

Planning the Integration of Teaching and Evaluation in Social Studies Education

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1. Introduction

The concept of education, started with the existence of living beings, continues to exist in every kind of population no matter what the education level is. In primitive tribes or in developed civilized societies, human beings have been continuously inventing new materials in order to meet the demands of social daily life, and as a result of this continuing process, it is crucial to establish an efficient teaching system in order to cope with the changes. Permanent behavioral change and education process definitely exists if there is learning.

In “Dictionary of Education”, the concept of education is defined as; “the sum of processes in which an individual gains ability, tendency and other demeanors, which are practically significant in the society. Education is a social process and it includes a distinguished and controlled environment besides school activities in order to ensure a high-level of personal development and social abilities.” Based on this definition, education is established on the below mentioned detailed goals:

- Education helps individuals’ self-realization,
- Education helps individuals develop healthy and high level human relations,
- Education develops individuals’ economic efficacy,
- Education improves individual’s civic responsibility (Varış, 1998).

Education is a process aiming at changing behaviors of individuals in a specific, desired way and it can be said that it is a service for individuals (Sever, 2015).

There are two types of education; formal education which is planned and purposeful and informal education which is unplanned and doesn't have a specific purpose. There are two types of formal education which are organized and mass education. Organized education is the type of education in schools; it is gradual and based on the basic goals of National Education. On the other hand, there isn't a specific level or precondition in mass education and the goals of individuals are significant.

The goal of organized education is to raise efficient and valuable human power in a country. Every state determines specific goals that will serve its purpose and prepares curriculums in line with these purposes. These curriculums are the practices in schools for this aim. All of the subjects in education programs include different numbers of learning environments and acquisitions.

Education process starts in a family and continues until the end of life. One of the most significant stages of this process is family and another one is school. Children socialize in schools (Şimşek, 2016). There is primary school, secondary school and high school respectively. Citizenship education is included firstly in the lesson named 'Introduction to Science'. But the class that has a direct goal about raising citizenship awareness through education is Social Studies.

1.1. Nature of Social Studies

The basic function of educational institutions is to give necessary information and improve the ability and values in them in order to enable students become efficient and fruitful citizens in the world of 21st century. A significant amount of these information, ability and values are attempted to be given in schools through Social Studies classes (Kılıçoğlu, 2009).

There are various definitions of the concept of Social Studies (Akdağ, 2009; Barr, Barth and Shermis, 1978; Barth, 1991; Çatak, 2016; Garcia and Michaelis, 2001; Köstüklü, 2001; Safran, 2008; Sönmez, 1998). But the basic definition that is accepted by Social Studies educators is mentioned below:

“Social Studies is a field of study which is made of an interdisciplinary combination of art, literature and Social Studies in order to provide citizenship competence. In the school program, Social Studies ensures a systematic and coordinative field of study which is made of the related parts of anthropology, archeology, economy, geography, history, law, philosophy, political sciences, psychology, religion, sociology, art, literature mathematics and physical sciences.

The basic goal of Social Studies is to help young individuals in the process of giving reasonable and knowledge-based decisions as the citizens of democratic societies which are made of socially and culturally different people living in a global world (NCSS, 1993).

Social Studies puts human beings in the center and help children acquire information, completely comprehend learning processes and become active citizens (Zarrillo, 2000/2012).

The lesson of Social Studies focuses on analyzing human and society and the relation between them in the frame of environment. It increases the knowledge about human-society relations and experiences about these two and it sets an environment for individuals in order to explore their values and thoughts (Kabapınar, 2016).

Social Studies lesson aims at enabling students accommodate themselves to the societies they live in as citizens who adopted democratic values; additionally, it focuses on providing experiences in order to enable these students put their knowledge into practice (Ulu Kalın and Aydemir, 2016).

1.2. History of Social Studies Education

It is known that Social Studies tradition started in Turkey at the second half of 19th century. According to the Statute on General Education in Sultan Aziz period in 1869, social fields in Ottoman Junior High Schools were separated to different lessons as “*General History*”, “*Ottoman history*” and “*Geography*”. In 1986, in an education conference in America, administration department combined the topics of history and geography and named it “*Social Studies*”; after this, in the period of Sultan 2nd Abdülhamit in 1904, “*Brief Ottoman History*” lesson was included in the curriculum of secondary schools.

As a name of a lesson, the concept of “Social Studies” was firstly used in 1916 in America. In 1921, establishment of National Council for the Social Studies by America accelerated the process of the use of this concept.

In the history of Turkish Republic, the lessons of “Country Studies” (Malumat-ı Vataniye) started to be taught in schools in 1924. Two years after that, Country Studies lesson was combined with the lesson “Morality Conversation” and named “Nation Studies”. In the primary school draft prepared in 1962, History, Geography and Citizenship lessons were combined under the name of “Society and Country Research”.

The adventure started in the second half of 19th century was included in the curriculum as “Social Studies” lesson in 1968. But 12 March memorandum occurred in 1971 and 12 September Military Coup occurred in 1980 changed the mentality about nation-state; in 1985, Social Studies lesson was removed and “National History” and “National Geography” lessons were included in the new curriculum.

Social Studies lesson was included again in the curriculum in 1998, when primary education was accepted to be compulsory. The lesson was taught through constructivist education model gradually in 2005. In 2012, compulsory education model was implemented through 4+4+4 model and with this model, Social Studies lesson was relatively a more significant class. With this system, “Human rights, Citizenship and Democracy” lesson was compulsory in 4th grade while elective courses such as “Folk Culture”, “Media Literacy”, “Law and Justice” and “Thinking Education” were included in secondary school curriculum (İnan, 2014).

1.3. Social Studies Education in Different Countries

4th, 5th, 6th and 7th grade Social Studies Curriculum, which can be seen in the internet page of Ministry of Education, Head Council of Education and Morality, is prepared with a constructivist understanding and changes that are necessary in today’s education system are completed. In this section of the study, information about the goal of Social Studies in some countries around the world will be presented.

While in some countries such as Greece, New Zealand, Singapore, Pakistani, Norway, Canada, Jamaica, Sweden, England, Republic of South Africa, Finland, Czech Republic United States and Germany, constructivist understanding and student centered education is practiced in teaching Social Studies, in some other countries (Egypt), teacher centered approach is practiced. In addition to these approaches, in some countries (Iran) behaviorist approach is used and in some others individual differences are ignored (Japan) (Öztürk and Deveci, 2011).

Social Studies education was firstly constructed when there were various problems in United States at the beginning of 20th century, resulting from significant social transformation in the fields of culture and economy. The aim was to find solutions to the significant problems of that time (Meray, Karatekin and Kuş, 2012).

When the development process of Social Studies lesson in Germany is analyzed, it can be seen that there is a parallelism between the process and the country’s geography, history and socio-political development. The goal of Social Studies education in Germany is to prepare students for social and political life and raise them as responsible individuals who internalize democracy and turn this belief into practice (Kaya, 2011). In Germany, Social Studies lesson includes the topics of history, geography and politics. In 5th grade, there are 3 hours Social Studies classes, in 6th grade there are 3 hours classes, in 7th grade 3 hours, in 8th grade, there are 3 hours, in 9th grade there are 4 hours and in the 10th grade there are 3 hours of Social Studies classes including history, geography and politics issues per week (Aytaçlı, 2015).

In Finland, Social Studies education starts in 7th grade and continues until the 12th grade. In 7th, 8th and 9th grades, Social Studies education includes basic information about social structure and functioning and the ways through which the citizens affect social structure are

taught. Besides that, the other goals are to encourage students while educating them, to raise them as conformist, responsible, independent, productive, communicative and peaceful citizens. The goal of secondary education Social Studies program including 10th, 11th and 12th grades is to ensure students become efficient and critical thinkers and prepare them for participating in social activities while reading current matters correctly (Kop, 2011).

Swedish society, which has a multicultural structure, contains different ethnic and socio-cultural structure. Social Studies Curriculum is framed with an understanding of creating knowledge in a democratic, multicultural society about national and global issues (Aktin, 2011).

In Japan, which reached high standards in education and has become the world star in technology, Social Studies lesson is in each grade starting from the 3rd grade until high school. The goal of the lesson is to ensure students have the ability to benefit from different point of views about social phenomenon and build a thinking style based on these different viewpoints. On the other hand, deepening the love of nation and history, and raising students who aim at creating and protecting a democratic and peaceful nation are the main goals (Şahin, 2011).

In Canada, one of the most developed countries in the world, there is a federal administration and there isn't a single national education policy. There is a different education system in each state; but in the section of *Cultural Citizenship* in Social Studies curriculum, "Canadian Identity" is the main focus (Tuncel and Güngör, 2011).

Social Studies lesson, whose main goal is to raise effective citizens, starts in Australia in nursery class; in the 1st and 2nd grades, the lesson is included in geography and history classes while in 3rd, 4th, 5th, 6th and 7th grades, Citizenship and Nationality lessons are added to the curriculum (Turgut Kahyaoglu, 2015).

The issue of whether or not the goals of Social Studies education are reached is the topic of another study. But the answer of the very same question in Turkey is the main topic of this study.

1.4. Changes in Social Studies Curriculum

Content of Social Studies education program is created after a careful process of choosing what is significantly related with Social Studies among the information produced by different disciplines. The basic disciplines included in Social Studies are history, anthropology, geography, archeology, sociology, psychology, philosophy, economy, law, politics, education and religion. The domains of Social Studies education are environment education, democracy education, cultural heritage education, citizenship and human rights education, media literacy and current matters education, values education, disaster and earthquake education and aesthetics education (Koçoğlu, 2015).

In the Social Studies curriculum, published by Turkish Republic, Directorate of National Education (2017), Social Studies is defined as “the class is based on the understanding of mass education and Social Studies are simplified for pedagogical reasons” (<http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=71>).

In the curriculum prepared in 2017, it is emphasized that Turkey Qualifications Framework should be taken into consideration in order to reach international education standards, which can be defined as a process through which students gain abilities, attitudes, aesthetic sensibility and positive behaviors based on the cultural values of their society. In this framework, there are *native language literacy, physical education and sports proficiency, information literacy, information and communication technologies literacy, science literacy, human rights and democracy awareness proficiencies, mathematics literacy, learning proficiencies, self awareness, art proficiency, basic life proficiency, foreign language literacy and proficiencies and citizenship knowledge and awareness*.

In the definitions of these competencies, there are defined awareness and competencies that are required from students to gain in the scope of lifelong learning. Draft curriculums include different basic abilities and competences. One of these is competences about citizenship. The ones that are directly related with Social Studies education are: efficient use of public properties, the ability to cooperate and coordinate in solving problems that affect great number of societies, participating in immediate environment problem solving processes by voting

In the education programs that are renewed according to the requirements of today’s world, it is attempted to overcome the deficiencies and some changes are made in order to raise individuals who are thinking deeply, researching, questioning and producing. Although learning fields in Social Studies curriculum are different in some ways, they are close and have supplementary characteristics in general. The learning fields of the last three Social Studies curriculum are mentioned below:

Table 1. Learning fields of Social Studies Curriculum According to Years

Year 2005		Year 2015	Year 2017
4 th and 5 th grade	6 th and 7 th grade	4 th 5 th 6 and 7 th grade	4 th , 5 th 6 th and 7 th grade
Individual and society	Individual and society	Individual and society	Individual and society
Culture and Heritage	Culture and Heritage	Culture and Heritage	Culture and Heritage
People, Places and Environments	People, Places and Environments	People and Place	People, Places and Environments
Science, Technology and Society	Science, Technology and Society	Science, Technology and Society	Science, Technology and Society
Production, Distribution and Consumption	Production, Distribution and Consumption	Economy and Sustainability	Production, Distribution and Consumption
Global Connections	Global Connections	Global Connections	Global Connections
Power, Administration and Society	Power, Administration and Society	Efficient Citizenship	Efficient Citizenship
Groups, Institutions and Social Organizations			

In general, changes in 2017 Social Studies curriculum learning outcomes can be summarized on the basis of grades as mentioned below:

Changes in primary school 4th grade learning outcomes

- In the former “Efficient Citizenship” learning field, only personal rights of individual and personal rights among friends were mentioned. But in the new program, the frame is broadened and acquisitions about reaching a personal role in the nation’s independence are included.
- There are no notable changes in other learning fields.

Changes in secondary school 5th grade learning outcomes

- Acquisitions in the first learning field are mostly protected. The goals of understanding and digesting personal, social, environmental and global features are quite consistent with the nature of the lesson.
- A significant change is made in the second learning field and 5th grade Social Studies is removed from the program. The goal in this change is to teach Atatürk’s Principles and Reforms in a more proper age, when students are ready.
- The line of learning fields is changed in the new program. Acquisitions in the field of “Science, Technology and Society” is rearranged according to the requirements of the era and current concepts such as virtual environment, online shopping and internet are included.

Changes in secondary school 6th grade learning outcomes

- In general, outcome number in the program is decreased, but the intensity of the topics is increased.
- It is seen that in “Individual and Society” learning domain, a theme of “individual in society” is attempted to be created.
- In “Culture and Heritage” learning domain, Turkey Seljuk Empire is included and an introduction to Turkish history is made. History topics including the time period until the Turkization of Anatolia are designed and presented in a chronological style.
- The teaching line of learning topics is changed, which is similar with the change in the 5th grade curriculum.
- The most significant point of the program is that “15th of July, Democracy and National Unity Day” topic is included in “Democracy Adventure” learning domain. This change is made in order to raise individuals who are responsible and conscious.

Changes in secondary school 7th grade learning outcomes

- As the topic of Turkization of Anatolia is included in the 6th grade learning outcomes, Ottoman History topics are moved to the beginning of 7th grade history topics.
- Topics about the History of Europe are also attempted to be given in a comparative history teaching style.
- Democracy movements in the era of Atatürk are included in the program.
- The last period of Ottoman Empire is removed from the 1st World War topic.

1.5. Integration of Social Studies Education

There have been many tragic events in the last years in Turkey, there have been an increasing number of femicides, child abuses, thefts, frauds, crimes and physical injuries and finally there have been a significant attempt to stage a coup on 15th of July, 2016. All these show that there are many people in the country who never reached the conscious and responsibility of a being a good citizen, which is the goal of Social Studies classes. When the present programs are analyzed, it can be seen that there are the goals of giving national and moral values, teaching the issues of national will, democracy, and loyalty to cultural values, adoption of historical values and diplomatic relations. At this point, it is seen that there are some problems in the integration of this program with daily life.

When the literature is analyzed, it is determined that there are no studies on the topic of Social Studies Curriculums’ integration with life. This study is significant in terms of filling this deficiency. Meetings with different study groups are made in order to reach this aim, and their opinions about integration of Social Studies with daily life are taken.

Descriptive approach is used as the basic goal of this study is to define and explain the issue clearly and to make evaluations in line with the standards. In order to research the problem of the study, case study design is used in the scope of descriptive approach (Çepni, 2007).

In order to broaden the frame of this study, 3 different sampling groups are used. The first sampling group of this study is made of 25 senior students in Artvin Çoruh University, Faculty of Education, Social Studies teaching department.

The second sampling group of this study is made of 12 graduate students who have been studying on thesis after taking a minimum of 21 credits classes on Social Studies education field.

The third sampling group of this study is made of a total of 6 Social Studies teachers; while 4 of these teachers are female, 5 of them are male, and all of them have experiences of 10 to 15 years in teaching.

In the process of defining sampling, firstly candidates are informed about the topic problem to be worked and the goal of the process. After the process of informing, volunteer candidates are chosen.

As data collection tool, a semi-structured interview containing 6 open-ended questions is used. Interview questions are prepared, presented to 3 field experts and 1 language expert and face validity is analyzed.

Firstly the question of "**What is the goal of Social Studies?**" is asked to the sampling group. Social Studies teaching, university senior year students gave these answers to the question:

- To raise active citizens.
- To raise individuals who have a specific level of knowledge
- To raise individuals who have a conscious of national unity and integrity
- To raise individuals who are sensitive to what is happening in the environment
- To raise individuals who are charitable
- To raise individuals who are conscious about individual rights and freedoms
- To raise generations who knows his/her history
- To raise generations who have the sense of responsibility
- To raise generations who know what to do in future
- To prepare individuals to social life

When the above mentioned points are analyzed, it can be seen that although teacher candidates defined Social Studies differently, the definitions are all correct.

The answers of post graduate students who completed taking classes and began thesis process are mentioned below:

- To raise active citizens.
- To raise presentable citizens. To form self respecting individuals who are loyal to their homeland, who are modern, analyst, innovative, willing to take risk and honest,
- To raise individuals who are sensitive to social events, responsible and knowledgeable about his/her history,
- To raise individuals who are knowledgeable about cultural heritage, who follow scientific developments, who can comprehend the value of universal values,
- To raise individuals who know the responsibilities and rights, who are loyal and committed to Atatürk's principles and reforms, love and protect his/her nation, and who have the conscious of citizenship,
- To integrate individuals who know themselves, who can criticize themselves, who are aware of personal features, who are knowledgeable about their country and history, who are conscious and follow daily topics.

When the issues mentioned by graduate students are analyzed, it can be said that they agree on the goal of raising effective citizens and although they made different definitions, the definitions are all correct.

Findings about the thoughts of Social Studies teachers on Social Studies education are mentioned below:

- To raise citizens who are faithful to Atatürk's principals and reforms, who carry the national, moral, humanistic and cultural values of Turkish nation; to raise individuals who are honorable and have knowledge, ability, behavior and general culture of the profession of teaching,
- To raise individuals who know individual rights and freedoms. To help individuals know themselves, follow world's updates, knowledgeable about environment and culture and have social solidarity belief,
- To raise individuals who know their duties, responsibilities, who are respectful to human rights, who keep pace with developing technology and individuals who love their homeland and nation,
- To raise individuals who can hand our history, culture and national values to the next generations and to raise more modern people,
- To raise individuals who know about their environment, society, their needs, who can make synthesis between past and future, who can put these synthesis into practice and defend them. To raise a society who carry out nationalistic, democratic and equalitarian values in line with Atatürk's principles and reforms.

When the findings about the goals of Social Studies education are analyzed, it can be said that, all three of the sampling groups are knowledgeable about the topic, they know the goal of Social Studies education and they are able to state this in their individual perspective. Although professional experience and the number of studies made by participators increased the content of definitions, basically all of the sampling groups' sentences can be accepted to be true.

The second question the interview form, which is prepared to gather information, is **“Do you think that the goal of Social Studies Curriculum is fit for the purpose?”** findings about the question are mentioned below:

Findings obtained from *Social Studies teacher candidates* are:

- Yes they are.
- There are some missing points.
- The program should be more detailed.
- There are some missing points, the program is too broad and it should be narrowed.
- There are some missing points in moral and values education.

Teacher candidates get the chance to study Social Studies Curriculum during their university education (Special Teaching Methods I-II). With this knowledge, they defended the view that the present program is proper for reaching the goals of Social Studies education.

Thoughts of *post graduate students* on Social Studies Curriculum's sufficiency are presented below:

- I don't think that the program is convenient. People who prepare the program aren't knowledgeable enough on the issue.
- If the program is efficiently practiced, the education will reach the goal.
- Yes it is convenient.
- Thoughts of graduate students imply that the program is sufficient, and it will be successful if practiced properly.

Findings about *Social Studies teachers'* views are presented below:

- Affective goals are ignored, it is not proper for reaching general aims.
- There are some missing points about abilities and values
- Exam-oriented education restrains reaching the main goal.
- Program isn't sufficient for reaching the goal, there are some deficiencies.

Findings about the second question of the study show that while people who know Social Studies Curriculum theoretically think that the program is fit for the purpose, the ones who actually put the program into practice think that it is not sufficient.

The third question asked to the sampling group is “**Is there any problems/flaws in the process of putting the program into practice?**” findings obtained through this question are presented below:

Answers of *Social Studies teacher candidates* are presented below:

- Teaching technologies aren't efficiently used,
- The program is heavy,
- Class teachers are insufficient,
- Individual differences such as socio-economic factors, upbringing etc. are ignored,
- Education system is changed too often,
- Constructivist education system isn't used by teachers,
- Course content aren't proper for daily life,
- Insufficient class hours.

Social Studies teacher candidates stated the problems/flaws in program's practice process through their observations in School Experience class.

Thoughts of *post graduate students* on the issue are presented below:

- There aren't many idealist teachers,
- Acquisitions in the program aren't proper for practicing them in class as education environments are insufficient,
- Parent attitudes,
- Time problem resulting from intense curriculum.

Sampling group, made of post graduate students, answered the question through their observations in School Experience and Teaching Practice classes during their university education. According to the sampling group, most of the flaws in the program are resulting from insufficient education environments and insufficiency of idealist teachers.

Problems in putting the program into practice are mentioned by Social Studies teachers as such:

- Goals of Social Studies education depend on individuals, non-objective teaching,
- Time problem resulting from intense curriculum,
- Theoretical information doesn't comply with daily life,

- Exam oriented studies negatively affect reaching goals,
- There are deficiencies about education materials,
- Prejudices created by families and environment obstruct reaching positive behaviors.

Obtained findings show that flaws of the program in the process of practice mentioned by post graduate and graduate students have similar ideas about the flaws mentioned by Social Studies teachers.

The question of “**The issue of learning domain is added to the revised Social Studies Curriculum two years ago. What kind of changes do you think this domain will make in terms of raising effective individuals?**” is asked to the sampling group in order to determine their views on *Efficient Citizenship* learning domain, which is added to the curriculum through some changes. Findings obtained through this question are mentioned below:

Views of Social Studies teacher candidates on the issue are presented below:

- Adding 15th of July, attempt of military coup to the curriculum will be effective in raising efficient citizens,
- I think that a value which lacks quality will not have a quantitative meaning,
- I don't think that the change will make a contribution,
- I don't have an idea about the issue.

While most of the teacher candidates think that the change will be effective, some other ones mentioned that it won't make any contribution.

Findings obtained from *Post Graduate Students* are mentioned below:

It makes significant contribution to raising efficient citizens,

- It will be successful about constitutional citizenship,
- Program changes that are made as desk works will not be useful in practice.

In contrast to graduate students, post graduate students are more moderate about the change; it is seen that they think that the change will make contribution to the goal.

Thoughts of *Social Studies teachers* about the change are presented below:

- In the field of education, which is made on the basis of a heavy and slow bureaucratic view-point in Turkey, changes in programs occur too often. Changes for general purposes decreased the significance of national goals.
- I believe that there will be an increase in teaching citizenship, understanding efficient citizenship concept in theory and putting this understanding into practice.
- Adding the military coup attempt to the curriculum will be efficient in reaching the goal.

Like graduate students, Social Studies teachers believe that putting 15th of July military coup attempt to the program will be efficient in raising efficient citizens.

The question of “**What is your opinion about the relation between the increase in crimes such as femicide and child abuse and the functionality of Social Studies curriculum?**” is asked to the sampling group. The obtained findings are mentioned below:

Findings about the answers of *Graduate students* to the question are mentioned below:

- If the number of studies on the goals of Social Studies education is sufficient, these crimes will decrease,
- Social Studies class is the most efficient one in solving social problems,
- There is no flaw in Social Studies education, this situation is resulted from different issues,
- Values education should be prioritized in Social Studies education program,
- Education starts in the family, awareness of families should be raised in order to prevent these events.

Answers of *post graduate students* to this question are presented below:

- Social Studies education is significant in terms of teaching their rights to individuals,
- If Social Studies education is given properly, in line with the main goals, these crimes will decrease,
- These crimes increase when social values are forgotten. Values education should be prioritized in Social Studies curriculum.
- Non-communication resulting from the technological developments is the reason why these crimes increase. Social Studies class isn't the only one to accuse; families and teachers are also responsible.
- Social events should be mentioned during lessons, this will decrease such things.

Social Studies teachers stated these views about the relation between social crimes and Social Studies education:

- Scientific studies about values will help decrease these crimes,
- Values education should be given perfectly in schools,
- We should ensure equality and we should put values into practice in terms of social issues,
- Social Studies curriculum is quite insufficient at this point. It can be more compatible with daily life,
- Concepts about morality and religion should be taught better,
- I don't think that these crimes are directly related with Social Studies education,
- It is obvious that there are some flaws in terms of putting the goals of classes into practice.

When the answers of teacher sampling group are analyzed in general, it can be said that according to them, when values education becomes more important, when these values are integrated with daily life and Social Studies education is built on this basis, then there will be a change and opportunity to decrease and even put an end to such crimes.

Findings obtained through all of the questions asked until this point show that, people who take Social Studies education and the ones who manage this process are really aware of the general purpose of Social Studies education and missing points in this process. The main topic of this study, which is *the steps that should be taken in order to ensure the integration of Social Studies education*, is presented with the question of **“What are the possible methods to reach a successful way to raise efficient citizens?”** The answers to this significant question are presented below:

Thoughts of *graduate students* on this question are mentioned below:

- School-family cooperation should be enhanced,
- Social Studies education should start at preschool period,
- Education should be consistent,
- Social Studies education should be more significant,
- A “Sacred Focus” that will be accepted by everybody in the society should be created,
- Values education should be significant,
- I don’t have information.

Graduate students, who are Social Studies teacher candidates stated that raising effective citizens can be possible by creating a consistent school-family cooperation, giving values education properly and creating a “Sacred Focus” which will be accepted by everybody.

Thoughts of *post graduate students* on this issue are:

- Examples of ‘efficient citizens’ should be from immediate environment and history,
- National values should be taught at early ages, just like Japans, visits to significant historical places such as Çanakkale martyrs memorial and Sarıkamış,
- Classes should be based on constructivist understanding with efficient participation,
- The topic of social values should be added to Social Studies program

Post graduate students stated that, family is crucial in reaching the goals of Social Studies education. They mentioned that students must have the chance to practice what they learn at school and they should see and feel the significant historical places in order to have a national identity and conscious.

Thoughts of Social Studies teachers are more realistic and detailed when compared to graduate and post graduate students. Findings obtained from teachers are presented below:

- Values education isn't significant enough in the program,
- Giving the values in the program cognitively is the source of the problem,
- The real problem is not the absence of moral knowledge; it is the absence or limitedness of practice,
- Teachers and parents should be good role models,
- Students should have the chance to be free and have experiences on their own,
- Social issues should be included in teaching programs,
- Children who think, analyze, question and research should be raised,
- Children should have the right to speak and they should participate in activities in schools,
- Children should have conscious of responsibility,
- Education systems that can affect political parties to have a common understanding, systems that can create reliable and consistent non-governmental organizations and society; they should be permanent and sustainable.
- Topics such as "Patriotism", "State", "State-Citizen relation", "Our Rights and Freedoms" should be more significant in the program,
- Social media should be used efficiently in order to transfer the knowledge and conscious about citizenship,
- Public service announcements should be prepared. The slogan of "Take your voucher too, Mustafa Ali" is imprinted on our brains. Slogans that will support the conscious of being citizens should be shown very often through media,
- This should be the general policy of government. Only Social Studies education isn't enough for creating this conscious,
- Political and social language using violence, social discrimination, sexual discrimination should be eliminated,
- Instead of exam-based education, constructivist and research based education understanding should be adopted in order to create individuals who make difference in life,
- The number of education faculties should be decreased, quality of education should be increased.

Results

When the vision of Social Studies teaching program is analyzed, it can be said that the program is based on criticism, creativity and productivity (Kara and Başı, 2016).

Social Studies focuses on the interaction between human beings and social and physical environment through time and it is very important in school programs. Social Studies, whose basic goal is to create an active participation oriented citizenship understanding, makes significant contributions to the socialization of children (Doğanay, 2008).

As is known, Social Studies education has three traditions. The first is *Social Studies education as a Social Science remark*; the second is *Social Studies education as reflective research* in order to develop decision making ability; and the third is *Social Studies education as Citizenship teaching*, which is the real duty of the process.

All three of the traditions mentioned above are based on raising effective citizens. The basic goal in Social Studies is to raise citizens that fully comprehend the way of thinking adopted by scientists. On the other hand, the basic goal of reflective research remark is to ensure individuals make reasonable, well-thought and careful decisions while carrying out the duties of citizenship. Finally, there is a real 'transmission' in citizenship teaching remark. Teachers transfer information, behaviors, viewpoints and values that are accepted by society to their students through the ways they design.

In Turkey and in the world, present Social Studies education is shaped around the remarks mentioned above. But unfortunately globalization, capitalism, raw material research, hunger and wars cause significant problems such as violence, insecurity, bad habits, intolerance, lack of empathy, respect and love.

Findings show that in Turkey, children commit crime between the ages 15 and 17 (Yavuz, 2003). When crime rate according to gender is analyzed, it can be said that girls commit much less crime than boys. Tartar (1993) determined that while 30,4% of girls commit crime, this ratio is 69,6% in boys. Yakışıklı (1997) stated that while 12% of girls commit crime, this ratio is 88% in boys.

The crime committed the most by criminal children is robbery (38, 1 %), homicide (14%), theft (11, 7%) and rape (8, 8%). The crime types committed the least are carnal abuse (1%), abduction of girl (1%), threatening (1%) and drug traffic (0, 3%) (Ardıç Program, 2008).

Although the above mentioned data are obtained in the past years, there are still many children committing these crimes every single day. Although the history of Social Studies education goes back to Ottoman Empire period, it is obvious that the real goals of the program couldn't be reached.

One of the goals of this study is to understand and solve this problem. In order to do that, Social Studies teachers, graduate students and post graduate students are included in the research process. The goal of Social Studies program, the appropriateness of the program in schools, flaws in teaching processes, the function of Social Studies education in society, the role of it in the ratio of criminal acts are analyzed; and –may be- most importantly, the question of 'what should be done in order to integrate Social Studies education successfully' is asked.

In line with the obtained data, it is determined that graduate and post graduate students, and Social Studies teachers know the goal of Social Studies education very well and they can define it correctly. While graduate and post graduate students defend that the revised program is proper for reaching the goal, most of Social Studies teachers think that Social Studies program isn't proper for raising effective individuals and there are still some deficiencies in it.

Graduate and post graduate students generally stated that problems in the process of putting theory into practice are resulted from the physical situation of schools, insufficient class hours, insufficiency of teachers, their reluctance to accept innovations and changes. Social Studies teachers, on the other hand, mentioned that time problem and exam-oriented education cause these problems.

One of the most significant in education is curriculum changes that have been made too often. The last change on education is the draft education programs that are published on January 2017. In this study, sampling groups are required to give answers by taking both 2015 Social Studies Education Programs and the draft program into consideration.

"Efficient Citizenship" learning domain is included in Social Studies Teaching Program which is accepted in 2015. 15th of July Military Coup attempt is added as an acquisition to this program in 2017. Thoughts of sampling groups on this change are generally positive. Graduate and post graduate students and Social Studies teachers mentioned that this change will make a positive contribution to the goal of the class and such a significant current example will be effective in teaching citizenship.

Unfortunately Turkish Republic went through many military coups and memorandums although it is a young state. After transition to multi-party system, many military interventions were made which threatened national sovereignty. There were military coups in 1960 and 1980, and the army warned the governments through memorandum in 1971 and 1979. In 1997, postmodern military coup concept was introduced to Turkey in 1997 with a National Security Council assembly. In addition to these, military coup attempts in 1962, 1963, 1969, 1971 and finally 15th of July, 2016 failed.

It is impossible to say that Social Studies education isn't successful in Turkey, which has gone through so many military coups and memorandums. Efficient citizenship conscious, which was included in different classes during Ottoman Empire period, and then included in lessons during Republic period under different names, couldn't be successful. On the other hand, on the night of 15th of July, 2016, the grandsons of heroes who defended the country in Çanakkale, set the example of being efficient citizens. Honorable Turkish public, who protected the national will, discharged their responsibilities.

The misdeeds that occur in the country such as child abuses, femicide, theft and homicide show that being efficient citizens couldn't be taught to children, the expected goals couldn't be reached. The thoughts of sampling group on the effect of this issue on Social Studies education are presented below:

Graduate and post graduate students have similar thoughts on the issue. They focused on that when the program's topics are taught properly, such crimes will decrease and the program should include more values education topics. On the other hand, Social Studies teachers stated that these crimes aren't directly related with Social Studies topics, social factors have significant effects and values education isn't carried out properly. As mentioned before, the goal of this study is to find the most proper way to integrate Social Studies education into real life in order to raise effective citizens. Related findings obtained from sampling groups are mentioned below:

Graduate students stated that, in order to raise effective citizens, Social Studies education should start at early ages, there should be school-family cooperation, "Sacred Focuses" should be created and values education should be improved.

Post graduate students defended that Social Studies education can reach its goals when there is a constructivist understanding in education. In addition to this, immediate environment examples and showing historically significant places to children are important factors in education process.

Views of Social Studies teachers, who are individually in teaching process, are much more applicable in raising effective citizens. Firstly, it is obvious that the teachers are likeminded on the issue of raising thinking, questioning and researching individuals. Besides some flaws in values education, they focused on a moral deficiency in society. They stated that the effect of media can be used in order to overcome these problems, raising effective citizens is the responsibility of all of the lessons –not just Social Studies- raising effective citizens should be the general education policy of government.

Glorious Turkish history should be taught to students in details in order to reach the goal of Social Studies education and integrate it into real life. Young generations who know the heroic struggles of their ancestors will naturally be real patriotic. Conscious families and teachers will be the architectures of the next generations as they have the key role in raising effective, free, democratic, responsible and knowledgeable individuals.

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