




An Investigation of Teachers' Views on the Reflections of Multiple Intelligence Activities in the Social Studies Course on Refugee Students

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Abstract

Qualitative research method was used in this study, which was conducted in order to examine the reflections of the multiple intelligence activities applied by the teachers in the social studies course on the refugee students. The study group of the research consisted of 10 classroom teachers who worked in the fourth grade of primary school and had refugee students in their classes. The research was carried out with the phenomenology design, and the data were collected with semi-structured interview form. The data obtained in the study were subjected to content analysis. The teachers involved in the study; stated that refugee students mostly actively participate in multiple intelligence activities, these activities increase memorability, facilitate comprehension, increase the effect of learned information and attract attention. It has been concluded that refugee students in the social studies course have difficulties due to language insufficiency, lack of words and concepts, lack of materials and environmental sources.

Keywords: Multiple intelligence activities, Refugee students, Social studies

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In this study, all the rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were not carried out.

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Sosyal Bilgiler Dersinde Uyguladıkları Çoklu Zekâ Etkinliklerinin Mülteci Öğrencilerdeki Yansımalarına İlişkin Öğretmen Görüşlerinin İncelenmesi

Öz

Öğretmenlerin sosyal bilgiler dersinde uyguladıkları çoklu zekâ etkinliklerinin mülteci öğrencilerdeki yansımalarına ilişkin görüşlerinin incelenmesi amacıyla yapılan bu çalışmada nitel araştırma yöntemi kullanılmıştır. İlkokul dördüncü sınıfta görev yapmış ve sınıfında mülteci öğrenci bulunan 10 sınıf öğretmeni araştırmanın çalışma grubunu oluşturmuştur. Araştırma fenomenoloji deseni ile yürütülmüş, veriler yarı yapılandırılmış görüşme formu ile toplanmıştır. Çalışmada, elde edilen veriler içerik analizine tabi tutulmuştur. Çalışmada yer alan öğretmenler; mülteci öğrencilerin çoğunlukla çoklu zekâ etkinliklerine aktif katılım gösterdiğini, bu etkinliklerin akılda kalıcılığı arttırdığını, kavramayı kolaylaştırdığını, öğrenilen bilgilerin etkisini arttırdığını ve ilgi çektiğini ifade etmiştir. Sosyal bilgiler dersinde mülteci öğrencilerin dil yetersizliği, kelime ve kavram eksikliği, materyal ve ortam eksikliği gibi nedenlerle zorluklar yaşadıkları sonucuna ulaşılmıştır.

Anahtar Kelimeler: Çoklu zekâ etkinlikleri, Mülteci öğrenciler, Sosyal bilgiler

Introduction

Social studies course is a collaborative course with many disciplines such as history, geography, psychology, economics, philosophy, sociology, political science, anthropology, and law. Due to its scope, its structure that addresses multiple intelligences areas shows that this course is an important tool in revealing children's talent areas. With its interdisciplinary approach, the social studies course offers students many different fields, teaches them to use these fields together, and also helps students discover their skills (Kabapınar, 2019). Of course, achieving these goals is possible with the use of the right approach, theory and tools in education.

Many changes have been made in our education system, with the move away from the traditional understanding of education and the emergence of contemporary education approaches. One of the most important of these changes has been the adoption of a student-centered education approach (Milli Eğitim Bakanlığı [MEB], 2018). Along with contemporary educational understandings, "multiple intelligences theory" has also taken place as a theory adopted in the field of education in terms of observing the individual differences of the student, advocating that each individual can develop, and presenting different educational dimensions.

The theory of multiple intelligences, put forward by Gardner, argues that there are different types of intelligence, each of which has equal importance. Accordingly, talent and success can differ in individuals according to the type of intelligence they have, so learning styles of individuals can change (Gürel & Tat, 2010). At this point, the teacher will be able to organize an effective education process as much as he takes the differences seriously.

Every child is a unique individual with their talents and characteristics. Accordingly, the education to be given should also have this originality. The level that each student has before coming to the class and the level they can reach at the end of the education are different. While some students may stay below the level despite working all year, some students can easily reach that level. Each student can be brought to their potential level with differentiated teaching tools and multiple intelligences theory (Levy, 2008). As long as our understanding of education takes into account individual characteristics, we will be able to offer a program that will address the needs of each student. At this point, among educators and practitioners, the view that each individual can be successful, but the process of achieving this success may be different, should be accepted and put into practice. This view, supported by the theory of multiple intelligences and facilitated by its acceptance, adds a lot of richness and diversity to the course with different teaching strategies. Thanks to the mention of different fields and types of intelligence in a lesson taught based on the theory of multiple intelligences, the number of active students in the lesson

increases and many children are given a chance of success (Baş, 2011). In addition, the theory of multiple intelligences is a theory suitable to be a tool in line with the targeted goals by associating it with the interdisciplinary approach of the social studies course (Şener, 2013).

Learning by using different intelligence areas provides the chance to reach more students and learn more easily. Although the theory of multiple intelligences is not a goal, it can be used as an effective tool to achieve different goals (Talu, 1999). 21st century teachers who will use this tool should also have a rich variety of competencies as well as the ability to follow and adapt to changes (Erdem & Keklik, 2020). For this reason, education and training activities in schools should be arranged in such a way that each student can reach the highest point of their capacity. The use of multiple intelligences principles in these arrangements is considered important in reaching each student. Such studies, which take into account individual differences, will provide many benefits, especially in increasing the academic success of students with special needs or refugee students and facilitating their adaptation to social life (Aykut, 2019).

There are many problems that refugee students face, especially in the educational environment (Avcı, 2019; Börü & Boyacı, 2016; Tanrıku, 2017). It is thought that multiple intelligence activities can be benefited from in studies carried out to minimize these problems within the framework of academic success. As with every child, the discovery of interests and abilities of refugee children and making investments in these areas will help to overcome the problems. Considering the scope of the social studies course, it can be said that the multiple intelligence activities to be used in this course will have many positive effects on students.

The social dimension of education, which consists of individual and social dimensions, is included in the education system with the aim of integrating the individual and society, gaining values and behaviors, and transferring cultural elements. At this point, the social studies course, which includes citizenship education, aims to raise effective citizens with the knowledge and skills they have gained and to bring them into the society. In order to ensure integration with these principles, individuals from all segments of society should be included in the process. It is necessary to ensure the adaptation of disadvantaged groups such as refugee students to society and education (Kızıl & Dönmez, 2017). The majority of the citizenship awareness of primary school students is gained through social studies course. Integration of refugee students in this age range into society can be achieved by giving the necessary importance to the social studies course.

When the literature on the problem is examined, it has been determined that teaching based on multiple intelligence has a positive effect on success, cognitive skills, recall level, and increasing the permanence of information (Azar, Presley & Balkaya, 2006; Koç & Şahin, 2014; Özyılmaz Akamca & Hamurcu, 2005) and its use in social studies course is more effective in increasing academic achievement than other methods (Koç & Şahin, 2014), students enjoy these activities, provide an opportunity to reveal their talents, and considering intelligence characteristics in the planning of the lesson increases student success (Gülfırat Kırız, 2016; Yılmaz, 2002; Yılmaz, 2008). It is seen that activities based on multiple intelligences are beneficial not only for students with normal development, but also for students with special needs. An experimental study conducted with dyscalculic students in 3rd and 4th grades showed that instructional activities based on multiple intelligences increased students' academic achievement and motivation for learning (Al Zoubi & Al Adawi, 2019). Encountering students with activities that appeal to more than one intelligence type helps them both experience other learning styles and increase the permanence of what they have learned. Teachers who conduct their lessons in this way enable their students to discover their potential by experiencing many different learning styles.

In studies conducted with refugee students, it is seen that these students mostly experience academic failures due to language problems (Cirit Karaağaç & Güvenç, 2019; Seçgin & Erten Özalp, 2020). However, the language problem experienced by refugee students leads to a lack of interest in the social studies course and low academic achievement (Seçgin & Erten

Özalp, 2020). It is thought that the wide scope of the social studies course and its country-specific content can be a compelling factor for refugee students.

When the studies are examined, no research has been found that examines the use of multiple intelligence activities within the scope of the social studies course for refugee students. For this reason, this research has been deemed important in order to fill this gap in the literature and to contribute to the trainings for refugee students.

Purpose of the Research

In this study, it is aimed to examine the opinions of the classroom teachers about the reflections of the multiple intelligence activities they apply in the social studies course on the refugee students in their classrooms. Within the scope of the research, answers to the following questions were sought:

1. How is the participation of refugee students in the multiple intelligence activities applied by the classroom teachers in the social studies course?
2. What is the effect of multiple intelligence activities applied by classroom teachers in social studies courses on permanent learning on refugee students?
3. What are the difficulties experienced by refugee students in the social studies course?
4. What are the difficulties experienced by refugee students in multiple intelligence activities used by classroom teachers?

Method

Research Model

The research was carried out as a qualitative study in order to examine the effect of multiple intelligence activities applied by classroom teachers in the social studies course on the education of refugee students. Phenomenology method, one of the qualitative research designs, was preferred in terms of providing an in-depth study. In phenomenology studies, it is aimed to make sense of people's experiences and the experiences, experiences and meanings related to the phenomena determined in these studies are examined (Büyüköztürk et al., 2020; Gündoğdu & Eken, 2020). In the study, phenomenology was used as a method to examine the experiences and lives of classroom teachers. In order to collect the research data, interview technique was used.

Study Group

In order to examine the problem discussed in the research in depth, a study group was formed according to purposeful sampling. Individuals who have experience in the situation or subject determined in purposive sampling are selected in order to form a rich working group (Yağar & Dökme, 2018). In this study, a study group was formed by selecting primary school teachers according to the criteria determined in accordance with purposive sampling. Within the scope of the research, primary school teachers working in public schools affiliated to the Ministry of National Education in Istanbul in the 2020-2021 academic years, teaching or having taught the fourth-grade level and having refugee students in their class were selected. According to these criteria, 10 classroom teachers participated in the study on a voluntary basis and interviews were conducted. Demographic information of the study group is given in Table 1.

Table 1.

Demographic information of classroom teachers participating in the research

Variables		f
Gender	Female	2
	Male	8
Age	Between 30-39	3
	Between 40-49	6
	Between 50-59	1

Professional seniority	Between 1-10 years	2
	Between 11-20 years	3
	Between 21-30 years	5
Graduated department	Elementary school teacher	8
	Public education	1
	Geological engineer	1
Class size	Between 10-20 students	2
	Between 21-30 students	8
Number of refugee students in the classroom	Between 1-5	9
	Between 6-12	1

When Table 1 is examined, it is seen that two of the participants are women and eight are men. Most of the participants are between the ages of 40-49 and their professional seniority is between 21-30 years. The graduated department from is mostly elementary school teaching. Class size is mostly 21-30 people and the number of refugee students in the class is between 1-5 people.

Data Collection Tools

In phenomenology studies, interviews are used as a data collection method in order to access individual experiences in depth. In this study, a semi-structured interview form for teachers was created by the researchers in the light of the purpose of the research and the literature. For the prepared interview form, it was aimed to ensure internal validity by taking the opinions of three academicians and a classroom teacher who are experts in their fields. In line with the opinions obtained, the interview form was given its final form.

The semi-structured interview form consists of two parts. In the first part, questions about the demographic information of the participants, and in the second part, questions about the reasons why refugee students had difficulties in the social studies course, the multiple intelligence activities preferred to be used in the teaching process and the effects of these activities were included.

Data Collection and Analysis

The data were obtained from the teachers who voluntarily participated in the research. In the study, interviews were conducted using semi-structured interview form prepared by the researchers. Semi-structured interviews are preferred more than other types of interviews in terms of providing flexibility and allowing them to focus on the subjects. Semi-structured interviews include predetermined questions. New questions are developed in response to the answers given along with the questions asked during the interview (Sözer & Aydın, 2020). In the study, semi-structured interviews were preferred as they provide the flexibility to ask new questions and the freedom to examine the phenomenon in depth.

The research data were collected through interviews made over the remote interview platform called Zoom because of the pandemic. During the interviews, pre-prepared questions were asked to the participants. In order to analyze the data, the interviews were recorded with the permission of the participants. The interviews lasted for the shortest 17 minutes and the longest 39 minutes. Interview recordings were listened to and transcribed, and the obtained data were analyzed using content analysis. In the content analysis, the data were examined, repeated and related expressions were taken into account and in this way, sub-codes, codes and themes were reached. In the interviews, the questions were expressed clearly and precisely. By sticking to the raw data, direct quotations from the opinions are given in the findings section. The teachers participating in the study were coded as Ö1, Ö2, Ö3.....

Validity and Reliability

In order to ensure internal validity in the study, many studies were examined and the literature was scanned and the opinions of field experts were consulted. Semi-structured interview forms were formed with the knowledge gained from the literature and the opinions of field experts. In

order to increase the external validity of the research and to ensure that it can be generalized in similar situations, all stages of the research were tried to be explained in detail. For this reason, the method, design, study group, data collection tools, data collection and analysis of the research are mentioned in detail.

In order to increase the internal reliability of the research, direct quotations from the participants' opinions are given in the findings section. For the reliability of the research, expert opinions were sought at all stages such as preparing the interview forms, controlling and analyzing the data, and creating the themes, codes and sub-codes. In the themes and sub-codes created, the codes were compared by taking the opinions of three academicians besides the researcher. As a result of these opinions, the data were finalized. In order to ensure the reliability of the themes and codes obtained, Miles and Huberman's (1994) "Consensus / (Agreement + Disagreement) x 100" formula was used. As a result of the formula, the reliability rate was calculated as 88%. Miles and Huberman (1994) state that the data is reliable if the result is above 80%. In this case, the data coding is considered to be reliable because the reliability rate detected is over 80%. The findings regarding the external reliability of the research were explained in detail and the study processes were described in detail.

Ethics Declaration

In this study, all the rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were not carried out.

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Results

In this section, the findings obtained from the views of the classroom teachers on the effect of multiple intelligence activities applied in the social studies course on the education of refugee students are given in a table. In order to support the findings, the opinions of the participants were given directly under the tables with the codes assigned to them.

Table 2.

Teachers' views on the participation of refugee students in multiple intelligence activities

Theme	Code	Sub-codes	f
Participation in multiple intelligence activities	Positive	Active participation	10
		Building intimacy	3
		Attract attention	2
		Visual support	1
	Negative	Preliminary preparations	1
		Turkish insufficiency	2
		Lack of attention	2
		Inability to perceive	1

In Table 2, teachers' opinions regarding the participation of refugee students in multiple intelligence activities are coded as positive and negative. 10 of the classroom teachers who gave a positive opinion stated that refugee students actively participate in multiple intelligence activities; three of them stated that multiple intelligence activities contribute to establishing rapport with refugee students; two of them stated that multiple intelligence activities attracted students' attention; one of them stated that refugee students participated in visually supported

activities; and one of them stated that refugee students participated in multiple intelligence activities when they made preliminary preparations. On the other hand, two of the classroom teachers who gave negative opinions stated that they could not participate in the activities due to the lack of Turkish language among the refugee students, two of them stated that the activities did not attract their attention, and one of them could not perceive the activities. On the other hand, two of the classroom teachers who gave negative opinions stated that they could not participate in the activities due to the lack of Turkish language among the refugee students, two stated that the activities did not attract their attention, and one could not perceive the activities. Looking at the sub-codes, it is seen that refugee students mostly participate in multiple intelligence activities, according to the opinions of the classroom teachers.

Stating that refugee students participated in multiple intelligence activities, the participant with the code Ö2 said, *"My students' intelligence level was not good, but their memorization was good. Therefore, teaching with music was a good way of teaching for these children. This caught the attention of the children. You know that music is universal."* S/he stated that the activities related to the strengths of the students benefited their learning and attracted their attention.

The participant with the code Ö4 said, *"He actively participates in group work. He does his responsibilities; his intelligence level and perception are very good. (...) He has problems with language, not at the level of perception."* and s/he emphasized that his student actively participated, but had a Turkish insufficiency, and the participant with the code Ö5 said, *"I was calling my Syrian students. Well done, you did it very well. We need to participate in the activities in the classroom and activate them. It's also about the teacher. If you exclude them, put them in the back row, they will not learn anything. (...) The teacher is very important here. If you touch the child's heart, you win. At that moment, the child must be discovered."* And s/he stated that when students are shown closeness and sympathy, they become active and s/he pays attention to this. Close to this thought, the participant with the code Ö7 said, *"Believe me, they do not have any problems with their participation. They are taking the floor, participating in games, participating in collective social activities, taking part in group games. We did not experience any exclusion or marginalization. Maybe it was a matter of my temperament. I don't know, but I didn't. For example, a child had a problem in another class and came to my class. Believe me; we haven't had any problems so far."* S/he pointed out that the teacher's approach is an important factor in student participation, and said that refugee students do not have any problems, especially in participating in multiple intelligence activities.

The participant with the code Ö6, who expressed a negative opinion about the participation of refugee students in multiple intelligence activities, said; *"Because it does not interest them because they have no such desire. It is because he does not want to learn."* Saying that the activities were not interesting to the refugee students, the participant with the code Ö10 said, *"They participate in the classroom, but they can't perceive it as something. They participate in all the activities, but they cannot perceive some things as a subject of social studies."* stating that refugee students participated in the activities but could not perceive them.

Table 3.

Views of teachers on the effect of multiple intelligence activities on permanent learning in refugee students

Theme	Code	Sub-codes	f
Effects of multiple intelligence activities	Academic impact	Increasing memorability	7
		Easy apprehend	5
		Effectiveness	4
		Drawing attention	3
		Concentration	2
	Social impact	Building social relationships	3
		Getting to know Turkey	3
		Richness of skills	2
		Relaxation	1

In Table 3, teachers' views on the effect of multiple intelligence activities on refugee students are coded as academic impact and social impact. In the academic impact code, seven of the classroom teachers stated that multiple intelligence activities increased memorability, five of them provided easy comprehension, four of them stated that they increased the effect on the subject or concept, three of them stated that they attracted students' attention to the lesson, and two of them helped to focus attention on the lesson. In the social impact code; Three of the classroom teachers said that multiple intelligence activities helped to establish social relations, another three provided support for getting to know Turkey, two of them said that thanks to multiple intelligence activities, various skills of the students were developed and thus enriched the skills, one stated that the multiple intelligence activities provided relaxation on the student in terms of the participation and self-confidence of the refugee students. Looking at the sub-codes, according to the opinions of the classroom teachers, it is seen that the multiple intelligence activities mostly affect the refugee students in the academic field.

The participant with the code Ö1 said, "*The video affects children. The videos are visual, they adapt students to the lesson better and they understand the lesson better, and that multiple intelligence activities help students to understand the lesson more easily by enabling visualization*", and participant Ö3 said "*We visited many different museums and many places in Istanbul by showing them. It doesn't happen when you tell it; of course, it is very different when you put it forward with a structure by seeing. In other words, the social studies course should definitely be half-trip observation.*" In his/her words, s/he stated that the activities provide different opportunities and increase the effect in the lessons.

The participant with the code Ö6 said, "*Events that appeal to the eye and ear together are more effective because when he sees it, he can better understand what it is. As a matter of fact, you say what some things are, but you don't know what they are. That's why it doesn't make any sense. Of course, it becomes more effective when you see it.*" Emphasizing the importance of visuality in refugee students, s/he stated that such multiple intelligence activities increase the permanence and impact of refugee students' learning and help students to comprehend more easily.

The participant with the code Ö2, "*It is very good because you establish a better relationship with them when you do such an activity. It's especially good for them because they normally get bored while they are teaching in the classroom. In other words, they also have a concern that I will not be able to know if I will be asked any questions, of course, you feel. But they relax at events. I think it affects them positively.*" stated that multiple intelligence activities are a bridge to establish a close relationship between refugee students and teachers, and that these activities also relieve students' anxiety by relieving them of anxiety. The participant with the code Ö4, on the other hand, said, "*It is also much more positive in terms of getting to know the country.*" In his words, the multiple intelligence activities are also useful in introducing Turkey to refugee students, and the participant with the code Ö8 said, "*Orienteering can be done. The ability to read maps can be done by hiding something and giving a map. You give them the map of the school, let's find the bathroom. From here, by describing the map to the blindfolded, having someone read it, you can have it applied in all kinds of ways. One becomes a reader, one becomes a listener. By describing the refugee child's speaking skill develops. The listening skill of the blindfolded person develops. At the same time, by doing orienteering, they develop their skills in the concept of place and direction.*" S/he said that thanks to the example s/he gave, refugee students can be taught many skills.

Table 4.

Teachers' opinions on the difficulties experienced by refugee students in the social studies course

Theme	Code	Sub-codes	f
		Language insufficiency	8
	Communicational reason	Lack of vocabulary and concepts	7

Difficulties in social studies course	Academic reasons	Lack of material and environment	7
		Abstract topics and concepts	4
		History topics	3
		Based on memorizing	2
	Social Reasons	Not knowing the culture and the country	7
		Negative prejudice	3
		Family apathy	1

In Table 4, the opinions of the classroom teachers were coded as communicative reasons, academic reasons and social reasons according to the theme created regarding the difficulties experienced by refugee students in the social studies course. For communicative reasons, eight of the classroom teachers stated that refugee students had language deficiencies and seven of them stated that refugee students had deficiencies in words and concepts. Among the academic reasons, seven of the classroom teachers said that there was a lack of materials and environments, four of them had difficulties because of the abstract topics and concepts in the content of the social studies course, three of them said that the history subjects forced the refugee students, and two of them said that the information based on memorization in the social studies course caused difficulties for the students; In social reasons, seven of the teachers stated that refugee students had difficulties because they did not know the country and culture, three of them had negative prejudices against the lesson, and one of them stated that family indifference caused difficulties.

The participant with the code Ö2, who had difficulty in not knowing the country and culture, said, *“For example, we are talking about Turkey now. Let me give an example, a 2nd or 3rd year student knows limited information about Turkey. But he has a shape in his mind with limited information. For example, a shape of a map of Turkey comes up. Or other provinces other than the city we are in may know, three or five. But the Syrian student does not have such a shape in his mind. In other words, the social studies course may be the most complex course for refugee students as far as I can see.”* while the participant with the code Ö8 said, *“There is a cultural difference. There are many differences. Language and culture are already interrelated. Language progresses as culture is learned.”* S/he stated that it was difficult to have both language and cultural differences. The opinions of the participants with the code Ö5 and Ö6 regarding this sub-code are as follows:

Ö5: *“Language difference. Some of ours were based on rote, we were constantly taking notes, and they were a bit new in Turkish at that time. There is a problem with writing, there is a language problem, and s/he could not remember it.”*

Ö6: *“S/he lives in geographical concepts; he doesn't know the place you told about our country. You tell something about the place, but that place means nothing to him.”*

Regarding the lack of materials and environments, participant Ö4 said, *“For example, I remember my childhood, we had map rooms. There were rooms with various maps. (...) We were learning how to draw maps. For this, it is absolutely necessary to have rooms where they can observe.”* expressed his/her opinion.

Participants with the code Ö7 and Ö9 stated that refugee students have difficulties in abstract subjects and concepts, language inadequacy, and not knowing the country and culture:

Ö7: *“They cannot do things with a completely objective meaning like us on a conceptual level. They have comprehension problems. For example, he memorizes that Ankara is the capital, but he cannot create a mind map of Ankara as much as our local students do on the map of Turkey. S/He can't visualize that map in her/his mind.”*

Ö9: *“They also speak Turkish, yes, but they have difficulties in understanding or using advanced words. They especially have a hard time with abstract words.”*

Table 5.

Opinions of teachers regarding the difficulties experienced by refugee students in multiple intelligence activities

Theme	Code	Sub-codes	f
Difficulties in multiple intelligence activities	Personal problems	Financial difficulties	3
		Shyness	2
		Family indifference	2
		Unwillingness	2
	Academic problems	Lack of subject	2
		Illiteracy	1

In Table 5, the opinions of classroom teachers on the theme of the difficulties experienced by refugee students in multiple intelligence activities are collected in the codes of personal problems and academic problems. In the personal problems code, three of the teachers stated that the refugee students had financial difficulties in participating in the activities, two of them stated that the refugee students showed shyness, two of them stated that the refugee students had problems due to family indifference, and two of them stated that the refugee students were unwilling to participate in the activities. In the code of academic problems, two of the teachers stated that refugee students may have a lack of subject matter, and one of them could not fully participate in the activities because she was illiterate.

The participant with the code Ö2 said, *"You know that refugee children have some shyness. I think the approach towards them is a bit important."* S/he stated that refugee students are generally shy. The participant with the code Ö6 said, *"The children of the families who are interested are well, but the children of the families who are not taken care of have problems."* S/he stated that some students' families showed interest, some students' families were indifferent, and students from indifferent families had problems in participation.

The participant with the code Ö7 said, *"So today, for example, we held an event about the seasons. I have seen some children do not understand which month is which season. (...) Of course, in this sense, what they don't understand is what they can't do."* S/he stated that in the activities held with refugee students, it was seen that there were deficiencies in the subject.

The participant with the code Ö9 stated that some refugee students experience difficulties in situations that require financial power, *"As it is paid, the income level of each of them is different, frankly, those whose income level is suitable are actually willing to participate."* expressed in his/her words.

The participant with the code Ö10, who stated that his illiterate student had problems in participating in the activities, said, *"We play it mostly. Even though he is illiterate, I make him answer the questions he can give verbally."* S/he stated that s/he tried to involve his students in the activities in a different way.

Conclusion and Discussion

As a result of the research, when the views of the teachers regarding the participation of refugee students in multiple intelligence activities were examined, it was concluded that the students mostly actively participated in the activities and that such activities arouse interest in the students and lead to intimacy. On the other hand, it is stated that the students who could not participate in the activities experienced Turkish insufficiency, did not attract the attention of the activity or could not perceive the activity. In other studies, it is seen that refugee students mostly have problems arising from language problems (Başar, Akan, & Çiftçi, 2018; Cırtı Karaağaç & Güvenç, 2019; Seçgin & Erten Özalp, 2020). In addition, in the study conducted by Seçgin and Erten Özalp (2020) on the problems experienced by refugee children in the social studies lesson, it was concluded that the students were uninterested and academically unsuccessful in this

lesson due to language problems. The fact that students who have problems due to their Turkish inadequacy do not perceive the activities and therefore do not attract their attentions which are interconnected situations.

When the teachers' views on the effect of multiple intelligence activities on permanent learning in refugee students are examined; It has been concluded that multiple intelligence activities increase memorability, provide easy comprehension, increase the effectiveness of the lessons, attract attention, attract attention, help in establishing social relations, provide convenience in getting to know Turkey, offer a wealth of skills and relax students. In the results of the study, which examined the success of science lesson based on multiple intelligences teaching, it was determined that multiple intelligences teaching had a positive effect on success, cognitive skills and recall level (Azar, Presley, & Balkaya, 2006; Özyılmaz Akamca & Hamurcu, 2005); Mathematics worksheets based on the theory of multiple intelligences increase the academic success of students (İnan & Erkuş, 2017); in the same way, teaching supported by multiple intelligences theory in social studies course is more effective than other approaches in increasing academic success and permanence of knowledge (Koç & Şahin, 2014); It has been found in other studies that the history lesson, which is taught based on the multiple intelligences theory, is more effective than the traditional method and contributes significantly to the development of students' aspects such as remembering, understanding and applying (Al Hawari & Abu Baker, 2020). However, as a result of Yılmaz's (2002) research, it was determined that the teaching of certain topics selected in the social studies course with the education developed according to the multiple intelligences theory affects the academic achievement of the students and that the students enjoy these activities. In support of the results of this study, Yılmaz (2008), in his study conducted within the scope of the social studies course, concluded that the students were satisfied with the teaching of the course according to the theory of multiple intelligences, the opportunity to reveal the talents of the students was provided, and the consideration of the intelligence characteristics of the students in the planning of the lesson increased the success of the students. The research results of Gülfırat Kıbrız (2016) also support the studies that have been done and show that the use of multiple intelligences theory in the social studies course is effective on student success. The results of the study examined support the result of the research and reveal the significant effect of multiple intelligence activities on the education of refugee students as well as all students. In the studies of Şener (2013) and Erkuş (2016), it has been found that there are teachers' views on multiple intelligence activities that contribute to the development of students, are effective in the emergence of their interests and abilities, and increase the success of students. These views coincide with the views of the teachers participating in the research.

Examining the teacher's views on the difficulties experienced by refugee students in the social studies course, it was revealed that the majority of the students experienced language inadequacy. In addition, lack of words and concepts, lack of materials and environments, abstract subjects and concepts in social studies course, including history topics, being a lesson based on rote, refugee students not knowing the country and culture, and family indifference were determined as other difficulties. Studies have shown that refugee students mostly experience language problems (Başar, Akan & Çiftçi, 2018; Cırt Karaağaç & Güvenç, 2019); that the language problem experienced leads to a lack of interest and low academic achievement in the social studies course (Seçgin & Erten Özalp, 2020); those social studies teachers also experience problems due to language and cultural differences in refugee students (Kuş & Önger, 2020).

When the views of teachers about the difficulties experienced by refugee students in multiple intelligence activities were examined, most of the teachers stated that they did not experience any difficulties in such activities. In addition, refugee students have financial difficulties, they are shy about activities, their families are indifferent, students are reluctant, lack of subject matter and illiteracy are seen as difficulties they experience in multiple intelligence activities. In the studies of Cırt Karaağaç and Güvenç (2019), teachers stated that

they use visual tools, real objects and models to facilitate the learning of refugee children. As a result of this study, most of the teachers emphasized that refugee students do not have problems with multiple intelligence activities and these activities have an effect on their education.

In addition, teachers participating in Şener's (2013) study talk about problems such as lack of time for multiple intelligence activities, lack of materials, and the activities in the books are not suitable for students; The teachers in the study of Erkuş (2016) also mentioned the common problems in both studies with their views such as the lack of an environment to apply the theory of multiple intelligences, the large number of classrooms, the lack of time and the lack of knowledge about the theory. In this study, it is seen that there are similar results because teachers talk about the lack of environment and materials.

Recommendations

- One of the reasons that constitute the basis of the problems experienced by refugee students, their families and teachers in education is the language problem. For this reason, language education should be enriched with different practices and activities.
- Multiple intelligence activities should be used frequently in the education of refugee students, and topics and concepts should be supported by visuals.
- Teachers stated that refugee students' participation in multiple intelligence activities was higher. For this reason, activities should be made to ensure the active participation of refugee students in classes.
- Teachers especially stated that they could not access the material related to the social studies course. Schools should be provided with the support of environments and appropriate materials that will improve students' both cognitive and mental skills.
- Different studies can be done by associating with other theories that will contribute to the education of refugee students, such as this study based on the theory of multiple intelligences.
- This study was carried out at primary school level and within the scope of social studies course. This kind of work can be done at different levels and courses.

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Genişletilmiş Özet

Giriş

Sosyal bilgiler dersi birçok disiplin alanını içermesiyle kapsamı gereği çoklu zekâ alanlarına hitap eden yapısı, bu dersin çocukların yetenek alanlarını ortaya çıkarmada önemli bir araç olduğunu göstermektedir. Sosyal bilgiler öğretimi de hem bu kapsamı geliştirecek hem de tüm öğrencilere ulaşabilecek şekilde yapılmalıdır. Her bir öğrencinin farklılığına ve öğrenme biçimine yönelik yapılan eğitimin başarı oranı daha yüksek olacaktır. Bu noktada çoklu zeka ilkelerini kullanarak yapılan düzenlemelerle her bir öğrenciye ulaşmak mümkün olmaktadır. Özellikle mülteci öğrenciler gibi dezavantajlı gruplarda öğrencilerin akademik başarılarını arttırmak ve sosyal uyumunu sağlayabilmek için çoklu zeka etkinliklerinin önemli olduğu düşünülmektedir. Ayrıca sosyal bilgiler dersinin kapsamı da göz önüne alındığında bu derste kullanılacak olan çoklu zeka etkinliklerinin mülteci öğrencilerin eğitimine yönelik birçok olumlu etkide bulunacağı düşünülmektedir. Yapılan çalışmalar incelendiğinde mülteci öğrencilere yönelik sosyal bilgiler dersi kapsamında çoklu zekâ etkinliklerinin kullanılmasını inceleyen bir araştırmaya rastlanmamıştır. Bu sebeple hem literatürde bu boşluğun doldurulması hem de mülteci öğrencilere yönelik yapılan eğitimlere katkı sağlayabilmek adına bu araştırma önemli görülmüştür. Çalışmada sınıf öğretmenlerinin sosyal bilgiler dersinde uyguladıkları çoklu zekâ etkinliklerinin sınıflarında bulunan mülteci öğrencilerdeki yansımalarına ilişkin görüşlerinin incelenmesi amaçlanmıştır.

Yöntem

Nitel araştırma yönteminin kullanıldığı bu çalışma fenomenoloji deseni ile yürütülmüştür. Araştırmanın çalışma grubunu İstanbul'da yer alan okullarda ilkokul dördüncü sınıfta görev yapan ve sınıflarında mülteci öğrenci bulunan 10 sınıf öğretmeni oluşturmuştur. Çalışmanın verileri araştırmacılar tarafından hazırlanan yarı yapılandırılmış görüşme formları ile toplanmıştır. Araştırmada toplanan veriler içerik analizine tabi tutulmuştur.

Bulgular ve Tartışma

Araştırma sonucunda çoklu zekâ etkinliklerine mülteci öğrencilerin katılımlarına ilişkin öğretmen görüşleri incelendiğinde öğrencilerin çoğunlukla etkinliklere aktif katılım gösterdiği ve bu tarz etkinliklerin öğrencilerde ilgi uyandırdığı, yakınlık kurmaya yol açtığı sonucuna ulaşılmıştır. Buna karşın etkinliklere katılamayan öğrencilerin Türkçe yetersizliği yaşadığı, etkinliğin ilgisini çekmediği veya etkinliği algılayamadığı belirtilmektedir. Yapılan diğer çalışmalarda da mülteci öğrencilerin çoğunlukla dil probleminden kaynaklanan sorunlar

yaşadığı görülmektedir (Başar, Akan & Çiftçi, 2018; Cırt Karaağaç & Güvenç, 2019; Seçgin & Erten Özalp, 2020).

Araştırmaya katılan öğretmenlerin görüşlerine göre çoklu zekâ etkinliklerinin akılda kalıcılığı arttırdığı, kolay kavramayı sağladığı, derslerin etkisini arttırdığı, ilgi çektiği, dikkat topladığı, sosyal ilişkiler kurmada yardımcı olduğu sonucuna ulaşılmıştır. Sosyal bilgiler dersinde çoklu zekâ kuramı ile desteklenmiş olan öğretimin akademik başarıyı ve bilgilerin kalıcılığını arttırmada diğer yaklaşımlara göre daha etkili olduğu (Koç & Şahin, 2014), çoklu zeka kuramına bağlı olarak işlenen tarih dersinin geleneksel yöntemine göre daha etkili olduğu ve öğrencilerin hatırlama, anlama, uygulama gibi yönlerinin gelişmesine önemli ölçüde katkı sunduğu (Al Hawari & Abu Baker, 2020) görülmektedir.

Çalışmada mülteci öğrencilerin sosyal bilgiler dersinde yaşadıkları zorluklar incelendiğinde öğrencilerin çoğunlukla dil yetersizliği yaşadığı ortaya konmuştur. Bunun yanında kelime ve kavram eksikliği, materyal ve ortam eksikliği, sosyal bilgiler dersinin soyut konu ve kavramlar içermesi de diğer zorluklardan bazılarıdır. Yapılan çalışmalar mülteci öğrencilerin çoğunlukla dil problemlerinden kaynaklı sorunlar yaşadıklarını (Başar, Akan & Çiftçi, 2018; Cırt Karaağaç & Güvenç, 2019), yaşanan dil probleminin sosyal bilgiler dersinde ilgisiz ve akademik başarılarının düşük olmasına yol açtığını (Seçgin & Erten Özalp, 2020) göstermektedir.

Çoklu zekâ etkinliklerinde mülteci öğrencilerin yaşadıkları zorluklara ilişkin öğretmen görüşleri incelendiğinde öğretmenlerin büyük bir kısmı bu tarz etkinliklerde sıkıntı yaşanmadığını belirtmiştir. Cırt Karaağaç ve Güvenç (2019)'in çalışmalarında öğretmenler mülteci çocukların öğrenmesini kolaylaştırmak için görsel araçlar, gerçek nesne ve modeller kullandıklarını belirtmişlerdir. Bu çalışma sonucunda da öğretmenlerin büyük bir çoğunluğu mülteci öğrencilerin çoklu zekâ etkinliklerinde sıkıntı yaşamadığını ve bu etkinliklerin onların eğitiminde etkisi olduğunu vurgulamıştır.

Sonuç

Araştırma sonucunda, mülteci öğrencilerin çoklu zeka etkinliklerine aktif olarak katıldıkları ve bu etkinliklerin akılda kalıcılığı artırdığı, öğrencilerin dikkatini çektiği, kolay kavramaya yardımcı olduğu, öğrenilenlerin etkisini artırdığı anlaşılmıştır. Öte yandan sosyal bilgiler dersinde mülteci öğrencilerin dil yetersizliği, kelime ve kavram eksikliği, materyal ve çevresel kaynak eksikliğinden dolayı zorlandıkları sonucuna ulaşılmıştır. Ayrıca öğretmenlerin mülteci öğrencilerin çoklu zeka etkinliklerinde yaşadıkları zorluklara ilişkin görüşleri incelendiğinde öğretmenlerin çoğu bu tür etkinliklerde zorluk yaşamadıklarını ifade etmişlerdir.