

## PAPER DETAILS

TITLE: Democracy in Social Studies Curricula (2005-2018) from the Perspective of Teachers: A Qualitative Study

AUTHORS: Suat POLAT,Hatice GÜLER

PAGES: 156-180

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/1020469>

## Research Article

# Democracy in Social Studies Curricula (2005-2018) from the Perspective of Teachers: A Qualitative Study

Suat POLAT <sup>\*1</sup>  Hatice GÜLER <sup>2</sup> 

<sup>1</sup> Ağrı İbrahim Çeçen University, Faculty of Education, Ağrı, Turkey, [spolat@agri.edu.tr](mailto:spolat@agri.edu.tr)

<sup>2</sup> Ağrı İbrahim Çeçen University, Faculty of Education, Ağrı, Turkey, [haguler@agri.edu.tr](mailto:haguler@agri.edu.tr)


\* Corresponding Author: [spolat@agri.edu.tr](mailto:spolat@agri.edu.tr)

### Article Info

**Received:** 18 December 2019

**Accepted:** 6 February 2020

**Keywords:** Democracy, social studies, curriculum.

 10.18009/jcer.661105

**Publication Language:** English

### Abstract

The main purpose of this study is to examine the extent of the objectives, gains, learning areas, skills and values related to the subject of democracy in 2005 and 2018 Social Studies Curriculum. Basic qualitative research that is one of the qualitative researches was chosen in the study. The data source and study group of the research consisted of 2005-2018 Social Studies Curricula and 15 social studies teachers. Document analysis technique and semi-structured interview technique were used as data collection tools in the study. In the analysis of the data obtained as a result of document review in the study, descriptive analysis method based on deductive coding approach was used. In the analysis of the data obtained from the semi-structured interviews, content analysis method based on inductive coding approach was used. Some of the results obtained from the study are as follows: In both curricula, it was found that the objectives related to democracy were maintained in the same way. It was determined that the subjects related to democracy were included more heavily in the learning areas in the 2018 curriculum. In the 2005 curriculum, the gains related to democracy were included in the 5th grade the most and in the 4th grade the least. In the 2018 curriculum, the gains related to democracy were included in the 6th grade the most and in the 4th grade the least. Most of the skills in the 2005 curriculum are related with democracy. In 2018 curriculum, close to half of 27 skills is related with democracy again. More than half of values in the 2005 and 2018 curriculum are related with democracy. In addition, teachers' opinions about the curricula were presented in the study.



**To cite this article:** Polat, S. & Güler, H. (2020). Democracy in social studies curricula (2005-2018) from the perspective of teachers: a qualitative study. *Journal of Computer and Education Research*, 8 (15), 156-180. DOI: 10.18009/jcer.661105

## Introduction

Democracy is a life style, which is also defined as a form of government of countries (Tezcan, 1994; Gözütok, 1995). Therefore, people form their perception of democracy as a result of their experiences from an early age forward (Büyükkaragöz & Çivi, 1999).

There are some principles democracy is based on. These consist of equality, justice, freedom and respect for individuals (Büyükdüvenci, 1990). But the democratic consciousness was sometimes misunderstood, and democracy was considered as the ability to do

everything freely within the historical course. However, democracy is a fine line between our responsibilities and our freedoms. It is out of question to violate the rights of others (Köse, 2009). Democracy appeared when people made a request from other individuals and institutions or wanted to reveal their opinions (Gürkaynak, 1995).

The root of democracy dates back to the Ancient Greek period. In the middle ages, the great charter called Magna Carta, which imposed some restrictions on the powers and capabilities of the kingdom in England, became the most important step in creating a democratic environment and ensuring a constitutional order (Kuş & Çetin, 2014). In consequence of rapid changes and developments in science during the Renaissance period, the foundation of democracy was laid first in England, then in America and then in France (Kuzu, 1992; Heywood, 1999).

One of the most important events that resulted in the emergence of democracy in history occurred in the United States. The colonies which survived under the British imperialism revolted and published a declaration indicating that they wanted to be independent. The second important event that led to the emergence of democracy was the French Revolution. With the French Constitution accepted in 1791, all the citizens were considered equal before the law. The third event(s) that gave rise to the democracy was the First and Second World Wars in the 20th century. Those who came close following the war caused people to seek rights and justice and led to the creation of a democratic environment (Kuş & Çetin, 2014).

If we look at our own history, the first step taken about democracy was the Charter of Alliance signed in 1808, in the period of Mahmud II. With this document, activities related to the social orders were brought up. As a result, the Imperial Edict of Gulhane in 1839, the Ottoman Basic Law in 1876, the Second Constitutional Era in 1908, the acceptance of the first Constitution in 1921, the Proclamation of the Republic in 1923, the acceptance of the second Constitution in 1924, the adoption of the Civil Code and the acceptance of the Constitutions of 1961 and 1982 were the stages of the formation of a democratic state (Kuş & Çetin, 2014).

Democracy ensures the establishment of senses such as equality, justice, respect, love, rights, responsibilities and freedom between individuals in human life. These senses form an environment for the functioning of democracy in a society. Hence, democratic behaviors in well-functioning environments become habits via education (Şimşek, 2011). Education is the important factor to be gained democracy is the explanation of life style, to students.

The expectation from educational systems and primarily schools in democratic countries is the teaching and implementation of the concept of democracy. For this reason, it is necessary to consider how individuals comprehend democracy regardless of their races, genders and opinions in order to prepare a democratic educational program (Gökçe, 2005). Accordingly, the objectives, skills, values and achievements in the curricula of the courses given in educational institutions should be prepared in a way that students comprehend democracy in the best way (Aydemir & Aksoy, 2010).

As a result of the democracy education, individuals also become aware of their responsibilities against others while recognizing their own rights and freedoms. For this reason, the desire to live in a society dominated by democracy is under the main responsibility of education (Gözütok, 1995). Individuals who receive democracy education can be raised as individuals who can think and express their opinions freely, can exhibit respectful, honest and critical behaviors towards others, solve problems, research and respect (Büyükkaragöz, 1990; Karakütük, 2001; Gömleksiz & Çetintaş, 2011).

Democracy education in the Turkish education system was discussed in the National Education Council in 1949 for the first time. Tahsin Banguoğlu, the Minister of Education of the period, referred to democracy as a new idea and a new educational matter by saying "The administration of democracy is a new matter of discipline; it is the cost of a new idea." One of the principles mentioned in the Basic Law of National Education enacted in 1973 under the title "Basic Principles" of Education was democracy education. Within the scope of this principle, the significance of raising individuals who were free in their ideas and knowledge was specified in terms of the development of democracy and the competencies individuals would gain. Besides, it was emphasized that Atatürk's principles and reforms had an indispensable significance for democracy education, and raising individuals according to these principles and reforms was important. Considering the legislative operations on democracy in the Turkish Educational System, an attempt was made to turn the democracy culture into a lifestyle via "the MNE Democracy Education and School Council Directives" issued in 2004. These operations on democracy education specifically emphasized the significance of the school and teachers in democracy education. In this aspect, it was emphasized that the courses to be given were important (Okutan, 2010).

There are many courses in our educational system to provide the students with democracy education. One of these courses is Social Studies. This course is one of the most

significant disciplines included in educational programs to provide students with democratic habits and fully explain democracy (Şimşek, 2011).

Some of the objectives of Social Studies are as follows: "1. Help them become citizens who love their homeland and nation, know and use their rights, fulfill their responsibilities and have national consciousness as the citizens of the Republic of Turkey, 3. Know with all the reasons that the rules of law are binding for everyone and all the people and organizations are equal before the law, 15. Comprehend the historical courses of the concepts of human rights, national sovereignty, democracy, secularism and republic and their effects on today's Turkey, and regulate their living according to the democratic rules,"(Ministry of National Education [MoNE], 2018). In the curricula prepared on the basis of "General Objectives of the Turkish National Education" and "Basic Principles of the Turkish National Education", it is also aimed at raising individuals who have improved the competences they acquired in primary school, have adopted national and moral values, actively exercise their rights and fulfil their responsibilities. In line with this basic philosophy, it is among the crucial objectives to contribute to raising active and efficient individuals who are also useful for the country and humanity (MoNE, 2018). With the Social Studies curriculum, the aim is to provide the students with national-cultural values, universal, democratic and contemporary values. It is also among the significant objectives to raise individuals who have adopted Atatürk's principles and reforms and comprehended their effects on the social life (Safran, 2012). When these objectives are reviewed, it can be said that the course of Social Studies is one of the significant courses with an aim to provide the individuals with the concept of democracy, democratic attitudes and beliefs (Şimşek, 2011).

This discipline involves the individuals' realization of their rights and responsibilities in their society, respecting the rights of others, citizenship and democracy education (Şeker, 2013). Therefore, these points should be provided by considering individual differences and communication of the students with other people on an activity basis while democracy education is given within the course of Social Studies (MoNE, 2018).

Active citizen rising and active citizenship education were taken into account in 2005 and 2018 Social Studies Curricula (MoNE, 2018). Especially the addition of the "Active Citizenship" learning domain and the "Political Literacy" skills into the 2018 curriculum is an indicator of this situation (Görmez, 2018). The learning domain of Active Citizenship focuses on the concept of active citizenship together with the disciplines of sociology,

political science and law. Information is given about the duty of institutions and social organizations in the society. It is attempted to provide people with consciousness regarding what ways the social problems should be solved with and how to be included in social services. Through this learning domain, it is aimed to teach individuals subjects such as individuals' interaction with social organizations, the role of the state sovereignty in ensuring the social order, the importance of national sovereignty in solving the problems in the society, symbols of sovereignty, individual rights and freedoms and development of democratic attitudes by enabling participation in administrations in public institutions and organizations (MoNE, 2018). Factors providing active citizenship in the dimensions of skills, concepts, values and general objectives are included in Social Studies education (Kara, Topkaya & Şimşek, 2012). When the curricula are examined, it is discovered that active citizenship is included in the general objectives of Social Studies. The reason behind it can be said to be the consideration of the individual profile the state desires to raise (Safran, 2012).

The Social Studies course aims at enabling individuals to live in harmony with the society as citizens who have accepted the democratic values and providing them with competencies by which they will be able to use the knowledge and experiences they have gained in this matter within the daily life. From this perspective, this course makes significant contributions to individuals' fulfillment of their duties and responsibilities as universal persons in the development and spread of citizenship, human rights and democracy (Tezgel, 2008). Moreover, the Social Studies course contributes to facilitating individuals' social lives by aiming at raising individuals who can make logical decisions based on information and solve problems for the public interest. Individuals who are raised in this way will both contribute to the solution of social problems and will play a key role in the progress of democracy by developing democratic practices (MoNE, 2018).

In the field of Social Studies, there are studies which are related to democracy and citizenship education and present the attitudes of teachers and students towards these areas. In the Social Studies course, various studies were conducted on democratic attitudes by Duman, Gül, Şahiner (2008), on democratic achievements by Şimşek (2011), on citizenship education by Kara, Topkaya, Şimşek (2012) and Şen (2019), on qualifications of a democratic teacher by Demircioğlu, Mutluer, Demircioğlu (2011), on democratic values by Yazıcı (2011), on education of human rights by Karatekin, Merey, Sönmez, Kuş (2012), on education of citizenship and democracy by Şeker (2013) and on democracy and human rights by Berkant,

Atmaca (2013); and on political literacy by Görmez, (2018). Without these researches there are also many researches on democracy education in other studies. (Sağlam & Hayal, 2015).

Considering that the most important reason behind the emergence of the Social Studies course was to raise efficient citizens, it will be seen that the profile of the individual who will be raised with democratic knowledge, skills and values is of significance at this point. Democracy constitutes one of the most important pillars of raising efficient citizens. In this research, which was executed in consideration with the importance of the Social Studies course in this respect, the subjects of democracy were examined in the Social Studies Curricula (2005-2018) and from a teacher's perspective. Under the 2005-2018 Social Studies Curricula, it was evaluated to what extent the subjects of democracy were included in the objectives, learning domains, achievements, skills and values of the Social Studies course, and relevant opinions of the teachers were stated.

#### *Purpose*

The purpose of the research is to examine the subjects of democracy in the 2005-2018 Social Studies Curricula from the teachers' perspective. Within the framework, these questions were tried to be answered:

1. What is the level of the objectives, achievements, learning domains, skills and values related to the subject of democracy in the 2005-2018 Social Studies Curricula?
2. What are the opinions of teachers about the subject of democracy in the Social Studies Curricula?

### **Method**

The study was conducted as qualitative research. Qualitative research is a type of research which examines a study subject, an event and a situation in detail and tries to systematically bring out the reason for this situation and how it emerges (Sözbilir, 2009). Qualitative research is “the research which uses the methods of qualitative data collection such as observation, interview and document analysis, and follows the process for the manifestations of perceptions and events in a realistic and holistic way in their natural environments” (Yıldırım & Şimşek, 2006, 39).

A great many sources are used while collecting the qualitative data. Observations, interviews, official documents, records, drawings, e-mail messages constitute the sources of



the qualitative data. While these sources are used, it is important to obey the ethical rules and test their applicability (Gay, Mills & Airasian, 2012).

The basic qualitative research, one of the qualitative research types, was preferred in the research. In the basic qualitative research, the prime purpose of the researcher is to reveal and interpret how people make sense of their lives and worlds. The data are collected through observation, interview or document analysis. By keeping the theoretical framework of the study in mind, it is determined which questions will be asked, what is observed or which documents are examined. In data analysis, recurrent patterns are identified by characterizing the data. Findings are formed with the themes supported by recurrent data. On the other hand, the interpretation means that the researcher understands the phenomenon or the event he is interested in (Merriam, 2015).

#### *Study Group*

The study group of the research consists of 2005 and 2018 Social Studies Curricula and 15 Social Studies teachers. The criterion sampling method was used to specify the Social Studies Curricula included in the study group. The criterion sampling method is the case in which the criteria previously designated by the researcher are fulfilled. Everything that is the subject of the research can be defined as criteria (Marshall & Rossman, 2014). Social Studies Curricula for 2005 and 2018 prepared and implemented in the study group in line with the constructivist approach, are determined as criteria.

The maximum variation sampling method was used in determining the teachers who participated in the study group to obtain the opinions of the teachers about the 2005-2018 Social Studies Curricula. The maximum variation sampling is the determination of different situations resembling the existing problem and the execution of a study on this situation (Büyüköztürk et al., 2015). According to Patton (1987), using the maximum variation sampling has two important benefits such as the explanation of every situation in the sampling within itself and the emphasis of the common points between different situations in it. For the determination of the study group in this research, the maximum variation sampling was employed to select the Social Studies teachers working in different cities (Ağrı, Siirt, Konya and Van) and to ensure that the professional experiences of the participants were different from each other. The data related to the demographic information of the teachers included in the study group are presented in Table 1.



**Table 1.** Demographic information about the study group

Demographic Information	f
<b>Gender</b>	
Female	4
Male	11
<b>Study duration</b>	
1-5 years	8
6-10 years	6
10 years and above	1
<b>Age</b>	
20-30	10
31-40	5

When Table 1 is viewed, it is seen that 4 of the teachers who participated in the study were women and 11 of them consisted of men. 8 teachers have 1-5, 6 teachers have 6-10, and 1 teacher has 10 years or more professional experience. 8 of the teachers who participated in the study were between the ages of 20-30, and 6 were between the ages of 31-40. The teachers in the study group were chosen from the teachers working in Ağrı, Siirt, Konya and Van provinces.

#### *Data Collection Tools*

Document analysis technique and semi-structured interview technique were used as data collection tools in the research. Document analysis technique is the data collection technique, named as the collection of various documents as the data collection sources, their examination and analysis through certain methods and also known as documentary observation (Çepni, 2010). Semi-structured interviews were held to obtain the opinions of the Social Studies teachers regarding the curricula. In the semi-structured interview technique, the researcher prepares the interview and the interview questions. Some flexibility may be observed in this research technique according to the course of the research (Tekin, 2012). The semi-structured interview form used in the research was developed by the researchers. There were 2 questions in the first version of the form. The prepared interview form was applied on 3 Social Studies teachers as a pilot implementation during the 2018-2019 academic year. The form developed following the pilot implementation process was again presented for the expert opinion, and then the number of the questions was increased to 6. The latest version of the interview form was applied on the teachers in the study group within the fall semester of the 2018-2019 academic years.

### *Data Analysis*

In the study, the descriptive analysis method based on the deductive coding approach was employed in the analysis of the data obtained as a result of the document analysis. In the descriptive analysis method, the information obtained following the data collection was organized according to the previously determined plan and then analyzed. For this reason, direct quotes are used to clearly reveal the opinions of the individuals in this analysis method (Sözbilir, 2009; Creswell, 2015). In the descriptive analysis method, direct quotes are also stated to fully convey the opinions of the individuals who participated in the research (Yıldırım & Şimşek, 2006). The content analysis based on the inductive coding approach (Miles and Huberman, 1994/2015; Creswell, 2015) was used for the analysis of the data which were obtained from the semi-structured interview. In the content analysis or inductive coding approach, the data obtained during the research are coded and classified into meaningful classes. Afterwards, the classes are named by the researcher, that is, coded. Briefly, the data obtained later by considering the code list formed of pre-data are analyzed (Miles & Huberman, 1994/2015; Creswell, 2015).

The descriptive analysis method was preferred in the document review stage of this study, because the approaches were shaped by the themes (objectives, learning domains, achievements, values, skills) previously determined from the curricula. In the interview stage, content analysis was preferred, since the data were analyzed by creating codes in line with the data obtained from the opinions of the teachers. In the document review and analysis of the interview data, the analysis results were assessed by obtaining the opinions of the experts in the field apart from the researcher. Thus, an attempt was made to provide the validity and reliability of the analysis results.

### **Findings**

In this section of the study, the objectives, learning domains, achievements, skills and values in the 2005-2018 Social Studies Curricula were evaluated through document analysis and the findings were supported by the opinions of the teachers.

#### *Findings Related to the First Sub-Problem*

The data regarding the objectives related to democracy, which are directly or indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 2.

**Table 2.** The objectives related to democracy in the 2005-2018 Social Studies Curricula

<b>2005 Social Studies Curriculum</b>		<b>2018 Social Studies Curriculum</b>	
1.They notice their physical and affective characteristics, interests, desires and talents as free individuals.		1.It is aimed to help them become citizens who love their homeland and nation, know and use their rights, fulfill their responsibilities and have national consciousness as the citizens of the Republic of Turkey,	
2.They grow up as citizens who love their homeland and nation, know and use their rights, fulfill their responsibilities and have national consciousness as the citizens of the Republic of Turkey.		2. Comprehend the importance of Atatürk's principles and reforms in the social, cultural and economic development of the Republic of Turkey, and be willing to carry on the secular, democratic, national and contemporary values,	
3. They comprehend the importance of Atatürk's principles and reforms in the social, cultural and economic development of the Turkish Republic; they are willing to carry on the secular, democratic, national and contemporary values.		3. Know with all the reasons that the rules of law are binding for everyone and all the people and organizations are equal before the law,	
4. They know with all the reasons that the rules of law are binding for everyone and all the people and organizations are equal before the law.		4. Believe in the importance of participation and express opinions for the solution of personal and social problems	
5. They believe in the significance of participation and express their own views for the solution of personal and social problems.		5. Comprehend the historical courses of the concepts of human rights, national sovereignty, democracy, secularism and republic and their effects on today's Turkey, and regulate their living according to the democratic rules,	
6. They comprehend the historical courses of the concepts of human rights, national sovereignty, democracy, secularism and republic and their effects on today's Turkey, and regulate their living according to the democratic rules.		6. They notice their physical and affective characteristics, interests, desires and talents as free individuals.	
<b>Total General Objective</b>	<b>f/%</b>	<b>Total General Objective</b>	<b>f/%</b>
17	6 (35.2%)	18	6 (32%)

MoNE, (2005-2018).

When Table 2 is examined, it is seen that 6 out of 17 general objectives in the 2005 Social Studies Curriculum are related to democracy. 35.2% of these 17 general aims include the subjects of democracy. In the 2018 Social Studies Curriculum, it is seen that 6 out of 18 general objectives are related to democracy. 32% of these 18 general objectives include the subjects of democracy. In both curricula, no change was observed in the objectives related to the subjects of democracy. The same clauses continued their presence in both curricula. The findings about the learning domains related to democracy, which are directly or indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 3.

**Table 3.** Learning domains related to democracy in the 2005-2018 Social Studies Curricula

2005 Social Studies Curriculum		2018 Social Studies Curriculum	
1.Individual and Society		1.Individual and Society	
2.Culture and Heritage		2.Culture and Heritage	
3.Production, Distribution and Consumption		3.Production, Distribution and Consumption	
4.Science, Technology and Society		4.Science, Technology and Society	
5.Power, Administration and Society		5.Active Citizenship	
6.Groups, Institutions, Social Organizations		6.Global Connections	
7.Global Connections			
Total Learning Domain	f/%	Total Learning Domain	f/%
9	7 (77.7%)	7	6 (85.7%)

MoNE, (2005-2018).

When Table 3 is viewed, it is seen that there are learning domains in which subjects of democracy are included in the 2005 and 2018 Social Studies Curricula. In the 2005 curriculum, the subjects of democracy are included in the learning domains of “Individual and Society, Culture and Heritage, Production, Distribution and Consumption, Science, Technology and Society, Power, Administration and Society, Groups, Institutions, Social Organizations, Global Connections”. In this curriculum, 77.7% of the learning domains are related to democracy. In the 2018 curriculum, the subjects of democracy are included in the learning domains of “Individual and Society, Culture and Heritage, Production, Distribution and Consumption, Science, Technology and Society, Active Citizenship and Global Connections”. In this curriculum, 85.7% of the learning domains are related to democracy. The findings about the 4th-grade achievements related to democracy, which are directly or indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 4.

**Table 4.** 4th-grade achievements related to democracy in the 2005-2018 social studies curricula

2005 Social Studies Curriculum		2018 Social Studies Curriculum	
SS.4.1.1. They recognize and accept individual differences.		SS.4.1.5. They respect the different characteristics of other individuals.	
SS.4.1.4. They respect the feelings and opinions of others.		SS.4.2.4. They comprehend the importance of the National Struggle considering the lives of the heroes of the National Struggle.	
SS.4.2.6. They realize Atatürk's role in the victory of the National Struggle and the Proclamation of the Republic.		SS.4.4.5. They use the technological products without harming themselves, others people and nature.	
SS.4.4.2. They make inferences about the basic needs of people by considering their own needs.		SS.4.5.3 They exhibit conscious consumer behaviours as responsible individuals.	
SS.4.4.5. They use their rights as conscious consumers.		SS.4.6.1. they give examples of the rights they have as children.	
SS.4.6.4 They decide on the social and educational activities to be attended at school and in the vicinity.		SS.4.6.2 They take the responsibility of their words and actions in their family and school lives.	
SS.4.6.5 They suggest educational-social activities which they find necessary in school life.		SS.4.6.3 They suggest educational social activities which they find necessary in school life.	
SS.4.7.1. They recognize the local administration units of the place where they live.		SS.4.6.4 They explain the relationship between the independence of their country and individual freedom.	
SS.4.7.2They explain the role of local administrations in the operation of public services.		SS.4.7.4. They respect different cultures.	
SS.4.7.3 They give examples of the effect of public opinion on local administrations.			
SS.4.7.4. They relate the opening of the Grand National Assembly and national sovereignty.			
Total Achievement	f/%	Total Achievement	f/%
46	11 (23.9%)	33	9 (27.2%)

MoNE, (2005-2018).

Table 4 presents the achievements related to democracy provided to 4th grades in 2005 and 2018 Social Studies Curricula. In the 2005 curriculum, 11 achievements related to democracy are provided to 4th grades. 23.9% of these achievements are related to democracy. In the 2018 curriculum, 9 achievements related to democracy are provided to 4th grades. 27.2% of these achievements are related to democracy. The findings about the 5th-grade achievements related to democracy, which are directly or indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 5.

**Table 5.** 5th-grade achievements related to democracy in the 2005-2018 social studies curricula

2005 Social Studies Curriculum		2018 Social Studies Curriculum	
SS. 5.1.2. They correlate the groups they belong to with the roles of the groups.		SS.5.1.1. They notice the contribution of the Social Studies course to their development as active citizens of the Republic of Turkey.	
SS.5.1.3. They correlate the roles they play in their groups with the rights and responsibilities resulting from the roles.		SS.5.1.3. They behave in compliance with the duties and responsibilities required by the roles they assume in their groups as individuals who are aware of their rights.	
SS.5.1.4. They realize their rights as children.		SS.5.1.4. They give examples for benefiting from their rights as children and the cases in which these rights are violated.	
SS.5.2.4. They explain the importance of cultural elements in the coexistence of people.		SS.5.2.4. They analyze the role of cultural elements in the coexistence of people.	
SS.5.2.5. They compare the daily lives before and after Atatürk's reforms by using evidence.		SS.5.4.1. They discuss the effect of the technological use on socialization and social relationship.	
SS.5.2.6. They correlate Atatürk's reforms with his principles.		SS.5.5.6. They use their rights as conscious consumers.	
SS.5.6.3. They classify the non-governmental organizations according to their activity areas.		SS.5.6.1. They correlate individual and social needs with the institutions rendering services to fulfil these needs.	
SS.5.6.4. They assess the results of the activities of the non-governmental organizations.		SS.5.6.2. They explain the main duties of the administration units of the place they live in.	
SS.5.7.1. They notice the existence and importance of laws regulating the social life.		SS.5.6.3. They explain the basic rights and the significance of using these rights.	
SS.5.7.2. They correlate the administration units of the district they live in with the main duties of these units.		SS.5.6.4. They value our Flag and the National Anthem, which are among our symbols of national sovereignty and independence.	
SS.5.7.3. They recognize the central administration units and correlate these units with their main duties.			
SS.5.7.4. They explain the relationship between authority in democratic administration units and national sovereignty.			
SS.5.7.5. They value the symbols of National Sovereignty and Independence.			
Total Achievement	f/%	Total Achievement	f/%
46	13 (28.2%)	33	10 (30.3%)

MoNE, (2005-2018).

Table 5 presents the achievements related to democracy given to 5th grades in 2005 and 2018 Social Studies Curricula. In the 2005 curriculum, 13 achievements related to democracy are provided to 5th grades. 28.2% of these achievements are related to democracy. In the 2018 curriculum, 10 achievements related to democracy are provided to 5th grades. 30.3% of these achievements are related to democracy. The findings about the

6th-grade achievements related to democracy, which are directly and indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 6.

**Table 6.** 6th-grade achievements related to democracy in the 2005-2018 Social Studies Curricula

2005 Social Studies Curriculum		2018 Social Studies Curriculum	
SS.6.1.4. They argue that solutions found for a problem should be based on rights, responsibilities and freedoms.		SS.6.1.3. They question the prejudgments on the differences to live in harmony in society.	
SS.6.1.5. They notice the contribution of Social Studies to their development as active citizens of the Republic of Turkey.		SS.6.1.4. They participate in the activities which support social solidarity and cooperation in the formation of the social unity.	
SS.6.3.7. They make inferences about the political, social and cultural characteristics of the first Turkish-Islamic states by paying attention to the lives of the statesmen and Turkish elders of the period.		SS.6.1.5. They argue that solutions found for a problem should be based on rights, responsibilities and freedoms.	
SS.6.4.3. They defend the necessity and importance of paying taxes as the responsibility of the citizens in terms of its contribution to the economy of the country.		SS.6.2.1. They make inferences about the geographical, political, economic and cultural characteristics of the first Turkish states founded in Central Asia.	
SS.6.5.3. They evaluate our cultural, social, political and economic relationships with Turkish Republics, neighboring countries and other countries in terms of Atatürk's understanding of the national foreign policy.		SS.6.2.3. They notice the changes occurring in the political, social and cultural spheres with the acceptance of Islam by the Turks.	
SS.6.6.1. They compare the different forms of administration in terms of the basic principles of democracy.		SS.6.4.4. They assert that products, the copyright and patent rights of which are reserved, should be procured legally.	
SS.6.6.2. They discuss the historical development of the understanding of democratic administration in different periods and cultures.		SS.6.5.4. They defend the necessity and importance of paying taxes as the responsibility of the citizens in terms of its contribution to the economy of the country.	
SS.6.6.3. They assert that the right to live, the right to physical integrity, freedom of religion and conscience and freedom of thought should be possessed in democratic administrations.		SS.6.6.1. They compare the different forms of administration in terms of the basic principles of democracy.	
SS.6.6.4. They analyze the developmental course of human rights on the basis of historical documents.		SS.6.6.2. They explain the relationship between legislative, executive and judicial powers in the Republic of Turkey.	
SS.6.6.5. They interpret the examples related to women's position in Turkish history in respect of the development of women's rights.		SS.6.6.3. They analyze the factors affecting the decision-making process of the administration.	
SS.6.7.4. They assert that products, the copyright and patent rights of which are reserved, should be procured legally.		SS.6.6.4. They explain the importance of democracy in our social life.	
		SS.6.6.5. Explains that their rights and responsibilities as an active citizen of the Republic of Turkey are under constitutional guarantee.	
		SS.6.6.6. They notice the value given to women in social life by considering the Turkish history and current examples.	
<b>Total Achievement</b>	<b>f/%</b>	<b>Total Achievement</b>	<b>f/%</b>
43	11 (25.5%)	34	13 (38.2%)

MoNE, (2005-2018).

Table 6 presents the achievements related to democracy provided to the 6th grades in 2005 and 2018 Social Studies Curricula. In the 2005 curriculum, 11 achievements related to democracy are provided to the 6th grades. 25.5% of these achievements are related to democracy. In the 2018 curriculum, 13 achievements related to democracy are provided to the 6th grades. 38.2% of these achievements are related to democracy. The findings about the 7th-grade achievements related to democracy, which are directly and indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 7.



**Table 7.** 7th-grade achievements related to democracy in the 2005-2018 Social Studies Curricula

2005 Social Studies Curriculum		2018 Social Studies Curriculum	
SS.7.1.4. They notice the link between the right to get correct information, freedom of expression and freedom of mass communication.		SS.7.1.4. They use their rights and fulfill their responsibilities while making use of communication tools.	
SS.7.1.5. They interpret the concepts of freedom of mass communication and right to privacy within the framework of their relations with each other.		SS.7.2.3. They comprehend the processes which forced the Ottoman Empire to change in connection with the developments in Europe.	
SS.7.2.3. They correlate the exercise of the right to education and work and the responsibilities of the state and the citizens in this sense.		SS.7.3.4. They give examples for the negative cases that will arise if the freedom of settlement and traveling is restricted.	
SS.7.2.5. They explain the freedom of settlement and traveling.		SS.7.4.4. They evaluate the contribution of free-thinking to scientific developments.	
SS.7.3.4. They show evidence based on the significance of tolerance and living together in the Ottoman society.		SS.7.5.3. They give examples for the activities of institutions and non-governmental organizations and their roles in social life.	
SS.7.4.5. They correlate the freedoms of expression and science with scientific developments within the historical course.		SS.7.6.1. They explain the emergence of democracy, its stages of development and its meanings today.	
SS.7.6.1. They notice the change and continuity in the understanding of the way of administration and sovereignty in Turkish states within the historical course.		SS.7.6.2. They explain the contributions of Atatürk to the development of the Turkish democracy.	
SS.7.6.2. They give examples for the practices related to the characteristics of the Republic of Turkey included in the clause 2 of our Constitution from the social life.		SS.7.6.3. They correlate the basic characteristics of the Republic of Turkey with the practices in social life.	
SS.7.6.3. They analyze the administration structure of the Republic of Turkey within the framework of legislative, executive and judicial concepts.		SS.7.6.4. They analyze the problems encountered in the implementation processes of democracy.	
SS.7.6.4. They discuss how political parties, non-governmental organizations, media and individuals influence the agenda and the decision-making processes of the administration via examples.		SS.7.7.3. They question the stereotypes about various cultures.	
SS.7.6.5. They analyze the processes of educational and social activities in terms of the principles of democracy.			
Total Achievement	f/%	Total Achievement	f/%
39	11 (28.2%)	31	10 (32.2%)

MoNE, (2005-2018).

Table 7 presents the achievements related to democracy provided to the 7th grades in 2005 and 2018 Social Studies Curricula. In the 2005 curriculum, 11 achievements related to democracy are provided to the 7th grades. 28.2% of these achievements are related to democracy. In the 2018 curriculum, 10 achievements related to democracy are provided to 7th grades. 32.2% of these achievements are related to democracy. The comparative data about the 4-7th-grade achievements related to democracy, which are directly and indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 8.

**Table 8.** The frequency and percentage values of the 4-7th-grade achievements related to democracy in the 2005-2018 Social Studies Curricula

Grades	2005 Social Studies Curriculum (f/%)	2018 Social Studies Curriculum (f/%)
4	f (11) 23.9%	f (9) 27.2%
5	f (13) 28.2%	f (10) 30.3%
6	f (11) 25.5%	f (13) 38.2%
7	f (11) 28.2%	f (10) 32.2%



Table 8 presents the class-based frequency and percentage values of the achievements related to democracy in the 2005 and 2018 Social Studies Curricula. In the 2005 program, the achievements related to democracy were provided to the 5th grades at the most and to 4th grades at the least. In the 2018 curriculum, the achievements related to democracy were provided to 6th grades at the most and to 4th grades at the least. The data regarding the skills related to democracy, which are directly and indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 9.

**Table 9.** The skills related to democracy in the 2005-2018 Social Studies Curricula

2005 Social Studies Curriculum		2018 Social Studies Curriculum	
1.Critical thinking		1.Perception of change and continuity	
2.Empathy		2.Empathy	
3.Communication		3.Critical thinking	
4.Cooperation		4.Legal literacy	
5.Perception of change and continuity		5.Communication	
6.Noticing stereotypes and 7.prejudgments		6.Cooperation	
8.Problem-solving		7.Noticing stereotypes and prejudgments	
9.Decision-making		8.Self-control	
10.Social participation skill		9.Political literacy	
11.Empathy skill		10.Problem-solving	
		11.Decision-making	
		12.Social participation	
		13.Innovative thinking	
Total Skill	f/%	Total Skill	f/%
15	11 (73.3%)	27	13 (48.1%)

MoNE, (2005-2018).

Table 9 presents the skills related to democracy in the 2005 and 2018 Social Studies Curricula. In the 2005 curriculum, there are 15 skills in total. 11 of these skills are provided to 4, 5, 6 and 7th grades. 15 skills vary in themselves. Among them, the following items also include democracy: explaining different perspectives, looking from a different perspective, respecting differences, being open-minded, understanding the opinions and feelings of others, perceiving the continuity and change occurring over time, determining the cases when social participation is needed, producing ideas for meeting the needs in matters that affect their immediate environment and the society, conveying these ideas to people around, negotiating, discussing, planning, agreeing and acting. 73.3% of these skills are related to democracy. In the 2018 curriculum, there are 27 skills in total. 13 of these skills are provided to 4, 5, 6 and 7th grades. 48.1% of these skills are related to democracy. The data about the values related to democracy, which are directly and indirectly included in the 2005-2018 Social Studies Curricula, are presented in Table 10.

**Table 10.** The values related to democracy in the 2005-2018 Social Studies Curricula

2005 Social Studies Curriculum		2018 Social Studies Curriculum	
1. Being fair		1. Justice	
2. Independence		2. Independence	
3. Peace		3. Peace	
4. Freedom		4. Solidarity	
5. Solidarity		5. Sensitivity	
6. Sensitivity		6. Equality	
7. Tolerance		7. Freedom	
8. Respect		8. Respect	
9. Love		9. Love	
10. Responsibility		10. Responsibility	
11. Patriotism		11. Patriotism	
12. Helpfulness		12. Helpfulness	
Total Value	f/%	Total Value	f/%
20	12 (60%)	18	12 (66.6%)

MoNE, (2005-2018).

Table 10 presents the values given to the 4th, 5th, 6th and 7th grades directly and indirectly related to democracy in the 2005 and 2018 Social Studies Curriculum. In the 2005 curriculum, there are 20 values in total. 12 of 20 values are provided to 4, 5, 6 and 7th grades. 60% of these values are related to democracy. In the 2018 program, there are 18 values in total. 12 of 18 values are provided to 4, 5, 6 and 7th grades. 66.6% of these values are related to democracy.

#### *Findings Related to the Second Sub-Problem*

Table 11 presents the opinions of Social Studies teachers about the objectives related to democracy in the curricula.

**Table 11.** The objectives related to democracy in the social studies curricula

Themes	Frequency (f)	Percentage (%)
Content	10	34.6
Adequacy	8	27.5
Level compliance	8	27.5
Practice	3	10.2
<b>Total</b>	<b>29</b>	<b>100</b>

When Table 11 is examined, it is seen that the objectives in the curriculum are mostly evaluated in respect of content (34.6%), adequacy (27.5%), level compliance (27.5%) and practice (10.2%). Teachers who participated in the study expressed their opinions on the content as appropriate for building democratic consciousness (6), not clear and understandable (3) and clear and understandable (1). They found the objectives inadequate (3) and adequate (5) in terms of adequacy, appropriate (6) and inappropriate (2) in terms of level compliance and appropriate for daily life (2) and applicable (1) in terms of practice. Table 12 presents the opinions of Social Studies teachers about the achievements related to democracy in the curricula.

**Table 12.** The achievements related to democracy in the social studies curricula

Themes	Frequency (f)	Percentage (%)
Adequacy	14	46.6
Content	10	33.3
Level compliance	6	20.1
<b>Total</b>	<b>30</b>	<b>100</b>

When Table 12 is examined, it is seen that teachers mostly expressed their opinions about adequacy (46.6%). This is respectively followed by the content (33.3%) and level compliance (20.1%). Opinions of the teachers were as follows: inadequate (9) and adequate (5) in terms of adequacy, intensive (3), not applicable (2), oriented to high-level thinking skill (1), clear and understandable (1), inadequate for their class-based distribution (1) and appropriate for democratic consciousness (2) in terms of content, and appropriate (4) and inappropriate (2) in terms of level compliance. Table 13 presents the opinions of Social Studies teachers about the learning domains related to democracy in the curricula.

**Table 13.** Learning domains related to democracy in the 2005-2018 social studies curricula

Themes	Frequency (f)	Percentage (%)
Adequacy	11	44
Learning domain	8	32
Level compliance	4	16
Content	2	8
<b>Total</b>	<b>25</b>	<b>100</b>

When Table 13 is examined, it is seen that teachers mostly expressed their opinions about adequacy (44%). Other subjects about which opinions were expressed were learning domain (32%), level compliance (16%) and content (8%), respectively. Opinions of the teachers were as follows: adequate (8) and inadequate (3) in terms of adequacy, Active Citizenship (8) in terms of learning domain, appropriate (3) and inappropriate (1) in terms of level compliance, insufficient practice (1), clear and understandable (1) in terms of content. Table 14 presents the opinions of Social Studies teachers about the skills related to democracy in the curricula.

**Table 14.** The skills related to democracy in the 2005-2018 Social Studies Curricula

Themes	Frequency (f)	Percentage (%)
Curriculum skills	20	51.2
Adequacy	15	38.4
Content	3	7.8
Level compliance	1	2.6
<b>Total</b>	<b>36</b>	<b>100</b>

When Table 14 is examined, it is seen that the teachers mostly expressed their opinions about the skills (51.2%) and the adequacy of these skills (38.4%) in the Social Studies Curricula. Other subjects about which opinions were expressed were content (7.8%) and level compliance (2.6%), respectively. The teachers expressed their opinions about social participation (6), political literacy (4), research (2), questioning (2), decision-making (2), perception of time and chronology (1) and problem-solving (1) skills regarding democracy; when it came to the adequacy of these skills, they found them adequate (10) and adequate (5). Table 15 presents the opinions of Social Studies teachers about the values related to democracy in the curricula.

**Table 15.** The values related to democracy in the 2005-2018 social studies curricula

Themes	Frequency (f)	Percentage (%)
Curriculum values	37	72.5
Adequacy	9	17.6
Level compliance	5	9.9
<b>Total</b>	<b>51</b>	<b>100</b>

In Table 15, teachers expressed their opinions mostly about the curriculum values (72.5%) and then the adequacy of these values (17.6%) and their level compliance (9.9%). The values of being fair (6), respect (5), equality (5), independence (4), freedom (4), peace (3), responsibility (3) patriotism (2), sensitivity (2) and helpfulness (1) were stated within the scope of the curriculum values. Teachers expressed their opinions about these values as follows: adequate (6) and inadequate (3) in terms of adequacy, appropriate (4) and inappropriate (1) in terms of level compliance. Table 16 presents the opinions of Social Studies teachers about the suggestions related to democracy in the curricula.

**Table 16.** The suggestions related to democracy in the 2005-2018 social studies curricula

Themes	Frequency (f)	Percentage (%)
Should be practice-oriented	8	40
Relationship should be established between the courses	3	15
Course hours should be increased	3	15
Should be concretized	2	10
Should be appropriate for class level	1	5
Current issues should be included	1	5
Learning domains should be increased	1	5
Physical facilities should be developed	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

According to Table 16, mostly the following suggestions were proposed by the teachers regarding democracy: should be practice-oriented (40%), relationship should be established between the courses (15%), course hours should be increased (15%) and should be concretized (10%).

## Discussion and Conclusions

As a result of the research, it was determined that the objectives related to democracy continued to exist the same way in the 2005 and 2018 Social Studies Curricula. According to results obtained from data, it is determined that close to half of aims are included democracy concept. In their study, Kara, Topkaya and Şimşek (2012) stated regarding the general objectives of the 2005 curriculum that the general objective of Social Studies was active citizenship and the reason why Social Studies courses were given in schools was mainly to raise the type of citizen pursuant to the state the individual belongs to. Accordingly, it can be stated that this research is similar to the results of Topkaya and Şimşek (2012).

As a result, although learning areas in which subject of democracy are included in the Social Studies Curriculum in 2005 and 2018 are largely included in both programs, it is determined that subject of democracy are more involved in the 2018 curriculum at a higher level. In a study, Görmez (2018) concluded that political literacy subjects, which are also related to democracy, are given in the learning domains of "Individual and Society, Production, Distribution and Consumption, Active Citizenship and Global Connections". This study in the literature has similar results with the study conducted.

The results obtained from the 4, 5, 6 and 7th-grade achievements in 2005 and 2018 Social Studies Curricula, the achievements related to democracy in the 2005 curriculum were provided at the 5th grade at the most and 4th grade at the least. In the 2018 curriculum, the achievements related to democracy were provided at the 6th grade at the most and 4th grade at the least.

There are totally 15 skills in the 2005 Social Studies Curriculum. Most of the skills is related to democracy. There are 27 skills in the 2018 Social Studies Curriculum. Close of the half of these skills is related to democracy. In this case, it was concluded that there were more skills related to democracy in the 2005 curriculum. In a study, Görmez (2018) concluded that the ways of effective communication between people, freedom of communication and the importance of this freedom in both national and international contracts, relationship between right to privacy, freedom of expression, right to correct information and freedom of mass communication, protection of our rights, cases that occur when our basic rights are restricted, administrative structure of the state, principle of separation of powers, current issues related to anti-democratic implementations in

democratic societies and democratic implementations in family, school and society were included in the 2018 curriculum. This study in the literature has similar results with the study conducted.

There are 20 values in the 2005 Social Studies Curriculum. More than half of these values are related to democracy. There are 18 values in the 2018 Social Studies Curriculum. More than half of these values are related to democracy. In this case, it was concluded that more values of democracy were included in the 2018 curriculum. In a study, Görmez (2018) touched upon the decision-making processes of the individuals working in administration units, symbols and importance of national sovereignty and the importance of having social responsibility in the 2018 curriculum, and concluded that attention was paid to these values. In their study, Berkant and Atmaca (2013) concluded that values such as justice, peace, equality and freedom, legal concepts such as right, law, code, constitution and court, constitutional rights such as freedom of thought, freedom of religion, belief and conscience, right to physical integrity, right to individual application and social security and basic concepts, which we may encounter at any stage of life, such as right to live, educational opportunity, democracy, citizenship and human rights should be used more often and significantly through activities in 6 and 7th-grade coursebooks. In their study, Yalçın and Akhan (2019) concluded that values such as patriotism, giving importance to unity of family, solidarity and helpfulness are addressed, an emphasis is placed on concepts such as culture, cultural heritage, national consciousness, society and values, moreover, the elements such as the awakening of national consciousness via national and religious holidays, important days and weeks developing the historical sensitivity in the 2018 curriculum. These studies in the literature have similar results with the study conducted.

Teachers who participated in the study evaluated aims included both of curriculums, in terms of content, adequacy, level compliance and practice. In objectives related to democracy, opinions were mostly expressed about the content subject. Teachers stated that the objectives included in the curricula were appropriate for raising awareness of students on democracy, and they were clear and understandable in terms of content.

The teachers who participated in the study evaluated the learning subject included in the both curriculums, in terms of adequacy, learning domain, level compliance and content. Opinions were mostly expressed about adequacy in the learning domains related to democracy. About adequacy, the teachers stated that the learning domains in the curriculum

were mostly adequate and the learning domain of Active Citizenship had a very significant role in this matter.

The teachers who participated in the study evaluated achievements included in the both curriculums, in terms of adequacy, content and level compliance. Opinions were mostly expressed about adequacy in the achievements related to democracy. The teachers stated that the achievements related to democracy in the curriculum are generally inadequate in terms of adequacy, and the class-based distribution was unbalanced, but they were capable of providing students with democratic consciousness with respect to content.

The teachers who participated in the study evaluated the skills included in the both curriculums, in terms of curriculum skills, adequacy, content and level compliance. Opinions were mostly expressed about the curriculum skills in the skills related to democracy. The teachers evaluated the skills included in the curriculum in respect of social participation, political literacy, research, questioning, decision-making, perception of time and chronology and problem-solving skills. A similar result was revealed in the document review stage of this study.

The teachers who participated in the study evaluated the values in the both curriculums, in terms of adequacy and level compliance. The teachers mostly expressed their opinions about the curriculum values in the values related to democracy. Within the scope of the curriculum values, they evaluated the values of being fair, respect, equality, independence, freedom, peace, responsibility, patriotism, sensitivity and helpfulness. In their study, Emir and Kaya (2004) asserted that democracy first starts in family and gives the individual a sense of responsibility. In their studies, Emir and Kaya (2004); Sağlam and Hayal (2015) stated that values like equality, justice and freedom are given importance in schools. Accordingly, these studies in the literature have similar results with the study conducted.

The teachers who participated in the study made suggestions about the inclusion of the subject of democracy in the curriculum. They made evaluations about the suitability of this subject for practice, establishment of a relationship between the courses, increase in course hours, its concretization, compliance with class level, inclusion of current issues, increase in learning domains and development of physical facilities. In the suggestions related to democracy, opinions were mostly expressed about the fact that it should be practice-oriented. In the study conducted by Topkaya and Şimşek (2015), it was concluded



that giving the lessons with educational comics positively affected the attitudes of the students towards citizenship and democracy education. This supports the opinions of the teachers in terms of indicating the importance of the lack of practice emphasized by the teachers. In line with the findings of the research, the following suggestions can be made:

Today, democracy exists in all the stages of the human life. All the courses, and specifically, the Social Studies course have great duties in order to raise individuals competent in knowing the concept of democracy, understanding and applying it in the daily life and acquiring democratic awareness. The content related to democracy should be increased in respect of objectives, learning domains, achievements, skills and values, and the necessary sensitivities should be shown in this regard.

Within the scope of the research, teachers expressed that lack of practice makes it difficult to properly teach the subjects of democracy. For this reason, practical activities that will help students easily understand the concept of democracy will contribute to the comprehension of the subject and learning it in a permanent way.

Physical facilities of the school should be improved in order to simplify the practices regarding the in-class activities related to democracy.

#### *Acknowledgement*

*The data used in this study was confirmed by the researchers that it belongs to the years before 2020.*

#### *Authorship Contribution Statement*

**Suat POLAT:** *Conceptualization, method design (design of method), data collection and analysis, findings and interpretation, results, discussion and recommendations*

**Hatice GÜLER:** *Introduction, findings and interpretation, conclusion*

### **References**

- Aydemir, H. & Aksoy N. D. (2010). Eğitim fakültesi öğrencilerinin demokratik tutumlarının bazı değişkenlerle ilişkisi. Malatya örneği [The relationship of democratic attitudes of the students at the faculty of education with some variables: Malatya sample]. *Erzincan University Journal of Education Faculty*, 12(1), 265-280.
- Berkant, H. G. & Atmaca, Y. (2013). Altıncı ve yedinci sınıf sosyal bilgiler ders kitaplarının insan hakları ve demokrasi kavramları açısından incelenmesi [Investigation of sixth and seventh grades social studies textbooks in terms of human rights and democracy concepts]. *Turkish Studies*, 8(12), 179-198.

- Büyükdüvenci, S. (1990). Demokrasi, eğitim ve Türkiye [Democracy, education, and Turkey] *Ankara University Journal of Faculty of Educational Sciences*, 23, 583-597.
- Büyükkaragöz, S. & Çivi, C. (1999). *Genel öğretim metotları [General teaching methods]*. İstanbul: Beta Publishing.
- Büyükkaragöz, S. (1990). *Demokrasi eğitimi [Democracy education]*. Ankara: TDV Publishing.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz Ş. & Demirel, F. (2015). *Bilimsel araştırma yöntemleri [Scientific research methods]*. Ankara: Pegem Academi.
- Cresswell, J. W. (2017). *Eğitim araştırmaları: Nicel ve nitel araştırmaların planlanması, yürütülmesi ve değerlendirilmesi* (H. Ekşi çev. ed). [Educational research: planning, conducting and evaluating the quantitative and qualitative research]. İstanbul: Edam Publishing.
- Creswell, J. W. (2015). *Nitel araştırma yöntemleri*. (Çev. Edt. M. Bütün & S. B. Demir). [Qualitative research methods]. Ankara: Siyasal Publishing. (The original of the study was published in 2013).
- Çepni, S. (2010). *Araştırma ve proje çalışmalarına giriş [Introduction to research and project studies]*. Ankara: Pegem Academy.
- Demircioğlu, İ. H., Mutluer, C. & Demircioğlu, E. (2011). Sosyal bilgiler öğretmen adaylarının demokratik öğretmen nitelikleri hakkındaki görüşleri [The perceptions of the social studies student teachers about democratic teacher]. *Kastamonu Education Journal*, 19(2), 577-58.
- Duman, D., Gül, D. & Şahiner, S. (2008). İlköğretim Sosyal bilgiler dersinde aktif öğrenme tekniklerinin demokratik tutumlara ve ders başarısına etkisi [The effect of social science instruction based on active learning method toward democratic attitudes and achievement]. *Dokuz Eylül University Buca Faculty of Education Journal*, 24, 135-146.
- Emir, S. & Kaya, Z. (2004). "Demokrasi eğitimi ve okul meclislerine yönelik öğretmen görüşleri [Democracy education and teachers opinions about student councils Project]. *Abant İzzet Baysal University Journal of Faculty of Education*, 4(8), 69-89
- Gay, L.R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications (10th Edt.)*. London: Pearson.
- Gökçe, F. (2005). *Devlet ve eğitim [State and education]* Ankara: Tek Ağaç Publishing.
- Gömlüksiz, M. N. & Çetintaş, S. (2011). Öğretmen adaylarının demokratik tutumları, (Fırat, Dicle, 7 Aralık, Cumhuriyet ve Erzincan Üniversiteleri örneği) [Democratic attitudes of prospective teachers (Case of fırat, dicle, 7 aralık, cumhuriyet and erzincan universities) ]. *Journal of Dicle University Ziya Gökalp Faculty of Education*, 17, 1-14.
- Görmez, E. (2018). Güncellenen sosyal bilgiler programının politik okuryazarlık becerisi bakımından yeterliliği [A study on the adequacy of the updated social studies program in terms of political literacy skill]. *Journal of Social Sciences of Mus Alparslan University*, 6(STEMES'18), 109-114.
- Gözütok, F. D. (1995). *Öğretmenlerin demokratik tutumları [Democratic attitudes of teachers]*. Ankara: Turkish Democracy Foundation.

- Gürkaynak, İ. (1995). *Eğitimde hoşgörü [Tolerance in education]*. Ankara: Turkish Education Association Publishing.
- Heywood, A. (1999). *Demokrasi, sosyal ve siyasal teori içinde*. (Bican Şahin Çev.), [Democracy, in social and political theory. (Bican Şahin Trans.)]. Ankara: Siyasal Publishing.
- Kara, C., Topkaya, Y. & Şimşek, U. (2012). Aktif vatandaşlık eğitiminin sosyal bilgiler programındaki yeri [The place of active citizenship education in the social studies curriculum]. *Zeitschrift für die Welt der Türken Journal of World of Turks*, 4(3), 147-159.
- Karakütük, (2001). *Demokratik laik eğitim (Çağdaş toplum olmanın yolu) [Democratic secular education (Way to become a contemporary society)]*. Ankara: Ani Publishing.
- Karatekin, K., Merey, Z., Sönmez, Ö. F. & Kuş, Z. (2012). Sosyal bilgiler öğretmen adaylarının insan hakları eğitime yönelik tutumları [Social studies candidate teachers' attitudes towards human rights education]. *Turkish Studies*, 7(4), 2193-2207.
- Köse, E. (2009). Okul öncesi öğretmenlerinin demokrasi anlayışlarının değerlendirilmesi (Erzurum İli Örneği) [Evaluation of early childhood teachers' understanding of democracy]. *Kastamonu Education Journal*, 17(3), 871-880.
- Kuş, Z. & Çetin, T. (2014). İlköğretim öğrencilerinin demokrasi algıları [Primary school students' perceptions of democracy]. *Educational Sciences: Theory and Practice*, 14(2), 1-22.
- Kuzu, B. (1992). Demokrasi-resmi ideoloji-sivil toplum [Democracy-official ideology-civil society]. *A.U. Journal of Faculty of Political Sciences*, 47(1-2), 335-367.
- Marshall, C. & Rossman, G. B. (2014). *Designing qualitative research*. New York: Sage.
- Merriam, S. B. (2013). *Nitel araştırma. Desen ve uygulama için bir rehber*. (Trans. Editor: Selahattin Turan) [Qualitative research. A guide for pattern and application.]. Ankara: Nobel Academi Publishing.
- Miles, M. B. & Huberman, A. M. (2015). *Nitel veri analizi*. (Trans. Editor. S.A. Altun & A. Ersoy) [Qualitative data analysis]. (The original of the study was published in 1994.)
- Ministry of National Education [MoNE] (2018). *Sosyal bilgiler dersi öğretim programı* [Social studies course curriculum]. Ankara: Devlet Kitapları Publishing.
- Okutan, M. (2010). Türk Eğitim Sistemi'nde demokrasi eğitimi [Democracy education in Turkish Education System]. *International Journal of Human Sciences*, 7(1), 938-946.
- Patton, M. Q. (1987). *How to use qualitative methods in evaluation*. Newbury Park, CA: Sage.
- Safran, M. (2012). *Sosyal bilgiler öğretimi [Social studies teaching]*. Ankara: Pegem Academi.
- Sağlam, H. İ. & Hayal, M. A. (2015). Sınıf öğretmenlerinin "İnsan hakları, yurttaşlık ve demokrasi" dersinin ilköğretim 4. sınıfta yer almasına ilişkin görüşleri [The views of class teachers on the incorporation of human rights, citizenship and democracy courses in the curriculum of fourth graders]. *Abant İzzet Baysal University Journal of Faculty of Education*, 15(1), 207-217.
- Sözbilir, M. (2009). Nitel veri analizi [Qualitative data analysis]. <https://fenitay.files.wordpress.com/2009/02/1112-nitel-arac59ftc4b1rmada-veri-analizi.pdf> retrieved on 08.11.2019 from.

- Şeker, M. (2013). 8. sınıf vatandaşlık ve demokrasi eğitimi ders kitaplarının öğrenme stilleri açısından incelenmesi [The examination of 8th grade school books and teacher's guide book of citizenship and democracy in terms of learning styles]. *International Journal of Turkish Education Sciences*, 1(1), 51-62.
- Şen, A. (2019). Vatandaşlık eğitiminde değişiklik ve süreklilikler: 2018 sosyal bilgiler öğretim programı nasıl bir vatandaşlık eğitimi öngörüyor? [Changes and continuities in citizenship education: what kind of citizenship education does the 2018 social studies programme of study envisage?]. *Journal of Qualitative Research in Education – ENAD*, 7(1), 1-28.
- Şimşek, N. (2011). İlköğretim sosyal bilgiler dersinde öğrencilerin demokratik kazanımlarının çeşitli değişkenler açısından incelenmesi [Investigation of students' democratic achievements in terms of various variables in primary school social studies course]. *National Education Journal*, 41(190), 188-202.
- Tekin, H. H. (2006). Nitel araştırma yönteminin bir veri toplama tekniği olarak derinlemesine görüşme [In-depth interview of qualitative research method as a data collection technique]. *Istanbul University Journal of Sociology*, 3(13), 101-116.
- Tezcan, M. (1994). *Eğitim sosyolojisi [Educational sociology]*. Ankara: Ankara University Faculty of Educational Sciences Publishing.
- Tezgel, R. (2008). *Yeni ilköğretim programlarında insan hakları, vatandaşlık ve kentlilik eğitimi [Education of human rights, citizenship and urbanization in new primary education programs]*. Ankara: Araştırma Publishing.
- Topkaya, Y. & Şimşek, U. (2015). Vatandaşlık ve demokrasi eğitimi dersine yönelik tutum üzerinde eğitici çizgi romanların etkisi [Impact of instructional comics on the attitudes towards citizenship and democracy education]. *Journal of Computer and Education Research*, 3(6), 152-167.
- Yalçın, A. & Akhan, N. E. (2019). Cumhuriyetten günümüze sosyal bilgiler programlarının sosyal bilgiler öğretim yaklaşımlarına göre incelenmesi [An investigation into the social studies programs from the early republic to the present in terms of social studies teaching approaches]. *Journal of Theoretical Educational Science*, 12(3), 842-873.
- Yazıcı, K. (2011). Sosyal bilgiler öğretmen adaylarının, demokratik değerlerinin çeşitli değişkenler açısından incelenmesi. [An analysis of social studies prospective teachers' democratic values in relation to various variables]. *Education and Science*, 36(59), 165-178.
- Yıldırım, A. & Şimşek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in the social sciences]* Ankara: Seckin Publishing.