

Propagandizing Social Studies Education through Media Production: An Action Research

Medya Üretimi İle Sosyal Bilgiler Eğitiminin Propagandasını Yapmak: Bir Eylem Araştırması

Adnan ALTUN¹

Abstract

This study was carried out with 44 students attending the Social Studies Education Department of Faculty of Education at Abant İzzet Baysal University, who chose the elective Media Literacy Course. In the study, that was planned as an action research, the assistant professor of the course acted as "researcher" and the students (teacher candidates) choosing the media literacy course as "implementers". The researcher and his students decided to work out the following problem on which they all agreed with each other: How can we change negative thoughts of the students attending the other departments of the Faculty on Social Studies? In the present study, which has "the action research" as its method, a six-stage process was followed, namely (1) identifying the problem, (2) finding out solutions, (3) implementing the solutions, (4) evaluating the implementation of the solutions, (5) changing the thoughts of participants and (6) general evaluation. The preliminary surveys carried out to identify the problem revealed that, unlike what had been expected by both the researcher and the implementers, the students attending other departments of the Faculty did not have negative points of view toward Social Studies and that, on the contrary, they had positive points of view regarding that field. Thus, the purpose of the study had to be shifted from "what had been planned earlier" to "to change the erroneous perceptions of the teacher candidates of social studies to the effect that the students attending other departments of the Faculty have negative points of view on social studies". The researcher, together with the implementers, formed the SSPG (Social Studies Promotion Group) with a view to attaining their new goal. In order to solve the problem that was

Öz

Bu çalışma Abant İzzet Baysal Üniversitesi Eğitim Fakültesi sosyal bilgiler öğretmenliği bölümünde okuyan ve Seçmeli Medya Okuryazarlığı dersini seçen 44 öğrenci ile yürütülmüştür. Eylem araştırması olarak planlanan çalışmada dersin öğretim üyesi "araştırmacı" olarak, dersi seçen öğretmen adayları da uygulayıcılar olarak görev almıştır. Araştırmacı öğrencileriyle hemfikir olduğu şu sorunu birlikte çözmek için çalışmaya karar vermişlerdir: "Fakülteadaki diğer bölüm öğrencilerinin sosyal bilgiler öğretmenliği hakkındaki olumsuz düşüncelerini nasıl değiştirebiliriz?" Eylem araştırmasının yöntem olarak uygulandığı bu çalışmada; problemi belirleme, çözüm bulma, çözümü uygulama, çözümün uygulanışını değerlendirme, katılımcıların fikirlerini değiştirme, ve genel değerlendirme olmak üzere altı basamaktan oluşan bir süreç takip edilmiştir. Sorunu belirlemek üzere yapılan ilk ön araştırması diğer bölüm öğrencilerinin sosyal bilgilere ilişkin olumsuz bakış açısına sahip olmadıklarını; aksine olumlu düşündüklerini göstermiştir. Böylece çalışmanın amacı değişmiştir. Çalışmanın yeni amacı sosyal bilgiler öğretmen adaylarının alanlarına ilişkin olumsuz bakış açıları olduğuna ilişkin algılarını değiştirmek olmuştur. Uygulayıcılarla birlikte araştırmacı bu yeni amacı gerçekleştirmek üzere SBTG (Sosyal Bilgiler Tanıtım Grubu) adıyla bir grup oluşturmuşlardır. Araştırmacı ve uygulayıcılar Seçmeli Medya Okuryazarlığı dersinde propaganda temelli bir medya üretimi sürecini uygulamayı çözüm olarak belirlemiştir. Hazırlanan afişlerin sergilenmesiyle son bulan eylem araştırması öğrenciler açısından önemli tecrübelerin kazanıldığı bir süreç olmuştur. Bu

DOI: 10.18009/jcer.22966

¹ Asst. Prof., Abant İzzet Baysal University, Faculty of Education, Bolu, aaltun@ibu.edu.tr



determined as new goal after the preliminary surveys, both the researcher and the implementers opted to apply “a propaganda-based media production process” in elective media literacy courses. The action research that ended with the display of the prepared posters constituted a process giving the students an opportunity to gain important and fruitful experiences. The proof of these constructive results within the framework of this action research is the fact that the implementers (candidate teachers) admitted and expressed having: (1) known, now, their field of study better than before, (2) noticed the richness of scope of their field of education, (3) increased and strengthened their knowledge in this field, and (4) better appreciated their field of study.

Key words: Media production; social studies; teacher candidates; media literacy, action research.

gerçevede uygulayıcılar (1) alanlarını daha iyi tanıdıklarını, (2) alanlarının içerik zenginliğini fark ettiklerini, (3) alan bilgilerini arttırdıklarını ve (4) alanlarına daha fazla değer verdiklerini ifade etmişlerdir.

Anahtar Kelimeler: Medya üretimi, sosyal bilgiler, öğretmen adayları, medya okuryazarlığı, eylem araştırması.

Introduction

The researcher of this study is an academician with undergraduate, graduate and doctor’s degrees in the field of social studies education. This personal background is getting more meaningful and concrete with (1) the research questions existing in the fields such as “social studies education”, “media literacy education” and “history education” constituting the domains in which the writer has been endeavouring to specialize, and (2) the endeavours exerted to reply or to solve these questions. One of the research questions arising from this personal background was “how can we overcome the negative thoughts or prejudgements on social studies education?”

The researcher, in fact, believes in the existence of negative points of view toward his field of study, shares his belief with his students, and observes their agreement in his judgements in this regard. What’s more, he supports his assumptions with various scientific studies. For example, Özkal et al., (2004) talk about studies revealing that the students attending elementary education have, in the beginning, positive attitudes in relation to social studies course, but they start to find it “boring”, “hard”, “not related to the real life” and “irrelevant with their future careers” as their education levels increase (Fernandez, Massey and Dornbusch, 1976; Chlodo and Byford, 2004; Welton and Mallan, 1999). Yılmaz and Şeker (2011), too, found that some studies done in the U.S.A. (Corbin,1994; Ellis, Fouts and Glenn, 1992; Fernandez, Massey and Dornbusch, 1976; Fraser, 1981; Haladyna et al., 1982;

McGowan, 1984; McGowan, Sutton and Smith, 1990; Schug, Todd and Beery, 1984; Shaughnessy and Haladyna, 1985) assert that (1) attitudes of the students attending both elementary and secondary education with regard to social studies course were quite negative regardless of their sexes, (2) they don't like this course, (3) they place social studies course to the end of the list of most-interesting courses among all courses appearing in school curricula, and (4) they regard social studies course boring and irrelevant of their future lives.

There are also other studies ending with similar results with regard to primary school teachers. Öztürk and Ünal (1999) concluded that primary school teachers were not very keen on teaching social studies courses compared with teaching other courses. On the other hand, they stated that their findings on primary school teachers' unwillingness to teach this course are parallel to the findings of other studies revealing that primary school teachers in the U.S.A. find social studies education course "boring" on traditional level (Kariel, 1969) and consequently they allocate less time to this course compared with other courses (Schug and Beery, 1987; Kincheloe, 1991; Cleaf, 1991). They also mentioned some other studies asserting that the primary school teachers had these negative viewpoints on social studies courses under the influence of their unfavourable experiences during their studentship years (Welton and Mallan, 1999; Doğanay, 2003; Öztürk and Otluoğlu, 2003). As for the researcher, these negative feelings with regard to social studies can also be observed in his own Faculty. In fact, he shares his judgement with teacher candidates attending Social Studies Education Department of the Faculty of Education at Abant İzzet Baysal University during his dialogs with them. He hears complaints from the students in this regard, and he witnesses most of the time that they have similar unfavourable thoughts. Having profoundly gone through the subject in question, the researcher found out that the problem was related to their field of study.

"Reflective Inquiry" is one of the views existing in the very nature of social studies (see; Barr, Barth and Shermis, 1977). According to this view, social studies help students learn how to decide on the problems and situations affecting themselves (Doğanay, 2002). This point of view has led the researcher to ask himself; "Why shouldn't we endeavour to change the negative viewpoints of the students regarding social studies?". What's more, media literacy, being one of the other fields of interest of the researcher, provides him with a

lot of opportunity that can help students attain this purpose. For example, in the course of this study, it has also been resorted to the techniques of propaganda and persuasion that are taught within the framework of media literacy courses. Furthermore, the process of action research that constitutes the design of the present study has similarities with “reflective thinking”, as mentioned by Yıldırım and ŐimŐek (2011). Similar to action research, the process of “reflective thinking” also starts with the emergence of a certain problem, and continues with “solving this problem through some changes” and “determining the new problem which should be dealt with at this stage.”

Based on this viewpoint, during the first semester of 2012-2013 academic year, the researcher carried out a media production study in a media literacy education course, which is a selective course in third grades. In this study, he aimed at changing negative thoughts of teacher candidates attending Elementary Education Department of the Faculty of Education regarding social studies. During the implementation of this study, he acted as “researcher” and the students as “implementers”.

In the first stage of the study, teacher candidates acting as implementers were asked to inquire the thoughts of five different teacher candidates, each attending one of the five major fields of study in Elementary Education Department of the Faculty of Education. The major fields of study in question consist of Pre-school Education, Primary School Education, Science Education, Social Studies Education and Mathematics Education. In addition to the inquiries of the implementer-students, the researcher also consulted some other students of these major fields of study to find out their views concerning social studies. When the viewpoints of the students inquired by the implementers and consulted by the researcher were examined through content analysis, it appeared that the inquired and consulted students attending other major fields of study generally declared having positive views with regard to social studies.

These preliminary results, first of all, helped the researcher notice his prejudgements on the matter in question. Before obtaining these results, he, like his students, believed the existence of negative thoughts about his field of study, that is to say social studies. These prejudgements had its misleading effects during preparation stage of literature chapter of the present study; bias by selection of sources were unconsciously made, and the studies

testifying the existence of negative views toward social studies were chosen by the researcher while the researches providing adverse proofs were being ignored. After noticing this faulty disorientation due to the results of preliminary studies, literature search was reviewed and renewed which resulted in the awareness of other researches asserting also the existence of positive thoughts regarding social studies. For instance, Özkal et al., (2004) mentioned some studies manifesting that the attitudes of elementary school students toward social studies were positive rather than being negative (Moroz and Baker, 1997; Öztürk and Otluoğlu, 2003). In their studies, Yılmaz and Şeker (2011) also found out that the surveyed students had positive attitudes regarding social studies, and they named some other studies resulting in similar findings (Öztürk and Baysal, 1999; Kayalı, 2003; Chiodo and Byford, 2004, Alazzi, 2007).

The preliminary survey carried out during the action research stage demonstrated that the students attending other departments of the faculty had positive thoughts with regard to social studies, rather than having negative ones. This fact made the researcher and the implementers realize that they were not quite right in judging that the students attending other departments of the faculty had negative thoughts with regard to their field of study. This unexpected finding faced with during the first stage of the study forced them to change the focus and goal of the action research they were carrying out. Consequently, the purpose of this study was determined as “changing the erroneous prejudgements of the teacher candidates of social studies on the existence of negative points of view regarding their fields of study.

Method

“A problem being experienced by the researcher and the participants”, and “an action process to solve the existing problem” form the focus of action researches (Beverly, 1993; O’Brien, 2003; Fraenkel and Wallen, 2003; Tomal, 2003 Yıldırım and Şimşek, 2011; Glesne, 2012). This research design has recently been being more frequently and intensively used in the field of education. Action researches consist of studies carried out in education environments by teachers, administrators and other related people in their capacities of “researcher” with a view to understanding how their students can learn better, how they teach them or how the schools are being directed (Mills, 2003). Action researches are

classified under different headings. The present study was based on the classification of Berg (2001) and the study was planned as practical action research. In this approach, the researcher and the implementers come together from time to time and determine “the possible problems encountered with during the implementation stage of the action plan”, “possible reasons causing the emergence of these problems” and finally “possible ways of intervention or solution” (Yıldırım and Şimşek, 2011).

Study Group

The present study was planned and shaped out during the first semester of 2012-2013 academic year in a media literacy education course which is one of the selective courses taken by the students attending to the third grade of major field of study of “Social Studies Education” at the Faculty of Education of Abant İzzet Baysal University (AİBÜ). The lecturer of the course acted as “the researcher”, and 44 teacher candidates choosing the selective media-literacy education course as “the implementers”. The target group of the study was, in the beginning, planned to consist of 1522 teacher candidates attending Elementary Education Department of the Faculty of Education. However, because of the change of the purpose of the study, the new target group had to consist of only 44 teacher candidates choosing the selective media-literacy education course, in other words, the very group in charge of implementing the study.

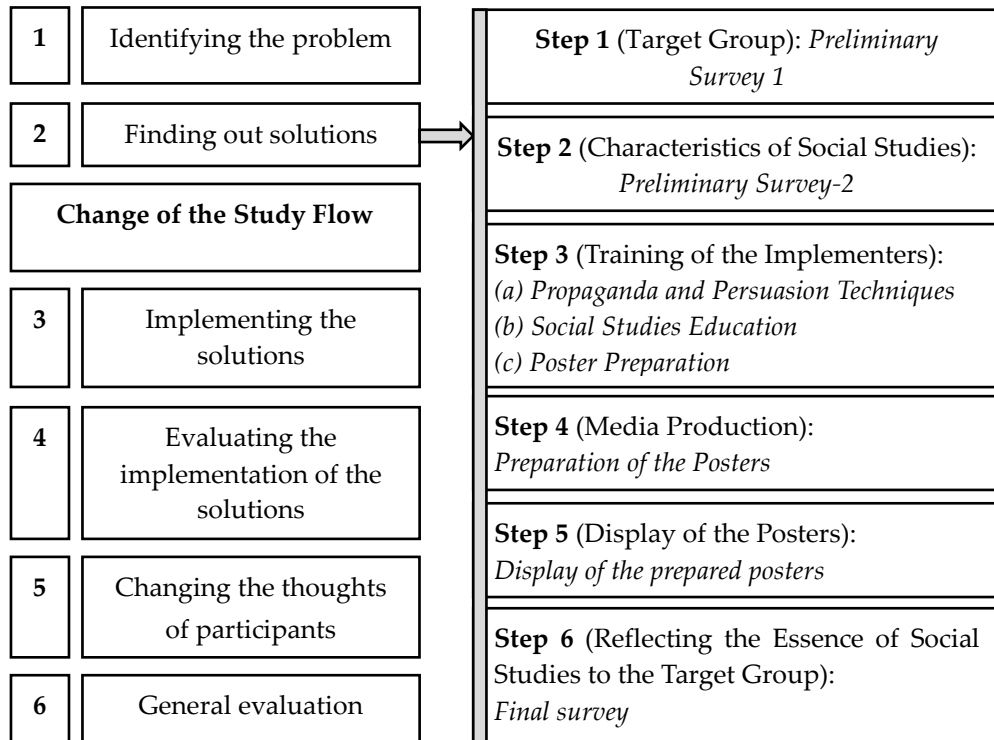
Atmosphere of the Study

The present research was carried out at the Faculty of Education of Abant İzzet Baysal University. The classroom assigned for the selective media literacy course was used to plan and to implement the study, and “The Basement Exhibition Hall” was used to display the prepared posters.

The Stages of the Study

A six-stage action research process was followed during the study. Takala (1994) described these stages as “implementation steps” namely (1) identifying the problem, (2) finding out solutions, (3) implementing the solutions, (4) evaluating the implementation of the solutions, (5) changing the thoughts of participants and (6) general evaluation (Figure 1). These stages or steps are explained in detail in the following sections of the study.

Figure 1. The Stages of the Study



(1) Identifying the Problem: In action researches, the problem constituting the subject of the research is identified through the collaboration of the researcher with the implementers after the evaluation of the encountered problems (Grundy, 1988- cited in Yıldırım and Şimşek, 2011). In a similar way, during the present study, the researcher and the implementers exchanged their views on “the thoughts of the students attending other departments of the Faculty” with each other. During this problem-identification stage carried out in collaboration, it appeared that both the researcher and the implementers agreed on the idea that “students of other departments of the Faculty generally had negative thoughts on social studies”. Upon this agreement on the above-mentioned idea, they decided to study with a view to finding a solution to the following problem: “How can we change negative thoughts of the students attending the other departments of the Faculty on social studies?”

(2) Finding out Solutions: The researcher and the implementers decided to apply “a propaganda-based media production process” in elective media literacy courses in order to solve the mutually identified problem, or in other words, to dispel the mistaken prejudgements toward social studies, and to explain the importance of their field of study.

To this end, they formed a group, which they named "Social Studies Promotion Group (SSPG)". The stages to be implemented by SSPG consist of the following steps:

Step 1 (Target Group):

Preliminary Survey 1: In the practical action researches, it is proposed first to determine the problem, and then to try to find out the possible reasons causing the emergence of this problem. Therefore, in the present study, it was also aimed at determining the reasons of negative thoughts of the students attending other departments of the Faculty with regard to social studies. Thoughts of the target group have utmost importance in the implementation of propaganda and persuasion techniques as a tool of media production to be carried out during the execution of the present study. Hence, when planning the propaganda activities, the thoughts of target group were taken into consideration, and the implementers were, first of all, asked to apply the feedback forms (Form-1a) devised by the researcher to at least five teacher candidates chosen from the target group (one teacher candidate from each of the following five major field of studies: Pre-school Education, Primary School Education, Science Education, Social Studies Education and Mathematics Education). The forms delivered to the teacher candidates by the implementers were filled in within the following two weeks, and the results were forwarded to the researcher. On the other hand, the researcher interviewed almost as much teacher candidates as the implementers and received their opinions. Thus, both positive and negative thoughts on social studies of the teacher candidates attending elementary education departments of the Faculty could be exposed together with the reasons underlying their thoughts. These results were examined through content analysis by the researcher, who forwarded his findings back to the implementers to be reused by them as a base in their media production studies.

Step 2 (Characteristics of Social Studies):

Preliminary Survey-2: Social studies constituted the content of the media-production studies to be carried out within the framework of the present study, and the implementers were asked to narrate and explain to the target group their own fields of education during their media production studies. At this stage, the implementers were also asked to go through the literature to find out the right answers to the

question “What are the positive and negative characteristics that separate the social studies education from the others?”, and to write out their findings with a view to reporting them to the researcher.

Step 3 (Training of the Implementers):

(a) *Propaganda and Persuasion Techniques:* A presentation comprising both theoretical and practical information on propaganda and persuasion techniques were given to the implementers. The purpose of the presentation that lasted two class hours was to guide the implementers on the preparation of posters, and to help them express their opinions more efficiently. In this presentation, essentially, persuasion techniques determined by New Mexico Media Literacy Project (NMMLP) were used.

(b) *Social Studies Education:* At this phase, the obtained results were discussed in the classroom during two class hours, and the features characterizing social studies education were written out in articles after evaluation of the results in collaboration with the students.

(c) *Poster Preparation:* To help the implementers learn how to prepare posters to be displayed as their media-productions, they were also lectured for two weeks (2 + 2 = 4 class hours in total) on the use of Open Office Draw Program for “slogan writing”, “accessing the proper visual sources”, “logo-designing” and “poster preparation”.

Step 4 (Media Production):

Preparation of the Posters: The implementers were given a 6 weeks period to prepare their posters. During this phase, they were constantly and interactively contacted and communicated. On the other hand, they were also provided with consultancy services by an advisory board consisting of three people; the researcher, a social studies education expert, and a media literacy education expert.

Step 5 (Display of the Posters):

Display of the prepared posters: The posters prepared by the implementers after their media production studies were displayed at The Basement Exhibition Hall situated in Fine Arts Education Department.

Step 6 (Reflecting the Essence of Social Studies to the Target Group):

Final survey: At the last stage of the study, the views of the target group who observed the stages of this study ending with the display of the posters will be taken

through “view forms” (form 2a), and the efficacy of the media production study will be evaluated.

After the second stage (solution finding stage) of six-stage study process, the remaining four stages (implementation of the solutions, evaluation of the implementation of solutions, changing the thoughts of participants/implementers, and general evaluation) are going to be explained in the following headings of the study.

Measuring Devices

Form 1a: A preparatory study was conducted with a view to devising this form. Making use of the findings of this preparatory study, the characterizing words (attributes) that were used most frequently by the target group to define the social studies education were determined. Among them, the favourable ones were grouped as “important, necessary, difficult, useful, comprehensive, and amusing”, and the negative ones as “easy, boring, memorazing, difficult, complicated, and insufficient”. These two groups of words (favourable and unfavourable) were put on the form as options. Then, under each group, an “other” option was added together with a space following it so that the members of target group can choose and write other characterizing words (attributes) different from those given in the groups on the form. Besides, a separate space was also assigned on this form in order that the members of target group could explain their justification for their attributions regarding social studies education.

Form 1b: This is a form devised to understand the views of the implementers with regard to the opinions of the target group on social studies, as the purpose of the study had to be changed, after the preliminary survey. The implementors were asked to answer the following two questions on the form personally: (1) “What do the teacher candidates attending other primary education departments of the Faculty think about social studies education?” and (2) “Why do they think so?”.

Form 2a: This is a form devised to take the views of target group on social studies at the end of the study.

Form 2b: As the purpose of the study had to be changed after the preliminary survey, Form-2 could not be used in this study, and a new form was devised instead of it. In

this new form, which was called Form-2b, the implementers were asked to evaluate “their experiences and acquisitions gained through the study process” within the framework of their own views. Briefly, they were requested to answer the question “What are the benefits of having participated in this study?”.

Analysis of the Obtained Data

The data obtained from the forms 1a, 1b and 2b were analysed through “content analysis developed based on intuition” or “open approach” (Bilgin, 2000). When open approach is applied, it is reached from the views to subthemes and from subthemes to themes. To ensure the reliability of the study, this analysis process was repeated twice by the researcher.

Change of the Study Flow

Qualitative research experts state that action research designs are more flexible compared with others for the interaction between the researcher and the implementers may change the flow of the study (Yıldırım and Şimşek, 2011). Likewise, in this study, it was experienced a similar change in the flow of the study that provided a new evidence for the rightfulness of this characteristic of action research designs.

Implementers were asked to receive the opinions of five different teacher candidates, each attending one of the five major fields of study in Elementary Education Department of the Faculty of Education (Pre-school Education, Primary school Education, Science Education, Social Studies Education and Mathematics Education). When the collected opinions reflecting the viewpoints of the students attending other departments of the Faculty on social studies were generalized through content analysis, it appeared that the target group declared having positive views with regard to social studies rather than having negative ones. Thereupon, the researcher also took the views of the target group personally and faced with similar results with those obtained by his implementer students.

The results of this preliminary study indicated that the assumption “the students attending other major fields of study of the Faculty have negative opinions on social studies” constituting the startpoint of the present study was contrary to the fact, and that the teacher candidates forming the target group mostly had positive views regarding social studies. At this stage, the flow of the study had to be changed and the new target group of the study

became the teacher candidates attending major field of study of social studies. The obtained results were shared with the implementers and the new focus of the study became to try to change the erroneous thoughts or prejudgements of the implementers on “how the students attending other departments of the Faculty view their field of study (social studies)” in positive direction.

In short, at this point, the new purpose of the study became to change the negative viewpoints of teacher candidates of social studies toward their own fields positively. Before being informed of the positive thoughts of the students of other departments on social studies, the members of new target group were asked to answer, in writing, the question “What do the students attending other major fields of study of the Faculty think about your field of study?” (Form-1a). The views of the implementer-group could be determined through this application.

In the following stage, the views of members of the implementer-group on “the change in their thoughts that was brought about by the media production process” were taken. At this stage, form-2b devised to receive the opinions of the implementers was used instead of form-2a. The study was concluded by asking the implementers through the new form to state “the affect of the performed media production on their thoughts with regard to their field of study (social studies)”.

Findings of the study are given hereinafter in detail.

Findings

Under this heading, findings reached within the framework of the present study are exposed. These findings are dealt with in accordance with the research process mentioned under the heading “method”, and paying attention to the change of purpose, which occurred during that process.

Preliminary Survey-1a (Views of the Target Group Regarding Social Studies)

At the first stage of the study, by using form-1a, each one of the implementers took the views of one teacher candidate from each of five Departments of the Faculty, who constituted the target group of the study. The researcher also performed a survey parallel to that of the students using form 1-a. Due to these two surveys performed by the implementers

and the researcher, 517 students could be inquired on their thoughts concerning social studies, the results of which are given on the following table (Table 1):

Table 1. Views of the Students Attending Primary Education Departments on Social Studies

TEACHER CANDIDATES' BRANCHES		Pre-school	Primary School	Science	Math	Social Studies	Total	
		f	f	f	f	f	f	%
Positive views	1 Necessary	29	32	24	24	17	126	24,4
	2 Important	9	20	19	8	21	77	14,9
	3 Comprehensive	8	11	9	11	11	50	9,7
	4 Useful	15	7	6	10	7	45	8,7
	5 Up to date	2	5	10	6	6	29	5,6
	6 Amusing	9	2	3	4	8	26	5
	Total	72	77	71	63	70	353	68,3
Negative views	1 Boring	15	12	7	25	5	64	12,4
	2 Memorizing	5	8	11	8	11	43	8,3
	3 Difficult	5	2	4	5	10	26	5
	4 Insufficient	4	2	5	1	0	12	2,3
	5 Easy	0	3	5	1	1	10	1,9
	6 Complicated	0	3	1	2	3	9	1,7
	Total	29	30	33	42	30	164	31,7
General Total		101	107	104	105	100	517	100

The findings appearing on Table-1 showed that “the hypothesis of the researcher and the implementers declared in the beginning of the study stating that teacher candidates attending the various departments of primary school education had negative views on social studies was not right”, and that “almost 70 % of teacher candidates had positive views with regard to social studies, contrary to what was claimed before the preliminary survey”. This has been the first factor causing the change of the target group and the flow of the study. On the other hand, one of the importing findings of this preliminary survey performed using form 1-a is that social studies education, that had been expected to occupy the first place in the list of positive views on social studies before this preliminary survey, occupied the fourth place. This fact has been another factor leading to the change of target group.

Preliminary Survey-1b (The Thoughts of Target Group on Social Studies from the Viewpoint of Implementer-Group)

Upon the findings explained above, the researcher decided to change the flow of the study. The new purpose was, now, not to change the opinions of the students attending other departments of the Faculty, but to change his own students' opinions. Thus, the new target group became his students, that is, the implementers. "Well, what were the opinions of the implementers actually?". This question had to be answered scientifically. Therefore, before disclosing the results of the analysis of findings of preliminary survey, the researcher asked the new target group (implementers) through form-1b to answer the question "in your opinion, what may the students attending other departments of the Faculty be thinking about your field of study (social studies)?". Answers of the implementers to this question are given hereinafter on Table-2.

Table 2. Views of the Implementers on "What the Students of Other Departments Think about Social Studies"

Positive Views		f	%	Negative Views		f	%
1	Necessary	8	9,3	1	Easy	26	30,2
2	Important	5	5,8	2	Insignificant	10	11,6
3	Useful	4	4,7	3	Unnecessary	9	10,5
4	Amusing	3	3,5	4	Boring	7	8,1
5	Others	1	1,2	5	Others	13	15,1
Total		21	24,5	Total		65	75,5

It appears that the findings of this survey are completely different from those of preliminary survey-1. While 70 % of the students of other departments think positively about social studies, 76 % of the members of implementer-group think that the students of other departments have negative opinions about their field of study. This erroneous pre-supposition of the implementers became one of the factors leading to the change of the target group.

Preliminary Survey-2 (The Strong and Weak Aspects of Social Studies)

At this stage, the implementers were asked to go through the literature to find out the right answers to the question "What are the strong and weak aspects of social studies education that separate it from other fields of education?", and to write out their findings with a view to reporting them to the researcher. The results of the reports prepared by the

implementers were discussed in the class, and the strong and weak aspects of this field were summarized and listed in articles to be used, later, in media production stage.

Tablo 3. The Strong and Weak Aspects of Social Studies

Strong Aspects of Social Studies	Weak Aspects of Social Studies
<ul style="list-style-type: none">• It has an interdisciplinary structure• It aims at solving the problems of the society (social problems) in long term based on reflective thinking.• It helps students form and improve their personalities.• It teaches students their antecedents and cultural inheritances• It brings up productive and democratic citizens who are active and efficient in the society.• It improves understandings, attitudes and ideals that form the basis of the democratic life. It brings in patriotism.• It improves the man's ability to gather information about his situation in the past, today and tomorrow.• It brings in the ability necessary for processing the information.• It improves the ability of individuals to interpret the beliefs and the values (Barth, 1991; Paykoç, 1991; Erden, 1996; Barth and Demirtaş, 1997; Sağlamer, 1997; Can, Yaşar and Sözer, 1998; Öztürk and Dilek, 2002; Doğanay and Sarı, 2004; Devci and Çengelci, 2005; Demircioğlu, 2004, 2006; NCSS, 2009; Öztürk, 2011; Ata, 2011; Kaymakçı and Ata, 2012).	<ul style="list-style-type: none">• It is considered by both the teachers and the students as "boring".• It is considered by the students as irrelevant with the real life.• It is considered as irrelevant with future careers of the students.• It is viewed by the students as an insignificant and easy course.• It is viewed by the students as a disliked course.• It is one of the least interesting courses in the curricular.• It is considered as irrelevant with the life.• It is a course taught reluctantly by the primary school teachers.• Primary school teachers spend less time on social studies courses than they spend on other courses.• Social studies courses are given not only by the experts of this field, but also by the teachers who are graduates of different departments such as history and geography.• Teachers of social studies do not follow the new developments in their own fields (Yanpar, 1997; Öztürk and Ünal, 1999; Öztürk and Otluoğlu, 2002; Özkal et al., 2004; Kuş and Çelikkaya, 2010; Yılmaz and Şeker, 2011; Çulha-Özbaş, 2012)

The implementers payed attention to bringing strong aspects of social studies forward and refuting or eliminating the weak aspects of it while preparing their posters after media production studies.

Training of the Implementers

The questions "what are the strong and weak aspects of social studies" and "how can they be reflected in the posters" were discussed for two class hours. After this discussions, a presentation comprising both theoretical and practical information on propaganda and persuasion techniques were given to the implementers. The purpose of the presentation that

also lasted two class hours was to guide the implementers on the preparation of posters, and to help them express their opinions more freely and efficiently. In this presentation, explanations on persuasion techniques determined by New Mexico Media Literacy Project (NMMLP) were given, and a number of posters were shown as examples of each one of these techniques.

Then, to help the implementers learn how to prepare posters to be displayed as their media-productions, they were also lectured for two weeks (2 + 2 = 4 class hours in total) on the use of Open Office Draw Program for “slogan writing”, “accessing the proper visual sources”, “logo-designing” and “poster preparation”. Finally, the facts lying behind positive and negative views of the target group were determined, summarized, and listed under certain headings through content analysis that were transmitted to the implementers to ensure that the posters to be prepared should draw attention to the right points. In this way, SSPG (Social Studies Promotion Group) made a point of supporting positive facts produced during media production studies and invalidating the negative facts. 109 out of the consulted 517 students forming the target group did not express their opinions to justify their choices. Therefore, the results of the content analysis performed based on the views of 408 students were given hereinafter.

Table 4. *Reasons of Views of the Students Attending Other Departments with regard to Social Studies*

Positive Views		f	Negative Views		f
1	It teaches the past and the history.	61	1	It can only be learned by memorizing.	46
2	It is a course nested with both the life and the society.	58	2	It is taught inactively.	24
3	It teaches history and geography.	49	3	It has an intensive and complicated content.	17
4	It follows up-to-date information.	24	4	It is a verbal course.	12
5	It has a rich content.	17	5	History is taught in this course.	10
6	History, geography and civics are taught in this course.	16	6	It is an easy course.	4
7	It correlates the past, the present, and the future.	11	7	It has a content that repeats itself for years.	3
8	It teaches our culture.	10	8	Geography is taught in this course.	3
9	Geography is taught in this course.	7	9	Its content can be learned without this course.	3
10	Others	23	10	Others	10
Total		276	Total		132

As a result of this sub-study, the following articles were chosen as the points that should be most stressed on the posters to be prepared: (1) It teaches history, (2) It is a course nested with both the life and the society, (3) It teaches geography, (4) It gives up-to-date information, (5) It has a rich content. And, the following articles were chosen as negative views that should be overcome: (1) It can only be learned by memorizing, (2) It is taught inactively, (3) It has a complicated content, (4) It is a verbal course; (5) It teaches history.

SSPG (Social Studies Promotion Group) tried to aim at these positive and negative views that were determined as the messages to be given on posters in the first place. Reasons underlying the views of implementer-group that was determined also as the new target group after the alterations that had to be made as a result of preliminary surveys were also received, and it was decided to take these results into consideration in the preparation stage of the posters. The results are given on Table-5.

Table 5. Estimations of Implementers on the Justifications of Positive or Negative Thoughts of Students Attending Other Departments of the Faculty

Reasons of Positive Views		f	Reasons of Negative Views		f
1	It teaches history and geoghrapy.	4	1	There are quite few positions in govermental or private institutions for the teachers teaching social studies.	9
2	It teaches history.	3	2	The students are unfamiliar with the contents of the course.	8
3	It helps bring up conscious citizens.	3	3	Social studies courses are easy.	7
4	It prepares children to the real life.	2	4	It has an extensive content.	6
5	It has a comprehensive content.	2	5	It can only be learned by memorizing.	4
6	Other factors	3	6	Other factors	21
Total		17	Total		55

According to Table-5, the implementers declared that "the leading justification for positive thoughts of students attending other departments of the Faculty could be the fact that it teached history, geography and civics", and that "the leading justification for negative thoughts of students attending other departments of the Faculty could be the fact that there are quite few positions in govermental or private institutions for the teachers teaching social studies". When the views of students of other departments are also taken into consideration, it can be asserted that, according to the students, the most powerful aspect of social studies is

the fact that "it teaches history". It may not be correct to claim that the weak possibility of being appointed as civil servants in governmental institutions has substantial effects on the negative thoughts of teacher candidates of social studies with regard to their own fields of study. Because, the study carried out by Sezgin and Duran (2011) revealed that KPSS² do not have negative effects on the opinions of teacher candidates concerning their future carriers (teaching social studies), but that it caused some sorts of inquietudes and unhappiness with regard to their futures.

Before proceeding to media production stage, both "the reasons underlying the opinions of students of other departments on social studies" and "the views of implementers on these reasons" were examined through content analysis. The results reached through this analysis were shared with the implementer-students in order to help them make use of those results during their media production stage.

Media Production and Posters

The works for the preparations of posters lasted approximately for two months. Though almost no time was spared for these types of studies during class hours, from time to time the implementers had to consult the researcher on the points where they had problems (especially during designing stage of the posters) and needed assistance. The points regarded as "the most difficult" by the implementers were "producing creative ideas", "finding interesting slogans", and "being able to reflect their messages on the posters using as few words or sentences as possible". Instead of using different graphic design programs on which the implementers had no knowledge and experience, the researcher and the implementers preferred to use the "Open Office Draw Program" that had a simple interface and a Turkish version, and with which the implementers could easily prepare their posters, as they are all familiar with it. Those implementers who needed assistance with regard to using Open Office Draw Program were also assisted during this stage.

At the end of media production studies, seventyfour posters were prepared in total by the implementers as some of the students prepared more than one posters. The breakdown by subjects of the prepared posters is given hereinafter.

² KPSS (Kamu Personel Seçme Sınavı/Civil Servant Selection Examination) is the name of a central examination done / organised by ÖSYM (Ölçme, Seçme ve Yerleştirme Merkezi/Assessment, Selection and Placement Center), and regarded as a criteria in the placement and appointment of civil servants including teachers.

Table 6. Breakdown of the Prepared Posters by Sub-disciplines of Social Studies

	Sub-disciplines	f
1	History	33
2	General (Social Studies)	17
3	Geography	9
4	Civics	5
5	Science and Technology	4
6	Economy	2
7	Law	2
8	Sociology (Culture)	2
	Total	74

During the preparation of the posters that were also classified based on the sub-disciplines of social studies shown on Table-6, the following points were taken into consideration:

- Results of the Preliminary Survey-1a that reveals the views of the first target group (the students attending different primary education departments of the Faculty) on social studies
- Results of the Preliminary Survey 1b that reveals the thoughts of implementer-group on the probable opinions of members of first target group on social studies
- Results of the Preliminary Survey 2 that reveals the strong and weak aspects of social studies based on literature study
- The criteria to be paid attention to when teaching "propaganda and persuasion techniques" to the implementers and when preparing the posters

When the contents of posters that were prepared paying attention to the above points are examined, it will be noticed that the implementers concentrated particularly on history. The posters aiming at promoting social studies and emphasizing on geography, civics (citizenship), and up-to-dateness of social studies took the second place in the list of prioritization. These findings show parallelism with the positive views of target group. This breakdown (prioritization list) may make a person think that the negative views of target group were not taken into consideration when preparing the posters. However, if the contents of the posters are more meticulously studied, it will be realized that the negative views were also taken into consideration. The most common negative opinions on social studies are the ones claiming that social studies mainly base on memorization. Approximately eight posters were prepared to dispel this type of negative views. In one of these posters, a historical anecdote is linked with a current incident, and the slogan "we are

not making you memorize the things, but we are making you experience them” was used. Besides, the implementers paid also attention to the findings of preliminary survey 1 (a) and prepared some posters to introduce mathematics that is situated, according to this survey, at the end of the list of positive views on social studies.

If it is to be made a more detailed explanation on the posters, the following points should also be remarked: The researcher and the implementer-group intended, first of all, to prepare an eye-catching poster to hang on in the entrance of the Exhibition Hall, and so did they (see poster 1). The majority of the posters had messages regarding history. When you looked at the contents of the posters, you could realize that history of Ottoman Empire and Independence War were brought to the forefront. As for posters introducing Ottoman Empire, emphasis was mostly put on Sultan Abdulhamid and Yavuz Sultan Selim (see poster 2); and as for posters introducing Independence War, those on Dardanelles Battle were prominent (see poster 3). Besides, some other posters were also prepared in order to (see poster 4 and 5);

- explain the importance of history education stressing on its interesting aspects and on the fact that it constructs common or national memory,
- narrate the victories in our history,
- draw attention to the “rooted and great past” of the Nation.

When the contents of the posters were examined, it was noticed that the posters targeting to introduce social studies occupied the second place in the list of importance; and when the sub headings were went through, it was observed that the posters emphasized especially the importance of social studies in our lives (see poster 6). It was also seen that the students, when preparing the posters, strived to make the contents up-to-date, rich, and changeable. They also paid attention to create a vision for future through these posters. To this end, an up-to-date presentation of the history was performed (see poster 7). On the posters that were prepared to give information on geography, the stress was on natural disasters such as earthquakes, and on current problems of our world such as the importance of geography, environmental pollution, global warming, and unconscious use of sources (see poster 8). And when it comes to the posters trying to introduce civics education, the outstanding subjects were human rights and freedoms, democracy, and the importance of paying taxes (see poster 9). The students also prepared some other posters devoted to science

and technology that takes place in the curriculum of social studies, and to a number of sub-disciplines such as economy, law, and sosyology (see poster 10, 11, and 12).

Feedbacks of the implementers

At the end of action research, the implementers were asked to answer the question “What have been the benefits of this study in your opinion?” The answers given by them are summarized on Table-7.

Table 7. Views of the Implementers Concerning Action Research Process

	Views	f	%
1	We got to know our field better.	20	19
2	We managed to introduce social studies and to express ourselves.	14	13,3
3	We noticed the content-richness of our field.	14	13,3
4	We increased our knowledge on this field.	12	11,4
5	We improved our skills on media-literacy.	12	11,4
6	We benefited from the way this course was given.	10	9,5
7	We appreciated our field of study more than before.	9	8,6
8	We became aware of the opinions of students attending other Departments.	8	7,6
9	We managed to increase the rate of interest toward our field.	3	2,9
10	We had some difficulties when carrying out this study.	3	2,9
	Total	105	100

According to table-7, the students forming “SSPG” stated primarily that there had been various changes in their thoughts with regard to their field of study. More than half of the opinions of implementers (52,3 %) indicate that their viewpoints, knowledge, understanding and attitudes toward social studies had changed in positive direction. That is to say, the students admitted having (a) got to know their field better, (b) noticed content-richness of their field, (c) increased their knowledge on their field, and (d) appreciated their field of study more than before. The following quotations from the views of some students are given hereinafter as examples:

I have noticed that, it was, not the others, but me who had negative prejudgements concerning my field of study before having performed studies regarding posters. This study helped me get completely rid of these feelings of worthlessness. In the first place, I learned the sub-branches of my field. I have realized that I used to believe mistakenly that “being a social studies teacher

necessitates only learning history and geography". I have also discovered that we carried out a pleasant duty by laying the foundations of "creating awareness of other students in various points including social studies". (Student 4)

During the implementation stages of this study, I faced with some historical realities, which I had not discovered or been aware of beforehand. For my field of study contained verbal (non-math) courses, we did not have to care much for "reasoning" or "thinking seriously on the matters in question". Due to this study, I had the opportunity to read the views of many writers that enabled me to see my field from different viewpoints. For example, I used to think that there were only good or bad people in the history. After this study, I realised that the history did not consist of pure good or pure bad people. (Student 19)

While thinking on "what subject I should choose" and "what I should do" during poster preparation stage, I realised how wide the sphere of influence of social studies was. Beforehand I had entrenched and undefeatable thoughts on social studies. However, when preparing the posters, I had to think about many things in various fields; I found many subjects; and I noticed that teachers of social studies address many different fields of interest. I had to admit that our field was really very broad and comprehensive. I also learned that they were we, the teachers of social studies, who lay the foundations of almost all fields of study. Though it is a little sad that I became aware of this fact only when I am attending third grade of the Faculty, it is still better than not still being aware of the reality. In short, now, I understand that our job is to teach students many different fields of study. (Student 27)

While we were facing with dilemmas as for the importance of our field, this study came to rescue us from this heavy burden. I believe that, after this study, I appreciate the value and importance of our field better than before. I could realize a number of beauties of social studies I had never thought of before. As for me, the most important benefit of this study was that it concretized the contents of our field in our minds, and that it made us understand our difference. (S 32)

Approximately 1/4th of the SSPG³ students (23,8 %) stated, in their answers, having learned what the other students thought about them, having had an opportunity to get their fields known better by other students, and having been able to increase the interest of others toward their fields. The following quotations from this type of views of some students are given hereinafter as examples:

My participation in this study increased my interest toward my Department⁴. It even changed my opinions with regard to my Department. Now, I believe that our Department is more important than other Departments in the Faculty. (Student 5)

Exhibition of our posters enabled the students attending other Departments of the Faculty to notice the importance of our Department. I think that, after this study, their views concerning social studies changed in both positive and negative directions. The Department of Social Studies used to be considered as a boring Department where the most important subjects were the historical ones. Due to these promotion efforts, the students of other departments learned that social studies were in fact an interdisciplinary course including many sub-disciplines. (Student 21)

The preliminary survey carried out before the poster preparation stage helped us find out the viewpoints of students attending other Departments. As for me, I realized that the source of negative views with regard to social studies were, in fact, "ourselves" and "the way (method) our social science teachers at secondary school used to teach us". This awareness made us understand that we had to change and correct our views toward our own field. (Student 37)

When we go through the other views, it was observed that the students stated that (a) this study helped them improve their abilities in the field of media-literacy, (b) they benefited a lot from the way the course was given, (c) they, however, had some difficulties in expressing themselves and in producing creative ideas during the stages of the study. The following quotations from this type of views of some students are given hereinafter as examples:

³ Social Studies Promotion Group

⁴ Social Studies Education

While trying to introduce my field of study to the other students, I had also attempted to refute and eliminate some negative views. Before doing this, I scrutinized the positive views regarding my field of study. And, when preparing the posters, I chewed on “how I could convey my message in a better way” because I was to transmit my message quite efficiently without making any concession from ethical rules. Of course, I had difficulties on this point. To endouavour to evaluate my field of study even-handedly and to try to convey my thoughts on social studies to the target group by taking also their views into consideration enabled me to gain experience. I think that all these facts contributed to the improvement of our skills regarding media-literacy. (Student 7)

Frankly speaking, I had not participated in such a long-term study before, and no creative idea came to my mind during this study. Therefore, I had difficulties on “what to prepare” and “how to prepare”. (Student 10)

Among numerous homeworks I did so far, only a few were as concrete and substantial as this one. Poster-preparation study was really quite different for me. In the beginning, I found it difficult to prepare posters. However, as the time passed and pleasant results started to show up, doing this homework began to be a pleasure for me. Printing and exhibition of the posters prepared by us also made me quite happy. (Student 35)

The changes occurring during the study can also be seen in the views of the implementers. They pointed out that their views had changed more radically than those of the members of target-group.

Conclusions

The process of action research completely corresponds to the reflective nature of social studies. It has also been observed in this study that action research can be used quite effectively to solve the problems faced with during social studies education both theoretically and methodologically. The rich content of social studies hosts many problems waiting to be solved, some being global problems such as “global warming, envirenmental problems, wars, famine, income injustice” and some being local or national problems such

as “domestic violence against woman, preventing girls from going to schools, unemployment, elders in need of nursing, and lack of experience in entrepreneurship”.

Action research can be used as a teaching method in social studies courses, concertedly with reflective inquiry and problem solving process. When trying to solve the problems encountered in social studies education, in addition to teaching techniques such as “problem-solving, decision-making, reflective inquiry, project-based learning and cooperative learning”, the educators can also make use of action research process.

It is understood that action research can be used at social studies courses of primary and secondary schools, and that it can also be useful and educatory if used especially in the education of teacher candidates. With a view to attaining their goals, the teacher candidates had to carry out a number of sub-studies during the whole stages of this study. Preliminary surveys were done by the implementer teacher candidates. Thus, they had the chance of experiencing the activities of data-collection for the main study, analysing the collected data, and evaluating the results of the analysis. They also made literature searches in order to discover positive and negative aspects of social studies, seriously went through the attained sources, and compared many sources. These have been important and fructuous experience for them. Media production is considered as the most efficient teaching approach in media-literacy education (Christ and Potter, 1998; Hobbs, 1998; Federov, 2003; Burn and Duran, 2007). At this point, teacher candidates acquainted themselves with techniques of persuasion and witnessed the application examples of these techniques. After having been trained on poster-preparation, they managed to reflect their theoretical knowledge and the results of preliminary surveys on the posters that they prepared. In similar studies, in addition to poster-preparation, students can both “make use of written and visual materials such as school newspapers, magazines, brochures, caricatures, or audio-visual materials such as short films, documentaries, advertisement videos” and “launch campaigns on websites, blogs, and social media”.

The most remarkable conclusion drawn from this study is the fact that the researcher and the implementers changed their prejudgements on the views of students attending other Departments of the Faculty concerning their own fields, based on the study carried out by them. Its efficiency was both observed by the researcher and stated in the feedbacks of implementers.

PS: I avail myself of this opportunity to express my heartfelt-thanks and deepest gratitudes to my students who chose the selective Media Literacy Course in the first semester of 2012-2013 academic year, and contributed a lot to the execution and the completion of this study.

References

- Altun, A. (2011). "Sosyal Bilgiler Derslerinde Bir Medya Okuryazarlığı Eğitimi Uygulaması: Propaganda Farkındalığı Geliştirme". In R. Turan, A. M. Sümbül, and H. Akdağ (Eds.), *Sosyal Bilgiler Öğretiminde Yeni Yaklaşımlar-II* (pp. 75-110). Ankara: Pegem A Yayıncılık.
- Ata, B. (2011). *Sosyal Bilgiler Öğretim Programı*. In C. Öztürk (Ed.), *Sosyal Bilgiler Öğretimi: Demokratik Vatandaşlık Eğitimi* (pp. 33-45). Ankara: Pegem A Yayıncılık.
- Barth, J. (1991). *Elementary and Junior High/Middle School Social Studies Curriculum*. Lanham, Md.: University Press of America.
- Barth, J. & Demirtaş, A. (1997). *İlköğretim Sosyal Bilgiler Öğretimi*. Ankara: YÖK/Dünya Bankası Yayınları.
- Beverly, J. (1993). Teacher as Researcher / online/. Retrieved on 12th November 2012 from <http://www.ericdigests.org/1993/researcher.htm>
- Bilgin, N. (2000). *İçerik Analizi*. İzmir: Ege Üniversitesi Edebiyat Fakültesi Yayınları.
- Burn, A. & Durran, J. (2007) *Media literacy in schools : practice, production and progression*. London: Paul Chapman Publishing.
- Can, G., Yaşar, Ş. & Sözer, E. (1998). *Sosyal Bilgiler Öğretimi*. Eskişehir: Anadolu Üniversitesi Açık Öğretim Fakültesi Yayınları.
- Christ, W.G., & Potter, W.J. (1998). Media literacy, media education, and the academy. *Journal of Communication*, 48(1), 5–15.
- Çulha-Özbaş, B. (2012). "Sosyal bilgiler öğretmeni olarak, ben kimim?" Sosyal bilgiler öğretmenlerinin mesleki kimliklerine yönelik görüşlerinin metafor analizi yoluyla incelenmesi. *Turkish Studies*, 7(1), 821-838.
- Demircioğlu, İ. H. (2004). 1. Sosyal Bilimler Eğitimi Kongresi - Sosyal bilimler öğretiminin amaçlarına dair öğretmen görüşleri (Trabzon örneği), (pp. 121-130). Sosyal Bilimler Eğitimi Kongresi Bildiri Kitabı. Ankara: MEB.
- Demircioğlu, İ. H. (2006). Sosyal bilgiler öğretmen adaylarının sosyal bilimler hakkındaki görüşleri. *Bilig*, 36, pp. 113-124.
- Deveci, H. & Çengelci, T. (2005). Sosyal Bilgiler Öğretiminde Kavram Haritalarının Kullanılmasının Öğrenci Başarısına Etkisi. II. Sosyal Bilimler Eğitimi Kongresi - Van.
- Doğanay, A. (2002). "*Sosyal Bilgiler Öğretimi*". In Cemil Öztürk ve Dursun Dilek (Eds.), *Hayat Bilgisi ve Sosyal Bilgiler Öğretimi*. (pp. 15-46). Ankara: Pegem A Yayıncılık.

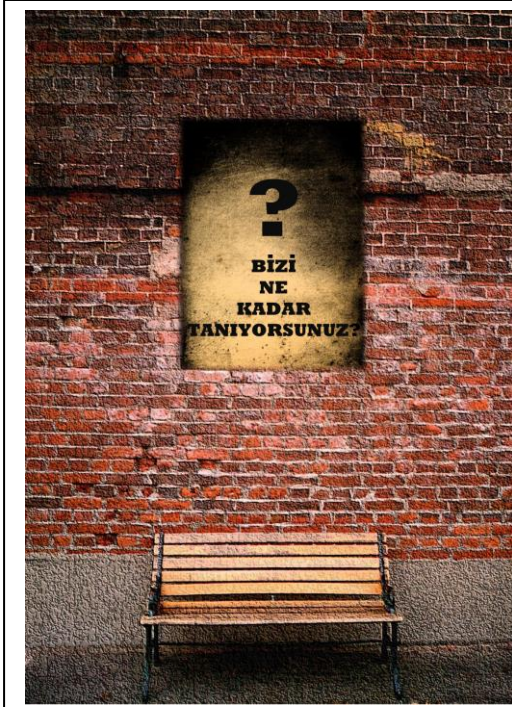
- Doğanay, A. & Sarı, M. (2004). Sosyal bilgiler ve sınıf öğretmenleriyle sosyal bilgiler öğretmen adaylarının sosyal bilgilerin doğasına ilişkin yaklaşımlarının değerlendirilmesi, I. Sosyal Bilimler Eğitimi Kongresi, (pp. 153-165). Ankara: I. Sosyal Bilimler Eğitimi Kongresi Tebliğler Kitabı (MEB).
- Erden, M. (1996). Sosyal Bilgiler Öğretimi. İstanbul: Alkım Yayınları.
- Fedorov, A. (2003). Media Education and Media literacy: Experts' Opinions /online/. In: MENTOR. A Media Education Curriculum for Teachers in the Mediterranean. Paris: UNESCO. Retrieved on 19th July 2010 from <http://www.ericdigests.org/1993/researcher.htm> http://www.european-mediaculture.org/fileadmin/bibliothek/english/fedorov_experts/fedorov_experts.pdf
- Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education* (5th Ed.). New York: Mac Graw Hill, Inc.
- Glesne, C. (2012). *Nitel Araştırmaya Giriş*. Ankara: Anı Yayıncılık.
- Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of Communication*, 48 (2), 9-29.
- Kaymakçı, S. & Ata, B. (2012). Sosyal bilgiler öğretmenlerinin sosyal bilgilerin doğasıyla ilgili görüşleri. *Sosyal Bilgiler Eğitimi Araştırmaları Dergisi*, 3(1), 35-64.
- Kuş, Z. & Çelikkaya, T. (2010). Sosyal bilgiler öğretimi için sosyal bilgiler öğretmenlerinin beklentileri. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 7(2), 69-91.
- Mills, G. E (2003). *Action research: a guide for the teacher researcher* (2nd ed.), New Jersey: Merrill Prentice Hall.
- NCSS (2009) What is Social Studies? / online /. Retrieved on 25th September 2012 from <http://www.learner.org/workshops/socialstudies/pdf/session8/8.WhatIsSocialStu di.pdf>
- O'Brien, R. (2003). An Overview of the Methodological Approach of Action Research / online /. Retrieved on 5th September 2012 from <http://www.wb.net/robrien/papers/arfinal.html>
- Özkal, N. et al. (2004). Sosyal bilgiler dersine yönelik öğretmen görüşleri ve öğrencilerin bu derse yönelik tutumları. *Kuram ve Uygulamada Eğitim Yönetimi*, 40, 600-615.
- Özmen, C. (2010). Sosyal Bilgiler ve Sınıf Öğretmenlerinin Sosyal Bilgiler Dersine İlişkin Görüşlerinin Çeşitli Değişkenler Açısından Değerlendirilmesi. (Doctoral dissertation, University of Gazi). Ankara: Faculty of Gazi Education University of Gazi.
- Öztürk, C. (2011). *Sosyal bilgiler: Toplumsal yaşama disiplinlerarası bir bakış*. In C. Öztürk (Ed.), *Sosyal Bilgiler Öğretimi: Demokratik Vatandaşlık Eğitimi* (pp. 1-28). Ankara: Pegem A Yayıncılık.
- Öztürk, C. & Ünal, S. (1999): sınıf öğretmenlerinin sosyal bilgiler dersine karşı tutumu. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 6, 1-9.

- Öztürk, C. & Dilek, D. (2002). *Hayat Bilgisi ve Sosyal Bilgiler Öğretim Programları*. In C. Öztürk, D. Dilek. (Eds.), *Hayat Bilgisi ve Sosyal Bilgiler Öğretimi* (pp. 47-81). Ankara. Pegem-A Yayıncılık.
- Öztürk, C. & Otluoğlu, R. (2003). *Sosyal Bilgiler Öğretiminde Edebi Ürünler ve Yazılı Materyaller*. Ankara: Pegem A Yayıncılık.
- Paykoç, F. & Özer, B. (1991). *Tarih Öğretim*. Eskişehir: Anadolu Üniversitesi Açık Öğretim Fakültesi Yayınları.
- Sağlamer, E. (1997) "Sosyal bilgiler". *Çağdaş Eğitim Dergisi*. 232, 5-7.
- Sezgin, F. & Duran, E. (2011). Kamu personeli seçme sınavı'nın (kpss) öğretmen adaylarının akademik ve sosyal yaşantılarına yansımaları. *TSA Dergisi*, 15(3), 9-22. Retrieved on 5th September 2012 from http://www.tsadergisi.org/Makaleler/1293005270_01.pdf
- Takala, S. (1994). *Action Research in the Classroom*. In *Content Instruction Through A Foreign Language*. (A report on the 1992-93 TCE Programme).
- Tomal, D. R. (2003). *Action research for educators*. Lanham: Scarecrow Press.
- Yanpar, T. (1997). İlköğretimde Sosyal Bilgiler Öğretiminde Karşılaşılan Sorunlar ve Çözüm Önerileri. *Çağdaş Eğitim*. 22(231), 41-43.
- Yıldırım, A, & Şimşek, H. (2005). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (8. Baskı.). Ankara: Seçkin Yayıncılık.
- Yılmaz, K. (2010). Sosyal bilgiler eğitimindeki sorunlar ve çözüm önerileri: öğretim elemanlarının görüşleri. *Türk Eğitim Bilimleri Dergisi*, 8(4), 839-867.
- Yılmaz, K. & Şeker, M. (2011). İlköğretim Öğrencilerinin Sosyal Bilgilere Karşı Tutumlarının İncelenmesi. *İstanbul Aydın Üniversitesi Fen Bilimleri Dergisi*, 1(3), 34-50.
- YÖK (1998). *Eğitim Fakülteleri Öğretmen Yetiştirme Programlarının Yeniden Düzenlenmesi*. Ankara: YÖK Yayınları. Mart 1998. Retrieved on 5th September 2012 from <http://www.belgeler.com/blg/2hx/eitim-faklteleri-retmen-yetitirme-programlarinin-yeniden-dzenlenmesi>

Citation Information

Altun, A. (2015). Propagandizing Social Studies Education through Media Production: An Action Research. *Journal of Computer and Education Research*, 3(6), 1-31.

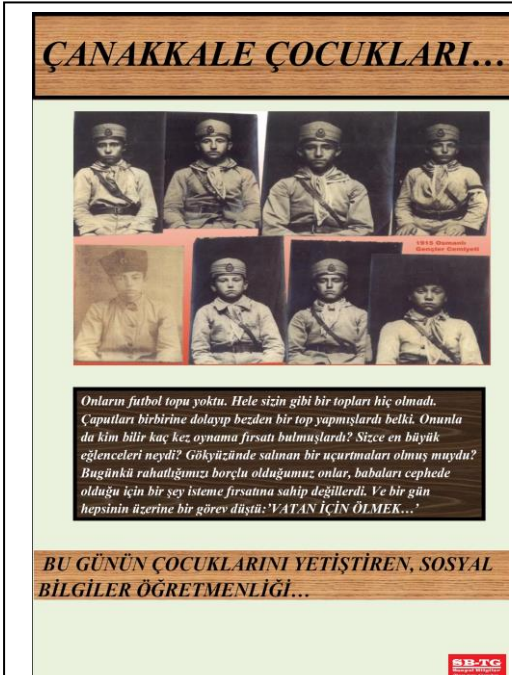
Appendix



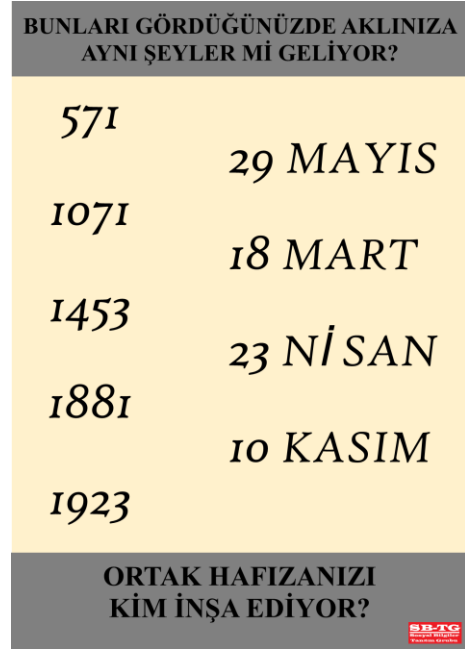
Poster 1: "How well do you know us?"



Poster 2: "Have you ever looked at the history from this perspective? We have!"




Poster 3: "Sons of Dardanelles... Social Studies Education that brings up the children of today!"




Poster 4: 1071, 1453, 1923... Do you all think the same thing when you see these dates? Who are constructing our common memories?


TARİH İLGİNÇTİR!




İkinci koca vergisi: İspanya'da 14. yüzyılda nikâh masasına oturan kadınlardan vergi alındı. Nedeni ise kadının ikinci evliliği yapmasıydı.




Peruk vergisi: Keçi halısına peruk takan devlet dairecileri vergi mükellefi. Keçilikte 15. yüzyılda keçiye göre bu dağ-eri diğer vergiler arasında yer aldı.



Çizme vergisi: 18. yüzyılda Prusya kralı 2. Frederick, çizmelemeden vergi alınmasını emrettiler ve çizme vergisi toplattı.



Biyık vergisi: Urupay'ın Osmanlı İmparatorluğu'na 1867 yılında evraklarına biyık vergisi koydu. Biyık her santim için 2 para alındı. Ancak tepki çok sert olunca kısa sürede bundan vazgeçtiler.



Bekâr erkek vergisi: Elade tek parti döneminde Yozgat Milletvekili Süleyman Sırrı Bey, bekâr erkeklerden vergi alınmasını istemiş. Buna önlü yazar Hüseyin Rahmi Gürpınar "evlenmedim, evlenmeyi düşünmüyorum. Bekârlığın cezası kaç lira ise çekmeye hazırım" diye cevap yazar.

SB-TG

Poster 5: Tax of second husband, tax of wig, tax of boot, tax of moustache, and tax of bachelor man...
History is quite interesting, isn't it!

BAKKALA HESABINI "MATEMATİK" ÖĞRETİRSE









MÜŞTERİYE OLAN SAYGIYI "BİZ" ÖĞRETİRİZ...



SB-TG

Poster 6: If it is "the mathematics" that teaches the grocer how to calculate, it is "us" that teach him/her how to respect the customer...

DİZİLER KURGUDUR!

 <p>KAHRAMAN: KURGU</p>	 <p>OLAY: KURGU</p>
 <p>KAHRAMAN: KURGU</p>	 <p>OLAY: KURGU</p>
 <p>KAHRAMAN: GERÇEK</p>	 <p>OLAY: KURGU</p>

TARİH İSE GERÇEK!

SB-TG

Poster 7: Serials are fiction, but the History is real!

OKUR HAKLARI



1. Okumama Hakkı
2. Sayfa Atlama Hakkı
3. Bir Kitabı Bitirmeme Hakkı
4. Tekrar Okuma Hakkı
5. Canının istediğini Okuma Hakkı
6. Boverizm Hakkı
7. Canının İsteddiği Yerde Okuma Hakkı
8. Çöplene Hakkı
9. Yüksek Sesle Okuma Hakkı
10. Susma Hakkı*

* Darsel Perisac

SORUMLULUKLARIN İLKİ; BİLMEK!

SB-TG

Poster 8: Reader rights. The first responsibility of the students is "to know"!

**TARİHİN NEREDE?
KÜLTÜRÜN NEREDE?
ÜLKEN NEREDE?
TOPLUMUN NEREDE?
SEN NEREDESİN / NERELİSİN?**



**COĞRAFYASIZ
OLMAZ!**

SB-TG

Poster 9: Where is your history? Where is your culture? Where is your country? Where is your society? Where are you / where are you from?

**BİLİYOR MUSUNUZ?
1924'DEN ÖNCE RİZE'DE ÇAY YOKTU!**

Çayın Türkiye'de ilk üretilmesine merhum Zihni Derin vesile olmuştur. 1921 yılında "Tarım" Bakanlığının kurduğu komisyon Rize ve çevresinin huzurlu bir yaşama kavuşabilmesi için denetimde bulunan bölgenin geçimini sağlayacak iş ve çalışma imkânına kavuşması gerektiği ileri sürmüştür. Komisyon bu görüşü kabul etmiş ve Rize'de incedenlerde bulmamak üzere Zihni Derin'i görevlendirmiştir. Derin'in yaptığı iş, çalışmalar, çayın teşebbüslerle devam eder fakat gerek hâlini gerek devletin kanunları yeteri kadar önemsenmeden dolayı istenilen sonuçlar elde edilemez.

Zihni Derin, komisya hal çarısı bulmak için bir kaonun teklifi hazırlar, bakanlık kamalyıla Meclise sunar. Bu tasarı, 6 dönemli Rize Mebusanların desteğiyle 6 Şubat 1924 tarih ve 407 sayılı kanunla ve Rize Vilayeti ile Borçka Kanununda, Fındık, Portakal, Limon, Mandalina, Çay Yetiştirilmesi Hükümeti Kanunı'nda kabul edilmiştir.

1924 yılından 1937 yılına kadar yapılan derleme çalışmalarında sonuç vermesi üzerine çay bahçesi kurular. Zihni Derin, 1938 yılında Tarım Bakanlığının Çay Organizeörü olarak çalışmaya başlar. 1945 yılında emekli olmasına kadar, çay üretimini yaygınlaştırmaya için yorucu bir cabanın içinde buluruz. Artık devlet desteğiyle buralar Rize'de çay tarımı yapılmaz. 1947 yılında ilk çay fabrikası kurular ve sonraki yıllarda Rize'de çayın vâsıplmasına vesile olan olur.



Zihni Derin'i başarıya götüren neydi?
• İyi bir ziraat mühendisi olması
• Bölge iklimini iyi bilmesi
• ...

Ne olduğunu çok iyi biliyoruz;

"Biraz da bu ülke için yaşamak!"

SB-TG

Poster 10: Did you know that there was no tea in Rize before 1824? We know very well the reason that led Zihni DERİN to success: "To live, not only for himself, but also for this country!"

**HUKUK'UN GECİKMESİ
HUKUKSUZLUKTUR!**

K.S. LAMBI



YA ÖĞRETİLMEMESİ?

SB-TG

Poster 11: Delay in justice is injustice! (W.S. Landor) What about "not teaching the Justice"?

BUZATI



Gül kalın dündüğe zamanlarda kullanılan bir araçtır. Bir insanın bulduğu köpür ya da diğer otarılabilir büyük köpürde ayak bir iskanedir. Öze tarafı yukarıya meyillidir. En altına bünde otarık kayman için kemik yerleştirilir. Silyonüne göre en iyi kemik köpür kullanılır. Üstüne otarılabilir otarık için suyu demir ile dündüğe ki buse "mürdük" diye, ilimlik, buz istenide sıratır gider. Buzun buz dükü buzda yapılarak karp dük kuyularda otarık görüldüğü öze, öze yitirdik büyük dünde bu otarık gördük. Örnekteki Hakan Türkler, bulgularında benzer şekilde buzu azatide gördükleri Radofun kü alında tahminlenmektedir. (Yavaşoğlu, 2002).



1949 yılında Camiaçılı açıklarında buz tutan göl üstünde buzata'yla geçen Ejder'iler

KÜLTÜRÜMÜZÜ BİRİLERİ HATIRLATMALI!

SB-TG

Poster 12: Buzatı (Ice-horse; a regional custom in Turkey); there must be some people to remind us our culture!