Ecopedagogical Analysis of Middle School EFL Coursebooks in Türkiye

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Abstract

This study examines the ecopedagogical content of middle school EFL coursebooks published by the Turkish Ministry of National Education, which are currently used in public schools. Utilizing qualitative content analysis, the written and auditory materials in four selected coursebooks, which are used at the 5th through 8th grades in public schools, were evaluated based on six ecopedagogical criteria proposed by Gaard (2008) for children's environmental literature: teaching about, in, and through the social and natural environment; teaching the connections of sustainability; urgency; and praxis. The findings of the study indicate that the 7th grade coursebook contains the highest number of ecopedagogical activities, whereas the 5th grade coursebook includes the fewest. Additionally, the analysis revealed significant variation in the distribution of the six ecopedagogical criteria across the activities in the four coursebooks. The criterion most frequently addressed in the activities was "teaching about the social and natural environment". In light of this, the study offers recommendations for incorporating the remaining ecopedagogical dimensions into coursebook activities and highlights the need for further research across different grade levels.

Keywords: Content Analysis, Eco-literacy, Ecopedagogy, EFL Coursebooks

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Introduction

Global awareness of the environmental harm caused by agricultural and industrial development did not arise until the mid-20th century, despite their escalating impact, which is now an issue that has evolved into one of the most urgent global challenges. The rise of modern environmental movements in the 1960s and 70s, such as the founding of Greenpeace, marked a turning point (Kemp, 2004; Hughes, 2016). International attention followed through major conferences like the 1972 UN Conference, the 1987 Brundtland Commission, and the 1992 Earth Summit in Rio, which led to critical treaties and global recognition of ecological issues (Kemp, 2004).

Environmental historians, such as Hughes (2016), highlight the interdependent relationship between humans and nature by focusing on three areas: nature's impact on people, human-driven environmental change, and how human thought and ideology influence ecological transformation. Philosophies, religions, and political ideologies all shape attitudes toward the environment (Glotfelty & Fromm, 1996). Ignoring this intellectual dimension weakens efforts to understand and address the ecological crisis.

Various humanities disciplines, such as history, law, religion, and sociology, have become increasingly concerned with environmental issues since the 1970s (Glotfelty & Fromm, 1996). Green philosophy has also been incorporated into educational paradigm as a response to the ecological issue (Gadotti, 2008). As a result, environmental education emerged and eventually paved the way for ecopedagogy to become a significant critical approach in education.

The Foundations of Ecopedagogy

The World Commission on Environment and Development's (WCED) 1987 publication of the "Brundtland Report", (Brundtland, 1987) which established the idea of "sustainable development" and defined environmental degradation as a problem caused by humans, marked a turning point in the development of ecopedagogy (Grigorov, 2012). Initially referred to as "pedagogy for sustainable development", ecopedagogy began to take shape around this time (Antunes & Gadotti, 2016).

Building on the Brundtland Report emphasizing the significant role of educational institutions and non-governmental organizations (NGOs) in advancing sustainability, the 1992 Earth Summit in Rio de Janeiro produced the "Earth Charter", a foundational text also highlighting the indispensable role of education in addressing ecological challenges and fostering sustainability (Kahn, 2008). The charter emphasized that education should not only raise awareness but also equip individuals with the knowledge, skills, and values necessary for sustainable living. It advocated for a comprehensive review of educational curricula to incorporate interdisciplinary approaches that reflect the environmental, social, and cultural dimensions of sustainability (United Nations, 1992). Although the term

"ecopedagogy" was not explicitly used at the time, the Earth Charter can be regarded as an early conceptual guide for its development.

By fostering a planetary view that encompasses all living forms and educational environments, ecopedagogy diverges from anthropocentric pedagogies (Antunes & Gadotti, 2016). This broader perspective is consistent with critical pedagogy of Freire since it emphasizes social change and questions established power structures. Kahn (2010) notes that the Rio Earth Summit inspired Freire (2000) and others to incorporate ecological concerns into critical pedagogy. As Misiaszek and Torres (2019) argue, ecopedagogy reflects Freire's vision of empowering individuals to critically engage with environmental and social issues, aiming for a more just and sustainable world.

Despite being originally known as "pedagogy for sustainable development", ecopedagogy takes a very critical stand against sustainability-oriented pedagogies as well as environmental education. It opposes conventional methods of environmental education that deal with nature without challenging the underlying political, social, and economic systems. As Kahn (2010) emphasizes, dominant models often isolate ecological issues from broader economic and technological systems and fail to critique existing societal norms, thereby obscuring the root causes of the environmental crisis and limiting transformative action.

Ecopedagogy in Practice

Although ecopedagogy has a strong theoretical foundation, its implementation in educational settings remains limited - primarily because mainstream sustainability education often stops at awareness-raising and isolates ecological issues from their socio-economic drivers, while curricula and coursebook design rarely embed action-oriented components (Arslan & Curle, 2021). A significant milestone in bridging this gap was the United Nations' Decade of Education for Sustainable Development, which emphasized the central role of education in promoting sustainability (Gadotti, 2008). During this period, UNESCO identified the Earth Charter as a key ethical framework, positioning it as a vital tool for integrating sustainability into curricula at all levels (Kahn, 2010). The Earth Charter thus became a foundational reference for educational institutions to achieve sustainable development goals.

In practice, the Earth Charter inspired numerous ecopedagogical projects worldwide, such as the "Youth Peace Project" and "MOVE-Brazil", which aimed to foster community engagement and environmental awareness (Antunes & Gadotti, 2016). One notable initiative, "Exercising Citizenship from Childhood", supported by the Paulo Freire Institute, encouraged children's active participation in shaping educational priorities in São Paulo. Additionally, Dunkley and Smith (2019) demonstrated the application of ecopedagogical principles in non-formal settings through outdoor activities, highlighting how environmental education can be effectively integrated into alternative learning environments.

The International Handbook of Ecopedagogy, published in 2012 with contributions from various scholars, serves as a concrete example of ecopedagogy's practical application in material development (Grigorov, 2012). Designed to encourage reflection, dialogue, and engagement among children, parents, and educators, the handbook is accessible not only to educational institutions but also to individuals. It offers valuable insights into ecopedagogical teaching and promotes a model of education that is love-based, participatory, and creative.

Although the term ecopedagogy is rarely used within Türkiye's educational discourse, significant efforts have been made to incorporate environmental and sustainability education into the Türkiye's educational system. Despite not being incorporated into the formal curriculum design and coursebook development, several initiatives, most notably those funded by TÜBİTAK (Türkiye Bilimsel ve Teknolojik Araştırma Kurumu [Scientific and Technological Research Council of Türkiye]), demonstrate alignment with ecopedagogical principles. Accordingly, these TÜBİTAK-supported projects and their associated academic studies serve as the only applications of ecopedagogy within the Turkish educational context.

Okur-Berberoglu and Uygun (2013) highlight that a common recommendation arising from these projects is the revision of the curriculum to more effectively incorporate environmental education and to place greater emphasis on sustainability, particularly through enhanced teacher training. Achieving this requires a critical evaluation of existing curricula and textbooks from an environmentalist perspective. Without identifying current gaps, suggestions for ecopedagogical program design or material development risk lacking contextual relevance. Thus, further research is essential to assess curricula and educational materials ecopedagogically within the Turkish context.

This study provides the first systematic baseline by quantifying the shortfall in current Ministry of National Education (MoNE)-approved middle-school EFL coursebooks, and by offering a replicable coding frame grounded in Gaard's (2008) six criteria and directed qualitative content analysis. These benchmarks and procedures enable comparative studies across grades and materials, and they pinpoint actionable targets for writers and policymakers—especially where current tasks misalign with national competences emphasizing participation and initiative.

In the Turkish context, ecopedagogical analyses of EFL coursebooks used in state schools remain highly limited. Apart from the studies by Yastıbaş (2020) and Arslan and Curle (2021), which primarily focus on curriculum and syllabus evaluation, no published research directly addresses this area. This study aims to address the existing gap in literature by providing a distinct perspective through an ecopedagogical analysis of middle school EFL coursebooks. For this purpose, this study seeks to answer the following research questions.

1.   What are the frequencies of ecopedagogical activities across the selected EFL coursebooks, and how are they distributed across different grade levels?

2.   To what extent are ecopedagogical conditions present in the ecopedagogical activities of the selected EFL coursebooks?

Method

Research Design

This study employs qualitative content analysis to examine Turkish middle school EFL coursebooks from an ecopedagogical perspective. Content analysis, defined by Krippendorff (1989) as a technique for making valid and replicable inferences from data to their context, has been widely used across disciplines, including education, particularly in textbook analysis. In line with this, the study analyzes ecological activities in selected textbooks using ecopedagogical criteria. As Hsieh and Shannon (2005) explain qualitative content analysis enables systematic coding and pattern identification making it a suitable method for classifying textual data into meaningful themes.

Since this study explores the ecopedagogical dimensions of textbook activities, the analysis is grounded in six criteria adapted from Gaard's (2008) framework for evaluating children's environmental literature. These criteria formed the foundation for the study's predefined coding scheme, thereby situating the research within a directed qualitative content analysis framework, in which an existing theoretical model systematically guides the coding and interpretation processes from the outset. In this method, categories are initially developed from prior theory or research, operational definitions are established, and textual data are then systematically examined for relevant content (Hsieh & Shannon, 2005). To structure this process, the study adopts Kibiswa's (2019) three-phase, eight-step schema, which synthesizes methodologies proposed by Hsieh and Shannon and other scholars and offers a comprehensive framework for directed qualitative content analysis.

Table 1. Summary of Kibiswa's (2019) directed qualitative content analysis framework

	Step	Description
Phase 1: Preparation	1. Framing & Operational Definitions	Identify relevant themes/subthemes from theory and define codes accordingly.
	2. Unit of Analysis & Sampling	Determine which materials will be analyzed and define the unit of analysis.
	3. Familiarization with Data	Review textual data and highlight relevant segments based on predefined codes.
Phase 2: Data Analysis	4. Coding & Organization	Assign codes to highlighted text and compile them in a table with location and additional notes.
	5. Interpretation	Conduct close readings to interpret meanings and draw analytical insights.

	6. Verification	Ensure trustworthiness by justifying findings with evidence (tables, quotes, etc.).
Phase 3: Reporting	7. Structuring the Report	Develop a flexible outline to guide the presentation of findings.
	8. Thick Description	Provide a comprehensive account of the research process and results, supported by visual/data elements.

Coursebooks

This study focuses on middle school EFL coursebooks approved by the Turkish MoNE as its primary data source. Among the two alternative coursebooks offered at each grade level, one is officially distributed to schools. Four textbooks which are used at the 5th through 8th grades in public schools where the researchers and peer debriefers currently teach, were selected for analysis. These coursebooks have been in official use since the 2019–2020 academic year, following their five-year approval by the Board of Education and Discipline on 18.04.2019. Table below demonstrates the selected textbooks.

Table 2. Selected textbooks

Grade	Coursebook Title and Abbreviation	Author/s	Publisher
5	Happy English (HE5)	Cüneyt Ceylan, Gökhan Gümüş, Gizem Kabukçu	Başak
6	English Route 6 (ER6)	Evrim Birincioğlu Kaldar, Lamia Karamil	Pasifik
7	Middle School and İmam Hatip Middle School English Textbook 7 (M7)	Ferahnaz Tan	Bilim ve Kültür
8	Upswing English 8 (UE8)	Baykal Tıraş	Tutku

Framework for Data Analysis

For data analysis, all coursebooks were screened to determine the total number of activities, including listening tasks as a first step. Listening activities were included to ensure a comprehensive assessment of the coursebook content. Repetitive end-of-unit sections such as "Practice Time", "Exercises", and "Self-Study Activities" were excluded from the analysis. Each activity was systematically coded in an Excel spreadsheet to quantify the total number of activities across the four coursebooks.

In the second phase of analysis, the activities were evaluated through the lens of Gaard's (2008) six criteria for ecopedagogy in children's environmental literature, in order to determine their alignment with the principles aimed at fostering children's eco-literacy. Table 3 outlines six codes along with their

operational definitions, developed based on the criteria for ecopedagogy in children's environmental literature.

Table 3. Coding frame of the study

Themes / Codes	Operational Definitions
1. Praxis (P)	Activities that connect theory to practice, encourage eco-friendly behavior, and promote civic or experiential learning to foster sustainability.
2. Teaching about the Environment (TA)	Activities that inform students about social and ecological issues, their causes, and possible solutions at both individual and societal levels.
3. Teaching through the Environment (TT)	Activities that use nature and society as contexts for learning through projects, group work, or hands-on experiences to support social and ecological justice.
4. Teaching in the social and natural environment (TI)	Activities that promote teaching in natural/environmental settings such as field trips.
5. Teaching Sustainability Connections (TCS)	Activities that highlight the interdependence of systems (e.g., humans and animals) and promote equality, rejecting dominance or oppression.
6. Urgency (U)	Activities emphasizing immediate action and the importance of responding quickly to environmental challenges.

An activity is classified as ecopedagogical if it meets at least one of the specified criteria above. To address the first research question, the total number of ecopedagogical activities identified in middle school coursebooks is calculated, and their distribution across different grade levels is examined. To answer the second research question, the study examines which ecopedagogical criteria are fulfilled by the activities and how frequently each criterion is addressed. To ensure trustworthiness in identifying ecopedagogical activities, the researcher employed peer debriefing, a key qualitative research technique.

As defined by Janesick (2007), peer debriefing allows colleagues to evaluate themes and categories to detect researcher bias or overlooked elements. In this study, three middle school EFL teachers in Türkiye, who actively use the analyzed coursebooks, served as peer debriefers to validate the coding process. To ensure consistency in categorizing activities according to ecopedagogical principles, peer debriefers were provided with a checklist and a presentation delivered by the researchers. They independently evaluated 893 activities across four coursebooks and recorded their coding in an Excel file. The researchers then compiled the data from the three debriefers. Discrepancies in coding were discussed and resolved through an online meeting, resulting in a consensus on the final categorization.

Results

Regarding the first research question, a total of 111 out of 893 activities in the four middle school coursebooks were identified as meeting at least one ecopedagogical criterion, corresponding to

approximately 12% of all activities. In other words, 782 activities lacked alignment with any of the ecopedagogical criteria. In the 7th grade coursebook (M7), 40 out of 198 activities were identified as ecopedagogical. Similarly, the 6th grade coursebook (ER6) included 37 ecopedagogical activities out of a total of 257. In the 8th grade coursebook (UE8), 26 out of 253 activities met ecopedagogical criteria, while the 5th grade coursebook (HE5) contained only 8 ecopedagogical activities among 185.

The second research question explored which specific ecopedagogical criteria were addressed and how frequently they appear in the identified activities. Notably, no activity was found to fulfil all six criteria. The maximum number of criteria met by a single activity was three. Table 4 presents a detailed demonstration of the frequency of each ecopedagogical criterion across the four coursebooks.

Table 4. Overall distribution of ecopedagogical criteria in descending order

Name of the Criterion	Frequency
1. Teaching about the social and natural environment (TA)	106
2. Teaching the Connections of Sustainability (TCS)	25
3. Teaching through the social and natural environment (TT)	3
4. Praxis (P)	2
5. Teaching in the social and natural environment (TI)	0
6. Urgency (U)	0

The criterion "TA" emerges as the most frequently observed category across the ecopedagogical activities which is followed by "TCS" with a frequency value 25. "TT" ranks as the third most frequently observed category, followed by the criterion "P". It was observed that none of the activities across the four coursebooks met the criteria "TI" or "U". In other words, a substantial number of activities ($n = 106$) focused on teaching about the social and natural environment, accounting for nearly all of the ecopedagogical activities identified across the four coursebooks ($n = 111$). Similarly, the coursebooks included a considerable number of activities that teach about the connections of sustainability ($n = 25$). On the other hand, the number of activities that teach through the social and natural environment ($n = 3$) and those that involve praxis ($n = 2$) were notably limited. Finally, the coursebooks did not include any activities requiring teaching in a natural setting such as at a seashore or in animal shelters ($n = 0$) nor did they feature activities promoting a sense of urgency ($n = 0$). Therefore, it can be argued that the activities in the coursebooks primarily promoted environmental consciousness by providing information about natural phenomena, rather than by engaging students in hands-on experiences within natural settings or encouraging them to take meaningful action. Table 4 presents the number of activities that meet at least one ecopedagogical criterion, indicating the overall distribution of activities across each category. However, it is important to note that a significant number of activities encompass multiple criteria simultaneously. Table 5 illustrates the frequency of activities that involve only one criterion as well as those that incorporate more than one, thereby providing a more nuanced perspective on the data.

Table 5. Distribution of overlapping ecopedagogical criteria in activities in descending order

Name of the Criteria/Criterion	Frequency
TA	82
TA, TCS	20
TCS	5
TA, TT	2
TA, P	1
TA, TT, P	1

As seen in Table 5, a substantial portion of ecopedagogical activities aligned with only one criterion, with "TA" being the most prevalent ($n = 82$), followed by "TCS" ($n = 5$). In other words, a total number of 87 ecopedagogical activities met just a single criterion. With respect to overlapping categories, 20 activities were found to meet both the "TA" and "TCS" criteria. Another combination, "TA" and "TT" appeared together in only 2 activities. Lastly, just one activity simultaneously fulfilled the criteria for both "TA" and "P", and "TA", "TT", "P".

Discussion and Conclusion

A comprehensive analysis of all four coursebooks, which are used at the 5th through 8th grades in public schools, showed that 111 out of 893 activities met at least one ecopedagogical criterion. The book with the fewest ecopedagogical activities was "HE5" (n = 8). As the 5th grade curriculum includes limited reading and very limited writing activities (MoNE, 2018), this lower number is likely due to the reduced language expectations at this level. Likewise, Jacobs and Goatly (2000) argue that the scarcity of environmental themes in lower level coursebooks stems from material developers' belief that young learners lack the language proficiency needed to engage with such topics.

Based on Jacobs and Goatly's (2000) findings, it might be expected that higher-grade coursebooks, such as "UE8" would include more ecopedagogical activities due to learners' advanced language proficiency. Similarly, Arslan and Curle (2021) found that 12th grade coursebooks featured the most sustainability goals among high school materials. However, this study does not support that assumption. Despite being the highest grade level, "UE8" includes fewer ecopedagogical activities than "ER6" and "M7". Thus, grade level alone does not appear to determine the frequency of ecopedagogical content.

Although 12% of the activities across the four books are identified as ecopedagogical, their distribution is uneven, with "TA" clearly dominating other categories. "TCS" follows as the second most frequent, though its occurrence is notably lower. The prominence of "TA" may be linked to the relative ease of meeting its criteria, as providing information about the social and natural environment in an activity creation process is less demanding for material developers compared to fulfilling other

categories. In contrast, designing activities that meet the criteria of "P", "U", "TI", and "TT" is more challenging for material developers and teachers. Of these, only five activities address "TT" and "P" while none fulfil the "TI" or "U" criteria. In other words, the coursebooks include no ecopedagogical activities that involve teaching in natural environments or promoting urgency. Norat et al. (2016) emphasize the importance of critical praxis in ecopedagogy. However, the selected coursebooks do not encourage students to critically engage with or take action on environmental issues, either locally or globally.

The category frequencies can also be interpreted in light of the "Key Competences" outlined in the MoNE's (2018) foreign language curriculum. The competence "basic skills in math and science" includes understanding the natural world and human impact through observation and experimentation. Given the high number of activities meeting "TA" and "TCS" criteria, it can be argued that these activities contribute to developing students' knowledge of nature, partially fulfilling this competence. Similarly, Ağçam (2019) notes that topics like "wild animals" and "natural disasters" support the attainment of science-related objectives in the curriculum. On the other hand, the emphasis on observation and experimentation within this competence aligns more closely with the features of "TI", "TT", and "P". However, due to the relatively low frequency of activities meeting these criteria, the coursebooks appear to fall short in addressing these aspects of the competence.

Similarly, the "social and civic competence" and the "sense of initiative and entrepreneurship" listed under the "Horizontal Skills" in the Key Competences (MoNE, 2018), emphasize active participation and taking initiative. These goals closely align with the ecopedagogical criteria "TT", "P", and "U", which focus on transformative action. However, only five activities meet the "TT" and "P" criteria, and none fulfill "U". This suggests that these aspects of the curriculum are not adequately addressed in the coursebooks from an ecopedagogical perspective.

The uneven distribution of ecopedagogical categories in the selected coursebooks suggests that, while they succeed in conveying environmental knowledge, they fall short in promoting participatory action. In other words, the activities primarily target the cognitive domain but offer limited support for the behavioral dimension of ecopedagogy. Similarly, Arslan and Curle (2021) emphasize the need for a balanced representation of sustainability goals in high school EFL coursebooks, noting that activities are often limited to the cognitive domain. To foster socio-emotional and behavioral development, Grigorov and Fleuri (2012) suggest incorporating participatory action research as an ecopedagogical method. This approach supports student engagement through action-oriented activities, which can be achieved by integrating the criteria "P", "TI", "U", and "TT" into educational content.

Limitations and Recommendations

While the analysis reveals that most ecopedagogical activities in the coursebooks align with "teaching about the environment", there remains a pressing need to promote experiential and action-

oriented learning. Coursebook writers are encouraged to develop multimodal and contextually grounded tasks that engage learners both cognitively and behaviorally. EFL educators, in turn, can transform static textbook tasks into dynamic projects through simple modifications—such as adding community interaction, field-based inquiry, or creative output. Integrating these strategies not only enhances students' eco-literacy but also aligns with key competences outlined in national curricula, such as civic participation and initiative. Elective courses on ecopedagogical material development may be integrated into ELT programs, while seminars and training sessions can support both pre-service and in-service teachers. TÜBİTAK-supported outdoor projects could also be expanded to include material development components. Consequently, both materials development and teacher training should be reconceptualized to reflect ecopedagogical depth across all levels of instruction.

As for future research, researchers could extend this analysis to other middle school EFL coursebooks offered by the MoNE, enabling comparisons between books at the same grade level. Similarly, primary and high school coursebooks may also be examined. Such studies could aim to integrate ecopedagogical principles and the Earth Charter into curricula aligned with students' cognitive development. Additionally, visual elements in EFL coursebooks could be analyzed to explore how nature and humans are portrayed and whether these representations support ecopedagogical values. Given the crucial role of teacher competencies in the success of the ecopedagogy movement, future studies could focus on pre-service teacher education.

As for the limitations, the study analyses only four middle school EFL coursebooks published by the MoNE. One book is chosen for each grade level. Therefore, ecopedagogical findings cannot be generalized to the coursebooks of other grade levels and institutions other than public schools. In addition, only textual and auditory content are examined. The coursebooks' visual content has not been taken into consideration; thus, the findings are limited to the linguistic content of the activities in the books.

Policy Implications

Although some promising ecopedagogy-based projects initiated by TÜBİTAK have been implemented in Türkiye, efforts in material development remain absent. Therefore, at policy level greater emphasis should be placed on developing ecopedagogical materials for coursebooks. MoNE and the Board of Education and Discipline should treat ecopedagogical material development as a formal procurement and quality-assurance priority rather than an optional add-on. Coursebook activities should be designed to foster experiential learning, civic engagement, participatory action, and collective projects by centering students in the learning process and encouraging active intervention through various ecopedagogical approaches (Grigorov & Fleuri, 2012; Norat et al., 2016). Thus, the activities in the selected coursebooks that focus solely on the cognitive aspect of ecopedagogy by providing environmental knowledge should be enhanced by integrating behavioural dimensions as well. For

example, in "HE5", the criteria "TT", "P", "TI", and "U" are entirely absent. Since the coursebook includes only activities aligned with "TA" and "TCS", its ecopedagogical depth remains quite limited. Nonetheless, there are various opportunities for material developers and educators to enhance these activities by integrating the missing ecopedagogical components. The figure below illustrates an example from Happy English 5 that meets the "TA" criterion.
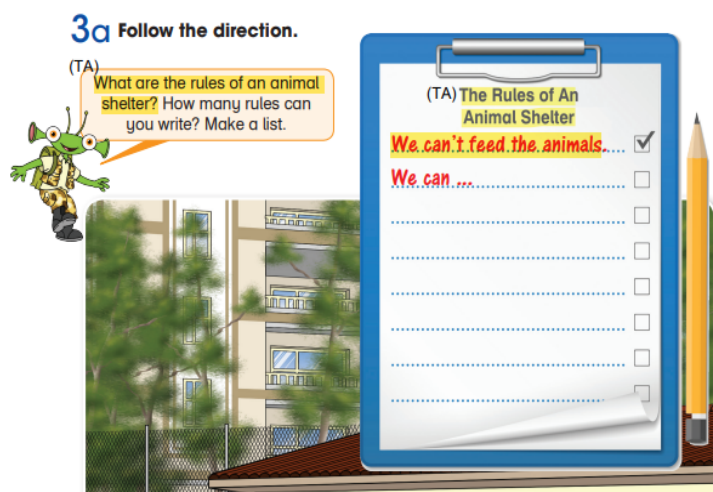

Figure 1. A sample activity fulfilling the criterion "TA" from "Happy English 5"

As seen in the image above, the activity merely asks students to list the rules of an animal shelter, addressing only the cognitive domain and fulfilling the "TA" criterion. Alternatively, it could be redesigned as a field trip combined with a student-led awareness campaign, allowing for the integration of multiple ecopedagogical criteria. The suggested complementary activity, designed to fulfil the criteria "TI", "P", and "TA", could be structured as follows: *Arrange a field trip to a local animal shelter* **(TI)** *and interview the shelter manager. Ask about the shelter's rules and what keepers can or cannot do. Prepare a list based on your findings* **(TA)**. *Then, initiate a social solidarity campaign to help meet the shelter's needs* **(P)**. The suggested complementary activities may be further enriched by incorporating additional ecopedagogical dimensions. It should be emphasized that this example serves only as illustrative references, not as ideal models. Given the multifaceted nature of ecopedagogy, the potential for material development is limited only by the creativity of developers.

Conflict of Interest

The authors have declared no conflict of interest in this study.

Funding Details

The current investigation has not received financial support from any institution-organization.

Ethical Statement

As the research does not include human participants or the collection of personal data, formal ethical approval was not required. The study adheres to academic integrity standards and respects copyright regulations regarding the use of published materials.

Credit Author Statement

The article is based on a master thesis supervised by the second and written by the first author at School of Graduate Studies, Çanakkale Onsekiz Mart University. All authors have contributed equally to this article.

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