

## **Multiculturalism in Social Studies Education Programs (2005-2018): A Qualitative Study**

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### **Abstract**

The main purpose of this study is to examine the extent of the objectives, gains, learning areas, skills and values related to multiculturalism in the Social Studies Curricula in 2005-2018. The study was conducted in the form of qualitative research. Basic qualitative research that is one of the qualitative researches was chosen in the study. The study group of the research consisted of 2005-2018 Social Studies Curricula and 13 Social Studies teachers. Document analysis technique and semi-structured interview technique were used as data collection tools in the study. The descriptive analysis method was used for the analysis of the data obtained from the document analysis, and the content analysis method was used for the analysis of the data obtained from the semi-structured interviews. Some of the results obtained from the study are as follows: When the objectives related to multiculturalism included in the 2005-2018 Social Studies Curricula were examined, it was concluded that the objectives related to multiculturalism were included more in the 2018 curriculum. Both curricula were seen to have mainly focused on multiculturalism in the learning areas of “Individual and Society, Culture and Heritage, Global Connections.” In the 2005 curriculum, the gains related to multiculturalism were included in the 6th grade the most and in the 4th grade the least. In the 2018 curriculum, on the other hand, the gains related to multiculturalism were included in the 5th grade the most and in the 4th grade the least. While 53.3% (8) of the skills in the 2005 program were related to multiculturalism, 37.03% (10) of the skills in the 2018 program were related to multiculturalism. While 55% (11) of the values were related to multiculturalism in the 2005 program, 55.5% (10) were related to multiculturalism in the 2018 program. Additionally, teachers' opinions on the subject were presented in the content of the study.

**Keywords:** Multiculturalism, Curriculum, Social Studies Curriculum, Education.

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## Introduction

All of the stereotyped habits, traditions, and customs in material and spiritual dimensions that arise from the communication of people with each other are called culture. Culture reflects the value judgments of societies (Güvenç, 1996). Cultural habits allow people to live together for years and live in harmony. Cultural changes may occur as a result of people coming from various cultures getting in touch with each other over time (Ertürk and Sivritepe, 2017).

As a result of these cultural changes, societies develop themselves while preserving their cultural structures. Cultural diversity arises at this stage (Özodaşık, 2009). Cultural diversity ensures that people are equal and capable of living together. In such multicultural environments, people can be influenced and influenced by the traditions, customs, and behaviors of the people they live in (Amaç, Burak and Duran, 2017).

Multiculturalism has emerged as a result of actions and policies carried out after globalization all over the world. Multiculturalism is cultural diversity. It comprises the reasons of the postmodern movement. There are two basic principles of multiculturalism. The first one comprises the defining structure of the differences in the existence of people of distinct ethnicities in society. The other is the value building that recognizes and respect the presence of people of various ethnicities present in society (Baybaş and Bektaş, 2009). Especially 2.

To be specific, the concept of cultural relativity, which emerged as a new concept after World War II, the Cold War, and the immigrant problem, served as the basis of the existence of multicultural issues in political life (Duman, 2009).

When we look at how Westerners spread colonialism, we see that they use intercultural interaction and relations. In particular, a cross-cultural economic interest has emerged throughout the world. People from other countries have migrated to the borders of countries with a strong economy and industry and have been encouraged to migrate. Thus, multinational countries were established. As a reason, multiculturalism and multicultural movements have occurred (Özensel, 2012). Numerous authors working on multiculturalism state that multiculturalism is the starting point of human rights policies that protect minority rights that emerged after recent wars. However, minority rights became a minority problem in the 20th century (Öztürk, 2012). The disintegration of the Soviet Union, the turmoil in the Balkan states, and the movements of nationalism caused the idea that a liberal environment should be created. This is an indication of the step taken from the concept of human rights, assumed to be valid for the whole world, to the concept of multiculturalism (Çakır Demirhan, 2014).

Multiculturalism has emerged as quite for a variety of ethnic conflicts like postmodern currents of thought in Turkey, Islamism, Kurdish-Turkish issues from the Arab, Laz, and Circassian.

The similarity of the postmodern mind-set that has emerged in Europe with Islamist thinking, which developed in Turkey in the 1990s, has become a current issue. The Constitution of Medina, which was discussed in the 1990s, adopted the concept of multi-jurisdiction, namely multiculturalism, proposed by the Islamic elite (Çelik, 2008).

Recently, the issue of minorities has been on the agenda of the European Union. Some improvements in the rights of non-Muslims with Muslim Kurdish and Alevi groups in Turkey have come into question. This case illustrates the changes occurring in Turkey's multicultural structure (Çelik, 2008).

Many writers and thinkers treat multiculturalism as an immigrant policy. The reason for this; as a result of living together of individuals belonging to various cultures, there is the idea that their cultures are blended and mixed together. These cultures, which come into contact with each other, then come together to form integrity. As a result, a multicultural society emerges (Vatandaş, 2002).

With the differences between people in multicultural environments, it is very challenging for schools, individuals, and parents to cope. Our education system should follow the developments in society and be prepared, considering the differences in culture. For this reason, teacher training institutions have critical duties (Koçak & Özdemir, 2015). Multicultural education, in which the developments in society are followed and cultural characteristics are taken into consideration, provides the opportunity to recognize different cultures in a democratic environment by trying to eliminate the non-communication caused by cultural differences (Banks, 1992; Eryaman, 2007). Accordingly, some explanations about the characteristics of multicultural education have been made:

- In multicultural education, respect for differences and moral development occur.
- Together with multicultural education, one acquires positive characteristics, such as developing different perspectives.
- Multicultural education provides interpersonal empathy.
- With multicultural education, some stereotypes can be prevented. (Ameny-Dixon, 2004).

The understanding of multicultural education manifests itself in educational programs both in Turkey and abroad. Multicultural education studies first appeared in the United States. It is given as a course in educational institutions. Later, multicultural education was started to be provided in countries such as Canada, Australia, Germany, and England (Güven, 2005). II. After World War II, countries such as England, France and Germany started to exploit Asia, Africa and India. Some people living in Asia, Africa and India have migrated to European countries with the idea of raising the social-economic level. Immigration from various countries was also effective in the establishment of the USA. All these have brought to the agenda in Europe and the United States how to work effectively and efficiently in such a multicultural structure (Banks, 2004).

In Turkey, the government has produced a variety of policies to eliminate the problem of ethnic diversity. In particular, training programs were evaluated. However, multicultural education studies brought to mind the idea that the state could be disintegrated (Polat and Kılıç, 2013). Yet, it is thought that this problem can be minimized through more available training programs. Teachers, in particular, can eliminate ethnic issues that arise between students. In the teaching methods they use, the use of appropriate teaching methods to enable students from different cultures can increase the bond between the students, and ensure permanent learning. In this way, individuals can better understand the differences in society and grasp social integrity (Gay, 1994).

At the present, multiculturalism is placed between current issues, especially with the influence of the constructivist education approach and postmodern understanding (Aslan, 2016). At domestic and abroad on various dimensions of multiculturalism and multicultural education, researches have been done. Some of these are as follows: Barn (2011) researched about multiculturalism and the nation-state understanding. Bilgin and Oksal (2018) researched on the relationship between cultural identity and learning. Cırık (2008), Çoban, Güney Kahraman and Doğan (2010), Cırık (2014), Karakaş and Erbaş (2018), Yazıcı, Pamuk and Yıldırım (2016) and Polat (2009) researched on the perspectives and attitudes of teachers and prospective teachers towards multicultural education. Damgacı and Aydın (2013), Demir (2012), Erbaş (2015), Koçak and Özdemir (2015) researched about multicultural researches on the opinions and attitudes of the instructors. Duygu and Akbıyık (2016) and Tamer Gencer (2011) made an investigation on the changes between the multicultural structures existing in various geographies of our country. Gay (1995) made a study on the innovation of the program on multicultural education. Kanık (2006) researched on errors and corrections in multicultural classrooms. Kararımak (2008) researched on multicultural understanding in psychological counseling, which is thought to have emerged with the effect of the constructivist approach. Neuharth-Pritchett, Reiff and Pearson (2001), and Erbaş (2019) researched on the conceptualization and critical reflection of multicultural education in teacher education programs.

Multicultural education; affect the process of preparing the learning programs of the courses, methods, and strategies to be used in the program, activities, measurement, and evaluation processes. As in all other courses, the Social Studies programs are created within the framework of multiculturalism. Because the skills, values, and gains that include the concept of multiculturalism that affects our social life are gained to the students through the Social Studies course. (Öztürk, 2006). One of the key objectives of the social studies course with globalization, religion, language, race, regardless of lineage, has been to prepare a productive citizen in a multicultural structure. (Öztürk, 2006; Öztürk and Deveci, 2011). Social studies, which represent an interdisciplinary branch of science, can be defined as "The process of linking with social reality based on proof and the vital information obtained at the end of this" (Sönmez, 1997, 3).

Due to the cultural differences in the social sphere, the Ministry of National Education (MNE) has started frequently offering space to multicultural education in its Social Studies Programs. This is seen in 2005-2018 the Social Studies Curriculum. Taking into account differences in classes, language, belief, and cultural diversity and within the framework of competencies, "interpersonal and intercultural interaction" took part in the Social Studies Programs as a competence (MNE, 2018). Multicultural education is a new phenomenon manifested by postmodern understanding. Postmodern understanding and the change in the structures of the states after globalization have led to differentiation in our education system and citizenship awareness. The most effective course in detecting and controlling these differences was the Social Studies course (Keskin and Yaman, 2014).

When the literature is scanned, it is seen that there are studies on the subject of multiculturalism in the Social Studies program. Açıkalın (2010), Keskin and Yaman (2014) researched about multicultural education in the Social Studies curriculum and textbooks. Akhan and Yalçın (2016) on how multicultural education is used in the Social Studies curriculum that has been implemented from past to present, Keskin, Coşkun Keskin and Taş (2019) researched on the comparative analysis of the state of multiculturalism in the 1998 and 2004 curriculums of Social Studies. Aslan (2017) and Çatlak and Yiğit (2017) researched on the views of Social Studies teachers and prospective teachers on multicultural education. Çalışkan and Gencer (2016), researched on the attitudes of social studies prospective teachers towards multicultural education. Dilworth (2012), in his research on multicultural citizenship education, reviews citizenship education and case studies in social studies classes. Kings (2014) researched about the alternative curriculum topic in social studies education that deals with multicultural education. King, Crowley and Brown (2010) researched on the contribution of multicultural social studies education to Afro-American history. Salako, Eze and Adu (2013) researched on collaborative learning method, information and attitudes related to multicultural education notions in social studies. Wills (2012) conducted case studies on multicultural social studies education. In this study, the issues of multiculturalism were examined in the Social Studies Curriculum (2005-2018). The extent to which multicultural issues are included in the objectives, learning areas, achievements, skills, and values of the Social Studies course has been evaluated within the framework of 2005-2018 Social Studies Curriculum, and teacher opinions have been included.

### **Aim**

The objective of the research is to examine multiculturalism topics in the Social Studies Curriculum of 2005-2018. Within the framework of this general purpose, the following questions were sought: What is the level of the objectives, achievements, learning areas, skills, and values related to the issue of multiculturalism in the 2005-2018 Social Studies Curriculum? What are the suggestions of teachers regarding the multiculturalism included in the Social Studies Curriculum?

## Method

This study was conducted in the form of qualitative research. Qualitative research is a research conducted to obtain a considerably more comprehensive perspective than researching "how" or "how good" it is when analysing a particular topic (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2015: 240). In qualitative research, many techniques can be carried out together. The methods of planning, monitoring, explaining, collecting data and analysing data of the research can be conducted jointly (Best and Kahn, 2017). Qualitative research may vary depending on various fields of study, such as sociology, philosophy, anthropology, and education. These fields reveal the reasons for the study and the different tools that make up the qualitative research (McMillan and Schumacher, 2010; Fraenkel, Wallen and Hyun, 2012).

In the study basic qualitative research model, which is one of the qualitative research models, was used. In such research, the most important aim of the researcher is to reveal and interpret human life and how people make sense of the world. In such researches, the data of research is collected with observation, interview or document analysis. By the theoretical framework line of the research, specifying which questions to ask, what the observed elements are, or what kind of documents are investigated. In data analysis, repeating patterns are assigned with characterizing the data. The findings are that obtained are created with the help of themes supported by repeated data. The interpretation is that the researcher understands the phenomenon or event that the researcher specified (Merriam, 2015).

### Study Group

The study group of the study consists of 2005 and 2018 Social Studies Curriculum and 13 Social Studies teachers. The criterion sampling method was used to determine the Social Studies Curriculum included in the study group. The criterion sampling method is a sampling method consisting of individuals, events, or situations that serve the research subject and research problem (Büyüköztürk et al., 2015). The maximum diversity sampling method was used to determine the teachers who participated in the study group to obtain the opinions of teachers related to the 2005-2018 Social Studies Curriculum. Maximum diversity sampling is the name given to all samples that represent various situations in the universe. In the maximum diversity sampling, it is to reveal whether this situation exists in the universe or not (Grix, 2010; Baltacı, 2018). The demographic data of the teachers included in the study group is presented in Table 1.

**Table 1.** Demographic Information on the Study Group

Demographic Information	f
Gender	
Female	4
Male	9
Operation time	
1-5 years	7

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6-10 years	5
10 years and more	1
Age	
20-30	8
31-40	5

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When Table 1 is examined, it is seen that 4 of the teachers who participated in the study were women, and 9 of them were men. 7 teachers have 1-5, 5 teachers 6-10, and 1 teacher has 10 years or more professional experience. 8 of the teachers who participated in the study were between 20-30 and 5 were between 31-40 ages. The teachers included in the study group were selected from the teachers working in Ağrı, Siirt, Konya and Van provinces.

### **Data Collection Tools**

In the research, document techniques and semi-structured interview techniques were used as data collection tools. Document analysis is one of the most widely used data collection techniques. It is the evaluation of official or private documents and records collected (Karasar, 2007; Ekiz, 2015). Semi-structured interviews were conducted to get the opinions of the Social Studies teachers about the curriculum. A semi-structured interview technique is a data-gathering tool that provides information about the individual's thoughts and experiences after creating a flexible guiding plan to be used during the interview. (Uzuner, 1999; Aziz, 2011; Robson, 2015; Ekiz, 2015). The semi-structured interview form used in the study was developed by the researchers. The first form of the questionnaire included 3 questions. In the 2018-2019 academic year, the interview form was applied to 2 Social Studies teachers with a pilot application. After the pilot application process, the form was re-submitted to expert opinion and the number of questions was increased to 6. The final version of the interview form was applied to teachers who were included in the study group in the fall semester of the 2018-2019 academic year.

### **Analysis of Data**

In the analysis of the data obtained as a result of document review in the research descriptive analysis method based on the deductive coding approach was used. In the descriptive analysis method, the researcher interprets the data obtained with data collection techniques according to the subject areas determined. The descriptive analysis consists of four stages: forming frames, reading data, defining data and understanding data (Yıldırım and Şimşek, 2006). The analysis of the data obtained from the semi-structured interview content analysis based on the inductive coding approach (Miles and Huberman, 1994/2015; Creswell, 2013/2015; Patton, 1990/2014) was used. In content analysis or the inductive coding approach, meaningful classifications are made by coding the data obtained during the research. The sections that are created subsequently are identified by the researcher. Briefly, it is the analysis of the data collected later in line with the code list formed from the preliminary data (Miles and Huberman, 1994/2015; Creswell, 2013/2014; Patton, 1990/2014).

### Findings and Comment

In this part of the study, the aims, learning areas, achievements, skills, and values of multiculturalism in the 2005-2018 Social Studies Curriculum were evaluated through document analysis, and the findings obtained were supported by the teachers' opinions. The findings related to the direct and indirect aims of multiculturalism in the 2005-2018 Social Studies Curriculum are presented in Table 2.

**Table 2.** 2005-2018 Objectives of Multiculturalism in Social Studies Curriculum

2005 Social Studies Education Program		2018 Social Studies Education Program	
1. Analyse the inter-communal political, social, cultural, and economic interactions in different periods and spaces.		1. Know that the rules of law are binding for everyone and that all persons and organizations are equal before the law.	
2. Know that the rules of law are binding for everyone and that all persons and organizations are equal before the law.		2. Identify the similarities and differences between people, objects, events and phenomena by questioning historical evidence of different periods and spaces, perceiving change and continuity,	
3. Analyse the inter-communal political, social, cultural, and economic interactions in different periods and spaces.		3. To be able to use basic communication skills and basic concepts and methods of social sciences to regulate social relations and solve problems,	
4. Be aware of the fact that it is a part of humanity, shows sensitivity to the issues that concern the country and the world.		4. Believe in the importance of participation and express opinions for the solution of personal and social problems,	
		5. To know the importance and ways of being a virtuous person by adopting national, spiritual and universal values.	
		6. To show sensitivity to the issues concerning the country and the world	
<b>Total General Objective</b>	<b>f/%</b>	<b>Total General Objective</b>	<b>f/%</b>
17	4 (23.5%)	18	6 (%33,3)

MNE, (2005-2018).

When Table 2 is examined, it is seen that 4 of the 17 general objectives in the 2005 Social Studies Curriculum are related to multiculturalism. Of these 4 objectives, 23.5% included multiculturalism. In the 2018 Social Studies Curriculum, 6 out of 18 general objectives are related to multiculturalism. 33.3% of these 6 objectives include multiculturalism. As a result, the number of objectives related to multiculturalism in the 2018 program is higher than the 2005 program. The findings of the learning areas directly and indirectly related to multiculturalism in the 2005-2018 Social Studies Curriculum are presented in Table 3.

**Table 3.** 2005-2018 Learning Domains Related to Multiculturalism in Social Studies Curriculum

2005 Social Studies Education Program		2018 Social Studies Education Program	
1. Individuals and Society		1. Individuals and Society	
2. Culture and Heritage		2. Culture and Heritage	
3. Global Connections		3. Global Connections	
4. Power, Management and Society		4. Science, Technology and Society	
5. Science, Technology and Society			
<b>Total Learning Domain</b>	<b>f/%</b>	<b>Total Learning Domain</b>	<b>f/%</b>
9	5 (55.5%)	7	4 (57.1%)

MNE, (2005-2018).



When Table 3 is examined, it is seen that there are learning domains where multicultural subjects are included in the 2005 and 2018 Social Studies Curriculum. The 2005 program includes direct and indirect multicultural issues in the fields of “Individual and Society, Culture and Heritage, Global Connections, Power, Management and Society, Science, Technology and Society”. In this program, 55.5% of the learning domains are related to multiculturalism. In the 2018 program, there are direct and indirect multicultural issues in the fields of “Individual and Society, Culture and Heritage, Global Connections, Science, Technology and Society”. 57.1% of the learning domains in this program are related to multiculturalism. The findings of the learning domains directly and indirectly related to multiculturalism in the 2005-2018 Social Studies Curriculum are presented in Table 3.

**Table 4.** 2005-2018 4th Grade Achievements Related to Multiculturalism in Social Studies Curriculum

2005 Social Studies Education Program		2018 Social Studies Education Program	
SS.4.1.4. Respect the feelings and thoughts of others.		SS.4.1.5. Respect the different characteristics of other individuals.	
SS.4.2.4. Shows evidence from its local surroundings that cultural elements have moved from the past to present.		SS.4.2.2. Provide examples by researching the elements reflecting the national culture in the family and the surrounding area.	
SS.4.8.1. Realizes that there are various countries in the world.		SS.4.2.3. Compare traditional children's games with today's games in terms of change and continuity.	
SS.4.8.2. Make inferences about the daily life of various societies by utilizing visual materials.		SS.4.7.1. Introduces various countries in the world.	
SS.4.8.3. Compare the daily lives of his/her peers in another society.		SS.4.7.3. Compare the cultural elements of our country with the cultural aspects of different countries	
SS.4.8.4. Give examples of special days celebrated jointly between communities.		SS.4.7.4. Respect different cultures.	
<b>Total Achievement</b>	<b>f/%</b>	<b>Total Achievement</b>	<b>f/%</b>
46	6 (13.04%)	33	6 (18.1%)

MNE, (2005-2018).

When Table 4 is analysed, the achievements given to 4th grade in multiculturalism in the 2005 and 2018 Social Studies Curriculum are noted. In the 2005 program, the fourth-grade is given 6 achievements related to multiculturalism. 13.4% of these achievements are related to multiculturalism. In the 2018 program, fourth-grade students are given 6 achievements in multiculturalism. 18.1% of these achievements are related to multiculturalism. The findings of the learning domains directly and indirectly related to multiculturalism in the 2005-2018 Social Studies Curriculum are presented in Table 5.

**Table 5.** 2005-2018 5th Grade Achievements Related to Multiculturalism in Social Studies Curriculum

2005 Social Studies Education Program		2018 Social Studies Education Program	
SS.5.1.3. Relates the roles and responsibilities of the roles in the groups he/she participates.		SS.5.1.2. Explain the multidimensionality of an event from an example in the immediate surroundings .	
SS.5.2.3. Compare the cultural features of our country and its environment in terms of similarities and differences.		SS.5.1.3. As an aware individual of his/her rights acts following the duties and responsibilities required by the roles he/she takes in the groups he/she participates.	
SS.5.2.4. Explain the importance of cultural elements in people living together.		SS.5.2.3. Identifies the similar and various elements between the cultural characteristics of the various parts of our country and the cultural characteristics of the	
SS.5.8.1. Realizes the common aspects and interests			

of children in the world.		environment in which he/she lives.	
<b>SS.5.8.4.</b> Give examples of common heritage elements found in various countries.		<b>SS.5.2.4.</b> Analyse the role of cultural elements in the coexistence of people.	
<b>SB5.8.5.</b> Recognize the place of tourism in recognition of common heritage.		<b>SS.5.4.1.</b> Discusses the effect of using technology on socialization and social relations.	
<b>SS.5.8.6.</b> Develops a perspective on the place of tourism in international relations		<b>SS.5.7.1.</b> Investigates the role of the place and environment in the economic relations between our country and other countries.	
		<b>SS.5.7.3.</b> Explain the importance of tourism in international relations.	
		<b>SS.5.7.4.</b> Give examples of common heritage elements found in various countries.	
<b>Total Achievement</b>	<b>f/%</b>	<b>Total Achievement</b>	<b>f/%</b>
46	7 (15.2%)	33	8 (24.2%)

MNE, (2005-2018).

When Table 5 is analysed, the achievements given to 5th grade in multiculturalism in the 2005 and 2018 Social Studies Curriculum are noted. In the 2005 program, the fifth grade is given 7 achievements related to multiculturalism. 15.2% of these achievements are related to multiculturalism. In the 2018 program, sixth-grade students are given 8 achievements in multiculturalism. 24.2% of these achievements are related to multiculturalism. The findings of the 6th grade achievements directly and indirectly related to multiculturalism in the 2005-2018 Social Studies Curriculum are presented in Table 6.

**Table 6.** 2005-2018 6th Grade Achievements Related to Multiculturalism in Social Studies Curriculum

<b>2005 Social Studies Education Program</b>		<b>2018 Social Studies Education Program</b>	
<b>SS.6.1.1.</b> Realizes the multidimensionality of an event from an example in its immediate environment.		<b>SS.6.1.2.</b> Analyses the place and role of social, cultural and historical ties in the formation of social cohesion.	
<b>SS.6.1.1.</b> Argues that solutions to a problem should be based on rights, responsibilities, and freedoms.		<b>SS.6.1.3.</b> Question prejudices about differences to live in harmony in society.	
<b>SS.6.3.6.</b> Recognize the changes taking place in the political, social and cultural spheres with the acceptance of the Turks by Islam.		<b>SS.6.1.4.</b> Participates in activities that support social solidarity and unity in the formation of social synergy.	
<b>SS.6.3.8.</b> Evaluates the relationship between the practices in our celebrations and ceremonies with the elements that make up our culture in terms of change and continuity.		<b>SS.6.2.3.</b> Recognize the changes taking place in the political, social and cultural spheres with the acceptance of the Turks by Islam.	
<b>SS.6.5.3.</b> The Turkish Republics evaluate our cultural, social, political and economic relations with neighbouring and other countries in terms of Atatürk's understanding of national foreign policy.		<b>SS.6.2.5.</b> Explain the role of historical trade routes in political, cultural and economic relations between societies.	
<b>SS.6.5.4.</b> Realizes the importance of solidarity and cooperation of our country with other countries in natural disasters and environmental problems		<b>SS.6.7.1.</b> Analyse the cultural, social, political and economic relations of our country with the Turkish Republics and neighbouring states.	
<b>SS.6.5.5.</b> Evaluates the role of international culture, art, fairs and sports activities in inter-communal interaction.		<b>SS.6.7.3.</b> Analyses the roles of our country in the international arena depending on the political, military, economic and cultural characteristics of our country.	
<b>SS.6.6.3.</b> Argues that the right to live in democratic administrations, the right to immunity, freedom of religion and conscience and freedom of thought should be possessed.		<b>SS.6.7.4.</b> Questions the effects of popular culture on our culture.	
<b>Total Achievement</b>	<b>f/%</b>	<b>Total Achievement</b>	<b>f/%</b>
43	8 (18.6%)	34	8 (23.5%)

MNE, (2005-2018).

When Table 6 is analysed, the achievements given to 6th-grade in multiculturalism in the 2005 and 2018 Social Studies Curriculum are noted. In the 2005 program, the sixth-grade is given 8 achievements related to multiculturalism. 18.6% of these achievements are related to multiculturalism. In the 2018 program, sixth grade students are given eight achievements in multiculturalism. 23.5% of these achievements are related to multiculturalism. The findings of the 7th-grade achievements directly and indirectly related to multiculturalism in the 2005-2018 Social Studies Curriculum are presented in Table 7.

**Table 7.** 2005-2018 7th Grade Achievements Related to Multiculturalism in Social Studies Curriculum

2005 Social Studies Education Program		2018 Social Studies Education Program	
SS.7.1.2.	Recognize the importance of communication in positive relationships between people.	SS.7.1.2.	Uses positive communication ways in individual and social relations.
SS.7.3.4.	Demonstrate evidence based on the importance of tolerance and cohabitation in Ottoman society.	SS.7.1.3.	Discuss the role of media in social change and interaction
SS.7.3.6.	Realizes the interaction between culture, art and aesthetics in Ottoman-European relations.	SS.7.2.4.	Makes inferences about social and economic transformation based on the institutions that emerged as a result of the reform movements in the Ottoman Empire.
SS.7.4.4.	Realize the effects of the developments in Europe between the 15th and 19th centuries on the formation of today's scientific accumulation.	SS.7.2.5.	Give examples of Ottoman culture, art and aesthetics.
SS.7.7.3.	Recognizes the personal responsibility for the realization of solutions to global problems.	SS.7.7.3.	Questions stereotypes about various cultures.
SS.7.7.4.	Recognizes the responsibility of humanity in the survival of thought, art and literary products, natural beings and historical environments as a common heritage.	SS.7.7.4.	Develops ideas for the solution of global problems with friends.
<b>Total Achievement</b>	<b>f/%</b>	<b>Total Achievement</b>	<b>f/%</b>
39	6 (15.3%)	31	6 (19.3%)

MNE, (2005-2018).

When Table 7 is analysed, the achievements given to 7th-grade in multiculturalism in the 2005 and 2018 Social Studies Curriculum are noted. In the 2005 program, the seven grade is given 6 achievements related to multiculturalism. 15.3% of these achievements are related to multiculturalism. In the 2018 program, seventh grade students are given 6 achievements in multiculturalism. 19.3% of these achievements are related to multiculturalism. 2005-2018 Multiculturalism in Social Studies Curriculum 4-7 comparative findings regarding class achievements are presented in Table 8.

**Table 8.** 2005-2018 Frequencies and Percentage Values of Multi-Cultural Achievements in Social Studies Curriculum

Grades	2005 Social Studies Education Program (f/%)	2018 Social Studies Education Program (f/%)
4	f (6) 13.04%	f (6) 18.1%
5	f (7) 15.2%	f (8) 24.2%
6	f (8) 18.6%	f (8) 23.5%
7	f (6) 15.3%	f (6) 19.3%

When Table 8 is analysed, frequency and percentages of the achievements given in multiculturalism in 2005 and 2018 Social Studies Curriculum are seen according to classes. In the

2005 program, the achievements related to multiculturalism were given to 6th grade at the most, while at least to 4th grade. In the 2018 program, the achievements related to multiculturalism were given to the 5th grade at least and to the 4th grade at least. The findings related to the direct and indirect aims of multiculturalism in the 2005-2018 Social Studies Curriculum are presented in Table 9.

**Table 9.** 2005-2018 Skills Related to Multiculturalism in Social Studies Curriculum

2005 Social Studies Education Program		2018 Social Studies Education Program	
1. Critical thinking		1. Perception of change and continuity	
2. Contact		2. Empathy	
3. Perception of change and continuity		3. Political literacy	
4. Social participation		4. Innovative thinking	
5. Empathy		5. Cooperation	
6. Cooperation		6. Recognizing stereotypes and prejudice	
7. Recognizing Stereotypes		7. Media literacy	
8. Problem-solving		8. Problem-solving	
		9. Social participation	
		10. Critical thinking	
<b>Total Skill</b>	<b>f/%</b>	<b>Total Skill</b>	<b>f/%</b>
15	8 (53.3%)	27	10 (37.03%)

MNE, (2005-2018).

When Table 9 is analysed, the skills related to multiculturalism are included in the 2005 and 2018 Social Studies Curriculum. A total of 15 skills are available in the 2005 program. 8 skills are given to grades 4, 5, 6 and 7 of these skills. 15 skills vary within themselves. Items such as explaining different perspectives, recognizing stereotypes, looking from divergent views, being open-minded, understanding others' thoughts and feelings, respecting differences, finding similarities and differences, perceiving continuity and change that occurs over time, thinking of the people of the past under the conditions of the period, understanding goals and emotions additionally include multiculturalism. 53.3% of these skills are related to multiculturalism. In the 2018 program, a total of 27 skills are available. 10 out of 27 skills are given to grades 4, 5, 6 and 7. 37,03% of these skills are related to multiculturalism. The findings related to the direct and indirect aims of multiculturalism in the 2005-2018 Social Studies Curriculum are presented in Table 10.

**Table 10.** 2005-2018 Multicultural Values in Social Studies Curriculum

2005 Social Studies Education Program		2018 Social Studies Education Program	
1. Being fair		1. Sensitivity	
2. Independence		2. Respect	
3. Freedom		3. Love	
4. Sensitivity		4. Responsibility	
5. Tolerance		5. Justice	
6. Respect		6. Independence	
7. Love		7. Peace	
8. Responsibility		8. Interdependency	
9. Peace		9. Equality	
10. Interdependency		10. Freedom	
11. Equality			
<b>Total Value</b>	<b>f/%</b>	<b>Total Value</b>	<b>f/%</b>
20	11 (55%)	18	10 (55.5%)

MNE, (2005-2018).

When Table 10 is examined, the values given directly and indirectly to multiculturalism given to Grades 4, 5, 6 and 7 in 2005 and 2018 Social Studies Curriculum can be seen. There are 20 values in the 2005 program. 11 out of 20 values are given to grades 4, 5, 6 and 7. 55% of these values are related to multiculturalism. There are a total of 18 values in the 2018 program. 10 out of 18 values are given to grades 4, 5, 6 and 7. 55.5% of these values are related to multiculturalism. Table 11 presents the opinions of the Social Studies teachers about the objectives related to multiculturalism in the curriculum.

**Table 11.** 2005-2018 Objectives of Multiculturalism in Social Studies Curriculum

<b>Themes</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Differences	6	20.6
Qualification	6	20.6
Suitability with students	6	20.6
Legal equality	2	6.8
Cultural elements	8	28.0
Globalization	1	3.4
<b>Total</b>	<b>29</b>	<b>100</b>

When Table 11 is examined, it is seen that the objectives in the curriculum are evaluated in terms of cultural elements (28%), differences (20.6%), qualifications (20.6%) and student suitability (20.6%). Teachers participating in the study stated that the objectives of cultural elements were related to national elements (4), protection of cultural heritage (3) and national economy (1). Within the scope of qualification; it is stated that the objectives are inadequate (4) and sufficient (2), and the differences should be regional (4) and local (2) differences. Table 12 presents the opinions of the Social Studies teachers about the objectives related to multiculturalism in the curriculum.

**Table 12.** Achievements Related to Multiculturalism in Social Studies Curriculum

<b>Themes</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Content	19	61.2
Qualification	7	22.5
Eligibility	5	16.3
<b>Total</b>	<b>31</b>	<b>100</b>

When Table 12 is examined, it is seen that the teachers stated their opinions about the content the most (61.2%). This was followed by qualification (22.5%), and eligibility (16.3%), respectively. Teachers expressed their views in the context of respect for differences (7), be applicable (2), be intense (2), emphasis on international organizations (2), emphasis on cultural elements (1), be gainable (1), be suitable for high level skills (1), inclusive (1), be globalization oriented (1) and appropriate (1). In the scope of qualification, they stated that it is sufficient (3), insufficient (3) and insufficient national elements (1). Table 13 shows the views of Social Studies teachers about the learning domains related to multiculturalism in the curriculum.

**Table 13.** Learning Domains Related to Multiculturalism in Social Studies Curriculum

<b>Themes</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Learning domain	19	59.3
Content	6	18.7
Eligibility	5	15.6
Qualification	2	6.4
<b>Total</b>	<b>32</b>	<b>100</b>

When Table 13 is examined, it is seen that the teachers stated their opinions about the highest learning domain (59.3%). Afterward, content (18.7%), eligibility (15.6%) and qualification (6.4%) were the other subjects, respectively. Teachers expressed their views in the context of respect for differences (2), eligibility with high-level thinking skills (2), tolerance (1) and timeliness (1); Global Connections (8), Culture and Heritage (7), Individual and Society (4), within the scope of eligibility; (1), lack of scope (1) and content (1). Table 14 shows the views of Social Studies teachers about the learning domains related to multiculturalism in the curriculum.

**Table 14.** Skills Related to Multiculturalism in Social Studies Curriculum

<b>Themes</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Program skills	24	66.4
Qualification	12	33.6
<b>Total</b>	<b>36</b>	<b>100</b>

When Table 14 is examined, it is seen that the teachers mostly stated their opinions about the skills included in Social Studies Curriculum (66.4%) and the competence of these skills (33.6%). Teachers stated that (4), perception of stereotype and prejudgment(4), perception of alteration and continuity (4), communication (3), respect for differences (3), tolerance (2), empathy (2), position analysis (2), media literacy (1), environmental literacy (1), perception of time and chronology (1) and social participation (1) skills, were related to multiculturalism within the scope of program skills and that they were sufficient (10) and insufficient (2) within the scope of competence. Table 15 shows the views of Social Studies teachers about the learning domains related to multiculturalism in the curriculum.

**Table 15.** Multicultural Values in Social Studies Curriculum

<b>Themes</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Program values	34	70.8
Qualification	14	29.2
<b>Total</b>	<b>36</b>	<b>100</b>

When Table 15 was examined, teachers have expressed their opinions the most about the program values (70.8%) and then the competence of these values (29.2%). Respect (12), solidarity (5), responsibility (4), sensitivity (3), tolerance (3), love (2), cooperation (2), peace (2) and patriotism (1) were stated within the program values. Teachers stated that these values are sufficient (13) and

insufficient (1). Table 16 shows the suggestions of Social Studies teachers about the learning domains related to multiculturalism in the curriculum.

**Table 16.** Multicultural Values in Social Studies Curriculum

Themes	Frequency (f)	Percentage (%)
Content	11	73.4
Education	4	26.6
<b>Total</b>	<b>36</b>	<b>100</b>

According to Table 16, suggestions were made by teachers in terms of content related to multiculturalism (73.4%) and education (26.6%). Content includes; to be practical (4), to develop respect for differences (4), to raise awareness (1), to develop tolerance (1) and to develop in terms of achievement, skill, value (1); In-service training (2), courses at undergraduate level (1) and regarding the proximodistal principle (1).

### **Conclusion, Discussion and Recommendations**

As a result of the research, when the aims of multiculturalism were examined in the 2005 Social Studies Curriculum and 2018 Social Studies Curriculum, it was concluded that the objectives related to multiculturalism were more included in the 2018 program. While 23.5% of the objectives were related to multiculturalism in the 2005 program, 33.3% of the objectives were related to multiculturalism in the 2018 program. Akhan, Yalçın (2016) and Keskin, Coşkun Keskin (2019) stated that there are 4 items in the 2005 program that contain multiculturalism. Keskin and Coşkun Keskin (2019) stated that the ratio of these aims is 24%. Therefore, it can be stated that these studies in the literature and this study support each other in terms of results. Teachers participating in the study evaluated this issue in terms of differences, competence, and eligibility with students, legal equality, cultural elements and globalization. It was stated that the objectives related to multiculturalism were most related to the cultural elements (28.6%). Teachers who participated in the study evaluated the objectives in terms of national elements, protection of cultural heritage and national economy within the scope of cultural elements.

When we look at the learning domains where multicultural subjects are included in the 2005 Social Studies Curriculum and 2018 Social Studies Curriculum, it is observed that the two programs mainly focus on multiculturalism in the fields of “Individual and Society, Culture and Heritage, Global Connections.” While the proportion of multicultural subjects in the 2005 program was 55.5%, the proportion of multicultural subjects in the 2018 program was 57.1%. It can be concluded that there is a greater proportion of learning domains with multiculturalism in the 2018 program. Keskin and Yaman (2014) stated that the “Individual and Society, Culture and Heritage” learning domains in the Social Studies Curriculum are related to multicultural education. Açıkalın (2010) and Keskin, Yaman (2014) stated that “Global Connections” is the field of learning with multiculturalism. Precisely, it is stated

that the sciences such as geography, anthropology, and economics enable students to have an idea about the relations between societies. In this study, it can be stated that the learning domains related to multiculturalism maintain similar characteristics with the learning domains expressed in the studies in the literature. Teachers participating in the study evaluated this subject in terms of learning domain, content, competence and eligibility. In the learning domains related to multiculturalism, the opinion about the learning domains with the multiculturalism is stated the most (%59,3) . Teachers stated that there is much emphasis on multiculturalism in the fields of Global Connections, Culture and Heritage, Individual and Community learning domains within the scope of learning domain. Similar results were obtained as a result of the document analysis in this study.

The results obtained from the 4th, 5th, 6th and 7th grades of the 2005-2018 Social Studies Curriculum are as follows: In the 4th grades, 13.4% of the 46 achievements in the 2005 program were related to multiculturalism, while 18.1% of the 33 achievements in the 2018 program is about multiculturalism. In the 5th grade, 15.2% of 46 achievements in the 2005 program were related to multiculturalism, while in the 2018 program, 24% of 33 achievements were related to multiculturalism. While 18.6% of 43 achievements in 6th grade are related to multiculturalism, 23.5% of 34 achievements in the 2018 program is related to multiculturalism. In the 7th grade, 15.3% of 39 achievements are related to multiculturalism, while 19.3% of 31 achievements in the 2018 program are related to multiculturalism. As a result, the achievements related to multiculturalism in the 2005 program take place in the 6th and 4th grades at most. In the 2018 program, the achievements related to multiculturalism are in the 5th grade at least and in the 4th grade. According to Keskin and Yaman (2014), in the 2005 program, 16% of 4th-grade achievements, 18% of 5th grade achievements, 8% of 6th grade achievements 13% of 7th-grade achievements multiculturalism is considered. Akhan and Yalçın (2016) stated that 35.3% of the total achievements in the 2005 program were related to multiculturalism. Keskin and Yaman (2014) stated that in the 2005 program, the ratio of the achievements emphasizing multicultural education to all achievements was 13%. Cırık (2008) reported that this rate was 17.2%; Keskin and Coşkun Keskin stated that it was 19%. In this study, it can be stated that the achievements related to multiculturalism exhibit similar characteristics with the achievements expressed by the studies in the literature. Teachers participating in the study evaluated this subject in terms of content, competence and eligibility. In terms of multicultural achievements, content was expressed the most (61.2%). The teachers evaluated the achievements in terms of content for respect of differences, intense achievements, emphasis on international organizations, emphasis on cultural elements, achievements to be suitable for high level skills, being inclusive, be directed towards globalization and eligibility.

There are a total of 15 skills in the 2005 Social Studies Curriculum. 53.3% (8) of these skills are related to multiculturalism. There are 27 skills in the 2018 Social Studies Curriculum. 37,03% of these skills are related to multiculturalism. Accordingly, it was concluded that multicultural skills were



included more in the 2005 program. Teachers participating in the study evaluated this issue in terms of program skills and content. In multiculturalism related skills, the opinion about the program skills was stated the most (70.8%). Within the scope of the skills of the program, teachers evaluated stereotypes and prejudices related to multiculturalism, perceived change and continuity, communication, respect for differences, tolerance, empathy, location analysis, media literacy, environmental literacy, time and chronology perception and social participation skills. Similar results were also found in the document analysis of this study.

There are 20 values in the 2005 Social Studies Curriculum. 55% of these values (11) are related to multiculturalism. There are 18 values in the 2018 Social Studies Curriculum. 55.5% (10) of these values are related to multiculturalism. Accordingly, it was concluded that the values related to multiculturalism were included more in the 2018 program. Teachers participating in the study evaluated this issue in terms of program values and competence. Among the values related to multiculturalism, the opinion about the program values (70.8%) was the highest. Teachers evaluated the values of respect, solidarity, responsibility, sensitivity, tolerance, love, cooperation, peace and patriotism in relation to multiculturalism within the Program values. Similar results were also found in the document analysis of this study. In the research that conducted by Gay (1995), it was concluded that multicultural education is on its way to become a mature curriculum theory on its own and innovations should be made in the program by considering equality and justice values for children. In the research that conducted by some researchers, it was concluded that teacher education and positive attitudes of teachers towards multicultural education have an important role to live together, and it is important to live in a peaceful and respectful way (Yılmaz, 2016; Erbaş, 2019).

The teachers who participated in the study made suggestions about multicultural issues to be included in the program. They evaluated this issue in terms of content and education. In the suggestions about multiculturalism, they expressed the highest opinion (73.4%) about the content. The teachers evaluated the program in terms of being oriented towards implementation, developing respect for differences, raising awareness, and developing tolerance and developing in terms of acquisition, skill and value. In the research that conducted by Salako, Eze and Adu (2013), it was concluded that multicultural education is included in social studies education, and this education is carried out with the collaborative learning method. In the research that called ‘‘the place of multicultural education in social studies curriculum’’ which is conducted by King (2014), the programs of the courses related to citizenship education in 1890 and 1940 were examined and it was stated in this research that multicultural education is an important dynamic in the theoretical development of social studies education. The research Woodson's forgotten legacy which is conducted by King, Crowley and Brown (2010), In the research that called multicultural social studies and its contribution to Afro-American history, it was concluded how the education given in multicultural classes should be, and that social studies educators should pay attention to pedagogical multiculturalism in the programs. In Diworth's

research (2012) that is conducted on multicultural citizenship education, it was concluded that the multicultural content in the program is limited in social studies lessons and this mostly results from textbooks. In the research that is conducted by Wills (2012), it was concluded that multicultural social studies education should focus on building strong relationships between different groups. Based on the findings of the research, the following recommendations may be included:

According to the results of the research, it is perceived that Social Studies Curriculum is at a suitable level in terms of multicultural education application, but it can be said that it should be further developed (in terms of objectives, learning domains, achievements, etc.). It can be stated that to develop an understanding of multiculturalism in social studies courses, the ability to respect differences should be given sufficiently. They are teachers who will educate students on multiculturalism. Therefore, in-service training should be provided in order for the teachers to possess enough information about multicultural education and to make the teaching-learning process more regular.

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