Opinions of Secondary School Students with Interactive Social Studies Notebooks (ISSN) on Values Development

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Abstract

With the aim of investigating the values gained by using interactive notebook applications in social studies lessons for secondary school students, this study was completed as a case study from the qualitative research pattern including 21 students attending a state secondary school in İzmir province during the 2017-2018 educational year and using interactive social studies notebooks. The 21 students selected with the simple random sampling method underwent individual, face-to-face semi-structured interviews. The obtained data was analyzed with the MAXQDA 2020 program for content analysis. The following conclusions were reached based on the obtained findings; during ISSN activities students helped each other more compared to normal educational activities and they conceptualized and developed the importance of helping. When students helped each other they felt happy, good, loved and that their friendships were strengthened. They developed their sense of sharing when everyone did the activity together and shared the material they needed. With sharing values, the students began to trust each other and developed a sense of trust. The value of responsibility also developed, though not as much as the other values. Students participating in the research enjoyed doing activities together and expression of this situation can be said to show they developed esthetic feelings. Within the framework of ISSN activities, students generally had positive criticism of the activities performed with friends, but some students had negative criticism. Students performing ISSN activities attempted to leave their surroundings or working area clean at the end of lessons. Students who forgot to clean were warned by other students.

Keywords: Interactive Notebooks, Social Studies, Values Education, Secondary School Students

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Introduction

Currently, considering children are the youth of the future and will be more affected by technology during their lives in future years as adults, they may be faced with situations like development of new occupations and even struggle with artificial intelligence and robots in working areas. Jack Ma (2018), founder and CEO of the world's largest e-commerce site, stated "We cannot teach our children to compete with machines, in this situation to believe they are smarter than machines, independent thinking, team work and valuing others, etc. human values will come to the fore". The most important element separating humans from other organisms and artificial intelligence is values (Mutlu & Dinç, 2019). In addition to developments in science and technology fields, life and communication styles have undergone rapid change and education about morals and ethics has gained separate importance in the current day (Eryaman, 2007; Paykoç, 2007). For countries and societies, education is important so that individuals do not only gain information but also, skills, habits and values (Uyanık Balat, Özdemir Beceren & Adak Özdemir, 2011). The most important target of values education appears to be the transfer of values to maintain social integrity and peace in future generations. However, the aim of values education is not just the transfer of values from one generation to another, but to ensure the future human race has humane values different to artificial intelligence products of advanced technology, which are smarter but weak in the affective sense. For this, importance should be given to knowing values concepts and to values education.

There are different definitions about values concepts. The Turkish Language Society defines values as 'that which emerges in connection with the object of a person as a wanted and required entity' (TDK, 2020). Ulusoy and Dilmaç (2018) defined the values concept as 'all beliefs about the traits which make a human, human and containing basic characteristics separating humans from other organisms and directing human behavior'. According to Halstead and Taylor (2000) values 'are principles and basic beliefs guiding behavior in general, standards by which actions are judged as good or desired'. Values 'represent principles that guide life, which may display differences in terms of importance level for individuals or societies' (Schwartz et al., 2001). Values education can be defined as the aspect of educational practice in which moral or political values e as well as norms, dispositions, and skills grounded in those values e are mediated to or learned by students (Aspin, 2000; Genc & Eryaman, 2008; Jones, 2009; Lovat, Toomey, and Clement, 2010; Thornberg, 2008). Values education should ensure the internalization of values by students by bring them to life. This situation allows the possibility of values being permanent during life (Ulusoy & Arslan, 2016). Social studies can be said to have the feature of being a values education lesson in terms of including historical content, and providing positive values through transfer of a variety of cultures and lifestyles. Social studies lessons benefit from a large variety of disciplines (history, geography, archeology, sociology, law, etc.) and may carry features of a lesson rich in terms of values education (Kan, 2010).

When the curriculum is investigated, it appears values are included most comprehensively in the social studies lesson curriculum (Aktepe, 2014). Aiming to raise citizens who have adopted national values and support universal values (Kan, 2010), are able to make decisions based on information in varying country and world conditions and are effective problem-solvers, the social studies lesson (Öztürk, 2009) can be said to be one of the lessons contributing most to values education (Çengelci Köse, 2020). The Social studies Curriculum prepared in 2017 made a range of changes in 2018. The program announced with changes included values related to justice, the importance of family unity, independence, peace, science, diligence, cooperation, sensitivity, honesty, esthetics, equality, freedom, respect, love, responsibility, savings, patriotism and helpfulness.

Values education is a construct of abstract concepts. It may be difficult for students to internalize these abstract concepts. As a result, activity-based education should be used to teach values (Aktepe, 2014). Values can be taught through relevant concepts and methods; however, values require students to internalize and transfer values into their lives in practice, not just through texts and lessons just like cooking (Hossain & Marinova, 2004). Children and young people can gain humane values through appropriate values education activities under present-day conditions (Ulusoy & Arslan, 2016). If values education is given importance, special teaching methods and techniques related to teaching should be developed (Aydın, 2010). Halstead (1996) listed the most useful methods and techniques when performing values education in lessons as discussion-based approach, active learning strategies, drama, project work, applied activities, cooperative learning, group studies, research directed by students, educational games and topic days (as cited in Yazıcı, 2006). According to Brock, Nishida, Chiong, Grimm, and Rimm-Kaufman (2008), deeper learning occurs when an individual engages in social discourse with peers or more knowledgeable others, and thus, classroom contexts which optimize student learning are characterized by an emphasis on social skills, such as cooperation, assertion, responsibility, empathy and self-control. Activity-based values education ensures students enter more interaction with each other to gain or develop a variety of values. One of the activities ensuring in-depth learning by students are Interactive Notebook implementations. Interactive notebooks are notebooks where a variety of learning activities/products are prepared/completed related to a learning area during a certain duration in the student's learning environment. In a way, these notebooks are portfolios of the student's learning products. According to Marcarelli (2010), interactive notebooks are a tool used for students to create connections between new learning and previous learning, review their thoughts and for in-depth understanding of their surroundings. Both the learned content (input) and the reflective knowledge gained (outcome) are the peak of a student's work through the year. In this research, through ISSN applications in social studies lessons, students were observed to develop values like helpfulness, sharing, responsibility, liking/appreciation, self/criticism and cleaning on their own.

There is much research found in the relevant literature related to values and values education. When this research is investigated, the most studied topics include teachers' opinions about values education, investigation of literary works in terms of values education, attitudes and opinions of students about values education, and values education through activities and implementations. Studies about teachers' opinions about values education (Can Aran & Demirel, 2013; Balcı & Yanpar Yelken, 2013; Koç, 2016; Kolaç & Özer, 2018; Ünlü & Kaşkaya, 2018; Baş, Taşkıran & Bulut, 2016; İbret et al. 2017; Aslan, 2016; Yıldırım, Becerikli & Demirel, 2017; Batmaz & Erdoğan; 2019; Yıldırım & Çalışkan, 2018; Acun, Yücel, Önder & Tarman, 2013; Ergen, 2019; Çelikkaya & Seyhan, 2017; Yazar, Özekinci & Lala, 2017; Jafari & Demirel, 2019; Kozikoğlu, 2018; Karamustafaoğlu & Amanat, 2017; Uzuner, 2019; Ülavere & Veisson, 2017; Tay, 2013; Çelikkaya & Filoğlu, 2014; Ferreira & Schulze, 2014; Katılmış, 2017; Turan & Bozkurt, 2017; Durdukoca, 2019; Muldma & Kiilu, 2012; Thornberg & Oğuz, 2013; Şahinkayası & Kelleci, 2013) are found.

In terms of values education in literary products, there are investigations in a general sense (Kolaç & Özer, 2018; İbret et al. 2017); investigation of 100 basic works (Aktan & Kılıç, 2015; Çalışkan, 2016; Karacan, 2019; Özkan & Sivrikaya, 2012); investigation of inscriptions (Çelik, 2016); investigation of biographies (Yiğittir & Er, 2013; Avaroğulları & Ayılmazdır, 2017); investigation of children's literature (Eryılmaz & Çengelci Köse, 2018; Genç, 2019; Öksüz, Keskin & Çetinkaya, 2018); investigation of fairytales (Akkaya, 2017; Dağı, Alptekin & Kaplan, 2018; Kılcan, 2016;); investigation of Divan-ı Lügat-it Turkish (Ersoy, 2018; Kırbaşoğlu Kılıç & Yaprakgül, 2018); investigation of Kutadgu Bilig (Tural, 2018); investigation of Mesnevi by Rumi (Uludağ, 2019; Taş & Kıroğlu, 2019); investigation of Velayetname by Haci Bektaş-ı Veli (Gürgil, Kılcan, Kılıçoğlu & Kurtoğlu, 2019); investigation of novels (Şimşek, 2015; Özgür, 2019; Yalçın, 2019); and investigation of poetry (Öztaş, 2018; Yığman, 2019). Many types of literary studies have been used in values education. According to the findings, it is stated that it will be useful to use literary studies in gaining values in social studies teaching.

There are studies about students in relation to values and values education. Within the scope of social studies curricula, examples may be given of studies about student opinions (Tay, Durmaz & Şanal, 2013; Yıldırım, Becerikli & Demirel, 2017; Baysal & Saman, 2010; Türk & Nalçacı, 2011; Sağlam & Genç, 2015); about attitudes of students (Gömleksiz & Cüro, 2011; Kaaptan, 2019; Taş & Minaz, 2019); about teaching of some values (responsibility, cooperation, tolerance) (Kılcan & Akbaba, 2014; Kılcan & Akbaba, 2018; Sezer & Çoban, 2016; Kaptan, 2018; Taş & Minaz, 2019); about perceptions related to values of working and nonworking students (Yılmaz, Göçen & Yılmaz, 2013); and about the effect of values education on school environment and academic effort (Lovat, Clement, Dally & Toomey, 2013) etc. When research about values education is investigated, studies about activity-based value education are not at sufficient levels, while it was concluded there was no study about ISSN activities in relation to values education. In this situation, it is thought that the

contribution of ISSN activities to students' learning in addition to their use for hidden teaching of some values will provide a significant contribution to the relevant literature about values education.

Purpose and Reason for the Research

This research was required based on the view that some values (helpfulness, sharing, responsibility, liking/appreciation, self/criticism and cleaning) may be gained by students moving from student opinions and researcher notes about the process of using interactive notebook applications in social studies lessons. While the cleaning value required by the research is included in the 2009 Social studies Curriculum, helpfulness, sharing, liking/appreciation and self/criticism values are included on the 2018 curriculum. Intentions without equivalents of liking/appreciation, esthetic values, and self/criticism are met by respect and tolerance values. In this research, the aim was to investigate the development of some values in the behavior of secondary school students performing interactive notebook activities applied during social studies lessons. With this aim, the following questions were asked to secondary school students participating in the research during interviews:

1. Did any of your friends help you while performing ISSN activities?

    1.1. If someone did help, how/what did you feel when they helped you?

2. Did you help any of your friends while performing ISSN activities?

    2.1. If you did help, how/what did you feel when helping your friend?

3. When performing ISSN activities, did you share any of your things/material/ideas with a friend?

    3.1. If you shared any of your things/materials/ideas with your friend, how/what did you feel?

4. When performing ISSN activities, did any of your friends share any of their things/material/ideas with you?

    4.1. If a friend shared any of their things/materials/ideas with you, how/what did you feel?

5. Did you have all required material prepared for ISSN activities in social studies lessons?

    5.1. Did you forget any material(s)? How/what did you feel in this situation?

6. Was there any friend that you liked during ISSN activities?

    6.1. If there was, did you tell them you liked them? Can you explain?

7. When performing ISSN activities what did you think about your classmates' activities?

    7.1. Can you give an example of this situation? (it can be good or bad)

8. When performing ISSN activities or at the end of lessons, do you think you left the working area clean? Why?

Method

Research Pattern

This research was performed with the qualitative research method. Qualitative research aims to extract meaning in terms of the views of participants and is a study type using explanatory and inductive methods (Miles & Huberman, 2016). In line with the aim of the research, the case study (phenomenology) pattern from among qualitative research patterns was chosen to investigate values development occurring in behavior of secondary school students during ISSN applications. Case studies are a type of qualitative research attempting to understand how one or more people make sense of a phenomenon (Johnson & Christensen, 2014).

Research Study Group

A two-stage process was observed for the study group in the research. Firstly, with appropriate sampling methods, classes entering the teacher's lessons were chosen and then students were chosen for interviews from among participants in ISSN applications based on the basic random sampling from the probability-based sampling methods. The basic random sampling method means that every member of an investigated population has equal chance of being chosen and the probability of being a member of the chosen population is not affected by the selection of other population members; in other words, every selection occurs completely independently of other selections (Cohen, Manion & Morrison, 2007). Probability samples are based on random sampling procedures. Random selection for sampling requires more sensitivity, time and effort compared to non-random sampling (Neuman, 2014). From five classes of 5th class and four classes of 6th class with a total of 267 secondary school students, 30 students were randomly selected by the researcher giving the social studies lessons. Among these students, those who did not want to participate in the research, who did not provide written consent from the family or who had insufficient data were removed. At the end of this process, the study group comprised 21 students (9 girls, 12 boys). Students were coded as S1, S2, S3, etc. in order of analysis of data, without paying attention to gender or class level variables.

Data Collection Tools and Implementation

The research used a semi-structured interview form. Questions included on this form were given their final form after reviewing the opinions of two academics and two teachers. The students in the study group were interviewed in the second semester of the 2017-2018 education year beginning in April with 5 students interviewed each weak. Before interviewing students, the aim of the interview was explained and it was stated that no assessments would be made. Interviews were completed in a state secondary school in the social studies classroom when researcher and participants were available.

Interviews were recorded with a sound recording device and each interview lasted from 5 to 12 minutes. Students' education-teaching activities were not negatively affected due to the interview process. Interviews with the study group were completed after voluntary participation by the student and written-signed consent forms were obtained from parents. After eliminating insufficient data, interview data from 21 students were analyzed.

Validity and Reliability Studies

With the aim of confirming the validity and reliability of the themes and codes reached during the research, the multiple analyst triangulation method was used. Multiple analyst triangulation involves independent analysis of the same qualitative data by two or more people and comparison of the findings (Patton, 2014). As a result, all data were independently coded by an expert in the field of class education and then the researcher and expert compared coding systems. As a result of this comparison, the formula with values above 70% indicating acceptable reliability of comparisons recommended by Miles and Huberman (2016) (reliability = agreement number / agreement + disagreement number X 100) was applied and the reliability value was calculated as 89%. Validity of qualitative research may be provided by diversifying data, detailed explanation of study group features, reporting data in detail and quoting from data in studies (Creswell & Crewsell, 2018; Johnson & Christiensen, 2014). As a result, codes were visualized and presented based on which student made the statement, code network and code matrix, the frequency and percentage of code statements by students. In addition to this work, by stating codes openly and clearly and supporting with direct quotes, attempts are made to increase the validity and reliability of the study.

Analysis of Data

Research data were analyzed using content analysis. Creswell and Creswell (2018) stated the process steps for content analysis in qualitative research are preparation and organization of data, data coding, associating codes to reduce to themes, presenting and interpreting findings. A code in qualitative research is mostly a word or short phrase communicating an extract and/or stimulating attribute that is notable and summarizes a portion of the language-based or visual data (Saldana, 2016). In this research, the process mentioned by the research was followed during the data analysis process. In the stage of preparing data, firstly, the voice recordings of participants were transcribed. As themes were previously determined according to the questions, each question was analyzed and interpreted by organizing the theme and codes. During the coding stage, texts were read carefully and analyzed with the MAXQDA 2020 qualitative data analysis program. The obtained results were visualized with a MindMap mental mapping program for interpretation.

Results

In this section, the semi-structured interviews held with secondary school students participating in the research are analyzed within the framework of the previously-determined themes and frequency, percentage and example statements are visualized and presented.

1. Theme: Value of Helpfulness

Within the framework of the helpfulness value of secondary school students participating in the research, the questions 'Did any of your friends help you while performing ISSN activities?' and 'Did you help any of your friends while performing ISSN activities?' were asked. Student responses were analyzed. The code concept map about helping/being helped in the framework of ISSN activities is given in Figure 1.
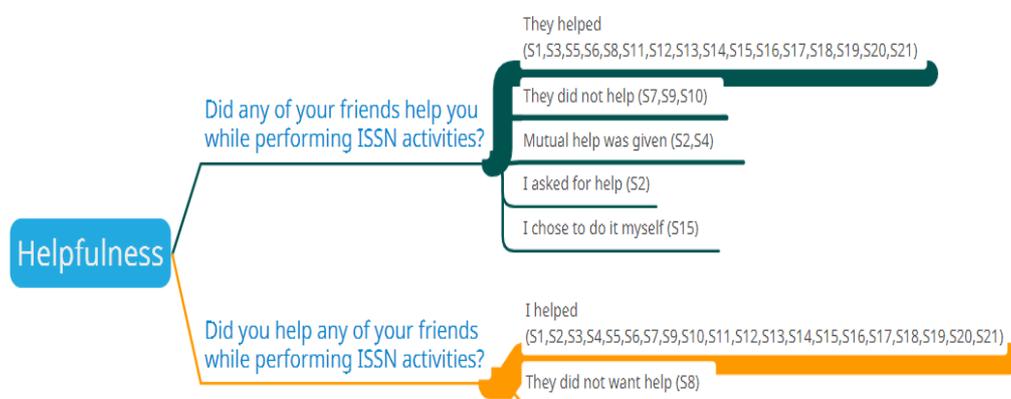

Figure 1. Code concept map about helping/being helped in the framework of ISSN activities.

When Figure 1 is investigated, students' responses to the question *'Did any of your friends help you while performing ISSN activities?'* were coded as they helped (f:16; 69.57%), they did not help (f:3; 3.04%), mutual help was given (f:2; 8.70%), I asked for help (f:1; 4.35%) and I chose to do it myself (f:1; 4.35%). In relation to the helpfulness code, students made statements such as *'Yes. For example, sometimes there were places I couldn't do things. If I couldn't stick things or in places I didn't know. With that, Refik always helped.'* (S8); *'My friend sitting beside me helped. They were helpful to me about the role activity. They helped me with the folding section.'* (S16) and *'Teacher, nearly the whole class helped.'* (S20). In relation to the code about not helping, example statements include *'No. I always helped them'* (S7) and *'They didn't help me but I helped them. Because the teacher said my hand skills were developed'* (S9). In relation to the mutual assistance code, statements include *'Let's not say they helped, teacher, like sharing material. For example, I helped them, they helped me. All together.'* (S4). In relation to the demands for help, *'I wanted it sometimes, yes. Sometimes when activities didn't work, I wanted them to help. Sometimes when I couldn't do something, I said please can you do this. They said ok. In a later activity, I did their job. Ok, I will do that for you I said.'* (S2). In relation to the code about choosing to do it themselves, example

statements include *'I had friends who wanted to help but I chose to do it myself more; but if I couldn't my friends would help and I would help them'* (S15).

Responses of students to the question *'Did you help any of your friends while performing ISSN activities?'* can be divided into two codes of I helped (f:20; 95.24%) and they did not want help (f:1; 4.76%). Statements related to the I helped code include *'I helped. I helped such a lot. My friend who sits in the front row always came to me. Aybüke cut this, My handwriting is nice. And they would say Aybüke write Anatolian Civilizations here in your handwriting, at least just one heading. Always in the front row or a few friends said it. It was very nice.'* (S3); *'Yes. I helped my friend sitting beside me a lot. Generally, their lines would be wrong or their cutting. They cut crooked. We would cut together, or I would draw their lines and they would cut.'* (S15); and *'Yes, teacher, a lot'* (S20). In relation to the not wanting help code, the statement *'No one asked me. If they had asked, I would have helped.'* (S8). The code concept map in relation to how students felt about helping and receiving help from friends is given in Figure 2.
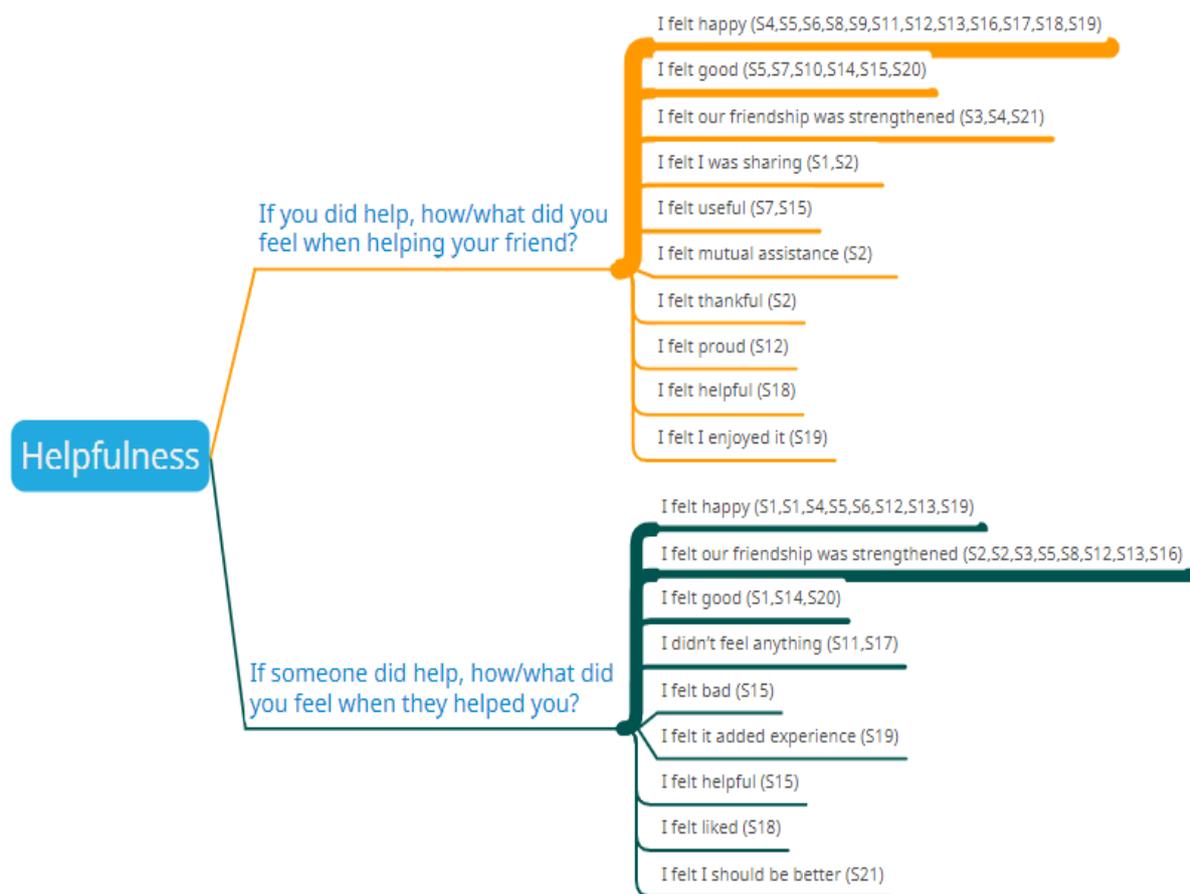

Figure 2. Code concept map about feelings of students in helping/being helped within the framework of ISSN activities.

Figure 2 gives responses to the question of *'If someone did help, how/what did you feel when they helped you?'* in relation to helping and receiving help from friends in the framework of ISSN

activities. These responses were coded as; I felt happy (f:8; 30.77%), I felt our friendship was strengthened (f:8; 30.77%), I felt good (f:3; 11.54%), I didn't feel anything (f:2; 7.69%), I felt bad (f:1; 3.85%), I felt it added experience (f:1; 3.85%), I felt helpful (f:1; 3.85%), I felt liked (f:1; 3.85%) and I felt I should be better (f:1; 3.85%). Statements representing the codes include; for the I felt happy code *'I felt very happy. That they had helped me color in a world map. It looked very hard.'* (S1); the code I felt our friendship was strengthened *'Friends as we help each other our friendships become more integrated. That's what I think.'* (S2); the I felt good code *'I felt good. It was helpful to me. I feel good.'* (S14); the I didn't feel good code *'I felt I needed help. I couldn't have done it myself for example, it was done for me. I don't feel anything.'* (S17); the I felt bad and gained experience codes *'In fact, I may have felt a bit bad, but not that much. I think I couldn't do it but my friend added to my experience at the same time.'* (S15); the I felt helpful code *'For example, I felt like someone helpful.' (S18); the I felt liked code 'For example, I felt my friends like me.'* (S19) and I felt I should be better code *'I felt I should be a bit better. But normally my hand skills are not good. As a result, I asked for help, how do we do that. They showed me. I didn't know different.'* (S21).

The responses of students to the question of *'If you did help, how/what did you feel when helping your friend?'* in relation to helping and being helped by friends within the framework of ISSN activities were coded. The codes were; I felt happy (f:12; 40.00%), I felt good (f:6; 20.00%), I felt our friendship was strengthened (f:3; 10.00%), I felt I was sharing (f:2; 6.67%), I felt useful (f:2; 6.67%), I felt mutual assistance (f:1; 3.33%), I felt thankful (f:1; 3.33%), I felt proud (f:1; 3.33%), I felt helpful (f:1; 3.33%); and I felt I enjoyed it (f:1; 3.33%). Statements supporting these codes include; *'I liked it because I know being helpful is good, I enjoyed doing it.'* (S19) in relation to the I felt happy and I felt I enjoyed it codes; *'When I helped, teacher, I felt something really good. I don't know, teacher, I felt I fell into a cloud, I relaxed.'* (S10) for the I felt good code; *'I felt my hand skills developed a little. I felt I could do better things. My friendship bonds developed'* (S21) for the I felt my friendship was strengthened; *'I gave colored paper. When I did the activity, I gave my remaining paper to my friend. I felt feelings of sharing. Because they gave to me.'* (S1) about I felt I was sharing; *'I told them I was of some benefit.'* (S7) for the I felt useful code; *'I didn't want help from those doing it badly, but more from those who did it. But I can ask for help from all of them if I need it.'* (S2) for feeling mutual assistance; *'I firstly thank myself for contributing to their lives, or their lesson. Later I thank my friend for asking me, for seeing me as being suitable.'* (S2) for I felt thankful; *'I felt proud of myself'* (S12) for the I felt proud code; and *'I felt I was someone helpful. For example, I gave my friend information, that's a good thing.'* (S18) for the I felt helpful code.

2. Theme: Value of Sharing

Within the framework of the sharing theme, secondary school students participating in the research were asked questions *'When performing ISSN activities, did you share any of your*

things/material/ideas with a friend?' and *'When performing ISSN activities, did any of your friends share any of their things/material/ideas with you?'.* The responses of the students were analyzed. The code concept map about sharing within the framework of ISSN activities is given in Figure 3.
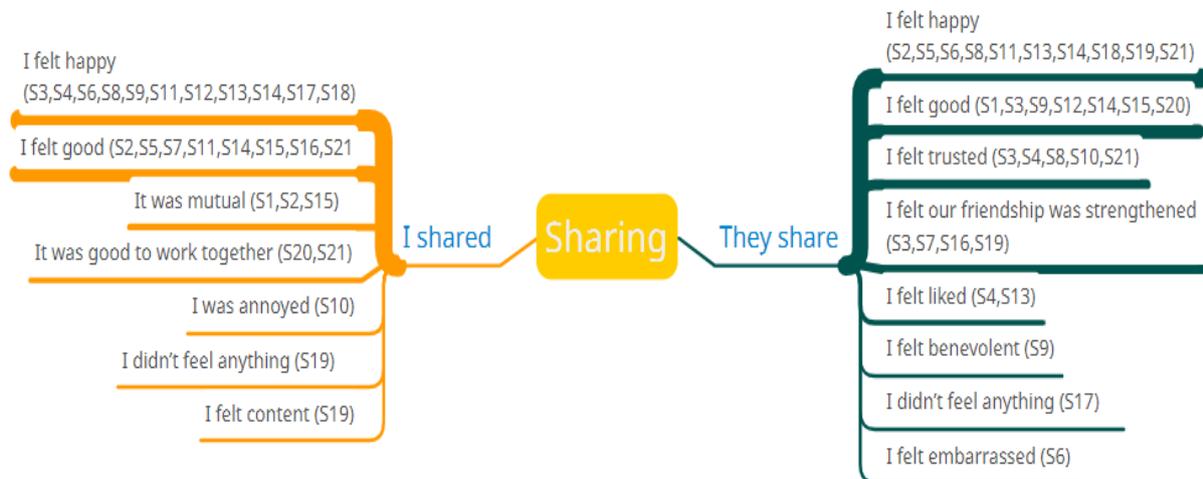

Figure 3. Code concept map about feelings of students in sharing situations within the framework of ISSN activities.

When Figure 3 is investigated, students participating in the research were asked questions about sharing things/material/ideas within the framework of ISSN activities and it was found that all students shared (f:21; 100%) and had thing shared with them (f:21; 100%). After these questions, students were asked *'If you shared any of your things/materials/ideas with your friend, how/what did you feel?'* and responses were coded as; I felt happy (f:11; 40.74%), I felt good (f:8; 29.63%), It was mutual (f:3; 11.11%), It was good to work together (f:2; 7.41%), I was annoyed (f:1; 3.70%), I didn't feel anything (f:1; 3.70%) and I felt content (f:1; 3.70%). Statements supporting the codes are given as; for the I felt happy code *'There's a thing like being a sharer, teacher, when I feel I've shared I feel happy. When I share something with a friend, I am happy. It's like that for everyone when we do but a person feels different. Like, when you are happy them being happy becomes your happiness.'* (S4); for the I feel good code *'When they asked if I would do the drawing because they were doing it badly, I did it. Because I can do the things that they can't do. I'm not superior to them, but I can still help them. I felt very good.'* (S7); for the it was mutual code *'I felt feelings of sharing. Like, they give to me because I give to them.'* (S1); for the working together was good code *'I felt we could make something good. Because I felt the three of us thought alike. Because we had no disagreements when saying our ideas. Our ideas overlapped.'* (S21); for the I felt annoyed code *'But when they didn't give it, I got annoyed. They want it, I give it.'* (S19); for the I didn't feel anything code *'I didn't feel much. I just shared.'* (S19) and for the I felt content code *'Then, a person fills with contentment, like, teacher'* (S10).

The responses given by students to the question *'If a friend shared any of their things/materials/ideas with you, how/what did you feel?'* were investigated and codes were I felt happy (f:10; 32.26%), I felt good (f:7; 22.58%), I felt trusted (f:5; 16.13%), I felt our friendship was strengthened (f:4; 12.90%), I felt liked (f:2; 6.45%), I felt benevolent (f:1; 3.23%), I didn't feel anything (f:1; 3.23%) and I felt embarrassed (f:1; 3.23%). The statements in relation to these codes include *'I think I was benevolent. Benevolent people help, you know. They were happy, I was happy. Because when anyone helped me, they were smiling. I was smiling.'* (S6) for the I feel happy and I feel benevolent codes; *'Now if it was their glue, I acted carefully so it wouldn't finish. So I felt good, I acted carefully. So I think it's a good feeling, teacher, sharing is good.'* (S20) for the I felt good code; *'I felt that person trusted me. Because if they didn't trust me they wouldn't give the scissors. Because they gave scissors for example. Because I trusted them not to break my scissors I gave it.'* (S21) for the I felt trusted code; *'I was delighted, I felt they were my friend.'* (S19) for the I felt our friendship was strengthened code; *'At that moment, I said that means I am liked. If you don't like a person you don't give anything.'* (S4) for the I felt liked code; *'I didn't feel anything.'* (S17) for the I didn't feel anything code; and *'I was embarrassed. Because I couldn't do anything then. I was embarrassed when they gave it.'* (S9) for the I felt embarrassed code.

3. Theme: Value of Responsibility

Within the framework of the responsibility theme of secondary school students participating in the research, the questions *'Did you have all required material prepared for ISSN activities in social studies lessons?'* and *'Did you forget any material(s)? How/what did you feel in this situation?'* were asked and responses were analyzed. The code concept map about responsibility in the framework of ISSN activities is given in Figure 4.

Figure 4. Code concept map about feelings of students in bringing necessary material within the framework of ISSN activities.

On Figure 4, an attempt is made to learn what students felt when they did not bring, or forgot material by asking secondary school students participating in the research questions about bringing necessary materials for ISSN activities in social studies lessons. In response to these questions, students stated they brought material always (f:2; 9.52%) and most of the time (f:19; 90.48%). These statements were used to create codes of I asked my friends (f:8; 24.24%), I was sad (f:5; 15.15%), I felt bad (f:4; 12.12%), I was scared (f:3; 9.09%), I was ashamed (f:2; 6.06%), I was angry with myself (f:2; 6.06%), I felt in need (f:2; 6.06%), I got support from the teacher (f:2; 6.06%), I was annoyed (f:1; 3.03%), I did not want to take from my friends (f:1; 3.03%), I felt embarrassed (f:1; 3.03%), I blamed myself (f:1; 3.03%) and I was worried (f:1; 3.03%). Among these codes, supporting statements for the I asked my friends are *'Then I asked my friends, could you share. Then they said yes or no. Generally, they said yes.'* (S2): for the I felt sad code *'I was sad. The reason for being sad was that I couldn't do the activity, my material was missing'* (S5); for the I felt bad and I blamed myself codes *'Sometimes I forgot things. I felt bad about myself. Like, I'd say to myself, I'd blame myself'* (S6); for the I was scared and I was ashamed codes *'Sometimes I was scared and ashamed. Because my fear was that I would get a minus mark. Later I brought paper to give it back to the person. Later I understood my teacher wouldn't give a minus mark, I wasn't scared.'* (S21); for the I was angry with myself code *'Exactly, I did forget. Ugh, I forgot to bring it, if I can't do it, it will be very bad I said. I hope my friends have some I said. First, I said ugh why didn't I bring it. I was angry with myself.'* (S2); for the I felt needy code *'It happened, teacher. What did I forget that for? Why did I forget, I thought now I look like needy to others, teacher.'* (S4); for the getting support from the teacher code *'There were times I forgot. When I forgot I didn't feel much. Because I know you're not an angry teacher. In any case there's always material there. If a child needs a ruler they take it, if they want a scissors they take it. So, I didn't experience much of a feeling of worry. I was more relaxed. My friends gave too.'* (S3); for the I got annoyed code *'Teacher, I got annoyed.'* (S20); for the I didn't ask for material from friends *'Maybe I forgot my scissors. I forgot my glue. In fact, I don't want much from anybody. Let my own material be with me, let my eraser be here. Around me. At least, let that be. Then they say, ah you finished my glue, you have to get some for me. I don't was to use things from some people. Don't press down they say. I get upset when they say things like that.'* (S11); for the I felt embarrassed code *'Yes teacher, sometimes I forget. My friends give me things, thank you to them. The ground opens up for me. Teachers, I am a little embarrassed to ask things from my friends. Furkan, bring it, don't forget you say. I'm a person who always forgets their responsibilities. I don't mean to forget teacher.'* (S10) and for the I was worried code *'I worry about myself clearly. I think I've gone to a bad place. That's all.'* (S19).

4. Theme: Value of Liking/Appreciating

The secondary school students participating in the research were asked the questions *'Was there any friend that you liked during ISSN activities?'* and *'If there was, did you tell them you liked*

them? Can you explain?' within the scope of the responsibility theme and their answers were analyzed. The code concept map about liking/appreciating within the framework of the ISSN activities of students is given in Figure 5.
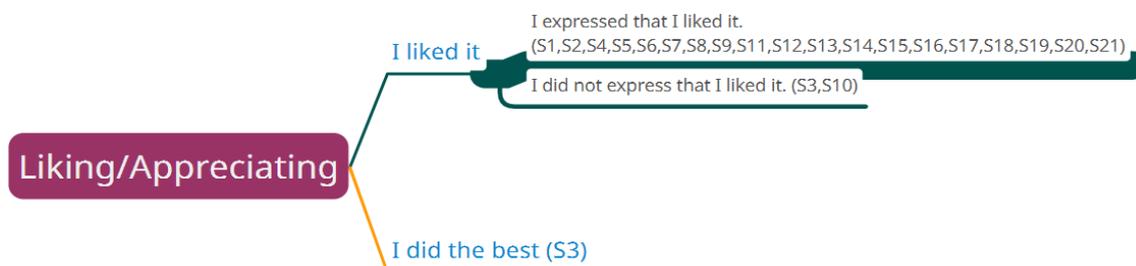

Figure 5. Code concept map about feelings of students about liking/appreciation of friends work within the framework of ISSN activities.

When Figure 5 is investigated, the answers given about liking/appreciating during ISSN activities made by classmates during social studies lessons are provided. Accordingly, all students (f:21; 95.45%) liked/appreciated ISSN activities made by friends, while one student stated the nicest activity was their own (f:1; 4.55%). The majority of students who liked the activities made by friends expressed their appreciation (f:19; 90.48%), while the remaining students did not express their appreciation (f:2; 9.52%). In relation to expressing appreciation code, examples of supporting statements include *'Yes, I told Esra. I liked what she did a lot. That's very nice Esra, I said.'* (S9), *'Yes teacher, I said it was very nice. They said thank you.'* (S11) and *'Yes. I said it was very nice, and such at times. I said will you do it for me.'* (S20). In relation to the code about not expressing appreciation, example statements are *'I get embarrassed like that. Like, it's very nice, and so on. Moreover, I get embarrassed like that. Ay, that's so nice, if only mine was like that, and such. No, I'm satisfied with my own.'* (S3) and *'I can't express it. No, I never said anything.'* (S10).

5. Theme: Value of Self/Criticism

Secondary school students participating in the research were asked the questions *'When performing ISSN activities what did you think about your classmates' activities?'* and *'Can you give an example of this situation?'* within the framework of the responsibility theme and responses were analyzed. The code concept map about self/criticism within the framework of ISSN activities is given in Figure 6.
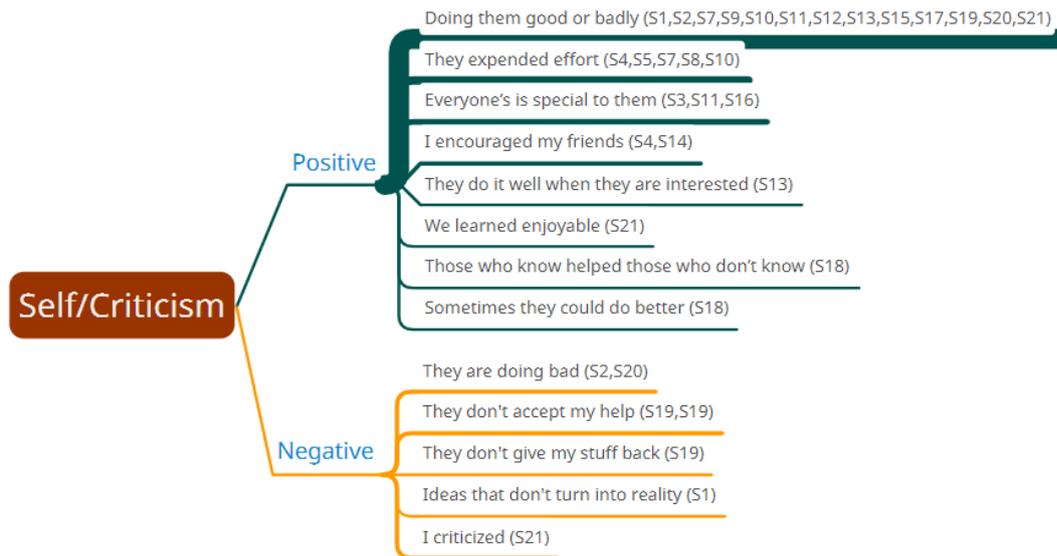
Figure 6. Code concept map for self/criticism about learning outcomes within the framework of ISSN activities.

The secondary school students participating in the research were asked their thoughts about activities completed by themselves and their friends within the framework of ISSN activities. In the context of self-criticism/criticism, the response given by students are categorized into positive and negative thoughts on Figure 6. Codes related to the positive self/criticism category include there are those Doing them good or badly (f:13; 48.15%), They expended effort (f:5; 18.52%), Everyone's is special to them (f:3; 11.11%), I encouraged my friends (f:2; 7.41%), They do it well when they are interested (f:1; 3.70%), We learned enjoyable (f:1; 3.70%), Those who know helped those who don't know (f:1; 3.70%) and Sometimes they could do better (f:1; 3.70%). Example statements for these codes can be given as *'Some of them do it badly, I can do it poorly too but some can do it very nicely.'* (S1) for there are those doing them good or badly; *'Well, let me say this, those who can do these activities are both successful in lessons and understand the lessons better. But those who can't do it, just let it go. Generally, most of my friends do these activities well. Because they put in the effort. Some put in the effort but are not careful. I respect those without hand skills who work at it. They try to do it, but they can't, what can they do.'* (S8) for the expended effort code; *'I can't come out and say here, ah I did that very well. Because the things everyone does are good according to themselves.'* (S11) for the code everyone's work is special to them; *'Those who are doing it poorly like you can do better, you can draw better. When they do it well, like it's good. Even I couldn't color like that. Like, I would say things like can you teach me.'* (S14) for I encouraged my friends; *'I understand when some of them aren't very interested. Because they are not interested, they do it badly. But if they were a little interested, they would correct themselves more quickly.'* (S13) for they do it well when they are interested; *'When I look, it was a fun thing and I think it triggered me to understand social studies lessons better. Because most children like to do, like to understand things they enjoy. Because I*

enjoyed this, I will learn in social studies lessons.' (S21) for we learned enjoyably; *'Because we were doing it, if someone in the class draws nicely, they can go and draw for another friend. If they can cut well, they can cut for another friend.'* (S18) for those who know helped those who don't know; and *'Teacher, those without talent improved over time.'* (S18) for the sometimes they could do better code.

6. Theme: Value of Cleaning

Within the framework of the responsibility theme, secondary school students participating in the research were asked the question *'When performing ISSN activities or at the end of lessons, do you think you left the working area clean? Why?'* and responses were analyzed. The code concept map about cleaning within the framework of ISSN activities is given in Figure 7.
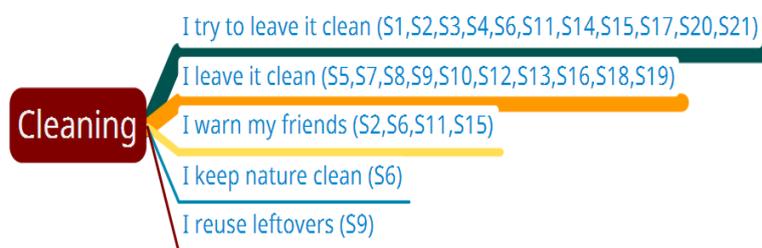

Figure 7. Code concept map about leaving the work area clean within the framework of ISSN activities.

Figure 7 gives the analysis of responses of secondary school students about keeping the working area clean while doing ISSN activities and at the end of lessons in social studies lessons. According to this analysis, within the framework of cleaning values, the codes I try to leave it clean (f:11; 40.74%), I leave it clean (f:10; 37.04%), I warn my friends (f:4; 14.81%), I keep nature clean (f:1; 3.70%) and I reuse leftovers (f:1; 3.70%). In terms of supporting statements, for the code about trying to leave it clean *'Yes. I take my rubbish when I see it. In fact, I tell my friends as much. Ah, those are yours I say. I clean my things. I try to keep my area, my place clean.'* (S11); for the I leave it clean and I reuse my leftovers codes *'Teacher, in any case I generally collect the papers I use and put them away. Because when small materials are needed for another activity, I use them or I give to my friend who needs it. So I don't leave things dirty. Like, I leave it clean.'* (S9); for the code I warn my friends *'I try to warn my friends. Let's throw them out I say.'* (S2); and for the I keep nature clean code *'I don't see it when I go out, but it upsets me like. Because I should keep nature clean.'* (S6).

Discussion, Conclusion and Recommendations

This research investigated opinions about development of some values in secondary school students through Interactive Social Studies Notebook activities applied under teacher guidance in the social studies lessons of a state secondary school in İzmir during the 2017-2018 educational year. It was concluded that they developed values like *helpfulness, sharing, responsibility, liking/appreciating, self/criticism and cleaning* during activities according to the social studies teacher. Opinions of

students related to these values were obtained. All secondary school students participating in the research helped their friends. Most stated their friends helped them too. There were almost no students who did not help each other, some engaged in mutual helping, while some chose to complete the activities without receiving assistance. Within the framework of sharing value, all students shared material (paper, glue, scissors or ideas, etc.) with friends during ISSN activities. When students engaged in sharing, they felt happy, good, liked and that friendship was strengthened, as with the sharing value. Similar results were observed in research by Kılcan and Akbaba (2018). In this research, the perceptions of students about the cooperation value were investigated and the majority saw cooperation as *'strength arises from unity'* and *'strengthening bonds is a beneficial source of happiness'.* Sharing developed feelings of trust between each other. Sometimes, they were embarrassed in a positive sense. On the other hand, children finding it difficult to share were actually happy to share; however, expressions by family like *'don't share material in the class, it will finish quickly, they'll break your things, you give to people who give to you, etc.'* negatively affected values development of children. Helpfulness, sharing and cooperation values can actually be said to be values that are close to each other and complement each other. Research by Akbaş (2004) stated that students displayed helpfulness behavior regardless of socioeconomic level. Çengelci (2010) stated that students attempted to transfer respect, tolerance and helpfulness values to daily life. Yüksel and Adıgüzel (2012) stated that the cooperation value required the use of caricatures in teaching. It can be said that activity-based teaching processes embody the helpfulness value, present examples directly from life, are effective on children and beneficial for internalization of the helpfulness value (Aktepe, 2014).

Secondary school students participating in the research brought the necessary material for ISSN activities most of the time, but occasionally forgot it. When students forgot the necessary material, they felt sad, bad, were afraid or ashamed. Some students felt needy and as a result got annoyed and angry with themselves. However, they continued activities by obtaining material from friends or the teacher. Students found they liked the ISSN activities in lessons, so most of the time they came prepared, apart from rare instances of forgetting. Research (Aslan, 2007; Sezer, 2008) showed that the value that teachers most wanted students to gain was the value of responsibility; however, results showed that responsibility was the least gained value. Research by Çelikkaya and Seyhan (2017) found the responsibility value was the least repeated value according to metaphor perceptions related to universal values of social studies teachers and preservice teachers. There is research with results similar to these (Akbaş, 2004; Şirin & Otrar, 2000). Kropp (2006) investigated the responsibility levels of participants in a Moral Development Program and concluded there was a significant increase in levels of taking responsibility among participants in the program. However, research by Tabak and Yaylak (2020) stated that the responsibility value in social studies textbooks had a reducing trend from 4th class level to 7th class level. In this situation, it may be more beneficial to teach the responsibility value at younger ages and class levels.

Secondary school students performing ISSN activities liked the activities their friends completed. Only one student stated that the best activity was their own. Students who liked their friends' activities also expressed their appreciation and encouraged them. Two students who did not express their appreciation can be said to be shy about expressing their feelings. The value of processing liking/appreciation in the research includes esthetic values and may be assessed as an esthetic value. In this research, the gender variable was not noted, but research about esthetic values (Akbaş, 2004; Aydın, 1997) concluded that female students attached more importance to esthetic values compared to male students.

In the framework of self/criticism value, students expressed positive criticism stating that their friends did the activities well or poorly, that every thought their own work was special, that they made efforts and did better when they were interested and that those with good hand skills helped those without. Negative criticism involved a few students stating their friends did poorly. Again, a few students stated they did not accept offers of help from friends. However, one student stated that in spite of having very good and creative ideas, their hand skills were insufficient so the activity did not reflect their thoughts. The self/criticism value dealt with in this research actually includes the values of empathy, respect and tolerance. In a study about development and assessment of activities about the value of tolerance, Ünal, Er and Gürel (2016) concluded there was a significant difference in the tolerance value of students who underwent a drama method to gain this value according to pretest-posttest results in favor of the posttest. Aladağ, Gündüz and Parlayan (2016) attempted to determine the tolerance tendencies of students and concluded that female students had higher empathy levels compared to male students, 5th class students had more compared to 8th class students and those with high family education level had more compared to families with low education level. Yakar and Yakar (2016) stated that students effectively participated in values teaching applications, reached highest levels of awareness about tolerance value and that it contributed to adoption of this value in their lives as a result of tolerance station studies applied for education of the tolerance value. Gürkaynak (1995) stated that to advance tolerance and to develop tolerant attitudes, individuals need to have mutual listening skills. Tok and Bostanoğlu (2016) stated that values education and tolerance education within the scope of this education will provide significant contributions to formation of a tolerant society. Activity-based research in values education (Akbaş, 2004; Tahiroğlu, 2014; Taş & Minaz, 2019; Tok & Bostanoğlu, 2016) is similar to the results of this research.

Some of the students participating in the research left their work areas clean when performing ISSN activities or at the end of lessons, while some stated they attempted to leave it clean. Similar research concluded that female and male students frequently protected the environment in research by Akbaş (2004). Tuncel (2018) stated that students developed awareness in terms of sensitivity to the environment through alternative environmental applications and internalized the value of sensitivity to the environment. There were students who stated they warned friends who forgot about cleaning the

area, were aware of the need to keep nature clean and who reused leftover material. Hoge (2002) stated that values were helpful for transformation of students into individuals who know their rights and responsibilities and beliefs and values related to this were helpful in applications through a variety of learning activities. There is research about education through activity-based values (Aktepe, 2014; Aladağ, 2012; Bakır Arabacı & Akgün, 2013; Cheung & Lee, 2010; Ergün, 2013; Izgar, 2013; Koç, 2007; Kropp, 2006; Neslitürk, 2013, Samur, 2011; Sidekli, Aydın, Aykırı & Kemiksiz, 2016; Taylor, 2007; Uzunkol, 2014; Viadero, 2003). Results showing that this activity-based values education positively affected value gains by students are similar to the results in this research. In this context, the results of the research can be listed below;

- During ISSN activities, students were in positions to help more than during normal educational activities, they conceptualized and developed the importance of helpfulness. When students helped each other, they felt happy, good, liked and that friendship was strengthened.

- During ISSN activities, students shared with each other. Everyone did the activities and everyone required material so the feeling of sharing developed by itself. Through sharing values, students began to trust each other and feelings of trust developed.

- The value of responsibility showed development, though not as much as other values. Even when students forgot ISSN activity materials, they continued with the activity by obtaining material from friends or teachers. When students liked an activity or doing something, they fulfilled their responsibilities in that situation.

- Students participating in the research liked the activities that others completed, and expressed their appreciation showing development of esthetic feelings. Some not only liked these activities, but encouraged each other about doing better.

- Within the framework of ISSN activities, students generally had positive criticisms about activities their friends completed, though there were some students with negative criticism. In this process, students learned and developed their ability to assess activities, compare them and make positive and negative criticisms. However, most importantly, most students acted like they liked their friend's activities even if they didn't in order not to upset their friends and encouraged them to do better.

- Students completing ISSN activities attempted to leave their environment and the working area clean at the end of lessons. Students who forgot to clean were warned by other students. A student who did not leave the working area clean at the end of a previous lesson began by complaining, then realizing that their friend would experience the same feelings in the future they began to take care to leave their working area clean.

Based on the results of the research, activity-based values education may ensure the values gained by students are permanent. The interactive notebook activities may be investigated in terms of values education to be used in other lessons. This research was completed within the qualitative research framework. Quantitative, qualitative and mixed research may be performed in different locations and study groups. In addition to the effect on learning, interactive notebook applications may be effectively used in values education. Training may be provided for preservice teachers and teachers about the use of interactive notebooks in educational activities.

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