Full Length Research Paper

An analysis of social, literary and technological sources used by classroom teachers in social studies courses

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In this study, social, literary and technological sources used by classroom teachers in social studies courses are analyzed in terms of frequency. The study employs mixed methods research and is designed following the convergent parallel design. In the qualitative part of the study, phenomenological method was used and in the quantitative dimension, scanning model was used. The participants of the study were 305 classroom teachers who work at public schools in Turkey. Qualitative data were collected from nine classroom teachers. The data of the study were collected using the following two tools: "scale for social, literary and technological sources used in social studies courses" and interview form with six open items. The use of the social, literary and technological sources in social studies courses was found in terms of arithmetical mean and standard deviation. In order to see whether or not the data had a normal distribution, the Shapiro-Wilk tests were employed. It was found that the data did not have a normal distribution. Therefore, the Mann Whitney U and Kruskal Wallis-H Tests were used to analyze the data. Content analysis was also used in examining the data. The findings showed that the participants mostly used media, technological sources and literary work in the courses. Outside school and source people were found to be less used by the participants.

Key words: Social studies, classroom teacher, social, cultural and technological sources, mixed methods, exploratory factor analysis.

INTRODUCTION

In terms of goals and content, social studies courses are the courses which are learnt through teaching and extracurricular activities. Given that social studies courses have an interdisciplinary nature using monotonous activities is not proper. Also, the social studies program requires that teachers must use various sources and have interaction with immediate environment Therefore, teachers must employ various sources including field

specialists, institutions, NGOs, field visits, cultural and social courses as well as technology to produce informed and active citizens (Brad et al., 2015; Akengin ve Ersoy, 2015; Demir and Akengin 2014; Çengelci, 2013; Crawford and Kibry, 2008; Martorella, 1998; Foran, 2008; Smith, 2008; Yaşar and Gültekin, 2007; MEB, 2005; Öztürk ve Otluoğlu, 2002).

In social studies courses, only traditional teaching materials should not be used, but also literary work should be employed, because it is necessary to produce citizens with proper attitudes, values and knowledge (Öztürk and Otluoğlu, 2002). Literary worksare is significant for social studies courses. All types of literary work provide an opportunity to teach any dimension of social life (Şimşek, 2009). For instance, stories, novels, poems, puzzles, tales, myths, idioms etc. can be used in the courses (Demir and Akengin, 2014). The social studies program also puts an emphasy on the use of literary work (Kaymakçı, 2013).The reasons for using literary work in social studies courses include the following: helps in the teaching of topics, makes abstract topics concrete, improves students' achievement and motivation as well as several skills such as critical thinking, empathy, communication, and makes various values such as respect, hard-work, etc. more precious. In the courses, students should read other books rather than textbooks. Comenius suggested that historical events should be introduced through storybooks and these books should be used in courses. If the topics and life of others in books are given in an exciting way, children receive information in an entertaining way (Bölücek, 2014).

Social studies courses have a rich content, which may be used to teach various spaces. Through visits and social activities, students can be taught about spaces (Akengin and Ersoy, 2015). Field visits that can be carried out in social studies courses include museums, municipalities, historical sites, natural sites, NGOs, public institutions, factories, theatres, cinemas, and universities. Field trips provide various advantages to students. Well-planned extra- curricular activities improve students' personal, social and affective development, achievement, self-confidence, communicative skills, make learning long lasting, joy and quality, make it possible for students to know society, nature and the relationship between nature and society better (Hund and Bueno, 2015; Kennedy, 2014). Dewey (1938), argued that the importance of practical experience in learning, because, every experience should prepare a person for later experiences of a deeper and more expansive quality. The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are miseducative. Any experience is miseducative when it has the effect of arresting or distorting the growth of

further experience.

In basic education programs, which are based on constructivism and activity, the use of materials is very significant. In material development newspapers and journals can be employed. Such materials can be used in the learning process in social studies courses. Newspaper articles, maps, graphics, notifications, pictures, cartoons can be used in discussions, and news bulletins can be developed in the class (Ünlüer and Yaşar, 2012). Today, children heavily make use of technology, Internet for the purposes of education. In social studies courses technology can be employed due to its multidisciplinary nature. Teachers may employ educational technology to raise children's awareness. However, in order to achieve it, teachers should have technology literacy in addition to field and professional knowledge (Crawford and Kibry, 2008). If they do not have enough information about how to use educational technologies, they cannot achieve this goal. There is a close relationship between the use of educational technologies and teachers' skills to use technology and be efficient in it (Friedman and Heafnee, 2010). Brad et al. (2015) deal with a course outline in which video games are used. They concluded that teaching through video games made several improvements in children's problem-solving skills, motivation, interest and planning related skills. In addition, it was found that students better understood abstract concepts and theories.

It is significant for social studies courses to have primary information sources such as field specialists. Several field specialists can be invited to the class such as professionals (lawyers, artists, farmers), experienced people. It is possible to visit them or they can be invited to the class (Yaşar and Gültekin, 2007). In teaching and learning process, source people can be used in various ways. One of the teaching methods in which source people involve in this process is project-based teaching. For instance, in project-based teaching source persons may be invited to the class and they answer students' questions (Taşkaya and Taşkaya, 2011).

The aim of the study

Research on the sources used in social studies education (Brad, Jet al., 2015; Akengin and Ersoy, 2015; Çengelci, 2013; Demir and Akengin 2014; Crawford and Kibry, 2008; Martorella, 1998; Foran, 2008; Smith, 2008; Öztürk and Otluoğlu, 2002) mostly focuses on one of the sources such as social, cultural and technological or deals with the effects of these sources on student achievement. However, specific social, cultural and technological sources used by classroom teachers in social studies courses and the frequency of their use of them has not been examined in detail. On the other hand, these topics should be analysed to provide an efficient
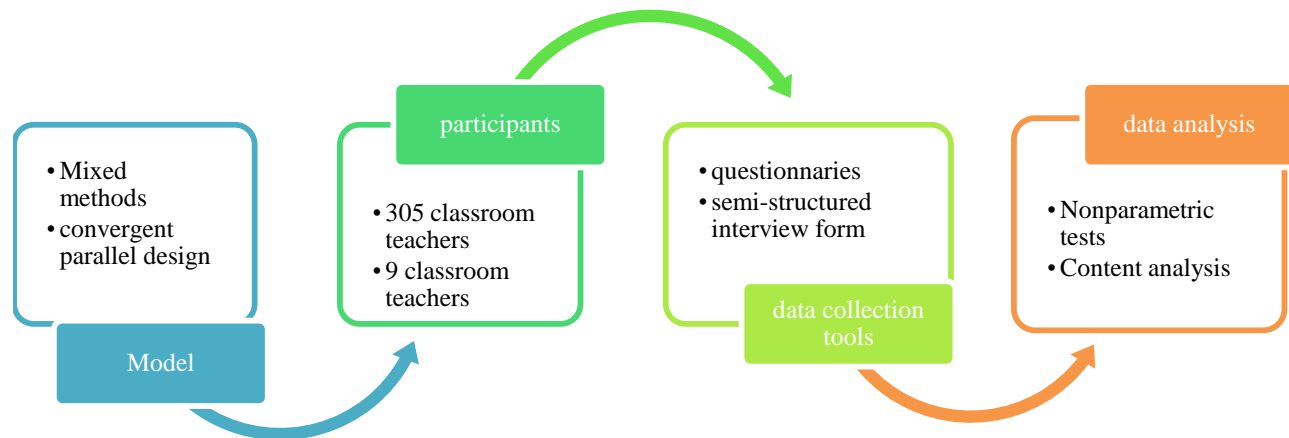
Figure 1. Research process.

social studies education. It is thought that this study will contribute to make it clear the current use of these sources in social studies courses and to uncover insufficient dimensions in the use of them. In addition, the results of the study may support the use of sources in social studies education in-service training activities by the ministry of national education and also, in teacher training programs. Therefore, the aim of the study is to analyze the social, literary and technological sources used by classroom teachers in social studies courses in terms of frequency of use. Based on this aim, the study tries to answer the following research questions:

1. Do classroom teachers make use of source people, extra- curricular activities, outside school spaces, mass communication devices and literary work in social studies courses?
2. At which level do classroom teachers use these sources?
3. Is there a significant relationship between social, cultural and technological sources used and teachers' demographical characteristics (gender, experience, educational background)?
4. Which type of the sources below is used by the classroom teachers in social studies courses?
a. Source people.
b. Mass communication and technology.
c. Literary work.
d. Outside school spaces.

METHODS

This study was designed as a mixed research. In mixed research quantitative and qualitative research methods are combined. It is based on the assumption that quantitative and qualitative research methods are not rivals, but complement each other and can be used simultaneously in a single study (Christensen et al., 2015).

In the current study, convergent parallel design was employed. This design is defined as follows: "research make use of the steps of quantitative and qualitative research methods simultaneously. It attaches equal importance to both methods, but in analysis each research method is used separately and the discussion of the findings is combined" (Creswell and Plano Clark, 2014). In the quantitative dimension, scanning model was adopted and the data were collected using questionnaires. Scanning models attempt to describe a past or present situation (Karasar, 2005). In the qualitative dimension phenomenological method was employed. The phenomenological method attempts to reveal individuals' experience, perception and sense that they are attached to a fact (Yıldırım and Şimşek, 2013) (Figure 1).

Participants

Two different participants groups were used in the study, one for qualitative dimension and the other for quantitative dimension. For the quantitative dimension the participants of the study were 305 classroom teachers who work at basic education school in Turkey during the fall semester of the school year of 2015 to 2016. Table 1 presents the demographical characteristics of these participants. For the qualitative part nine classroom teachers from the quantitative dimension were chosen. They took part in the interviews voluntarily. They were chosen using criterion-based sampling method, part of purposive sampling. The goal of purposive sampling is to choose those persons who can provide significant explanations about the topic at hand (Christensen et al., 2015). The criteria used in choosing the participants were as follows: they should teach fourth grade and have teaching experience of more than five years. Among the participants three teachers with these criteria each from three different SES status schools (higher-medium-lower) were selected. Table 2 presents information about participants. Table 2 shows that five participants are males and four are females. Three of them had a teaching experience of 1 to 10 years, 3 11 to 20 years and 3 21 years or more.

Data collection tools

Two data collection tools were used in the study. For the

Table 1. Demographical characteristics of the participants (n = 305).

Variables		F	%
Gender	Female	156	51.1
	Male	149	48.9
	Total	**305**	100.0
Teaching experience	1–5 years	24	7.9
	6-10 years	45	14.8
	11–15 years	50	16.4
	16- 20 years	67	22.0
	21 years or more	119	39.0
	Total	**305**	**100.0**
Grade level	1. grade	61	20.0
	2. grade	66	21.6
	3. grade	75	24.6
	4. grade	103	33,8
	Total	**305**	**100.0**
Educational background	Two-year education	36	11.8
	Undergraduate	252	82.6
	Graduate	17	5.6
	Total	**305**	**100.0**
Work placement unit	City	260	85.2
	Town	33	10.8
	Village	12	3.9
	Total	**305**	**100.0**

Table 2. Personal information of the participants.

participants		Gender	Experience	Educational background	Grade level
Higher SES school teachers	İrem	Female	27	Faculty of ed. sciences	4
	Fatih	Male	25	Faculty of ed. sciences	4
	İlkay	Female	16	Faculty of ed. sciences	4
Medium SES level school teachers	Bahadır	Male	36	Institute of ed. Sciences	4
	Funda	Female	18	Faculty of ed. sciences	4
	Şahin	Male	17	Faculty of ed. sciences	4
Lower SES school teachers	Sinan	Male	7	Faculty of ed. sciences	4
	Umut	Male	9	Faculty of ed. sciences	4
	İnci	Female	5	Faculty of ed. sciences	4

quantitative data by Çengelci (2013) was employed and by the authors was revised. For the qualitative data a semi-structured interview form developed by the authors was used.

The scale for social, literary and technology sources used in social studies courses

The scale has two parts. The first one is personal information part. It includes items on gender, teaching experience, educational background. The other part is made up of four dimensions and the total number of the items is 23. The dimensions are "source person", "outside school", "mass communication and technology" and "literary work". The items which are all positive statements are answered using five-point Likert scale: "everytime (5), frequently (4), sometimes (3), rarely (2) and never (1)". The scale was revised based on literature review. The items developed by Çengelci (2013) and the goals of social studies program were combined to produce

Table 3. Results of the explanatory factor analysis.

Item no	Item	Rotated Factor loading values**			
		Fac. 1*	Fac. 2*	Fac. 3*	Fac. 4*
20	I make it possible for students to read poetry books about topics in social studies courses.	0.775			
29	I encourage students to make search about folk songs and artists.	0.731			
21	I encourage students to read memories and travel writing about topics in social studies courses.	0.722			
27	I use folk stories in social studies courses.	0.714			
19	I encourage students to read stories and novels about topics in social studies courses.	0.708			
25	I use proverbs and idioms in social studies courses.	0.702			
28	I encourage students to read biography of significant figures about topics in social studies courses.	0.688			
23	I read informative articles about topics in social studies courses to students.	0.658			
30	I encourage students to gather information about culture through verbal history.	0.629			
12	I develop relationships between social studies topics and television movies.		0.833		
11	I use actual news for social studies courses.		0.827		
13	I encourage students to watch documentaries about topics in social studies courses.		0.757		
14	I use newspapers for social studies courses.		0.743		
15	I use animation movies for social studies courses.		0.679		
18	I encourage students to make internet research about topics in social studies courses.		0.610		
9	I bring students to factories about topics in social studies courses.			0.833	
10	I bring students to meteorological institute about topics in social studies courses.			0.819	
4	I bring students to museums about topics in social studies courses.			0.795	
5	I organize visits to review the natural environment.			0.782	
6	I organize visits to review historical places.			0.781	
2	I encourage students to meet with various professionals.				0.790
3	I encourage students to meet with local administrators.				0.656
1	I invite field specialists to the class.				0.629
Total variance accounted for = % 67.053; KMO values= 0.92; Bartlett's Test= ($\chi2$ = 4560.414 p <0.001).					

* Factor 1 "literary work"; Factor 2 "mass communication and technology"; Factor 3 "outside school" and Factor 4 "source person".
** Those values under 0.45 are not given.

40 items. The items were reviewed by four field specialists in terms of content validity. Based on the reviews by the specialists the resulting scale included 34 items. It was administered to classroom teachers in a pilot study. Explanatory factor analysis was done on 305 scales using SPSS 20.0. In order to see whether or not the data set was suitable for factor analysis the Kaiser-Meyer-Olkin (KMO) and Bartlett's tests were used. In the study the KMO value was found to be 0.92. The result of the Bartlett's test was found to be significant ($\chi2$ = 4560.414, p <0.001). The inclusion criterion was set at 0.45 or more. The results of the explanatory factor analysis showed that one of eleven items was under 0.45 and two appeared in two different factors and eight items had no sufficient loading values. Therefore, these items were excluded, and the explanatory factor analysis was repeated on 23 items. Table 3 presents the results of the explanatory factor analysis loading values.

As shown in Table 3, 23 items are grouped under four dimensions which accounted for the total variance at 67%. The first factor is made up of nine items. Load values of the factor range between 0.77 and 0.62. It was called "literary work". The second factor covers six items. Load values of the factor range between 0.83 and 0.61. It was called "mass communication and technology". The third factor is consisted of five items. Load values of the factor range between 0.83 and 0.78. This factor was called "outside school". The fourth factor includes three items and was called "source person". Load values of the factor range between 0.79 and 0.62. Regarding reliability of the scale the Cronbach alpha coefficient was calculated. The alpha coefficient for the "literary work" is 0.91; for "mass communication and technology" it is 0.89; for "outside school" it is 0.90 and for "source person "it is 0.76.The overall Cronbach Alpha coefficient of the scale was found to be 0.93.

Semi-structured interview form

The qualitative data were collected through "semi-structured interview form" which included open-ended items. The form was developed by the authors. In qualitative research semi-structured

Table 4. Means and standard deviations for sub-dimensions.

Sub-dimensions	N	Means	Sd
Literary work	305	3.5	0.7
Mass communication and technology	305	4.0	0.7
Outside school spaces	305	2.8	0.9
Source person	305	2.9	0.8
Total	305	3.3	0.7

interviews are used to have detailed information about a topic (Harrell and Bradley, 2009). A draft interview form with eight items was developed and the form was reviewed by four field specialists. Based on the reviews two items were excluded and the final form included six items. The form was used in a pilot study on two classroom teachers.

Data analysis

Quantitative data were analyzed using SPSS 20. More specifically, the frequency (f) and percentage (%) were determined. In addition, both arithmetical mean ($\overline{X}$) and standard deviations (sd) were calculated. Range values used in the interpretation are as follows: never: 1.00 to 1.79; rarely: 1.80 to 2.59; sometimes: 2.60 to 3.39; frequently: 3.40 to 4.19; everytime: 4.20 to 5.00. The Shapiro-Wilk test was used to determine which statistical method should be used. The significance level was set at 0.05. The results of the Shapiro-Wilk test showed that the data did not have normal distribution. Therefore, for two-group comparisons the Mann-Whitney U test and for comparisons of three or more group the Kruskall-Wallis test were employed. The standardized values were used in the Mann Whitney U Test. In the Kruskal Wallis-H Test, the Tukey test was employed when significant differences were found among the groups. The significance level was set at 0.05.

The qualitative data were analyzed using content analysis. In content analysis, the data are analyzed in depth to reveal concepts and themes. The process of content analysis is made up of the following steps: coding the data, determining themes, categorization of the data based on codes and themes, describing the data and interpretation (Yıldırım and Şimşek, 2013).The interviews were recorded and then transcribed by the authors. The written text was coded by the authors. Similar and different codes were classified. Consistency between the codes created by two researchers was calculated using the formulation: [Agreement/ (Agreement + Disagreement) x 100] (Miles and Huberman, 1994). Accordingly, the reliability of the study was found out to be 0.94. It indicates that the scoring was reliable (Miles and Huberman, 1994).

FINDINGS

Table 4 presents mean scores of the participants in the scale as well as arithmetical means and standard deviation. Table 4 indicates that the mean score is $\overline{X}$ = 3.3. For the literary work sub dimension it is $\overline{X}$ = 3.5 and for the sub dimension of mass communication and technology, it is $\overline{X}$ = 4.0. The mean score for the sub dimension of outside school spaces is $\overline{X}$ = 2.8 and that for the sub dimension of source person is $\overline{X}$ = 2.9.

Therefore, the participants are found to use more frequently mass communication and technology in social studies courses. It is followed by literary work, outside school spaces and source person. In order to see whether gender has a significant effect on the use of these sources the Mann Whitney U test was employed. Table 5 shows the results of this analysis.

As shown in Table 5, the mean scores of the female participants are much higher than those of the male participants (p = 0.013; p = 0.038 p <0.05). More specifically, female participants much more commonly use mass communication and educational technology as well as source persons in social studies courses than male participants. However, there is no significant effect on the use of literary work as teaching materials in social studies courses (p >0.05, Mann-Whitney U Test). The results of the Kruskall-Wallis H test are given in Table 6. Table 6 indicates that there occurs a significant difference in using literary work based on their teaching experience (χ^2 (4) = 11.04, p < 0.05). This difference exists between those with 21 years or more teaching experience and those with1 to 5 years of teaching experience; in other words, more teaching experience means more frequent use of literary work in social studies courses. It is also seen that there occurs a significant difference in using field visits based on their teaching experience (χ^2 (4) = 44.7, p <0.05). This difference is between those with 6-10 years teaching experience, those with 11-15 years teaching experience those with 21 years or more teaching experience. Again, more teaching experience means more frequent use of outside school spaces in social studies courses.

In addition, there occurs a significant difference in using source persons based on their teaching experience (χ^2 (4) = 16.01, p< 0.05). This difference exists between those with 21 years or more teaching experience and those with 1 to 5 years of teaching experience. Total score of the participants also differs based on their teaching experience (χ^2 (4) = 28.8, p < 0.05). It was found that the scores of those with 21 years or more teaching experience were higher than those with 6 to 10 years of teaching experience and 1 to 5 years of teaching experience. Table 7 shows the results of the Kruskall-Wallis H test regarding the effects of the educational background of the participants on their use of various

Table 5. Comparison of the participants based on gender.

Sub-dimension	Gender	N	Mean rank	Mann Whitney U Test U	p
Literary work	Female	156	156.80	11028.5	0.440
	Male	149	149.02		
Mass communication and technology	Female	156	165.19	9720.5	0.013
	Male	149	140.24		
Outside school	Female	156	148.37	10899.0	0.34
	Male	149	157.85		
Source person	Female	156	142.83	10035.0	0.38
	Male	149	163.65		
Total	Female	156	152.05	11474.5	0.84
	Male	149	153.99		

*$p < 0.05$.

Table 6. Comparison based on teaching experience (the results of Kruskall-Wallis H Test).

Sub-dimension	Experience	N	Sıra Ort.	sd	χ^2	p	Significance
Literary work	1–5 years	24	123.98	4	11.4	0.02	21 years or more and 1-5 years
	6-10 years	45	127.72				
	11–15 years	50	146.98				
	16- 20 years	67	152.95				
	21 years or more	119	170.97				
Mass communication and technology	1–5 years	24	127.42	4	3.4	0.49	No
	6-10 years	45	152.49				
	11–15 years	50	144.29				
	16- 20 years	67	160.99				
	21 years or more	119	157.52				
Outside school	1–5 years	24	81.08	4	44.7	0.0	6-10 years and 1-5 years
	6-10 years	45	111.89				11-15 years and 1-5 years
	11–15 years	50	148.36				16-20 years and 1-5 years
	16- 20 years	67	148.10				
	21 years or more	119	187.76				
Source person	1–5 years	24	113.58	4	16.1	0.03	21 years or more and 1-5 years
	6-10 years	45	136.64				
	11–15 years	50	142.28				
	16- 20 years	67	144.74				
	21 years or more	119	176.29				
Total	1–5 years	24	96.69	4	28.8	0.00	21 years or more and 1-5 years
	6-10 years	45	123.86				21 years or more and 6-10 years
	11–15 years	50	141.98				
	16- 20 years	67	148.80				
	21 years or more	119	182.37				

$P < 0.05$.

Table 7. Comparison of the classroom teachers based on their educational background (the results of the Kruskall-Wallis H Test).

Sub-dimension	Educational background	N	Mean rank	sd	χ^2	p	Significance
Literary work	Two-year education	36	154.57	2	1.34	0.511	No
	Undergraduate	252	151.18				
	Graduate	17	176.65				
Mass communication and technology	Two-year education	36	141.63	2	1.1	0.556	No
	Undergraduate	252	153.55				
	Graduate	17	168.94				
Outside school space	Two-year education	36	185.58	2	6.26	0.044	Two year education-undergraduate
	Undergraduate	252	147.50				
	Graduate	17	165.56				
Source person	Two-year education	36	166.83	2	1.36	0.506	No
	Undergraduate	252	150.34				
	Graduate	17	163.21				
Total	Two-year education	36	168.83	2	2.03	0.361	No
	Undergraduate	252	149.69				
	Graduate	17	168.47				

sources in social studies courses. As can be seen in Table 7, the mean scores of the participants in the sub-dimension of outside school spaces significantly differ based on their educational background (χ^2 (2) = 6.26, p <0.05). This difference was found to be between those with two-year education and those with undergraduate education. In other words, those with two-year education made use of outside school spaces more frequently than those with undergraduate education. The results of the Kruskall Wallis test showed that educational background of the participants did not have any significant effect on their use of sources in social studies courses (p >0.05 Kruskall-Wallis test). Table 8 presents the results of the Kruskall Wallis H test concerning the effects of dwelling unit on the use of sources.

As shown in Table 8, the dwelling unit had significant effects on teachers' use of sources in social studies courses (χ^2 (2) = 56.10, p < 0.05). It was found that mean score of those who work at city schools was higher than that of those who work at town and village schools. Use of source persons is found to be significantly affected by dwelling unit (χ^2 (2) =8.31, p < 0.05; χ^2 (2) =22.66, p < 0.05). It was found that mean score for the use of source persons of those who work at city schools was higher than that of those who work at village schools.

Qualitative findings

Qualitative findings are grouped under four headings. These are discussed as follows:

Use of literary work in social studies courses

Table 9 presents sub-themes and categories related to the use of literary work in social studies courses. As shown in Table 9, concerning the use of literary work the views of teachers working at different SES schools were different. They mostly used myths, folk songs and stories. Literary work was found to be used most frequently by those teachers working at lower SES schools. The participants working at higher SES schools and medium SES schools reported that they sometimes made use of literary work in social studies courses. One of the participants working at a lower SES school, Inci, reported "*for me there are many sources to be used in social studies courses. For instance, I teach Turkish war of independence. We have storybooks in the library. Students find a storybook about Kazım Karabekir, or about Hasan Tahsin or about the occupation of İzmir and read these books. They also share it in the class. Children like stories. "*Another participant working at a

Table 8. Comparison of the participants based on dwelling unit (the results of the Kruskall-Wallis H Test).

Sub-dimension	dwelling unit	N	Mean rank	sd	χ^2	p	Significance
Literary work	City	260	156.08				
	Town	33	134.48	2	2.15	0.574	No
	Village	12	137.25				
Mass communication and technology	City	260	155.34				
	Town	33	134.83	2	1.59	0.786	No
	Village	12	152.21				
Outside school	City	260	168.31				City-town
	Town	33	51.35	2	56.10	0.000	City-village
	Village	12	100.79				
Source person	City	260	158.66				City-town
	Town	33	112.58	2	8.31	0.011	
	Village	12	141.63				
Total	City	260	162.63				City-town
	Town	33	87.15	2	22.66	0.000	
	Village	12	125.50				

Table 9. Views of the participants about the use of literary work in social studies courses.

Theme	Subtheme	High SES schools	Categories	
			Medium SES schools	**Lower SES schools**
Using literary work in social studies courses	Topics	myths folk songs; National cultural elements	Old children games myths	Turkish war of Independence folk songs Cultural inheritance myths life of folk artists old children games
	Activities	Search for myths through oral history Singing folk songs in the class Research projects Sharing with the class Listening to myths in education information network	Research projects Sharing with the class Listening to myths in education information Network Oral history	Stories Myths Folk songs; Research project Oral history; Listening to myths in Education information; Network lullabies and traditional Turkish quatrain forms
	Frequency of use	Rarely	Rarely	Frequently

lower SES school, Sinan, stated "*I use lullaby and short poems in the course of teaching in the unit cultural inheritance. I wanted students to find local lullaby and short poems.* "Fatih, a classroom teacher working at a higher SES school, reported "*while teaching folk songs as a national cultural element in the social studies course students listened to folk songs from different regions and they liked it.*" The view of Bahadır, a classroom teachers working at a medium SES school, stated "*I gave a homework on myths in Afyon and in Turkey. They asked question to their family members. They provided*

examples from both Afyon and from Turkey. They searched for myths of Çayda Çıra and Gazlıgöl hot spring. They presented their findings in the class. Children are interested in myths."

Use of mass communication and technology in social studies courses

In the study, it was found that there are two major themes: the use of mass communication and the use of

Table 10. Views of the participants about the use of mass communication and technology.

Theme	Sub theme	High SES schools	Categories	
			Medium SES schools	Lower SES schools
Mass communication	Topics	National holiday Natural disasters Environmental pollution	Natural disasters	Natural disasters Individual differences; Incorrect behavior national holiday; Environmental pollution NGO
	Activities	Discussion of news	Discussion of news Bringing newspaper clippings Hanging them onto panels	Discussion of news Case study Bringing newspaper clippings
	Frequency of use	Rarely	Rarely	Sometimes
Technology use	Topics	Turkish war of Independence Natural disasters NGO	Natural disasters Turkish war of independence NGO	Turkish war of independence; Natural disasters; Life of local poets NGO
	Technology	Smart board; Animated movies; Documentary; Video; Visuals	Video; Documentary	Video; Documentary; Animated movies
	Used websites	EBA Morpakampus Okulistik	EBA Morpakampus Okulistik	EBA Morpakampus Okulistik
	Frequency of use	Frequently	Frequently	Frequently

technology. Table 10 shows subthemes and categories related to these two themes. Table 10 shows that the participants generally use mass communication tools in teaching of natural disasters. In addition, teachers working at either higher or lower SES schools employed these tools in the topics of natural holidays and environmental education. These were used by teachers working at lower SES schools in relation to the topics of individual differences and incorrect social behavior. The participants used the discussion of news in the class. The teachers working at either medium or lower SES schools also used the newspaper clippings. Case studies were used only by teachers working at lower SES schools. One of the participants, Bahadır, stated "*I use both written and visual media in the courses. Students collect news and information about natural disasters from internet. They make internet research. They collect news and bring it to the class. We use their data in discussion of these events .We hang this news onto panel in the classroom.*" As shown in Table 10, teachers used educational technology such as documentaries and animated movies in relation to the topics of Turkish war of independence, natural disasters, and non-governmental organizations. Those working at higher SES schools also used smart boards and visuals. Educational websites used by the participants were found to be Morpa

Kampüs, Okulistik and educational information network. They stated they frequently used technology in social studies courses. Sinan, a classroom teacher working at a lower SES school, stated "*I use BBC videos for the topics in social studies courses. For instance, they watched a video about Aşık Veysel. They also listen to his folk songs. They also watched a documentary about him.*" Another participant, Umut, stated "*In the introduction part students watch animated movies. Their interest improves .In general I use the websites of Morpa Kampüs and Okulistik about democracy, NGOs, and occupations.*"

Use of outside school spaces in social studies courses

Table 11 shows subthemes and categories related to the use of outside school spaces in social studies courses. As shown in Table 11 spaces are mostly used by the teachers working at higher SES schools. They used such activities for the topics of social workers, local governments, weather events, environmental education, Turkish war of independence and they sometimes visited NGOs, public institutions, museums, exhibitions and theatres. The teachers working at medium SES school reported that they rarely visited public institutions during

Table 11. Views of the participants about the use of outside school spaces in social studies courses.

Theme	Sub theme	Higher SES schools	Categories	
			Medium SES schools	Lower SES schools
Use of outside spaces	Field trips	NGO (TEMA, AFAD); Public institutions (Municipality, District Governance, Meteorology) Museums Exhibition Theatre	Public institutions (forestry directorate, Municipality)	-
	Topics	Social workers Local Government weather Events Environmental education Turkish war of independence and Çanakkale	Local government Environmental education	-
	Frequency of use	Rarely	Rarely	Never

the teaching of local government and environment. The participants reported that in relation to the duties of the local administrators they visited the municipality and district government. About this Fatih stated "*I bring students to municipality while teaching the topics of local governments and elections. There the students ask several questions to the administrators.*" Another participant, Bahadır, who was working at a higher SES school, reported "*we visited an exhibition about Çanakkale war in Afyon. I also brought them to the victory museum and archeology museum.*"Another participant, İrem, stated "*I bring them to children's theatre when the play is about our topics, but it is not frequent. The class joined tree planting activity of non-governmental organizations. I always bring my students to the victory museum and we visited Çanakkale.*"The statement by another participant, Funda, is as follows: "*The class visited forestry directorate and we wanted tree seedlings. Then we planted trees in schoolyard. But such activities are not common, because time is limited.*" The participants working at lower SES schools reported that they experienced several problems in carrying out visits such as getting permission, demanding procedures, transport and finance.

Source people in social studies courses

Table 12 shows the subthemes and categories about the use of source persons in the content of the social studies courses. Table 12 indicates that participants either invited source persons to the class or they visited them. Those participants working at higher SES schools reported that

they invited various professionals, mayor and representatives of several NGOs to the class for the topics of occupations, local governance, elections and society. Those participants working at medium SES schools stated that they sometimes invited businessmen, mayor and family members to the class to teach topics of production-consumption, local governance, the Turkish war of independence. Those participants working at higher and medium SES schools also stated they visited mayor and NGOs for the topics of local governance, elections, and social workers. They reported that they sometimes organized such activities. A participant, working at a higher SES school, Irem, stated "*We visited mayor during the teaching of the topic local government. He told us his duties and responsibilities as a mayor. In addition, several professionals from emergency unit visited the class and they informed the students about their job.*"The participants working at lower SES schools reported that they could not invite any source person to the class. They also reported that they could rarely visit source persons.

DISCUSSION

The findings showed that the participants mostly used media, technological sources and literary work in the social courses. Outside school, source people were found to be less used by the participants. The findings of the study showed that the classroom teachers mostly made use of mass communication tools and technology in social studies courses. The qualitative findings indicated that the participants frequently made use of

Table 12. Views of the participants about source people in social studies courses.

Theme	Sub theme	Higher SES	Categories		Lower SES
			Medium SES		
Source person use	Topics used	Occupations Local government Elections Work for society	Production-consumption Local government Turkish war of independence		-
	Invited speakers	Mayor Parents from different professions NGOs	Businessman Mayor Family members		-
	Frequency of use	Frequently	Sometimes		Never
Visits to source persons	Topics	Local government Elections Social workers	Local government		Local government
	Visited people	Mayor NGO	Mayor NGO		Mayor
	Frequency of use	Sometimes	Sometimes		Rarely

mass communication tools and technology in social studies courses about natural disasters, national holidays and environmental education. In general, they used discussions of news through newspaper clippings and case studies. The qualitative findings also showed that the participants also used education technologies in social studies courses. Selanik Ay et al. (2015) found that in social studies courses classroom teachers used newspapers, journals, books, documentaries, movies and animated cartoons for the topics of traffic accidents, disasters, national and religious events, fairs, etc. Yeşiltaş and Kaymakçı (2014) concluded that social studies courses require the use of educational technologies in terms of general goals, content, learning-teaching processes, assessment tools and methods. Technology-assisted social studies courses are much more suitable for accessing information and for gaining skills which are hard to achieve in traditional courses. Social studies courses should employ educational technologies to expand learning opportunity of student sand to make it possible for them to make a connection between the past, present and future learning (Mason, 2000). The participants stated that they used movies and documentaries for the topics of historical events and natural disasters. Marcus et al. (2010) argued that in social studies courses, historical events are mostly taught through textbooks and movies. They suggested that teachers should made use of movies in teaching historical events due to their significant positive effects on students. The use of movies in social studies courses improves students' empathy, interpretive skills and analytical skills. Kaya and Çengelci (2011) concluded that for pre-service teachers using movies in social studies

courses is significant in terms of assisting students' learning and skills about the content. They also argued that teachers play a crucial role in using movies in social studies courses.

The second common source used by the participants was found to be literary work. The quantitative findings showed that experienced teachers more use literary working social studies courses. The qualitative findings also indicated that the participants employed myths, folk song and stories. It was found that the use of literary work was much more frequent among classroom teachers working at lower SES schools. On the other hand, those working at higher or medium SES schools sometimes used literary work in the courses. It can be said that the participants less used literary work in social studies courses. The reason for not using literary work in social studies courses can be stated as follows: time constraints, inefficient knowledge about the use of literary work for teaching purposes and lack of necessary sources (Smith, 2008). Yeşilbursa and Sabancı (2015) found that pre-service teachers had insufficient training about how to use literary work in social studies courses. However, research suggests that the use of literary work in social studies courses has many advantages. More specifically, the use of literary work significantly contributes to gain affective skills. If literary work is used in social studies courses, the potential gains are mostly affective and cognitive skills including recognizing significant points, improving students' interest, flexible learning environment, reminiscence, thinking about the topics mentally, making connections between past and present learning (Öztürk and Otluoğlu, 2002).

The social studies education program developed in

2005 is much more suitable for using literary work as teaching material in contrast to the program developed in 1998. More specifically, the fourth grade social studies program covers specific literary work, including in the unit of "everybody has an identity", there are stories of Mevlana; in the unit of "I am learning my past", there is a song of Barış Manço, there are also letters and poems about the Turkish war of independence; in the unit of "our living places", there are myths, stories, folk songs and poems; in the unit of "from production to consumption", there are stories, and in the unit of "people and administration", there are anecdote completion activities (Şimşek, 2009). Kaymakçı (2013) found that the fourth grade social studies textbook mostly included stories, biographies, memories, and proverbs as literary work. However, there were less examples of poetry, travel writing, conversation, proverbs, legends, anecdotes, starter, tables, letters, novels, plays, songs / ballads, daily and politics books roll in the textbook. Given that using literary work in social studies courses is significant, pre-service and in-service teachers should be informed about how to use teaching material literarily.

Conclusion

The findings of the study showed that the participants could not employ visits to outside school spaces very commonly. This activity seems to be closely related to the SES of the schools. Those participants working at city schools seem to use these visits more frequently in contrast to those working at either town or village schools. It was also found that teachers with two-year education organized more frequent visits than those with undergraduate education. Given that those participants with two-year education are much more experienced and mostly work at city schools, it can be stated that they are much more informed about how to use visits as teaching activity and that city conditions are much more appropriate for conducting field trips. It is also possible that if schools have necessary facilities and financial support for visits, such activities are much easier. The qualitative findings showed that visits are mostly used by those participants working at higher SES schools and by experienced teachers. The participants working at higher SES schools reported that they sometimes organized visits to outside school places. The participants working at lower SES schools reported that they experienced several problems in carrying out visits such as getting permission, demanding procedures, transport and finance. Çengelci (2013) found that teachers in social studies courses used visits to teach topics related to historical event, geography, local government, environment, social help, solidarity and occupations. It was found that teachers organized visits to cinema, meeting with professionals. The participants also

reported that they experienced several problems in discipline, finance and bureaucratic procedures. The findings are consistent with the present ones. Social studies courses are mostly limited to textbooks and therefore, only abstract concepts are given to the students. Under such conditions, social studies courses are seen as boring. Field trips should be used in social studies courses to produce active citizens. Active students' participation is needed to produce individuals with the skills and values aimed by the social studies education program. Field trips in the context of social studies courses provide invaluable opportunity with students to discover the natural environment in a direct way and to better understand their immediate environment (Foran, 2008).

In the study it was found that the participants did not employ source persons. In addition, the use of source persons is found to significantly vary based on teaching experience and the SES of the schools. The qualitative findings suggested that experienced teachers employed much more frequently source persons. It was also found that those working at city schools much more frequently used source persons in contrast to those working at town schools or at village schools. It was found that those with 20 years of teaching experience and those working at city schools made use of source persons more frequently. This is a result of schools' services and transportation facility. It was found that classroom teachers either invited source persons to the class or the class visited these people. Çelikkaya and Kuş (2009) found that teachers less use source persons, observations and visits. School administrators may encourage teachers to use field specialists in social studies courses.

Conflict of Interests

The authors have not declared any conflict of interests.

RECOMENDATİONS

Based on the findings of the study the following suggestions have been developed: Classroom teachers can be informed about the use of literary work in social studies courses through in-service training activities. Lower SES schools can be financially supported to make it possible for classroom teachers to make use of field trips and source persons. In regard to field trips bureaucratic requirements can be reduced to make it much more possible for classroom teachers to use it and teachers should be encouraged to make use of field visits. Activity guides can be developed for teachers, which may help classroom teachers in using mass communication, field trips, and source persons in social studies courses.

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