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## Rethinking Social Studies and Citizenship in Turkey. An Overview to the 6th International Symposium on Social Studies Education

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Citizenship education, social studies education, Turkey, international symposium on social studies education

### 1 Introduction

Association for Social Studies Educators (ASSE) organizes International Symposium on Social Studies Education (ISSE, Turkish: USBES) every year, which provide a good platform for experiences exchange and improve the field by bringing together researchers and teachers who work on social studies education. International Symposium on Social Studies Education is a three day symposium, held every year in different universities by social studies teacher education departments (Faculty of Education) in Turkey. The first International Symposium on Social Studies Education was held in Istanbul in April, 2012 with hosting by Marmara University. Hundreds of academicians, teachers and students are gathered every year through these symposiums. The official languages of the symposium are Turkish and English. Scientific Committee reviews all oral presentation abstracts. This is the sixth year that participants share their theoretical and practical perspectives in the field of social studies education at ISSE/USBES.

6<sup>th</sup> International Symposium on Social Studies Education was hosted by Anatolian University in Eskişehir. The symposium was held this year between 4<sup>th</sup> - 6<sup>th</sup> of May and its 576 participants included academicians, researchers, teachers, graduate students, doctoral and master students. The scientific programme comprised conversation, two invited speakers (key notes) with their focused topics, one panel, parallel sessions (oral presentations by participants) as well as eight workshops. The main theme for this year was "Rethinking Social Studies".

During the three-day symposium, 396 oral presentations at total were presented by academicians, researchers, teachers and students. 58 of them were directly related to citizenship, citizenship-values relations and citizenship education.

The symposium, which first traditionally started with Stand in Silence because it's a part of national ceremony in Turkey, The National Anthem then the welcoming and opening speeches; continued with conversation of the theme of this years topic: "Rethinking Social Studies" and the keynote speakers offered their presentations afterwards.

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Remembrance corner at the entrance: Participants took photos with Memory of USBES 6 (ISSE 6) board background and signed the signature board

### 2 Key note speakers

The key note speakers of 6<sup>th</sup> International Symposium on Social Studies Education came from the U.S., they were Prof. Dr. Binaya Subedi, who is a faculty member of Ohio State University at the department of the Comparative Studies, and Assoc. Prof. Dr. Anatoli Rapoport, who is a faculty member of Purdue University at the department of Education Programs and Teaching. They shared their academic experiences and perspectives on Social studies education, international and global education, migration issues etc.



Prof. Dr. Binaya Subedi gave information about his research on individuals with immigrant backgrounds living in America. And he focussed on the important role of the social studies on the identity construction and belonging development processes. Assoc. Prof. Dr. Anatoli Rapoport began his speech *"The Place of Global Citizenship in the Social Studies Curriculum"* by emphasizing that citizenship has always been the focal point of social studies since the concept and term appeared in the early 1900s. And he focussed on the question *"Global citizenship? Is it real?"* He explained this subject within the framework of global citizenship phenomenon and gave examples from the citizenship education and social studies teaching program and today's multicultural world. And he ended his speech saying: "New global contexts exert economic, political, ideological, and cultural pressure on individuals in all parts of the world. Young people will be much better equipped and prepared to meet global challenges if the school helps them better understand that they are already a part of the globalized world and members of global citizenry. Social studies teachers and many existing social studies curricula have a potential to be at the forefront of this process. After all, good citizenship is the purpose of social studies - good local, national and global citizenship."

## 2 Panel Discussion: Citizenship education in the light of current developments

In the panel discussion "Citizenship Education in the Light of Current Developments", different definitions of citizenship and the reflections of these definitions on the citizenship education were among the basic issues of debate. The subtheme of the panel was *"Citizenship and Evaluations of Citizenship Education"* The panelists shared their perspectives on citizenship status types and citizenship education. The citizenship approaches of which Assoc. Prof. Dr. Birol Caymaz (Galatasaray Üniversitesi) draw the conceptual framework were discussed in two different contexts. The first one was the republican/communitarian citizenship paradigm and the second was the liberal- democratic citizenship paradigm. In this speech where Thomas Humphrey Marshall's categories of civil rights, political rights and social rights were considered as a continuation of the responsibility-based and rights-based citizenship debate, it has been discussed how cultural rights, women's rights, labour's rights and environmental rights have become the categories of citizenship by paying special attention to the critics made for Marshall. Besides, Prof. Dr. Süleyman İnan (Pamukkale Üniversitesi) has pointed out that although the concepts of republic and democracy represent an old subject of debate, the subject maintains its actuality and emphasized that whereas the different types of citizenship that emerged as a result of the separation between republican and democracy paradigms regard the citizens of Republic as a part of a homogenous and political society, they praise the citizenship model in which the various democratic identities manifest themselves in a pluralist cultural environment. In addition, he gave examples which explain the dominance of

republican citizenship in Turkey, mentioned how the citizenship debates that have arisen as a result of the problems of increasing population mobility and migrant and refugee crisis in the European Union found echoes in Turkey and assessed that the concept of citizenship will gain a new meaning and scope. On the other hand, Prof. Dr. Yasemin Karaman Kepenekçi (Ankara Üniversitesi) reflected upon the definition and application ways of citizenship education and Prof. Dr. Ahmet Doğanay (Çukurova Üniversitesi) gave information about the repercussions of current debates of citizenship education on the social studies education.

Then the parallel sessions started with presentations.

## 3 Proceedings from the 6<sup>th</sup> International Symposium on Social Studies Education

Three main categories appear in the content analysis of the studies in abstract book (*bildiri özetleri kitabı*) of 6<sup>th</sup> International Symposium on Social Studies Education (for more detailed information see: [www.usbes6.com](http://www.usbes6.com)) regarding the citizenship education. These categories consists of the studies which define the citizenship education, mention about the citizenship education and focus on the citizenship-values relationship.

Categories	Subcategories	Frequency
Definition of Citizenship		12
Citizenship Education		11
Citizenship and Values	Values Education	19
	Multiculturalism and living together with differences	16
		Total: 58

### Definition of Citizenship

In the studies, the category of the definition of citizenship rather comprised of the studies conducted on the perception of citizenship. It has been noted that both the quantitative and qualitative research methods were used in the studies that focused on the perception of citizenship. The study titled as *"Examining Citizenship Perception According to Various Variability"* is an example in which The Citizenship Perception Scale (developed after the scientific processes in scale consists of 43 items) was used as an indicator of the quantitative research approach. Moreover, the two studies titled as *"Investigation into Role of Social Studies Course in Formation of Social Identity: Secondary School Programs (1931-32, 1938, 1949, 1962, 1970-71, 1984-85)"* and *"The Status of Active Citizenship in 2017 Social Studies Draft Syllabus"* in which the document analysis was made, and the case studies titled as *"Social Studies Student Teachers Views on Social Participation in the Framework of the Concept of Citizenship"* and *"Identification of the Secondary School Students' Senses Related to Homeland Concept by the Way of Metaphors"* are the examples of qualitative research. At the end of the study; 12 categories, related to concept of homeland, are gained. These are: Housing, Piece of Land, Community,

Independence, Strength, Hero, Lifeblood (yaşam kaynağı, it means: source of life), Deposit, Wealth Stability, Faithful (güven veren it means: assuring), Valuable.

The concepts of digital citizenship, active citizenship, perception of citizenship, identity and citizenship relationship were discussed in the studies and the issues of good citizenship appear in the citizenship textbooks.

In the recent years, the concept of digital citizenship and the new definitions of citizenship were added to the themes with respect to the definition of citizenship under the light of new regulations made after the changes in the Turkey's teaching program (for more detailed information see: <http://ttkb.meb.gov.tr/program2.aspx>). On the other hand, the past years' studies on the perception of citizenship continue to be on the agenda of the researchers.

#### *Citizenship education*

In the studies, the category of citizenship education is rather comprised of the opinions regarding the citizenship education and training. In most of the studies about the citizenship education, qualitative research technique was used (compare Grammes and Acikalin, 2016), there were only two studies in which the quantitative research technique was used. For example, the study called *"The Relationship Between Locus of Control and Political Participations of Social Studies Teacher Candidates"* used The Questionnaire of Political Participation (developed by Çuhadar) of University Students, which is an indicator of quantitative approach. The studies titled as *"Investigation of Azerbaijan's Primary Education Programme in Terms of Citizenship Education"* and *"Reflections of the Social and Political Events of the Republic of Turkey on the Citizenship Issues in the Social Sciences Curriculum of the Primary School"*, in which the document analysis was made, and the case studies called *"An Investigation of the Primary Class Teachers View Points on the Draft Social Studies and Human Rights Citizenship and Democracy Curricula"* are qualitative research studies.

The opinions on the citizenship education, on the concepts within the scope of citizenship education and the opinions about the teaching programs were the outstanding issues of discussions in the studies. It was observed that the studies included the issues on the axis of human rights, citizenship and democracy lessons as well as different examples of the application of citizenship education in the UK and Azerbaijan. The international and comparative educational studies offer opportunities to global understanding and multicultural perspectives.

#### *Citizenship and values*

The studies are more comprised of the studies from the subcategories of values education, multiculturalism and living together with differences. This expresses, on the one hand, the values which the individual is supposed to gain with the citizenship education, and on the other hand, contains the repercussions of multiculturalism approach of the cultural groups who are outside the

hegemonic discourse of citizenship on the citizenship education within the framework of citizenship.

#### *Values Education*

It is possible to see the examples of both the qualitative and quantitative method in the studies. For instance, there was an experimental study titled as *"Effect of Storyline Method on Enriching Candidate Teachers of Social Studies with Empathy Skills and Value of Respecting to Differences"* in which Scale of Respect to Differences was used as an indicator of quantitative approach. As the example for qualitative research studies, there were two studies *"Imaginary Perceptions of Secondary School Students about Patriotism"* and *"Reflections of the Social and Political Events of the Republic of Turkey on the Citizenship Issues in the Social Sciences Curriculum of the Primary School"* in which metaphoric analysis was used, and two case studies titled as *"An Investigation of the Primary Class Teachers View Points on the Draft Social Studies and Human Rights Citizenship and Democracy Curricula"*.

Studies on the category of values education are comprised of the studies conducted on democracy, humanitarianism, peace, justice, patriotism, tolerance and universal values. The studies carried out on this category, which is very important for the relationship between values education and citizenship, are significant in terms of both discovering the opinions of teachers and students, and defining and interpreting the values presented in the textbooks. Similarly, the comparative studies carried out between different countries can deepen the relationship between the values education and citizenship.

#### *Multiculturalism and living with differences*

It is possible to see the examples of both the qualitative and quantitative method. Different scales and scanning models were used in the quantitative studies. For example, in the research study titles *"Perception and Awareness of Middle School Students and Social Sciences Teachers on Multiculturalism and Multicultural Education (Kocaeli Province as Case Study)"* a descriptive survey model was applied as a quantitative research method; and in another study titled *"The Relationship Between Social Studies Teacher Candidates Levels of Global Citizenship and Respect to Differences"*, The Global Citizenship Scale and Respect to Differences Scale were used. Moreover, in the category of multiculturalism and living together with differences, the study titled as *"The Presentation of the Culture of Living Together in German Sachunterricht (Life Studies) Textbooks"* was designed as a qualitative case study, and in the research titled *"Social Studies Teachers' Experiences with Immigrant Students"* phenomenology was chosen among the research designs.

The studies on the category of multiculturalism and living together with differences include the studies conducted on the culture of living together, perception of multiculturalism and gender. This category of citizenship education represents the experiences of educators of

social studies regarding the use of multiculturalism for the integration of Syrian refugees into the political and social conditions of Turkey.

### Workshops

In the symposium, eight workshops were also organized to address the participants such as social studies educators, academicians, teachers, and graduate students. These workshops were

- Critical Pedagogy (Educational Science),
- Respect for Differences Education through Drama in Social Studies Course,
- Examples of In-Class Activities Related to Values Education in Social Studies,
- Geographical Information Systems (GIS) in Social Studies Education,
- Access to Reliable and Accurate Information in the Media,
- The Wrongs Known as True in Qualitative Research,
- Stereotypes and Gender Equality and Evidence Based
- Social Studies Teaching: Creating Individual Meaning from Part to Whole

As we examine the workshops that are related to citizenship, "Critical Pedagogy (Educational Science)" has argued the ways of developing social responsibility consciousness of an individual and encouraging the individual to participate in the social processes by discussing the problem-posing education approach of Paulo Freire which aspire to gain consciousness; "Respect for Differences Education through Drama in Social Studies Course" have reflected on the ways of improving such activities that can educate the children about the respect for differences through creative drama, which is closely related to Social Studies teaching program; and "Stereotypes and Gender Equality" has examined the concepts of gender, gender equality, stereotypes, prejudices, and discrimination

### *The future of citizenship education*

The Association of Social Studies Educators arranges the International Symposium on Social Studies Education each year, where the researchers in Turkey presents their current studies. The studies handed on in the symposium, which are prepared according to the actual agenda of the day each year, determine the subjects of debate on the social studies education, as well as increase the quality of the discussions about citizenship education. In addition to the general discussions held each year about the citizenship, citizenship education, teaching program and textbooks, this year's debates about the approaches of citizenship education, multiculturalism, belonging, inclusive education approach will probably be the main subjects of debate in the next years. Whereas the social studies educators in Turkey carry out studies on the definition of citizenship education on the one hand, they attempt to examine the subject with reference to the example of Syrian refugees in terms of citizenship education on the other. Different examples of application from different countries about the integration of Syrian refugees into the society are

supposed to determine the next year's symposium plan on the social studies teaching and citizenship education. 7<sup>th</sup> International Symposium on Social Studies Education will be held by Kırşehir Ahi Evran University in 2018.

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