 5, 6 ve 7. Sınıflar), T. C. Milli Eğitim Bakanlığı, Ankara.
- Özgüç, N. (1994). *Beşeri coğrafya'da veri toplama ve değerlendirme yöntemleri*. İstanbul: İstanbul Üniversitesi Basımevi ve Film Merkezi
- Parker, W. C. (2014). *Social Studies in Elementary Education*. The United States of America: Pearson Education, INC.
- Roberts, K.L., Norman, R.R., Duke, N.K., Morsink, P., Martin, N.M. ve Knight, J.A. (2013). Diagrams, timelines, and tables-Oh, my! Fostering graphical literacy. *The Reading Teacher*, 67(1), 12-24.
- Sağdıç, M., ve Hakan, K. O. Ç. (2010). Yukarı Kızılırmak Havzası'nın İklimi. *Türk Coğrafya Dergisi*, (58), 1-20.
- Sönmez, Ö. F. ve Koç, H. (2017). Sosyal bilgiler öğretiminde harita, grafik ve tablo kullanımı. Ramazan Sever, Erol Koçoğlu (Editörler). *Sosyal Bilgiler Öğretiminde Eğitim Teknolojileri ve Materyal Tasarımı*, 187-207.
- Tairab, H. H., & Khalaf Al-Naqbi, A. K. (2004). How do secondary school science students interpret and construct scientific graphs?. *Journal of Biological Education*, 38(3), 127-132.
- TDK: “<https://sozluk.gov.tr/>” adresinden 27.04.2022 tarihinde alınmıştır.
- Yanpar Yelken, T. (2015). *Öğretim teknolojileri ve materyal tasarımı*. Ankara: Anı Yayıncılık.

## CONCEPTUAL ANALYSIS OF TABLE, AND DIAGRAM PLOTTING AND INTERPRETATION SKILLS

---

### **To Cite this Chapter:**

Akkaya Yılmaz, M., & Çetin, T. (2022). Conceptual analysis of table, graph, and diagram plotting and interpretation skills. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 95-105). ISTES Organization.

ABOUT THE AUTHORS



**Asst. Prof. Dr. Mavi Akkaya Yilmaz**

ORCID ID: 0000-0003-3005-9559

[mavi.akkaya@adu.edu.tr](mailto:mavi.akkaya@adu.edu.tr)

*Aydın Adnan Menderes University*

She was born in Milas (Muğla) in 1987. She completed elementary, middle school and high school education in Milas. She completed her undergraduate degree Gazi University Faculty of Education in the Department of Social Studies Education in 2009. Then in 2012, a master's degree and completed his PhD in 2014 at Gazi University Institute of Education Sciences. She works at Aydın Adnan Menderes University Faculty of Education, Department of Social Studies. She has several studies and papers published in various academic journals in English and in Turkish.



**Prof. Dr. Turhan Cetin**

ORCID ID: 0000-0002-2229-5255

[turhan@gazi.edu.tr](mailto:turhan@gazi.edu.tr)

*Gazi University*

He was born in Dinar (Afyonkarahisar) in 1970. He completed elementary, middle school and high school education in Antalya. He completed his undergraduate degree Gazi University Faculty of Education in the Department of Geography Education in 1993. Then in 1996, a master's degree and completed his PhD in 2002 at Gazi University Institute of Social Sciences. Geography of Turkey in the field of science, he became an associate professor in 2011. He works at Gazi University Faculty of Education, Department of Social Studies. He has several studies and papers published in various academic journals in English and in Turkish on his primary research interests, which are including, Turkey geography, agricultural geography, tourism geography, population geography and social studies instruction. He gives lectures: Turkey's geography's geography and geopolitics, General Human and Economic Geography, Turkey's Human and Economic Geography, Tourism Geography and Population Geography.

# WEB 2.0 TECHNOLOGIES FOR 21ST CENTURY LEARNERS

Vural Tünkler

## 1. Introduction

As a result of the rapid social, economic and political changes faced in the 21st century, the questions of what the goals of education should be and how these goals can be achieved are being questioned more than ever (Wells & Claxton, 2002). The fact that people of all ages interact with others and learn about topics of interest online suggests that most of our learning is no longer based on formal education (Carr & Cameron-Rogers, 2016).

The demands of employers have been added to the responsibilities of teachers who have been already requested to meet the needs of students and the expectations of the school and society (Gut, 2011). Today's business environments employ skilled workers who face more complex and interactive tasks. Such employees are expected to have or be equipped with certain skills in order to choose the right information and apply this effectively in both their professional and personal lives (van Laar, van Deursen, van Dijk, & de Haan, 2017). Relevant to current social and economic developments (van Laar et al., 2017), these skills required for educational settings and workplaces have been labeled as 21st century skills (van Laar, van Deursen, van Dijk, & de Haan, 2020). Many efforts have been made to define and systematize these skills, resulting in similar or broadening frameworks.

## 2. 21st Century Skills

Since the advent of public education, a strong emphasis has been placed on teaching the "basics", including reading, writing, and mathematics. Although such skills remain important, the focus is now on teaching children 21st century skills as these skills directly affect teaching and learning (Larson & Miller, 2011, p. 121). As Rotherham and Willingham (2010) point out, these skills that students need are not really new! As a matter of fact, critical thinking and problem-solving have been seen as components of human development since the first inventions, and information literacy and global awareness have been paid attention by elites in different societies (Rotherham & Willingham, 2009, 2010). Today, it is widely used to refer to various competencies, thinking habits, and qualities that are considered important for 21st century citizenship (Ercikan & Oliveri, 2016).

Competence in 21st century skills gives individuals the ability to continue learning, understand and adapt to change. Thanks to this skill set, seen as the ticket to climbing the economic ladder and the new civil right of our time, students will be ready to learn, think, work, problem solve, communicate, cooperate and contribute effectively (Kay, 2010). Education plays a major role in acquiring skills, and educational environments should have better curriculum, better teaching, and better tests. In other words, active learning approaches and technologies should be used to provide important learning experiences and meet expectations (Rotherham & Willingham, 2010).

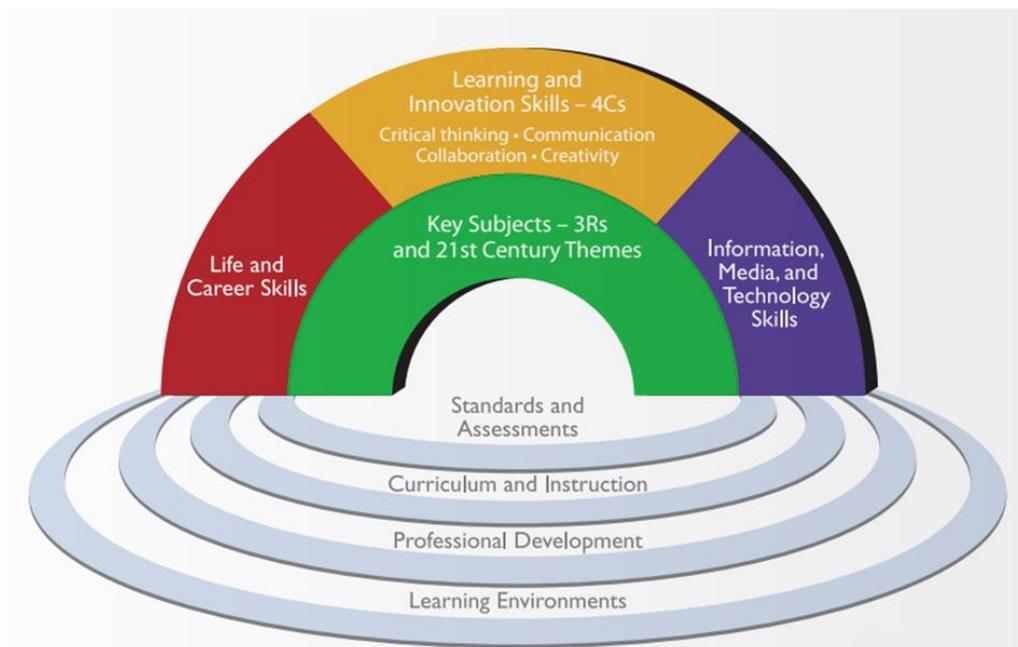
In recent years, the focus of education reform in some countries is 21st century skills (Donovan, Green, & Mason, 2014). For example, countries such as Canada, Australia, China, and Japan have taken these skills as references when making strategic plans for the future of education

## WEB 2.0 TECHNOLOGIES FOR 21ST CENTURY LEARNERS

(Greenlaw, 2015). So why? Undoubtedly, answers to this question will be more understandable if looked from the perspective of “qualifications of 21st century learners”. Hirschman and Wood (2018) predicted globalization and knowledge economy as a prerequisite for the emergence of the 21st century learner. According to them, these two conditions transform learners into highly autonomous and capable of using technology with ease. Thus, meeting the demands of a rapidly changing global and digital society requires individuals with a set of skills that are strongly linked to the concepts of digital technology, digital communication, and a flexible approach to information (Hirschman & Wood, 2018).

Although there is no agreed definition in the literature about what 21st century skills are, several attempts have been made to define 21st century skills and learning (Donovan et al., 2014). Among the most notable ones with consistent, but different areas of emphasis are the Partnership for 21st Century Skills (P21), enGauge, Assessment and Teaching of 21st Century Skills (ATCS), National Educational Technology Standards (NETS), 21st Century Skills and Competences for New Millennium Learner (OECD), Technological Literacy Framework for the 2012 National Assessment of Educational Progress (NAEP), ICT Competency Framework for Teachers can be listed (see Dede, 2010, for more detail). P21 is summarized in the study, as most of the current research literature uses the P21 framework (Donovan et al., 2014).

P21 was developed with input from teachers, education experts, and business leaders to display the necessary support systems for 21st century learning outcomes and describe the knowledge and skills that students need to be successful in business and life (P21, 2015). As seen in Figure 1, the framework for 21st century learning (represented by the rainbow) includes skills and critical support systems (standards, assessments, curriculum, instruction, professional development and learning environments) that will enable students to master the components. In the 21st century teaching and learning process, all components are seen as completely interconnected (P21, 2007).



**Figure 1.** Framework for 21st century learning (P21, 2007. Excerpted with permission)

In the 21st century, it is essential for students to have mastery of key subjects and related themes. Basic topics include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. The interdisciplinary themes that will be integrated with the basic subjects and enable the academic content to be understood are Global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy (P21, 2015). Key subjects and interdisciplinary themes turn into the three most preferred skill sets in the 21st century: (a) Learning and innovation skills, (b) Information, media, and technology skills, and (c) Life and career skills (P21, 2015).

Learning and innovation skills (4Cs) are recognized as the skills that distinguish students who are prepared for the increasingly complex life and work environment in the 21st century from those who are not. It is essential to focus on critical thinking, problem-solving, communication, collaboration, and creativity to prepare students for the future (P21, 2015). Among these skills, critical thinking and problem solving, communication, and collaboration skills, which are the key to unlocking lifelong learning and creative work, are the main learning and knowledge work skills that meet today's work skill demands. Creativity and innovation skills encourage a high level of creativity, imagination, and innovation with the aim of constantly creating new and better services and products for the 21st century global economy and market by putting discovery and invention at the center (Trilling & Fadel, 2009).

In the 21st century, individuals live in an environment based on technology and media, which is characterized by access to a wealth of information, rapid change in technology tools, individual contribution and the ability to collaborate on an unprecedented scale. Effective citizens and workers of 21st century should be able to demonstrate a range of functional and critical thinking skills related to information, media, and technology (P21, 2015). In this way, the networked students will have the unprecedented power to develop their thinking, learning, communication, collaboration, and creativity abilities with the digital tools of today and tomorrow (Trilling & Fadel, 2009).

Today's living conditions and working environments require much more than thinking skills and content knowledge (P21, 2015). The skills listed in the life and career skills group reflect the perspective that academic and cognitive skills are not everything for a successful life. In the age of technology, young people need to work with and learn from different groups, exhibit leadership behaviors, take initiative and responsibility, be flexible in work and social environments, and adapt to changing times (Kay & Greenhill, 2011).

The final component, equally important to student outcomes in the P21 framework, is 21st century support systems. Standards, assessments, curriculum, teaching, professional development, and learning environments (Kay & Greenhill, 2011) that will be aligned with 21st century outcomes are the critical systems that enable students to specialize in the skills highlighted in the framework (P21, 2015).

### **3. 21st Century Learners**

Today's students are labeled as “wired”, “digitized” (Lambert & Cuper, 2008, p. 264), and “digital native” (Prensky, 2009, 2011) because they get to know technology from a very early

age. The concept of the digital native was first used by Prensky to describe the generation born after 1980. According to Prensky (2011) digital natives are more comfortable using digital technologies than those born before 1980 (digital immigrants). However, this does not mean that they know everything. Internet, e-mail, instant messaging, computer games, and mobile phones are integral parts of their lives. They think and process information differently than digital immigrants. They are prone to retrieval of information quickly, love to multitask, prefer graphics to text and games to serious work, work best when connected to the network, progress with instant reinforcement and frequent rewards. For this reason, it has been suggested that the teaching to be given to them should be supported by computer games (Prensky, 2001).

Although 21st century students (digital natives) who are accustomed to an interactive lifestyle with technology and media come to school with a technological experience exceeding that of their teachers (digital immigrants) (Gut, 2011), it is thought that they lack the skills and strategies to use these tools for learning purposes (Ng, 2012). At this stage, teachers, who will be at the forefront of the success of the 21st century skills movement, have a great responsibility (Trilling & Fadel, 2009). Here, Prensky's (2001) problem of the gap between digital natives and digital immigrants in education comes to mind. He stated that teachers (immigrants), who speak an outdated language (that of the pre-digital age) are struggling to teach a student population that speaks an entirely new language, which will cause digital discontinuity. As a matter of fact, in the studies conducted, digital immigrant teachers do not find it necessary to create a digital culture environment in the classroom, they mostly resort to traditional methods (Menşan, 2019), they cannot keep up with the speed of technological developments, they show a negative approach to the use of the internet and social media (Akdemir, 2017), and their ability to integrate technology into teaching was found to be low (Li, Wang, & Lei, 2020). However, the important point that should not be overlooked is that digital immigrants can learn to use them even if technology is incorporated into their lives later (Prensky, 2001). Using digital technologies alone is not enough, digital immigrant teachers should have the knowledge and competence to integrate technology into teaching and consider the learning preferences of digital natives (see Table 1 for more detail).

**Table 1.** Ten learning preferences of Prensky's digital natives

Digital natives prefer	Learning implications
"Twitch" speed	Students desire faster interaction with information (game speed).
Parallel processing	Students desire multitasking, processing multiple data simultaneously.
Graphics first	Students desire graphic information with a text backup.
Random access	Students prefer hyperlinking through materials, rather than reading from beginning to end.
Connectivity	Students prefer networking, and high level of electronic communication.

Activity	Less tolerance for passive instructional situations - learn by doing.
Play	Students see computers as toys as well as tools; prefer to learn in a fun environment.
Payoff	Expect immediate and clear feedback or reward in return for efforts.
Fantasy	Fantasy and play elements are an accepted part of “serious” work, e.g. informal work settings.
Technology-as-friend	See technology as empowering and necessary.

*Note.* Adapted from Cameron (2004, p. 40)

### 4. Web 2.0 Tools in Social Studies Classrooms

Success in 21st century life depends on students developing certain skills (P21, 2015). The skills that students need for society should not be seen as “one more thing to teach” or “additional subject”, but rather should be perceived as a part of the curriculum (Larson & Miller, 2011, p. 121). Larson and Miller (2011) argue that the teaching of 21st century skills is compulsory and can be taught by providing authentic learning opportunities to students. Among the ways to integrate these skills into the curriculum for them is to include communication and collaboration, expertise in technology, innovative thinking, and problem-solving. In 21st century classrooms, students should collaborate and communicate online and offline (twitter, e-mail, SMS, blogs etc.); have technological expertise (in digital technologies) to research, organize, evaluate and communicate information; should develop the ability to use knowledge in real life problems by passing it through high-level mental processes (Larson & Miller, 2011, p. 122).

Efforts toward 21st century skills empower the purpose of schooling and education (Kaufman, 2013). Schools should undertake the mission of educating students as individuals and stimulating their inner creativity rather than testing topics and assignments (Kaufman, 2013). Learning environments (school, classroom, real world) should be organized as a team-taught interdisciplinary activity setting (e.g. collaborative student project groups), rather than teacher-directed whole-group instruction. (Pearlman, 2010). Teachers are key people in modeling classrooms with interesting, meaningful, creative, authentic, technically opportunistic, and student-oriented characteristics (Kaufman, 2013).

Teachers engaged in educational activities in 21st century classrooms should have a flexible skill set to encourage 21st century initiatives (Kaufman, 2013). Developing skills is usually possible with a variety of technology-integrated learning experiences (Donovan et al., 2014). For example, collaborative project work can be done to help students gain communication and cooperation skills. During the project process, students can research the topic on the internet and ask for expert opinions with applications such as Zoom, Microsoft Teams and Skype when necessary. Team members can hold regular online meetings about the project process and give each other feedback. The products created within the scope of the project (animation, digital story, video, model, etc.) can be presented on the web to a wide audience consisting of different

## WEB 2.0 TECHNOLOGIES FOR 21ST CENTURY LEARNERS

stakeholders, including students, teachers, and parents. Effective uses of Web 2.0 applications such as blogs, wikis, video-sharing applications, social networking sites, and social bookmarking provide a great set of tools for engagement and collaboration (Pearlman, 2010). Some examples of exercises to develop 21st century skills in students are presented in Table 2 below.

**Table 2.** Exercises to foster 21st century skills

21st century skill	Exercise
Creativity	Students draw, paint, collage, perform, or edit a self-made product (e.g., video).
Global awareness	Students conduct cross-state/country projects communicating with peers outside of their classroom using Skype.
Environmental and civic literacy	Students create a documentary slideshow/video about an environmental or civic issue of interest in their community and provide potential solutions.
Financial and economic literacy and awareness	<ul style="list-style-type: none"> <li>• Students analyze primary sources to study components to various countries' financial systems.</li> <li>• Students make standards of living comparisons across countries, interpreting exchange rates, labor costs, major occupations, and educational opportunities.</li> </ul>
Problem-solving skills	Students analyze contemporary issues facing the Türkiye and abroad to research and discuss potential solutions and barriers to success (e.g., global warming).
Communicative skills	<ul style="list-style-type: none"> <li>• Students research, write, film, and perform roles as members of a newscast on selected content topics.</li> <li>• Classes Skype authors, scientists, and others to discuss student questions and interests related to a unit of study.</li> </ul>
Media literacy skills	<ul style="list-style-type: none"> <li>• Students identify, research, and present a new technology or software to the class.</li> <li>• Students capture, edit, and compose their own video and audio projects reflecting course content.</li> </ul>
Collaboration skills and people skills	<ul style="list-style-type: none"> <li>• Students identify ebooks of interest, discuss their reading, produce reflections on wikis or the classroom website, and write critical responses to their readings and discussion with peers.</li> </ul>

## WEB 2.0 TECHNOLOGIES FOR 21ST CENTURY LEARNERS

	<ul style="list-style-type: none"> <li>• Students use Web 2.0 tools to collaborate on projects for feedback, discussions, and displaying work.</li> </ul>
Information and communication technology skills	Students consult an online textbook platform to view content information, essential questions, maps, visuals, graphic organizers, relevant articles, videos, presentations, educational games, course assignments, and external links.

*Note.* Adapted from Kaufman (2013, pp. 81-82)

The open, collaborative and collaborative nature of Web 2.0 technologies holds great promise for the future of education (Bower, Hedberg, & Kuswara, 2010). Web 2.0, which was not originally developed for educational purposes, has attracted the attention of many educators as its design appeals to pedagogical environments (Livingstone, 2015). Opening the door to participation in collaborative projects in the world beyond the classroom (Buffington, 2008), Web 2.0 is also known as "read/write web, social software, and social computing" applications that allow users of digital tools to create, modify and publish dynamic content of all kinds, communicate and collaborate with others (Stephens & Collins, 2007). These applications offer good opportunities to 21st century students (Ferdig, 2007). An approach in which the old Web paradigm limited students to accessing content has left its place to a technological perspective on life and daily activities (Pence, 2007). Students are now recognized as content creators and developers rather than content consumers, and they can work collaboratively on learning materials (Donovan et al., 2014).

Create or support a virtual learning environment	Support communication and cultivate relationship	Resources to support teaching and learning	Create products that reflect what they are learning
<ul style="list-style-type: none"> <li>• DropBox</li> <li>• Google!Docs</li> <li>• Edmodo</li> <li>• ActivExpression</li> <li>• Sharepoint</li> <li>• Trackstar</li> <li>• Flipchart</li> </ul>	<ul style="list-style-type: none"> <li>• Blogs</li> <li>• Delicious</li> <li>• ePals</li> <li>• Twitter</li> <li>• Diigo</li> <li>• Communicator</li> <li>• Texting</li> </ul>	<ul style="list-style-type: none"> <li>• BrainPOP</li> <li>• Study Island</li> <li>• StudyMate</li> <li>• Google Earth</li> <li>• YouTube</li> </ul>	<ul style="list-style-type: none"> <li>• Newsmaker</li> <li>• Camtasia</li> <li>• Animoto</li> <li>• Glogster</li> <li>• Mixbook</li> <li>• Sketchy</li> </ul>

**Figure 2.** Web 2.0 tools according to their intended use (Adapted from Light & Polin, 2010)

Web 2.0 tools are powerful tools that allow students to learn what and how, and to demonstrate their knowledge and skills (Bates, 2011). The potential value of these tools that support individual learning actually lies in allowing students to collaborate with each other (Hsu, Ching, & Grabowski, 2014). The Web 2.0 environment, which encourages the development of students' learning, thinking, and sharing styles, can be added as a global dimension to education (Thomas & Li, 2008). According to their intended use, these tools can be evaluated under 4 categories (Light & Polin, 2010, p. 7): (i) tools that create or support a virtual learning environment, (ii) tools that support communication and cultivate relationships, (iii) resources to support teaching and learning, and (iv) tools enabling students to create artifacts representing

what they are learning. In Figure 2, examples of Web 2.0 tools are given according to their intended use.

Web 2.0 applications have led to innovative uses in the teaching and learning process due to their rich possibilities (Hsu et al., 2014). With these applications that do not require complex technical expertise, educators can establish professional connections and develop interdisciplinary collaboration for national/international research, while students can prepare and share educational content, rearrange and disseminate content interactively (Greenhow, Robelia, & Hughes, 2009). Web 2.0 applications that facilitate teaching and learning enable students to actively participate in the learning process (Borich, 2017) and take responsibility for their learning (Murphy & Lebens, 2008). By combining Web 2.0 technologies with authentic, problem-based learning and collaborative learning approaches, teachers could allow students to seek solutions to national and global problems together, and give them a chance to use their 21st century skills while exploring problems that require layered understanding and reflective analysis (Holcomb & Beal, 2010).

Web 2.0 tools can be used in the preparation of graphic organizers (Dunston, 1991), which are effective in improving students' comprehension and learning. For example, digital stories based on multiple elements such as sound, image, and music can be created with the help of Voki, Blabberize, and VoiceThread applications that integrate traditional storytelling with technology (Roberts & VanDeusen-MacLeod, 2015). Since school learning is conceptual in nature (Gagné, 1965), Web 2.0 tools can be functional in providing meaningful learning by establishing relationships between concepts. While these tools support active, social, and interesting learning environments (Hartshorne & Ajjan, 2009), they can help the creation of graphic organizers that will contribute to meaningful learning, motivation, satisfaction, and success (Egan, 1999). The advantages of graphic organizers are organizing and clarifying thoughts, communicating thinking strategies (Zollman, 2009), and developing creative and collaborative thinking (Kurokami & Kojima, 2018). When Web 2.0 applications are integrated with the possibilities of increasing communication and cooperation among students and searching for common solutions to global problems, they can get students one step closer to 21st century skills.

21st century skills are integrated into key subjects to help students relate to their work (Kaufman, 2013). Social studies, one of the important courses laying the groundwork for this relationship provides the knowledge, skills, and attitudes necessary for the conscious and responsible participation of the individual in society, with the content areas of citizenship, economy, geography, and history (National Council for Social Studies [NCSS], 2017). Social studies which aim to develop students' critical thinking, innovative thinking, problem-solving, creativity, entrepreneurship, communication, collaboration, digital literacy, and decision-making skills (Ministry of National Education, 2018) provide a framework for responsible citizen participation locally, nationally, and globally (NCSS, 2017). Teachers can build a digital bridge powered by social studies and Web 2.0 tools by involving students in experiences that reflect democratic life (participating in open discussions about differing views) (Holcomb, Beal, & Lee, 2011). Thus, students can take an active role in collaborative problem-solving activities in the Web 2.0 environment to address and solve complex global problems by combining social studies knowledge and 21st century skills. For example, students can expand their studies on climate change at the local/national level by reaching out to student groups around the world (via blogs) or they can carry out collaborative writing projects with these

groups (via Wikis), and they can use social networking resources to bring their ideas and creative projects out of the classroom (Holcomb et al., 2011). Here, blogs among these tools are introduced, and the Weebly platform, where a sample activity was designed, is explained.

Blogs (Weblogs) are sites that allow users to create personal web pages with text, images, videos, and other multimedia tools (Boling, Castek, Zawilinski, Barton, & Nierlich, 2008). Blogs, which are considered personal online diaries, are generally associated with the concepts of dialogue and information sharing (Baxter, Connolly, & Stansfield 2010). These diaries, accessible to external users and open to interpretation, have evolved into collaborative e-learning communities (Poling, 2005). Blogs encourage a focus on democratic conversations rather than text, thanks to online discussion activities where students exchange ideas (Hostetler, 2012). Increasing use in schools with the intention of improving communication and enabling more participatory learning, blogs improve the ability of social studies teachers to share creative ideas with their students, record experiences, reflect on current events (e.g., hunger, poverty, violence), interact with students in other cities (Berson & Berson, 2006).

Classroom blogs established by teachers help students question each other's thoughts and challenge opposing ideas, manage their own learning and coach students in lower grades (Poling, 2005), and provide the chance for parents to give feedback and support through posts and pages (Frye, Trathen, & Koppenhaver, 2010). One of the useful sites by which teachers can create a classroom blog is Weebly. It is a Web 2.0 tool that is quite suitable for creating a free and easy website or blog. Teachers can post their students' websites, assignments, and contact forms (<https://www.weebly.com>). In Figure 3 and Figure 4, an example of a Weebly-mediated blog with the theme of global issues for social studies course is presented. In this example, global warming, environmental pollution, migration, and hunger are discussed. The students were assigned a collaborative project task where they can propose a solution to a global problem they want.

**Küresel Sorunlara Çözüm Kapısı: Sosyal Bilgiler**

**Göç**

11/25/2022 @Gonca

Göç, kısa anlamıyla bir yerden başka bir yere gitmektir. Bu anlamı açacak olursak, bulunulan topraklarda yaşanan hastalık, savaş, siyasi gerilim, toplumsal bozukluk ve buna benzer sorunlar sonrasında arada yaşayan halkın başka bir bölgeye gitmesidir. Bir yerden başka bir bölgeye giden halkın yaşamış olduğu bu yoruculuğa göç adı verilir. Bazen isteyerek bazen zorunlu olarak yapılmaktadır.

**Çevre Kirliliği**

11/29/2022 @Gonca

Çevre kirliliği, her bir doğal öğe için uygun unsurlara bölgeye zarar vermektedir. Her bir unsur kendi içinde kendi düzeni ile işler, çevre de bu unsurların başında gelir. İnsan yapımı çevrenin düzenini bozarak ve bu düzeni uygun şekilde hantel etmelidir. Ne kadar bu kadar kurulu bir insanlar göç zaman uyumunu bozamazlar. İnsanların kendi yaptıkları çevreye zarar vermesi, her türlü zarar çevre kirliliğini oluşturur. Fabrikalardan çıkan atıklardan dolayı su kirliliği, her türlü zarar çevre kirliliğini oluşturur. Fabrikalardan çıkan atıklardan dolayı su kirliliği, her türlü zarar çevre kirliliğini oluşturur. Fabrikalardan çıkan atıklardan dolayı su kirliliği, her türlü zarar çevre kirliliğini oluşturur.

**Çevre Kirliliğinin Sebepleri**

- 1- Fabrikaların atıklarını geri kullanmaması
- 2- Çayların dışarıya bırakılması
- 3- Genellikle suyu ayarlanmamış olması
- 4- Evsel ve işyeri atıklarını geri dönüştürmemesi
- 5- Doğada bulunan plastiklerin geri dönüşümüne fazla kullanılması
- 6- Kontrolsüz ağaç kesimi ve doğal yaşamın tahrip edilmesi
- 7- Sıcak suyun ayarlanmamış kullanılması
- 8- Kimyasal çöplerin geri dönüşümüne fazla kullanılması
- 9- Radyasyon yayınlarının kontrolsüz kullanılması
- 10- Denizlerde fazla atıkların bırakılması
- 11- Nükleer enerji kaynaklarının denetlenmemesi

Yorumlarda bu soruna karşı hangi adımları atabileceğimizi belirtebiliriz.

Figure 3. A sample of blog developed with the theme of seeking solutions to global problems

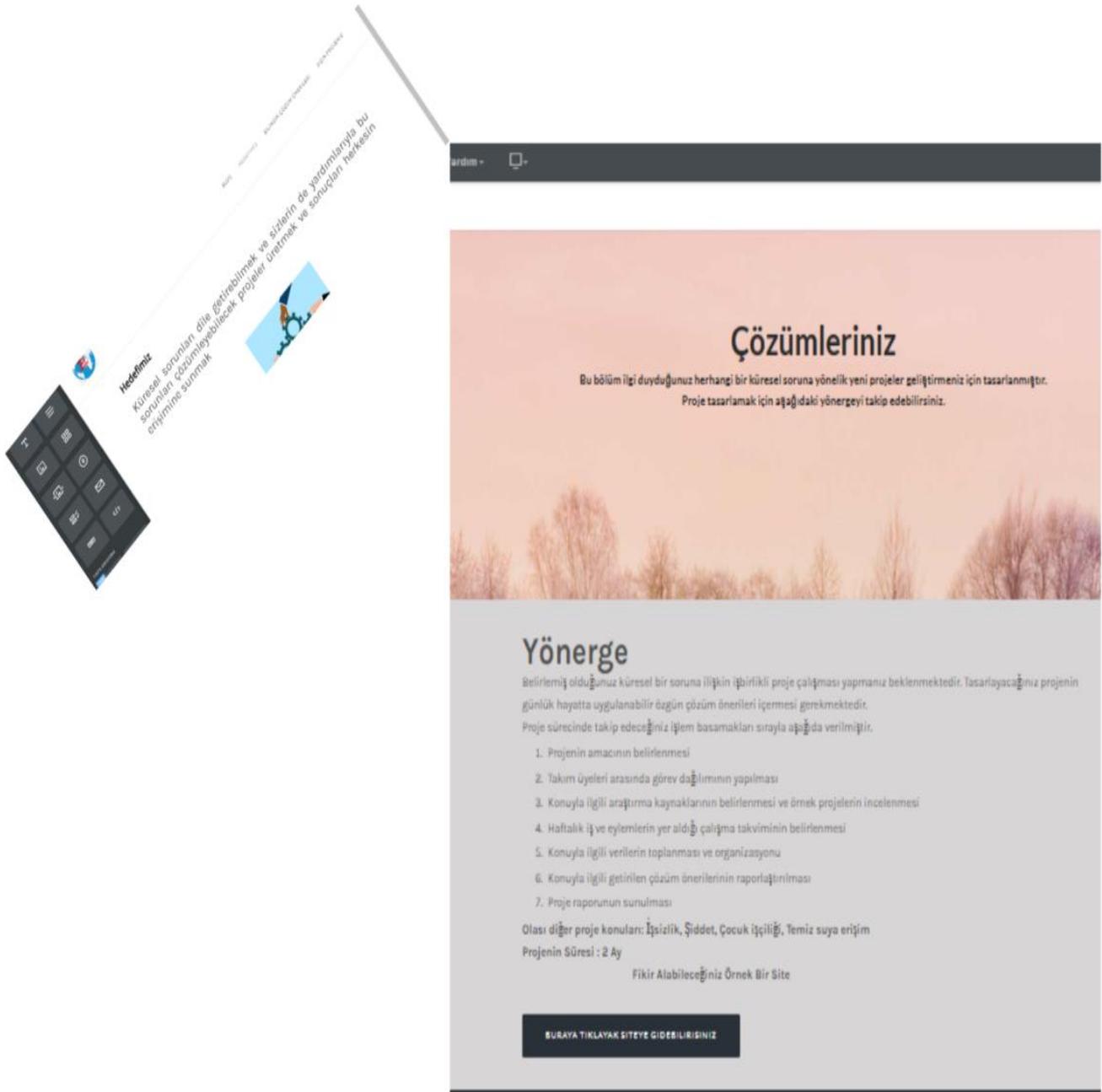


Figure 4. Continued

### 5. Conclusion

21st century teachers should lead technology-enabled classrooms that offer their students more complex and diverse learning opportunities than traditional classrooms (Larson & Miller, 2011). Technologies that students are already familiar with are seen as ways through which students can use their critical skills (Lambert & Cuper, 2008). Web 2.0 tools are one of the ways of promoting communication and cooperation skills among related skills. These tools, which enable students to become content developers and collaborate on teaching material in real-time (Donovan et al., 2014), help social studies become a more functional content area. As

a matter of fact, they, by supporting their social studies learning, enable students to become global players through interaction and cooperation (Holcomb et al., 2011).

Integration of technology into instruction is possible with student-centered learning (Manfra & Lee, 2011). Social studies educators should try to meet the need for educated citizens by focusing on the conscious integration of technology and the knowledge, skills, and tendencies required for effective citizenship (Crowe, 2006). Blogs can be the impetus for such an effort. Blogs used in teaching and learning activities provide students with the opportunity to develop high-level skills, showcase and publish student work, conduct instant research, and ultimately participate in real-life practices (Frye et al., 2010). More importantly, A social studies movement towards the effective use of 21st century skills and Web 2.0 tools will help to position social studies as an important lesson in the curriculum (Holcomb et al., 2011) and enable people (student, teacher, school administrators, parents, decision makers, etc.) to see social studies as a valuable lesson again (Tünkler, 2022).

### **6. Acknowledge**

My thanks are offered to my student, Emre Porsuk, who contributed to the creation of the blog page under the theme of global problems.

### REFERENCES

- Akdemir, A. (2017). Dijital göçmen sınıf öğretmenlerinin Webquest tekniği kullanım durumlarının incelenmesi. *The International Journal of Innovative Approaches in Education*, 1(1), 21-34.
- Bates, T. (2011). Understanding Web 2.0 and its implications for e-learning. In M. J.W. Lee & C. McLoughlin (Eds.), *Web 2.0-based e-learning: Applying social informatics for tertiary teaching* (pp. 21-42). Hershey, PA: IGI Global.
- Baxter, G. J., Connolly, T. M., & Stansfield, M. H. (2010). Organisational blogs: Benefits and challenges of implementation. *The Learning Organization*, 17(6), 515-528.
- Berson, I. R., & Berson, M. J. (2006). Privileges, privacy, and protection of youth bloggers in the social studies classroom. *Social Education*, 70(3), 124-128.
- Boling, E., Castek, J., Zawilinski, L., Barton, K., & Nierlich, T. (2008). Collaborative literacy: Blogs and internet projects. *The Reading Teacher*, 61(6), 504-506
- Borich, G. D. (2017). *Etkili öğretim yöntemleri: Araştırma temelli uygulama* (Trans. Ed. M. B. Acat). Ankara: Nobel Akademik Yayıncılık.
- Bower, M., Hedberg, J. G., & Kuswara, A. (2010). A framework for Web 2.0 learning design. *Educational Media International*, 47(3), 177-198.
- Buffington, M. L. (2008). Creating and consuming Web 2.0 in art education. *Computers in the Schools*, 25(3-4), 303-313.
- Cameron, D. J. (2004). *Giving games a day job: Developing a digital game-based resource for journalism training* [Unpublished master's thesis]. University of Wollongong.
- Carr, N., & Cameron-Rogers, M. (2016). What's in a game?: Game-based learning and gamification. In T. Barkatsas & A. Bertram (Eds.), *Global learning in the 21st century* (pp. 9-28). Rotterdam: Sense Publishers.
- Crowe, A. R. (2006). Technology, citizenship, and the social studies classroom: Education for democracy in a technological age. *International Journal of Social Education*, 21(1), 111-121.
- Dede, C. (2010). Comparing frameworks for 21st century skills. In J. Bellanca & R. Brandt (Eds.), *21st century skills* (pp. 51-76). Bloomington, IN: Solution Tree Press.
- Donovan, L., Green, T. D., & Mason, C. (2014). Examining the 21st century classroom: Developing an innovation configuration map. *Journal of Educational Computing Research*, 50(2), 161-178.
- Dunston, P. J. (1991). A critique of graphic organizer research. *Reading Research and Instruction*, 31(2), 57-65.
- Egan, M. (1999). Reflections on effective use of graphic organizers. *Journal of Adolescent & Adult Literacy*, 42(8), 641-645.

- Ercikan, K., & Oliveri, M. E. (2016). In search of validity evidence in support of the interpretation and use of assessments of complex constructs: Discussion of research on assessing 21st century skills. *Applied Measurement in Education, 29*(4), 310-318.
- Ferdig, R. E. (2007). Examining social software in teacher education. *Journal of Technology and Teacher Education, 15*(1), 5-10.
- Frye, E. M., Trathen, W., & Koppenhaver, D. A. (2010). Internet workshop and blog publishing: Meeting student (and teacher) learning needs to achieve best practice in the twenty-first-century social studies classroom. *The Social Studies, 101*(2), 46-53.
- Gagné, R. M. (1965). The learning of concepts. *The School Review, 73*(3), 187-196.
- Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Web 2.0 and classroom research: What path should we take now?. *Educational Researcher, 38*(4), 246-259.
- Greenlaw, J. (2015). Deconstructing the metanarrative of the 21st century skills movement. *Educational Philosophy and Theory, 47*(9), 894-903.
- Gut, D. M. (2011). Integrating 21st century skills into the curriculum. In G. Wan & D. M. Gut (Eds.), *Bringing schools into the 21st century* (pp. 137-157). London: Springer.
- Hartshorne, R., & Ajjan, H. (2009). Examining student decisions to adopt Web 2.0 technologies: Theory and empirical tests. *Journal of Computing in Higher Education, 21*(3), 183-198.
- Hirschman, K., & Wood, B. E. (2018). 21st century learners: Changing conceptions of knowledge, learning and the child. *New Zealand Annual Review of Education, 23*, 20-35.
- Holcomb, L. B., & Beal, C. M. (2010). Capitalizing on Web 2.0 in the social studies context. *TechTrends, 54*(4), 28-33.
- Holcomb, L., Beal, C., & Lee, J. K. (2011). Supersizing social studies through the use of Web 2.0 technologies. *Social Studies Research and Practice, 6*(3), 120-129.
- Hostetler, A. L. (2012). Democratic use of blogs and online discussion boards in social studies education. *Social Education, 76*(2), 100-104.
- Hsu, Y.-C., Ching, Y.-H., & Grabowski, B. L. (2014). Web 2.0 applications and practices for learning through collaboration. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of research on educational communications and technology* (pp. 747-758). New York, NY: Springer Academics.
- Kaufman, K. J. (2013). 21 ways to 21st century skills: Why students need them and ideas for practical implementation. *Kappa Delta Pi Record, 49*(2), 78-83.
- Kay, K. (2010). 21st century skills: Why they matter, what they are, and how we get there. In J. Bellanca & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. xiii-xxx). Bloomington, IN: Solution Tree Press.
- Kay, K., & Greenhill, V. (2011). Twenty-first century students need 21st century skills. In G. Wan & D. M. Gut (Eds.), *Bringing schools into the 21st century* (pp. 41-65). London: Springer.

- Kurokami, H., & Kojima, A. (2018). Development and effectiveness of digital graphic organizers. *International Journal for Educational Media and Technology*, 12(1), 57-64.
- Lambert, J., & Cuper, P. (2008). Multimedia technologies and familiar spaces: 21st-century teaching for 21st-century learners. *Contemporary Issues in Technology and Teacher Education*, 8(3), 264-276.
- Larson, L. C., & Miller, T. N. (2011). 21st century skills: Prepare students for the future. *Kappa Delta Pi Record*, 47(3), 121-123.
- Li, Y., Wang, Q., & Lei, J. (2020). Exploring technology professional development needs of digital immigrant teachers and digital native teachers in China. *International Journal of Information and Communication Technology Education*, 16(3), 15-29.
- Light, D., & Polin, D. K. (2010). *Integrating Web 2.0 tools into the classroom: Changing the culture of learning*. New York: EDC/Center for Children and Technology. Retrieved November 12, 2022, from <https://eric.ed.gov/?id=ED543171>
- Livingstone, K. A. (2015). The impact of Web 2.0 in education and its potential for language learning and teaching. *International Journal of Instructional Technology and Distance Learning*, 12(4), 3-16.
- Manfra, M. M. & Lee, J. K. (2011). Leveraging the affordances of educational blogs to teach low-achieving students United States history. *Social Studies Research and Practice*, 6(2), 107-128.
- Menşan, N. Ö. (2019). *Sınıf öğretmenlerinin dijital kültür algısı* [Unpublished master's thesis]. Eskisehir Osmangazi University.
- Ministry of National Education (2018). *Sosyal bilgiler dersi öğretim programı (ilkokul ve ortaokul 4, 5, 6 ve 7. sınıflar)*. Retrieved May 12, 2022, from <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=354>
- Murphy, J., & Lebars, R. (2008). Unexpected outcomes: Web 2.0 in the secondary school classroom. *International Journal of Technology in Teaching and Learning*, 4(2), 134-147.
- National Council for the Social Studies (2017). Powerful, purposeful pedagogy in elementary school social studies: A position statement of the National Council for the Social Studies. *Social Education*, 81(3), 186-189.
- Ng, W. (2012). Can we teach digital natives digital literacy?. *Computers & Education*, 59(3), 1065-1078.
- Partnership for 21st Century Learning (2007). *Framework for 21st century learning*. Retrieved May 10, 2022, from <https://www.battelleforkids.org/networks/p21/frameworks-resources>
- Partnership for 21st Century Learning (2015). *P21 framework definitions*. Retrieved May 10, 2022, from <https://www.battelleforkids.org/networks/p21/frameworks-resources>

- Pearlman, B. (2010). Designing new learning environments to support 21st century skills. In J. Bellanca & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. 117-147). Bloomington, IN: Solution Tree Press.
- Pence, H. E. (2007). Preparing for the real web generation. *Journal of Educational Technology Systems*, 35(3), 347-356.
- Poling, C. (2005). Blog on: Building communication and collaboration among staff and students. *Learning & Leading with Technology*, 32(6), 12-15.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), Retrieved November 9, 2022, from <https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Prensky, M. (2011). Digital wisdom and homo sapiens digital. In M. Thomas (Ed.), *Deconstructing digital natives: Young people, technology and the new literacies* (pp. 15-29). New York: Routledge.
- Roberts, S.L., & VanDeusen-MacLeod, B. (2015). The jigsaw revisited: Common core social studies and English language arts integration. *Social Studies Research and Practice*, 10(2), 56-66.
- Rotherham, A. J., & Willingham, D. (2009). 21st century skills: The challenges ahead. *Educational Leadership*, 67(1), 16-21.
- Rotherham, A. J., & Willingham, D. T. (2010). 21st-century” skills not new, but a worthy challenge. *American Educator*, 34(1), 17-20.
- Stephens, M., & Collins, M. (2007). Web 2.0, library 2.0, and the hyperlinked library. *Serials Review*, 33(4), 253-256.
- Thomas, D. A., & Li, Q. (2008). From Web 2.0 to teacher 2.0. *Computers in the Schools*. 25(3-4), 199-210.
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. San Francisco, CA: Jossey-Bass.
- Tünkler, V. (2022). Sosyal bilgiler dersinde öğrenci motivasyonu: Beklenti-değer yaklaşımı. *Milli Eğitim*, 51(223), 219-236.
- Wells, G., & Claxton, G. (2002). Introduction: Sociocultural perspectives on the future of education. In G. Wells & G. Claxton (Eds.), *Learning for life in the 21st century: Sociocultural perspectives on the future of education* (pp. 1-17). Oxford: Blackwell Publishers.
- Van Laar, E., Van Deursen, A. J. A. M., Van Dijk, J. A. G.M., & de Haan, J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. *Computers in Human Behavior*, 72, 577-588.
- Van Laar, E., Van Deursen, A. J. A. M., Van Dijk, J. A. G.M., & de Haan, J. (2020). Determinants of 21st-century skills and 21st-century digital skills for workers: A systematic literature review. *SAGE Open*, 10(1), 1-14.

Zollman, A. (2009). Students use graphic organizers to improve mathematical problem-solving communications. *Middle School Journal*, 41(2), 4-12.

### **To Cite This Chapter:**

Tünkler, V. (2022). Web 2.0 technologies for 21st century learners. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 109-125). ISTES Organization.

**ABOUT THE AUTHORS**



**Assoc. Prof. Dr. Vural Tünkler**

ORCID ID: 0000-0002-3536-968X

[vuraltunkler@sdu.edu.tr](mailto:vuraltunkler@sdu.edu.tr)

*Süleyman Demirel University*

Vural Tünkler is currently an Associate Professor Doctor in the Department of Social Studies Education, Süleyman Demirel University, Turkey. Her main research interests include student motivation in social studies, integration of Web 2.0 tools into social studies, and assessment in social studies.

# EFFECTIVE TEACHING PRACTICES IN SOCIAL STUDIES

Yavuz Topkaya

Süleyman Temur

## 1. Introduction

Education is one of the most important issues in protecting the identities of societies and advancing confidently towards the future. Especially in the 21st century, which is called the age of technology, it is undoubtedly the most important task of education and educational institutions to gain the knowledge, skills and attitudes necessary for integrating into the age (Hesapçioğlu, 2008). Demir (2012) also states that students' experiences, both inside and outside the school, in order to realize themselves, become functional in the name of socialization; stated that it is possible with effective learning and teaching practices in educational institutions. As a matter of fact, as a result of the change and development process in the field of science and technology, it has provided the emergence and development of new teaching methods and techniques, and tries to integrate into the era by revising the education-teaching environment in order to be integrated with this change and development in schools, to fulfill the requirements of the age and to raise qualified individuals. (Sezer Sevinç, 2021).

Education refers to a dynamic process. The most important element forming this process is learning and teaching patterns. Planned and programmed teaching attempts made in educational institutions are described as teaching (Fidan, 1985). Teaching, how do we teach the content? It is the most important dimension that answers the question. This process includes all the activities carried out in transferring the achievements to the students (Küçükahmet, 2000). For this reason, teaching methods and techniques used in learning-teaching processes are of great importance. Because many teaching methods and techniques have been used so far, but we can say that only methods and techniques that can catch up with the era continue to exist (Yaşar, Gültekin (2007). To be effective in the curricula prepared in Tan (2005) and to raise individuals who can keep up with the era and adapt to change and development. He emphasized that the right methods, techniques and strategies should be used on behalf of

As in every field, the methods and techniques used in the transfer of achievements to individuals in the field of social studies provide transformation and development day by day. As a matter of fact, alternative options have emerged to the traditional teaching methods and techniques currently used all over the world in our age. These alternative options stand out as student-centered methods that can respond to students' interests and needs, and that have the quality of motivating students towards the lesson (Aysal, 2012). Sakarneh and Nair (2014) stated that the use of effective teaching practices in teaching any learning outcome not only increases student interest and motivation, but also positively affects academic achievement. Doğanay (2002) stated that the teaching methods and techniques used in the field of education and training in the era we live in increase the quality of education, and therefore, it is tried to adapt correctly by providing a transformation to the changing world.

As a matter of fact, social studies teaching has been changing and progressing in recent years in order to keep up with the times. Because, instead of traditional methods based on memorization, a constructivist approach that puts the student in the center and has a dynamic

understanding has been adopted (Aysal, 2012). In this direction, the social studies curriculum, which was renewed in 2018 in our country, was revised and arranged according to this understanding.

With its general definition, Social Studies is a course that emerges as a result of synthesizing all the knowledge, skills, attitudes and values that should be gained to individuals in order to exist in social life, on the basis of data obtained from social sciences, in line with the aim of raising effective citizens at primary education level (Erden, 1998).

In the light of this information, students should be actively involved in the process by using modern teaching methods and techniques in order to transfer course outcomes to students in a clearer and more understandable way. This can only be achieved by using effective teaching practices in the education process.

### **2. Drama**

Drama is a teaching method that provides children with what behavior patterns they should exhibit in different situations they encounter. In addition, it has great importance in serving communication skills and solving problems encountered in daily life (Demirel, 1998).

Aksin (2018), on the other hand, expressed drama as improvisational animations made by children based on their personal perceptions, thoughts and experiences, independent of a text.

Drama offers children the opportunity to analyze different dimensions of roles in social life and social problems. Improvising these roles and problems by individuals under the name of drama creates awareness and contributes to understanding social life practices. Because by examining the alternative solutions brought to social problems during this practice, children get the chance to synthesize these problems with the process of gaining experience actively (Önder, 1999).

With drama, which is seen as a magical method, children can recognize their own selves correctly and have the chance to see their existing potentials and skills (Güneysu, 1999). As a matter of fact, the figure of putting himself in someone else's place, which is one of the elements that reveals the empathy skill in drama, comes to the fore (Öztürk, 1999). Sağlam (1997) also stated that by improving empathy skills, the individual gets to know both himself and his environment better, and this situation serves the socialization process. Köksal Akyol (2003), on the other hand, stated that drama has a great importance in behaving democratically, in synthesizing between situations, in thinking freely, and in accepting respect and tolerance as a reference.

### **3. Metaphor**

“It is a change of place that moves a word from its normal usage to a new one. Metaphor states that something is “something else”. In other words, in metaphor, there is an effort to transfer one concept to another, to borrow it, that is, to carry A instead of B and explain it as if it were B" (Ekinçi, 2016, p.163).

Metaphors are a powerful model that serves mental skills. As a matter of fact, a mental schema is integrated into another mental schema by establishing a connection between two dissimilar concepts and phenomena through metaphors. As a result, mental schemas are enriched because a different schema is created and a different narrative is revealed (Saban, 2008). Aristotle

(1998), on the other hand, stated that the use of a correct metaphor will serve the message to be conveyed and will add strength by keeping the narrative alive. Aydın (2011) also stated that metaphors constitute a serious proof of how a concept or phenomenon is perceived.

Metaphors, which serve many purposes, serve both to enrich the teaching environments and to try to re-interpret some difficult and complex concepts and phenomena by using analogy (Geçit & Gençer, 2011). emphasized that metaphors should be used in the educational environment. Because metaphors enrich the concepts in our mental schemas, enable us to gain new knowledge in this way, revise and rebuild old knowledge, and thus change our behavior in social life (Cameron, 1996; Çetin & Evcim, 2009). Due to these qualities, it is beneficial to use metaphors, which show a rapid development in the pre-operational period, at all levels, starting from the pre-school level and correctly in the process (Güven and Güven, 2009).

#### **4. Analogue**

Analogy is a form of communication that is put forward by making comparisons in order to see the relationship between two concepts or phenomena that are essentially independent from each other but have some common characteristics (Aksin, 2018). Çuçen (1997) described analogies as a type of reasoning.

Analogies emphasize that two concepts or phenomena have similar qualities, and enable complex phenomena and concepts to be understood by expressing them with a known and simpler concept and phenomenon (Aksin, 2018).

Analogies have a facilitating effect on the learning of complex concepts in the world of science. Therefore, analogies are a serious learning and teaching material. It is especially important in terms of serving problem solving skills. Because, thanks to analogies, new problems can be solved more easily by solving similar problems in daily life. (Küçükturan, 2000). Aksin (2018) also stated that analogies will reveal new learnings as they serve the ability to make connections and make comparisons.

Another benefit of analogies is to try to explain abstract concepts or phenomena with concrete concepts or facts (Günay Bilaloğlu, 2005). Duit (1991), on the other hand, stated that analogies create new conceptual phenomena in students, provide depth of meaning, and are an important element in attracting students' attention and motivating them at a high level.

The active use of analogies in education and training serves students' problem-solving skills (Friedel et al., 1990), helps them understand the subject better (Gilbert, 1989), facilitates perceiving scientific concepts and facts (Stavy, 1991), and uses scientific expressions in mental schema. It is seen that it is easier to construct (Wong, 1993). Dagher (1994), on the other hand, emphasized that analogies enable students to make connections between old knowledge and new knowledge in their minds.

#### **5. Educational Game**

Educational game is a teaching technique in which previously acquired knowledge is reinforced and repeated in a free environment (Demirel, 2004). Güneş (2014) also defined the educational game as all the activities organized according to the subject within the determined rules, in which the children actively participate voluntarily. Çoban and Nacar (2015), on the other hand,

defined educational games as skill-based and entertaining activities that are organized in a certain time and space, revealing the imagination and existing potential of the child.

Educational games are used in lessons as a teaching tool by serving the purpose (Akandere, 2013). The most important feature of these games is that they teach while entertaining and make it easier to reach target achievements (Duman, 2013). Sarı (2011) stated that the main point of the educational game is learning by doing, which is a product of the constructivist approach. Pehlivan (2014) also emphasized that educational games contribute to the mental development of the child. Because the educational game stated that the child will make sense of the environment he lives in, discover it, acquire the information that he will use in social life practices, and find a response to his sense of curiosity.

Doğanay (2017) stated that the child can learn the values, moral standards and norms in social life through educational games, the easiest and most harmless. As a matter of fact, children always learn values, feelings and habits such as respect, empathy, responsibility towards human rights, gaining hygiene habits, listening skills, patience and self-expression through play. Sönmez (2008), on the other hand, stated that educational games should comply with children's age, gender and social moral standards. It can be said that the choice of games that can be played easily in the classroom environment, do not cause problems in time, and have a high instructive aspect will increase the quality in the education-teaching process.

### **6. Oral History**

Oral history is all of the studies that use planned and programmed interviews, audio and video tools about important events, people, families or daily social life that have left their mark on the era (Arslan Cansever, 2018). Thompson (1999) also describes oral history as a type of history that individuals reveal by listening to what they say and using their memories. Caunce (2001) defined oral history as an attempt to collect tools.

Oral history interviews are conducted with people who have taken an active part in past events or have observed these events, and who have the knowledge that needs to be passed on to future generations with their memories and understandings (Arslan Cansever, 2018).

Demircioğlu (2005) stated that oral history practices at all school levels will serve many positive behaviors. As a matter of fact, an understanding of historical empathy for the period can be developed through oral history. Arslan Cansever (2018) also stated that oral history interviews improve children's communication skills.

Thompson (1999) stated that oral history studies are beneficial in understanding historical values, emotionally healing elderly individuals, establishing a connection between the past and the future, providing understanding, gaining a sense of belonging, developing empathy, and analyzing social norms.

### **7. Using Literary Works**

Literary works appear as a transfer of traditions and customs, that is, culture. These artifacts are of great importance in understanding the economic, political, social and religious values of the period in which they were unearthed. For these reasons, although it is thought that courses such as Turkish and Literature are of interest, it provides a tremendous wealth for the social studies

course as it is the carrier of its cultural and social relations and period (Bütün Kar, 2018). acts as a bridge. Literary works also stand out as the most important materials that contribute to this bridge quality.

These literary works are:

### **7.1. Daily**

They are works that are presented personally and regularly, in which the feelings, thoughts and situations expressed by the individual are kept in sync with the time lived (Fothergill, 1974). Willy (1963), on the other hand, defines diaries as records that contain the economic, social, political and religious dimensions of important events that are of interest to the society, and that allow the past to be revised and re-expressed.

Diaries are of great importance in the social studies course. As a matter of fact, students can use the diaries of those who witnessed the events while examining the lives of important figures who left their mark on history and trying to explain historical events (Bütün Kar, 2018).

Barton (2005) stated that diaries have benefits that can serve a scientific worldview and improve research and questioning skills in students. As a matter of fact, in order to analyze and filter the diaries correctly, it is necessary to conduct a serious literature review about the writer and the period. This means passing through the filter of research and inquiry. In addition, by categorizing the findings, similar and different aspects can be tried to be explained, inquiries can be made and a result can be reached.

### **7.2. Epic**

Epic is a literary work that is passed on from generation to generation, by leaving deep emotional effects on the readers of an individual or group's heroism or success in an event that is considered important in social life (Clark, 1972; cited in Tüm Kar, 2018). Oğuz (2004), on the other hand, expressed the epic as long poems that are constantly revealed by the people within the framework of oral tradition elements, conveying the extraordinary stories of the heroes in the work, generally poured into the language of communication through a melody and narrated by storytelling.

The epics, produced by a person and usually told, may be obvious or they are also known anonymously (Rowe, 1993). Epics stand out as a type of folk literature. It can be said that the source of inspiration for epics is the people and their expectations (Hume, 1980). Çobanoğlu (1999) stated that epics fulfill some social functions. As a matter of fact, he stated that epics act as a bridge in conveying social values, institutions and culture. Kalkandelen (2002) also stated that epics emphasize the transfer of culture and stated that epics hold a mirror to history. Because epics are shown as the most important literary work that conveys the social life of the period in which they were produced, social dialogues, moral standards, political initiatives, communication qualities and struggles for existence to future generations.

Although epics have a structure that arouses personal excitement, they consist of extraordinary events. These events generally consist of situations that are of interest to a large part of the society. While narrating these events in epics, a fluent language is used instead of a boring and monotonous narrative. The subject of epics is moral norms, wars and migrations, disasters,

rebellions and historical figures that have become a part of social life (Duymaz, 2008; Karasoy, 1991).

### **7.3. Tale**

Fairy tales are stories that are produced from the collective memory of the people and based on their imagination, have survived to the present day through the sill, and whose heroes usually have extraordinary creatures and qualities such as fairy, jinn and giant (Şimşek, 2007).

Although tales, which are products of oral literature, are not written for children, they have managed to gain a place in children's literature (Akbayır, 2007). As a matter of fact, children are carried with fairy tales from a young age by means of their parents, grandparents, and a very strong bond is formed between them. Educational institutions play an important role in protecting and reinforcing this bond (Goertz, 1976). Haase (2010), on the other hand, stated that Tales add an incredible imagination and richness to children. Because events and heroes that cannot be encountered in daily life take place in fairy tales. Subjects such as talking animals, giants and witches develop the imagination of the child and open new horizons.

Since fairy tales are a very good cultural transmitter, they have a great importance in the social studies course. As a matter of fact, fairy tales are designed according to the society in which they are produced. In addition, tales, as they have a historical value, stand out as a source that cultural historians frequently benefit from. Because tales try to prove some social experiences by documenting them (Bottigheimer, 1989). On the other hand, Tüm Kar (2018) stated that one of the most important indicators of the importance of tales for the social studies course is that tales have a rich data source on value transfer. As a matter of fact, there is usually a struggle between good and evil, wise-stupid, right-unjust, fair-unjust in fairy tales. Şimşek (2007) also emphasized that tales have great importance and richness in presenting national and local values.

### **8. Movies**

Films are one of the most sought-after genres of art, where sound and visuality are synthesized and transferred to the audience. As a matter of fact, movies allow the audience to experience very different emotions together (Paivio, 1969). Dale (1946) also stated that by conveying the subjects and events contained in the films in a fantastic and impressive way, he built a realistic feeling in the audience. For this reason, it can be seen as one of the most important resources to be used in the educational environment.

Movies can be used as a serious teaching material in teaching acquisitions that do not have a field of application and in situations where direct experience should be created but this is not possible due to conditions. Many subjects such as family, friendship, historical events and personalities, future life, global problems, social and moral standards have taken place in the films. In the Social Studies course, films that provide a wide range of rich information can be benefited by providing concrete experiences, especially in the teaching of historical and geographical subjects (Pino, Brunson, & Stewart, 2009).

Since the visual elements in the movies are interesting, they are of great importance in embodying abstract concepts and phenomena. For this reason, movies have taken their place as one of the effective teaching practices (Seferoğlu, 2006). In addition to visual and auditory

qualities, the presence of color and movement elements in films appeals to different sensory organs. For this reason, movies play a key role in helping students gain desired and permanent behavioral changes (Hali, 2013). Türker and Aslan (2008) also stated that the use of movies in education allows students to make sense of written tools and materials more efficiently. Witkin (1994), on the other hand, stated that one of the most important outputs of the films is that it provides convenience in motivating the children of our age, who describe them as the "screen generation", and actively participate in the lesson.

### **9. Newspaper**

“Today, newspapers play a complementary role as “living textbooks” in learning concepts and generalizations alongside traditional textbooks” (DeRoche, 1991, p.76).

The use of the newspaper in education and training was aimed at raising responsible and active individuals in line with the understanding of active citizenship in the social studies course (Aix, 1991). Smith (1991), on the other hand, expressed newspapers as a teaching tool with a wide range of resources for the social studies course. Because when we look at the social studies course curriculum, newspaper news about almost all of the existing achievements is very easy to come across and benefit from. Thanks to this rich sample repository, different and many activities can be organized for students in the education and training environment.

### **10. Local History**

We can see history as one of the social science disciplines that finds its place in the social studies course. As a matter of fact, history teacher to primary school children has a great importance in understanding the past and building the present and the future (Turan & Ulusoy, 2013).

The concept of 'Local History' has been defined in different ways according to people. Demircioğlu (2009) analyzes, preserves, learns and teaches the past of the settlement in which we live in terms of history, Işık (2008) as all the unique qualities of the history of a place Aslan (2000) is the story of people living in a certain time period and in a certain place or expressed as all the information about their past.

Changes in local history, which is based on the human factor, and the effects of these changes are analyzed. Therefore, when we say local history, we mean the history of our village, neighborhood, family and city. Local history is a type of history that examines not only the history that has disappeared but also the history that exists now (Özbalkan and İrik, 2003).

Local history enables people to realize the historical values in the administrative unit they live in, and enables them to look from a different perspective and thus better understand the material and spiritual elements brought by history. As a matter of fact, thanks to local history, individuals visit museums and ruins where they live, and find the opportunity to get to know important personalities (Bayraktar, 2002). In addition, Tunç Şahin (2011) stated that Local History will facilitate the teaching of history in the social studies course by serving the principle of near-far. Hali (2013, on the other hand, stated that thanks to the Local History applications to be used in the social studies course, children are encouraged to write their own history. Also, with Local History, children also have the skills to analyze and compare distant historical elements based on historical qualities near them, and to see their similar and different aspects.

Rogers (1977) stated that the story of a family or settlement (village, neighborhood, county, province), any property, land or house at any date can constitute the subject area of local history. Demircioğlu (2009) also stated that the reasons such as the protection and preservation of cultural values in the administrative unit and the increase in sensitivity towards the environment play a decisive role in the importance of local history.

### **11. Museum**

“Museums are institutions where objects related to natural, historical, artistic and scientific values are stored, preserved, examined and exhibited” ((Kuruoğlu Maccario, 2002, p.45). expressed their traditions and customs as institutions that transfer the material elements they produce in an artistic and scientific manner to the present and the future.

Museum education has qualities such as making connections between individuals, feelings and thoughts and making teaching effective thanks to its motivating feature (Sternberg, 1989). Akahmet (2008) also stated that one of the most important functions of museum education is to serve the increase and development of students' cultural knowledge. In addition, museum education provides great benefits in terms of providing aesthetic sensitivity and contributing to communication skills.

Museums are an effective teaching practice used in children's education, especially in developed countries, as they have qualities such as learning by gaining concrete experiences, having research and questioning skills, being interesting, entertaining and creative (Makagiansar, 1984).

We can express the general purposes of museum visits as follows (Andreotti, 1993; cited in Aktekin, 2008).

- To attract students' attention and to raise awareness for a historical period,
- Providing students with the opportunity to see materials that have a historical value in a concrete way,
- To be able to see how and how the information learned in the classroom environment is designed in museums and therefore to be able to look at the exhibited materials with a critical eye,
- To ensure that museums are perceived as a cultural space,
- Learning how to benefit from museums.

When these purposes are analyzed, it can be said that museum visits have functions such as increasing the interest and motivation of students belonging to the historical period, improving visual intelligence through the materials on display, and reinforcing the information learned in the classroom environment (Kale, 2011).

### **12. Simulation**

Simulation is an effective teaching practice that allows students to study by analyzing any event as if it were real in the educational environment. In this technique, teaching is carried out with the help of a model that acts as a reinforcement for learning and is harmonized with reality (Demirel, 2004). Tabak (2013), on the other hand, defines Simulation as an application that

provides the opportunity to learn in a concrete and realistic physical environment, develops problem solving skills, and gives the opportunity to practice in a physical environment where risks are minimized. Çakaloz (2008), on the other hand, expressed Simulation as an artificial teaching environment created as a result of providing appropriate conditions with a material designed in accordance with the original of any situation or problem existing in the education-teaching environment.

The common aspect of teaching with simulation technique is to try to provide education by creating a reality phenomenon through a similar modeling material. Therefore, an artificial material is presented. (Küçükahmet, 1998). Simulation technique is used when it is not possible to use dangerous and economically valuable materials and tools that are difficult to reach in education (Guzel, 2010).

### **13. Role Playing**

“It is a technique in which a pre-designed idea, situation, problem or event is portrayed in front of a group based on a certain text and roles” (Aksin,2018, p.256).

With the role-playing technique, students have the ability to empathize by putting themselves in someone else's shoes. In addition, performing his role by adhering to a text also serves the sense of responsibility. Especially in social studies course, role playing technique can be used in line with the aim of raising active and responsible citizens. By actively participating, students gain skills in subjects such as understanding that they are a part of social life, knowing their rights and responsibilities, and living a life within the framework of these rights and responsibilities (Aksin, 2018).

Role playing can be used for purposes such as developing an attitude towards a person, situation or event, making a clear sense of complex concepts, analyzing the problems that exist in social life, reviewing the solution proposals for the problems, and gaining leadership skills (Erden, 1996). Aysal (2012), on the other hand, stated role playing as one of the most important teaching practices that can be used while examining social events and situations, explaining problems and discussing possible solutions, while preparing children for social life practices.

### **14. Educational cartoons**

Caricatures, which appear as one of the products of popular culture, are described as the art of adding data in depth and in detail to an existing picture (Alsaç, 1994). In educational cartoons, not only the element of laughter, but also the irony and sarcastic elements are told on a humor-based basis through certain inconsistencies (Efe, 2005; Oral, 2004).

Caricatures are products that are constructed by using exaggeration elements around the theme of humor in social life. In particular, the presence of humor in cartoons facilitates the learning of abstract and complex concepts, while also serving problem-solving skills (Klavir & Gorodetsky, 2001).

Kleman (2006) stated that cartoons are of great importance for students to understand the events that occur in the complexity of social life correctly. Örs (2007), on the other hand, emphasized the use of educational cartoons in analyzing and interpreting social events and producing alternatives.

Cartoons stand out as an important material in increasing the interest and motivation of students who are bored in the educational environment. As a matter of fact, students are constantly in search of an element of entertainment and comedy. Since cartoons have the element of humor and comedy that will serve this purpose, it will be of great benefit to use them as teaching material in lessons (Uslu, 1999). Topkaya (2014), on the other hand, stated that one of the functions of education is to raise individuals with versatile and different perspectives. In this respect, educational cartoons are seen as a very important teaching material as they will serve different perspectives. In addition, it can be said that cartoons will serve the skill of Using Turkish Correctly, Beautifully and Effectively and will improve qualities such as understanding, listening and speaking.

### **15. Educational cartoons**

Educational cartoons have a unique narrative style, production techniques and publication style. The most important feature of this species is that it has a dynamic structure. As a matter of fact, the message desired to be given in cartoons meets the audience thanks to its dynamic feature. This dynamism is created by giving the squares constructed one by one at a constant speed (Alsaç, 1994).

It is known that educational cartoons date back to the 1910s with Thomas Edison. As a matter of fact, Edison stated that cartoons will serve to teach and learning to an incredible extent and stated that this situation will break new ground in the world of education (Madsen, 1969). Because cartoons have been separated from other programs in terms of their structure and have turned into a material that children follow with admiration. Therefore, the materials prepared for children who will just start reading and writing are supported with the names and pictures of cartoon characters (Çelenk, 1995). In addition, educational cartoon characters are perceived as role models by children and children shape their actions according to these characters (Yavuzer, 2003). For this reason, children can be taught simple experiences such as traffic education, tooth brushing and moral values that they will acquire in daily life through cartoons (Arıkan, 2001).

### **16. Educational animations**

One of the most popular and popular products is undoubtedly educational animations. Educational animations play a key role in raising their interest and motivation while providing a rich learning environment for students (Göncü, 2006).

Educational animations are among the most frequently used materials in the education-teaching environment because they provide permanent place for the information learned in students (Pezdek & Steven, 1984) and emphasize visual intelligence (Clary, 1997).

Educational animations attract all the attention of the students because they present the traces of daily life fluently. In addition, animations ensure the permanence of what has been learned, as they convey the target acquisitions more clearly and clearly (Toroğlu & İçgür, 2007).

In addition, depending on the development of technology, computer-aided animations to be used in lessons are very important in positively affecting children's attitudes towards the lesson, increasing their academic success, using time effectively and efficiently, explaining complex

concepts clearly and accurately, being useful and economically cheap, and providing motivation. It can be said that it has benefits (Güvercin, 2010; Tekdal, 2002).

### **17. Educational comics**

Comic book, which is one of the elements of popular culture, is a type of art in which the visuality built through lines is supported by an article (Alsaç, 1994). Inge (1997), on the other hand, expressed the comic as a type of art in which different heroes are recreated in the face of different events, a harmony is created between the given text and the picture, and the characters' conversations are tried to be conveyed with speech bubbles. Tuncer (1993) also defined comics as a mass communication tool published in magazines or books on the basis of comic stories.

There are both comic and storytelling elements in comics (Alsaç, 1994). Cantek (2002) also stated that according to the message to be given, in some cases, lines are given weight, and in some cases, the story, that is, the word. Kireççi (2008) stated that the integrity of the visual and text is one of the most important reasons why comics have a wide readership.

One of the most important functions of comics in the field of education is to play a key role in motivating children towards the lesson (Topkaya, 2014). On this subject, Haugaard (1973) stated that children have a structural interest in comics and emphasized that education workers should use educational comics that are interesting and have a motivational element in the lessons. According to Williams (1995), it is shown as another reason why educational comics, which have the feature of synthesizing permanent and visual elements by creating correlations, are preferred too much. McCloud (1994), on the other hand, emphasized the concept of time in comics and stated that the audience could perceive time only with an eye to the text of the comic book. This shows that the concept of time in comics differs from person to person. This serves the principle of individual speed, which is a product of the constructivist approach that is frequently used in education.

### REFERENCES

- Aiex, N. K. (1991). *Using film, video and tv in the classroom*. Indiana : Edinfo.
- Akahmet, K. (2008). Müzelerin tarih öğretiminde nesne merkezli eğitim etkinlikleriyle kullanılması ve ilköğretim sosyal bilgiler öğretimi. *Milli Eğitim Dergisi*, 37(180), 50-67.
- Akandere, M. (2013). *Eğitici okul oyunları*. Ankara: Nobel Yayıncılık.
- Akbayır, S. (2007). *Eğitim fakülteleri için cümle ve metin bilgisi*. Ankara: Pegem Akademi.
- Aksin, A. (2018). Sosyal bilgiler öğretimi. In H. Çalışkan, & B. Kılcan (Eds.), *Sosyal bilgiler öğretimi (İçinde: Sosyal bilgiler öğretiminde strateji, yöntem ve teknikler)* (pp. 219-282). İstanbul: Lisans Yayıncılık.
- Aktekin, S. (2008). Müze uzmanlarının okulların eğitim amaçlı müze ziyaretlerine ilişkin görüşleri. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 9(2), 103-111.
- Akyol, H. (2006). *Yeni programa uygun Türkçe öğretim yöntemleri*. Ankara: Kök Yayıncılık.
- Alsaç, Ü. (1994). *Türkiye 'de karikatür, çizgi roman ve çizgi film*. İstanbul : İletişim Yayınları.
- Arıkan, A. (2001). *7-12 Yaş grubu çocuklara çizgi film yöntemi ile müze eğitiminin verilmesi* (Yayımlanmamış yüksek lisans tezi). Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü, Konya.
- Aristoteles. (1995). *Retorik*. (Trans. Ed. M. H. Doğan) İstanbul: Yapı Kredi Yayınları.
- Arslan Cansever, B. (2018). Sosyal bilgiler öğretimi. In H. Çalışkan, & B. Kılcan (Eds.), *Sosyal bilgiler öğretiminde sınıf dışı eğitim etkinlikleri* (pp. 311-334). İstanbul: Lisans Yayıncılık.
- Aslan, E. (2000). Yerel tarihin tanımı, gelişimi ve değeri, tarih yazımında yeni yaklaşımlar. In Z. A. Kızılyaprak (Eds.), *Tarih yazımında yeni yaklaşımlar: Küreselleşme ve yerelleşme* (pp. 195-204). İstanbul: Tarih Yayınları Vakfı.
- Aydın, F. (2011). Üniversite öğrencilerinin "çevre" kavramına ilişkin metaforik algıları. *Doğu Coğrafya Dergisi*, 26, 25-44.
- Aysal, A. (2012). *İlköğretim 7.sınıf sosyal bilgiler dersinde tarihsel empatiye dayalı rol oynama yönteminin akademik başarıya etkisi* (Unpublished mater's thesis). Afyon Kocatepe University, Turkey.
- Barton, K. C. (2005). Primary sources in history: Breaking through the myths. *Sage Journals*, 86(10), 745-753.
- Bayraktar, B. (2002). "Tarih, tarihçi, toplum ve üniversite" (Çanakkale symposium).
- Bottigheimer, R. B. (1989). Fairy tales, folk narrative research and history. *Social History*, 14(3), 343-357.
- Bütün Kar, E. (2018). Sosyal bilgiler öğretimi. In H. Çalışkan, & B. Kılcan (Eds.), *Sosyal bilgiler öğretiminde kanıt ve edebi eserlerin kullanımı* (pp. 283-310). İstanbul: Lisans Yayıncılık.

- Cameron, L. (1996). Discourse context and the development of metaphor in children. *Current Issues in Language Society*, 3(1), 49-64.
- Cantek, L. (2002). *Türkiye'de çizgi roman*. İstanbul : İletişim Yayınları.
- Counce , S. (2001). *Sözlü tarih ve yerel tarihçi*. (Trans. Eds. B. Can, & A. Yalçinkaya) İstanbul: Tarih Vakfı Yurt Yayınları.
- Clary, J. (1997). Algorithm animation hypertext: Today's learning tools. *The Spelman Science and Mathematics Journal*, 1(1), 30-31.
- Çakaloz, B. (2008). *Lojistik yönetimde simülasyon temelli eğitim yaklaşımları* (Unpublished master's thesis). Dokuz Eylül University, Turkey.
- Çetin, M., & Evcim, U. (2009). Örgütsel kültürün algılanmasında metaforların rolü. *İletişim Fakültesi Dergisi*(28), 185-220.
- Çoban, B., & Nacar, E. (2015). *Ortaokullarda eğitsel oyunlar*. Ankara : Nobel Yayıncılık.
- Çüçen, A. K. (1997). *Mantık*. Bursa: Asya Kitabevi.
- Dagher, Z. R. (1994). Does the use of analogies contribute to conceptual change? *Science Education*, 78(6), 601-630.
- Dale, E. (1946). *Audio-visual methods in teaching*. Newyork: Dryden.
- Demir, S. (2012). İlköğretim öğretmenlerinin etkili öğretimi gerçekleştirme düzeylerinin incelenmesi. *Akademik Bakış Dergisi*, 33, 1-20.
- Demirci Güler, M. P. (2007). *Fen öğretiminde kullanılan analogiler, analogi kullanımının öğrenci başarısı, tutumu ve bilginin kalıcılığına etkisini araştırılması* (Unpublished master's thesis). Gazi University, Turkey.
- Demircioğlu , İ. H. (2005). *Tarih öğretiminde öğrenci merkezli yaklaşımlar*. Ankara: Anı Yayıncılık.
- Demircioğlu, İ. H. (2009). Trabzonlu bir yerel tarihçi: Hasan Umur. *Karadeniz Araştırmaları*, 6(22), 115-122.
- Demirel, Ö. (1998). *Genel öğretim yöntemleri*. Ankara: Kardeş Kitabevi.
- Demirel, Ö. (2004). *Öğretme sanatı*. Ankara: Pegem A Yayınları.
- Deroche, E. F. (1991). *The newspaper: A reference book for teachers and librarians*. CA: ABC-Clio Inc.
- Doğanay, A. (2002). Sosyal bilgiler öğretimi. *Hayat bilgisi ve sosyal bilgiler öğretimi* (pp. 15-46). Ankara: Pegem A Yayıncılık.
- Doğanay, A. (2017). *Öğretim ilke ve yöntemleri*. Ankara: Pegem Akademi Yayıncılık.
- Duit, R. (1991). On the role of analogies and metaphors in learning science. *Science Education*, 75, 649-672.
- Duman, A. (2013). *İlkokul 4.sınıf öğrencilerinin eğitsel oyunlarla görsel sanatlar dersine olan ilgilerinin belirlenmesi* (Unpublished master's thesis). Gazi University, Turkey.

- Duymaz , A. (2008). Türk halk şiirinde gerçeküstü destanlar üzerine bir değerlendirme. *Balıkesir üniversitesi sosyal bilimler enstitüsü*, 5(8), 107-121.
- Efe, H. (2005). *Karikatür ve eğitim*. İzmir: Etki Yayınları.
- Ekinci, N. (2016). Metafor ve mantık. *Atatürk Üniversitesi Edebiyat Fakültesi Sosyal Bilimler Dergisi*(57), 159-174.
- Erden , M. (1996). *Sosyal bilgiler öğretimi*. İstanbul: Alkım.
- Erden, M. (1998). *Sosyal bilgiler öğretimi*. Ankara : Alkım Yayınevi.
- Fidan, N. (1996). *Okulda öğrenme ve öğretme*. İstanbul: Alkım Yayınevi.
- Fothergill, R. A. (1974). *Private chronicles: A study of english diaries*. London: Oxford UP.
- Friedel, A. W., Gabel, D. L., & Samuel, J. (1990). Using analogs for chemistry problem solving: Does it increase understanding? *School Science and Mathematics*, 90(8), 674-682.
- Geçit, Y., & Gençer, G. (2011). Sınıf öğretmenliği 1.sınıf öğrencilerinin coğrafya algılarının metafor yoluyla belirlenmesi (Rize Üniversitesi örneği). *Marmara Coğrafya Dergisi*(23), 1-19.
- Gilbert, S. W. (1989). An evaluation of the use of analogy, simile and metaphor in science texts. *Journal of Research in Science Teaching*, 26, 315-327.
- Goertz, J. (1976). Folk and populer tales: Their psychological significance and aducational import and a project of cebuano studies center. *Philippine Quarterly of Culture and Society*, 4(1), 63-69.
- Göncü, H. (2006). *Lise 2. sınıf kimyasal reaksiyonlar konusunda hazırlanan bilgisayar destekli ders sunumlarının öğrenci başarısına, kavram öğretimine ve öğrencilerin kimyaya karşı tutumlarına etkisi* (Unpublished master's thesis). Gazi University, Turkey.
- Güleç, S., & Alkış, S. (2003). sosyal bilgiler öğretiminde müze gezilerinin iletişimsel boyutu. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 17(1), 63-78.
- Günay Bilaloğlu, R. (2005). Erken çocukluk döneminde fen öğretiminde analoji tekniği. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 2(30), 72-77.
- Güneş, F. (2014). *Öğretim ilke ve yöntemleri*. Ankara: Pegem Akademi Yayıncılık.
- Güneysu, G. (1999). Çok yönlü zeka ve eğitimde drama. *Türkiye 1. Drama Liderler Buluşması* (pp. 45-52). Ankara: Oluşum Tiyatrosu ve Drama Atölyesi.
- Güngördü, E. (2001). *İlköğretim okullarında hayat bilgisi ve sosyal bilgiler öğretimi*. Ankara: Nobel Yayın Dağıtım.
- Güven, B., & Güven, S. (2009). İlköğretim öğrencilerinin sosyal bilgiler dersinde metafor oluşturma becerilerine ilişkin nicel bir inceleme. *Kastamonu Eğitim Dergisi*, 17(2), 503-512.
- Güvercin, Z. (2010). *Fizik dersinde simülasyon destekli yazılımın öğrencilerin akademik başarısına, tutumlarına ve kalıcılığa olan etkisi* (Unpublished master's thesis). Çukurova University, Turkey.

- Güzel, A. (2010). *İki dilli Türk çocuklarına Türkçe öğretimi (Almanya örneği) (2nd Ed.)*. Ankara: Öncü Kitap.
- Haase, D. (2010). Decolonizing fairy-tale studies. *Marvels&Tales*, 24(1), 17-38.
- Hali, S. (2013). *Tarih öğretmenlerinin tarih eğitimindeki yeni yaklaşımlara ilişkin görüşlerinin çeşitli değişkenler açısından incelenmesi (Ankara örneği)* (Unpublished doctoral dissertation). Gazi University, Turkey.
- Haugaard, K. (1973). Comic books: Conduits to culture? *Reading Teacher*, 27(1), 54-55.
- Hesapçioğlu, M. (2008). *Öğretim ilke ve yöntemleri*. Ankara: Nobel Yayın Dağıtım.
- Hume, K. (1980). From saga to Romance: The use of monsters in old Norse literature. *Studies in Philology*, 77(1), 1-25.
- İgne, M. T. (1997). Çizgi romanlar. *Sanat Dünyamız*, 64.
- Işık, H. (2008). Tarih öğretiminde döküman kullanımının öğrencilerin başarılarına etkisi. *Kastamonu Eğitim Dergisi*, 16(2), 389-402.
- Kale, Y. (2011). Tarih öğretiminde müzeler ve tarihi mekanlar. In M. Safran (Ed.), *Tarih nasıl öğretilir? Tarih öğretmenleri için özel öğretim yöntemleri* (pp. 195-203). İstanbul: Yeni İnsan.
- Kalkandelen, A. H. (2002). *Büyük Türk destanları*. Ankara: Türk Kültür ve Eğitim Norm Geliştirme Vakfı.
- Karasoş, Y. (1991). Destan Kavramı. *Milli Folklor*, 2(3).
- Kireççi, Ü. (2008). *Çizgi roman senaryosu. (1nd Ed.)*. İstanbul: Crea Yayıncılık.
- Klavir, R., & Gorodetsky, M. (2001). The processing of analogous problems in the verbal and visual-humorous (cartoons) modalities by gifted/average children. *Gifted Child Quarterly*, 45(3), 205-215.
- Kleman, G. (2006). Using cartoons to investigate social and environmental issues. *Ethos*, 14(3), 9-19.
- Köksal Akyol, A. (2003). Drama ve dramanın önemi. *Türk Eğitim Bilimleri Dergisi*, 1(2), 179-192.
- Küçükahmet, L. (1998). *Öğretim ilke ve yöntemleri*. İstanbul: Alkım Yayınları.
- Küçükahmet, L. (2000). *Öğretimde planlama ve değerlendirme (13nd Ed.)*. Ankara: Nobel Yayın Dağıtım.
- Küçükturan, G., Öztürk, Ş., & Cihangir, S. (2000). Okulöncesi dönem 6 yaş grubu çocuklarına depremin oluşumu, deprem fay ve yer ilişkisinin analogi tekniği ile öğretimi. *IV. Fen Bilimleri Kongresi Bildirileri* (s. 91-96). Ankara: Milli Eğitim Basımevi.
- Maccario Kuruoğlu, N. (2002). Müzelerin eğitim ortamı olarak kullanımı. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 15(1), 275-286.
- Madsen, R. (1969). *Animated film concepts, methods, uses*. New York: Interlad Publishing Inc.

- Makagiansar, M. (1984). Museums for today and tomorrow. *A Cultural and Educational Mission Museum*, 36, 3-8.
- Mccall, A. L. (2004). Using poetry in social studies classes to teach about cultural diversity and social justice. *The Social Studies*, 95(4), 172-176.
- McCloud, S. (1994). *Understanding comics the invisible art*. New York: Kitchen Sink Press.
- Oğuz, M. Ö. (2004). Destan tanımı ve eski Türk destanları. *Milli Folklor*, 16(62), 5-7.
- Oral , T. (2004). Karikatür ve popüler kültür soruşturması. *Bilim ve Aklın Aydınlığında Eğitim Dergisi*, 57-279.
- Önder , A. (1999). *Yaparak öğrenme için eğitici drama, kuramsal temellerle uygulama teknikleri ve örnekleri*. İstanbul: Epsilon Yayıncılık.
- Örs, F. (2007). Karikatür ve eğitim. *Bilim ve Aklın Aydınlığında Eğitim*, 84(7), 26-28.
- Özbalkan, M., & İrik, O. (2003). *Tarih ülkesi Aydın yerel tarih araştırmaları rehberi*. İstanbul: Aytay Yayınları .
- Öztürk , A. (2006). Öğretmen yetiştirmede yaratıcı drama yöntemiyle işlenecek tiyatro dersinin öğretmen adaylarındaki sözel iletişim becerilerine etkileri. In H. Ö. Adıgüzel (Ed.), *Yaratıcı drama yazıları* (pp. 1985-1988). Ankara: Natürel Yayıncılık.
- Paivio, A. (1969). Mental imagery in associative learning and memory. *Psychological Review*(76), 241-263.
- Pehlivan, H. (2014). *Oyun ve öğrenme*. Ankara: Anı Yayıncılık.
- Pezdek , K., & Stevens, E. (1984). Children's memory for auditory and visual information on television. *Developmental Psychology*, 20, 212-218.
- Pino, N. W., Brunson, R. K., & Stewart, E. A. (2009). Using movies to illustrate ethical dilemmas in undergraduate criminal justice classes. *Journal of Criminal Justice Education*, 20(2), 194-202.
- Rogers, A. (1977). *Approaches to local history*. New York: Longman.
- Rowe, E. A. (1993). Generic hybrids: Norwegian family sagas and Icelandic mytic-heroic sagas. *Scandinavian Studies*, 65(4), 539-554.
- Saban, A. (2008). ilköğretim I.kademe öğretmen ve öğrencilerinin bilgi kavramına ilişkin sahip oldukları zihinsel imgeler. *ilköğretim Online*, 7(2), 421-455.
- Sağlam, T. (1997). Eğitimde drama. *VI. Uluslararası Eğitimde Drama Semineri, Drama Maske Müzwe* (pp. 33-35). Ankara: Çağdaş Drama Derneği.
- Sakarneh , M., & Nair, N. A. (2014). Effective teaching in inclusive classroom. *Literature Review*, 5(24), 25-34.
- Sarı, Ç. S. (2011). Çocuk, oyun ve öğrenme. *eğitim Bir-Sen Dergisi*, 7(20), 21-25.
- Semerci, Ç. (2007). "Program geliştirme" kavramına ilişkin metaforlarla yeni ilköğretim programlarına farklı bir bakış. *Çukurova Üniversitesi Sosyal Bilimler Dergisi*, 31(1), 139-154.

- Sevinç, Y. S. (2021). *Öğretmenlerin öğrenme-öğretme stratejilerinin ve etkili öğretim stratejilerinin öğrencilerin inovatif düşünme becerilerini yordama gücü* (Unpublished doctoral dissertation). Balıkesir Üniversitesi, Sosyal Bilimler Enstitüsü, Balıkesir.
- Smith, C. D. (1991). *Mass communication*. Indiana : Edinfo, Indiana University.
- Sönmez, V. (2008). *Öğretim ilke ve yöntemleri*. Ankara : Anı Yayıncılık.
- Stavy, R. (1991). Using analogy to overcome misconception about conservation of matter. *Journal of Research in Science Teaching*, 28(4), 305-313.
- Sternberg, S. (1989). *The art of participation: Museum education history, theory and practice*. (N. Berry, & S. Mayer, Ed.) Virginia: Reston.
- Şimşek, T. (2007). *Çocuk edebiyatı*. Konya : Suna Yayınları.
- Tabak, G. (2013). *Yabancılara Türkçe öğretiminde benzetim (simülasyon) tekniğinin kullanımı* (Unpublished master's thesis). Erciyes University, Turkey.
- Tekdal, M. (2002). Etkileşimli fizik simülasyonlarının geliştirilmesi ve etkin kullanılması. V. *Ulusal Fen bilimleri ve Matematik Eğitimi Kongresi*. Ankara: ODTÜ.
- Thompson, P. (1999). *Geçmişin sesi sözlü tarih*. (Trans. Ed. Ş. Layıkel) İstanbul: Tarih Vakfı Yurt Yayınları.
- Topkaya, Y. (2014). *Vatandaşlık ve demokrasi eğitimi dersinde eğitici çizgi roman kullanımının bilişsel ve duyuşsal öğrenmelere etkisi* (Unpublished doctoral dissertation). Atatürk University, Turkey.
- Toroğlu , A., & İçingür, Y. (2007). Üç boyutlu bir animasyon sisteminin tasarımı ve teknoloji eğitiminde kullanılması. *Politeknik Dergisi*, 10(3), 247-252.
- Tuncer, N. (1993). *Çizgi roman ve çocuk*. (1nd Ed.). İstanbul: Çocuk Vakfı Yayınları .
- Tunç Şahin, C. (2011). Yerel tarih uygulamalarının başarıya ve öğrenci ürünlerine etkisi. *Uluslararası Sosyal Araştırmalar Dergisi*, 4(16), 453-462.
- Turan , R., & Ulusoy, K. (2013). Sosyal bilgilerde tarihin yeri ve önemi. In R. Turan, & K. Ulusoy (Eds.), *Sosyal bilgilerin temelleri*. Ankara: Pegem Akademi.
- Uslu , A. (tarih yok). Karikatür sanatı ve karikatür ürünleri. *Denizli Sempozyum Metinleri*. Denizli.
- Vardell, S. M. (1998). Poetry for social studies: Poems, standarts and strategies. *Social Education*, 67(4), 206-211.
- Williams, N. (1995). The comic book as course book: Why and how. *Paper presented at Annual Meeting of the Teachers of English to Speakers of Other Languages*. CA.
- Willy, M. (1963). *English diarists: Evelyn and pepys*. London: Longmans, Green.
- Witkin, M. (1994). A defense of using pop media in the middle-school classroom. *The English Journal*, 83(1), 30-33.
- Yaşar, Ş., & Gültekin , M. (2007). *Anlamli öğrenme için etkili öğretim stratejileri*. Ankara : Pegem A Yayıncılık.

Yavuzer, H. (2003). *Çocuk psikolojisi* (25nd. Ed.). İstanbul: Remzi.

### **To Cite This Chapter:**

Topkaya, Y. & Temur, S. (2022). Effective teaching practices in social studies. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 127-144). ISTES Organization.

### ABOUT THE AUTHORS



**Assoc. Prof. Dr. Yavuz Topkaya**

ORCID ID: 0000-0001-9722-1114

[topkayay@gmail.com](mailto:topkayay@gmail.com)

*Hatay Mustafa Kemal University*

Born in 1980, the author completed his primary, secondary and high school education in Dörtyol district center of Hatay province. He received his undergraduate degree from Niğde University Faculty of Education, Social Studies Education USA in 2004, and his master's degree from the same university in 2011. The author started his career in 2009 by winning the Research Assistant exam held by Artvin Coruh University Faculty of Education. The author, who started his doctorate education at Atatürk University Institute of Educational Sciences in 2011, completed this education in 2014 and received his Doctor of Science degree. He continues to work as a faculty member at Artvin Coruh University Education Faculty between 2009-2014, at Kilis 7 Aralık University Muallim Rıfat Education Faculty between 2014-2018 and since 2018 at Hatay Mustafa Kemal University.



**Süleyman Temur**

ORCID ID: 0000-0002-5203-6553

[temursuleyman19@gmail.com](mailto:temursuleyman19@gmail.com)

*Graduate Student, Hatay Mustafa Kemal University*

Born in 1993, the author completed his primary, secondary and high school education in Iskenderun district center of Hatay province. He graduated from Karadeniz Technical University, Faculty of Education, Social Studies Education. The author is currently doing her master's degree on Social Studies Education at the Social Sciences Institute of Hatay Mustafa Kemal University. The author is currently working as the Deputy Director in Mardin Kızıltepe district.

# SAMPLE ACTIVITIES IN SOCIAL STUDIES TEACHING

Muzaffer Çatak

## 1. Introduction

The aim of the teachers is not just to give students the desired behaviors or to improve them in one or more ways. Teachers should get to know the students in the classroom and see each student as a whole. Teachers should care about basic elements such as students' interests, wishes, needs and concerns about the future. In the social studies course, teachers can prepare quality activities by considering these basic elements.

While preparing the activities, the following items should be considered:

- informing students about the activities to be held for the first time
- to be up to date
- students' cognitive, affective and psychomotor characteristics, interests and wishes.
- to be economical
- to be interesting
- to have fun
- to create cooperation
- to provide students with knowledge, skills and values
- to be eligible for gains
- efficient use of time
- activate all students
- whether it is necessary for students to make preliminary preparations or not
- creation of activities of different nature
- the materials to be used are suitable for the gains
- it will not harm the physical and mental health of the students

Since the activities help students socialize; it can make important contributions to the social development of introverted students. Activities that can encourage students to actively participate in the lesson will also help children gain encouragement and self-confidence. As activities make students active, they activate student motivations. In general, students' ages and motivation levels are directly proportional. Social studies teachers should pay attention to this ratio. As students get younger, the number and variety of activities should be increased. Because, besides the contributions mentioned above, the activities basically reduce the boringness of the lesson and make the lesson more fun and enjoyable. These will support the learning standards of the students.

### 2. Social Studies Activities for the Classroom

#### 2.1. 21<sup>st</sup> Century Skills (Knowledge, Media and Technology Skills) Based Activity

Activity Name: Black Box

Unit: Science Technology and Society

Grade: 5<sup>th</sup>

Duration: 40'

Learning Standards: Question the accuracy and reliability of the information they reach in the virtual environment.

**Skills:** Information Literacy, Media Literacy, Information and Communication Technology (ICT) Literacy

Implementation of the Activity:

The teacher shares the following information by stating that he obtained the following information from an internet address.

*The color of the black box placed on the planes to investigate the causes of plane crashes is black. Because black boxes are steel and titanium coated, they are fire resistant and waterproof. Even if the planes hit the ground at a speed of 1500 km/h, the black boxes are not damaged \*.* (Şahin, 2018, p. 101)

The teacher states that he doubts the accuracy and reliability of the information he reads, and that it should be researched from various sources in order to question the accuracy and reliability of this information, and he asks students for help in this regard.

The teacher divides the students into four groups in a heterogeneous way and assigns them homework. The first group researches the general technological features of the black box, the second group makes a model of the black box (in a colorful way). The third and fourth group asks newspapers to gather information about the durability of black boxes by examining plane crashes.

Students present and display in class the data they have obtained under the guidance of the teacher. Students question the accuracy and reliability of the information obtained from the virtual environment by using information media, information and communication technologies literacy skills. The first group will give general information about the black box and will state that the black box is not black but orange. The group that prepared the material will show the 3D material of the black box and the color of this material to their other friends in a concrete way. Again, the first, third and fourth groups will *present and evaluate with their arguments that the collision of the aircraft at 1500 km/h will damage the black box, and even in accidents at normal speed, the black box is damaged. As a result of the evaluations, the students experience that the information or events that are ready are realized by questioning and using different skills.*

---

\*The quote for the activity has been changed.

### 2.2. Creative Drama Based Activity

**Activity Name:** No Waste!

**Unit:** Production, Distribution and Consumption

**Grade:** 4<sup>th</sup>

**Duration:** 40' + 40'

**Learning Standards:** Uses the resources around it without wasting it.

**Skills:** Collaboration, Problem Solving, Innovative Thinking, Environmental Literacy

**Implementation of the Activity:**

Students generally enjoy playing, role-playing, theater and improvisation. The person who will encourage and lead this should be a teacher. The teacher's involvement in the process will encourage the students and help the process to work more healthily. The teacher should plan the process in advance. While planning, basic elements such as space, time, content, motivation should be given importance.

The teacher asks the students to create a slogan about saving. Before the slogan content is created, the subject headings are determined by the class. The determined topics are written on the board. For example: Clothing, food, water, time, electricity, paper, money... Students are grouped according to their topics. They are given 20 minutes to create a slogan. In-group relocations are allowed during this period. The teacher encourages the slogans to be oriented towards problem solving and innovative thinking. Slogans are collected. Favorite slogans are written on the board. The teacher invites volunteer students who can revive the popular slogans or some slogans with the improvisation technique.

In order for the volunteer students to overcome their excitement and perform better, the preparation and warm-up phase should not be skipped. At this stage, students should be allowed to make bodily movements or play simple games accompanied by music. In the animation phase, the teacher reads the slogan, the students are given 2 minutes to think, and the students freely reveal their roles. After each role, the subject content is evaluated by the class. The evaluation phase can be done after the animation of each slogan or it can be done after the slogans. In the evaluation phase, especially innovative ideas should be given more importance. This importance will make creative drama more productive.

### 2.3. Argumentation Based Activity

**Activity Name:** Grows / Does Not Grow

**Unit:** Production, Distribution and Consumption

**Grade:** 5<sup>th</sup>

**Duration:** 40'+ 40'

**Learning Standards:** Analyzes the economic activities of the place of residence and its environment.

Relates geographical features with economic activities.

**Skills:** Using evidence, Collaboration, Research

Implementation of the Activity:

Teacher groups the students according to the form adapted to the Toulmin (1958) Model below. The first group will explore the Black Sea, the second group the Mediterranean, and the third group the Continental climate. Each group will research the growing conditions and conditions of the products in the form and associate them with the climate they are related to. The teacher asks students to find evidence supporting the claim and to support this evidence with bibliographies, photographs, and materials.

As an example, the first claim created according to the form is associated with the Black Sea Climate.

Claim:

ST1→ Tea needs the Black Sea climate for the realization of agriculture.

Data:

ST2→ According to our research, 65% of tea farming areas are located in Rize, 21% in Trabzon, 11% in Artvin, and 3% in Giresun and Ordu (Alikılıç, 2016). This data shows us that almost all of the tea grown in Turkey is produced in the Eastern Black Sea Region.

Warrant:

ST3→ While some parts of the Black Sea climate create suitable conditions for the cultivation of tea, it is seen that tea cultivation cannot be done in different parts of the same climate.

Backing:

ST4→ Photographs and images suitable for the content.

Qualifier:

ST5→ Tea does not grow in places where the Black Sea climate is observed, but it grows in places with 1000 to 1250 mm of precipitation and temperatures between 10 and 30 degrees Celsius (Web 1) The place that meets these conditions is the Eastern Black Sea Region.

Rebuttal:

ST6→ While it is thought that precipitation and temperature are suitable for tea production in the Eastern Black Sea Region, the future impact of global warming on tea production should also be considered.

Backing:

ST7→ Photographs and images suitable for the content.

After the students make the necessary explanation, the students who take the Mediterranean and Continental climate also participate in the Argumentation. Other products should be distinguished from each other by students and their accuracy should be evaluated by presenting arguments. In this way, an evaluation is made after each product. After the subject is finished, a general evaluation should be made. From the beginning to the end of the activity, the teacher

## **SAMPLE ACTIVITIES IN SOCIAL STUDIES TEACHING**

---

should encourage the students to cooperate with their groups. In addition, students' logical and scientific thinking should be supported.

## SAMPLE ACTIVITIES IN SOCIAL STUDIES TEACHING

	Claim			Data	Warrant	Backing	Qualifier	Rebuttal	Backing
	Continental Climate	Mediterranean Climate	Blacksea Climate						
Products	Grows / Doesn't Grow	Grows / Doesn't Grow	Grows / Doesn't Grow						
Tea									
Olives									
Cotton									
Tobacco									
Potatoes									
Wheat									
Rice									
Hazelnut									

### 2.4. Speaking Circles Based Activity

**Activity Name:** A Story

Unit: Global Connections

Grade: 7<sup>th</sup>

Duration: 40'

Learning Standards: Question stereotypes and prejudices about various cultures.

**Skills:** Recognizing Stereotypes and Prejudices, Empathy, Collaboration and Problem Solving

Implementation of the Activity:

By noticing the stereotypes and prejudices of the students; are asked to evaluate their own thoughts and feelings through empathy. When students evaluate their feelings and thoughts, it is ensured that they see the differences of others and perceive that they should respect these differences. Problem solving skills are also gained to combat stereotypes and prejudices. The teacher presents the following story to the students on the smart board.

*“As soon as the old couple, dressed in rough, pale, worn clothes, got off the train to Boston and shyly walked into the rector's office, he jumped out of the secretary's desk and cut them off... Well, what would such obscure country folks be doing at a university like Harvard?”*

*The man said slowly that they wanted to see the rector. That was impossible. The Rector didn't have a second to spare for them that day. He murmured, “We'll wait” ... They would get bored after a while anyway .. The secretary returned to his desk without making a sound .. Hours passed, the old couple did not give up .. Finally, the secretary, unable to stand it, got up. He tried to persuade the rector by saying, “If you only meet for a few minutes, they have no way to go”. Apparently there was no solution.*

*The young rector reluctantly opened the door. The picture that the secretary told confused him. He already hated the countrymen, the rough peasants. To dare to come into the office of a man like him, would that be? His face was sullen, his nerves tensed.*

*The old woman immediately began to speak. They had lost their son, who was studying at Harvard, in an accident a year earlier. His sons were so happy here that they wanted to erect a monument in his memory somewhere within the boundaries of the school.*

*The Rector was enraged rather than moved by this touching story. “Madame,” he said sternly, “if we were to erect a monument to everyone who went to Harvard and then died, this place would turn into a cemetery...”*

*“No, no,” exclaimed the old woman .. “It's not a monument... Maybe we can get Harvard built” “The building?” He repeated, “Do you know how much a building costs? The last episode we did alone made more than seven and a half million dollars...”*

*He thought he had ended the discussion. Now this old man could get rid of the senile .. The old woman silently turned to her husband: “Is this the money it takes to start university construction? Well, why don't we establish our own university, then?”*

*The Rector's face was a mess .. The old man nodded. Mr. and Mrs. Leland Stanford came out. To Eastern California, Palo They came to Alto. And for their son, whom Harvard no longer cared about, they founded the university that would make his name live forever.*

*STANFORD, one of the most important universities in America” (Web 2).*

The teacher poses questions about the story to make sure the students understand the story. A wide circle is then formed in the classroom. By choosing an object to indicate the speaking order, the students are allowed to speak voluntarily. The teacher, to students;

"How would you feel if you were in your mother's place?"

"How would you feel if you were in your father's place?"

“What would you do if you were in the place of the rector”

It asks questions such as “What would you do if you were the secretary?”

At the end of the process, the content is evaluated by taking into account what was spoken.

### **2.5. Problem- Based Learning Based Activity**

Activity Name: Migrations

Unit: People, Places and Environments

Grade: 7<sup>th</sup>

Duration: 40'

Learning Standards: Interprets the demographic characteristics of Turkey based on the factors affecting the distribution of the population in Turkey.

Discusses the causes and consequences of migration through case studies.

**Skills:** Problem solving, collaboration, using evidence, drawing and interpreting graphs, diagrams

Implementation of the Activity:

In the problem solving method of the teacher, first of all, the process should be determined. Since it will guide the students in this process, the problem statement related to the learning standards should be determined before starting the activity. The teacher should focus on real and current problems rather than an artificial problem. In the classroom, the teacher determines the problem statement in line with the students' opinions.

Problem statement:

Immigration affects the demographic structure of Turkey.

Recognizing the problem, determining the scope of the problem

Students define the concepts in the determined problem sentence. It reveals and interprets the scope of the subject by examining the problem based on the concepts. For example, students will examine the concepts of migration and demographic structure and obtain detailed information about the subject. As a result of this detailed information, students will realize that

## SAMPLE ACTIVITIES IN SOCIAL STUDIES TEACHING

migrations are divided into different sub-headings and they are also separated within themselves. In this way, students will determine the scope of migration types.

The teacher divides the students into groups according to the sub-headings or sub-problems determined.

Data collection and evaluation of data related to the problem

Student groups should collect data on related problems and sub-problems under teacher guidance. Thus, students will gain more detailed information about the problem and its scope and will evaluate it. Through these assessments, students will explore the fundamental dynamics of the problem.

Identifying workarounds associated with the problem

All student groups first present their solution proposals for their sub-problems in detail. They try to come up with new solutions by collaborating with other groups.

Identifying the workaround(s) associated with the problem

Student groups try to support their proposed solution proposals by using evidence and have the groups accept them. This method is completed with the problem solution proposal or suggestions accepted among the groups. If no solution can be found for problem solving, it is returned to the beginning for problem solving.

Evaluation

Additional evaluation is made according to the form below.

### Peer and Instructor Assessment of Briefs \*

	(5) completely / consistently	(4) mostly	(3) neutral	(2) lightly	(one) note at all	Unable to judge
<b>1 a.</b> How appropriate was the search strategy used to obtain information to address the learning issue ?						
<b>1b .</b> Comment on hw to improvethe search strategy						
<b>2a .</b> Considering how current , reliable and valid the resources were , hoe						

## SAMPLE ACTIVITIES IN SOCIAL STUDIES TEACHING

appropriate are the resourceused ?						
<b>2b</b> . Comments releting to the resources used .						
<b>2c</b> . What additional resources , if any , would be appropriate to find information on this topic ?						
<b>3</b> . how well did the brief address the learning issue from the case ?						
<b>4.</b> list the strengths of the brief in terms of the specific learning outcome to be collected ( ie ., critical thinking )						
<b>5.</b> list the weaknesses of the brief on these specific results						
<b>6</b> . Provide suggestion for improvement of the brief _						

\* (Blumberg , 2005, p. 96).

### 2.6. Model 5E Based Activity

Activity Name: Success

Unit: Production, Distribution and Consumption

Grade: 6<sup>th</sup>

Duration: 40' + 40'

Learning Standards: Collaboratively develops new ideas based on production, distribution and consumption.

Students are encouraged to produce new ideas by giving examples from the work of successful entrepreneurs who have developed new ideas in different fields.

Changing social interests and needs are researched and innovative ideas are developed to meet them.

**Skills:** Entrepreneurship, collaboration, innovation and research

Implementation of the Activity:

The stages of the model developed by Bybee (1997), the foundations of which were laid by Atkin and Karplus (1962), are given below.

#### 1- Engagement

In this part, the teacher wants to include a topical topic to motivate and engage students. He makes positive discrimination to female students because of the predominance of males in business ventures and presents an experienced business enterprise example to his students.

#### **Hatice Gulgun Akca**

*“After the closure of the company she worked for in 2002, she became unemployed. Chemical Engineer Hatice Gülğün Akça. One day, she goes into an aquarium shop to buy a gift for her nephew. She thinks that if the sand at the bottom of the aquarium is colored, it will attract more attention of children, and he starts working in the kitchen of her house with the raw materials she obtained from various companies, and as a result, she succeeds in painting the sands. However, when he goes to sell to the same aquarium, her colored sands are not in demand enough. Unyielding Ms. Hatice realizes the limitation in the color chart of those who produce marble countertops as a result of market research. While meeting with the leading companies in the sector, she receives 8 thousand tons of product orders from one of them. Doruk Kimya thus begins its corporate life. Today, it operates as a large company in the field of decoration and souvenirs with the production of colored painted stones, sands, sand and stones, colored glass, mother-of-pearl products, polished and processed garden stones, aquarium hard gels, oil lamp oils and many other products” (Web 3).*

The teacher, who creates prior knowledge, interest and curiosity in the students with the relevant example, goes to the second step.

### 2- Exploration

At this stage, the teacher asks the students to discover how Ms. Akça, who is successful in her business life, has achieved success. It asks students to research business lines according to their wishes and according to the new world conjuncture. Students are divided into groups according to the determined business lines. The teacher asks students to examine and form hypotheses in terms of knowledge, skills and values while discovering success and business lines.

### 3- Explanation

The teacher presented the information, ideas, hypotheses...etc. asks them to explain according to their business lines. Students in the group express their opinions together with their other friends. The teacher encourages the students who make explanations and tries to get new ideas. Where necessary, the teacher prepares the ground for students to discuss ideas.

### 4- Elaboration

The teacher appreciates and supports the collaborative research of the students and the new ideas and entrepreneurial spirit obtained as a result of this research. The teacher realizes that the students do not specifically mention the renewable energy business lines, which increase the energy need due to the energy crisis caused by the Ukrainian-Russian War. Regarding these business lines, the teacher wants to both develop students' innovative thinking skills and show that there are different alternative ways.

### 5- Evaluation

Especially at this stage, the teacher encourages students to realize their innovative thinking and entrepreneurship skills and to evaluate their abilities in this field. The teacher can provide this encouragement by asking the students to draw pictures related to the line of business they want.

## 2.7. Project-Based Learning Activity

Activity Name: Our Values

Unit: Global Connections

Grade: 4, 5, 6, 7<sup>th</sup>

Duration: 40' + 40' + 40' + 40'

Learning Standards: She/he notices the deficiencies in her/his personal values and seeks solutions to them.

**Skills:** Problem solving, collaboration and research

Implementation of the Activity:

The teacher wants to contribute to the values-related learning standards of the students. For this purpose, the teacher asks his students to evaluate themselves in terms of values and make self-criticism at home. The teacher performs the activity by using the stages of the project-based learning approach developed by Korkmaz and Kaptan (2001).

1. Identifying the topic and subtopics, organizing the groups within themselves

## SAMPLE ACTIVITIES IN SOCIAL STUDIES TEACHING

The teacher evaluates the homework given to the students in the classroom with the students. As a result of the evaluation, it was determined that the students generally had problems with the values of responsibility, modesty, hospitality and savings. Related to this, the students' personal problems are written on the board under the guidance of the teacher. These are specified below.

- 1- Using the money he received from his family for his wishes rather than his needs.
- 2- Not liking the guest coming home
- 3- Failing to fulfill responsibilities at home
- 4- Being inclined to conspicuous consumption on social media

The teacher divides the students into groups according to these four problems.

### 2. Groups create project plans

Group members help develop a joint project. Students benefit from this joint project and develop ideas for individual solutions. For example, the first group is saving, the second is hospitality, the third is responsibility, and the fourth is humility. Group students choose the week in which they can apply the value or values determined above and plan collaboratively. In this process, the teacher guides the planning.

### 3. Implement the project

Puts their own lives, which students consider as a problem, into practice as a project within the scope of planning. While doing this, he can ask for help from his group friends.

### 4. Planning the presentation

Students prepare the presentation plan for the implementation of the projects they have realized for their own lives problems related to values. He plans his presentation in a way that will impress his friends and teacher by collecting images, videos and data about the process.

### 5. Making the presentation

The presentation is made in a pre-planned manner, place, and time.

### 6. Evaluation

The project is evaluated by the class and the relevant feedbacks are evaluated.

### Criteria for assessing PBL\*

<b>Criteria</b>	<b>Percentages (%)</b>
presenting the idea and writing a literature review	10
explaining the block diagram and the system structure and operation	5

## SAMPLE ACTIVITIES IN SOCIAL STUDIES TEACHING

designing and constructing the PLC's ladder diagram and explaining the methods the ladder diagram controls system	30
Performing a simulation , finding bugs and suggesting improvements	10
technical creation and construction , sub-systems	15
conclusions and writing the final portfolio	15
presenting the project	15
sum	100

\* (Doppelt, 2003, p. 261).

### **3. Conclusion**

When the literature is examined, it is seen that there are many activities. The existence of a large number and variety of activities does not mean that all activities are suitable for every lesson. The activities determined above have been prepared by taking into account the wishes of social studies teachers. While the activities are being implemented, attention should be paid to elements such as the classroom environment, materials, learning standards and readiness of the students. In addition, the implementation time of the activities can change according to the content of the subject, interest and desire of the student, and there is no certain standard. In planning the activities, it should be taken into account that the number of students will directly affect the duration and quality of the course.

### REFERENCES

- Alikılıç, D. (2016). Çay'ın Karadeniz bölgesi için önemi ve tarihi seyri. *Karadeniz İncelemeleri Dergisi*, 11(21), 269-280.
- Atkin, J. M., & Karplus, R. (1962). Discovery or invention? *The Science Teacher*, 29(5), 45-47.
- Blumberg, P. (2005). Assessing students during the problem- based learning (PBL) process. *Journal of the International Association of Medical Science Educators*, 15(2), 92-99.
- Bybee, R.W. (1997). *Improving instruction of to achieve scientific literacy: From purposes to practice*: Portsmouth, NH: Heinemann.
- Doppelt, Y. (2003). Implementation and assessment of project-based learning in a flexible environment. *International Journal of Technology and Design Education*, 13(3), 255-272.
- Korkmaz, H., & Kaptan, F. (2001). Project-based learning approach in science education. *Hacettepe University Faculty of Education*, 20, 193-200.
- Şahin, E. (2018). *Secondary school and imam hatip secondary school social studies 5 textbooks*. Ministry of National Education, Anadol.
- Toulmin, S. (1958). *The uses of arguments*. Cambridge, UK: Cambridge University.
- Web 1 (<http://www.tarimsletme.net/icerik-776-cay-yetistiriciligi.html> )
- Web 2 (<https://bekirhoca.com/kisa-hikayeler/bir-oyku/> )
- Web 3 (<https://blog.adgager.com/ilham-veren-kadinlar/>).

### To Cite This Chapter:

Çatak, M. (2022). Sample activities in social studies teaching. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 147-161). ISTES Organization.

**ABOUT THE AUTHORS**



**Assoc. Prof. Dr. Muzaffer Çatak**

ORCID ID: 0000-0002-7059-7979

[mucaffer@hotmail.com](mailto:mucaffer@hotmail.com)

*Siirt University*

Muzaffer Çatak is currently an associate professor at Siirt University, Turkey. His areas of interest are social studies teaching, and values education.

# THINKING ABOUT ASSESSMENT IN SOCIAL STUDIES

Vural Tünkler

*If students learned what they were taught, then assessment would be unnecessary... (Black & Wiliam, 2018, p. 570)*

## 1. Introduction

Formal and informal assessment of learning has existed for centuries, from the first civil service exams for admission to public office in China, or public presentations by Aristotle's students to assessments at admission to vocational lodges (Earl, 2013). Till the end of the 1980s, it was widely accepted that classroom assessments could support, but also restrict student learning. In the 1990s, the role of assessment in improving learning outcomes became a subject of interest upon the attention of considering assessment as an integral part of teaching (Wiliam, 2011). Despite the differing perspectives on evaluation, it can be said that evaluation, which has a great potential to improve teaching and learning (Earl, 2013), will maintain its importance in the future as in the past and today. Evaluation generally serves the roles of supporting learning, certifying individuals' achievement and potential, and evaluating the quality of educational institutions or programs (Wiliam & Thompson, 2008, p. 8).

## 2. Classroom Assessment for Learning

The idea that assessment can support learning is not new (Wiliam, 2011, p 13). Undoubtedly, those who attempt to transfer ideas, skills, and practices to others have considered that the success of these attempts cannot be guaranteed, and that effective teaching requires evaluation and regulation (Wiliam, 2011). Ultimately, what you test is what you get! (Newmann, 1997, p. 366).

Assessment is not an isolated part of curriculum and instruction (Pellegrino, Chudowsky, & Glaser, 2001). Rather, it is the process of acquiring information to make educational decisions about students, schools, curricula, programs, and educational policies (Nitko & Brookhart, 2014). Evaluation, which frames learning, creates learning activities, and directs learning behavior (Gibbs, 2006), produces data that enables reasonable inferences about students' progress and what they know (Pellegrino et al., 2001). These data have a critical impact on the quality of the information provided to teachers and students in terms of supporting instructional decisions and meaningful learning (Shute & Becker, 2010).

Students are strategic; they spend their time and focus their attention on what is to be assessed and through what they will get good grades (Gibbs, 2006). Based on their experience, students make various academic decisions about whether they will be successful in terms of assessment outcomes, whether learning is worthy of the commitment required to achieve it, whether they need to trust themselves and their teachers, and whether they will take the risk of investing in the school experience (Stiggins & Chappuis, 2005). With the awareness that assessment has a greater impact on learning than teaching (Gibbs, 2006), the vital decisions of successful teachers about what to teach, how to teach, and how to evaluate student achievement are fed by high-quality assessments (Nitko & Brookhart, 2014).

When desired to understand what students know, classroom assessment is not the tip of the iceberg, but the bigger part of it (Brookhart & Durkin, 2003). When classroom assessment is mentioned, the first thing that comes to mind is the midterm or final exam made by the teacher for the purpose of assigning a general grade (Pellegrino et al., 2001). But classroom assessment is much more than that. It improves teachers' judgments about students by providing reasoned evidence about student learning, such as diagnosing student strengths and weaknesses, monitoring student progress towards meeting desired proficiency levels, grading, and providing feedback to parents (McMillan, 2013, p. 4).

Large-scale assessments, including national and international assessments, are used to evaluate curricula and to determine expectations for individual student learning (minimum conditions for transitioning to a higher grade or graduating from a program) (Pellegrino et al., 2001). According to Brookhart and Durkin (2003), the most important part is classroom assessment, although large-scale assessments are better funded and higher profile compared to classroom assessment. Understanding the dynamics of classroom assessment is crucial to improving education and understanding the things in classrooms about learning (Brookhart & Durkin, 2003). Classroom assessment consists of structured techniques such as tests, worksheets, self-assessment, portfolios, and reports, as well as informal techniques including observation and students' spontaneous questions (McMillan, 2013), and dialogues between students (Pellegrino et al., 2001).

The first assessment activity faced by students who experience various assessments throughout the school year is the daily classroom assessments (Schneider, Egan, & Julian, 2013). These assessments, which are used to measure student knowledge and understanding towards learning goals determined by the teacher, offer great opportunities to provide "diagnostic" information about what students can and cannot do (Schneider et al., 2013). So, how will students be positioned in classroom assessment? Students, who have a great responsibility in making classroom assessments effective, use their assessment information to achieve their learning goals. Students, who make formative assessments of their own learning, can manage their progress and the motivation to learn (Pellegrino et al., 2001). When students are involved in the assessment process, they can play a role in determining the criteria by which their work will be evaluated and can identify strengths and weaknesses by monitoring their own achievement levels (Stiggins & Chappuis, 2005). In short, classroom assessment includes the purpose of the assessment, teacher expectation, student motivation, and the quality of the classroom (Xu, 2013, p. 437).

### **3. Formative vs. Summative Assessment**

It is unrealistic to expect students to always learn what they are taught, so processes through which they uncover and interpret evidence should be developed to make inferences about what students learned (Black & Wiliam, 2018). In accordance with the principle that good assessment leads to good instructional, assessment and instructional planning should be considered as two sides of the same coin, and the process should be carried out together (Nitko & Brookhart, 2014). Classroom assessment is an important component of effective teaching as well as a driving force for learning and motivation (McMillan, 2013).

Some purposes of classroom assessment are formative (e.g., monitoring progress in a subject to support student learning), while others are summative (e.g., confirming success at the end of a subject) (Andrade & Brookhart, 2020). Since the 2000s, the most researched domain of classroom assessment has been formative assessment (McMillan, 2013). Formative assessment (also known as assessment for learning) is a support mechanism for the integration of teaching, learning, and assessment into the curriculum. In broader terms, it provides a chance for the teacher to discover the effectiveness of the learning activities and encourages more learning (Bell & Cowie, 2002). It also provides teachers with information about where students have difficulties and where to focus their teaching efforts (Nicol & Macfarlane-Dick, 2004). On the other hand, it enables students to reflect on their own learning, see evaluations of others, and do their evaluations (Bell & Cowie, 2002).

Formative assessment helps to learn by producing useful feedback information for both students and teachers (Nicol & Macfarlane-Dick, 2004). Feedback is closely related to teaching and learning (Ruiz-Primo & Li, 2013) as it provides basic data on how a student performs on a particular standard or goal (Nicol & Milligan, 2006). Feedback, guiding students on what to do to improve their learning, is vital in correcting student mistakes or helping them see their own mistakes before moving on to a new topic (Nitko & Brookhart, 2014). As it can be understood, feedback is not solely a task of teachers, students use feedback as well (Nicol, & Macfarlane-Dick, 2004; Ruiz-Primo & Li, 2013). Feedback, which has positive or negative effects on students' motivational beliefs and self-esteem (Nicol & Macfarlane-Dick, 2004), helps the development of self-regulation skills in learning (Nicol & Milligan, 2006).

Although the focus of formative assessment is feedback rather than grades, there are also points where the teacher looks for evidence of student learning to be graded (Tomlinson & Moon, 2013). Summative assessments that present such evidence (Tomlinson & Moon, 2013) are widely used in schools (Shute & Becker, 2010). The extent to which students acquire the knowledge, understanding, and skills required for the targeted learning unit/section is the area of interest of summative assessments (Tomlinson & Moon, 2013). These assessments, whose primary purpose is to give a quantitative grade and to make a judgment about a student's achievement in a particular field, are usually held at the end of the school year or before some important dates (e.g., college entrance) or after (e.g., grading period). (Shute & Becker, 2010). Shute and Becker (2010, p. 8), expressed the benefits of summative assessments as follows:

- (i) it allows for comparing learner performances across diverse populations on clearly defined educational objectives and standards;
- (ii) it provides reliable data (e.g., scores) that can be used for accountability purposes at various levels (e.g., classroom, school, district, state, and national) and for various stakeholders (e.g., learners, teachers, and administrators); and
- (iii) it can inform educational policy (e.g., curriculum or funding decisions).

Any assessment, whether formative or summative, is a tool to gather evidence about student learning. The formative or summative aims of assessment are so intertwined that they should be mutually supportive rather than contradictory. Indeed, the potential for formative assessment to improve learning will not be realized without summative assessment—the same is true for

## THINKING ABOUT ASSESSMENT IN SOCIAL STUDIES

the other (Black, 2013). It is useful to examine Table 1 as knowing the characteristics of these two assessments will contribute to understanding their nature.

**Table 1.** Characteristics of formative and summative assessments (Dixson & Worrell, 2016, p. 154)

Characteristic	Formative Assessment	Summative Assessment
Purpose	To improve teaching and learning	Evaluation of learning outcomes
	To diagnose student difficulties	Placement, promotion decisions
Formality	Usually informal	Usually formal
Timing of administration	Ongoing, before and during instruction	Cumulative, after instruction
Developers	Classroom teachers to test publishers	Classroom teachers to test publishers
Level of stakes	Low-stakes	High-stakes
Psychometric rigor	Low to high	Moderate to High
Types of questions asked	What is working	Does student understand the material
	What needs to be improved	Is the student prepared for next level of activity
	How can it be improved	
Examples	Observations	Projects
	Homework	Performance assessments
	Question and answer sessions	Portfolios
	Self-evaluations	Papers
	Reflections on performance	In-class examinations
	Curriculum-based measures	State and national tests

### 4. E-Assessment: A Case of Social Studies Course

Learning and success are important goals in primary education classes (Cizek, 1997). Assessment for learning is vital in the social studies course (Mathison & Fragnoli, 2006), which is a key component of the primary school curriculum (National Council for Social Studies [NCSS], 2017). As a result of the educators' focus on assessment in the social studies course which provides children with problem-solving and decision-making skills, as well as the skills to evaluate problems and make meaningful value judgments (NCSS, 2017), a trend toward authentic assessments reflecting the social studies discipline has been observed (Mathison & Fragnoli, 2006; Torrez & Claunch-Lebsack, 2013).

Alleman and Brophy (1997) stated that understanding, appreciation, and life application should be emphasized when planning social studies instruction. According to them, understanding corresponds to the activity of students seeing the elements in the content network and the connections between these elements and explaining the content in their own words, while appreciation means that students value learning and goals of life application mean that what is learned is used in other contexts when needed. Here, the attempt to extend assessment beyond the traditional paper-pencil test to encourage students' life practices is termed authentic assessment (Alleman & Brophy, 1997).

Authentic assessment is a new assessment approach that requires students to use combinations of knowledge, skills, and attitudes in their real lives (Gulikers, Bastiaens, & Kirschner, 2004). Since authentic assessment tasks require students to apply their previous knowledge to new situations, they are based on internalizing what has been learned rather than memorizing them (Brooks & Brooks, 1999). Students gain an understanding of the tasks (real-life situations) needed to be performed, and they evaluate their efforts according to acceptable performance criteria (Morris, 2001). While multiple-choice and true-false tests may sometimes be appropriate for authentic assessments in line with all curriculum objectives, other times checklists (for observation and self-assessment purposes), reflective diaries, and portfolios of various student work are needed along with observational measures for discussions (Alleman, 2012). In social studies courses where authentic assessment procedures are followed, the products in which students demonstrate their knowledge and skills related to a certain subject are evaluated, and the direction of development is tried to be predicted (Morris, 2001).

Authentic assessment serves directly to examine students' performance on valuable tasks that can help them rehearse for complex and challenging life problems that they may encounter in the future (Wiggins, 1990). In this assessment, designed to provide a real learning experience, students conduct social studies research in real-world contexts, write articles/essays, read, and interpret literature, rather than take multiple-choice exams (Darling-Hammond, Einbender, Frelow, & Ley-King, 1993). These examples of assessment are sometimes so firmly embedded in the curriculum that they are difficult to separate from instruction. Examples include performance tasks, exhibitions, portfolios, and problem-based inquiries (Darling-Hammond et al., 1993; Darling-Hammond & Snyder, 2000).

With the development of technology and e-learning systems, the idea of evaluating students in such a system is in high demand (Appiah & van Tonder, 2018; Brink & Lautenbach, 2011). Indeed, it is natural to use technology to evaluate learning and process data for various

stakeholders (Farrell & Rushby, 2016). Considering the issue in terms of authentic evaluation, it seems likely that e-assessment will be an important part of the design (Nieminen, Bearman, & Ajjawi, 2022). Among the new possibilities provided by technology, situations such as evaluating students' problem-solving skills, clarifying the reactions or actions displayed during the problem-solving phase, modeling and simulating complex reasoning tasks support this (Pellegrino et al., 2001). E-assessment refers to the use of web-based technologies in the entire process, from designing evaluation tasks to storing and managing evaluation products (Mimirinis, 2019). Thanks to the assessment tasks transferred to digital environments, direct and immediate feedback is provided to the student, whose performance is increased, higher-order thinking is encouraged (Alruwais, Wills, & Wald, 2018), students are helped to be reflective learners (Whitelock, 2006), dialogue and student participation are facilitated, the assessment community is being developed and the evaluation process is managed efficiently (Mimirinis, 2019).

As mentioned above, problem-based activities are good tools for authentic assessment. Real-life scenarios are used in these activities. Scenarios can be presented in print or shared via web-based technologies in line with today's instructional needs. It is known that students enjoy learning thanks to the problem-based scenarios presented with technology (Gossman, Stewart, Jaspers, & Chapman, 2007). Scenarios (problems, case studies, small stories, etc.) that aim to connect students with real-life enable them to identify information about the problem under consideration and to diagnose how best to obtain such information (Abrandt Dahlgren & Öberg, 2001). Below is a sample of an authentic assessment activity designed on WebQuest within the scope of the social studies course. In the sample, water withdrawal due to climate change was exhibited in Lake Van, which is the largest soda lake in the world. Students are expected to find a solution by following a series of steps in this scenario. See Figure 1, 2, and 3 for more information.

Developed by Bernie Dodge (1997), WebQuest is an inquiry-oriented lesson format where most or all information students work on comes from the web. WebQuests, which are designed as short and long-term in order to use the student's time in the best way, consist of introduction, task, process, evaluation, and conclusion sections. This format, which is designed to support the collaborative participation of students in inquiry-based learning activities, allows students to focus on using information instead of repetition, to create their own understanding of the subject matter, and to use higher-order thinking skills (analysis, evaluation, and synthesis) effectively (Thaver, Heng, & Lim, 2003).

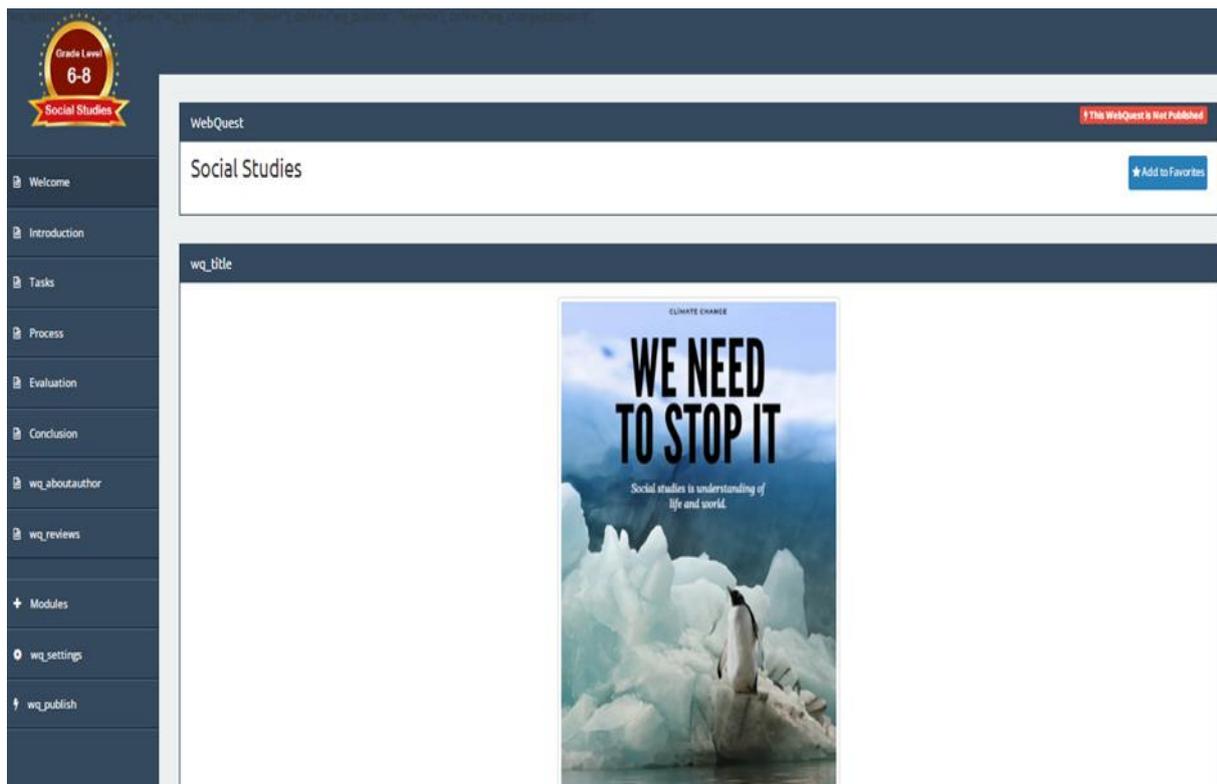


Figure 1. Climate change themed WebQuest

## THINKING ABOUT ASSESSMENT IN SOCIAL STUDIES

### Introduction



Change Picture

Hello! We need your help! We look for students who will find a solution to the problem in Lake Van.

Turkey's largest, the lake Van sits in the far eastern region of the country, near Iran. The lake has a striking blue color and is a tourist attraction, benefiting towns around its rim. However, in recent years it has faced many important problems. Due to global climate change, the withdrawal in Van Lake reaches dangerous levels.

Change Page Content

### Attachments



#### Web Link

- Van, Türkiye  
Description: Photo gallery

Add a File

Add a Link

### Tasks



Change Picture

I'm Aybuke. I live in a cute village on the coast of Lake Van. The tales around here are about this place that we call the "sea" but is actually a lake. Is it just this, no no... The migration of Chalcalburnus tarichi, (the only fish species that can live in salty-soda waters) in the lake to fresh waters to lay their eggs during the breeding season... Flamingos coming to stay in the summer and more... But the situation is now quite deplorable!

My father and mother say that as a result of the disaster called global climate change, drought has occurred due to the decrease in precipitation, the streams feeding the lake are drying up and the water level of Lake Van is decreasing day by day. Fish were also affected by the sudden change in water temperature in the lake, and intense fish deaths occurred with the shock experiment.

I don't want bad days to happen anymore... The days when the blue of the lake covers everything, the song of the birds caresses my ear and the fishes multiply... I want to collect good memories about the lake and share them in the future... In short, I want to protect my lake, but I am aware that I can't do this alone. I need your help more and more every day.

**Is there anything that you can do to help protect these habitats?** But first you have to learn about the lake's habitats, the streams that feed the lake, and how humans accelerated the drought.

As a team you will make a report to offer your point of view at this problem. Good luck in your research.

Change Page Content

### Attachments



#### File

- Lake Van  
Description: Withdrawal in Lake Van



#### Web Link

- Lake Van  
Description: Drought

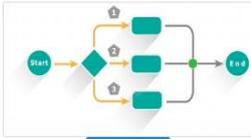


Figure 2: Continued

# THINKING ABOUT ASSESSMENT IN SOCIAL STUDIES

- Welcome
- Introduction
- Tasks
- Process
- Evaluation
- Conclusion
- wq\_aboutauthor
- wq\_reviews
- Modules
- wq\_settings
- wq\_publish
- Social Studies
- Welcome
- Introduction
- Tasks
- Process
- Evaluation
- Conclusion
- wq\_aboutauthor
- wq\_reviews
- Modules
- wq\_settings
- wq\_publish
- Welcome
- Introduction
- Tasks
- Process
- Evaluation
- Conclusion
- wq\_aboutauthor
- wq\_reviews
- Modules
- wq\_settings
- wq\_publish

Process



Change Picture

**Step 1: Learn about the climate of the Van!**  
*Today you are going to investigate the climate of the Van.*

1. When does it receive the most precipitation?
2. What is the total amount of precipitation compared to previous years?
3. What is the average temperature value for the last few years?

**Step 2: Learn how humans have changed the lake.**  
*Today you are going to explain how humans have changed life in the lake.*

Note: Make observations around the lake. Identify which wastes are the most. If there is any living thing damaged in the waste areas, view it. Interview people in the relevant settlements.

1. How can an wastes affect lake habitats?
2. Are streams used unconsciously? Or has the direction of the streams changed?

**3. Show the possible causes and sub-causes of the problem on the fishbone.**  
*Today you will present what you have learned with a diagram.*

**4. Create an original work with your solutions.**  
*Today you are going to apply what you have learned by making a poster.*

Present your solution proposals that you have brought to the problem situation with their justifications. Please, answer the questions below. Your answers will provide you with the basic elements you need to make your poster!

1. Some new things I learned about lake habitats are...because...
2. Humans change lake habitats when they...because...
3. I can help lake habitats stay healthy by...because...

This WebQuest is not Published

WebQuest

Social Studies Add to Favorites

Evaluation



Change Picture

**Evaluation Page Content:** In this section you should define exactly how the project will be graded, and rephrase exactly what will be required, and how much of the grade will be based on each attribute of the project. This section is not only a place to explain grading, but also a place to clarify the requirements of the project. The evaluation should be based in the principles of Rubrics to insure standardized evaluation for all students. Specific criteria must be outlined which the instructor will use as a guide in grading the project. Establishing grading guidelines insures against bias, and allows students to know the standards on which their work will be graded. Make sure to describe your evaluation method in the text box below and also use the online form to create your evaluation rubric located in the bottom of this page. Click on "Change Page Content" button below to start your Evaluation page.

Rubric

#	Quite appropriate	Appropriate	Partially	Not appropriate	wq_score
Have different sources been used for the problem situation?	Cat1Rate1	Cat1Rate2	Cat1Rate3	Cat1Rate4	Category1Score
Are possible causes of the problem shown in the diagram?	Cat2Rate1	Cat2Rate2	Cat2Rate3	Cat2Rate4	Category2Score
Have the suggested questions been answered?	Cat3Rate1	Cat3Rate2	Cat3Rate3	Cat3Rate4	Category3Score
Are the proposed solutions original?	Cat4Rate1	Cat4Rate2	Cat4Rate3	Cat4Rate4	Category4Score

Social Studies Add to Favorites

Conclusion



Change Picture

Congratulations!  
 You have successfully completed the assignment.

Do you hope that you will be able to protect this rich lakes of our unique country? If so, please be mindful of your water footprint!

Figure 3: Continued

### 5. Conclusion

Assessment provides a learning perspective from the past to the present by displaying information about the success levels of students (Heritage, 2013). The assessment evidence collected conveys a variety of messages to students, teachers, parents, schools, education policymakers, and practitioners (Hayward, 2015). Among the assessments that students experience throughout their school life, classroom assessments have the widest impact (Brookhart & Durkin, 2003). These assessments with the potential to improve teaching and learning are not limited to paper-and-pencil formats thanks to technological opportunities, they allow direct assessment of problem-solving skills by being transferred to the electronic environment (Pellegrino et al., 2001).

Social studies, seen as a way for students to understand the world they live in, should place assessment at the center of educational processes for well-planned instruction (Alleman & Brophy, 1997). In this social studies, where real-life problems are frequently employed, it is important to integrate e-assessment systems into the course for assessments compatible with authentic tasks and for immediate feedback that will contribute to improving performance *without delay*.

### REFERENCES

- Abrandt Dahlgren, M., & Öberg, G. (2001). Questioning to learn and learning to question: Structure and function of problem-based learning scenarios in environmental science education. *Higher Education, 41*(3), 263-282.
- Alleman, J. (2012). Authentic assessment in social studies. *HSSE Online, 1*(1), 7-26.
- Alleman, J., & Brophy, J. (1997). Elementary social studies: Instruments, activities, and standards. In G. D. Phye (Ed.), *Handbook of classroom assessment: Learning, achievement, and adjustment* (pp. 321-357). San Diego, CA: Academic Press.
- Alruwais, N., Wills, G., & Wald, M. (2018). Advantages and challenges of using e-assessment. *International Journal of Information and Education Technology, 8*(1), 34-37.
- Andrade, H. L., & Brookhart, S. M. (2020). Classroom assessment as the co-regulation of learning. *Assessment in Education: Principles, Policy & Practice, 27*(4), 350-372.
- Appiah, M., & van Tonder, F. (2018). E-assessment in higher education: A review. *International Journal of Business Management and Economic Research, 9*(6), 1454-1460.
- Bell, B., & Cowie, B. (2002). *Formative assessment and science education*. Dordrecht: Kluwer Academic Publishers.
- Black, P. (2013). Formative and summative aspects of assessment: Theoretical and research foundations in the context of pedagogy. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 167-178). Thousand Oaks, CA: SAGE Publications.
- Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: Principles, Policy & Practice, 25*(6), 551-575.
- Brink, R., & Lautenbach, G. (2011). Electronic assessment in higher education. *Educational Studies, 37*(5), 503-512.
- Brookhart, S. M., & Durkin, D. T. (2003). Classroom assessment, student motivation, and achievement in high school social studies classes. *Applied Measurement in Education, 16*(1), 27-54.
- Brooks, J. G., & Brooks M.G. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cizek, G. J. (1997). Learning, achievement, and assessment: Constructs at a crossroads. In G. D. Phye (Ed.), *Handbook of classroom assessment: Learning, achievement, and adjustment* (pp. 1-32). San Diego, CA: Academic Press.
- Darling-Hammond, L., Einbender, L., Frelow, F., & Ley-King, J. (1993). *Authentic assessment in practice: A collection of portfolios, performance tasks, exhibitions, and documentation*. New York, NY: National Center for Restructuring Education Schools, and Teaching.
- Darling-Hammond, L., & Snyder, J. (2000). Authentic assessment of teaching in context. *Teaching and Teacher Education, 16*(5-6), 523-545.

- Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory Into Practice*, 55(2), 153-159.
- Dodge, B. (1997). *Some thoughts about WebQuests*. Retrieved December 7, 2022, from [https://webquest.org/sdsu/about\\_webquests.html](https://webquest.org/sdsu/about_webquests.html)
- Earl, L. M. (2013). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.
- Farrell, T., & Rushby, N. (2016). Assessment and learning technologies: An overview. *British Journal of Educational Technology*, 47(1), 106-120.
- Gibbs, G. (2006). How assessment frames student learning. In C. Bryan & K. Clegg (Eds.), *Innovative assessment in higher education* (pp. 23-36). London: Routledge.
- Gossman, P., Stewart, T., Jaspers, M., & Chapman, B. (2007). Integrating web-delivered problem-based learning scenarios to the curriculum. *Active Learning in Higher Education*, 8(2), 139-153.
- Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment. *Educational Technology Research and Development*, 52(3), 67-86.
- Hayward, L. (2015). Assessment is learning: The preposition vanishes. *Assessment in Education: Principles, Policy & Practice*, 22(1), 27-43.
- Heritage, M. (2013). Gathering evidence of student understanding. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 179-195). Thousand Oaks, CA: SAGE Publications.
- Mathison, S., & Fragnoli, K. (2006). Struggling for good assessment in social studies education. In E. W. Ross (Ed.), *The social studies curriculum: Purposes, problems, and possibilities* (pp. 197-215). New York: State University of New York Press.
- McMillan, J. H. (2013). Why we need research on classroom assessment. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 3-16). Thousand Oaks, CA: SAGE Publications.
- Mimirinis, M. (2019). Qualitative differences in academics' conceptions of e-assessment. *Assessment & Evaluation in Higher Education*, 44(2), 233-248.
- Morris, R. V. (2001). Drama and authentic assessment in a social studies classroom. *The Social Studies*, 92(1), 41-44.
- National Council for the Social Studies (2017). Powerful, purposeful pedagogy in elementary school social studies: A position statement of the National Council for the Social Studies. *Social Education*, 81(3), 186-189.
- Newmann, F. M. (1997). Authentic assessment in social studies: Standards and examples. In G. D. Phye (Ed.), *Handbook of classroom assessment: Learning, achievement, and adjustment* (pp. 359-380). San Diego, CA: Academic Press.

- Nicol, D., & Macfarlane-Dick, D. (2004). Rethinking formative assessment in HE: A theoretical model and seven principles of good feedback practice. In C. Juwah et al. (Eds.), *Enhancing student learning through effective formative feedback (3-14)*. York: The Higher Education Academy. Retrieved November 28, 2022, from <https://www.advance-he.ac.uk/knowledge-hub/enhancing-student-learning-through-effective-formative-feedback>
- Nicol, D., & Milligan, C. (2006). Rethinking technology-supported assessment in terms of the seven principles of good feedback practice. In C. Bryan & K. Clegg (Eds.), *Innovative assessment in higher education* (pp. 64-77). London: Routledge.
- Nieminen, J. H., Bearman, M., & Ajjawi, R. (2022). Designing the digital in authentic assessment: Is it fit for purpose?. *Assessment & Evaluation in Higher Education*. Retrieved December 6, 2022, from <https://doi.org/10.1080/02602938.2022.2089627>
- Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students*. Harlow, Essex: Pearson Education.
- Pellegrino, J.W., Chudowsky, N., & Glaser, R. (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academics Press.
- Ruiz-Primo, M. A., & Li, M. (2013). Examining formative feedback in the classroom context: New research perspectives. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 215-232). Thousand Oaks, CA: SAGE Publications.
- Schneider, M. C., Egan, K. L., & Julian, M. W. (2013). Classroom assessment in the context of high-stakes testing. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 55-70). Thousand Oaks, CA: SAGE Publications.
- Shute, V. J., & Becker, B. J. (2010). Prelude: Assessment for the 21st century. In V. J. Shute & B. J. Becker (Eds.), *Innovative assessment for the 21st century* (pp. 1-11). Boston, MA: Springer.
- Stiggins, R., & Chappuis, J. (2005). Using student-involved classroom assessment to close achievement gaps. *Theory Into Practice*, 44(1), 11-18.
- Thaver, T., Heng, M. A., & Lim, L. (2003). Designing problem-based learning using the internet: WebQuest as an instructional tool. *Teaching and Learning*, 24(1), 27-36.
- Tomlinson, C. A., & Moon, T. R. (2013). Differentiation and classroom assessment. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 415-430). Thousand Oaks, CA: SAGE Publications.
- Torrez, C. A., & Claunch-Lebsack, E. A. (2013). Research on assessment in the social studies classroom. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 461-472). Thousand Oaks, CA: SAGE Publications.
- Whitelock, D. (2006). Electronic assessment: Marking, monitoring and mediating learning. *International Journal of Learning Technology*, 2(2-3), 264-276.

- Wiggins, G. (1990). *The case for authentic assessment*. Washington, DC: ERIC Clearinghouse on Tests, Measurement, and Evaluation.
- Wiliam, D. (2011). What is assessment for learning?. *Studies in Educational Evaluation*, 37(1), 3-14.
- Wiliam, D., & Thompson, M. (2008). Integrating assessment with instruction: What will it take to make it work?. In C. A. Dwyer (Ed.), *The future of assessment: Shaping teaching and learning* (pp. 53-82). Mahwah, NJ: Lawrence Erlbaum Associates.
- Xu, Y. (2013). Classroom assessment in special education. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 431-447). Thousand Oaks, CA: SAGE Publications.

### **To Cite This Chapter:**

- Tünkler, V. (2022). Thinking about assessment in social studies. In Ö. Akman & V. Tünkler (Eds.), *Social studies teaching 1*, (pp. 163-176). ISTES Organization.

### ABOUT THE AUTHORS



**Assoc. Prof. Dr. Vural Tünkler**

ORCID ID: 0000-0002-3536-968X

[vuraltunkler@sdu.edu.tr](mailto:vuraltunkler@sdu.edu.tr)

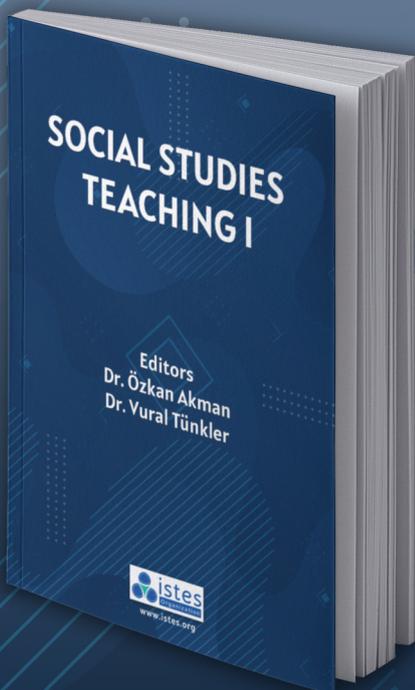
*Süleyman Demirel University*

Vural Tünkler is currently an Associate Professor Doctor in the Department of Social Studies Education, Süleyman Demirel University, Turkey. Her main research interests include student motivation in social studies, integration of Web 2.0 tools into social studies, and assessment in social studies.

Consisting of 10 chapters, the book titled "Social Studies Teaching I" was created by academicians who are experts in their field.

Starting with the importance of social studies, the book touches on issues related to motivation in social studies teaching, types of literacy related to social studies, technology and material design. In addition, 21 century learning and teaching technology issues were also addressed along with graph and table reading issues, which have an important place in social studies teaching. 21 century learning and teaching technology issues are also addressed.

This book will continue to be published as a series in the coming years.



[Twitter](#) [Facebook](#) [Instagram](#) /istesoffice

ISBN: 978-1-952092-43-5