

A CASE STUDY ON
DEMOCRACY AND HUMAN RIGHTS EDUCATION IN AN ELEMENTARY
SCHOOL

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

A CASE STUDY ON DEMOCRACY AND HUMAN RIGHTS EDUCATION IN AN ELEMENTARY SCHOOL

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This qualitative exploratory case study focused on understanding how democracy and human rights education is carried out in a public elementary school in Turkey. A preliminary research was done in the USA in order to provide insight and experience into the study.

An elementary school was chosen as a single case in Ankara. The study examined the perceptions of the school community (teachers, students, administrator and parents) related to democracy and human rights education through interviews. The participation to the study was completely based on voluntary action. Six teachers, 38 students, 16 parents and an administrator were interviewed. Observations and document analyses also enabled the researcher to find out the current instructional process concerning democracy and human rights education in different grade levels at elementary education. Content analysis was used to analyze the data.

Research results revealed that democracy is not only a goal to be reached, and not just a form of government but also a concept experienced in all stages of schools. The major finding of the study was that there is a gap between what the school teaches as theory and the reality experienced in school and at home. All participants

agreed that democracy and human rights education should start at early grades, preferably in kindergarten through establishing authentic learning environments where a variety of instructional methods, techniques, materials, textbooks and technology are employed. Besides, the school community indicated the importance of character education, school culture and values that are reflected through the hidden curriculum in schools for effective democracy and human rights education.

Keywords: Democracy, Human Rights, School Community, Hidden Curriculum, School Culture

ÖZ

İLKÖĞRETİMDE DEMOKRASİ VE İNSAN HAKLARI EĞİTİMİ ÜZERİNE BİR DURUM ÇALIŞMASI

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Bu durum çalışması demokrasi ve insan hakları eğitiminin Türkiye’de bir devlet ilköğretim okulunda nasıl yapıldığını nitel veriler ışığı altında araştırmaktadır. Çalışmaya ışık tutması ve deneyim elde etmek amacıyla, A.B.D.’de bir ilköğretim okulunda ön çalışma yapılmıştır.

Bu amaçla Ankara’da bir ilköğretim okulu seçilmiştir. Bu çalışmada okul toplumunu oluşturan öğretmenler, öğrenciler, veliler ve yöneticilerle demokrasi ve insan hakları eğitiminin çeşitli boyutlarına yönelik, var olan ve olması istenen konulara ilişkin, görüşmeler yapılmıştır. Araştırmaya katılım tamamen gönüllülük esasına dayandırılmıştır ve bu çerçevede 6 öğretmen, 38 öğrenci, 16 veli ve bir okul yöneticisi ile görüşmeler yapılmıştır. Ayrıca, gözlemler ve döküman incelemeleri yoluyla demokrasi ve insan hakları eğitiminin ilköğretimin ilk kademesinde nasıl yapıldığına ilişkin derinlemesine bilgiler elde edilmiştir. Görüşme ve gözlemler ile elde edilen veriler içerik analizi yoluyla çözümlenmiştir.

Nitel araştırma sonuçları demokrasinin sadece bir yönetim biçimi olarak değil, okul toplumunca ve okul yönetimince temel stratejiler çerçevesinde, yaşatılması ve yaşanılması gereken bir gerçeklik olduğunu ortaya çıkarmıştır. Ne var ki, okulda ve evde öğrenilenler arasında temelde farklılıklar bulunduğu, dolayısıyla teori ve gerçeklik arasında okul toplumunu oluşturanlar tarafından farklılıklar

görüldüğü gözlenmiştir. Bunun yanı sıra, ilköğretimde demokrasi ve insan hakları öğretiminde konuyla ilgili duyuşsal alan eğitime erken yaşlardan başlayarak önem verilmelidir. Gerçek eğitim durumları ile öğrenme yaşantılarına paralel olarak, sınıf ortamlarında öğretim yöntem ve teknikleri, kullanılan materyaller, ders kitapları ve gerekli teknolojiden yararlanılmalıdır. Bunun yanında, etkili demokrasi ve insan hakları eğitimi gerçekleştirilebilmek açısından formal program yanında, yazılı olmayan ve okul kültürü ile değerlerini yansıtan örtük programın da mutlaka dikkate alınması gerekliliği ortaya çıkmıştır. Araştırma sonuçları, demokrasi ve insan hakları eğitiminin karakter eğitimi programlarıyla desteklenmesi gerekliliğini de göstermiştir.

Anahtar Kelimeler: Demokrasi, İnsan Hakları, Okul Toplumu, Örtük Program, Okul Kültürü

To My Parents and my family

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TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGEMENTS.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xix
LIST OF FIGURES.....	xxii
LIST OF BOXES.....	xxiv

CHAPTER

1	INTRODUCTION.....	1
	1.1 Background to the Study.....	2
	1.2 Purpose of the Study.....	6
	1.3 Significance of the Study.....	7
	1.4 Definition of the Terms.....	10
2	REVIEW OF THE LITERATURE.....	11
	2.1 Introduction.....	11
	2.2 Democracy and Education.....	13

2.3	Democracy and Human Rights Education.....	17
2.4	Character Education.....	19
2.5	Teaching and Learning Process Related to Democracy and Human Rights Education in Elementary Schools.....	24
2.5.1	Democratic Classrooms.....	24
2.5.2	Sustaining Democracy Through Establishing Classroom Rules and Routines.....	26
2.5.3	Instructional Strategies, Methods and Techniques in Democracy and Human Rights Education.....	28
2.6	Informal (Hidden) Curriculum.....	35
2.6.1	School Culture and Values and Hidden Curriculum....	42
2.6.2	Communication and Conflict Resolution in Schools...	45
2.7	Role of Textbooks in Democracy and Human Rights Education.....	49
2.7.1	Social Studies and Life Studies in Democracy and Human Rights Education.....	50
2.8	Teachers and Teacher Training Towards Democracy and Human Rights Education.....	53
2.9	Research and Development in Democracy and Human Rights Education.....	56
2.9.1	A Brief Account of Evolution of Democracy and Human Rights Education in Turkey.....	56
2.9.2	Research Studies Related to Democracy and Human Rights Education Abroad and in Turkey.....	59
2.10	Summary of the Literature.....	67
3	METHOD.....	69
3.1	Overall Research Design.....	69
3.2	Research Questions.....	75

3.3 The Case.....	75
3.4 Data Sources.....	79
3.4.1 Human Sources.....	79
3.4.2 Written Sources.....	80
3.4.2.1 Curriculum and Textbooks.....	81
3.4.2.2 Documents.....	81
3.5 Data Collection Instruments.....	82
3.5.1 Observation.....	83
3.5.2 Interviews.....	85
3.5.2.1 Interview Schedule for Teachers.....	88
3.5.2.2 Interview Schedule for Students.....	89
3.5.2.3 Interview Schedule for Parents.....	89
3.5.2.4 Interview Schedule for Administrators.....	90
3.5.3 Document Analysis.....	90
3.6 Pilot Study.....	90
3.7 Data Collection Procedures.....	92
3.8 Data Analysis Procedures.....	95
3.8.1 Analysis of the Observations.....	96
3.8.2 Analysis of the Interviews.....	97
3.8.3 Analysis of Audio-Visual Materials and Written Documents.....	100
3.9 Preliminary Research.....	100
3.9.1 A Brief Account of Moonlight Elementary School (MES).....	104
3.9.2 Mission Statement of MES.....	106

3.9.3 Programs Unique to MES.....	106
3.9.4 Parent Teacher Organization (PTO) and Relationships with the School.....	108
3.10 Validity and Reliability.....	109
3.11 Ethical Issues.....	111
3.11.1 Informed consent.....	113
3.11.2 Researcher's Status.....	113
3.12 Limitations of the Study.....	115
4 RESULTS.....	117
4.1 Results of the Preliminary Research: Moonlight Elementary School (MES).....	118
4.1.1 Perceptions of School Community Related to Democracy and Human Rights Education at Early Grades.....	118
4.1.1.1 Parental Influence on Children Concerning Democracy and Human Rights Education.....	121
4.1.1.2 Concepts of Democratic Classroom, Democratic Teacher, and Democratic School as Perceived by School Community.....	122
4.1.1.3 Perceptions of School Community Related to Ideal Democracy and Human Rights Education in an Imaginary School.....	124
4.1.2 Instructional Planning, Implementation and Evaluation Process in Relation to Democracy and Human Rights Education.....	127
4.1.2.1 Instructional Methods, Techniques, Technology and Materials Used in the Classrooms Related to Democracy and Human Rights Education.....	136
4.1.2.2 Contributions of Technology and Audio- Visual Aids to Democracy and Human Rights Education.....	138

4.1.2.3 Measurement and Evaluation Procedures in Democracy and Human Rights Education.....	140
4.1.3 Culture and Values of the MES as Perceived by School Community	141
4.1.3.1 Perceptions of School Community Related to Teachers' Reflection of Their Philosophies and Worldviews into Classrooms.....	143
4.1.3.2 Communication Patterns in the School as Perceived by School Community	144
4.1.4 Democracy and Human Rights Education in Social Studies Curriculum and Textbooks in the MES.....	146
4.1.4.1 Social Studies in the Grades 1, 2, 3 in the MES.....	147
4.1.4.2 Social Studies in the Grades 4, 5, 6 in the MES.....	150
4.2 Results of the Case Study: Sunshine Elementary School (SES).....	153
4.2.1 Perceptions of School Community Related to Democracy and Human Rights Education at Early Grades	155
4.2.1.1 Perceptions of School Community Related to Meaning of Democracy and Human Rights....	155
4.2.1.1.1 Perceptions of the Students Related to the Meaning of Democracy and Human Rights.....	156
4.2.1.2 Perceptions of School Community Related to the Importance of Democracy and Human Rights Education at Early Grades.....	161
4.2.1.3 Perceptions of School Community Related to the Concepts of Democratic Classroom, Democratic Teacher, Democratic School Administration and Democratic Family.....	163
4.2.1.4 Perceptions of School Community Related to Ideal Democracy and Human Rights Education in an Imaginary School.....	168
4.2.1.5 Students' Imagination of Ideal School and Meaning of Their Drawings	175

4.2.2 General Instructional Planning, Implementation and Evaluation Procedures in Relation to Democracy and Human Rights Education at Early Grades of Elementary Schools.....	176
4.2.2.1 Expectations of the School from the Students Related to Democracy and Human Rights Education.....	180
4.2.2.2 Instructional Planning, Implementation and Evaluation Procedures in Democracy and Human Rights Education.....	182
4.2.2.3 Instructional Methods and Techniques Applied in Classrooms in Democracy and Human Rights Education.....	185
4.2.2.4 Curriculum, Courses and Textbooks Used in Democracy and Human Rights Education.....	191
4.2.2.5 Instructional Technology and Materials Used in Democracy and Human Rights Education...	194
4.2.2.6 Measurement and Evaluation Procedures in Democracy and Human Rights Education.....	197
4.2.2.7 Parental Influence on Children Concerning Democracy and Human Rights Education.....	199
4.2.3 Culture and Values of the School: Hidden Curriculum.....	200
4.2.3.1 Perceptions of School Community Related to Teachers' Reflection of the Philosophies and Worldviews into the Classrooms.....	203
4.2.3.2 Nature of Communication Patterns in the School as Perceived by School Community.....	205
4.2.3.2.1 Perceptions of School Community Related to Barriers and Problems in Communication in the School	212
4.2.3.2.2 Perceptions of School Community Related to Conflict Resolution in the School.....	214
4.2.3.3 Perceptions of School Community Related to 'Classroom Motherhood'	216

4.2.3.4 Perceptions of Parents Related to Parental Involvement in the School.....	217
4.2.4 ‘Democracy and Human Rights’ in Textbooks Used in the School.....	219
4.2.4.1 Life Studies and Social Studies Curriculum and Textbooks in Sunshine Elementary School (SES).....	219
4.2.4.1.1 Life Studies (Grades 1, 2, 3).....	220
4.2.4.1.2 Social Studies (Grades 4 and 5).....	225
4.2.4.2 Turkish Textbooks (Grades 1-5).....	227
5 CONCLUSIONS AND IMPLICATIONS.....	232
5.1 Conclusions.....	232
5.1.1 Conclusions Related to the Perceptions of School Community with Regard to Democracy and Human Rights Education at Early Grades.....	232
5.1.1.1 Perceptions of School Community Related to the Meaning of Democracy and Human Rights.....	233
5.1.1.2 Perceptions of School Community Related to the Importance of Democracy and Human Rights Education at Early Grades.....	235
5.1.1.3 Perceptions of School Community Related to the Democratic Classroom, Democratic Teacher, Democratic School Administration and Democratic Family.....	237
5.1.1.4 Perceptions of School Community Related to Ideal Democracy and Human Rights Education in an Imaginary School..	240
5.1.1.5 Perceptions of Students Related to an Imaginary School.....	246
5.1.2 Conclusions Related to Instructional Planning, Implementation and Evaluation in Democracy and Human Rights Education.....	247

5.1.2.1 Instructional Strategies, Methods and Techniques Applied in Democracy and Human Rights Education.....	249
5.1.2.2 Curriculum and Textbooks in Democracy and Human Rights Education.....	252
5.1.2.3 Instructional Technology and Materials Used in Democracy and Human Rights Education.....	254
5.1.2.4 Measurement and Evaluation Procedures in Democracy and Human Rights Education.....	255
5.1.2.5 Parents' Contribution to Their Children in Democracy and Human Rights Education.....	257
5.1.3 Conclusions Related to Culture and Values of the School: Hidden Curriculum.....	258
5.1.3.1 Teachers' Reflection of their Philosophies and Worldviews into the Classrooms.....	260
5.1.3.2 Nature of Communication Patterns Among School Community.....	261
5.1.3.3 Barriers and Problems in Communication Among School Community.....	263
5.1.3.4 Conflict Resolution Among School Community.....	264
5.1.3.5 Parental Involvement in the School.....	265
5.1.4 Conclusions Related to Democracy and Human Rights in Textbooks.....	267
5.2. Implications.....	269
5.2.1 Implications for Democracy and Human Rights Education.....	269
5.2.2 Implications for Further Research.....	273

REFERENCES	277
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APPENDICES

A: Examples of Students' Drawings in the SES and MES Study	302
B: Teacher Interview Schedule for the SES.....	309
C: Student Interview Schedule for the SES.....	312
D: Parent Interview Schedule for the MES.....	315
E: Administrator Interview Schedule for the MES.....	317
F: An Example of Coded Observation Schedule.....	319
G: Case Study Protocol for the SES	323
H: Consent Form for the Parents in the SES.....	325
I: An Example of Coded/Labeled Interview Script.....	326
J: Study Information Sheets.....	335
K: Student Interview Schedule for the MES.....	340
L: Teacher Interview Schedule for the MES.....	342
M: Administrator Interview Schedule for the MES.....	344
N: Parent Interview Schedule for the MES.....	346
O: Sample Citizenship Pages in the Textbooks of the MES.....	348
P: 'Participation and Taking Action' in the Textbooks of the MES.....	351
R: Illustrative Case for the Students in Focus Groups.....	355
S: Turkish Summary.....	357
VITA.....	383

LIST OF TABLES

TABLES

Table 3.1	Timeline for the Overall Research Process.....	71
Table 3.2	Background Information About the Participants.....	77
Table 3.3	Student Population in the 2001-2002 School Year.....	78
Table 3.4	Data Collection Instruments, Techniques and Data Sources...	79
Table 3.5	Gender, Age and Grade Levels of Students.....	86
Table 3.6	An Example of the Categories Emerged from the Coded Data According to the Participant Groups.....	99
Table 4.1	Importance of Democracy and Human Rights Education at Early Grades.....	119
Table 4.2	Democratic School, Democratic Classroom, and Democratic Teacher as Perceived by School Community.....	123
Table 4.3	Democracy and Human Rights Education in an Imaginary School as Perceived by School Community.....	125
Table 4.4	General Instructional Planning, Implementation and Evaluation Procedures as Perceived by School Community...	130
Table 4.5	Instructional Method, Techniques, Technology and Materials Applied in Classrooms as Perceived by Teachers	136
Table 4.6	Contributions of Technology and Audio-Visual Aids to Democracy and Human Rights Education	138
Table 4.7	Measurement and Evaluation Procedures Applied in Classrooms as Perceived by Teachers.....	140
Table 4.8	Culture and Values of the School as Perceived by School Community	142

Table 4.9	Communication Patterns in the School as Perceived by School Community.....	145
Table 4.10	Major Topics and Proficiencies in Relation to Democracy and Human Rights Education in Social Studies (Grades 1-3).....	148
Table 4.11	Major Topics and Proficiencies in Relation to Democracy and Human Rights Education in Social Studies (Grades 4-6).....	151
Table 4.12	Meaning of Democracy and Human Rights as Perceived by School Community	156
Table 4.13	Importance of Democracy and Human Rights Education as Perceived by School Community	162
Table 4.14	Democratic School, Democratic Classroom, Democratic Teacher and Democratic Family as Perceived by School Community.....	164
Table 4.15	Ideal Democracy and Human Rights Education in an Imaginary School as Perceived by School Community.....	169
Table 4.16	Expectations of the School from Students Related to Democracy and Human Rights Education.....	181
Table 4.17	Instructional Planning and Implementation Related to Democracy and Human Rights Education.....	183
Table 4.18	Instructional Methods and Techniques Applied in Classrooms in Democracy and Human Rights Education	186
Table 4.19	Curriculum, Courses and Textbooks Used in Democracy and Human Rights Education	192
Table 4.20	Instructional Technology and Materials Used in Democracy and Human Rights Education.....	195
Table 4.21	Measurement and Evaluation Procedures in Democracy and Human Rights Education.....	198
Table 4.22	Culture and Values of the School as Perceived by School Community.....	201
Table 4.23	Reflection of the Philosophies and Worldviews of Teachers into the Classrooms as Perceived by School Community.....	204
Table 4.24	Nature of Communication Patterns in the School as Perceived by School Community.....	206

Table 4.25	Barriers and Problems in Communication in the School as Perceived by School Community.....	213
Table 4.26	Conflict Resolution in the School as Perceived by School Community	215

LIST OF FIGURES

FIGURES

Figure 2.1	Different Perspectives on Hidden Curriculum.....	35
Figure 3.1	Illustration of the Overall Design of the Study.....	70
Figure 3.2	Basic Types of Designs for Case Studies.....	73
Figure 3.3	General Appearance of Data Collection Methods, Instruments and Process in Line with the Research Questions	82
Figure 4.1	Physical Appearance of a Classroom in the MES.....	128
Figure 4.2	Physical Appearance of a Classroom in the SES.....	177
Figure 5.1	Perceptions of School Community Related to the Meaning of Democracy and Human Rights.....	234
Figure 5.2	Physical and Environmental Structure of an Ideal School as Imagined by School Community.....	241
Figure 5.3	Instructional Process in an Ideal School as Imagined by School Community.....	242
Figure 5.4	Ideal Teachers in an Ideal School as Imagined by School Community.....	244
Figure 5.5	Measurement and Evaluation Procedures in an Ideal School as Imagined by School Community.....	245
Figure 5.6	Communication Pattern in an Ideal School as Imagined By School Community.....	246
Figure 5.7	Expectations of the School from the Students and Barriers in Meeting Them.....	247
Figure 5.8	Instructional Strategies, Methods and Techniques Applied In Classrooms.....	250

Figure 5.9	Technology, Sources and Materials Used in Democracy and Human Rights Education.....	254
Figure 5.10	Measurement and Evaluation Related to Democracy and Human Rights Education	256
Figure 5.11	Culture and Values of the School as Perceived by School Community.....	258
Figure 5.12	Nature of Communication Patterns in the School as Perceived by School Community.....	262
Figure 5.13	Major Barriers in Communication in the School as Perceived by School Community.....	264

LIST OF BOXES

BOXES

Box 1	An Example of Coding / Labeling of the Raw Interview Data.....	98
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CHAPTER 1

INTRODUCTION

*Democracy needs to be
reborn in each generation
and education is its
midwife.*

John Dewey

As we are in the 21st century, boundaries between states with regard to democracy and human rights are increasingly being abolished. For several decades the wind of globalization also caused these concepts to spread especially in the developing countries, including Turkey. Although the subject of democracy and human rights today arises only in pluralistic and democratic societies, this attracts the attention of people dealing with education at any level. The people in the rest of the world, as well as in Turkey, witness enhanced sensitivity towards democracy and human rights among all units of the society.

As was stated by many educators (Davies, 1999; Donnelly, 1999; Harber, 1994; Kaltsounis, 1999; Kılıç, 1998; McCorquodale & Fairbrother, 1999; Payaslıoğlu & İçduygu, 1999; Ravich, 1991), the notion of democracy is seen as a taken-for-granted value in many countries in the world. Democracy and human rights awareness in democratic regimes receives more attention as the topic warmly debated in the media, non-governmental organizations (NGO) and in society. These discussions are certainly focused on building up a common democracy and human rights culture in the society. On the other hand, there are some questions to be asked: What does our society hold out for the young children? What do we mean by democracy and human rights education? Do we really want a society in which

citizens merely do as they are told? The responses to these questions are reflected in the national goals of education as well as in our schools in practice.

In order to achieve the major goals of democracy, two main aspects of human rights are strongly emphasized in Turkey: First, aligning the laws and regulations with international legislation, and second, promoting democracy and human rights through education (Ministry of Foreign Affairs, 2003).

In that sense, education seems to be vital in spreading the democracy culture in society.

1.1 Background to the Study

Many western countries that regard themselves as models for respecting democracy and human rights pedantically inculcate these principles in schools. They are highly sensitive about translating democracy and human rights-related theories and principles into the daily life in schools.

Since the beginning of the preparatory stage of the Universal Declaration of Human Rights, Turkey has actively contributed to the development of international human rights covenants. In addition to the legislative reforms that are the results of the memberships to international organizations, efforts to disseminate awareness of democracy and human rights through education have been intensified.

United Nations, UNESCO and other international institutions have invited the member countries to develop their national plans towards democracy and human rights education as a requirement of the 21st century. For example, the mission of the UNESCO is to build peace in people's minds by contributing to human development within the framework of justice, freedom and peace to which human rights issues are closely related.

As parallel to these developments, The Human Rights Coordinating High Committee established a National Committee for taking into account the UN's General Assembly's declaration that years from 1995 to 2004 were to be the decade of human rights education. Turkey was one of the first countries to develop a national committee by establishing its 'National Action Plan' and to spread democracy and human rights education across the country. This process necessitated to place democracy and human rights education in textbooks and they were first

incorporated into Turkish educational system as required courses in the seventh and eight grades in 1998. An elective course called ‘Democracy and Human Rights Education’ was designed and has been taught in high schools since 1999 (Ceylan & Irzik, 2004). This Committee has been working on the measures required in the area of democracy and human rights education and the tasks to be performed, not just in schools but in all levels of the society.

In addition to elementary and secondary education, some human rights centers were established in different universities and institutions. A human rights course is compulsory at the Police Academy. Some courses on human rights were added to preparatory programs for civil service candidates. A portion of vocational training courses for public officials has been allocated for human rights in a democratic context. The State Ministry in charge of human rights has signed a protocol with the Turkish Radio and Television Institution in order to disseminate the concept of democracy and human rights to the citizens in Turkey.

As stated above, there has been an increased effort in Turkey to incorporate the awareness and consciousness of democracy and human rights education into the Turkish educational system, as was stated by Ceylan and Irzik (2004). In light of the action plan mentioned above, several conferences, meetings and activities have been organized by governmental and non-governmental organizations for democracy and human rights education in Turkey. Participants from the National Committee on the Decade for Human Rights Education, the National Human Rights Education Committee, non-governmental organizations, labor unions, related bodies from the MONE, universities and other state agencies exchange information and share their experiences in democracy and human rights education. Numerous governmental and non-governmental organizations (NGOs), labor unions and professional guilds have adopted and begun to put into practice related programs. The target group for democracy and human rights education in Turkey also included students and teachers in schools. Many of the participating institutions believe that elementary level is of primary importance in democracy and human rights education.

The Turkish education system has faced vital changes in various aspects especially during the last two decades. The concepts, approaches and mentality have been revised parallel to the combination of the primary and middle school levels within the new structure of K+8. Such conceptual discussions, however, date back to 1950s (Tertemiz, 1999, cited in Piyade, 2000).

The basic structure of the National education system is outlined in the Basic Law No.1739. The educational system is divided into two main sections: formal and informal. Primary education is under the heading of formal education. It is compulsory and free of charge for the children from the ages of six to fourteen in public schools in Turkey. According to the MONE, education is an indispensable process in the psychological, socio-cultural and economic life which shapes an individual according to his/her interests, wishes and abilities based on positive thinking in the direction of society's knowledge, values and behavioral principles. It raises citizens who are committed to the ideals of peace, freedom, social justice, and democratic awareness, and integrates national and universal values in compliance with each other. As can be seen from the objectives of the law, the primary duty of this step is to prepare learners to be good citizens (MEB, 2004a).

At present, the only courses in Turkey that expose children to democracy and human rights concepts and develop awareness at the primary level are Life Studies, Turkish and Social Studies. Life Studies has been a pivot course and plays a crucial role in democracy and human rights education at early grades of elementary schools. This course has been designed with an interdisciplinary approach since the teacher has to teach different topics at the same time, such as history, geography, citizenship, health, security and science (Sönmez, 1999a).

Campbell (2000) states that democratic values are not just promoted by these courses. We must also construct the school environment to teach the components of character education such as mutual respect and tolerance. So prior to moving on to the secondary level, it seems to be very important for the children at primary stage to internalize democratic values parallel to the topics presented in the textbooks.

One of the current attempts of Ministry of National Education (MONE) is to adapt and implement the related EU legislation in all areas in education, including democracy and human rights education in formal curriculum. Grasping the meaning of democracy and human rights and acquiring the necessary skills and knowledge to exercise them might be almost impossible through abstract forms (Council of Europe, 1997a). What one needs to ask, in that respect, is whether the principles of democracy and human rights are reflected in the school, instructional processes, interaction patterns among students, teachers and the school community as a whole.

There are very few studies that investigate democracy and human rights education, especially at elementary level, in Turkey. Most of them are limited to the

quantitative surveys seeking only the expectations, perceptions and attitudes of the teachers, students or administrators (Bayram, 1998; Çalık, 2002; Çetinkaya, 1998; Kasapoğlu, 2001; Koca, 1998; Yeşil, 2001). Some of them are related to the evaluation of the democracy and human rights curriculum, courses and textbooks (Akbaşlı, 2000; Aras, 2000; Büyükdemir, 2001; Kepenekçi, 1999; Otluca, 1996; Seven, 2001; Türker, 1999) and others are related to the evaluation of the Life Studies and Social Studies courses (Akar, 2001; Bilge, 1997; Çıkrık, 2001; Karagülle, 1988). There are also a few research studies investigating the effect of different instructional strategies, methods and techniques in democracy and human rights education (Tay, 2002; Üstündağ, 1997) and investigation of attitudes and behaviors of school community members in elementary school level (Aras, 2000; Atasoy, 1997; Oktay, 1997). Majority of these studies related to democracy and human rights education in Turkey are introduced in Chapter 2.

Since the meaning is embedded in people's experiences (Merriam, 1998), there is an obvious need to explore the genuine atmosphere and the nature of relationships in an elementary school using a holistic and exploratory research approach. The educators agree that elementary schools create democratic ideals and opportunities and they have an obligation to acknowledge themselves as moral learning communities (Goodlad et al., 1990).

Regarding the vitality of elementary schools, Campbell (2000) states that democratic values are taught in the formal curriculum of history and social studies. Developing these values and skills at early grades of elementary schools, along with reading and writing are the main tasks of public schools. The schools promote democracy and human rights when students learn to work together, develop mutual respect, solve conflicts and learn to achieve adaptation of these characteristics into the daily school life.

Parallel to this interpretation, Seefeldt (2001) cites Dewey's and Tanner's views that in early grades children are prepared not only as members of the society, but also as citizens of a democratic society by practicing it.

Since we believe that we live in a democratic society, we need to understand how children learn and practice democracy and human rights at early grades of elementary schools. Therefore, this study addressed two vital standpoints with regard to the research questions related to democracy and human rights education in a selected public elementary school. First was understanding the perceptions of the

school community related to democracy and human rights education. The second question aimed at penetrating the genuine practice of democracy and human rights education in the school setting by taking into account the culture and values of the school, as it is reflected in the hidden curriculum. So, the researcher investigated the ‘desired’ and ‘current’ situation of democracy and human rights education in primary grades of this elementary school.¹

1.2 Purpose of the Study

The purpose of the study is to explore and describe the democracy and human rights education with regard to the instructional process and the hidden curriculum at the first stage of a public elementary school.

Therefore, this research sought to find an answer to the following general question:

- How is democracy and human rights education actualized at the first stage of a public elementary school?

In order to answer this general question, the following specific research questions were formulated:

1. What are the perceptions of teachers, students, administrators and parents related to democracy and human rights education in a public elementary school?
2. How do teachers plan, implement and evaluate teaching and learning processes in relation to democracy and human rights education in a public elementary school?
3. What are the culture, values and atmosphere of the school in relation to democracy and human rights education in a public elementary school?
4. How are the topics of democracy and human rights presented in textbooks and in other documents in a public elementary school?

¹ The school has two stages: primary (grades 1-5) and middle (grades 6-8). In this study only primary level was included.

1.3 Significance of the Study

The quality of school curricula and the quality of instruction are the two important features of any educational enterprise (Eisner, 1985). The curriculum is what the schools teach in a broader meaning and it is developed considering the needs of the society. If the needs of a society are to maintain and spread the democracy and human rights culture in schools, the curricula should be designed parallel to these expectations and needs. Soder (1996) points out that the fulfillment of an educational mission depends on the ability of the teachers to cultivate the democratic setting and to create learning opportunities that reflect the curriculum for democracy.

Being vital for living together in a democratic society, the concepts of participation, participatory citizenship, co-operation, dialogue and respect seem to be increasingly recognized. As Dewey (1966) states, school and classroom is a microcosm and they should reflect the real world behind them. So, conveying the real meaning of those concepts into the classroom becomes more important. Unless teachers are aware of those concepts, neither a real democratic atmosphere can be established in the classrooms nor the students can be prepared for the democratic society.

There are different models of how democracy and human rights education (under the citizenship education category) can be incorporated into the curriculum in schools. Council of Europe points to two main approaches. First is the permeation of the cross-curricular model. In this model democracy and human rights education “is a part of all subjects and the responsibility of all teachers” and in the second model, the main course, democracy and human rights education “is seen as a subject in its own right, and has a regular place in the school timetable” (Fogelman, 1995, p. 8).

In school life many activities, projects including homework assignments, sports events and other social gatherings may teach important values of the society the children live in. So, the culture of the school and the hidden curriculum which are implicitly experienced by children via the school culture and values should be regarded as important as the written or explicit curriculum.

Somehow the hidden curriculum acts as a mirror of the formal curriculum. The formal curriculum is usually thought of as planned educational experiences in learning settings. However, students learn more from the hidden curriculum, which is

made up of all the personal and the social characteristics students acquire from the everyday life at school. The hidden curriculum can result in either negative or positive directions. However, the hidden curriculum has a greater potential of serving the intended goal of transferring positive values to students, as long as it is supported by such programs as character education, conflict resolution, and peace education.

Ryan (1993) exemplifies that “if a spirit of fairness penetrates every corner of a school, children will learn to be fair... By creating an atmosphere of high standards, the hidden curriculum can teach habits of accuracy and precision” (p. 3).

In our world today, schools have more important roles in helping pupils to discover the good and the positive and help them learn about the real world. Also elementary schools are places where a form of character education is provided for pupils, especially at early grades. Ryan (1993) states that school’s curriculum must teach children something else rather than just being citizens. Schools must create opportunities for students to discover what is most worthwhile to know and helping them realize that it is important to be citizens with good characters (Dorsett, cited in Ryan, 1993).

Dolenga (1989) states that elementary grades are critical for assimilating and raising awareness of democracy. In order to be successful in democracy and human rights education, the early grades of elementary schools should teach necessary attitudes both in the formal and in the hidden curriculum. In that sense, it is very clear to see that culture, values and ethos of schools become more and more important concepts in order to attain not only the cognitive, but also the affective outcomes. Thus, primary level is perceived as highly crucial, since giving priority to core concepts in democracy and human rights education at this stage would create greater chances of enabling young children to think creatively, alternatively and reflectively. These are probably the essence of democratic citizenship. This research is believed to make important contributions to the related literature by providing insights into how a school community in a Turkish elementary school context perceives the current and desired status of democracy and human rights education. The findings of a preliminary research carried out by the researcher in an American setting may also help drawing some implications regarding the two different settings in this respect, although no straightforward comparisons are intended.

The decision to focus on early elementary grades (K-5) as the research framework of this study basically draws on Thompson’s (1982) rationales, as well as

taking into account the current social transformation processes in Turkey. They are as follows.

1. Various recent and ongoing studies have been conducted on democracy, human rights, and civics education at the secondary school level, especially in high schools. Although researchers aim at understanding the democratic roles, perspectives and instructional procedures in schools, very few of them explore them using in depth qualitative methods which might reveal how these might impact actual classroom practices.
2. Classroom teachers spend more time with the same group of children and appear to be more influential in their (moral and social) development, and children learn moral values at early ages parallel to civics education. Therefore, understanding the genuine classroom environment through qualitative instruments is more likely to present a clearer picture of relationships and their impact on the school culture and values.
3. Turkey runs its candidacy to EU membership. Therefore, the desire to study democracy and human rights education was further grounded on the principles of international institutions such as European Council, UNESCO and UN that suggest and require certain improvements in the establishment of democracy and human rights throughout this process.

The researcher basically deals with the “why” and “how” questions by participating in and penetrating into the school atmosphere. Thus, the researcher observes and takes into account the perceptions of the school community as a means of answering these questions. It is the belief of the researcher that this in-depth qualitative case study on democracy and human rights education in an elementary school would yield a deeper and richer understanding of the school community as an influence on the actual practices of democracy and human rights education.

It is hoped that this study might help explain how the formal curriculum is translated into the actual teaching processes by the teachers, as well as providing insights into the impact of the overall culture and values system of the school throughout the implementation of the curriculum. Lastly, three selected textbooks are analyzed with respect to how compatible they are in terms of the general goals and

how appropriate is their content coverage in relation to democracy and human rights topics.

1.4. Definition of the Terms

Democracy: According to the American Heritage Concise Dictionary (1994), democracy is the government by the people, exercised either directly or through elected representatives. This term also includes the principles of social equality and respect for the individual within a community.

Human rights: The American Heritage Dictionary of the English Language (2003) defines human rights as the basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

School Community: A group of people including teachers, administrators, school staff, students, and parents of students who are intimately attached to a specific school (Stolp & Smith, 1994). In this study, however, the school community mainly consisted of teachers, administrator and parents; the researcher included students only in taking into account of the observations and focus groups. Therefore, the researcher presents the results in light of the data collected from teachers, administrator and parents of the students. The members of the school community are, sometimes, called as ‘participants’ in the study.

Hidden curriculum: Collins Dictionary of Sociology (2000) describes the hidden curriculum as the set of values, attitudes, knowledge frames, which are embodied in the organization and processes of schooling and which are implicitly conveyed to the pupils.

School culture: School culture can be defined as the transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community (Stolp & Smith 1994)

CHAPTER 2

REVIEW OF THE LITERATURE

The review of the literature on related topics with democracy and human rights education provides insights in the educational theory and practice for elementary schools. The following literature review is based on a broad investigation of books, journals, web, electronic databases, master's theses and doctoral dissertations, and other sources from which could be collected in relation to theory and practices of democracy and human rights education in.

2.1 Introduction

21st century requires high demands in education with regard to the globalization, multiculturalism, and democracy and human rights. Demands in changing roles of teachers as well as of learners result in certain improvements in education. These improvements are provided mostly through public schools and teachers are assumed to be the major agents in democratic enculturation process in democratic societies. They have certainly an important role in implementing democracy, human rights and social justice that are the key characteristics of those societies. In that sense schools lie at the heart of democracy and human rights education (Niemi, 1999).

Democracy education is more than a matter of established legal and formal rights and responsibilities. It covers also the wide range of possible relations between individuals, groups, associations, organizations and communities. Education for democracy can take place in schools, but also outside of them, in any place where people get together, at any time during people's lives. In that sense, the schools should not only deal with formal curriculum also the informal curriculum which can be seen within the school itself.

As Mayer (cited in Unruh & Unruh, 1984) suggest that democracy requires the school to be the main source in learning and social change. In line with this understanding, O'Hair, McLaughlin and Reitzug (2000) explain that preparing students for life in a democracy must be the primary purpose of schooling, and schooling for democracy requires schools to practice authentic instructional process designed to connect the students' life with genuine learning practices in the community.

Expanding the meaning of democracy and the relationship with education, Dewey (cited in Risko & Kinzer, 1999) explains, "democracy is a way of individual life; that it signifies the possession and continual use of certain attitudes, forming personal character and determining desire and purpose in all the relations of life" (p. 64). Dewey goes on to mention about three principles: democratic citizens are moral equals, the people can make intelligent judgment and action, and the ability of human being in cooperation and conflict resolution.

One of the crucial components of democracy is certainly participation. Democracy and human rights education is essential for individuals in 'participation' to decision making. Participation is seen as a key in democracies. It means that every person can play an active part to find a role in society, become involved and participate in its development. In that sense one must question about responsibilities in the society. Responsibility is very much related to the concepts of independence, solidarity and an awareness of common welfare. A sense of responsibility is developed through active learning and as a result of participation in educational institutions especially. This is one of the fundamental requirements from schools in any country. These requirements reflect the characteristics that may be attributed to progressive education.

During this century, child centered education has been called progressive education. These two terms were used interchangeably. Child-centered education has been, and is, a challenge to more traditional practice especially in elementary schools. It has been characterized by 'freedom, activity and discovery' and a concern with process as opposed to content (Cohen, Manion, & Morrison, 1996). It was also noted for its desire to broaden concepts such as education, learning and responsibility. Dearden (1984) argues that child-centered educational theory deals with the physical, social, emotional, spiritual, and moral as well as the intellectual sides of child development. According to Morrison and Ridley (cited in Cohen et al.,

1996), the child-centered education was reflected not only in the pedagogical styles adopted but also in the physical appearance of the school building as a whole and age-related teaching areas in classrooms.

Progressive education consists of several components. According to Sadker and Sadker (2003), first is including health and community life issues into curriculum. Second is applying new research in psychology and the social sciences into classroom practices. Lastly, emphasizing “a more democratic educational approach, accepting the interests and needs of students through progressive philosophy” (p. 320).

Osler and Starkey (1994) points out that, in a living community, democracy and human rights education draws an ethical framework. As Europe aspires to be continent of democratic states accepting human rights as their basic principles, a human rights ethic and understanding for a democratic context should be a feature of all schools in Turkey too.

It has to be acknowledged that schools, universities and non-governmental organizations seems to be far from establishment of effective partnerships for democracy and human rights education in Turkey, as Demirtaş (1988) stated. Schools and universities need to study cooperatively and emphasize new learning methods and procedures that consider the ‘individual’, and the individual’s structuring and personalization of his/her own knowledge. This will mean reappraising the role of teachers in their relationship with the students and training them in keeping with their new role. The trend is thus towards far-reaching innovation in the education system and meeting the demands of 21st century through reappraisal of the schools’ role.

2.2 Democracy and Education

Democracy is a Greek originated term and it includes two words: ‘demos’, meant people, and ‘kratos’ meant power or authority (Kaltsounis, 1990; Singleton, 2004; Soder, 1996).

Kaltsounis (1990) points out that democracy is not like an ideology which tries to direct the peoples’ life in the society. He goes on to state that “instead, democracy allows the people of a society, through open debate and through

compromise, to arrive by themselves at a consensus about the purpose of life and the way in which that purpose should be achieved” (p. 190).

Last century many educators wrote about democracy and education relationship and the reflections in schools. From Dewey and Rugg to more contemporary social studies educators, they dwelled upon democratic values, knowledge about democratic ideals, societal problems, decision making and collaboration skills, and citizenship under the umbrella term of democratic education (Wade, 2001).

There are number of values in the definition of democracy. As Dewey (1966) thought that democracy is not just a political but also a social system. He also defines democracy as “more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience” (p. 87). He also sees democracy as “the idea of community life itself” (Goodman, 1992, p. 7).

Robertson (1992) asserts that Dewey did not propose that establishing a democratic culture in a society would not be easy. He trusted schools in fostering the scientific attitude of students in engaging democratic citizenship consciousness.

Schools must act as the conservatories for democracy that democratic values are transmitted by experiencing them, exactly as in musical conservatories (Meyer-Bisch, 1995). They must provide fundamental principles of democracy in elementary school curriculum. These principles should be incorporated into the culture and ethos of schools. Since students learn best by doing, the principles and ideals of democracy must be taught in such a way that they can be practiced (Drisco, 1993).

Expanding the role of schools in democracy education, Pajak and McAfee (cited in Tanner & Tanner, 1995) declared that “we believe that schools continue to have an even more important charge, that of preparing students for citizenship in a democracy” (p. 685). In addition to these aims of schools, Tanner and Tanner (1995) state that democratic citizenship is a practical goal and it requires democratic relationships in its contexts. They indicate Dewey’s idea that democracy is characterized by a “widening of the area of shared concerns” is based on a recognition that cultural and individual differences lead to differing experiences (p. 686).

Sehr (1997) stated that American education has always aimed to prepare children for democratic citizenship. As Tyler pointed out that (cited in Tanner & Tanner, 1995) educating for democratic citizenship is the most generally accepted

goal of American education and, further, the question of “what young people should learn in order to participate intelligently in this changing society must be faced by each new generation” (p. 112). The most important mission of education in democratic societies is to foster and empower democratic life. The schools in the United States included human rights education into curriculum, in the 1980s.

As Tanner and Tanner (1995) pointed out that human experience is an interactive process. As the school helps each child to participate with others in finding the best available knowledge to make a decision, a common experience is achieved. Such experiences are connected to the democratic ideal. The more diverse the school population, the greater is the need to provide shared experiences for developing mutual understanding and respect.

Hendrick (1992) points out that teaching children to value themselves and others is strongly recommended to teachers. This has paramount importance in democracy education. Regarding teaching values through democracy and human rights education, Beyer (1971) also advocates that inquiry is not only based on the knowledge and possession of attitudes and values, it also requires working with them. This is the process which grows out the attitudes, values and knowledge. In a formal curriculum one cannot expect from students to acquire only cognitive objectives and skills in. Also, inquiry teaching does not accept this view as Beyer stated above. There should be affective characteristics which promote what has been learned from formal curriculum.

Audigier (2000) advocates that there are some core competencies in democratic citizenship concept and they might provide a theoretical framework which can be used to define, orient, incite and analyze activities. A classification which divides those activities in terms of certain categories is the categories of cognitive, affective and action competencies. Audigier (2000) goes on to state that cognitive competencies comprise four dimensions. First is the knowledge of social life in democratic conditions considering the powers in a democratic society. Second is the knowledge awareness of the current world. Third is using competencies in a variety of situations such as analysis and synthesis steps. And last one is the knowledge of the principles and values of democratic citizenship.

Giroux (1983) states that children must learn not only how to clarify values transmitted by schools, they must be taught underlying accounts of the values and the sources of these values. There are also affective competencies in democracy and

human rights education, such as conviction and adhesion to the values of human rights and democracy. The affective dimension always lies at the heart of democracy and human rights education. Democracy and human rights are not just as a series of rights and duties; this is also associated with a group or groups. So, it requires both personal and collective dimensions (Audigier, 2000).

Knowledge, attitudes and values have a meaning in the society. They are all related to the actions of people in everyday life. Audigier (2000) clarifies competencies related to action of people as

the capacity to live in the society, to co-operate, construct and implement joint plans, to take on responsibility;
the capacity to resolve conflicts in accordance with the principles of democratic law;
the capacity to take part in public debate, to argue and choose in a real-life situation. (pp. 8-11)

In elementary schools, also in other schools, three dimensioned competencies, as was formerly stated by Audiger (2000), should be considered because they are interrelated with each others. If the school is to educate pupils as democratic citizens, it must constantly ensure that the ways in which it operates are not contrary to human rights. The school must turn into a place for dialogue, exchange, regulation, respect and participation for an ideal democracy and human rights education.

Related to curriculum and educational process in schools, it is assumed that principles of education in democracy are reflected in the organization and principles of the school, in instructional methods, in the relations between students and teachers, and in the contribution to the well-being of the school as a community. In addition to that, in the Council of Europe (1997a), Council for Cultural Co-operation In-service Teacher Training Program for Teachers strongly argues that

democracy cannot be learned except in a democratic context in which participation is not only permitted but actually encouraged, in which views may be freely expressed and discussed, in which impartiality and justice prevail, in which every individual has a sense of being stimulated and challenged. (p. 19)

If a value is the sovereignty of the people in the democratic societies, the other is individual human rights. In democratic systems, each person needs to develop an individual rights consciousness. This can be gained not only through

some courses offered in the schools, but by families and close environment of the person. However, it is not the fact that the schools do not have a crucial role to play to establish democratic understanding, respect for human rights and being a good citizen. As Kaltsounis (1990) states that may be the worst enemy of democracy is lack of education. He suggests that the people should search for perceiving of education and their participatory roles in the society.

2.3 Democracy and Human Rights Education

Human rights have a crucial place on the agenda of the world for a long time. It is also a fundamental topic in citizenship education in democratic societies as parallel to moral, global, multicultural, and peace education.

Crystal Reference Encyclopedia (2001) explains written constitutions mostly contain a bill of rights that human rights and human rights first formally incorporated into the US Declaration of Independence in 1776. Then French National Assembly adopted a Declaration of the Rights of Man and the Citizen in 1789. According to Kuçuradi (1999), human rights and human rights education were brought into the focus immediately after the Second World War with the establishment of the United Nations. Although having no legal standing, the UN's General Assembly adopted a Universal Declaration of Human Rights in 1948. European Convention on Human Rights introduced individual, social rights and freedoms in 1953 and the European Court of Human Rights was established within this framework.

Mc Corquodale and Fairbrother (1999) make a point that human rights are globalized and “they operate beyond all borders” (p. 21). Regarding the function of democracy and human rights education, Goodman (1992) asserts that it prepares children for intellectual awareness of the world. “It fosters their active participation in promoting democracy, develop their unique characteristics and fosters their own well being as well as that of all others” (p. 25).

According to Council of Europe (1999) documents democracy and human rights education refers three crucial dimensions. First is teaching about human rights and democracy in order to inform people of their rights. Second is teaching for human rights and democracy in order to teach them how to implement and defend their rights and lastly, teaching in democracy and human rights in order to teach in a

school climate in which people reflect their concern for the ideals and practice of democracy and human rights.

Jones (1991) asserts that human rights education begins with the individual. Expanding the views of Jones, Tibbits (1994) claims that it can be experienced by children in different dimensions within school settings. Although human rights education seems to appear an understanding of only individuals and their rights, it must be concerned with the public understanding of human rights as stated clearly in the Universal Declaration of Human Rights.

Regarding how to teach democracy and human rights, Tibbits (1994) points out that knowledge on human rights can be taught in various courses such as history, civics, literature, religion, or ethics/moral education. Special projects, theatre activities, artistic competitions with human rights themes might be very useful to understand and grasp the importance of the theme in curriculum. As Blahoz (1990, cited in Tibbits, 1994) said “the better and more fully any citizen can implement his rights for his personal development, the better and more fully can contribute to the development of the whole society” (p. 36).

The Council of Europe report (1999) contends that human rights education is a three dimensional concept. It refers to teaching

- about human rights, i.e. to inform people of their rights
- for human rights, i.e. to learn how to implement and defend human rights
- in human rights, i.e. to learn in an atmosphere and school climate, which
- reflect a concern for the ideals and practice of human rights. (pp. 17-18)

Under the light of these dimensions, Ray and Tarrow (cited in Council of Europe, 1999), described human rights education as:

the conscious effort, both through specific content as well as process, to develop in students an awareness of their rights (and responsibilities), to sensitize them to the rights of others and to encourage responsible action to secure the rights of all. (p. 18)

Shiman and Fernekes, (1999) report that ‘The Universal Declaration of Human Rights (UDHR)’ says, “every individual and every organ of society...shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures ... to ensure their universal and effective recognition” (p. 55).

According to Torney-Purta (1981; 1984) there are three major goals of human rights education: to foster the attitudes of tolerance, respect, and solidarity; to provide rationale for human rights and to develop children's awareness in national and international human rights framework. Flowers (1998) agree with Torney-Purta's statement adding that human rights education promotes democratic principles, help to develop communication and critical thinking skills, and "engages the heart as well as the mind" (p. 32).

Wood (1992) suggests that although social studies concepts are traditionally considered, the topics can be extended across the curriculum to literature, science, foreign languages, and the arts. Human rights education requires that students can examine the perspectives of other people, society or country and recognize that human rights problems may occur in their community. It makes students competent in grasping the meaning of the global community. It's effort for students is to develop empathy for the suffering of other countries and be "courageous enough to act on behalf of the common good" (p. 81).

2.4 Character Education

According to Greenberg (1992), Dewey is one of the pioneer educators to define democratic character and teachers' contributions in helping children to develop it. Kimberly and Duane (2003) defined character education as any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled and responsible.

Ryan (1993) advocates that schools should take initiation in helping children to discover the good and learn to become individuals of character. McBrien and Brandt (1997) explains the goal of character education as raising children to become morally responsible, self-disciplined citizens by teaching children about basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect. It consists of problem solving, decision-making, and conflict resolution as assumed to be the basic characteristics of democracy and human rights education. Students can see that their decisions affect other people and things through role-playing and discussions.

Woolfolk (1995) asserts that for many years, educators, parents and officials debated whether the schools should give character education or not. They continuously questioned the values that need to be transmitted to students and the methods such as direct teaching, modeling and exhortation. Delattre and Russell (1993) ask the question of who provides for the youngsters the character education? The first and most important answer lies with the family. Schools are often next in importance. Perhaps, parents are the most influential teachers of the children. The imitation of their children is a major factor in the formation of their children's character.

The development of good character cannot be separated from the basic purposes of formal education. Parents or other people cannot expect schools to take the place of their homes. However, they expect that the schools should provide a safer school climate, in which habits of good character are taken seriously. The children need to experience for themselves the fulfillment that comes in the formation of good character.

Jean Piaget is one of the first psychologists in developing a moral development theory in parallel to character education. In his studies he focused on the moral lives of children. In order to learn about their values he investigated the games of children and concluded that moral education is a developmental process emerging from the experiences and interactions of children with their environment (Steuer, 1994; Yıldırım, Güneri, & Hatipoğlu, 2002).

Yıldırım, Güneri and Hatipoğlu (2002) quotes that Piaget called the moral thinking of children up to the age of ten as the morality of constraint or moral realism. This stage is also called as the heteronomy (Morrison, 1990) and it is typical for the elementary grades children. In this stage, the thought process of children at these ages is characterized by egocentrism. However, the children are governed by others regarding right and wrong. This stage requires children to think for themselves and leads them to project their own wishes onto others. The child's concept of good or bad and right and wrong is determined by the judgments pronounced by adults (Morrison, 1990). According to children an action is right or wrong because parents or teachers say that it is right or wrong. The decision is built on the authority of adults which constrain them. Woolfolk (1995) also points out that if the rule is broken, the child knows that the punishment is inevitable and it is determined by how much damage is done, not by the intention of the child.

Piaget termed the morality of cooperation or moral relativism for the thought process of children of 11 or older. As children interact with others, they recognize that different people have different rules. They make the rules and they can change them. When these rules are broken both the damage and the intention of the offender are taken into consideration (Woolfolk, 1995). This is also the autonomy period that is being governed by oneself regarding right and wrong. Moral relativism contains the ability of the children to consider rules critically. Children at these ages obey the rules since they consider the mutual rights, respect and cooperation as well as relying on themselves to regulate moral behaviors. As the results of interpersonal interactions to find out the good and desired, Piaget concluded that schools nurture moral development by requiring children to obey some shared rules on fairness through cooperative decision making and problem solving. A teacher's role must not be indoctrination, but providing children opportunities for their discovery through problem solving.

Morrison (1990) refers to Piaget's theory that the characteristics of moral realism is up through first and second graders, while moral relativism is characteristics of middle and upper elementary grades. The criterion in determining the developmental stages in which the children operate in up to how they think, not their ages.

Piaget's works and theory also affected Lawrence Kohlberg's studies on moral development. Kohlberg, a follower of Piaget, studied a detailed sequence of moral reasoning stages (Setiono, 2002; Woolfolk, 1995). There are three levels in his theory of moral development:

(1) preconventional, where judgment is based solely on a person's own needs and perceptions; (2) conventional, where the expectations of society and law are taken into account; and (3) postconventional, where judgments are based on abstract, more personal principles that are not necessarily defined by society's laws. (Woolfolk, 1995, p. 81)

Kohlberg investigated the moral reasoning of children by presenting them some moral dilemmas and hypothetical cases that children must difficult decisions. Woolfolk (1995) states that

moral reasoning is related to both cognitive and emotional development ...abstract thinking becomes increasingly important in the higher stages of

moral development, as children move from decisions based on absolute rules to decisions based on principles such as justice and mercy. (p. 82)

Many psychologists and educators agree that the way Freud, Piaget or Kohlberg's explanations on moral development do not really occurs for all children. Carol Gilligan, as opposed to others, believed that moral thinking for women is different than men. Moral development for women "is based on consideration and preservation of human relationships" (Morrison, 1990, p. 430).

Gilligan said that Kohlberg used only men in his studies, so his theory was biased (Nucci, 1997, cited in Yıldırım, Güneri & Hatipoğlu, 2002; Steuer, 1994). She listened women's experiences and offered that a morality of care can serve in substitute of the morality of justice and rights espoused by Kohlberg. In her view, "the morality of caring and responsibility is premised in nonviolence, while the morality of justice and rights is based on equality" (Yıldırım et al., 2002, p. 86). She proposed that both males and females reason based on justice and care. Gilligan's studies are really important in creating an increased awareness on care that was seen an integral component of moral reasoning. Her work emphasized the importance of efforts to foster empathy and care responses in students for character education.

Hoover and Kindsvatter (1997) state that citizenship education, like character education, is learnt mostly through hidden curriculum. However citizenship education is planned and implemented through the formal curriculum, unlike character education. Citizenship is taught by teaching the subject matter across social studies curriculum. Being a citizen in a democratic context not just limited to laws and norms of the society, as democracy is not just a system of laws that people should obey. It is also a life style for the citizens that bring individualism and community together in very active and participatory understanding. As a result, "citizenship refers to how people interact as members of a given community and how well they uphold the standards of the spirit and intent of certain laws and rules" (Hoover & Kindsvatter, 1997, p. 73).

It is very clear that democracy and human rights education, in general meaning citizenship education, is interrelated with character education in democratic societies. According to Center for Civic Education report (1995), citizenship education and character education are closely related since citizenship education emphasizes the values and principles essential for democratic life. Actually, when

one talks about the character and citizenship formation, he implies the role of education in creating civic responsibility of students that animates and powers democracy in schools. As Pratte (1988, cited in Hoover & Kindsvatter, 1997) suggested that teaching the values of concern, care and tolerance will serve as powerful tools in establishing democracy in every context, as they are the basic elements of character education.

Soder (2001) call for some crucial characteristics of securing and sustaining democratic society that need to be developed by public schools. For example, trust, respect for laws and civil discourse, free and open inquiry, knowledge of rights, recognition of the tension between freedom and order, and ecological understanding. These dispositions or characteristics are assumed to be taught by parents, religious institutions, and schools. Soder strongly advocates that the schools are the most crucial places in which a careful attention should be given in development of the character of democratic people for a democratic nation.

Lickona (1997) describes nine components for comprehensive model of classroom character education in schools: “the teacher as caregiver, model, and mentor; creating a caring classroom environment; moral discipline; creating a democratic classroom environment; teaching values through the curriculum; cooperative learning; the conscience of the craft; ethical reflection; and teaching conflict resolution” (p. 63).

Sergiovanni (1992) also envisions that school is both learning community and a character education center. By defining the school as a community, rather than an organization, including shared norms and values, the people in this community change their powers.

In character education, a careful attention is needed to establish a positive classroom climate. This climate, as the school climate, has a strong effect on student’s behavior because children learn more from the actions of the teachers than their advices. To learn shared values by society, children need to observe significant peoples modeling those values in their life, such as their teachers (De Roche & Williams, 1998).

The schools consist of teachers, students, administrators, parents and staff. They are all the actors in establishing school’s climate and culture that accommodate hidden curriculum. Education itself is also the life for students towards learning positive attitudes and skills. It provides character-building exercises through all

phases of school life, including the formal as well as the informal (hidden) curriculum. Schools maximize their potentials in developing effective citizens if they use all parts of school life as deliberate opportunities for character development. Character education includes students to listen, share, explore and reflect in the real life atmosphere of the schools. They learn to become how to become good adults and appreciate the qualities of being good human. The school community shares their appreciation at home, in school, and in the community if the hidden curriculum is effectively and sufficiently utilized. An extensive review about the hidden curriculum and its components are also presented in this chapter afterwards.

2.5 Teaching and Learning Process Related to Democracy and Human Rights in Elementary Schools

Hullfish (1960, cited in Wraga, 1998) stated, “what happens in the classroom will, in the final analysis, reveal how deep the roots of our democratic commitment are” (p. 1).

Several educators with their publications have shown how democratic educational practice can take many forms, can serve as the focus for both process and content in classrooms at all levels, and can prove to be a challenge to implement (Sehr, 1997; Wolk, 1998; Wood, 1992). In this sense it seemed that the concept of ‘democratic classroom’ appeared should be investigated through relevant literature.

2.5.1 Democratic Classrooms

James Banks (cited in Campbell, 2000a, p. 205) states that “a fundamental premise of a democratic society is that citizens will participate in the governing of the nation and that the nation-state will reflect the hopes, dreams, and possibilities of its people.” He asserts that people are not born democrats. Educating students to be democrats is a challenge and the mission of the schools in democratic countries is to educate students in acquiring knowledge, values, and skills needed to act as effective citizens.

In this sense, the question that should be asked in relation to putting into practice of theory might be that how children will learn democracy, in other words

how we teach children about democracy. Gerzon (1997) searched for this question and he assumed that there is no right way to teach democracy unless we also practice it. This understanding confirms Dewey's thoughts that schools are microcommunities where students learn how real community works. Gerzon (1997) also advocates that democracy is certainly a living concept and must be experienced by children, as Dewey claimed. He points out "just as science courses need lab assignments, so educating for democracy needs hands-on encounters with the reality of self governance" (p. 2).

In addition to the Gerzon's views, Meier, (1995) states that classrooms are interactive, inclusive and participatory where students learn the habits of mind, work and heart that lie at the core of democracy. Democratic classrooms reflect rights, responsibilities and respect for self and others. Education in typical democratic classroom atmosphere promotes children to have opportunities to practice group life and communication with others (Holmes, 1991). LeBlanc and Skaruppa (1997) point out that democratic classrooms foster children's affective skills and provide them conflict resolution skills such as negotiation and compromise. These are the necessary skills to maintain democratic life in the society.

Goodman (1989) asserts that instructional activities and practices in classrooms "must help move children toward values of social bonding, caring, and responsibility" (p. 110). Therefore, discouraging moral and intellectual autonomy of students should be certainly avoided by teachers.

As Goodman (1989) asserted, autonomy is a major ethical responsibility of a school that gives students the opportunity of shaping the changes goes on in schools. The need to develop autonomous learners at early grades was also emphasized by Piaget (1932, cited in Passe, 1996). Passe (1996) states that establishing and maintaining a democratic society requires a citizenship with the characteristics of more student autonomy and less heteronomy.

Strategies in establishing democratic classrooms are always based on helping children to understand democratic values and the basic characteristics of democratic citizenship (Holmes, 1991). In order to help them to understand the values of the society where they belong, the school and teachers should take into account of affective development of children, especially at earlier grades of elementary schooling.

The description of democratic schools can also be found in any description of effective schools. For example, Radz, (1983, p. 78) reports some of the characteristics of democratic schools that are listed by The Salt lake City District as follows:

- Each individual has dignity and the potential for growth
- A free society requires respect for persons, property and principles
- Each individual has a right to learn and should have the freedom to achieve.
- Each individual, regardless of race, creed, color, gender, ethnic background or economic status, should have equal opportunity.
- Democratic societies are based on law. An individual should be tolerant of others' religious beliefs and should have the freedom to exercise his or her own...

There have always been several strategies that teachers follow in establishing classroom, and school democracy. Employing certain rules and routines in classrooms are only a few, but important, of these strategies.

2.5.2 Sustaining Democracy Through Classroom Rules and Routines

Cruickshank, Jenkins and Metcalf (2003) state that in order to prevent from classroom misbehaviors and benefit from the time effectively, teachers establish physical and psychological environments in classrooms. By organizing the procedures and movement in the classroom, students clearly understand how to behave responsibly in a clearly defined classroom structure.

Hoover and Kindsvatter (1997) explain that when students move on to second grade they realize that there are certain ways of dealing things in classroom and in the school. Getting permission for speaking or toilet, passing the handouts, registration or sharpening the pencils are some of examples of classroom routines. In many schools, there are certain rules even if they are tacit and not written. Expert educators agree that there must be reasonable rules in elementary grades such as “be polite and helpful; respect other people’s property; do not interrupt teacher or other students while they are talking; do not hit, shove, or hurt others and obey all school rules” (Hoover & Kindsvatter, 1997, p. 150).

Students' voice in developing classroom rules is also controversial among classroom teachers. Regarding to this issue, McGinnis et al. (1995, cited in Cruickshank et al., 2003) indicate the benefit of students input, and Wolfgang and Kelsay (1995, cited in Cruickshank et al., 2003) state that student voice in establishing classroom rules is a crucial in creating democratic classroom.

Determining rules and routines are always controversial. It is up to teachers in relation to their philosophy or styles. Hoover and Kindsvatter (1997) point out that teachers who are committed to democratic ideals in the classroom may involve the students in establishing the rules because this empowerment will create a democratic climate at the end. Holmes (1991), Sehr (1997) and Singleton (2004) state that involving children in joint decision-making offers opportunities for children in practicing democracy. Passe (1996) also refers to the studies of Kingston and Anderson (1982) that the studies show a minuscule or no input in student involvement in curricular decision-making. Regarding such findings, Ripley (1984, cited in Passe, 1996) states that "characterized the lack of opportunities for student autonomy as miseducative" (p. 12). Regarding the creation of opportunities for students in decision making in classrooms, Hoover and Kindsvatter (1997) state that "the central idea of democracy is the ability of those governed to participate in making the rules, yet the rules and expectations for governing students are imposed from their community" (p. 83).

Different children's responses to classroom routines reflect individual needs of children. The routines do not challenge children if there is no variety in the organization to provoke thinking and curiosity. Wise teachers review the routines in a regular basis and note the effect of if changes happen. Children adapt familiar requirements and routines in regular basis more easily (Dowling & Dauncey, 1992). For example, Powell et al (2001) suggest that taking care of plants and animals in classrooms can be one of the crucial routines in giving students responsibility through watering and feeding them.

Teachers develop classroom rules and routines mostly but if they do not have a management plan based on creating a classroom community in which the respect is nonnegotiable, achievement is valued, cooperation and full inclusion of the students is promoted (DiGuilio, 2000, cited in Cruickshank; Jenkins & Metcalf, 2003).

Cruickshank et al. (2003) report that there are several routines in a primary level classroom. Effective classroom teachers administer four types of routines in

their classrooms: management, activity, instructional and executive routines. Management routines require ‘nonacademic matters’ such as distributing and collecting materials, papers, leaving and entering the room and etc... Activity routines require a prior planning that figure out “how each kind of activity will be conducted” (p. 392). Instructional routines is related to what the teacher will do while teaching. Executive routines mean establishing how, when, and where the teacher completes his/her teaching task. This helps teachers to manage their time more effectively. Some democratic and wise teachers also involve students in executive planning routines.

Apart from creating democratic learning environment in schools through establishing rules, and routines, another important dimension seems how to design and practice the knowledge related to democracy and human rights. These issues are certainly related to following appropriate instructional strategies, methods and techniques in school environment.

2.5.3 Instructional Strategies, Methods and Techniques Related to Democracy and Human Rights Education

Darling-Hammond (1994, cited in Kent, 1999) states that since we live in Information Age, new form of education and schooling is needed. The changes in social and cultural context of schools will impact on required characteristics of citizens in the future. If a democratic school is inseparable from the rationale of this new societal demand and if we require children to understand and appreciate core democratic values shaped by these demands, children must be at the heart of democratic environment in schools. Establishing a more democratic environment requires the shared decision making in classrooms. Therefore Darling-Hammond (cited in Kent, 1999) points out that teachers should more focus on providing children a more democratic environment where children have voice in construction of their own learning, rather than only inculcating the official curriculum. This will impact on promoting student self-direction and is desired for democratic classroom environment.

The learners possess certain attitudes and values via hidden curriculum besides having certain knowledge on certain concepts. So, memorizing what someone else’s truth is not enough in inquiry teaching, also the learners should be aware of the

importance of that kind of knowledge and should be willing to apply this knowledge into daily school life. Regarding to the instructional approaches in democracy and human rights education, Singleton (2004) states that the approaches to teaching democracy are twofold. Firstly, teachers provide necessary knowledge and theory about democracy and model it in their daily life. Secondly, students and teachers must freely experience democracy to learn the functions of it. This can be achieved partly by the instructional methods that are in progressive nature not traditional one. For example, related to living the concept of democracy, Üstündağ (1999) found that creative drama is more effective approach in teaching of Citizenship and Human Rights in Democracies, in her study.

Shilamba and Crebbin (cited in Niemi, 1999) assert that a democratic approach to education is necessarily learner-centered (progressive) and takes into account the differences of the learners. In that sense, teaching children inquiry, critical and reflective thinking seem to be crucial. According to Beyer (1971) “inquiry is one way of making sense out of what we experience” (p. 6). Inquiry teaching involves thinking, asking questions and requires learners become a part of active participators in the learning environment. So, from Beyer’s views inquiry teaching certainly would be used in teaching democracy and human rights in our schools.

All schools represent a model of democratic society for their students. Thus, schools should provide democratic practices in everyday school life (Sehr, 1997). Democracy and human rights education is completely a process. Council of Europe (1999) suggests that the best method for learning democracy and human rights education is practice. Structured debates, group discussions and brainstorming are some of the important techniques that can be considered for teachers in democracy and human rights education in classrooms (Council of Europe, 1999; Holmes, 1991).

With respect to the techniques that can be used in democracy and human rights education, Holmes (1991) offers four strategies in democracy education: “discussions, democratic decision making, modeling, and examining the reasons for democratic behaviors” (p. 178). Parker and Jarolimek (1997) state that discussion technique is inevitable foundation of democratic citizenship education. Regarding to discussion technique, Meyer-Bisch (1995) also states that preparing the classroom as well as school for discussions in which children involve as members of the school community by working out of cooperative decision making process is the first stage

of establishing democratic culture in schools. Parker and Jarolimek (1997) state that discussion skills are not brought from the birth and they can be learned. This skill is used in civic practice that introduces children to the ways of behaving.

According to The Education for Democracy project (1987), students cannot really learn the ideas, events, or principles through memorization or rote learning from textbooks, lectures, quizzes and recitations. Instead, they learn democracy and human rights through discussions, seminars, writing assignments, and projects that result in active learning activities in classrooms. Campbell (2000a) states that children's learning based on their actions in civics and citizenship is the most appropriate educational practice of teaching democracy. Consideration of affective curriculum which includes cooperative problem-solving and discussion-oriented activities in primary grades may take time, need patience, and require flexibility, however, the results are well worth the effort in democracy and human rights education at early grades.

In democratic classrooms, teachers should be willing to share decision making with students. Teaching self-directed learning to children should be one of the major goals of democracy and human right education (Casparly, 1996).

Effective teachers are always the models of responsible behaviors because the students generally reflect on the teachers' actions. Therefore, for an effective democracy education, teachers should foster children to observe and act democratic behaviors in their classrooms as well as in their life. Teachers should provide the reasons for democratic behaviors. The students are generally neglectful about the consequences of their actions, especially at primary grades. However, teachers should teach children the sense of empathy so that understanding what others feel in similar situations (Holmes, 1991; Passe, 1996).

If schools establish strong class involvement through class councils and circle times, the best results are achieved in democracy education. Council of Europe (1997b) points out that the examples of "School Councils in the U.K., having a class-based system of involvement is probably the most important element of any policy for democratic education" (p. 7).

Regarding the classroom councils at primary grades, Hannam (cited in Council of Europe, 1997b) points out the importance of classroom cohesion through class councils as follows:

It is quite easy for the class to meet as a council and to implement its decisions because it will remain together with one teacher in one space or room for most of the school week. Teachers and students have time to get to know each other. The class will share many experiences as a group and time can be found for meetings from more than one subject. (p. 7)

Fisher (1994) and Lickona (1997) explains that creating a democratic classroom requires class meetings involving students in shared decision making that includes face-to-face meeting and interactive discussion on a regular basis. Holmes (1991) also asserts that class meetings for problem solving discussions provide opportunities for children to practice communication skills and social problems. So, the students will have responsibilities for making the classroom a good place to be and to learn. Class meetings can be used to address problems (such as put-downs, homework problems) or to plan upcoming events in a democratic atmosphere. Most importantly, democratic class meetings help students in putting words into moral action. Regarding to contribution of democratic classroom atmosphere to character education, Holmes states that such a classroom make contributions to character education through providing a forum where any need or problem of the group can be addressed. It also creates opportunities for respect and responsibility.

Hendrix (1999) points out that cooperative learning is a useful technique in social studies courses, since teachers deal with teaching content while nurturing democratic skills in classrooms. Similar to this view, Doğanay (1993) asserts that democratic attitudes and skills can be gained through cooperative learning and extracurricular activities within or out of schools.

There are many democratic countries throughout the world, especially newly emancipated countries from Soviets Union and Latin American ones, try to find out a solution to the gaps between theory and practice of democracy and human rights education within their education systems. They develop and implement new curricula for democratization of the society through democratic schooling and they employ more progressive methods, techniques, materials and evaluation procedures on implementing related curriculum in schools. Magendzo and his colleagues (1994) explored the relationship between curriculum and democracy and human rights education. Their reflections are organized around different tensions. They explored different organization models of human rights courses including separate subject versus integration into the curriculum. They argued that introducing human rights

issues into the curriculum requires a profound rethinking of it, as well as of the school as an institution.

The ideal democratic school and classroom, according to Tibbits (1994), cannot be characterized only by more and more discussion, but study generated questions and inquiry, habits of critical thinking and reflection and skills related collaborative decision making, problem solving and conflict resolution. Regarding classroom pedagogy and democracy, Giroux (1983) explains that the students must be taught to think critically and the must learn “how to move beyond literal interpretations and fragmented modes of reasoning” (p. 352).

According to O’Connor (1999) conservative or traditional approaches in democracy education focus on political accounts that clarify the values and principles of democracy. However, political education is not enough for democracy and human rights education. Classrooms should encourage students to practice and learn the necessary skills for democratic citizenship. This approach fosters cooperative learning which is necessary component for child centered pedagogy.

Doğanay (1993) criticizes the Turkish educational system for the lack of appropriate teaching methods, especially in social studies and civic education. Several authors wrote about Turkey stating that most of the Turkish elementary schools dwell upon the memorization and other traditional techniques and neglect student dignity, autonomy, critical thinking and problem solving that are the key characteristics in establishing a democratic society.

Council of Europe (1999) suggests teachers how to practice democracy and human rights in schools. Resource materials can help to clarify key concepts related to democracy and human rights such as equality, justice, freedom, responsibilities, conflict resolution by offering cases and solutions for everyday conflicts in school life, social events such as students clubs, associations and NGOs, the documents informing students about global issues, such as discrimination, aggressiveness, inequity and poverty, and global ethics.

Holmes (1991) suggests that children at primary grades can understand the democracy by learning rights and responsibilities by responding to below basic questions such as what are children supposed to do in school? Why is it good to go to school? Why should you do your best? Why should you be kind and help others?

These questions are very helpful in understanding the meaning of respect. Primary grades children should study other characteristics of a democracy, for

example through role-playings in which democratic behaviors are employed. Social studies courses may help to practice such democratic behaviors in classrooms, as can be found in this chapter later.

Engle and Ochoa (1986) state that democracy should be exemplified in schools by respecting children and their intellectual creativities. Democracy can be taught through democratic teaching. If children at elementary students are expected to develop a commitment top democracy and human rights, teachers must avoid using pressure tactics, talking down to children or applying propaganda. These are all out of character education associated with democracy.

Kent (1999), regarding the importance of technology and internet in democracy and human rights education, points out that democracy and easy access are interrelated with regard to the rights of individuals. Educators deal with specific technologies for the usage of children in schools, regardless of considering their levels anymore. In most elementary classrooms, it is possible to see computers with electronic connections and teachers try to make their classrooms more democratic via educational technology. Telecommunication technology in schools helps in establishing responsive community for a democratic discourse. The internet and educational technologies provide people from all over the world to communicate with each other. Through e-mailing, online meetings teachers, students, and other staff in schools can easily find source people, experts and other students or teachers in another country as well as another city and they can establish democratic forums to exchange ideas freely. So, they can be aware of the democracy and human rights abuses in other countries. This will contribute much more than only inculcating the answers of what democracy and human rights are. Regarding this Risko and Kinzer (1999) state “appropriate use of technology with teachers can demonstrate the value of critical thinking, collaborative learning, personal reflection, and respect for diverse perspectives-all critical attributes of democratically organized environments for children” (p. 53).

Other than the teachers’ instructional capacities, and the strategies they follow in teaching democracy and human rights, they should not be left alone in this process. The fundamental role played by the family in the process of education for democracy and human rights must not be underestimated. In a school where human rights understanding prevails, the partnership with parents should be acknowledged,

respected and nurtured, even if the parents are not considered as partners in formulating and sharing the common values (Starkey, 1991).

Parental education with a view to increasing families' awareness of their responsibilities is part of the overall fight against social exclusion. Education for citizenship should ideally start at nursery level, at a very early age. It cannot be denied that the quality of the situation at home affects the standard of a student's class work. Making parents aware of an understanding over real democratic atmosphere means teaching them the knowledge, skills and methods they need to rear their children and prepare them for the school system.

Sunal and Haas (1993) state that involving family members in classrooms enrich the curriculum and learning environment. This will result in mutual respect for children. Parents are the primary actors and teachers of their children. As noted earlier that shared values, for parents as well as for the society, are crucial in democracy and human rights education in primary grades. Regarding the importance of parental involvement in schools, Hansen, Kaufmann and Saifer (1997) point out that "modern democracy means including citizens in decision-making rather than excluding them" (p. 105).

In conventional schools parents are seen as the extra-helpers, rather than a source of leadership. They are encouraged by the school administration to become involved in the school, in theory. On the other hand, democratic schools promote the idea of family like schools since they consider students as children not just students. It is possible to see the parents and the school as partners in democratic schools (O'Hair, McLaughlin & Reitzug, 2000).

Parental help, designing necessary courses, choosing appropriate teaching methods and textbooks in light of formal curriculum may not be enough for children to acquire democracy and human rights either. Next section explains unless teachers follow or make use of certain textbooks as required by authorities and by official curriculum.

2.6. Informal (Hidden) Curriculum

Since this study is a qualitative research, the methods and techniques used in such study may well be the most appropriate tools in studying the hidden curriculum, as Vallance (1980) suggested.

Figure 2.1 summarizes some particular viewpoints of well-known educators who investigated the hidden curriculum from different perspectives.

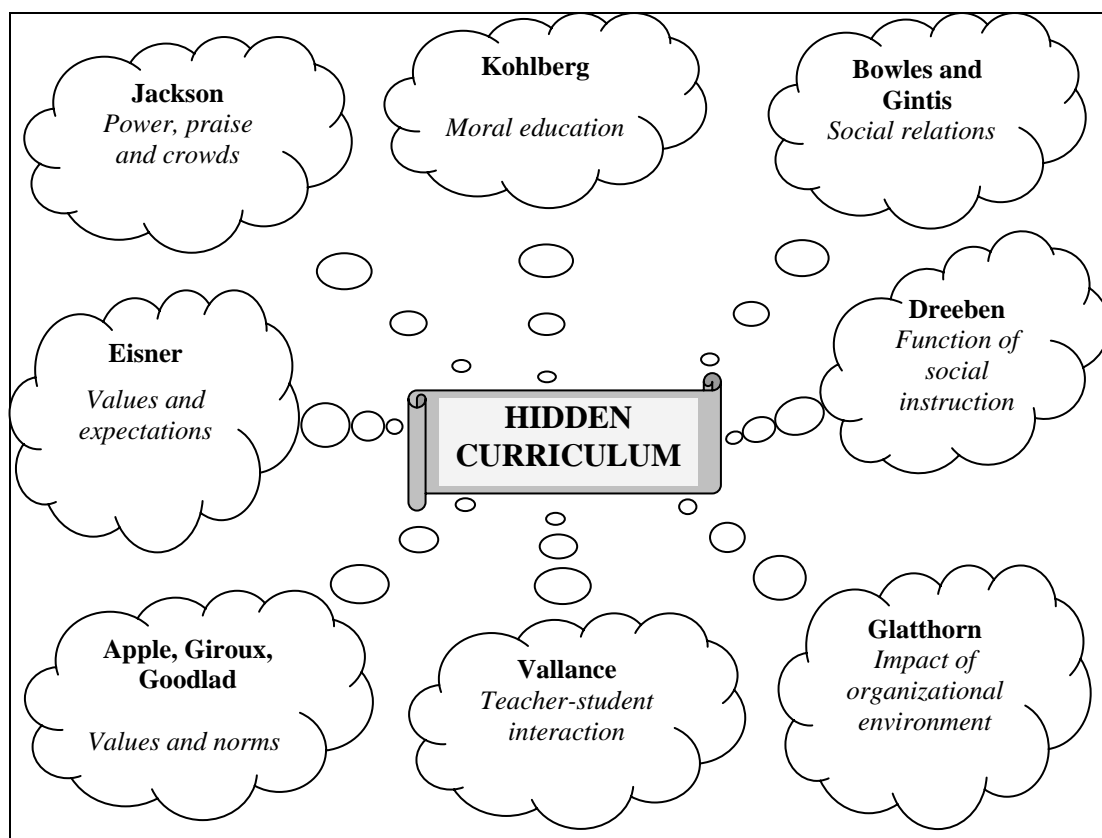


Figure 2.1 Different perspectives on hidden curriculum (Adapted from Ghourcian, 1988).

In 19th and 20th centuries, some progressive educators such as Dewey, Kilpatrick and Rugg caused major changes in education. Traditional and religious education was not favorite anymore in public schools. As a result of the transformation process from traditional to progressive education teachers felt themselves uncomfortable with their traditional roles because they were inculcators of knowledge, not that of facilitators. School environment as the socializing agent was relied heavily on (Wren, 1999).

For many years, the literature in education has gained increasing attention of the hidden curriculum which was firstly introduced by Philip Jackson (1968). This

was really different from understanding and meeting of behavioral objectives, content and its order and assessment and evaluation. The hidden curriculum includes implicit messages in the school's social climate, unwritten yet understood by all and creates a school's learning environment (Ausbrooks, 2003; Wren, 1999).

Educational institutions have a formal curriculum comprising academic knowledge which pupils are expected to acquire, such as mathematics, social studies or science. In addition to this academic and explicit curriculum, there are values, attitudes or principles that is implicitly conveyed to pupils by teachers. This hidden curriculum is believed to promote social control at school and in society by educating people to conform and to obey authority, teaching them to regard social inequalities as natural, and ensuring cultural reproduction. As parallel to this, Bowles and Gintis (1976) maintain that schools have an important role in teaching punctuality, discipline, obedience and diligence, which are the qualities that are needed by the society. Bowles and Gintis's work also stresses that one cannot understand the complexities of classroom life by only focusing on the internal dynamics, as Jackson advocated.

Jackson (1968) asserts that hidden curriculum also functions as a crucial tool for "politically oriented curriculum scholars" (p. 167) and it implies unintended but genuine outcomes of schooling process (Apple, 1975, 1990; Giroux & Purpel, 1983; Hoge, 1996; Lynch, 1989; McLaren, 1989; O'Hair et al., 2000).

Jackson (1968) also used the term hidden curriculum to describe the unofficial 3Rs-rules routines and regulations. These 3Rs had to be learned by students to survive comfortably in classrooms. Routines and rituals are survival strategies developed by both teachers and students. These enable teachers to establish standards in classrooms, such as registration, assemblies, timetables and cleaning. Students develop classroom coping strategies to accommodate delay, denial and interruption. The survival strategies are learned at the expense of the official curriculum-learning is inhibited. He also stated that one can examine the hidden curriculum by considering the amount of time children spend in school in which they act and perform, and regardless of looking at their wishes to be in school or not. Regarding to this issue, Eskridge (1994) states that children do learn what they live in schools and in society.

In addition to Jackson's definition, John D. McNeil (1977, cited in Reed & Bergemann, 1995) defines the hidden curriculum as the unofficial instructional

influences that either support or weaken the attainment of manifest goals. According to McLaren (1989) the hidden curriculum

deals with the tacit ways in which knowledge and behavior get constructed, outside the usual course materials and formally scheduled lessons. It is part of the bureaucratic and managerial 'press' of the school-the combined forces by which students are induced to comply with the dominant ideologies. (p. 17)

Martin (1983) states that "hidden curriculum consists of some of the outcomes or by-products of schools or non-school settings, particularly those states which are learned yet are not openly intended" (p. 124). With regard to the function of the hidden curriculum in schools Apple (1975) states, "the hidden curriculum...serves to reinforce basic rules surrounding the nature of conflict and its uses" (p. 99).

Apple and King (1977, cited in Reed and Bergemann, 1995) believed that "hidden curriculum is the tacit teaching of social and economic norms and expectations" (p. 297). Pinar and Bowers (1992) relate the efforts of Apple's that the hidden curriculum was taken into consideration by those who advocated that the function of curriculum is to maintain social stratification related to class, gender or race (Apple, 1990; Aronowitz & Giroux, 1985; Beyer & Apple, 1988; Giroux, 1981, 1983, 1988; Giroux, Penna & Pinar, 1981; Giroux & Purpel, 1983; Oakes, 1985; Shapiro, 1981,1983; Sharp, 1980; Shor, 1986; Weis, 1988; cited in Pinar & Bowers, 1992).

Hannay (1984) states that curriculum can either be intended or unintended. The intended curriculum that a teacher plans and implements is referred to as the overt or explicit curriculum. This curriculum usually occurs prior to instruction but can be instantaneous. However, the hidden curriculum is interactive and dynamic relative to the context, people, and time frame and it refers to the unintended curriculum. The formal curriculum and hidden curriculum together constitute the experiences of students in schools. In parallel to views of Hannay, Oddliefson (1994) state that the hidden curriculum is more closely related to the real concerns of school community in schools.

Regarding the theoretical perspectives of hidden curriculum developed by many educators, Weisz (1988) summarizes that hidden curriculum can bear on value

acquisition; socialization and maintenance of classroom structure; teacher authority; moral education; secondary consequences of schooling; unstated norms, values and beliefs, and reproducing political and economic structure of the society. Through this short overview of what the hidden curriculum can provide people, educators acknowledge the existence of hidden curriculum in classrooms. Weisz indicates the power of hidden curriculum in its impact on children acquisition of values and norms shared by the larger society.

Allen (1999) states that, in schools, children learn more than how to read, write and compute. They also learn how to get along and how to survive in schools. Schools are places to transmit certain values and norms of the society. If a society tends to be democratic in their life, the values will obviously be transmitted to the future as democratic values and school will play a key role in it. Students in schools learn many things about a body of knowledge and a set of skills, and they might learn to accept and obey social norms. Hlebowitsh (1994) advocates that what the students learn might cause to empower students' behaviors or disempower the behaviors, but educators miss the point that collateral learning always operates in schools.

Robert Dreeben (cited in Margolis, n.d.) looked at school culture and concluded that it taught students to form transient social relationships, submerge much of their personal identity, and accept the legitimacy of categorical treatment.

Another important consideration is the potential sources of the hidden curriculum. Potential suggests a learning experience might result from the source but that is not inevitable. Individuals might acquire different learning experience from the same source. Further, within some sources inherently there are potential learning experiences. The choice of discussion as a teaching technique might foster a view of knowledge that is different from an expository technique. Therefore, sources can include 'excess baggage' that can present components of the hidden curriculum. The hidden curriculum originates from multiple sources existing in society in general and the schooling environment in particular. The hidden curriculum, therefore, consists of the presentation of learning experiences in a given context. The teacher and learner might or might not consciously be aware of these potential experiences and the long-term consequences. Consequently, what happens within schools or influences schooling has the potential of presenting learning experiences which, in turn, constitute a hidden curriculum (Ridley, 1997).

The hidden curriculum influences the students' education almost as much as does the obvious selection and organization of subject matter. Jackson's definition of hidden curriculum included the time spent by children in classrooms, implicit messages in classrooms, how the physical structure and environment affects children's roles, and how the instructional methods and techniques involve students in particular activities. According to (Reed & Bergemann, 1995), John Goodlad's study, 'A Place Called School', prospects for the future included similar aspects of hidden curriculum as stated above, such as:

student-to student and student-to-teacher interaction, the lunchroom environment, physical appearance of school building, the use of technological equipment, students' involvement in decision making about their own learning, percentage of class time in which students and teachers talk, the use of small groups in the classroom, use of praise and laughter, and hands on activity and physical movements. (p. 296)

In addition to the knowledge-based curriculum, there are other skills and attitudes need to be carefully planned and taught. These skills might be in different nature such as predicting, interpreting, hypothesizing and evaluating that are some important characteristics for in cognitive development. Similarly, some of the characteristics related to character education, such as cooperation, self-respect, consideration and politeness are too important not to be left to chance, and are therefore part of the curriculum of the school. Hidden curriculum maintains these characteristics through implementation of a careful instructional design.

Tanner and Tanner (1995) refer to the Eight-Year-Study that those involved in this study were aware of the hidden curriculum in figuring out the significance of learning outcomes as can be found in interests, attitudes, appreciations, and intellectual curiosity. They point out that hidden curriculum must not be regarded differently than the official one. Desirable collateral learning, as the result of hidden curriculum, will occur under the conditions of planned and guided learning experiences that comprise the official curriculum.

Related to teaching and learning process taking place within the school McCaslin and Good (1996) state that when teachers want to better assess student learning, it is the task of formal curriculum, and when teachers want to better understand student experience of the classroom, this is a task of hidden curriculum.

In line with the experiences of children, some affective concepts, such as respect can be learned and observed best from the hidden curriculum point of view, not from formal curriculum. As a result of this, Durkheim (cited in Rouncefield, 2003) regarded the hidden curriculum as the moral component of the curriculum which involved students learning respect for authority etc. Therefore, the hidden curriculum is strongly tied with moral or character education.

Sadker and Sadker (2003) cites Jules Henry's studies that analyze the hidden curriculum of an elementary school and the values it teaches. He concludes that students are able to learn several things at one time and the school teaches far more than academic context. The hidden curriculum conveys the implicit learning, as Dewey described as collateral learning, that are not always targeted. Dewey, according to Hlebowitsh (1994), also indicates that schools have covert effects on behavior and attitudes of young people and these effects can be both positive and negative. He advocates that these effects might constitute a solution for unconsciously occurring events in school by integrating them with curriculum planning. Unknown or covert characteristics, attitudes, skills, values of students and also teachers reflect their understanding on ongoing process in schools.

What is obvious about what students learn in schools is not primarily the formal curriculum of subjects like Science or English, but ethos, values, beliefs and attitudes such as conformity, competitiveness, waiting other's turn, individual worth and conform to authority. Jackson (1968) has determined that a hidden curriculum may be seen as an agent for assisting students to progress successfully through the schooling system. He points out that adaptation to classroom life and official curriculum are important components for assisting students' development. The hidden curriculum teaches students the way of life. The dominant values of society are picked-up by students. Philip Jackson's thought of that hidden curriculum in schools plays a major role in socializing students. On the other hand, Illich (cited in Young & Whitty, 1977), a theorist who strongly believes in the model of de-schooling states that "schools are the most important stage in the creation of the mindless, conforming and easily manipulated citizens" (p. 101). According to Illich, the hidden curriculum strongly related to providing students with the social roles that they are likely to adhere to in their future lives while they are still at school. Hidden curriculum incorporates many negative elements and schools may be seen as institutes for guiding social control. Regarding the function of the hidden curriculum,

Wren (1999) concludes that “greater understanding of the hidden curriculum will help them [educators] to achieve the goal of providing effective schools in the 21st century” (p. 596).

In parallel to those survival strategies, Barrell (1985) reports that Dewey called the hidden curriculum as collateral learning that “means the knowledge acquired just by being a member of a classroom and a school system” (p. 33). It is right to say that children quickly comprehend the expectations of teachers, roles, rules, procedures and outcomes in classrooms, as survival strategies. For example, students may believe that teachers always know everything and they have the right answer; they decide what, when and how to do in the class, the responses of the questions should not be long, everything is learned from textbooks and teachers not from each other. In parallel to the survival strategies stated by Jackson, Holt (1964) also discussed those strategies followed by in his remarkable book, ‘How Children Fail’. For example, pleasing the teacher by giving or appearing to give the right answer is a survival strategy in most of the educational institutions. This encourages tactics that detract from the educational experience of school and fosters memorization rather than genuine understanding. Eisner (1985) pays attention to the similar issue by stating that children learn quickly gratifications and successes and role taking strategies need to be performed with other members of the classroom.

David Hargraves (cited in Burgess, 1986) agrees the definition and the content of hidden curriculum stated by other authors, however, he explains that hidden curriculum is no longer really hidden, despite the fact that it still exists in all schools. It incorporates the concept that a hidden curriculum runs along side the formal curriculum. However his theory concentrates much more largely upon the cultural, sexual and racial messages extended to students through this curriculum.

Eisner (1985) states that the culture of both schools and classrooms socializes children through teaching values that are the part of their structures. Regarding to this issue, Purpel and Ryan (1983) assert that in this culture many verbal or nonverbal transactions “inevitably involve moral issues” (p. 271). Students learn fairness, justice, right or wrong and priorities in such promoted school culture via hidden curriculum.

Apple (1990) concludes that although the hidden curriculum has been exposed, the social, political and economic values that it conveys will not disappear.

If schools are seen as a replica of society, then until the structure of society changes the hidden curriculum will be here to stay.

Lynch (1989) states that this can be understood by taking into account of the structural characteristics of schools. The following review is based on the relationship between the school structure that is created by culture, values and atmosphere of schools.

2.6.1 School Culture and Values, and Hidden Curriculum

Deal and Peterson (cited in Peterson, 2004) define the school culture as a complex web of norms, beliefs, values, assumptions, traditions and rituals that have been built up over time by teachers, students, parents, and administrators interacting and working together for the school

Stolp and Smith (1994) broaden the meaning of the school culture by stating that the school culture consists of historically transmitted patterns of meaning including the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood by members of the school community.

A school's culture and values are crucial elements in understanding its hidden curriculum. According to Deal and Peterson (1990, cited in Henderson & Hawthorne, 2000), culture consists of the stable, underlying social meanings that shape beliefs and behavior over time.

Owens (1987, cited in Wren, 1999) says that the traditions, rites, rituals, routines and ethos which are the symbolic aspects of a school must be considered because these values are transmitted continuously. It shapes how they interpret hundreds of daily transactions. This deeper structure of life in organizations is reflected and transmitted through symbolic language and expressive action.

Wren (1999) implies that educators usually ignore the importance of schools' own culture. In order to become more knowledgeable on school culture or complete picture of their schools, administrators should be closely interested in institutional climate/ culture. Culture means the values and symbols, students' and educators' perceptions of the school environment. The hidden curriculum, as was explained in details previously, includes all events, procedures and situations happening in regular basis that may be expected or unexpected. The school climate combines all aspects

of the hidden curriculum and its consequences. School climate or culture is highly influential in character education. With respect to this, De Roche and Williams (1998) point out that school environment, school culture, ethos or climate constitutes the hidden curricula and they are all strongly bounded to character education programs in schools.

A school culture is crucial because it also influences the nature of equity, caring, individual dignity, responsibility and open mindedness. One may expect to find the patterns of relationships between people, the expectations in classrooms, school rituals and climate, reward and punishment styles and the definition of authority in the school culture. Eisner (1985) states that materials as well as the structure of a classroom influences the values that are dominant components generating the school culture. One of the sources affecting the school culture is the school community. Therefore, consideration of cultural context of the school community in understanding a school's ethos, values and climate is quite important.

Fyans and Maehr (1990, cited in Stolp, 1994) investigated the effects of several dimensions of school culture and one of the major dimensions was school community. The principals as the leaders of the school community is the key person in establishing school climate. Thus s/he has an influence in hidden curriculum as well as in formal curriculum. They have a leading power in establishing democratic schools. As Johnson (1990) has noted, principals are important, but teachers also must take initiative in maintaining the schools and have a leading role of doing this in their classrooms.

Schools can do more than providing academic knowledge and skills related to democracy and human rights. The schools, led by principals, can demonstrate the key characteristics of democratic values. As Jackson pointed out praise, power and crowds are three key crucial characteristics for hidden curriculum. Principals take the role of authority and power in schools. While the authoritarian principals lead children to blindly obey the rules, democratic principals value the rule of law, justice, and the rights of others (Hepburn, 1983; Kohlberg, 1983).

Regarding this, Apple and King (1983) states that Jackson's study of the hidden curriculum was highly instructive. Living in crowds teaches students to wait to use sources, line in the queues, and learn to be isolated in groups or learn to be quiet. The students eventually learn to be patient. Praise and power are interrelated in classrooms. The teacher is always responsible of praising and holds the power or

authority. This power or praise, according to Apple and King, is mostly provided through evaluating the students.

As another view in influencing school culture, Riner (2000) states that teachers' attitudes, beliefs and actions strongly influence the classroom climate. If teachers value free expression, student autonomy and individual learning goals, the classroom climate will not accept restrictive solutions in conflicts. One of the most influential components in establishing the classroom climate is the view of teachers toward classroom management. Citing Hahn's 12-year study of developing classroom climate scale in secondary schools, Allen (1999) reports that "a classroom is democratic to the extent that teachers deal with social problems, make presentations that include two sides of an issue, take neutral positions, encourage students to express their opinions, support climates of openness, and model democratic discourse" (p. 29).

Wolk (1998) state that classroom ethos or climate includes the values promoted by classroom community and involves the spirit deriving from this promotion. The classroom ethos is supposed to be the overall climate of the classroom environment. Ross, Bondy and Kyle (1993, p. 187) define the classroom climate shortly as "the tone or feel of a classroom." Besides this view, Burden and Byrd (1999) describe the classroom climate as the atmosphere or mood in which teachers and students interact. Attitudes, emotions, values and relationships create uniqueness of the climate in a classroom.

Classrooms and the message they give is crucial in creation of the values and ethos of schools. Regarding this, Wren (1999) explains that educators need to understand the complete structure of the schools and to consider powerful influence of the culture and values of their schools. This culture "refers to the values and symbols that affect organizational climate" (p. 593).

Regarding the effects of classroom climate in children, Jackson (1968) indicates that classroom management problems may occur for students who have difficulty in internalizing the skills beliefs and attitudes in classrooms, while valuing successful competition in classrooms might have a positive effect in students toward learning. In addition to these effects Sadker and Sadker (1985, cited in Wren, 1999) found that male students more occupied the teachers' time and attention than the females in a classroom environment.

In every society there are some people or authorities influencing or having more power and beliefs in education than others do. They dominate curricular decision-making. In the efforts of transforming school culture, the power should be redistributed and schools should take into consideration of the community power structures. Henderson and Hawthorne (2000) suggest that a best way to create equalized powers and more democratic relationships in school community is to including parents, community members and teachers in joint decision making. This ensures that no single interest group dominates the creation of school culture and curricular decision-making process.

In Turkey, classroom teachers remain in the same class until the graduation of primary level students. Doğanay (1993) states that this creates an informal climate in the classroom. As Torney-Purta (1983) points out that informal classroom climate is a significant contributor to democratic attitudes of the students and this may establish democratic relationships in the classroom.

If we need a democratic society, we need democratic schools, in which the students participate in decision making process, even at lower grades. Thus, every school is able create its own culture, duties, responsibilities and rights under the conditions of global democratic understanding. Creating such a desirable understanding in schools is not an easy job. Educators should create necessary teaching-learning experiences and instructional environment for students in these schools.

2.6.2 Communication and Conflict Resolution in Schools

According to the literature (Easton & Storey, 1994; Reitzug & Cross, 1994; Rinehart, Short & Johnson, 1994, cited in Rusch, 1995) conflict among the school community members increases. Developing conflict resolution skills of children can be attributed to the studies related to ‘peace education’. According to Galtung (1997), one of the major is developing peace education curriculum is to enable and empower children to handle conflicts creatively and in peace.

Fletcher (1986) says that peace “does not come equipped with its own standardized body of content that merely needs to be transmitted to waiting students” (p. 2), unlike math geography, science or English. Democracy and human rights

education is assumed to be crucial and fundamental to peace education. As practiced in elementary classrooms peace education can be called by various names such as conflict resolution, as is preferred in this study (Rearden, 1995; 1997).

Fletcher (1986) also suggests a model to peace education in schools. This model is based on three dimensions: content, procedures and relationships. In order to broaden students' knowledge or awareness in peace, teacher set forth content related stories or skill building exercises in classrooms. Scheduling, discipline or teaching methods are some examples of procedures. This refers to the structures of institution in which educational experiences take place. Lastly relationships refer to the interaction patterns between students, between teachers and between students and teachers.

The ultimate goal of conflict resolution in schools is to reduce disruptive or unproductive student behaviors and help them to develop positive social relations. Unfortunately many teachers in schools lack in problem solving, in other words conflict resolution skills. In addition to this, teacher training organizations cannot provide necessary programs toward communication and democratic conflict resolution skills. Therefore most teachers tend to take an authoritarian role in their classroom life (Jones & Jones, 2001).

Keeping conflict out of schools and also out of education sometimes cannot be good solution for democracy. Gerzon (1997) states that if properly designed, conflicts provide students with a genuine experience of democracy in action. If there is no conflict, how to learn the citizenship and resolution. This is also a key component for citizenship. The challenge of citizenship is learning to cope creatively with controversy. Students can learn these skills if only teachers enable them to encounter situations in schools. Related to conflict resolution in schools and classrooms, Arnstine and Futernick (1999) point out that a fundamental characteristic of teaching democracy in controversial situations is respect for others. If the students are to learn democratic citizenship, they should experience respect themselves within school as well as out of school.

Democratization of classroom management is crucial in democracy and human rights education. Council of Europe (1994) suggests that democratization of school life, democratization of the teacher-children relationship, administration of active learning methods in classrooms and democratization of in-class communication can be considered as the crucial aspect in democratic classroom

management. Regarding to peace building in classrooms, Benton (2003) suggests developing communication skills among students. Since the school life is a complex reality the democratization process should start with the daily life in schools. As we all know that children are very active especially at early elementary grades. Therefore students should be assumed as the active actors in classrooms.

When an activity interferes with the ability of a person to satisfy wants, needs, or interests, we witness the conflicts (Powell et al., 2001). It is an obvious fact that individuals have different desires or interests. Therefore if there are multiple needs and the lack of sources in meeting the needs, conflict between these bodies are inevitable. On the other hand, Johnson and Johnson (1995, cited in Powell et al., 2001) indicate that when teachers used conflicts to create interest and excitement, this can be healthy and valuable. The schools that use conflict in a constructive understanding is called as “conflict positive” schools (p. 93). This characteristic can be used as a basis for establishing cooperation and teamwork.

National Research Council (1993, cited in Jones & Jones, 2001) indicates the growing evidence that punitive methods with regard to classroom management only provide more aggravation, alienation and anger for students. In parallel to this evidence, Powell et al. (2001) cites Johnson and Johnson’s views that “conflicts become destructive when they are denied, suppressed, or avoided” (p. 94). This may also cause an increasing violent behavior. Studies show us that in creating positive, safe and warm school environment, more democratic classroom management strategies that are based on problem solving are needed in schools (Jones & Jones, 2001).

Many schools adapt and apply democratic conflict resolution programs. For example Glasser’s approach to conflict resolution is accepted in improving students’ attitudes and behaviors toward teachers and school. Glasser’s approach is based on seven steps effective problem solving activities. Since this approach requires taking the student from the group so that discussion can take place privately and actively involve the student into the problem solving process, it also responds and respects to individual needs. Through his approach students learn to take more responsibility for their behaviors which is one of the fundamental desired outcomes of democracy and human rights education in schools (Jones & Jones, 2001).

One of the highly effective problem solving strategies in schools is allowing students to work out their own solutions to conflicts. Jones and Jones (2001) point

out that most children in the third or fourth grade have considerable experiences in resolving their own conflicts in classrooms as well as in schools. Through cooperative learning tasks, teachers know the degree to which students in the classroom like each other. They can increase student involvement in conflict resolution program if they know the students' characteristics in social and peer relations very well. Wolk (1998) cites Mara Sapon-Shevin's idea stating that cooperative learning is a teaching method that includes political and social perspective since it promotes the allocation of power, decision-making, mutual respect and appreciation of multiple ideas.

Regarding to peer mediation in conflict resolution Council of Europe (1997b) states that one of the dominantly cited skill in democracy and human rights education in schools is peaceful conflict resolution. There are number of programs in elementary schools of some European countries, such as the UK. Implementing successful per mediation methods "not only is a more peaceful environment created but the students involved feel that what they are doing is incredibly important and useful for their school" (Council of Europe, 1997b, p. 11).

Cangelosi (2000) suggests incorporating conflict management and resolution techniques throughout the school curriculum. In many schools in the USA, there are certain conflict management programs based on this approach. These programs are based on providing students training in communication and problem solving skills in certain time periods in order to become peer mediators in their schools.

Another democratic method for group problem solving is class meetings (Taylor, 1999; Wolk, 1999). According to Jones and Jones (2001), the purpose of these meetings is to try to solve a common or individual problem. This approach allows "both teacher and students to resolve problems openly and before they become major issues that negatively affect learning" (p. 342). Class meetings are a well thought social program designed to involve all students in problem solving process. According to Jones and Jones, the class meetings are appropriate for social skill development in elementary classrooms. Students are encouraged to think about their problems that needs to be solved by the classroom. This kind of an atmosphere provides highly democratic climate in classrooms. Involving in this process enhances students' sense of understanding of others' value judgments, respect for others and collaborative decision making skills.

Parents' interest in their child's education is a critical factor in problem solving process. Myles and Simpson (1998, cited in DiGiulio & Marlowe, 2003) note that "... parent and family support systems are often the bridge to long-term solutions to problems of aggression and violence" (p. 4). Teachers play a crucial role in fostering this parental support for learning democracy and the rights of others in a school environment.

Peace education requires necessary content and techniques that contribute to the learners' cognitive, practical skills, and attitude formation in instructional environments (Chetkow-Yanoov, 1996). Helping learners so that they understand the influence of attitudes and emotions related to human being and equipping children to analyze the concept of peace and how to contribute peacemaking in classrooms should be the major goals of all conflict resolution programs.

2.7 Role of Textbooks in Democracy and Human Rights Education

Classroom teachers use textbooks and consider the reading abilities of children because this improves the reading skills. One of the most crucial goals of elementary education is to improve reading ability of children. Thus, teachers and students deal with reading activities most of the time. If teachers believe the importance of curriculum, one of the significant factors in this belief is textbooks. Teachers consider textbooks as curriculum. They are assumed to be dominant sources for the activities, especially for social studies course (Passe, 1995).

Passe (1995) indicates that as a result of the dominant nature of reading in primary classrooms, most of the social studies courses are in traditional form. Students often suffer from the content of textbooks or the curriculum that is irrelevant and boring (Goodlad, 1984, cited in Passe, 1996). In that sense, English (1986) states that if teachers follow only the course books, students are exposed to only author's point of view. The textbooks may be ideological, whether intentionally or not, in nature as well as the teachers who follow those. So the philosophical biases in textbooks cause the publishers or the authors to influence not just textbooks but curriculum, since teachers are heavily engaged on textbooks. Pinar and Bowers (1992) state "the concept of ideology became central in understanding curriculum as

political text” (p. 166). Therefore, as Apple (1990) and Giroux (1981) claimed curriculum itself has become an ideology of a state.

2.7.1 Social Studies and Life Studies Courses in Democracy and Human Rights Education

Attitudes are learned from the experiences. Social studies is concerned with necessary social attitudes for a democratic citizenship. Values can be in written form in school’s mission and philosophy, in textbooks and curriculum and enforced in classroom rules and routines. Values education is an important part of social studies and social studies support democratic citizenship. In school curriculum, social studies and life studies take an important place. Therefore, values education through several courses, mostly through social studies, begin in the earliest years of life and continue until the graduation (Hoge, 1996).

The learners should know certain things so that they can be successful inquirer, critical and reflective thinker leading to become democratic members of the society. This can be provided by formal curriculum in schools. Generally, social studies courses convey the knowledge of democratic life and respect for human rights as specific concepts, facts and generalizations in many countries as well as in Turkey. Although educating democratic citizens in schools has been one of the dominant characteristics of national education in Turkey, it is not possible to claim that these goals were accomplished yet. Several researchers agree that a strong nationalism and patriotism prevails among the Turkish youth (Doğanay, 1993).

Marker (2000) states that democracy education has direct implications for social studies teachers. One of the major goals of social studies in elementary schools is citizenship education. Learning citizenship requires acquirement of certain knowledge, values and behaviors. Then students comprehend democratic values by considering the rights, responsibilities and respect for self and others. Teacher is the key figure in relating these concepts to practice democracy in classrooms (Holmes, 1991).

As we remember from the social studies courses that the development of values, feelings and appreciations, in the affective realm, are crucial for the society as well as individuals (Passe, 1995). Regarding the development of affective climate

in classrooms with regard to civics, how social studies education influences the political development of students is of primary importance (Mason, 1999).

The primary level social studies curriculum emphasizes self, family, and community. On the other hand, this level is seen as a preparation stage for citizenship education at the same time (Sadker & Sadker, 2003). Lucan (in Mehlinger, 1981) states that many social studies teachers try to teach pupils about themselves, about other peoples and about society and culture so that they can develop their maximum potential while functioning as members of society.

Civic education has vitality in the development and maintenance of all governments, but in democratic systems it is critical that citizens understand and believe in the educational process (Ridley, 1997).

According to Jennings (1994), social studies course which is highly didactic in many cases is the only source for passing human rights awareness and teaching them their constitutional rights. Therefore it does not appear to be sufficient in and of itself to promote human rights advocacy. Jennings advocates that human rights education “must move beyond didactic instruction to embrace students and educators in experiences which impact fundamental self-understandings...” (p. 6).

In Turkey, the purpose of democratic citizenship education is strongly emphasized in the Basic Law of National Education as well as in the elementary school curriculum, especially in the social studies curriculum. On the other hand, Doğanay (1993) indicates that, stating goals and objectives in curricula does not guarantee to produce democratic citizens. He maintains that the nature of curricula, the teaching and learning process in which students are engaged, and the school environment, climate and culture are more crucial in establishing democratic attitudes and skills (Doğanay, 1993). Regarding the criticism on Turkish education system in democracy education, Tezcan (cited in Doğanay, 1993) complains about the lack of democracy and human rights education in our schools. He states that students in western societies take the virtues of democracy and human rights, history of democracy and human rights, civic and political education, democratic procedures at elementary and secondary levels.

Regarding the 1968 elementary and 1973 secondary school curricula, Gömleksiz (1988) states that the content of civic education decreased in the social studies courses in the elementary and secondary schools. Critical thinking skills of students in social studies cannot be developed since only the concepts and facts are

given and there is a lack of appropriate instructional methods and evaluation techniques. He comments that because of those reasons the students cannot gain necessary skills for a democratic society. Five major dimensions of Life Studies Curriculum are the development of the skills and abilities in familiarity to close environment, responsibilities and duties as citizens, relationships in the society, development of economical living skills and abilities and development of better life skills (MEB, 1995).

In primary grades, citizenship can be best learned through school service projects. Good citizenship is recognized widely as the most important goal of social studies. National Council for the Social Studies (NCSS) determined the mission of social studies that “the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse, democratic society in an interdependent world” (Zarrillo 2000, p. 248). According to Hansen, Kaufmann and Saifer (1997) fostering self efficacy skills and responsibility awareness of children will impact on important life skills that are necessary for democracy and human rights in primary grades.

Zarrillo (2000) states that social studies teacher should teach students to be good citizens. Therefore social studies course in primary grades is designed to meet the needs in character education at the same time. “The process of effective citizenship should be practiced at home, in the classroom, on the playground, in the community and at the state, national and international levels” (p. 266).

Social studies, according to Passe (1995) is full of human emotions, beliefs and many other affective side of human experiences. He states that many teachers are not willing to teach about values because they believe that teaching of values is a major responsibility of religious units or parents. They all argues that affective education is highly controversial and this may lead classroom conflict and parental objection. Passe pays attention that this is the democracy and asks “what better preparation for democratic citizenship can there be?” (pp. 102-103). He also indicates that considerable number of Americans believe that values should be taught by schools.

Regarding to this controversial issue, Engle and Ochoa (cited in Zarrillo, 2000) comment that the most important thing for the teachers should be to indoctrinate children with the ‘right’ democratic values. In that sense, the first commitment of teachers should be informing students about the meaning of ‘value’

and allowing them to analyze the values. Finally, they must study controversial issues and make decisions in relation to those values.

A discussion of classroom management that is the process of promoting and maintaining an effective environment for students, is beyond the scope of a social studies method textbooks naturally. On the other hand, democracy and human rights education, as the most important topic of citizenship education, and classroom management is seen as related topics by many authors (Brophy, 1985; Goodman, 1992; Hoover & Kindsvatter, 1997; Ross & Bondy, 1993; Schimmel, 1997; Wolfgang & Kelsay, 1995, cited in Zarrillo, 2000). Zarrillo (2000) maintains that although major aspects of classroom management are related to the adults, classrooms should be democratic in schools claiming to prepare democratic citizens to society.

Schimmel (1997, cited in Zarrillo, 2000) indicates two important issues about classroom rules and democracy education. First, classroom or school rules must include the rights of students, and second is to teach classroom rules like any other part of the curriculum. Therefore, the students should understand the rationale for each classroom rule as parallel to the rules that are followed at home, in the city, at the state and the nation.

Teachers have a vital role to play in maintaining the atmosphere and general structure of schools and transmission of the values needed to nurture the society with needed characteristics through designed courses, such as social studies, in formal education (Giroux & Penna, 1983). Following section provides a review on the characteristics, and competencies attributed to those who contribute to democracy and human rights education as effective teachers.

2.8 Teachers and Teacher Training Towards Democracy and Human Rights Education

Atasoy (1997) points out that, in our constitution, developing democratic relationships and stating the importance of democracy by doing and experiencing are crucial. However, although there are many goals and objectives toward teaching democratic attitudes and skills in primary school curriculum, it is very clear to see that we could not reach the desired results and outcomes. There are obviously many

reasons of this but one of the major reasons of this that we do not have classroom teachers who has not taken any courses on democracy and human rights education.

Maintaining democracy and human rights ideals during teacher training period is certainly a challenge even for faculties in teacher training institutions Weisenbach and Steffel (1995) state that prospective teachers in any teacher training institutions must focus on the issue of enculturation of children into the democracy.

Educational philosophy and ideology refers to how and what people see as truth or general realities about students, classrooms and schools. They may be assumed to be the constructs that include beliefs about how the world operates. Every teacher has an educational philosophy, at least follows an ideology and they use these beliefs underlying their philosophies as guides and explanations for their actions in classrooms (Hoover & Kindsvatter, 1997). With regard to hidden curriculum and the role of teachers in democracy education, Kohlberg (1983) states that moral character and ideology of teachers and principals strongly affect the hidden curriculum that helps in influencing the atmosphere of children.

In *Democracy and Education*, Dewey indicated the relationship between education and democracy by stating that democracy itself is a social process that could be enriched through education and schools (Ornstein & Hunkins, 1998). Dewey (1966) argued that the school should be a place for democracy in which pupils learn particular processes and attitudes to live effectively as citizens in a democratic society. He certainly believed that our schools are the laboratories for pupils to realize the democracy and teachers as public intellectuals should address the imperatives of democratic citizenship. In that sense, teachers' understanding of democracy and the way of applying it in class or school seems to be very crucial. Teachers should aware of the universal democratic values in order not to be influenced by his/her ideology in educational process taking place within the class and school.

Ross and Yeager (1999) advocate that teachers' understanding of democracy has a great influence on how children learn democracy in schools. For example, a study's results indicate the teachers' influences of socializing children in parallel to the values of democratic citizenship in schools (Ross & Yeager, 1999).

Although the values of democracy can be developed in family or religious context, media and peer groups, the learning environment created by teachers are always central and important. Parallel to Ross and Yeager's study, Harber (1994) and

Oktay (1998) maintain that many teachers describe democratic education as learning by doing, increasing responsibility, positive atmosphere, free-decision making, involving in decision making, equality and diversity in their studies.

According to De Moulin and Kolstad (1999), teachers should have enough maturity in democratic understanding and graduate programs in teacher training institutions should contribute more to democratic maturity of teachers. So, teachers should have more opportunities to develop themselves in higher levels such as attending master programs not just graduating and doing their jobs in schools.

Hoover and Kindsvatter (1997) state that democratic philosophy consists of equality, freedom and justice. If teachers believe that they are democratic then they must consider the classroom management procedures under the light of democratic philosophy. With regard to this issue, McEwan (1996) inquires that if schools are laboratories of democracy, as Dewes assumed, so the classroom management approaches of teachers must reflect democratic principles.

Harber (1994) states that education for democracy needs a substantial change on the relationship between teachers and pupils in schools. He goes on to state that if a central concern of education becomes learning democratic values then classroom ethos and atmosphere, the curriculum and everyday life of the schools will be affected and “changing the process of schooling becomes as important as changing the content of schooling” (p. 2).

Cunat (cited in Vavrus et al., 1999) indicates that democratic education holds the expectation that teacher educators create a process engaging future teachers to help them develop the skills and attitudes necessary to become people who can and will contribute to the making of a vital, equitable, and humane society and according to him, the role of teachers on setting up democratic understanding is crucial.

Torney-Purta (1981) states that teachers should be trained as sensitive people in human rights situations, not just in the world but also in their classrooms by including appropriate topics in their curriculum and textbooks. Training teachers for teaching human rights and international understanding has also been a dominant issue for UNESCO, as suggested by Torney-Purta (Sebaly, 1987). Among internationally well known institutions, The Council of Europe, School and Out of School Education Section manages number of in-service teacher training programs to train teachers from many countries throughout Europe. This organization allows and encourages teachers

to become aware of the educational needs of an increasingly multicultural and multilingual Europe and how to deal with them in school life, get acquainted with the Council of Europe's main objectives and programs and learn how to introduce them into the classroom, live the European dimension and widen their cultural and professional experience by living in a multinational group and sharing their knowledge and views with colleagues from other countries, find out about the education systems, curricula and teaching methods which are not currently in use in their own country and which promote teaching methods encouraging pupils to develop the attitudes, knowledge and skills they will need to become responsible and successful citizens (The Europe of Cultural Co-operation, 2000).

In terms of its ramifications for education for democratic citizenship, in-service teacher training activities aim to obtain well-trained teachers to educate good citizens for democratic societies. In this area too, it is essential to involve interested parties at the local level. The content of in-service curricula should also be designed to take account of teachers' needs.

2.9 Research and Development in Democracy and Human Rights Education

2.9.1 A Brief Account of the Evolution of Democracy and Human Rights Education in Turkey

In Turkey, there has been always continuous interaction among democracy, human rights and politics. Therefore every decision taken on Democracy and Human Rights issues has been very much related to the politicians, governments and their ideologies. In this section the researcher presents a brief historical evolution of democracy and human rights education in line with the literature in Turkey.

Universal human rights were declared in 1948. In 1949, this was accepted by Turkish government and published in Official Gazette of Turkey. Then the political system in Turkey shifted from the single party system to multiparty system which aimed a democratic regime for the nation.

At the beginning of 1960s, Human Rights Documentation Center was established. In early 1970s, TODAIE (Public Administration Institute for Turkey and the Middle East) and Ankara University, Faculty of Politics Sciences began to present Democracy and Human Rights related courses. In 1974, Human Rights Center was established in Ankara University. In 1980s, Human Rights course was

designed both for undergraduate and graduate students in Hacettepe University, Department of Philosophy.

In 1994, Turkish National Assembly established a commission in order to produce reports on Human Rights issues. According to those reports, students should gain an understanding of values of being human in schools by providing appropriate learning environment, materials, relevant instructional methods and techniques, and implementation process so that students can observe and experience human rights and democracy in schools. This commission indicated the urgency of design and implementation of Ethics, Human Rights, Democracy and Citizenship courses at elementary and secondary levels.

Not just the schools bounded to Ministry of National Education, but also other governmental educational institutions, such as Police Colleges and Academies, and Military Schools were affected by this report. In these institutions democracy and human rights courses has been compulsory. Moreover, the commission suggested in-service training programs in human rights education for the governmental units working for public security.

In light of these improvements led by the National Assembly, in 1995, Ministry of National Education developed and offered Citizenship and Human Rights courses for secondary schools. Following this, the Ministry also decided that teachers in elementary and secondary schools should be involved in in-service training programs. Graduate level human rights courses and certificate programs were proposed and introduced by the Social Sciences Institutes.

In 1999, a Democracy and Human Rights curriculum was developed for secondary education and it is currently being implemented at 7th and 8th grades. In addition to design of new courses in human rights and democracy, there have been several projects held by governmental, non-governmental and international organizations in Turkey, such as Turkish National Commission of UNESCO, UNICEF and UN, British Council, Eğitim-Sen (a Union of Teachers in Turkey), Beyaz Nokta Vakfı (White Point Foundation), Umut Vakfı (Hope Foundation), (Türk Demokrasi Vakfı) Turkish Democracy Foundation and others. As an example in human rights education, Turkish History Foundation currently runs a project related to examination of the human rights abuses, misunderstandings and misconceptions, cultural biases, violence and many negative issues in elementary and secondary

school textbooks. With the assistance of this project school textbooks will be revised and rewritten with respect to global human rights values.

Besides the attempts in textbook and course development reforms in Turkey, different experts from different areas such as education, psychology and law got together and published two different textbooks for primary and middle stages of elementary education. First textbook was a product of a project which is called ‘Yurttaş Olmak İçin/ For Being a Citizen’ by Umut Foundation for the 6-8 grades. The second was a series of books titled as ‘Ben İnsanım/ I am Human’ that was supported by the MONE and the British Council. Both textbooks were written by the same author group (Gürkaynak, Gözütok, Akipek, Bağlı, Erhürman, & Uluç, 1998a; 1998b; 2002).

School Councils Project initiated by the MONE also contributes to democracy education in helping elementary and secondary schools to establish their own school councils that include students in decision making process, as seen in many schools in the western societies. These councils are supposed to enable students at upper grades of elementary schools to become partners in their own education and to make a positive contribution to the school environment and ethos. The general aim of this project is to establish democracy culture through the elections at classroom and school levels. This project’s protocol was signed between the Ministry of Education and Turkish Grand National Assembly and all schools will have their own student councils. The selected delegates from these councils generated The Student Council of Turkey and all delegates also had a meeting at the National Assembly in April, 2004 (MEB, 2004b).

In line with the efforts by many governmental and NGOs, UNICEF also initiated a project which is called Child-Friendly Schools Project in Turkey so that children between the ages of six and fourteen years can reach their full development potential. UNICEF aims to have at least 20 child-friendly schools in each province by the end of 2005. The rationale of this project regards education as every child’s right and helps to monitor the rights and well being of every child in the community. This project also promotes good quality teaching and learning processes. This includes individualized instruction appropriate to each child and active, cooperative and democratic learning methods; provides life skills-based education in a healthy and hygienic environment; promotes gender equality in enrolment and achievement. It continuously promotes child participation in all aspects of school life, involves

children, families and community through a family-focused and child-centered strategy (M. Sungun, personal communication, July 11, 2002).

As can be seen from the brief chronological events and improvements in democracy and human rights education, several actors are needed in designing and implementation of democracy and human rights education in schools. This is not only related to educators, but also to other stakeholders, governmental and non-governmental organizations in Turkey.

2.9.2 Research Studies Related to Democracy and Human Rights Education Abroad and in Turkey

Many international organizations that devoted themselves to education are interested in democracy and human rights education as was stated previously. There are several organizations that develop particular projects or action plans related to democracy and human rights education in schools throughout the world. For example European Council strongly promotes democratic thinking and action among its member countries. Since Turkey is a candidate for European Union, it will be useful to summarize the European Council's activities, projects and research studies in democracy and human rights education in this section.

European Council gives high priority to education for democratic citizenship based on citizens' rights and responsibilities in its regular program. In 1997, the Education for Democratic Citizenship (EDC) project was launched to find out which values and skills individuals are required to gain in order to be trained for participating citizens, how they can acquire these skills and how they can learn to share them with others. Through this project raising citizens' awareness about their rights and responsibilities in a democratic society, activating existing networks, encouraging and facilitating the participation of young people in civil society and increasing public understanding and awareness of the many different aspects of democratic citizenship, particularly in a context of social change was aimed. To use elementary schools as a first agent in democracy and human rights education, the Council of Europe developed projects for its member countries. These projects were designed to create a model to establish the democratic foundations of society, an institution to allow young people to be familiarized with national and international

democratic institutions, an instrument to foster mutual understanding and respect for cultural diversity (Council of Europe, 1997b; 1998; 1999).

According to Council for Education in World Citizenship documents (Council of Europe, 1999) global citizenship consists of three key values: diversity, development and democracy. In parallel to these 3 D's, the respect of human rights and freedoms, the pluralist democracy and preeminence of law are the founding values of Council of Europe.

Regarding the perceptions of students toward democracy, high quality responses of students in a research indicated that democracy requires a balance between the values and the community, respect for diversity and core democratic values and attitudes (Ross & Yeager, 1999).

With respect to the values that schools teach, Council of Europe initiated a research study in 22 European countries asking the dominant values in their schools. In Turkey, democracy, compassion, understanding, altruism and deference values were designated mostly by respondents. Regarding these values, European Council suggested that participating countries should introduce European dimension in human rights, sustainable development, multiculturalism, peace, in their formal curricula. This suggestion does not include social studies or civics courses that were exposed in many countries in the Europe (Council of Europe, 1999).

A survey study carried out by Lehrer (1997) in elementary schools revealed that most teachers in public elementary schools offer character education. The study also showed that most of the administrators and teachers agree that public schools should continue to deal with character education since children come to school little or no knowledge of the vital characteristics needed to educate democratic citizens in elementary schools (Lehrer, 1997).

A study by Richter and Tjosvold (cited in Wade, 1992) compared elementary students who participated in choosing topics and to plan the activities in their social studies classrooms with others who participated in teacher designed activities. First group had more favorable attitudes toward school, social studies, and their peers, as well as more consistent behavior.

Although there are some difficulties in democracy and human rights education in Turkey, there is certainly no doubt that recent improvements in social, political and economical aspects contributed more to the democratization of Turkey. There are very few studies in Turkey and many in the world on democracy and

human rights not only as a social and political point of view, also its reflections on training and implementation process in education. Related to the scope of this study, following research studies related to democracy and human rights education were conducted in Turkey.

Democratic school, democratic teachers and democratic classrooms are mainly discussed in the literature with regard to establishment of democratic learning environments. Tezcan (1981, cited in Atasoy, 1997) conducted a study on conflict between generations and found that students described teacher behaviors as autocratic and unconcerned. They could get students out of classrooms, heavily scold students, give physical punishments, and insult them. Students mostly liked teachers who were knowledgeable, tolerant, understanding and fair, and established dialog with students, dealt with their problems, provided help and guidance.

Kısakürek (1985, cited in Atasoy, 1997) investigated the effect of informal structure of classroom atmosphere on student achievement and found that classroom atmosphere is a crucial variable in describing student success in schools.

Gömlüksiz (1988) evaluated the faculties' and students' attitudes with regard to democratic classroom environment in Hacettepe University in Ankara. The results showed that the faculties and the students enthusiastically agree on democratic principles. However, a difference between their perceptions of these democratic principles and their behaviors in classrooms were observed.

In a study, Küçükahmet (1989, cited in Atasoy, 1997) required 190 undergraduate students to write down a literary work (composition) related to the characteristics of a democratic teacher. Students clarified that democratic teacher is cheerful, open to criticism, tolerant, humorous, fair, moderate, committed to Atatürk and his principles, respectful to human rights, and freely express his/her ideas.

Büyükkaragöz (1990) explored democracy education in secondary schools and found that there is no difference between democratic attitudes of female and male teachers. However, there was a significant difference between female and male students related to democratic behaviors and attitudes, in favor of females. Lastly, the students who resided in cities/provinces relatively reflected more democratic behaviors than the students who resided in districts/counties.

Doğanay (1993; 1994) conducted a survey study in Antalya to understand the effect of media, school and family on political knowledge and attitudes of 288 fifth graders. The results of this study showed that educational system itself, instructional

process in our schools, parental education level, socio-economic level, demographic and family structure, inadequate conditions in economy and, existence of democratic communication patterns in families strongly affect political knowledge acquirement and political attitudes of children. Doğanay supports this finding through Tamir's (1989, cited in Doğanay, 1994) study stating that parental factors play much more role than school related factors. Another key finding of Doğanay's study was that the media related variables explained more political knowledge of students than their political attitudes.

Bilgen (1994, cited in Otluca, 1996) explored the basic principles of pass-fail and credit systems in the first year of secondary schools in light of contemporary and democratic educational understanding. 3000 teachers and students from 17 cities in Turkey participated to this study. It was found that most of the school administrators believed that education is a fundamental human right. Most of the participants claimed that they adopted democratic and modern educational understanding. All administrators shared the idea that measurement and evaluation is a tool in education. Lastly, they all stated that pass-fail and credit course system is appropriate in modern and democratic educational understanding.

Gözütok (1995) investigated democratic attitudes of prospective teachers and working teachers in elementary and secondary schools with different socio-economical levels in Ankara through a questionnaire. She found that prospective teachers have more democratic attitudes comparing to the teachers who were in the profession. However, there was no meaningful difference among the attitudes of the teachers who worked in different schools with different socio-economical levels and different genders.

Şahin (1995) administered questionnaire to 51 school principal and 542 teachers in elementary schools in Afyon. Findings revealed that teachers and school administrators decide jointly to distribute students to their classrooms at the beginning of the school year; students were never consulted when a decision is taken concerning to them; school administrator was the absolute authority on children, and school administrators perceive their management styles as democratic while teachers thought of that as autocratic. Same result was also found by Işıkgöz (1999) through a survey study administered to school administrators and teachers in 10 elementary schools in Sakarya.

The research-based literature in Turkey includes very few research related to instructional methods and techniques used in democracy and human rights education. Üstündağ (1997) investigated the effects of creative drama on student achievement and attitudes toward 'Basic Rights and Duties in Liberal Democracy' unit of 8th grade Citizenship and Human Rights Education course in elementary education. The results showed that drama is more effective than traditional type of teaching. Besides, drama technique is also more effective on the attitudes of students than traditional method.

Cetinkaya (1998) conducted a study which was a part of the International School Association project to determine the perceptions of children and teachers at elementary and secondary level. According to this survey study, the perceptions of the students related to their rights vary due to their ages, gender, the type of the schools they attend, and the educational level of their parents. The results also showed that there is a difference between school and home in terms of existence of children's rights. In such a way that while female students considered their rights as an important issue at home, male students expected people to respect their rights in schools. In addition to this finding, parents who have higher education level more emphasized the importance of the rights of children, comparing to people who had lower education level. Interestingly, teachers in upper level of elementary and secondary schools more emphasized the existence of the 'rights' in school environments, comparing to classroom teachers.

İnal (1998) conducted a content analysis study on some selected textbooks that contained democratic and nationalist values in secondary education. He found that politics has been always a dominant factor influencing educational system. The educational system and educational philosophy were also affected by two military interventions in 1960 and 1980. The military powers decided on the existence of values and virtues preferred by the authority. İnal states that these values, that are more nationalist rather than democratic, are reflected into the textbooks and curricula during the stages of two major military interventions in Turkey.

Koca (1998) also investigated the perceptions of teachers related to Citizenship and Human Rights Course and curriculum in elementary schools. According to teachers, the curriculum helps to determine the content of this course, however it lacked in helping for planning and choosing appropriate instructional methods and evaluation. Teachers consider and appreciate the goals and objectives

related to values and virtues of democracy and human rights. There is a gap between what was written in the curriculum and how to practice. Teachers mostly prefer oral exams and short answer essays in measuring student achievement in this course. They also prefer question-answer and lecture methods that are based on traditional approach during instructional process. Lastly, and interestingly, most of the teachers did not feel that they need in-service training in democracy and human rights education, although most of the teachers teaching this course were not professional in democracy and human rights education.

Kepenekçi (1999) explored the current situation and factors that may be helpful in improving human rights education in secondary education, in line with a broad literature review. She found that human rights education is greatly emphasized in international laws and regulations, and there are enthusiastic efforts and works carried out. However, there are very few efforts and implementations in this field in Turkey. Universities and NGOs did not consider human rights education. ‘Democracy and Human Rights’ courses in high schools were ineffective. Kepenekçi also found through the content analysis of selected textbooks that Law Studies (Hukuk Bilgisi) and Religious and Ethical Studies (Din Kültürü ve Ahlak Bilgisi) are the textbooks that mostly emphasize human rights content. However, the textbooks that reflect social, cultural, historical and literary characteristics included lesser issues in human rights than expected.

The studies in Turkey were conducted in secondary schools mostly and in higher education institutions. For example, Payaslıoğlu and İçduygu (1999) conducted a survey study among university students in Turkey and they found that education is an essential and promising tool to promote human rights issues. So, the more we teach and require students in earlier age to apply human rights related concepts in their daily life via a more experiential (learner-centered) curriculum, the more we can achieve the goals of democratic societies.

There is also few studies focusing on secondary school textbooks in related literature. For example, Akbaşlı (2000) investigated and analyzed ‘Citizenship and Human Rights’ textbooks in 7th and 8th grades. The content and frequency analyses results indicated that basic concepts related to democracy, human rights and citizenship were not stressed enough and the organization of the content was not effective.

According to a study conducted by Demirel et al. (2000) related to effect of constructivist approach on seventh grade students' attitudes toward 'Human Rights and Citizenship Education' course, constructivist classroom atmosphere develops a sense of responsibility, active participation of students, their critical and creative thinking skills. Besides, teacher is a facilitator who values students' learning experiences, avoids memorization of facts and concepts and organizes richer learning experiences for students.

Akar (2001) conducted a study for the purpose of analyzing Elementary Social Studies Curriculum with 32 Social Studies teachers working at elementary schools in Uşak. It was found that half of the teachers were not satisfied with goals, content, instructional methods, materials and equipments and evaluation procedures stated in the curriculum. They reported that the curriculum did not guide them in teaching Social Studies at all.

The curricula and textbooks in schools have crucial roles to play in education system in Turkey. There have been several researchers investigating them in terms of their effectiveness, appropriateness to the national education, appearances or their content. According to a descriptive survey study, by Çıkrık (2001), analyzing 1998 Life Studies curriculum content in the first three grades of elementary schools, teachers, administrators and inspectors stated that the curriculum is 'partially' coherent with the goals and aims; the content is 'fairly' actual; the content is 'less' meaningful and the sequence of the knowledge (content) is partially coherent with learning principles in the curriculum. The survey also revealed that participants were not confident with the content of new Life Studies curriculum.

With regard to identifying teachers' and students' perceptions about at which level elementary school teachers treat their students as respectful to their rights, Kasapoğlu (2001) conducted a survey study in 60 elementary schools in 2000-2001 school year in Ankara. The teachers responded to the questionnaire that they are 'always' respectful to the principles for human rights. However, students stated that their teachers are 'usually' respectful to human rights in schools. Besides, students indicated that their teachers are less respectful to their rights than teachers reported.

Seven (2001) conducted a study to collect the perceptions of teachers and students about the physical appearance and content of the Social Studies textbooks in 4th, 5th, 6th and 7th grades of elementary schools in Manisa. The results of the survey indicated that the textbooks were not attractive and of poor quality. Illustrations and

pictures are not in appropriate colors and some of them did not fit the texts or passages. In relation to content of the textbooks, teachers and students used negative statements.

Yeşil (2001) conducted a survey study in his doctoral dissertation to understand the effect of school and parents on acquiring democratic skills and behaviors. He concluded that democracy is associated with culture and mentality; therefore, it can be understood by observing and living in its own context. Survey results also indicated that home appeared to be more democratic, however the school was considered as a place for acquiring the sense of ‘responsibility’. Besides, the weakest dimension of classroom environment in terms of democracy education was physical conditions. Yeşil concludes that democracy education should not be thought of separate issue that is isolated from existence of various dimensions associated with instructional and parental factors. Therefore, effective democracy education requires partnership between school and home.

Çalık (2002) conducted a survey study with 370 students who were all from the 5th-8th grades in elementary schools. Results of the survey indicated that 5th grade students are more democratic than 8th graders. As was found by Büyükkaragöz (1990) previously, female students acted more democratically than males. The analysis of the findings also showed that the residential places of the students in the city and education levels and professions of parents effect the description of democracy, implementation of the courses, use of materials and equipments, communication and conflict resolution, school uniform, educational clubs and classroom elections.

Tay (2002) tried to find out the learning strategies used in Social Studies course through face-to-face interviews with 4th and 5th graders in an elementary school. According to the results of this study, the students ‘rarely’ used attention strategies and ‘always’ used mental rehearsal strategies which are based on short-term memory. Teachers were not aware of learning strategies and they aware very few of teaching strategies in Social Studies course. Most of the students who used higher level learning strategies stated that they learnt these strategies from their teachers in private courses that they attended to on weekends. So this shows that these strategies can be taught if teachers in public schools are trained.

2.10 Summary of the Literature

The term of ‘democracy’ means that people have the power and authority and each person needs to develop a consciousness of individual rights in such a system (Kaltsounis, 1990; Soder, 1996; Singleton, 2004).

According to reviewed literature, the concepts of democracy and human rights are taken-for-granted values, especially in the countries in which several non-governmental organizations are actively involving in the decision-making process. The literature is also full of information related to democracy education, human rights education, citizenship education and social studies education. The common questions in all are that what democracy and human rights mean for all people, how to translate theory of democracy and human rights education into practice and how instructional process in schools can be successful in order to educate good citizens. In answering these questions, not only national but also international institutions have got into action to create more democratic world that is more respectful to the people in the world. The literature briefly summarize the efforts in democracy and human rights education in the world and in Turkey.

Unruh and Unruh, (1984) state that the schools have crucial roles in establishing participatory democracy in society. They have vital roles to play in achieving democracy and human rights ideals by including modernized (authentic) approaches, methods and techniques following a shift in their educational philosophies toward more progressive and practice based ones (Campbell, 2000a; Council of Europe, 1999; Doğanay, 1993; Fisher, 1994; Holmes, 1991; Kent, 1999; Lickona, 1997; Passe, 1996; Risko & Kinzer, 1999; Singleton, 2004).

In line with the efforts through the methods and techniques, the literature emphasizes the importance of textbooks (social studies), curriculum and other materials and sources that are used to teach democracy and human rights (Apple, 1990; Giroux, 1981; Goodlad, 1984; Passe, 1996).

Literature also investigates the relationship among character education, hidden curriculum and democracy and human rights education. According to Sadker and Sadker (2003) the students can best learn these values and principles that are fully linked to the virtues of democracy in early grades of elementary schooling. As democracy and human rights education cannot be separated from the character education that emphasize the need for formal education to raise ‘good citizens’ who

have common values, the social studies course mainly deals with these issues related to democracy and human rights (Hoge, 1996). Thus, learning about and for democracy requires acquirement of certain knowledge, values and behaviors. The schools have certain values and ethos that are acquired mainly by children. They are places to transmit certain values and norms of the society. This hidden curriculum, is believed to promote social control by educating children to conform and to obey authority (Bowles & Gintis, 1976; Martin, 1983; Pinar & Bowers, 1992).

The literature also deals with the teachers' key figure in relating the concepts and values to democracy and human rights by practicing them in classrooms (Giroux & Penna, 1983; Holmes, 1991) and teacher's perceptions of democracy and human rights has a great influence on how children learn democracy in schools. The success of democracy and human rights education also source from an effective partnership among the school community as well as the establishment of all conditions for effective democracy and human rights education by practicing democracy throughout the society and school itself.

Lastly, the literature chapter ends with presenting a detailed account of the studies concerning democracy and human rights education in Turkey. Some of the studies are directly linked to citizenship and democracy and human rights courses, and others are related to evaluation of the textbooks, instructional methods and techniques quantitative survey seeking for the perceptions or attitudes of teachers, students or administrators.

CHAPTER 3

METHOD

This chapter includes a brief description of the overall research design, followed by data sources, development and implementation of the data collection instruments, pilot study, data collection and analysis procedures, the preliminary research, validity and reliability, ethics and ends with describing the limitations of the study.

3.1. Overall Research Design

This research is a qualitative case study consisting mainly of interviews with the members of a school community, along with observations in the school and the analysis of collected documents. A single public elementary school in Ankara was chosen to explore the instructional process related to democracy and human rights education, in line with the perceptions of the school community since the qualitative case study design is particularly suitable if the researcher is interested in the process rather than product (Merriam, 1998). This approach was deemed the most appropriate, since the perceptions of the school community related to democracy and human rights education in parallel to the official curriculum, documents and textbooks; the interaction patterns in classrooms, and the culture and the values of the school that are reflected in the hidden curriculum of the school would be best investigated through the qualitative methods and procedures in a single setting. In this research the focus was the school community and the school itself, as Berg (2001) states that a community in a case study may be a unit in a larger society. Figure 3.1 illustrates the overall design of the study.

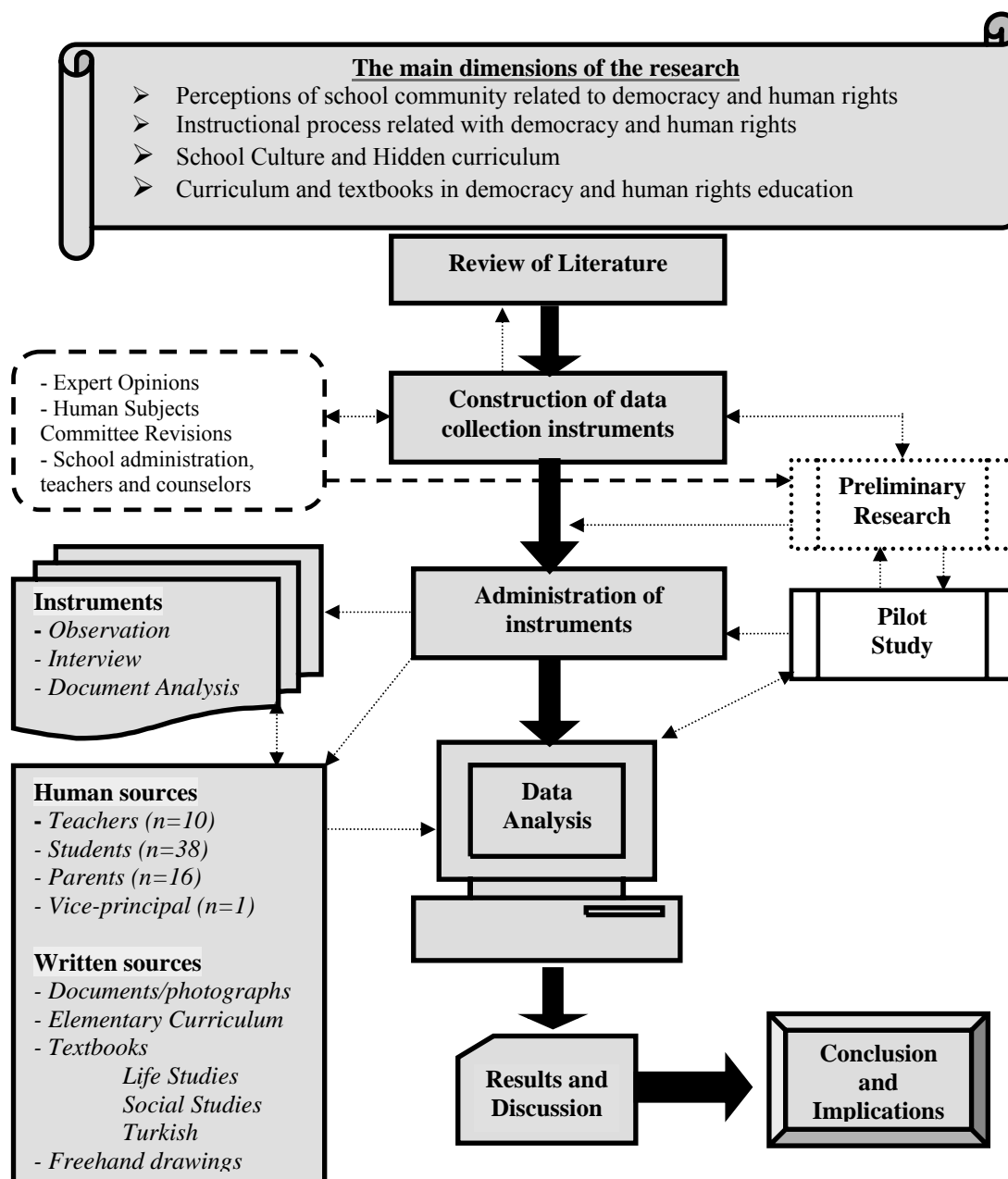


Figure3.1 Illustration of the overall design of the study.

To provide perspective into the study, a ‘preliminary research’ was carried out in an elementary school in the US. The results of this preliminary research were presented and discussed in Chapter 4 prior to the case study.

In this study, the holistic picture of the natural setting and ongoing process of the school in terms of democracy and human rights education were mainly presented in parallel to the perceptions of the school community. This qualitative case study design involved observation of the context, semi-structured interviews with teachers, parents and the school administrators, along with focus group sessions with the

students, and lastly document analyses which also included freehand drawings of the children. The timeline for the overall research process is briefly presented in Table 3.1.

Table 3.1

Timeline for the Overall Research Process

	May 1999- May 2000	October 2000- May 2001	December 2001- February 2002	February- June 2002	July - October 2002	October 2002- April 2003	May 2003- December 2004
Review of Literature							
Development of Data Collection Instruments							
Preliminary Research (MES)							
Piloting (SES)							
Data Collection							
Data Transcribing							
Data Analysis							
Write-up							

Qualitative researchers recommend using qualitative research when the questions asked are in ‘how’ form, when the researcher has little or no control over events and when the focus is on a contemporary phenomenon within some real-life context (Merriam, 1998; Thomas, 2003; Yin, 1989). In addition to this, Merriam (1998) also suggests using a qualitative approach when a researcher shows greater interest in hypothesis generating than in hypothesis testing and of the process rather than the product.

The qualitative research is evolving, flexible and descriptive mostly. The qualitative researchers’ aim is to understand and describe the behaviors and experiences of a human being in reality and to develop sensitizing concepts related to this reality. As was followed by the researcher, they try to understand the whole process in which people include meaning and explain this meaning (Bogdan & Biklen, 1998).

In line with the nature of qualitative research explained above, Denzin and Lincoln (1994), and Patton (1987) point out that qualitative research has no theory or paradigm -as it was the tenet for this research- and it does not privilege a set of methods that are its own. In this approach, the researcher got closer to the inquiry field to understand the real life in the school. Parallel to this understanding the researcher employed an open-minded approach and did not have any hypotheses or assumptions (other than his own biases and world view as explained in this chapter) that might dictate this study. This understanding was reflected in the grounded theory, i.e. a theory which is created by discovery, developed by Glasser and Strauss (1967).

After reviewing the literature about the qualitative paradigm, the researcher decided to employ the case study design in this research. The case study, regardless of the unit of analysis, provides rich, detailed and holistic account of the phenomenon in real-life situations (Bell, 1993; Merriam, 1998; Patton, 1987). Yin (2003) also defines the case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when boundaries between the phenomenon and the context are not clearly evident, and in which multiple sources of evidence are used. Parallel to this definition, Patton (1987) elaborates the purpose of the case study stating that regardless of the unit of analysis, a qualitative case study intends to describe that unit in depth, in detail, in context and holistically. It involves systematic data collection about a person, social setting or situation, event or group or to try out a new process (Guba & Lincoln, 1981).

The case study, according to another point of view, is a way of organizing social data for the purpose of viewing social reality (Best & Khan, 1993) and has long been ignored and labeled as a weak approach by social scientists (Yin, 2003). Yin (2003) informs that the researchers who applied to case studies were downgraded, but case studies are widely used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena in social sciences.

There are certain case study designs in the literature. Yin (2003) discusses four types of case study designs, as can be seen in Figure 3.2. Taking into account the thoughts of Yin, the 'single-embedded' design was preferred since five primary grades were categorized as two embedded units. In Turkey, there are two stages in elementary education which includes eight elementary grades. First stage includes

first five primary grades and the next stage includes three middle grades. As was mentioned earlier, this study only included first five primary grades. First embedded unit included the grades 1,2 and 3 that are taught Life Studies course, and the second unit included the grades 4 and 5 that are taught Social Studies as the ‘Umbrella Courses’ (Mihver Dersler), as was officially categorized by the Ministry of National Education (MONE). However, a holistic perspective was taken into account in the analysis and the presentation of the findings in this study.

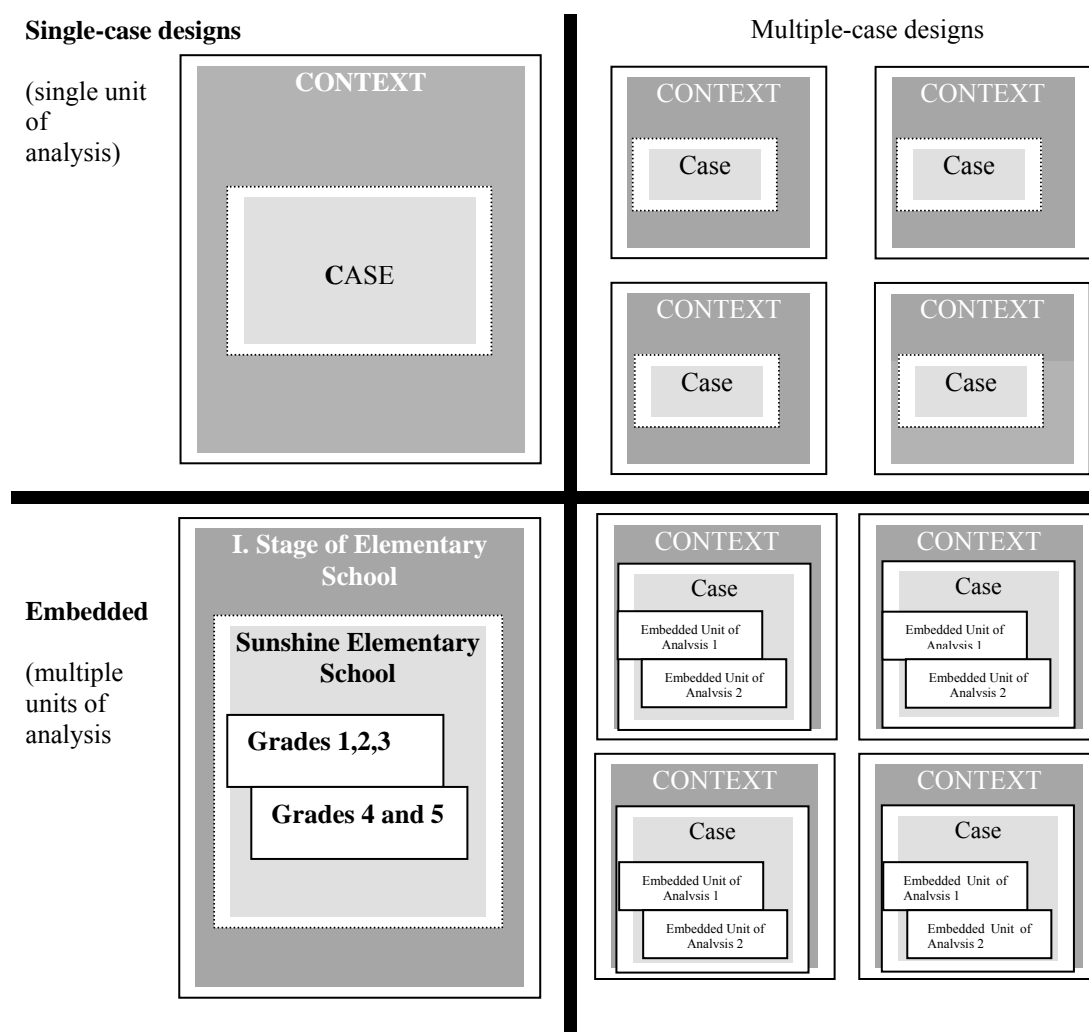


Figure 3.2 Basic types of designs for case studies (adapted from Yin 2003).

Yin (2003) states that there are several rationales to study a single case, such as being critical, extreme or unique, typical, revelatory and longitudinal. In this study, the school was mainly chosen for being typical urban elementary school in Ankara. On the other hand, once involved in the field for the pilot study the

researcher realized that there are also unique characteristics of the school. For example, in the informal conversations with the teachers in the teachers lounge, they expressed a strong commitment to liberal ideas, democracy and human rights, republic and Atatürk's principles. Besides, the ratio of being active members of teachers' union comparing to other elementary schools in Turkey was over the average. This information was collected by a telephone conversation with the officer in a union, namely Eğitim-Sen. The further details are presented in description of the 'Case'.

At the same time a considerable number of students come to the school from different places in Ankara, as explained in the 'context and the profile of the participants' section. This provided a well-balanced population for the research. Yin (2003) indicates that the experiences gained from these cases are assumed to be informative about the experiences of the typical or representative institution.

In the case of real life settings researchers focus on a person, social setting, event or group, their naturally emerging languages and the meanings behind them. These settings, according to Berg (2001), include emotions, motivations, symbols and their meanings, empathy, and other subjective aspects associated with naturally evolving lives of individuals and groups. Following this understanding also permitted the researcher to effectively understand how the school operates and functions. Designed as a case study, this research involved mainly interviewing, systematic observation, and document analysis process.

There are also various appropriate designs among case studies including exploratory and descriptive. Descriptive or exploratory case studies in education, according to Merriam (1998), intend to present a rich, thick and detailed account of the phenomenon under study. Elaborating this view, Berg (2001) says that before defining a research question, fieldwork and data collection may be undertaken in exploratory case studies. This sort of descriptive and exploratory study may be useful as a preliminary study prior to beginning the research when planning more comprehensive inquiry (Berg, 2001; Yin, 1989). Following this account, the researcher undertook a preliminary research in the USA. He also piloted the instruments and the process prior to carrying out the main research in Ankara.

The school as a social organization allowed the investigator adapt into its daily life. During the investigation, the researcher had opportunities to observe the teaching and learning process, playground, halls, teachers' lounge and school

canteen. After observing the physical, instructional, intellectual environment of the classrooms and the school, he interviewed the teachers, students, their parents and the vice-principal of the school.

3.2 Research Questions

The following main research question guided this study.

- How is democracy and human rights education actualized in a public elementary school?

In order to respond this general question the researcher splitted this question into four answerable sub-questions:

1. What are the perceptions of teachers, students, administrators and parents related to democracy and human rights education in a public elementary school?
2. How do teachers plan, implement and evaluate teaching and learning process in relation to democracy and human rights education in a public elementary school?
3. What are the culture, values and atmosphere affecting democracy and human rights education in a public elementary school?
4. How are democracy and human rights presented in textbooks and in other documents in a public elementary school?

3.3 The Case

The Sunshine Elementary School (SES, a pseudonym) is a public elementary school in the city center of Ankara. The school was built by Foundations General Directorate (Vakıflar Genel Müdürlüğü) in 1927 and is a part of Çankaya Education Directorate in Ankara. The school is one of the first schools in Republican Era and it has two parts. Old part of the school is under the protection of the Board of Historical Monuments and it cannot be renovated without permission. The second and the newer part of the school was completed in 1954. There is a sports hall as a separate building out of the main building, science laboratories on the basement, teachers' room on the second floor and a canteen mainly for the use of students. Classrooms in

the school are large and built on three levels with long uncarpeted hallways. There is a newer section of the main building and a large gymnasium was built at the back of this building in the flowing years. Two or three students who are responsible for meeting the visitors at the entrance and the ‘Atatürk corner’ with his bust usually greet people as they enter the school from the newer building of the school.

Ankara is an increasingly populated capital and this overpopulation affects the schools in terms of their quality and sizes. Because of the difficulties related to overpopulated classrooms and high demand by families, the school system tended to apply ‘shifts-in-education’, which means that some teachers teach in the morning hours (around 8 am to 12:30 pm), and others in the afternoon (from 1:00 pm and onwards).

The vice-principal stated that SES is a mirror of Ankara, since majority of the parents work for the government and they represent different socio-economic levels. Besides, the school is known for some well-known people in politics, economics and other professional areas. The administration is always proud of this. Therefore there is a high demand of the working families and the people who work for the government to send their children to the SES, even if they do not reside in Çankaya region.

SES consists of a principal and two vice-principals, 73 teachers from different subject areas, five support staff and three school counselors. In Turkey, there are 700.000 educators and only 200.000 of them (40%) are registered to the unions. 30 of the teachers (41%) are registered to the Education Unions, mainly to Eğitim-Sen (E. Aydoğanoglu, personal communication, June 17, 2004). So, the teachers in the school can be argued to well represent the percentage of the teachers registered to the unions in the whole population. Forty-four of these 73 teachers are classroom teachers, being responsible for teaching primary level students each year. The participants of this case study include an administrator, six classroom teachers, 38 students from various grades and 16 parents. All participant teachers, except one in 4th grade teacher, are the members of Eğitim-Sen.

The current vice-principal has been in the teaching profession for more than 30 years. She worked in several schools as a science teacher and she has been in the school for 10 years as the vice-principal. She has served the school for long years. Her teaching experience and credibility is very high among teachers and in the school. The staff has wide expertise and willingness in teaching. The teachers

represent different features with their background, gender and experience in teaching profession. Of the teachers participated in the study, all have over 20 years of experience. Five of them are classroom teachers and one is the Social Studies teacher. The teachers who have more than 20 years experience (two of them have more than 30 years experience) are the graduates of two years Teacher Training Schools (Öğretmen Okulları) and completed their bachelor's degrees in different teacher training faculties as was officially required. All teachers participated to this study are all registered to the Union, but only one of them resigned in 2000. Table 3.2 presents brief information related to the participants in this study.

Table 3.2

Background Information About the Participants

Participants	Age Range	Gender	Years of Experience	Graduated Institution
1 st grade	50-55	Female	32	2 Years Teacher Training School + Completed 4 years Faculty Degree in Classroom Teaching
2 nd grade	45-50	Female	25	
Teachers 3 rd grade	55-60	Male	38	
4 th grade	40-45	Female	23	
5 th grade	40-45	Male	23	
Administrator	50-55	Female	32	2 Years Teacher Training School + Completed 4 years Faculty Degree in Classroom Teaching +Science Education Degree
Social Studies Teacher	40-45	Female	21	4 Years Faculty Degree in Social Studies Teaching
Parents	28-50	1 Male 15 Females		<u>Number of:</u> High School Graduates: 11 University Graduates: 5
Students	6-11	13 Males 25 Females		

The school is in Çankaya district. Central Çankaya district schools generally have a high reputation and demand by the people in Ankara. Since the SES was situated in a very central place, the transportation has been easily provided by bus, taxis, school buses and underground. Many working parents send their children to the 'Activity Centers' (Etüd Merkezleri), usually situated in city-center, after or before the school hours so that their children can deal with various activities that the

school does not provide. Registered students come from Keçiören, Mamak, Yenimahalle, even from Sincan and Etimesgut districts of Ankara. Family incomes, although mostly middle to high, represent all levels. Teachers and the vice-principal reported that some janitors who work for the buildings in that area where the school was situated also send their children to this school. According to the administrators and the teachers, the school represents a well demographic combination of Ankara. The student population in the 2001-2002 school year is presented in Table 3.3.

Table 3.3

Student Population in the 2001-2002 School Year

Grades	Gender		Total
	Male	Female	
1	80	62	142
2	89	54	143
3	89	90	179
4	117	76	193
5	130	98	228

The school is not just favored by the families who want to send their children to this school but also by the prospective teachers in the teacher training institutions in Ankara. SES is sought out by some Ankara universities and colleges as a good site for field practices. The school appears to be open to the field practices for prospective teachers and it is possible to come across many prospective teachers who are in field practice throughout the school any time.

The school board decides who will be admitted to the school considering their residences or work areas. On the other hand, many working parents who do not reside in the required areas register their children by donating high amounts to the school for the expenditures during the school year since the school cannot get enough budget from the MONE, as others do.

SES has a good reputation both for its excellent academic programs, highly qualified and experienced teachers and for the high academic achievement of its students. Moreover the school describes its duties as a strong commitment to Atatürk's principles and modern democracy, raising citizenship awareness and good characters in children. Since some of the teachers are actively involved in Teachers' Union as well as in other NGOs; the administrators described themselves as

democratic and respectful to human rights, the school seemed to be appropriate for the research.

3.4 Data Sources

Patton (1987) informs us that qualitative methods contain interviews, observations and written documents. As explained previously, this study is a qualitative case study consisting of interviews with teachers, students, parents and administrators; observations of selected classrooms, the school as a whole, and document and textbook analysis. The data sources, data collection methods and instruments of two researches in the study are summarized in the Table 3.4.

Table 3.4

Data Collection Instruments, Techniques and Data Sources

Data Collection Instruments & Techniques	Data Sources & Activities			
	PRELIMINARY RESEARCH (PR)		THE CASE (TC)	
			Time spent	
Observation	•6 Classrooms	• 6 Classrooms	PR	TC
	•Teachers Lounge	• Teachers lounge		
	•Playground & Halls	• Playground & Halls School canteen	30 hours	100 hours
Interviews	•6 students (Grades 1- 6)	• 38 students (Grades 1-5)	20 hours	30 hours
	•6 Teachers	• 7 Teachers (6 classroom teachers+1 Social studies teacher)		
	•6 Parents	• 16 Parents		
	•1 Administrator	• 1 Administrator		
Document/ Textbook analyses	•Social Studies curriculum	• Elementary School Curriculum		
	•Textbooks	• Yearly Plans		
	•Social Studies (Grades 1- 6)	• Textbooks		
	•School leaflets and Documents	-Life studies (Grades 1,2,3)		
	•Pictures& video record of the classrooms and the school	-Social Studies (Grades 4,5)		
		-Turkish (Grades 1-5)		
		• School journal & documents		
		• Pictures of classes, corridors, playgrounds, halls... etc.		
		• Students' drawings		

3.4.1 Human Sources

Choosing the site and the sample is controversial especially in qualitative studies. According to Merriam (1998) two basic types of sampling are probability and non-probability sampling. The former sampling allows the researcher to generalize the findings over other cases. Since the generalization is not a goal for qualitative research paradigm, the latter sampling, non-probability sampling was appropriate for this case study. So, the school was selected because it is not in any major way atypical, extreme, deviant or intensely unusual (Patton, 1990).

In both settings, voluntary action was the tenet for sample selection as parallel to the soul of qualitative paradigm. There were four main types of human sources from which data were collected for this study. These sources were the teachers, students, their parents and the school administrator, as was presented in the Table 3.3 and Table 3.4. The teachers, students, parents and administrators were called ‘participants’ - the term commonly used by qualitative researchers to describe the individuals studied, with willing cooperation (Merriam, 1998).

3.4.2 Written Sources

The main purpose of analyzing written documents was to collect additional data related to democracy and human rights education at primary level, besides interview and observation. Various written documents were analyzed in this research. Curriculum, textbooks, yearly plans, children’s freehand drawings, school journals and pictures that the researcher took were analyzed (See Table 3.4). In the MES, the classrooms, halls and other rooms (music, computer and gymnasium) were recorded in videotape, unlike in the SES.

3.4.2.1 Curriculum and Textbooks

For preliminary research, the researcher obtained Social Studies curriculum and Social Studies textbooks (Bednarz, et al., 1997a; 1997b; 1997c; 1997d). from the first six grades of the MES, and analyzed them in line with the research questions.

For the case of SES, elementary school curriculum was obtained and Life Studies, Social Studies and Turkish curricula were examined. Following the

examination of the, The Life Studies textbooks (grade 1: Bilgin & Karamustafa, 2000; grade 2: Kaya, Can, Özgül, & Yurt, 2001; grade 3: Öztürk, 2001), Social Studies (grades 4 and 5: Şahin, Yamanlar, & Göze, 2000a; 2000b) and Turkish (grades 1 to 5: Hengirmen et al., 2001a; 2001b; 2001c; 2001d; 2001e) were briefly examined and analyzed in terms of their content related to democracy and human rights issues. The researcher used content analysis techniques as a tool for determining the presence of certain concepts within texts.

3.4.2.2 Documents

Throughout the investigation, the researcher took pictures (10-15) in the classrooms in both schools in order to obtain visual data. Playground, recession field, gymnasium, school entrance, teachers lounge and general physical appearance of the school were identified through these pictures. Then they were all discussed and analyzed with three colleagues at the Educational Sciences Department at METU in terms of their content, meaning and the messages they gave.

In addition to the photographs, the researcher believed that if the children were permitted to draw freehand pictures, it could be a good tool to elicit their comments about the conditions related to their rights and general climate they felt in the school. Hence, the researcher obtained 66 freehand drawings from 3rd and 5th grades in the SES reflecting what kind of rights they would like to have in the school and how they would like to perceive an imaginary school in which democracy and human rights education ideally exist. The researcher also collected some of the copies of the drawings that were previously drawn by the children in the MES. So, this activity helped to see the differences in the perceptions of children in two different school settings related to the rights of children that they would feel happier when they have them (Appendix A).

As additional documents, the researcher collected some yearly plans from voluntary teachers belonging to 2001-2002 school year. They were also analyzed with two colleagues and a curriculum development expert at Educational Sciences Department at METU.

3.5 Data Collection Instruments

All data collection methods and instruments in line with the research questions are presented in Figure 3.3.

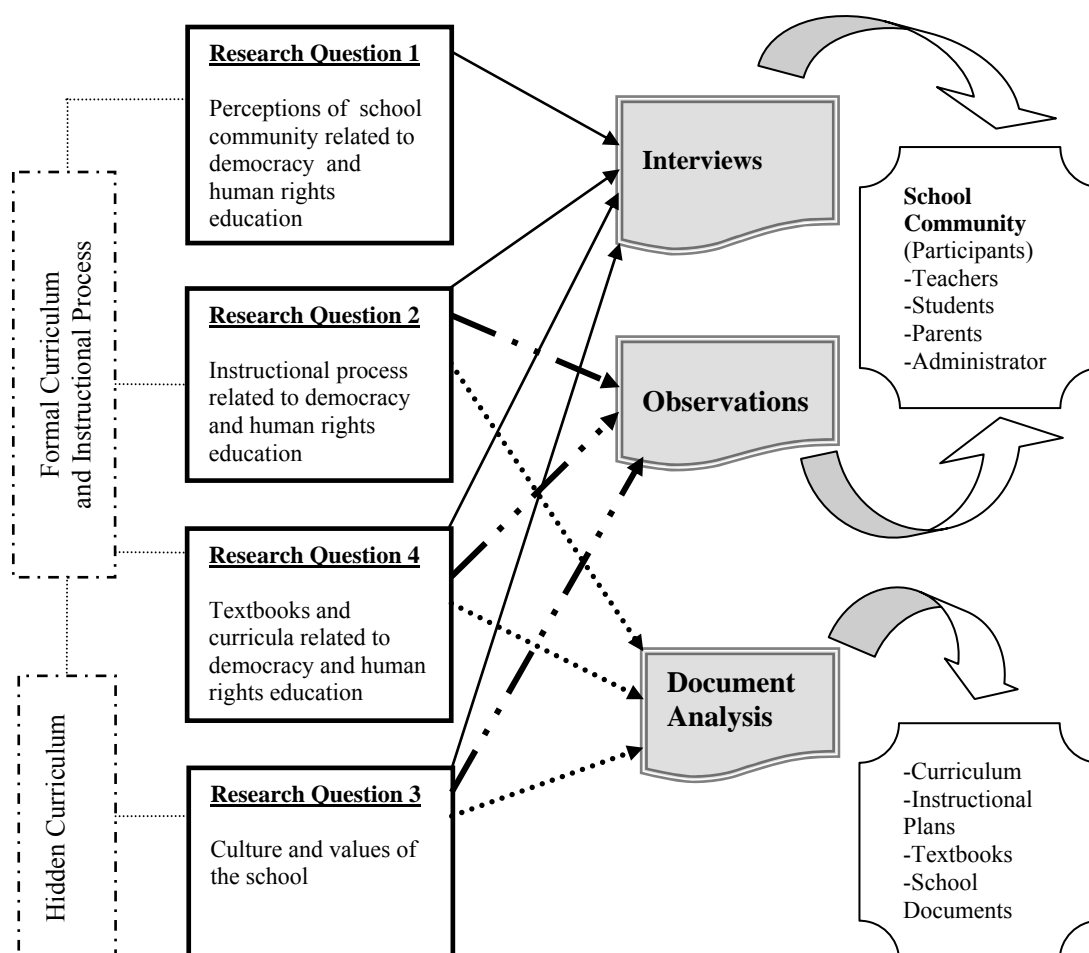


Figure 3.3 General appearance of data collection methods, instruments and process in line with research questions.

During the data collection period in two schools, a wide range of data sources and instruments including interview, observation and document analysis were used. Voluntary classroom teachers with their students were observed during the whole semester. Then semi-structured interview schedules with open-ended questions were prepared and administered to the teachers, parents and one administrator. Since cognitive and affective entry characteristics were considered, the interview schedules prepared for the children in primary grades differed from the other schedules. Then documents, pictures and children's drawings were collected.

3.5.1 Observation

Besides interviews and document analysis, a crucial way to gather data in qualitative research is observation. The researcher believed that the investigation of concrete situation merely by means of interviews and document analysis might be inadequate. The observation took the researcher inside of the setting and helped to discover the complexity of the school. In other words, the researcher also immersed himself in the context of the investigated setting. Field notes is a method of narrative inquiry that was considered throughout the observations. Having produced field notes in the observation, the investigator took into consideration the formal and hidden curriculum in the school (Rossman & Rallis, 1998).

There are several advantages of observation. First, the investigator is able to understand the context better, which is essential to a holistic and inductive perspective. Second, the observation provides investigators with a firsthand experience in the setting. Third, the observer can learn about the events that people may not be willing to share through an interview. Finally, the observer may move beyond the selective perceptions of others through firsthand experience (Patton, 1987).

The researcher believed that classroom observation is one of the fundamental sources of data collection method especially when the teachers and students are in charge of the teaching and learning activities. The researcher undertook a non-participant observer role in two schools, due to the fact that teachers' practical orientations in teaching democracy and human rights can be best seen in the activities of the teachers and students in the classrooms. Thus, the use of the classroom observation was considered to be an important link between the conceptions or constructions of democracy and human rights that teachers have and practice in their classrooms.

Having considered the importance of this linkage, the researcher preferred narrative methods and techniques in observing and recording what was seen in the classrooms. Narrative data collection technique is the process of gathering information for the purpose of research through expressing the experiences. The researcher consciously used the narrative technique to record as much as possible of what happens within the focus of the observation since the people's lives consist of stories conveying their experiences (Hills, 1992).

The observational data was based on flexible and open-ended premise in this research. It was assumed that through an inductive, flexible and open-minded approach rich information about the school's culture and values reflected in the hidden curriculum could be provided. On the other hand, Hills (1992) informs that this technique is time consuming in recording and interpreting. Thus, the researcher made use of the running record technique that required no preparation to get a sequential record over a given time while the behavior is occurring or has already occurred and to document what children do in the particular situation (Hills, 1992). The more the researcher took running records, the more observations of children's behavior he made, and their interaction patterns in the classroom and implicit messages the school gave.

Glesne and Peshkin (1992) recommended that researchers should be as unobtrusive as wallpaper, just as the researcher did during classroom observations. As a non-participant observer he was present in the classroom but was not involved in classroom activities. Primary purpose of the researcher was not to be consciously noticed in the classroom. During observations he was usually at the very back row of the classrooms, and took field notes and running records in relation to classroom interactions.

The observation process lasted about four or five months in the SES. Through pilot observations, the researcher became familiar with the students, teachers and the staff. This provided an ideal atmosphere for the researcher (Bogdan & Biklen, 1998; Merriam, 1998; Patton, 1987).

In total, around 100 hours of observations, which were forty minutes in length (approximately 280-300 minutes per teacher) were completed in the classrooms, halls, teacher's lounge and throughout the school. These observations also acted as a source for the interviews that were mainly used in the presentation of the results in Chapter 4.

During the observations the researcher took field notes. According to Patton (1987) field notes are the description of what was observed. Therefore they are descriptive in nature. The field notes helped the researcher in creating questions and guidelines for the future interview sessions. In fact, he intended to use a tape recorder in order to record the conversations and interactions in classroom observations. However, because of the noise, the size of the classes and other reasons (i.e., the students continuously dealt with the tape recorder) he quit this after the piloting stage. The researcher also asked teacher to record certain instructional activities in video tapes,

however most of the teachers requested the researcher not to do this, if possible, since the instructional process could be affected by such attempts. Consequently, with the suggestions and experiences of two colleagues in Curriculum and Instruction field from the Educational Sciences Department at METU who contributed much to the piloting stage, the researcher took field notes only by hand during the observations.

The observations in the teachers' lounge focused on the teachers' daily naturalistic conversations, their communication with others and current events related to instructional, social and personal issues. The researcher sat among the teachers as if he was one of them, and took some notes related to the conversations concerning the clues for the relationships among the teachers, and use of the lounge. The teachers inquired about the purpose of the research at first. Then they accepted the researcher as a member of teachers' lounge. They were all aware of the fact that they were being observed.

3.5.2 Interviews

Interview is defined simply as a conversation to gather information serving for a specific purpose (Berg, 2001). Although this definition has been discussed by several qualitative researchers (Babbie, 1998; Denzin, 1978; De Santis, 1980; Frankton-Nachmias & Nahcmias, 1996; Leedy, 1993; Lincoln & Guba, 1985; Marshall & Rossman, 1999; Patton, 1980; Salkind, 1991; Spradley, 1979, cited in Berg, 2001), the approaches in conducting interviews may differ.

Interview is seen as the most effective and widely used data collection technique in qualitative research (King, 1994; Tutty et al., 1996). This technique is flexible, can be used in many research settings and may produce critical information. There are various names describing different types of interview formats. For example, sources mention formal and informal (Fitzgerald & Cox, 1987, cited in Berg, 2001); structured, semi structured and unstructured (Fontana & Frey, 1994; Leedy, 1993); standardized, unstandardized and semi standardized (Berg, 2001), and individual and group.

Two types of interviewing were employed in the main study. The semi-structured face-to-face interviews were conducted with all classroom teachers, with voluntary parents and with the vice-principal. The second interview type, focus

group, was especially designed for small number of student participants. Rossman & Rallis (1998) inform us that focus groups are generally composed of small numbers of participants, ranging from 4 to 12 people. In this research, the focus groups in each grade usually consisted of 5 to 7 students for the main research in Ankara.

The 38 students were interviewed in focus groups from all five grades under the light of the questions asked to other participants. As was discussed earlier, the students received some questions which consisted of several cases and statements in order to explore their perceptions on democracy and human rights education. The researcher specifically asked students similar questions under different statements in order to provide the consistency in the results of the focus group interviews.

Taking into account of Yin's single case-embedded design, the grades were splitted into two groups: group I and group II. In focus group interviews in group I (grades 1,2,3), there were 12 female and seven male students while in group II (grades 4,5) included 13 female and six male students. The researcher asked the same questions and presented the same cases or statements to all students, however the students in group II received additional questions which were in more abstract forms related to democracy and human rights issues, since they were assumed to be more mature than those in the group I. Table 3.5 shows brief information related to gender, age and grade levels of student participants.

Table 3.5

Gender, Age and Grade Levels of Students

		Group I			Group II		Total
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Gender	F	4	4	4	9	4	25
	M	2	3	2	4	2	13
Age		6-7	7-8	9-10	10-11	11	

F: female, M: male

As can be seen in Table 3.5, 25 female students and 13 male students involved in the focus group interviews. Age differs according to the grades naturally and starts from 6 and goes up to 12 years old. There were equally 19 students from each group.

In the group I, while four students' parents were both working, 15 students' fathers work only. A student's parents divorced and another student's mother was retired in this group. In the group II, while eight students' parents were both working, 11 students stated that their fathers work only. According to the responses of the children in all grades, majority of the students' parents work for the governmental institutions nearby.

There were two major reasons for employing focus group interview with children. Firstly, it was the request of the teachers stating that the students should not be interrupted with interview sessions one by one. For the convenience, the students were taken into the focus group interviews, and all were tape-recorded. The second reason was to see the children while they were interacting with each other and reacting to the given cases in the groups, since observing the interaction and communication skills of the students were critical for the study.

The researcher made use of a tape recorder in all interviews. The taped interviews produced ideas, beliefs and feelings that seldom get expressed in written questionnaires and are never possible to express in achievement tests. This is one of the most common ways of recording interviews. This ensured that everything talked was preserved for analysis in this research (Berg, 2001; Best & Kahn, 1993; Bogdan & Biklen, 1998; Eisner, 1985; Merriam, 1998).

This kind of interviewing, as expressed by Berg (2001), allowed the researcher to observe an interaction process in the group dynamic that includes verbally expressed views, opinions, experiences and attitudes.

Four different interview schedules for teachers, students, parents and administrators were prepared and were administered following the observations. The researcher asked similar questions and followed the same format in all interviews, except student interviews. The content of the interview schedules for teachers, parents and the administrator were parallel to each other. However, there were slight differences in the questions and the probes, since their roles and responsibilities as members of the school community were different.

3.5.2.1 Interview Schedule for Teachers

The teacher interview schedule (Appendix B) for the main study included 15 semi-structured items with some probes, designed to collect data about their perspectives, experiences, curriculum planning and implementation process, and the school related issues. Their ideas about the current and desired situation in democracy and human rights education at primary level also reflected the actual problems and solutions not just at the institutional level, but at the national one.

Once the preliminary analysis of the observations was completed, the final draft of the interview schedules that consisted of open-ended items was prepared in relation to the analyses. The researcher and his supervisor revised the first draft of the teacher interview schedule in relation to the preliminary research in the USA, as described previously. Then the interview schedule was translated into Turkish by the researcher, and two English experts from the same department checked and corrected the questions. Three different experts from Educational Sciences Department (two from Curriculum and Instruction, and one from Guidance and Counseling) also examined the schedule. Due to the suggestions that need to be considered for the classroom teachers in elementary schools, some items were also rethought, paraphrased or deleted. Then the schedule was piloted on a fourth grade volunteer teacher.

Finally, the interviews were conducted with seven voluntary teachers in a period of three weeks, who were also observed in their classrooms. All interviews were recorded using a tape recorder and were transcribed one by one.

3.5.2.2 Interview Schedule for Students

As Rossman & Rallis (1998) state, interviewing children is fun but also frustrating. Taking into account the thoughts of Rossman & Rallis, the researcher needed to color the interview process with children considering the difficulties experienced in the preliminary research in the USA. The researcher provided the children with quite and warm atmosphere. They were given candies prior to conducting focus groups. The warm up was provided at the beginning of the session. The researcher talked and listened to the children informally.

Firstly, based on the relevant literature, the experience of the researcher and suggestions of his colleagues, and the experts at the same department, a general interview schedule was prepared in line with other schedules. Two experts from the Curriculum and Instruction and Guidance and Counseling fields previewed the first draft of the student interview schedule. Under the light of the suggestions made by Counseling and Early Childhood Education experts, the questions were converted into a different format. This new format included 44 understandable short statements asking students whether they agree or disagree and why, and some open ended questions (Appendix C). All short cases were derived from the literature, former interview schedules, and from expert opinions. However, the researcher mainly used this schedule for the students who were from the grades 1, 2 and 3. Upper primary grades (4 and 5) received the original interview schedule in line with the statements in the final schedule. All voluntary students in the focus groups also received two pages of an illustration which seeks the perceptions of students related to democracy (see also Appendix R). Finally, the student interview schedule was piloted in the fourth grade. The final schedule also included some open-ended questions and an illustrated case related to the perceptions of democracy and human rights, as well as democratic practices and procedures going on in the school. The pilot focus group interview that approximately took an hour was conducted with five students and was tape-recorded. Then the researcher transcribed them all.

3.5.2.3 Interview Schedule for Parents

The parent interview schedule in the main study consisted of 9 semi-structured items (Appendix D). Parallel to the questions asked to the teachers, the perceptions and attitudes of the parents about the current and desired situation in democracy and human rights education at primary level were clarified. The first draft of the parent interview schedule was also prepared in accordance to the same procedures applied in other schedules.

3.5.2.4 Interview Schedule for Administrator

In all semi-structured interview schedules the researcher asked all respondents the similar aspects of democracy and human rights education in

elementary schools. Since the principal of the SES was so busy and reluctant, he recommended the vice-principal for the interview. The vice-principal accepted to be interviewed and received the questions parallel to the teacher and parent interview schedules. The administrator interview schedule was designed to collect the administrator's perceptions toward democracy and human rights education at primary grades of elementary schools. Under the light of the other interview schedules, a set of 11 semi-structured questions was asked to gather information from the administrator (Appendix E).

3.5.3 Document Analysis

A number of terms is used to describe the data sources in a qualitative study other than interview and observation. The researcher has chosen the term 'document' as the umbrella term to refer to the documents, textbook, freehand drawings of children and pictures of the classrooms and the school, as preferred by Merriam (1998). Since the analysis of documentary sources is an important aspect in social research, collected documents were used along with the other data sources as described previously.

3.6 Pilot Study

As Yin (2003) states, "a final preparation for data collection is the conduct of a pilot case study" (p. 78). The pilot study was also conducted in the SES. This helped the researcher to refine his plans related to the procedures followed throughout the study. This section briefly describes the procedures of the pilot study.

Since the observation of the classrooms was an important aspect of the main study following the interviews, two colleagues in Curriculum and Instruction field who are the expert qualitative researchers helped the researcher to pilot the observation schedule. Firstly, the researcher and one of his colleagues observed the same classroom at the same time in order to make sure that the starting codes in the observation schedule correspond to the research questions. After two visits with this colleague, the researcher and the other colleague visited a different classroom at the same time. They both took notes with the same codes parallel to the research

questions. Both of these colleagues and the researcher also visited the teachers' lounge and halls, and took some field notes reflecting their impressions and observations.

After every observation session the researcher and his two colleagues came together and discussed the process. They all admitted that the observation schedule did not work, since they were not able to focus on the activities and to take notes in the classroom due to the difficulty of finding predetermined codes in the observation sheets. They stated that when they looked for the codes they missed the conversations, verbal and nonverbal interactions and other activities in the classrooms. They all have decided to use running records technique by considering the dimensions, instead of following the codes continuously during the observations.

During these meetings the researcher and his two colleagues discussed the daily events in the classrooms and in the school, compared their observation notes and commented on the school community related issues. After two field visits for the observations, the two colleagues submitted their observation codes to the researcher. Under the light of the discussions, feedback and the corrections of the pilot observation, the researcher decided not to continue the observations with the current schedule. The researcher preferred a two-column system with one column for what was observed and another column for observer comments, questions and interpretations. It was very flexible, feasible and useful in recording what was happening in the classrooms in relation to the research questions. A sample of this observation schedule can be found in Appendix F.

The observation process, in general, enabled the researcher to understand the holistic picture of teaching-learning process related to democracy and human rights education. By observing the process, the researcher also collected information on the hidden (implicit) curriculum as well as on the official (written) one.

As followed by Collins (1999), the researcher took notes during the piloting and some of the questions that arose in this process can be summarized as follows:

- Were the questions in the interview schedules on democracy and human rights education relevant to the research questions?
- Did the questions make sense to the participants?
- Were the sequence, timing and depth of the questions in the schedule appropriate in the interaction with the participants?
- Did the questions reveal ethical issues during the data collection?

Having born in mind the questions stated above, the final copies of the interview schedules for the students were piloted on five fourth-graders and were tape-recorded. As stated earlier in this chapter, two 4th grade classroom teachers volunteered to participate in the research. So, the researcher decided to use one of these 4th grades in the pilot study. The teacher in this grade also helped the researcher by commenting on the clarity and appropriateness of the interview questions, and phrasing them.

Unfortunately, the interview schedule for the parents could not be piloted due to the impracticality of finding any voluntary parents for the interviews. Most of them were working families and they did not have time. However, the first interview session with parents was used as a pilot interview in this research. Since very small changes were made after the interview, the data collected from this interview was also used in the analysis.

Consequently, the pilot study provided the adequacy of the interviews and observation schedules, the efficiency of briefing and instructions, decision on the duration of the interviews and observation, appropriateness of pre-determined codes and flexibility of the instruments and procedures in actual field.

The next section of this chapter will detail the specific procedures used for data collection and the method of analysis included in this study.

3.7 Data Collection Procedures

Data collection in the SES began in the last month of fall and continued during the spring semester of the 2001-2002 school year. Participation of the subjects was completely voluntary, as was similar to the preliminary research in the USA. The participants were the classroom teachers, their students, parents and the administrator from a metropolitan public elementary school in Ankara.

Prior to conducting the research the case site was determined. Then the researcher had some initial visits, informal conversations with the teachers and the administrators. Finally, a case study protocol was prepared explaining a brief purpose and procedures of the research followed and all voluntary teachers received this protocol (Appendix G). As Yin (1989) points out, a case study protocol is more than

an instrument. It does not just include the instruments, but the procedures and general rules that should be followed in the research.

The administrator expressed their willingness to participate in the research, if necessary official permission can be taken from the Ankara National Education Directorate and from other local authorities. Two weeks later an official permission was taken and the researcher contacted the school administration and submitted the necessary official documents to the vice-principal. The researcher asked the vice-principal if she could suggest some classroom teachers who could voluntarily take part in this research. Then she promised to talk to the classroom teachers about the nature and purpose of the research, so that voluntary teachers could contact the researcher. Fortunately, seven voluntary teachers (one teacher from each grade, one more teacher from 4th grade and a social studies teacher) accepted to take part in the study. After receiving the confirmation from the vice-principal after a while, the researcher requested a meeting with voluntary classroom teachers. Unfortunately, they were all busy and some of them worked in the morning while some in the afternoon. Hence, the majority of the teachers could not attend the meeting held with only two teachers in teachers' lounge. Thereupon, all the teachers were informed one by one by the researcher about the purpose and the procedures of the research. Questions were answered and barriers in understanding the procedures were eliminated. They were also given a written form of the research protocol. The researcher also sent parents written consent forms in order to obtain their permission for interviews with their children (Appendix H).

A copy of blank timetable or calendar was reproduced and submitted to all the teachers so that they could assign the days they want the researcher to visit the courses if they are especially related to democracy and human rights or social issues. On the other hand, the researcher also intended to observe other courses, such as Mathematics, Science and so on. Although none of them assigned specific days for the observation and returned the timetables, they offered the researcher flexibility to observe their classroom whenever the researcher comes in. They stated that this was also valid for the interviews with the children.

As was stated in the pilot study, the researcher had observed some classes with the two colleagues previously. They took running records as had been described previously. They compared their coding and discussed the findings of their observation. Under the light of these discussions and the corrections of the pilot

study, the researcher observed the classrooms until the very last day of the school year.

The 38 students in six grades actively and voluntarily participated in the interviews, although some of their parents did not attend. Group interview technique, specifically focus group, was used to collect information from the voluntary students. All the students in different grades were taken into the interview sessions, which took between 45-60 minutes, in groups of 5-7. Focus group interviews were performed with students in a classroom that was not in use in the school.

Individual and face-to-face semi-structured interviews were performed with the teachers and with some parents in the teachers' lounge or in an empty room if possible.

Lastly, the researcher interviewed the vice-principal in her room. She was also asked similar questions, as the teachers and parents received, under the light of the research questions of the study.

It was hoped that if all the interviewees were briefed about the rationale, framework and the procedures of the planned investigation, and if they were consulted to find out their perceptions on democracy and human rights education, they could express themselves more freely during the interviews. Majority of parents expressed their positive feelings on the selected topic since many debates were going on about the integration process with the European Union. Democracy and human rights issues were assumed to be a part of this process.

It was believed that with this briefing this study would be more valued and owned by the participants. It was also observed that especially students were highly enthusiastic during the interview in groups and they all reflected their views on the school in general.

As a different method of collecting additional data from the students, all students were requested to draw a freehand drawing or a picture reflecting their rights when it is provided in the school, they would be very happy. Only 3rd and 5th grade students showed their interest in drawing these pictures, since this activity was also completely based on voluntary action too. All participant students received standard white A4 paper, heard the same prompt, and had the same time period to complete their drawings.

Participating students completed their drawings and written comments within a class hour (40 minutes). Some students showed reluctance to draw or complete

their pictures and they were permitted to go out. Some students needed extra direction before and during the activity. They were also guided through the drawing with a series of explanations intended to help them understand the directions clearly. Consequently, 66 drawings were obtained from these two grades.

After completing the drawing activity, they were classified according to their grades. The experts and the colleagues examined and analyzed each drawing by eliciting the main idea, comparing the compositions and patterns that reveal students' understanding about the relationship between their happiness and their rights. Notable frequencies and patterns were compared to the guiding questions as well as interview and the observation results.

Lastly, elementary school curriculum; Turkish (grades 1 to 5), Life Studies (grades 1 to 3) and Social Studies (grades 4 and 5) textbooks and some school and classroom related photographs were examined and analyzed.

3.8 Data Analysis Procedures

As previously mentioned, various types of data were collected in this research. While Patton (1987) describes the analysis as a “process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units” (p. 144). According to Bogdan & Biklen (1998) data analysis is “the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others” (p. 157).

Data analysis process in this study involved working with and organizing the data, breaking the data into manageable units, synthesizing them, searching for certain patterns, deciding on vital aspects and dissemination of the findings (Bogdan & Biklen, 1998).

The researcher mainly used content analysis as a technique to determine the presence of certain concepts related to democracy and human rights education in interview and observation schedules, as well as in the textbooks. The presence, meanings, and the relationships of the words or concepts related to democracy and human rights education were explored and noted down. They were all broken down and coded into manageable categories.

3.8.1 Analysis of the Observations

The first purpose of collecting observational data was first to describe the setting. Therefore, in analyzing the data, the researcher made brief descriptions about the context and the activities that took place in the school if appropriate, the people who participated in those activities and the meaning of them (Patton, 1987).

Bearing in mind the above opinion of Patton, the observational data were collected and analyzed through the running records that have vital importance in this case study. The researcher used narratives of what he observed by handwriting. These records included everything the researcher observed with a focus on selected dimensions, as a starting code list, as described by Miles and Huberman (1984).

Several dimensions were considered during the observations including physical, affective, instructional and intellectual environments. Having considered these dimensions the researcher obtained various codes during the process. After all observational data were collected, the researcher formally coded the data according to emerging categories. They were subjected to content analysis by taking into account the grade levels. As in the analysis of interviews, the researcher analyzed the observations according to two grade categories: 1 to 3 and, 4 and 5.

A part of the observations recorded by hand was rewritten on the computer. Then the records were analyzed using content analysis techniques with two colleagues who were curriculum specialists in the same department. The researcher specifically observed the affective atmosphere of the classrooms affecting children's character to increase their awareness of the social issues such as democratic citizenship awareness. He focused on the teachers' words and actions as possible as he could. During the recess time he noted physical artifacts in the classroom as well as throughout the school and interviewed the children and the teachers informally. Then he attempted to note down everything meticulously including interactions of the teacher with the students, and events that happened before the recess time by writing incessantly. He used a two-column system with one column for what was observed and another column for observer comments, questions and interpretations. For all the activities the observation schedule included basic information such as specifying what activity or event (lesson) is being observed; date of observation; start and end times; students in attendance; physical set-up as seating arrangement; actions

of students and teachers; who did what and when; vital quotations in the conversations and non-verbal behaviors.

The pilot observation, which was labeled together with two colleagues of the researcher, was considered a guide in labeling other observation schedules. Quotations were noted since the classroom interactions were of central importance in this part of the study. Thus, the researcher preferred to include crucial quotations through 'running records', verbal and non-verbal interactions rather than using frequency tables or distributions as numerical accounts.

3.8.2 Analysis of the Interviews

Data analysis was conducted as an ongoing process. However majority of the data were analyzed after completing the data collection process. Analysis of transcribed interviews and observations was coded during and after the data collection. Since the interaction patterns were important for the study, observations of the classroom interactions with teacher-student and student-student were also recorded by running record note-taking technique. After the codes were generated, the interviews and the observations were done and all the interviews were recorded with a tape recorder. Then the data were analyzed and coded according to the emergent patterns, as described by Yin (1989) and, Miles and Huberman (1994). Box 1 provides an example of the coded raw interview transcript (See Appendix I for the full coded example of the interview script).

Patton (1987) states that the raw interview data are quotations and what the researcher should do is to obtain a full transcription of interviews. Having born in mind the account of Patton, the researcher transcribed one hour long interview notes word by word from the tapes into the computer using Microsoft Word 2000 program. Besides the verbal interactions, some non-verbal interactions in the classroom were also noted by the researcher. Codes were generated, then patterns and themes were identified. All the collected data were periodically reviewed, as well as written memos, every 2 or 3 weeks throughout the study. In addition, the researcher had meetings with the experts to discuss emerging themes, concepts, patterns and the rest of the ongoing data collection and analyzing procedures.

1. Demokrasi ve insan hakları kavramları size ne ifade ediyor? Açıklar mısınız?	→ <u>Perceptions of D/HR</u>
Bunun gibi kavramların <u>yaşanması</u> gerekiyor. Zaten bu önümüzdeki sürecin kaçınılmaz bir sonucudur...Bir şekilde bununla yüzleşeceğiz. Ne kadar erken yaşta demokrasiyle tanışırsak...Zaten insan hakları çok evrensel bir şey artık!. Onu kimse tartışmıyor dünyada. Yani bir şekilde, hangi yaşta olursa olsun onunla ilgili fikirler edinilmeli.	→ life style → inevitability of democratization process → Importance of early ages for D/HR Educ → Global issues → Need for D/HR Education
2. Size göre özellikle ilköğretimin ilk kademesinde, yani 1-5 arasında, demokrasi ve insan hakları eğitiminin önemi nedir?	→ <u>Importance of D/HR Educ. at early ages</u>
Ben şöyle düşünüyorum... Çocuk birinci sınıfa geldiğinde ve ikide (2. sınıf) demokrasiye davranış olarak çok yakın. Çünkü takıyye yapmıyor...Yalan söyleyemiyor. Bir şekilde o süreç, zaten demokrasiyi sevmeyenler bile fiili yaşamda bir şekilde onun ismini koymasak bile onun yansımalarını yaşıyoruz.	→ parallelness between democracy and early ages of children → Honesty/No lies! → Inevitability of democracy and HR. → Reflections of DHR in the society!

Box 1 An example of coding / labeling of raw interview data.

In that sense, content analysis was done to find out certain patterns of the perceptions and the teaching/learning process related to democracy and human rights. Then all the collected data were labeled using the codes that emerged during and after the data collection period. They were considered as the manageable units and patterns that were obtained through the labels of simplified codes. These patterns also clumped into broader categories and “the major topics and themes helped to identify the concepts and the central ideas”, as described by Collins (1999, p. 100).

After the data were coded, the researcher identified certain patterns in light of the themes derived from the data. He grouped the codes under the categories determined parallel to the interview schedules. An example of the emerged themes derived from the interview schedules are presented in Table 3.6.

The transcript format was created by leaving the right margin as wide as possible in order to provide easy reading and leave some space for the comments, special notes and future codes to be taken into consideration. All the interview transcripts were named as teachers, students, parents and the administrator. They

were numbered according to the first letter of the group names and grade levels they represent, as is shown in the following list (Collins, 1999):

T= Teachers: T.1, T.2, T.3, T.4, T.5
S= Students: S.1, S.2, S.3, S.4, S.5 (Numbers represent the grade levels)
P= Parents: P.1, P.2, P.3...etc.
A= Administrator
SST= Social Studies Teacher

Table 3.6

An Example of the Categories Emerged from the Coded Data According to the Participant Groups

<i>Culture and Values of the School</i>		
Teachers (T)	Parents (P)	Administrator (A)
Advantages/disadvantages of being a central school	Having famous graduates	Advantages/disadvantages of being a central school
<i>Demanded</i>	Advantages/disadvantages of being a central school	Existence of democratic atmosphere
<i>Cosmopolitan population</i>	Existence of working families	Comfortable communication
Strong links with community	'Multicultural' school structure	Positive teacher-parent relationship
Strong commitment to Atatürk	Cultural characteristics of children	Quality of the staff
Democratic school atmosphere	Creating a n aggressive atmosphere	Sharing and cooperation among the school community
<i>Comfortable classrooms</i>	Violation among students	
<i>Freedom</i>	Conflicts & Resolution	
Equal treatment	No ownership to te school's culture	
School as a governmental institution	Positive teacher-parent relationship	
	High student achievement	
	Dominating characteristics of teachers	

3.8.3 Analysis of Audio Visual Materials and Written Documents

Patton (1987) states that records and documents are particularly rich source of information in case studies. In this study documents, photographs, pictures and video records (only in the MES) were used to generate a triangulation that has vital importance in validating the qualitative data. They were cross-examined with the results of the other analyses to have a different perspective. The researcher did not make use of coding system in analyzing the data as was followed in interview and

observation. They were all subjected to the content analysis technique. The documents and physical artifacts collected during the investigation included:

- Elementary School Curriculum
- Textbooks
 - Social Studies
 - Life Studies
 - Turkish Language
- Children's Freehand Drawings
- Annual Plans
- Photographs/pictures
- Video records of classrooms (Preliminary Research)

Next section briefly explain the data collection process and procedures in the Preliminary Research, following an account of the setting in the US. Last section includes the validity and reliability and ethical issues.

3.9 Preliminary Research

Public schooling was always seen as crucial in establishing successful democratic society in the USA and educating students for democratic society has been a long-standing goal of American public schools (Goodlad, 1987; McLaren, 1994; NCSS, 1994; Noddings, 1994; Soder, 1996; Sizer, 1997; cited in Branthingham, 2001). Dewey's philosophy and education analyzed the notions of democracy in the USA and goals of education. Dewey's belief that democracy is a way of life has become dominant in public schools. Therefore, the researcher proposed to investigate a public school in the USA, in which democracy and human rights are not just taught but also lived.

It was proposed to carry out a preliminary study in an American school in order to gain insight and experience for preparation and implementation of the research instruments, as well as planning for the main study in Ankara and searching the appropriate literature. Through a nine months scholarship between 2000-2001 provided by Turkish National Sciences Academy (TÜBA), the researcher contacted to his sponsor at Curriculum and Instruction Department in Indiana University (I.U.), Bloomington.

Firstly, the literature about the research topic was investigated and the research questions were generated through the brainstorming with three colleagues and curriculum development experts working at Department of Curriculum and Instruction in I.U., Bloomington. The sponsor of the researcher and an expert from the Early Childhood Education also examined the schedule. They deleted some inappropriate items, paraphrased them and eliminated problematic questions considering the cultural considerations and ethical requirements by the Campus Committee for the Protection of Human Subjects (CCHS).

Gay and Airasian (2000) state that dealing with gatekeepers, getting permission, explaining the nature of the research to participants, contacting and selecting them, getting consent are some activities occurring in most qualitative researches. Prior to research, the researcher also had to get necessary permissions from the CCHS in I.U., since a part of this research included some young age students (minors). According to an agreement between the Monroe County Community School Corporation (MCCSC) and I.U., the researcher needed to get extra permission from the MCCSC as well. Thus, the researcher applied to both committees by presenting the required research approval forms and synopsis (Appendix J). Because of all procedures and the revisions of the CCHS and the County Corporation, permission getting process lasted longer than was expected. The instruments and research protocol passed three revisions. After completing all procedures the preliminary research started in the last month of the fall in Moonlight Elementary School (MES, a pseudonym) in Bloomington and continued throughout the spring semester of the 2000-2001 school year. Since the sponsor had carried out a research previously and knew certain characteristics of this public elementary school, he had strongly recommended this school considering the purpose of the research.

In the first visit, the researcher expressed the purpose and the procedures of the research to the principal in a meeting in the MES. The principal promised to inform all classroom teachers in the school about the purpose and the procedures of the research. After a second meeting with some teachers who were informed by the principal, six of them voluntarily accepted to take part in the study from the grades 1 to 6. Each teacher received a research synopsis explaining the procedures and requirements in the research. The teachers reported that it could be very difficult to find enough voluntary students and parents for the interviews since majority of the parents were very busy and they cannot attend to the meetings held in the school too.

Although the researcher and the teachers contacted the students and their parents several times, only one student and a parent from each grade level accepted to be interviewed. From the informal conversations with some parents in the school, they mentioned that they were all working families, therefore they did not have time for the interviews.

Prior to formal interview sessions, the researcher had informal conversations with the teachers about their daily practices, routines, procedures, instructional process, democracy and human rights issues, as well as the school's ethos, culture and climate. Keeping in mind the conversations with the teachers, the researcher asked them for appropriate days to let him into the classrooms for observations. Then he prepared blank timetables for determining their appropriate days for the observations. Almost all of the teachers kindly and frankly requested that the researcher should not extend the observation process, since they deal with the young-age children and the children appear to be stressful for existence of a foreigner in their classroom. Some of the teachers also stated that the instructional process might be affected because of the researcher's presence in the classroom. Although the researcher acted as a non-participant observer during the observations, this was understandable somewhat in a foreign context.

After finalizing the observation protocol and interview schedules, the researcher decided to pilot the schedules and protocols in order to make sure that they are appropriate to answer the research questions in line with the purpose of the research. Firstly, the interview schedule for minors (children) was checked and corrected by the sponsor of the researcher considering the suggestions made by the CCHS. The sponsor and an expert from the Early Childhood and Curriculum and Instruction fields noted that the interview schedule might not work due to higher cognitive level questions employed in the schedule. They checked and revised the questions by adding some explanatory probes for children. Then the schedule was administered to five voluntary children in different primary grades in the MES (Appendix K). The students were interviewed one by one in a separate room. However, their parents had required the teachers not to allow their children to be alone with the researcher. This caused an undesirable interview atmosphere since the teachers appeared to answer some of the questions instead of the students. The students were asked some questions reflecting their perceptions on democracy and human rights, the instructional process and the general climate in their classrooms

related to democracy and human rights. During the interviews and preliminary analysis of the data, the researcher realized that some questions were redundant, not relevant or not understandable and not yielding desired information, in addition to the inappropriate interview environment and process. After such an experience the researcher felt that the student interview schedule still was problematic in reaching the purpose of the research, therefore he decided to exclude them from the school community interviews in the MES. Consequently, the interviews with the students as well as the whole preliminary research provided invaluable clues in preparation and administration of interview questions for the main study.

The interviews with the teachers (Appendix L) were carried out in their classes while all students were doing their own tasks. The students were instructed by the teachers and they did not receive further instruction related to the activities at several learning centers in the classrooms until the recess time. All interviews with the teachers were recorded. They lasted approximately one hour and yielded a great deal of information concerning the research questions.

The interview with the administrator (Appendix M) was conducted in her room and took approximately one and a half hour. She provided the researcher with some documents related to social activities, parental issues, and instructional details that could be used in the research. The researcher asked for permission to take pictures and video record the school and the classrooms. However, he got permission only when the students were out. This also gave invaluable information about the physical setting, nature of educational philosophy and instructional, intellectual and affective environment of the school. Lastly, the researcher interviewed with five voluntary parents (Appendix N). Three of them were the mothers of the children who took part in the interviews.

3.9.1 A Brief Account of Moonlight Elementary School (MES)

Located in the hills of southern Indiana, Bloomington is the home of Indiana University (I.U.) and Moonlight Elementary School (MES), with a population of approximately 66,500. The 36,200 students attending I.U. hail from all 50 states and every corner of the world (MCCSC, 2000).

MES, built in 1937 as a laboratory school for I.U. in the campus, is an Indiana Department of Education Four-Star located on the northeast side of Bloomington, opened its doors in August 1994 with 36 classrooms, two computer labs, a fully equipped Media Center, a Distance Learning Laboratory, and classroom communications and media distribution systems in a newer building. Since moving into this building, the school focused on developing its technology potential. The school was the first elementary school in Monroe County to receive North Central Accreditation in 1976. In doing so, the teachers and staff in MES made a clear statement about the quality of education the school wanted to provide the students.

While the school was originally formed as a laboratory school, it has served the community as a public school since 1970. MES was designated by the International Association for Supervision and Curriculum Development (ASCD) as a Global Education School. The school enrolls about 600 students, including 20 pre-school students and 90 intermediate students who are served by special programs. Approximately one-half of the students have parents associated with I.U. (as students or instructors), while the remainder of the school-parent connections can be found in local professional, business, industry, and community service agencies.

The school principal has a wide expertise in teaching, education for gifted children and educational psychology. She also has been giving gifted education certificate course in the I.U. She has been in the school four almost 30 years. She acts as the principal for seven years and she was the assistant principal for four years in the school. She received her PhD in 1996.

MES is one of the 21 schools in the Monroe County Community School Corporation (MCCSC). The corporation has an enrollment of 10,450 students and is comprised of fourteen elementary schools. MES has a certified staff of thirty-seven and enrollment of 593 students in preschool to sixth grade in the school year of 2000-2001. About twenty-five percent of the students reside in I.U.'s family housing units, while the other seventy-five percent live in the wider school community. Special education inclusion classes and a corporation-wide program for gifted and talented self-contained classes for grade four, five and six are located at MES. Since many of the parents attend to college on a limited budget, the percentage of students eligible for free lunches is approximately 24% while another 7% qualify for reduced fee lunches. MES is somewhat unique in this respect in that MES has many students

whose parents are students and have little income, the families are often highly educated but the family may live on scholarships or student loans.

Many international students bring a very global perspective to the school; nearly 30% of the students speak English as a second or third language. Forty-seven languages represented 31% of the students in 1999-2000. The four languages with the largest number of native speakers are Korean, Spanish, Mandarin and Japanese. Not only do many of the students speak more than one language, many of them do not speak English and receive support from the English-as-a-new-Language (ENL) Program. Although most ENL students who do not speak English reside in the MES attendance area, others are bused into the school and remain as the students until they have established enough proficiency in English to function well in their home school. In this respect, MES serves as a magnet ENL program for the Corporation. 115 students had been in a school in the United States for less than three years at the time. Thirty-five countries are represented in this population. Because of this, the classroom teachers work closely with the ENL teacher to provide additional educational support to these students. All school documents (i.e. MCCSC, 2000) state that cultural diversity always brings about different values for education. School provides many opportunities to recognize student achievement and fun activities (talent contests, intramural programs, school colors and mascots, incorporating Life Skills during lunch) which might help students develop a sense of school spirit and ethos.

One of the more interesting aspects of an international and educational community such as the one in the MES is the phenomenon of excused school absences based upon parents returning to a home country for a visit or parents on sabbatical or presenting a paper in some distant country. Parents frequently take their children out of school to accompany them on these visits or educational trips. Teachers do everything possible to add educational meaning to this aspect of their student's lives by having students integrate information from their journey into the academic requirements of the class upon their return. According to the Principal, it does present an interesting attendance problem, however, and a challenge for the teachers and students.

According to the school documents (MCCS, 2000), another interesting aspect of our particular school community is the enrollment changes. Graduate students and faculty arrive to study or teach a special course at the I.U. for anywhere from a few

weeks to several years. As a result, the student population has many gains and losses in each year. The school enrolls students who have no English from the beginning of the school year to the last couple of weeks of a school year and integrate them accordingly into the school life. As a result, MES have a rich cultural environment, and teachers draw on students and parents to add interest and expertise to the curriculum as they study various places, countries, and cultures in the world.

3.9.2 Mission Statement of MES

The MES community respects, nurtures, and challenges students so they become self-directed learners and responsible citizens. The teachers and staff at MES state that they try to create a rich multi-cultural environment for learning by designing an integrated curriculum with emphasis on science, fine arts, and social studies; providing opportunities for children to become self-directed learners and sharing their enthusiasm for learning in an atmosphere of mutual respect and appreciation (MCCSC, 2000).

3.9.3 Programs Unique to MES

MES has a student population of 600 students of which 31% are English as New Language students or Limited English Proficient students. These students are represented by 43 different spoken languages. Because of this uniqueness and the international nature of the student body, the curriculum naturally takes on a global focus. With this in mind, MES has been designated as one of 14 Global Education Schools in the US and abroad since 1992 by the ASCD. The nature of the curriculum, according to the school document (MCCSC, 2000), allows students to learn that MES is a place where the school community see themselves as:

‘HUMAN BEINGS
whose home is
PLANET EARTH
Who are the citizens of
A MULTICULTURAL SOCIETY
Living in an increasingly
INTERRELATED WORLD
And who LEARN, CARE, THINK, CHOOSE, AND ACT

to celebrate life on this planet
and
to meet the global challenges confronting Humankind.’

MES offers Spanish language study for all grades one through grade six in the school. The school principal believes that understanding a second spoken language in a global world is important to confronting the challenges of humankind, and that early language attainment will nurture future communication needs of the students in a global world.

School procedures for halls, restroom, lunchroom, buses, and cafeteria are adopted through the CLASS Program (The Clustered Learning for Academic Student Success) as a behavior management and student success program. It is the school’s proactive discipline plan. The Project CLASS model provides a common language for high expectations and it promotes a learning environment that is caring and inviting. All parents receive information about all aspects of this program. The Parent Teacher Organization (PTO) helped to purchase chimes for each classroom. Parents know the chimes and the language of CLASS are consistent throughout the school in all classes and grade levels. Besides that apparent phone ‘hotline’ was established for parents to call for school and PTO information.

Life Skills are the greatest strategy in promoting the school’s mission to educate children to become responsible citizens. These Life Skills and Life Long Guideline cross all multicultural boundaries and reinforce the values and skills taught at home. Consistency of the CLASS model by all personnel creates the common thread among programs. Personal best, respect, good manners and responsibility are an integral part of the culture.

Besides the CLASS program, ‘I care’ has been introduced as a first and second grade project introducing the pupils to peaceful resolutions of problems. A social worker meets with all first and second grade classes each week.

Staff development is one of the priorities of MES. This takes place during the meetings with teachers on different topics such as autism, ENL, theme development, differentiation in the classroom for gifted and talented students and state standards. Regularly scheduled staff meetings are established for the second and fourth Tuesday of each month.

MES is a learning community where parents and teachers are true partners (MCCSC, 2000). There is a strong link exists between the school and parents. Parents are aware of that they are welcome to share concerns or ideas. According to the principal, teachers make parents feel like part of their extended family.

The students are well informed about school safety issues and procedures. A ‘Safe School’ plan was developed and implemented. MES also received the designation as a Safe Place in the community. Project Peace, Peer Mediation, Officer Friendly programs are very helpful to fulfill the expectations related to the CLASS Program. The school also welcomes many talented or gifted students from the Monroe County elementary schools. There is currently a classroom employing them in the school. This project is called as Accelerated Learning Program (ALP). Since current principal’s background is very much related to education for gifted people, the program content is shaped as a result of her experiences.

3.9.4 Parent Teacher Organization (PTO) and Relationships with the School

There are close relationships with parents in the school. School nights for all parents are established during the first week of school. Parent Teacher Organization (PTO) members go around to classes and share with parents’ opportunities to participate in school activities. Parents’ involvement in all aspects of school is satisfactory (MCCSC, 2000). Parents serve on all corporation and school based communities, such as, textbook selection, curriculum and so on. A great increase in parental involvement in volunteer roles across the school is supported by faculty and staff. The school also hires volunteer and qualified parents as teaching assistants, playground supervisors or special education aides. This opportunity provides a positive school environment for the children.

Parents are kept informed through the ‘MES’s News’ and other school media about the school policies and building and student expectations. The ‘MES’s News’, an official information newsletter to parents is the major communication tool for parents. A PTO member is the editor. In addition, all teachers communicate information to parents about their classrooms at least once a month and through a perfect e-mail system provided by the Monroe County Corporate Schools Commission (MCCSC) many teachers communicate with parents.

School nights for all parents were established during the first weeks of the school. Parents are consulted in many areas. For example, a report card was designed for the school's own student characteristics. A major parent survey helped to determine the reporting system. This report card is systematically adopted and revised and it is a part of the agenda of the school community, especially for the first week of the school 'Back to School night' for parents as the curriculum, expectations and classroom practices are shared.

Each spring, teachers renew and revise individual 'teacher practices' information for parents. This includes homework policies, classroom management techniques, an overview of curriculum for the year and behavior management procedures.

The annual Learning Festival and Science Fair is one of the greatest successes of the MES. It attracts increasing hundreds of people each year. Parents' support through the donations in such activities as well as the other ones is an important source for the PTO budget has increased phenomenally in the last five years.

3.10 Validity and Reliability

The case study designs need to meet reliability and validity (Lincoln & Guba, cited in Marshall & Rossman, 1999; Yin, 2003).

Yin (1994) and Walker (1980; 1993, cited in Ekiz, 2001) recognize a common objective about case studies on the basis that "they provide little basis for scientific generalization" (Yin, 1994, p. 10). Some qualitative researchers argue that generalization or external validity can also be achieved by including multiple cases (Merriam, 1998) and "using the term possibility, which means that there is always the possibility that one reality occurs in one place may also occur in another" (Bassey, 1999; cited in Ekiz, 2001, p. 25). So, although this research included five primary grades as multiple cases, the grades were separated into two categories (1-3 and 4-5) and the results were presented under the light of this categorization, as described in overall research design. The results from these two groups were used to draw a holistic picture of the school, by taking into account Merriam's (1998) proposition that "reality is holistic, multidimensional and ever-changing" (p. 202)

and “qualitative researchers tend to describe and explain the world as those in the world experience it” (p. 205).

In this research the researcher used multiple data sources and methods (triangulation), as well as using multiple investigators in pilot study (Berg, 2001; Merriam, 1998; Patton, 1987; Yin, 2003). By combining multiple data sources, methods and investigators in this study, the researcher obtained a better, richer and more substantive picture of reality. This is called triangulation and it is used to enhance internal validity (Berg, 2001; Merriam, 1998). The qualitative literature points out that triangulation is restricted to use multiple data collection techniques (usually three) to explore the same phenomenon (Jick, 1983; Knafl & Breitmayer, 1989; Leedy, 1993; Mitchell, 1986; Sohler, 1988; Webb et al., 1981; cited in Berg, 2001).

During and after the data collection, the teachers, some parents and the administrator were consulted, and their responses to the interview questions were checked together. Unfortunately, majority of the parents could not be included for ‘peer-checking’ since they reported that they did not have time and energy for this process. The interpretations of these participants related to interview results were derived if the results were plausible (Merriam, 1998).

Another procedure to increase the validity of the research was to extend the period of observation in the research site. The researcher remained in the school in the last month of fall semester in 2001, until the last day of spring semester in 2002. The purpose of extending the study period was to obtain participants’ trust and familiarity, additional data and consistency of their responses to the instruments. Besides that, the researcher asked his colleagues to comment on the results as they emerged and used them as peer examination suggested by qualitative researchers (Merriam, 1998; Yin, 1994).

Bogdan & Biklen (1998) assert that qualitative researchers do not expect that there will be consistency in results made by different researchers or by other researchers over time. They go on to say, “qualitative researchers tend to view reliability as a fit between what they record as data and what actually occurs in the setting under study” (p. 36). So, different researchers studying in same setting may produce different findings and all studies can be reliable unless these studies yield opposite or contradictory results. Therefore, in a qualitative case study it is very difficult to meet all conditions to provide entire reliability.

Reliability or generalizability asks the question “if the study is repeated will it yield the same results” and “is it based on the assumption that there is a single reality” (Merriam, 1998, p. 205). Yin (2003) also informs us that the purpose of reliability is to minimize the errors and biases in a study and the case study protocol is one of the major tactics in increasing the reliability of case study research. Bearing in mind Yin’s thoughts, a case study protocol was prepared in order to increase the reliability of the research. The aim of using this protocol was to guide the researcher throughout the research and to keep the researcher targeted on the subject.

Triangulation also enhanced the reliability of the study as well as internal validity (Merriam, 1998). Therefore, using multiple data sources and methods, as well as investigators in the piloting, appeared to increase the reliability of the research.

The researcher explained his worldview, assumptions and his position in this study. Besides, he provided a basis for selection of the setting, participants and a detailed account of the context in related sections. This also strengthened the reliability of the research, as was stated by Merriam (1998). Lastly, rich and thick descriptions of the context and procedures were provided, so that other researchers could determine how closely their situations match the research situation (Merriam, 1998). This provided a justification of the external validity of the research.

3.11 Ethical Issues

Ethical considerations are an important component of the studies, especially if they focus on democracy and human rights as in this research. Many authors discuss ethical considerations in conducting qualitative research (Berg, 2001; Best & Khan, 1993; Bogdan & Biklen, 1998; Marshall & Rossman, 1999; Maxwell, 1996; Merriam, 1998; Yin, 2003).

As we know, qualitative research allows for ‘contact’. Marshall & Rossman (1999) state, “the researcher must demonstrate awareness of the complex ethical issues in qualitative research and show that the research is both feasible and ethical” (p. 90).

For many qualitative investigators ethical considerations cannot be thought of separately in the field. Rather, ethics must be understood as lifelong rules and

procedures for the people who had contacts with the other people (Bogdan & Biklen, 1998).

Patton (1987) states that there is a variety of views about the ethics or morality of conducting observational studies. He opposes that “any observations of private behavior, however technically feasible, without the explicit and fully informed permission of the person to be observed” (Shils, 1959, cited in Patton, 1987, p. 77).

Bogdan and Biklen (1998) point out that there are two traditional official guidelines of ethics in research with human subjects. These guidelines, according to Bogdan and Biklen, attempt to insure that

1. Subjects enter research projects voluntarily, understanding the nature of the study and the dangers and obligations are involved.
2. Subjects are not exposed to risks that are greater than the gains they might derive. (p. 43)

In this research both of the issues were covered. Students, their parents, teachers and the administrator were all voluntaries and they were always asked for permission to tape record the conversations and the interview discussions. They were reminded that they are an important part of the research and they might be excluded from the research whenever they want. It was very important to obtain informed consent from the school as a whole as well as from the parents of the children in voluntary classes. Parents received a letter explaining what happened during their children’s classes.

In writing up the results, the researcher constantly questioned himself how to present the data that is protective of the identity of the participants. As they all were ensured with the consent forms, their identities were kept confidential.

3.11.1 Informed Consent

Merriam (1998) asserts that, in a qualitative case study, ethical considerations are likely to emerge either during the data collection or during the dissemination of the results. Regarding this case, Berg (2001) suggests and describes the informed consent as knowing the consent of individuals to participate as an exercise of their choice. Best & Khan (1993) also state “recruitment of volunteers for an experiment

should always involve the subject's complete understanding of the procedures employed, the risks involved, and the demands that may be made upon participants" (p. 45).

Therefore, it was important to obtain informed consent from the participants, namely the parents of the children, included in the study as well as the school. They all received the information that their children will be observed for a period of time in classrooms, halls and playground and they will be interviewed if they might be the volunteers. Moreover, the participants in this study were all informed about the purpose and the procedures of this investigation. This freedom to participate or to decline was essential in this study. They were all informed about the confidentiality principle that was also vital for the consent form (See Appendices A and M).

3.11.2 Researcher's Status

The researcher certainly believes in the principles and the soul of democracy and human rights. Mentioning his worldview and beliefs, the researcher may be in a better position to convince the readers in credibility and trustworthiness of this study.

The researcher's philosophical perspective in choosing the appropriate approach for this study was based on the premise that all reality is socially constructed, as stated by Ekiz (2001). This point of view provided the researcher with the understanding of all social phenomena in the school with a highly flexible manner.

The researcher knows that he began this study with many informal assumptions, beliefs and hopes that he feels are so important to delineate here. He always had a great interest in the global and regional issues especially if they are related to social problems. He thinks that both the awareness of citizenship and moral development, in other words character education, go together.

He contemplated with the belief that if democracy and human rights education is carried out effectively in our school system, the schools practicing this system will promote self esteem in children, care for others, advancement in moral and ethical reasoning, less aggression and mistreatment of others, and more loyalty to the global principles of democracy and human rights.

He also believed that the instructional process consisting of formal and informal procedures reflecting democracy and human rights education would create positive changes described in the preceding paragraph.

After summarizing the beliefs and the worldview of the researcher, it will be useful to mention the nature of his participation in the field. Woods (1996, cited in Ekiz, 2001) illustrates the process of the researcher's personal involvement in a research:

The researcher does not stand above and outside the research. The research is conceptualized within situations and definition of situations; research activities are constructed and interpreted in distinctive processes; and the researcher's self is inextricably bound up with the research. Reflectivity - the need to consider how one's own part in the research affects it – is therefore an essential requirement. (p. 86)

The researcher was an outsider in this study. He spent four months on the preliminary research in the USA in order to provide insight and gain experience needed for the case. During the preliminary research he prepared and tested the data collection instruments, the methods and the procedures. He also spent almost six months on the main research in a school in Ankara. In both investigations, he acted in the field as a non-participant researcher. The students knew him after a brief and a warm introduction by the teachers. Although the students could not decide how to treat the researcher, after he got on familiar terms with the students and with the environment. Majority of the students in upper grades (4 and 5) preferred to call the researcher as 'abi' (older brother) while the lower graders preferred calling 'teacher'.

The researcher was always interpretive and neutral during this study. He avoided any interventions in daily activities, although some teachers told or explained some of the activities to him. However, as in most form of human experience, his presence might have affected the instructional process as well as the behavior of the students and the teachers. Therefore when the researcher asked the teachers to record their daily activities and interactions in the classroom in videotapes, they felt nervous about that. They openly asked the researcher not to videotape if possible. Thus the researcher respected their request and did not videotape the activities.

Having some informal conversations and not reflecting on their practices was inevitable. Some teachers asked him to reflect on their activities and his general view on the school. However, the researcher preserved his ideas related to their practices and research topic till the completion of the research.

3.12 Limitations of the Study

Although this dissertation included two different case studies, the focus was the case of the elementary school setting in Ankara. As was formerly explained, the preliminary research shed light on this study. The participants were limited to the teachers, the students and their parents, and the administrators in a public elementary school in the 2001-2002 school year. Although it was an elementary school, only first five primary grades were taken granted for the study.

Since the participation in the research was voluntary, seven teachers, 38 students, 16 parents and the vice-principal were included in the study. Therefore, the results of this case study are limited only to data collected from the members of the school community as stated above.

Each case is unique and must be evaluated within its own context. Although the results of this study cannot be generalized to other public elementary schools, the results can be used to obtain different perspectives and insights deriving from the nature of the research methodology.

Another limitation of this study also concerned the participants. The voluntary students may have homogenous entry characteristics. This may be a limitation for the study since the students agreed to participate in the study voluntarily. However, this was fortunately achieved by talking with the teachers about major characteristics of voluntary students. They seemed to represent well-balanced student sample for focus group interviews in terms of their backgrounds, socio-economical status, gender and achievement levels with the help of their teachers.

Because of the unknown issues, the fifth grade teacher was reluctant to send the informed consents to the parents of the children in his class. Although the researcher reminded the teacher of the vitality in finding some parents of the children in his classes, he continuously ignored the researcher's warnings. Therefore, the parent participation from this classroom lacked.

The researcher obtained primary data through interviews. Observations and document analysis also maintained the research so that it can be more valid. The researcher assumed that all the participants were honest during the interviews. Time constraints, principal's reluctance to be interviewed, small number of voluntary parents, and the lack of video records of the classroom process (because the teachers did not want to be recorded) can be counted as other limitations of the study. Secondly, observations were limited to the second semester of the school year and seven or eight hours per teacher/classroom were spent. Because the observer intended to grasp vital aspects of the research topics in lessons and if only one hour is spent it would not be sufficient evidence serving to the purpose of the study. So, the researcher is confident that observations provided the basis for evidences that are necessary in making inferences.

Last limitation was related to the content of the instructional process that included several units related to teaching democracy and human rights, especially in Life Studies and Social Studies courses. However, due to the difficulties and procedures in obtaining official permission from the researcher's university, related directorates and the MONE, the researcher, unfortunately, could not attend to the first three units in these courses that much emphasized the issues related to democracy and human rights. This was achieved mainly through interviews and document analyses.

CHAPTER 4

RESULTS

The purpose of this study was to explore and describe the democracy and human rights education in a public elementary school setting in Turkey, with regard to the perceptions of the school community in relation to the instructional process, implementation of formal and hidden curriculum, and textbooks. In this study, qualitative research methods were used for gathering data in relation to the research questions. Interviews, observations, and document analyses were utilized as the data gathering techniques in this qualitative research. All the data collected through these techniques were subjected to qualitative content analysis whereby various themes and categories were formed in line with the research questions.

This chapter, first, presents the findings of the preliminary research carried out in the Moonlight Elementary School (MES), in the US. The data gathered through this preliminary study aimed at collecting data in order to provide insights into and experience for guiding the subsequent study to be carried out next in the Turkish setting.

Following an account of the results of the preliminary research, the results of the main case are presented. The results are presented in a parallel format for both studies in line with the same research questions. However, only the results of the case of the SES are discussed and interpreted Chapter 5, leaving the preliminary research out of scope of discussion. This is due to the fact that the two settings were completely different in terms of socio-economic and cultural properties and it might be misleading to make one-to-one comparisons and draw implications concerning both settings in a comparative manner. Besides, the researcher thought that if the results of the preliminary study are placed in the next chapter, the readers would anticipate cross-cultural comparisons as it was not the intention of the researcher and of the rationale of this research. A few striking similarities or contrasts, however, are

made and limited implications are drawn which might be useful for discussing in relation to improving the democracy and human rights education in early grades of elementary schools in Turkey.

4.1 Results of the Preliminary Research: Moonlight Elementary School (MES)

The results of the preliminary research are presented in parallel to research questions in this study. Firstly, the results concerning the perceptions of the school community consisting of teachers, students, parents, and the administrator on democracy and human rights education are presented. However, the results of student interviews had to be excluded in analyses due limited and insufficient response of students to the interview questions of the preliminary study. This was partly a drawback of the interview format and content which could have been too abstract for the students to respond to. Keeping this in mind, the later student interview format and content for the main study in Ankara were designed in a way to eliminate this potential threat to validity of the instrument.

Next, the results concerning instructional planning and implementation and evaluation process of democracy and human rights education are presented. Then, the school culture and values as indicators of the hidden curriculum of the school are explored in light of the interviews, observations and related documents. Finally, a brief textbook analysis is done to triangulate the data gathering process.

4.1.1 Perceptions of School Community Related to Democracy and Human Rights Education at Early Grades

The researcher asked participants about how important they considered democracy and human rights education at early grades of elementary schooling. Table 4.1 summarizes participants' responses related to the importance of democracy and human rights education in the first stage of elementary schools.

A common finding is that all participants agreed that teaching democracy and human rights is crucial for early grades of elementary schools. The teachers in early grades for their parts indicated that there are differences between theory and practice in democracy and human rights education. Unless the instructional process allows for

putting into practice of what was learned as facts, concepts or generalizations in all courses, it is not possible to mention about genuine learning.

Table 4.1

Importance of Democracy and Human Rights Education at Early Grades.

	Group I Grades 1,2,3	Group II Grades 4,5,6
Teachers	<ul style="list-style-type: none"> • Difference between the theory and practice • Importance of life skills • Understanding the child development • Foundation for the life • Teaching liking themselves and the love of the country has the priority 	<ul style="list-style-type: none"> • Importance of learning different types of governments/civics • Living democracy in the school • Importance of life skills • Importance of democratic process for school life • Influence of family on children in early ages • Stressing the relationship between democracy and life skills • Provides for children an awareness of civic-societal issues
Parents	<ul style="list-style-type: none"> • Learning about different cultures, people and beliefs • Importance of children autonomy in early ages • Importance of internalization of these concepts and beliefs • Importance of role models of teachers • Learning respect and diversity in early ages • Teaching acceptance and tolerance • Importance of teaching about civics and diversity • Importance of being aware of that people have rights • Importance of developing communication skills at early ages 	
Administrator	<ul style="list-style-type: none"> • Importance of role models of teachers • Importance of early ages for internalization of democracy • Importance of providing choices and alternatives • Importance of 'Life skills' 	

A first grade teacher stated that kids are always active in early years because of developmental characteristics; therefore, she indicated the urgency of being patient and nurturing by promoting active involvement of children. A third-grade teacher stressed the importance of Social Studies and History courses in democracy and human rights education. She enthusiastically stated that democracy is the guide for her and primary reason for choosing the teaching profession for these age group. She also stated that establishing concepts of democracy and human rights among children can be best achieved as early as possible. She went on to say that

I believe the idea that everything you need to know for life, you learn when you are in the youngest years. Everything that is important to life is in a foundation form. It becomes the strong area upon which all of the rest of your life is built. And if your heart is attached to freedom at an early age or

democracy at an early age, then you consider that throughout your life... (T.3, p. 1)

A fourth-grade teacher reported that teaching democracy would be crucial for students living in such a multicultural atmosphere. They need to know that many countries in the world do not have the same type of governments. She also contended that they live democracy in the school in fact and through the school life.

Regarding the meaning of democracy, a fifth-grade teacher stated that democracy is letting people have their own voices and alternatives everywhere. She also specifically addressed the importance of life skills and character development, stating that students need to learn to share, respect, take turns and care about each other. According to her, it is not possible to mention genuine teaching and learning without democratic processes. This would only be recitation, not genuine learning. She believes that families have greater influence on children in democracy and human rights education stating

whatever we teach here... real world is when they go home... So they come here, some of them are sleepy, some of them are sad and some of them are angry. May be because of a family incident or anything. These are so influential... (T.5, p. 14)

A sixth-grade teacher also indicated that teaching democracy and human rights through life skills and extracurricular activities, beginning from kindergarten, is so important. This might provide “an awareness of what is going on around the world and in countries related to humanity through incorporating human rights issues and cross-cultural comparisons with bill of rights and different forms of governments” (T.6, p. 1).

The school principal also indicated the importance of democracy and human rights education at the early grades. She pointed to the importance of modeling and teaching life skills. Besides, parents and the school should provide alternatives for children in these ages. For an effective democracy and human rights education, the school should employ practice and experiential strategies beginning from the kindergarten to upper levels, rather than through Social Studies courses alone.

Parents agreed with the principal and the teachers that democracy and human rights education is needed in early grades of elementary schooling, since children are addicted to their autonomies. They always tend to express themselves in a free

atmosphere. Parents also contended that learning about different cultures, people and beliefs help much in understanding acceptance and tolerance. A parent stated that

It is very important more now than before... It is used to be because of the violence and everything that happened in schools. If you can start it right away, especially the human rights and treating each other fairly and diversity... because the school is culturally diverse and getting along with everyone, and accepting all this are very important... (PT.1, p. 3)

Parents also thought that internalization of democracy and human rights in early ages would help students to be open-minded, respectful, accepting diversity, informed about civic issues, careful about their and others' rights, and communication skills that are indispensable components of an effective democracy and human rights education.

4.1.1.1 Parental Influence on Children Concerning Democracy and Human Rights Education

The researcher asked parents about the contributions to the democracy and human rights education of their children in the family.

The parents generally stated that they offer various choices and alternatives to their children at home, such as going out for dinner, going to the theatre or cloth selection...etc. Through these basic examples, parents stated that their children could easily adapt themselves to the school and the social life. Therefore, parents especially indicated that providing alternatives are necessary since democracy itself offers a set of alternatives.

They also addressed the importance of involving their children in familial decision-making processes and various social activities in and outside of school; establishing close linkages with other cultures and people, and the necessity of educating children to be good citizens. While three parents stated that teachers are the most influential group in teaching democracy, human rights and citizenship issues, the rest of them believed parents to be the most influential group. They stated that

The school can teach it and tell you that... but if you go home and if your parents are not following or not believing or whatever... they forget what you learned in the school. (PT1, p. 1)

Another parent stated that talking about the country and its history is crucial if one needs to teach their children about democracy and human rights. Since the school includes a multicultural atmosphere, according to parents, families should create opportunities for establishing close relationships with other cultures. For instance a parent stated that

In Thanksgiving, we invite a friend of my child coming from another country. They bring their own food and we all taste... It is nice to have such opportunities. PTO provides many opportunities to know each other closely... Fund raising activities and etc... We, parents, are very interested in such events really. (PT.2, p. 3)

Thus, most of the participant parents reported that teachers and parents are key actors and they should closely work in cooperation for achieving better democracy and human rights education.

4.1.1.2 Concepts of Democratic Classroom, Democratic Teacher, and Democratic School as Perceived by School Community

The researcher asked participants to describe their perceptions of democratic classroom, democratic teacher, and democratic school. Since some participants did not respond to all of the questions, the researcher could not get specific answers for each concept. General perceptions of participants related to democratic classroom, democratic teacher and democratic school are summarized in Table 4.2.

The teachers in Group I described democratic classroom as a nurturing environment in which happy and active children were involved. In this classroom there is no physical abuse, no gender, race, or religious discrimination. Tolerance, friendship, positive behaviors and consciousness of individual rights exist in democratic classrooms. Diversity, dignity and community awareness are stressed in such classrooms.

Table 4.2

Democratic School, Democratic Classroom, and Democratic Teacher as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4,5 and 6
Teachers	<p><u>Democratic classroom</u></p> <ul style="list-style-type: none"> • Includes happy and involved children who take care about others • Never involve discrimination related to gender, race and religion • Celebrate the differences • Employs tolerance; diversity; sense of value; dignity; pride • Employs positive behavior; no physical abuses • Employs friendship • Employs a nurturing environment • Creates fellowship between students and teachers • Evokes community awareness <p><u>Democratic teacher</u></p> <ul style="list-style-type: none"> • Have less stress, happier • Establishes friendship with friends • Feels proximity to classroom community 	<p><u>Democratic classroom</u></p> <ul style="list-style-type: none"> • Employs different choices/ offers alternatives • Employs respectful environment • Consider the existence of equality • Creates fellowship between students and teachers • Involves joint decision making • Involves a civic atmosphere <p><u>Democratic teacher</u></p> <ul style="list-style-type: none"> • Acts as a guide rather than a lecturer
Administrator	<p><u>Democratic School & Classroom</u></p> <ul style="list-style-type: none"> • Involves shared decision making & team approach rather than autocracy • Involves parents in instructional and decision making process • Employs various social activities & volunteer action • Considers environmental issues and establishes linkages between democracy and human rights and the nature & environment • Consults to school community • Employs elections 	
Parents	<p><u>Democratic School & Classroom</u></p> <ul style="list-style-type: none"> • Involves of students in decision making in classrooms • Allows for free expression of ideas • Considers of character building • Involves the school community in decision-making / Community involvement • Employs balanced relationships among the school community • Establishes the conditions for children to get along with each others & kind behaviors & no put downs • Considers 'help' and 'solidarity' principle • Employs 'Life Skills' as a guideline in students' life • Listens to children's voices 	

According to the teachers in Group I, the democratic teacher is in peace with herself/himself and with others. Therefore, happiness is her/his guide. She/he has less stress and establishes close relationships with the school community.

The teachers in Group II pointed to the importance of involving alternatives for children in decision-making. Teachers are one of the fellows in this decision-making process in such classrooms. Since life skills are considered in these classrooms, civics is especially emphasized. The teachers considered democratic

teacher from an instructional point of view. According to the teachers in this group, the democratic teacher is a guide rather than a lecturer.

The administrator perceived the democratic schools and classrooms as places that shared decision-making, team approach, social and extracurricular activities, volunteer school community action and parental involvement, and election processes prevail. She also contended that in a democratic school the people should develop awareness for environment and animals.

Parents also indicated the importance of involvement of students and parents in a democratic classroom and school. Such a school and classroom allows for free expressions of ideas of students. In such a school and classroom, character education which emphasizes life skills, communication skills, conflict resolution and balanced relations are of utmost importance, according to these parents.

The responses of the participants clarified that the term ‘democratic’ is considered as the umbrella term in defining the teacher, classroom, or the school. Their understanding of democratic teacher also existed in any definition or conceptualization related to democracy and human rights education. Regardless of the responses of two groups, the participants always established a linkage between democracy and the character education since early ages are crucial in terms of developmental characteristics of the young. In that sense, the programs that the school included might play an important role to play in conceptualization of the term ‘democratic’.

4.1.1.3 Perceptions of School Community Related to Ideal Democracy and Human Rights Education in an Imaginary School

The researcher asked all participants that if they had a chance to design democracy and human rights education in an ideal context that they could create, how they would do this perfectly.

This question allowed researcher to find the similarities and the differences in the responses given by the participants. It also enabled the researcher to crosscheck consistency in the data collected. The data collected from the participants through interviews is presented in Table 4.3.

Table 4.3

Democracy and Human Rights Education in an Imaginary School as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4, 5, 6
Teachers	<p><u>Teachers& Staff</u></p> <ul style="list-style-type: none"> • Are committed teachers to the profession and to children • Teacher is the creator of such learning atmosphere <p><u>Instructional Process</u></p> <ul style="list-style-type: none"> • Consider the history & Social Studies and Social Sciences • Teaches 'awareness of past' • Emphasize the relationship between science and social science • Emphasize hands-on experiences/ experiential approaches <p><u>School</u></p> <ul style="list-style-type: none"> • Consider 'safety' 	<p><u>Teachers& Staff</u></p> <ul style="list-style-type: none"> • Have role models & guide for students • Promote joint decision making • Are non-traditional teachers • Consider Sharing <p><u>Instructional Process</u></p> <ul style="list-style-type: none"> • Involves extra curricular programs and social activities • Should be promoted by in-service teacher training programs • Emphasize teaching democratic values, global education and diversity • Show closer interest on moral (character) education • Dwell upon community services • Consider the perceptions of school community • Emphasize technology and internet • Accept democracy as a life style • Promote and employ self-directed learning strategies • Employ experiential curriculum • Employ interdisciplinary instruction <p><u>School</u></p> <ul style="list-style-type: none"> • Emphasis on safety issues • Community service • Involvement of parents • Tolerance of diversity • Precautions for improving communication
Administrator	<p><u>Teachers</u></p> <ul style="list-style-type: none"> • Benefit more from multiple sources • Know how to teach • Are willing to cooperate more with parents • Are the committed teachers to the profession and to children <p><u>Instructional Process</u></p> <ul style="list-style-type: none"> • Includes more materials, technology and sources instead of relying only on the textbooks <p><u>School</u></p> <ul style="list-style-type: none"> • Creates opportunities for parental involvement • Promotes 'autonomous schools' understanding 	
Parents	<p><u>Teachers</u></p> <ul style="list-style-type: none"> • Are the committed teachers to the profession and to children • Are receptive and open <p><u>Instructional Process</u></p> <ul style="list-style-type: none"> • Emphasize autonomous learning • Emphasize governmental and economical issues <p><u>School</u></p> <ul style="list-style-type: none"> • Includes telephone connections in classrooms for parental contacts • Establishes opportunities for parental involvement • Organize more social activities 	

After interviewing the participants, three major themes appeared to be meaningful: teachers and staff, instructional process, and the school itself. While the teachers in the first group indicated the importance of hiring brave and committed teachers to their profession and to their students, the teachers in the second group indicated the importance of teachers' model roles for children. These teachers also stated the importance of the guiding role of the teacher as an ideal characteristic, opposing the traditional teacher role. Ideal teachers for democracy and human rights education should set rules with children and they are open to sharing.

Related to the instructional process of democracy and human rights education, the teachers in the first group mentioned the importance of History and Social Studies. For example, teaching the awareness of the past and strong emphasis on social sciences and core science relationship should be followed in an integrated understanding.

The instructional objectives, content, methods, and techniques should be designed parallel to experiential strategies. The teachers in the second group indicated the need for a different curriculum involving several programs and extra curricular activities. Teachers should be trained in in-service training programs related to effective democracy and human rights education, involving teaching for democratic values, diversity and life skills. The teachers also indicated the importance of character education, community service for students, technology, global education, self-directed learning, experiential curriculum and interdisciplinary instruction.

The teachers in both groups indicated that safety of schools is very important for ideal schools. For an effective democracy and human rights education, the teachers in the second group stated that the ideal schools should serve the community and promote students' active involvement in the community. The schools should involve parents and other members of the school community in the decision-making process. Since all of the participants agreed that diversity facilitates democracy and human rights education, the school mission should be accepting all people regardless of their religion, race, or belief. This will also facilitate the communication among the school community.

The school principal stated that the school should have complete autonomy. According to her, if one desires to set up an imaginary school in which democracy and human rights education is ideally implemented, teachers who can benefit from a

variety of resources should be hired. These teachers should teach students how to learn instead of providing them with facts, concepts and principles. They are fully committed to their profession and to their students and they are willing to cooperate with the school community whenever needed. In that sense, principal also stated that this ideal school should also create opportunities for parental involvement.

Parents, similarly, reported that teachers in this ideal school should be fully committed to their profession and to their students. In this school, teachers are receptive and open to any ideas. Parents also emphasized the importance of autonomous learning strategies and inclusion of governmental/civic issues in the curriculum. Regarding technology, they indicated the benefits of telephone lines in the classrooms, stating that they would like to see any means of communication in the classrooms to facilitate the communication with the teachers. Parental involvement and organization of social, extracurricular activities are also to be employed in this imaginary school in which democracy and human rights education is ideally implemented.

4.1.2 Instructional Planning, Implementation and Evaluation Process in Relation to Democracy and Human Rights Education

In relation to current instructional planning, implementation and evaluation theory and practice related to democracy and human rights education, the researcher mainly conducted interviews with voluntary teachers, students, administrator and parents. As an additional technique, he also made use of observations in selected classrooms and throughout the school.

The responses of the participants are presented according to the grade levels, as was explained in Chapter 3, and participant groups. The grades and related participants were categorized under the titles of Group I (Grades 1, 2, 3) and Group II (Grades 4, 5 and 6) in order to facilitate the presentation of data. The interview results of first three grades (1 to 3) and of the following two grades (4 to 6) are considered and presented separately. All responses were categorized, summarized and presented in tabular forms.

In order to have a deeper understanding of the general atmosphere of classrooms in the MES, the researcher briefly described general physical appearance and notable characteristics of a classroom in Figure 4.1.

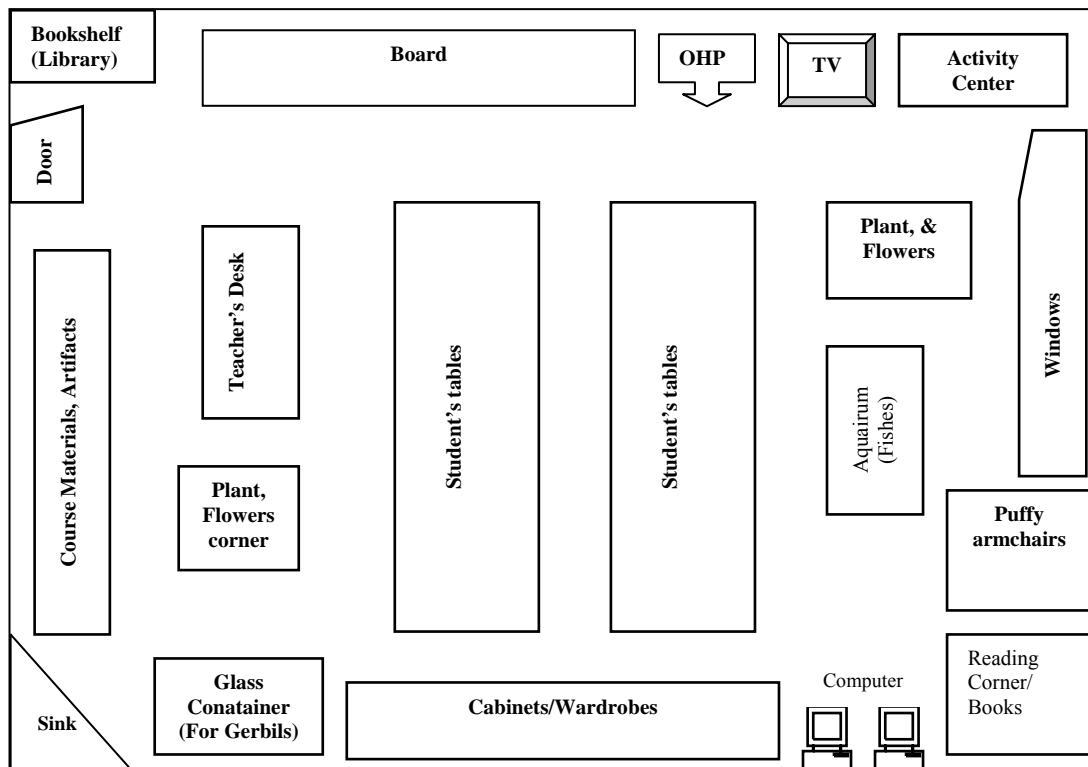


Figure 4.1 Physical appearance of a classroom in the MES.

As can be seen from the illustration, the classroom atmosphere appears to be attractive for the students since students deal with various activities in several activity centers. For example, most of the classrooms consist of computers, art, or science activity centers and it was possible to observe students while they are dealing with several activities in these centers. While they are on task, they sit on the carpet ground of the classroom or read books there regardless of their grade levels. Teachers usually assign the tasks and responsibilities in the classes. Students appear to be free in the learning centers when they are dealing with the tasks the teacher has distributed. It is possible to see many students while they are eating their snacks or beverages. All students have their own wardrobes and desk-spaces in order to keep their textbooks, notebooks, pencils and other stuff. They also do not have to take all their belongings back home everyday. According to the school community this physical design provides the feeling of ownership for their classrooms.

The classroom is quite rich in terms of materials, apparatus related to different courses, books and technology. There is a TV, video player and OHP in each class. In all classrooms there is a speaker system that is used for the announcements by the administration mainly. Besides, all classrooms have a

telephone line so that the teachers and the parents can contact to each other any time. Since teachers do not lecture most of the time, they all have the chance for establishing contact to the parents or administrator. Any visitor (parent or a community member) is warmly welcome into the classroom. The classroom doors are specifically designed so that visitors or administration can see what goes on in the classrooms. It is always possible to see some parents visiting the classrooms in order to help the teachers in daily activities, especially in the early grades.

Most of the classrooms, only except for the first grade, include various designed aquarium-like glass containers that contain several gerbils, insects, snake, hedgehog...etc. A third-grade teacher stated that the school administration provided financial support in order to have 'Brazilian Cockroach' in the classroom. Besides, she added that they have a 'Boa snake' in the classroom so that the students develop a sense of responsibility in living with other living creatures. The teacher also stated that even though she hates snakes, she wanted to include this animal in the classroom because a sign of democracy is to live together with others though they did not like them. Tolerance is their guide in such a multicultural atmosphere.

In the classrooms, teachers' desks did not appear to be the authority figures since teachers placed their desks as one of many desks in the instructional environment. According to a teacher the message of teachers through such classroom setting was "I am one of you!" Interestingly, some of the teachers designed the classrooms by making use of their creativity skills. For example, a teacher constructed a 'deck' on the left corner of the classroom. In a reading hour, a few students who would like to study silently went to over or under this deck. The teacher stated that such a deck provided 'equality' among the students by taking into account the differences in their learning styles or study habits in terms of creating appropriate physical conditions for leaning. In another classroom, was possible to see many second graders went and lied down on the carpet while they were reading the textbooks or handouts requested by the teachers. In a first and third grade classroom, for example, teachers located a few large cushions so that the pupils could sit and read their handouts or storybooks in a comfortable environment. In line with the interviews with teachers, these observations all indicated that arrangement of learning environment provided students with the opportunity to express themselves freely and created a respectful atmosphere for them to get along well each others.

After this brief account of general classroom characteristics , the perceptions of school community related to existing instructional planning, implementation and evaluation education process in the school are summarized in Table 4.4.

Table 4.4

General Instructional Planning, Implementation and Evaluation Procedures as Perceived by School Community

	Group I Grades 1, 2, 3	Group II Grades 4, 5, 6
Teachers	<ul style="list-style-type: none"> • Teacher are against traditional instructional planning • No desire to allocate their time for planning activities • Importance of planning and teaching about democratic life • No reliance on textbooks only • Existence of patriotic structure and content in Social Studies Textbooks • Emphasis on life skills and government • Encouraging children to be active members of school community • Importance of rule setting • Joint decision making • Nurturing classroom environment • Strong commitment to the past and emphasis on relationship with democracy. • Considering individual differences in teaching and evaluation 	<ul style="list-style-type: none"> • Offering alternatives for children • Student involvement in decision making • Teaching democracy as a form of government and as a life style • Importance of Social Studies • Teaching beyond the textbooks • Planning for current events in the world and in the USA • Importance of classroom democracy: elections class meetings, free speeches for the presidency, vice presidency, secretary, and treasurer • Importance of research and social skills • Community service • Fund raising activities • Planning and implementation of integrated instruction • Necessity of having necessary materials for effective course planning and implementation • Establishing linkages with NGOs (Human Rights or Greenpeace and other activist groups)
Administrator	<ul style="list-style-type: none"> • Instructional planning is necessary in democracy and human rights education • No frequent inspection of plans by the school and inspectors • Importance of classroom visits by the administration • Need for benefiting from various sources/ multiple sources in instructional process 	
Parents	<ul style="list-style-type: none"> • Teaching democracy and HR with Social Studies is not enough • Democracy should be experienced in the school is it is inevitable 	

Teachers generally stated that they do not prepare detailed plans for democracy and human rights education, nor for other courses. Although they benefit from Social Studies textbooks as a major source, they stated that they never rely solely on these textbooks and prefer to utilize various sources. Three teachers out of six stated that they prefer to allocate their time to implementation and communication rather than planning of activities.

A third grade teacher described herself as a guide, a nurturing civic person, and a provider of knowledge According to her, Social Studies serves as a major tool in democracy and human rights education. Its content is highly patriotic, local and

community-oriented, especially in the 3rd grade. It starts from the inner community, expanding to the whole of Indianapolis. She stated that

Social Studies in third grade starts that how Indiana became a state... what freedoms Indiana has...teaching civil war...types of freedoms earned during civil war...When the textbook were in Texas, they'd have Austin, Texas... the capital of Texas...Then it compare Indianapolis and Bloomington to a place in Texas. So it takes us into a bigger community, another state... Then it begins what we call, a historical perspective of the development of our nation and it does it by a way of timeline... It does it by a way of pictures, old stamps, old flags and so on... It is nicely done, very patriotic... (T.3, p. 7)

The school community commonly shared the opinion that Social Studies has a crucial role in democracy and human rights education at early grades of elementary schooling. Although some teachers stated that this aim cannot be achieved through a single course, it might make important contributions to the school atmosphere and character development of the students. With regard to the relationship between being traditionalist or conservative and democratic, a third grade teacher defined herself as a 'traditional teacher' stating that

I am very traditional and democracy itself is traditional to me. It represents the conformity to good leadership in a way and many young teachers do not like to conform to the leadership of a textbook... Now certainly the textbook is there and most assuredly I will teach the textbook because it fits into the sequence...the development of Social Studies in the public schools and the sequence is like... in the first grade 'your family', second grade 'your neighborhood', third grade is 'community', fourth grade is 'USA' and the sixth grade...it goes more into the government, at least citizenship... (T.3, p. 5)

She mentioned the importance of Social Studies in democracy and human rights education on several occasions. Another teacher teaching fifth graders summarized what they do in Social Studies as follows

They (students) vote for the elections...So, that is one way that we do things in teaching Social Studies and government... We go through how our government was formed and from the forefathers who wrote the constitution and things like that...Then we have 'line leaders'...We take turns, for instance, who gets to go first in reading, in spelling and whatever... (T.5, p. 1)

Since the first grade only deals with the introduction of school life and basic moral values which are generally accepted by the community, the teacher in this grade reported that they mainly deal with establishing rules, complying with the school procedures and learning about the neighboring environment. A first grade teacher described how she/he sets and develops classroom rules stating that

... for instance lining up for the lunch time... It was taking so much time to get ready for the lunch...we settled down and talked about what we are gonna do...they decided to line up by numbers. So they've all chosen numbers out of a basket...but after several days they realized that this takes even longer than just lining up easily. Then they again decided that you line up as you get there...so we just keep making changes in the process... (T.1-2, pp. 4-5)

Whatever teachers teach related to the concepts of democracy and human rights in the classrooms, the students should internalize these concepts through hands-on experiences in the classrooms and throughout their school lives. All teachers shared the idea that they try to set rules and classroom procedures together with students. Besides, related to living democracy throughout the school, the school principal said that

I think everyday the classes do different things to show you democracy and government. I know some classes vote for the class president. Some classrooms do and what they do is that they vote every six weeks and get a different one and the class president has duties that h/she has to do... So many students can get the chance to be elected. (PT.2, p. 2)

Teachers in both groups generally expressed that classroom atmosphere and the content of the courses are interrelated. Related to setting the classroom atmosphere and general course design in democracy and human rights education, a teacher in the third grade reported that

...probably three weeks of school where I developed that environment and that climate, then I start looking to the instructional materials, textbooks to help me with the ideas of my responsibilities for teaching democracy, freedom and human rights but I established as a human being with children and they know that their ideas are just as important as mine. (T.3, p. 5)

Same teacher also stated that she takes into account individual differences in teaching and evaluation, stating that "I'd have to look each individual because each

individual behaves his or her own way of being aware, being responsible and contributing” (T.3, p. 6).

Almost all classrooms in the early grades in the school solved the problem of disorder that may take place in a school day. ‘Line leaders’ take responsibility when students go out of the hall to another classroom, or to another room. Line leader is the student who is in front of the line continuously monitoring the line and helping to make sure that everybody is quite in the hallway. They have a student list and they change line leaders every day so that every kid takes responsibility. The principal specifically addressed the importance of eliminating chaos or disorder in the school through this system. The students also reported that when they have responsibility in classrooms they also feel better and act confidently.

Integrated teaching and learning is implemented in most of the classrooms in the school. This approach includes different disciplines and encourages students to explore subjects deeply, making use of various sources and engaging in a variety of activities in a single course. The use of multiple sources encourages students to be involved in various activities rather than making use of single source of information. As a result, as indicated by the teacher, the students would be more likely to feel, understand, and develop self-confidence in their learning. Related to this approach, a sixth-grade teacher stated that

So we have just finished inventions unit. We talked about inventions...Whether they are bad or good. For example atomic bomb!... Think about a tea bag that there are ten different ways of using this besides making a cup of tea. And they come up with different ideas, such as, they can be napkin holders you can open them up and stick your napkin in it... So it is a way of problem solving, coming up with their own ideas...Thinking skills... (T.6, p. 5)

She reported that including characters of history in courses and their endeavors for democracy would fit together very well. This approach seemed to be always beneficial especially if it is supported by videos, stating that

They have read a biography which has why they... and biography of a person and since we are studying this year our social studies and western civilizations and European colonization and so on...I want them to be aware of shared biographies....leaders who provided us democracy... I started to teach human rights issues this year. They are quite shocked when they heard that children do not have any rights in the USA comparing to many

democratic countries...and the USA is one of the two countries that has not signed the declaration of human rights for children. The other one is Somalia. (T.6, p. 2)

She also addressed that teaching about the contributions of important people and readings on historical characteristics would be beneficial in teaching democracy and human rights. Human Rights Watch Journal, Bill of Rights, Universal Declaration of Human Rights, UN documents, children's rights are some of the examples that this teacher mentioned as readings to be used in democracy and human rights education. Through these documents and journals, the teacher can make students be aware of what is going on in the third world, other parts of the world and in their country related to human rights and democracy issues. She gave an example of her approach in teaching democracy and human rights stating that

...our clothing is all made in third world countries and in some Latin America countries...the workers are not paid well. I had students from 'anti-sweatshop' league. IU came in and spoke to the class...Sweatshops are places often used by US business and third world countries like Nicaragua, El Salvador or Honduras...where people make clothing and get only 5 Cents a day, or 5 Cents for a piece...It is incredible...And I do whole unit with that and I asked them, what if you had... I teach them early marriages, young or children workers in any part of the world, how different countries and economies work... I think these are all human rights issues because our economy works by slave labor. That is a human rights issue. (T.6. p. 3-4)

There are always some problems of implementing what teachers are planning for democracy and human rights education. A third grade teacher stated that since there were eleven different nations represented in the classroom, cultural differences sometimes produced misunderstandings. However, this creates a rich multicultural atmosphere stating that

Afghanistan, Israel, Palestine, South Africa, Korea, Russia... etc. So all the sides of democracy exists in the classroom. Some of them are actually going back to the nations where they have less freedom, less voice... So they understand and appreciate what democracy is and what their rights of them in an open society are... (T.1-2, p. 15)

A fourth grade teacher stated that textbooks are not enough to teach democracy and human rights and there needs to be more materials and technology

for effective implementation of the curriculum. Another teacher pointed to difficulties related to behavioral problems stating that

This is sometimes very distracting and I give children choices... Their choices are to join (follow) the class or to do some writing about what they are doing and why they are doing such things. I have a special form here. The choice you are making is to stay in at recess... You decide do the work now, or do it at recess. Your choice... (T.5, p. 6)

One way to reduce behavioral difficulties in classrooms is to involve students in setting rules and procedures. This will also help students to internalize and develop a sense of ownership of these rules and procedures. All teachers agreed that rules and procedures have a special importance in democracy and human rights education since democracy is a pattern of life style with certain borders. Majority of the teachers stated that rules and procedures also act as a major tool for teaching what democracy is and how human rights are shaped in daily school life. Only the sixth-grade teacher objected to the term of 'rule' and she preferred the term of 'standards of success' stating that

(On the board... showing them)... I will be prepared for the class. I will be actively involved in the learning process. I will demonstrate a positive attitude. I will treat others politely and with respect. I will follow classroom and school procedures... So as you see, these are not rules but standards in fact. (T.6, p. 7)

Third and fourth grade teachers indicated that rules are established in the first days of the fall and they have very few but logical rules since all are decided together with children. A fifth grade teacher also made her point by stating that she feels comfortable when students make the rules since they will certainly follow these rules carefully. The teacher in the third grade stated that all the rules should be questioned through logical reasoning. She added that

I am not the law. I, myself, receive rules from my principal and form the community. We have also rules for the classroom... We have very simple rules fro school... I say 'why would not we want you turn in the hallways?' and we start recalling accidents and the people lost their teeth because they fell down while they're running. So, by reasoning it trough, they learn to accept and appreciate the rules... they also begin to respect. (T.3, p. 4)

Obviously all courses are planned and implemented by teachers. During implementation, each teacher prefers to apply different strategies, methods and techniques in line with the objectives and evaluation procedures.

The following section summarizes the findings of interviews with teachers who apply these methods and techniques for teaching democracy and human rights in their classrooms.

4.1.2.1 Instructional Methods, Techniques, Technology and Materials Used in the Classrooms Related to Democracy and Human Rights Education

The researcher asked participants about general strategies, methods, techniques, technologies and materials they have used in democracy and human rights education in the classrooms. Naturally, while teachers were responding to this question with considerable ease, parents gave limited and insufficient responses. Therefore, only teachers' responses were considered since they know the best of what methods and techniques are implemented in their classrooms. General responses are summarized in Table 4.5.

Table 4.5

Instructional Method, Techniques, Technology and Materials Applied in Classrooms as Perceived by Teachers

	Group I Grades 1, 2, 3	Group II Grades 4, 5, 6
Teachers	<ul style="list-style-type: none"> • Cooperating with parents • Involving community people into classrooms • Encouraging children for argumentation • Videotapes & Computers • Discussions & Role playing • Exemplifying & teaching with cases & Modeling • Entertaining methods and techniques are preferred • Benefiting from the newspapers, journals; published materials • Audio-visual activities and materials for retention • Involving animals; pets; plants...social science and science relationship is established/interdisciplinary instruction 	<ul style="list-style-type: none"> • Class meetings & discussions/debates • Respecting various instructional needs of students • Considering different learning styles • Encouraging students to give different answers from different ways • Not just relying only on textbooks • Inviting Greenpeace activist into the classroom; a law person from the HR Commission • Essay contests on human rights • Teaching diversity in the school • Newspapers & Videos • Many videos related to social studies and social sciences • Teaching Tolerance Magazine; Labor Children video; Quarterly magazines

Since some classrooms have difficulties in getting necessary materials and technological devices, such as videotapes, families act as one of the major sources to

fund them, as is also the case in most Turkish schools. Therefore, teachers indicated the importance of close cooperation with the parents regarding such issues.

All teachers in both groups indicated the importance of teaching with audio-visual aids in democracy and human rights education. They stated that our age is technology and knowledge age, and application of technology in all fields is inevitable. So, all teachers accepted that Social Studies course is necessary but not enough to teach democracy and human rights. Therefore, schools should employ authentic strategies, methods, techniques materials and technologies.

All teachers addressed that discussions are very important for students to be involved in a democratic atmosphere. The third grade teacher stated that argumentation-oriented children learn concepts of democracy and human rights more easily. While indicating the importance of role-playing technique in democracy education, she also stated that inviting people from their community, such as lawyers and social workers, into the classroom could also prove to be useful. Providing different cases for children, designing the classroom by involving different pets and plants in it; benefiting from making use of newspapers and journals; classroom meetings; considering learner differences and learning styles are reported as the approaches and techniques that the teachers in the first group follow.

All teachers in both groups reported that they consider learning styles and learner differences. Related to this a fifth grade teacher stated that

Some kids can hear it and they know it. Some kids need a cool and darker environment, not so bright place. And they go under the deck. Some kids like to be right up their next to the light and go up on top of the deck... They love it... So it is just respect for human nature simply. They learn democracy, respecting their rights by living them. (T.5, p. 5)

The teachers in the second group also mentioned about similar methods, techniques and materials as the teachers in the first group did. However, the teacher of the sixth grade specifically addressed various sources including some activists of human rights, attorneys in City Human Rights Commission and Greenpeace volunteers in the city. She invited them at certain times into her classroom and the activists had workshops with children. Besides, the teacher in this classroom encouraged children to contribute to an essay contest related to human rights. She used additional authentic sources to teach about human rights and democracy,

including Teaching Tolerance Magazine, Labor Children Videotape and quarterly magazines related to human rights and civic issues.

4.1.2.2 Contributions of Technology and Audio-Visual Aids to Democracy and Human Rights Education

The researcher investigated what school community thought about the contributions of technology and audio-visual aids and barriers encountered in using them in democracy and human rights education. Table 4.6 shows general results.

Table 4.6

Contributions of Technology and Audio-Visual Aids to Democracy and Human Rights Education

	Group I Grades 1, 2, 3	Group II Grades 4, 5, 6
Teachers	<ul style="list-style-type: none"> • Lack of technology literacy • Videos are crucial • TV is beneficial • All classrooms have internet connections/ e-mailing • Overhead projector is used in all classrooms 	<ul style="list-style-type: none"> • TVs in all classrooms • Videos are main sources • Internet connection • Students' success in computer literacy • Internet based research projects
Administrator	<ul style="list-style-type: none"> • Benefits of technology in democracy and human rights education 	
Parents	<ul style="list-style-type: none"> • Students' success in computer literacy • Doing all paperwork through computers • Internet and e-mailing 	

All participants reported that the school makes much use of technology and computers. Teachers stated that school library has a wide video collection related to the elections, government and citizenship. It appears that teaching these concepts is provided mostly by TV and videotapes. The third grade teacher informed that TV was inevitable during the election time to follow the candidates of presidency. Majority of the teachers also stated that they allowed students to follow what was happening related to elections and current news about the election process. Regarding this issue, the third grade teacher stated that

I allowed the TV to be on when they were tallying the votes and when they were arguing... I said 'don't you think that they should be allowed to argue the differences of the votes'... So we started to vote in the classroom here. I set up a voting pool and provided secrecy... You do not share your votes... Make your own choice, I said. (T.3, p. 14)

However, same teacher admitted negative feelings toward the internet technology and its effects on children stating that

Just like an example... A third grade child was investigating the history of White House. White House first brought up in the screen was a prostitute house. It happened right here in the classroom. I could not know what to do... So technology, freedom and democracy relationship may sometimes cause negative things. (T.3, p. 15)

Teachers and parents specifically addressed the importance of using e-mails to communicate with people from other cultures. This may help children to understand what kind of alternatives and chances they have, as well as the nature of social issues in other countries. While doing their projects, students enter a different world through the internet and they understand that there are other cultures, forms of governments and different life styles as long as they are guided by the teachers. Related to benefits of technology in instructional process, the school principal expressed that

In a fifth grade class... they are doing a research project over different issues related to the US history. One of the children is looking at demographic changes. This girl is using technology to research past and present, then using them to predict the future on the changes in demographics in the USA. It can go as far as not just nationality but, for instance, voting... We are a global education school and in that process we are trying to teach children not to be judgmental... Distance learning... and we learn how other cultures govern themselves... They may not be democratic but they learn to accept. That is understanding democracy. (A, p. 7)

Parents were proud of and a little bit nervous about their children's computer literacy skills. A parent stated that her child had pen friends once upon a time, and now they are all sending e-mails to their e-mail friends all over the world. Another parent went on to say, "surfing through internet gives them a chance to see what is out there in the world and use their own creativity and exploring other cultures" (PT.1, p. 3). However, they also refrain from the negative effects of computers and internet on their children.

4.1.2.3 Measurement and Evaluation Procedures in Democracy and Human Rights Education

The researcher asked participants about their perceptions of current state of measurement and evaluation procedures followed in their schools related to democracy and human rights education. Only the teachers' responses appeared to be meaningful and they were taken into consideration. Most of the parents could not give meaningful answers to this question and therefore, they were excluded in the analyses. The responses of the teachers are summarized in the Table 4.7.

Table 4.7

Measurement and Evaluation Procedures as Perceived by Teachers

	Group I Grades 1,2,3	Group II Grades 4,5,6
Teachers	<ul style="list-style-type: none"> • Note-taking; record keeping; observation • Journals • Quizzes • Individual or group projects • Tests covering civic issues 	<ul style="list-style-type: none"> • Displays; products; posters • Benefits of role playing in evaluation • Learning Festival

All teachers mentioned the urgency of internalization of life skills. Therefore, they all considered 'lifelong guidelines' as primary objectives while they were assessing student achievement. They also considered students' social development as parallel to their academic achievement. The teachers in the both groups specifically addressed the importance of authentic assessment strategies and techniques in democracy and human rights education. A second grade teacher expressed that if students cannot score well in a test or in another type of examination, they retake the test and restudy. So, primary aim of this process is not to make them fail in exams but to foster genuine learning. This teacher does not allow memorization in her classes and learner differences are taken into consideration during instructional and evaluation process, since all learners have different learning characteristics.

The fourth grade teacher in the second group stressed that she has a tendency to allow students to choose the types of assignments they would like to have. The sixth grade teacher also made a point related to students' authentic products, projects and displays. She went on stating that 'Learning Festival' allows students to show their free expression of what they think. It also allows teachers to benefit from this festival as an effective assessment and evaluation tool.

As can be seen in any of the public or private elementary school, the hallways are full of pictures, poems, proses and paintings. Majority of the students in the first group said that all their products all should be displayed in the hallway or in the classrooms. A student suffered from teachers who discriminate the products of children in displaying them stating that

Everybody take pains with their own products... All of them should be displayed since the opposite of this can cause inequality. (S.4, p. 4)

However, some students advocated that only elaborated and good student works should be displayed outside since they will represent their classroom. So the students seemed to represent both views on product displays throughout the school.

4.1.3 Culture and Values of the MES as Perceived by School Community

All participants were interviewed to describe their primary perceptions about the school culture, values and ethos related to democracy and human rights education in the school. Through the responses of participants and under the light of the observations, the third research question was answered. The responses of participants are presented in Table 4.8.

The teachers in the first and second grades stated that the culture and the values of the school very much contribute to children's understanding of democracy and human rights because of the diversity and 'multicultural' atmosphere of the school. The third grade teacher reported that democratic school community provides students predictable patterns throughout the school life. This can be provided through the routines and procedures. She went on saying that

I do not drive seventy miles per hour down the road and there is logic behind to do this... There is reasoning... There is logic for all societal rules. So if you can teach that side of rules, or in a democracy then they begin to learn and appreciate these patterns. (T.3, p. 11)

The first grade teacher, for example, developed the routine of 'tying the hands' when the teacher warns them so that they could be alert at the beginning the lesson. The students tied their hands when the teacher said 'listen!' Another teacher in the second grade assigned a student who was on duty for the morning breakfast.

Table 4.8

Culture and Values of the School as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4, 5, 6
Teachers	<ul style="list-style-type: none"> • Global education • Strong commitment to the school • A sense of ownership of the school and classrooms • Diversity • Desire to serve to the community • Experienced and quality staff • Friendship • Nurturing environment; welcoming, peaceful and non-threatening atmosphere • Conflict resolution programs • Community involvement • Environmental awareness & love of animal • Quiet hallways 	<ul style="list-style-type: none"> • Diversity • Multicultural atmosphere & acceptance of different cultures • A sense of ownership of the school and classrooms • Helping & Sharing • Active learning • Comfortable atmosphere • Continuous inquiry • Involved parents • Safety • Free atmosphere for free expression of ideas
Administrator	<ul style="list-style-type: none"> • Democratic & Peaceful school atmosphere • Responsible decision-making • Cooperation & integrity & diversity & honesty • Problem solving activities • Healthy relationships among school community • Taking care of each others • Mediation skills / conflict resolution skills • Parental involvement • Safety 	
Parents	<ul style="list-style-type: none"> • Unique characteristics • Multicultural atmosphere 	

The students who had the responsibility for checking the breakfasts or the snacks gave a report to the teacher stating that one or two students did not bring what was in the list for this day. Then the teacher decides to grade the student's breakfast habit in the record card. In all classrooms when the teachers entered the classroom, the students stood and waited for the teacher to sit in his/her desk. This seemed to be an authority sign for the teachers, according to the researcher. The classroom design and the atmospheres are highly relaxed and comfortable in the school, especially at early grades. All students have their own snacks and they can eat or drink whenever they want. Related to this kind of classroom atmosphere the teacher in the fifth grade stated that

We have some kids from Korea and other countries... Their education process is so different and they tell me that 'our Korean day is very long. We sit in our desks and recite or whatever... We do not get to move around the room' and they really could not get up and down. They cannot go to the restrooms when they need, without getting the permission... So, they were

very surprised to be in this kind of free atmosphere. They loved it... (T.5, pp. 10-11)

Consequently, the participants seem to state that it is not the teachers alone who shape the school culture. They are probably more influential in determining their classroom environments and culture. Therefore, teachers' worldviews and philosophies appear to be crucial in teaching democracy and human rights in schools. Keeping this in mind, the researcher asked participants regarding their perceptions of teachers' reflections of their philosophies or worldviews on shaping the classrooms.

4.1.3.1 Perceptions of School Community Related to Teachers' Reflection of Their Philosophies and Worldviews into Classrooms

Most of the teachers stated that they teach in line with their worldviews. The third grade teacher admitted that she has a full love of the flag and the country, and she specifically dwells upon civic related topics. She stated that she has a strong commitment to the history and social studies. Related to reflecting their ideologies, philosophies or worldviews into classroom atmosphere the teacher in the second grade said that

This is very tricky! It is important that you let children know their and my ideas. It is OK... If a child asks me that 'is there a Santa Claus?'... It is just an example. 'Did you vote for Bush?'... 'Do you believe in God?' or 'Is there any Easter Rabbit?'... These are all political issues for kids and for many people. I just chat them about 'what do you think' and let them make their own comment on it. They need to feel the diversity... The method you followed is crucial here. (T.2, p. 9)

The teachers in the second group generally accepted, as the teachers in first group, that not reflecting their own values into classroom atmosphere is almost impossible for a teacher. The fourth grade teacher stated that if a teacher has a positive acceptance of common values that are shared in the nation, there will be no problem of reflect these values of teachers into classrooms. Teachers are all opposed to dictation of views and biased or prejudiced education. They reported that the teachers should not influence children negatively. Their major role is to teach tolerance, appreciation and acceptance. The teacher in the fifth grade also added that

students need conclusions and they are drawn according to the beliefs and experiences of teachers.

School principal stated that if the philosophy of teachers fit into character development programs of the school, this will not create a problem. According to her, school standards and policies are important. Teachers should not be in favor of someone or some beliefs. They should leave the conclusion to the students, as was seen in the example of the elections took place throughout the school.

4.1.3.2 Communication Patterns in the School as Perceived by School Community

The researcher asked participants about their perceptions of communication patterns among the school community. Table 4.9 presents general perceptions of participants related to the relationships and communication among the school community.

Teachers in the first group stated that school community is open to cooperation and the members of the school community help one another as well as to the school, especially in social activities. Since the city is not too big, many parents know each other and they developed warm relationships. Furthermore, they are open to communication with other groups coming from different countries. The school welcomes all members of the community, especially parents. However, there are many working parents who are busy and worn out, therefore, the communication with these parents are weaker than with others.

Teachers in the second group also indicated that there are warm relationships among the school community. These teachers addressed the importance of Project Peace stating that the conflicts that might occur among children can be solved through mediation process. All teachers stated that Project Peace works greatly in establishing healthy relationships among the kids. Related to the project, the sixth grade teacher reported that

I just mean that we are trying to make them to be self-sufficient on different kinds of problems and issues. We always support that they should solve their own problems, whatever they are... They need to find the solution to create the peaceful situation and Project Peace tries to provide this. (T.6, p. 17)

Table 4.9

Communication Patterns in the School as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4, 5, 6
Teachers	<ul style="list-style-type: none"> • A sense of helping & cooperation in communication • Communicating with heterogeneous groups • Tendency to establish new friendships • Working parents are so busy and worn out/stressed out • The welcoming school 	<ul style="list-style-type: none"> • Positive relationships among the school community • The importance of 'Project Peace' • Safety provides a healthy communication • Existence of supportive parents • Respect is key in communication • The welcoming school • Newsletters facilitates the communication among school community • Positive effect of multicultural school atmosphere that does not causing conflicts
Administrator	<ul style="list-style-type: none"> • Key role of mutual respect & trust in communication • Trustworthiness of the school administration • Very comfortable and warm relationship with parents • Parental involvement facilitates communication 	
Parents	<ul style="list-style-type: none"> • Open and accepting role of the school • Parental involvement & caring relationship among the school community • Cultural diversity • Open expression of ideas • Close relationships between teachers and parents • Principal is always available for communication • Teachers facilitate the communication • Benefiting from technology in communication 	

Two teachers in this group pointed to the importance of safety issues in the school. According to these teachers, safety factor positively influences the communication. The school welcomes all the members of the school community and respect is the key factor in this multicultural atmosphere. The school also facilitates the communication by sending newsletters to all parents.

The school principal stated that trustworthiness of the school administration is always based on mutual respect with teachers and other members of the school community. Since parental involvement is at the maximum level, there are warm relationships established. According to her, the school administration allows parents to have a say in certain issues such as deciding on some social activities and certain points in instructional processes. For example, a parent stated that

I think it was for elections. They were having elections. They were having debate on hours for schools...getting out earlier, extending the day, starting

earlier... All parents were asked for their inputs into it. And many parents expressed what they thought of... (PT.1, p. 3)

Parents are not just consulted only for social activities. The administration asks for their opinion in curricular decision-making. Another parent whose child is in the second grade made a point related to parental involvement in curricular issues stating that

I think parents get together like the PTO and if we have concern we can address it. For instance, this school gives Spanish course and it was brought up a few years ago... whether we should have it or not!... You know, the parents got the choice to vote in if needed. All ideas are welcome and respected in communicating with school... (PT.2, p. 3)

Parents also reported that the school has an accepting and understanding atmosphere in relationships. Parental involvement, cultural diversity, mutual respect and more emphasis on using technology in communicating with parents are some crucial characteristics in identifying the communication patterns in the school. Majority of parents have e-mail addresses and they can send and receive e-mails from teachers and the administrators whenever they need.

4.1.4 Democracy and Human Rights Education in Social Studies Curriculum and Textbooks in the MES

The teachers and administrator of MES stated through interviews that they mainly deal with Social Studies textbooks for teaching democracy and human rights education. Therefore, in order to give a holistic picture of democracy and human rights education in the selected elementary school it became obvious that the textbooks need to be analyzed and described briefly.

Although Social Studies curriculum covers some important and related categories such as economics, geographical relationships, historical perspectives, current events and inquiry skills, four main categories were taken into consideration in relation to democracy and human rights education:

- Citizenship and government
- World Cultures
- Individuals & Society

- Civic ideals & Practice

These categories are spread in various units and topics in textbooks. Social Studies textbooks in the grades of 1 to 6 mainly deal with the following topics and issues:

- 1st grade: School and Family
- 2nd grade: Neighborhoods
- 3rd grade: Community
- 4th grade: USA
- 5th grade: The World
- 6th grade: Governmental issues & civic

Those categories that were not considered also involve some objectives related to democracy and human rights. For example ‘Economics’ topic includes such skills:

- To give examples of work for which people receive and do not receive income.
- To suggest reasons why it is not possible for people to have all the things that they want.

‘Current Events’ topic involves such objectives:

- To gather and organize information related to current class school or community problems.
- To demonstrate how information about current events helps people make informed decisions.

4.1.4.1 Social Studies in the Grades 1, 2 and 3 in the MES

According to the Social Studies curriculum in the first and second grades, the focus is the school and neighborhood environments. The curriculum states various proficiencies and indicators in Social Studies in different grades. The proficiencies in the curriculum related to four main categories in democracy and human rights education is presented in Table 4.10.

The first and second grades use ‘Neighborhoods and Communities’ textbook altogether. The units in the textbook related to democracy and human rights education are as follows:

UNIT 1	Living in a neighborhood
UNIT 2	Working Together

UNIT 3	Working for Needs and Wants
UNIT 4	Living on the Earth
UNIT 5	America Long Ago
UNIT 6	Celebrating America

Table 4.10

Major Topics and Proficiencies in Relation to Democracy and Human Rights Education in Social Studies (Grades 1-3)

Topics related to Democracy and Human rights Education in Social Studies	Proficiencies in Line with Grades
	Students should be able to...
Citizenship & Government	<u>Grade 1</u> Examine the reasons why rules are needed for productive group life in the school and neighborhood <u>Grade 2</u> Demonstrate why groups and communities have rules and laws. Grade 3 Identify the role and the major services provided by local governments.
World Cultures	<u>Grade 1</u> Demonstrate that people have similarities and differences and that people learn from each other in many different ways. <u>Grade 2</u> Illustrate how neighborhoods and communities are made up of people of different ages and backgrounds. <u>Grade 3</u> Examine the contributions of various racial and ethnic groups to development of the community and the country.
Individuals and Society	<u>Grade 1</u> Identify themselves as unique individuals who interact with other individuals and with many groups including the family, school, community, nation, and the world. <u>Grade 2</u> Explain how family members depend upon each other in local communities and other communities around the world. <u>Grade 3</u> Explore the increasing similarities among groups of people as a result of trade, travel, technology and modern systems of communication.
Civic Ideals and Practice	<u>Grade 1</u> Practice citizenship skills through participation in group activities. <u>Grade 2</u> Demonstrate through participation that people in a democracy have both rights and responsibilities. <u>Grade 3</u> Demonstrate understanding of democratic ideas through the practice of citizenship skills.

The textbook firstly introduces the closer environment, group awareness, rules and procedures, then it dwells more upon the society in which children live. Lastly the authors introduce the USA and historical preview of the USA.

The textbook consists of big pictures with large letters so that first and second graders can read easily. All units have various parts such as ‘building thinking skills, building time skills, building geography skills, building bridges and building citizenship’. The textbook does not only give information but also allows students to

think and reflect on character development and citizenship issues. For example, through giving the experiences and daily life of a girl from Mexico, the students are expected to develop empathy for others who are from different cultures and countries.

The textbook also contributes children to understand that people belong to many different groups, such as family, football team or classroom. Through various questions about ‘working together’ the students are expected to work cooperatively and to share. Rules and laws are taught by in large letters with big pictures stating that

People everywhere follow rules. Rules tell us what to do what not to do. Every family has rules. Every school has rules, too. What rules are these children (in the pictures) following? (p. 48)

Making choices, solving problems, community involvement in a democratic society, voting for community issues, neighborhood, getting services in the society and some people who make a difference in the nation are presented in the textbook for the first and second graders. In most of the units, citizenship and democracy are stressed through ‘building citizenship’ sections.

The third grades use ‘Share Our World’ textbook. The units in the textbook related to democracy and human rights education are as follows:

UNIT 1	How we learn about communities
UNIT 2	American Communities in History
UNIT 3	Communities and their Geography
UNIT 4	Earning a Living
UNIT 5	Celebrations and Festivals
UNIT 6	Governing Ourselves

The textbook of third grades also deals firstly with an introduction of a community and elements of a community. Then it moves on to the American community through a historical expression, and mentions about the communities and their geographical differences. Last unit, Governing Ourselves, deals more with citizenship issues. The local governments, state governments and national governments are presented with a visual presentation. Government, tax, public-private enterprise, rights and responsibilities, and resolving conflicts are presented accordingly.

In this textbook, participation, culture, pledge and anthem, decision making process and community involvement, different life styles belonging to different places, cooperation, environmental awareness, traditions and change, resolving conflicts, governments and the effect of media are strongly emphasized by presenting various cases with big illustrations. Through such cases, students are expected to feel empathy for other people. For example, ‘citizenship’ section includes a case study stating that

Not everyone agrees on everything. Some people want to do one thing. Others don’t like the idea. There are ways to solve these conflicts, though. Read the case study below to see how people in Ohio worked together for a bike path. (p. 280)

4.1.4.2 Social Studies in the Grades 4, 5, 6 in the MES

Fourth grade textbook (Explore Indiana) mainly deals with Indiana State with an introduction to geography and regions; peoples; Indiana and its cultures, and the USA and the world. As can be seen in other textbooks, this textbook also includes ‘citizenship’ sections, such as ‘participating: what is a state?; resolving conflicts: how do laws help you?; participating: how can you help?; making decisions: what is a leader?; resolving conflicts: how can we cooperate?’. In these sections, the students are informed about the State and the relationship between how to govern the state and classroom rules and procedures (see Appendix O). Besides, different ideas and different people with different beliefs are presented through texts, pictures and ‘theme projects’. Students are expected to learn the process of governing themselves in a classroom community by learning responsibilities and the Bill of Rights that includes freedom of religion, freedom of speech, and freedom of press. Laws, participation for contributing to environment, leaders and conflict resolution, community action and cooperation are some of the emphasized issues in democracy and human rights education in the ‘Explore Indiana’ textbook. Table 4.11 presents the major proficiencies (objectives) and related topics in Social Studies textbook in relation to democracy and human rights education.

Table 4.11

Major Topics and Proficiencies in Relation to Democracy and Human Rights Education in Social Studies (Grades 4-6)

Topics related to Democracy and Human rights Education in Social Studies	Proficiencies in line with Grades
	Students should be able to...
Citizenship & Government	<u>Grade 4</u> describe the components and characteristics of Indiana's present form of government. <u>Grade 5</u> describe the components and characteristics of the United States government. <u>Grade 6</u> compare and contrast civic responsibility and the political structures in various societies of the Western World.
World Cultures	<u>Grade 4</u> analyze and celebrate the diverse cultural and ethnic contributions that influence Indiana's heritage. <u>Grade 5</u> to analyze and celebrate the diverse cultures that have contributed to the heritage of the United States <u>Grade 6</u> identify the common elements of different cultures, using the cultures of the Western World as a context.
Individuals and Society	<u>Grade 4</u> to examine the interaction between individual and group behavior in state and community life. <u>Grade 5</u> to identify and analyze groups in the United States that have influenced patterns of national behavior. <u>Grade 6</u> to develop an understanding of the relationship between individual and group behavior using societies.
Civic Ideals and Practice	<u>Grade 4</u> to develop a commitment to democratic principles through the practice of citizenship <u>Grade 5</u> to develop a commitment to democratic principles of the United States as a nation through the practice of citizenship skills in the community. <u>Grade 6</u> to develop a commitment to effective and responsible participation in the functioning of school and community organizations.

The social studies textbook ('Build Our Nation') in the fourth grade mainly deals with the issues related to America, other continents, American colonies and revolution, Civil War, and the USA in the 20th – 21st centuries. Topical outline of the textbook is as follows:

UNIT 1	People of Americas
UNIT 2	Different Worlds Meet
UNIT 3	The American Colonies
UNIT 4	The American Revolution
UNIT 5	The Nation's Early Years
UNIT 6	The Nation Expands

UNIT 7	The Civil War
UNIT 8	An Industrial Country
UNIT 9	The United States in the 20 th Century

As can be seen from the order of units and related topics, a historical (chronological) approach was followed in the 5th grade Social Studies textbook, while other textbooks were written in thematic, from closer environment to the far and difficulty approaches. This is understandable since this grade deals more with the history through the chronological approach is more preferable in most history books.

This textbook also involves a section in citizenship dealing with decision-making, conflict resolution and participation. Some of the general titles under the citizenship sections are ‘why join together instead of acting on your own?; should you speak out?; how can your opinions make a difference?; who judges the laws?; why do we have rules?; whose vote is it, anyway?; can enemies forgive? and who builds a community?’. These sections all have case studies related to historical events and people and allow students to take action in similar cases by giving them some tips.

There is also a different section in most of the units: skills workshop. These sections try to teach students to reflect on what they can do and how they can succeed it. Besides, students have an opportunity to put their knowledge into practice through a guide in the same page explaining how to deal with requirements. These sections provide students to have an awareness of media, cause and effect relationship, interpretations and comparisons in social issues.

The topical outline of the Social Studies textbook in the is third grade as follows:

UNIT 1	Learning about Our World
UNIT 2	The Rise of Civilizations
UNIT 3	The Spread of Civilization
UNIT 4	Global Exchanges
UNIT 5	Europe in the Modern Age
UNIT 6	African in the Modern Age
UNIT 7	Asia and Australia in the Modern Age
UNIT 8	Central and South America in the Modern Age
UNIT 9	North America and Caribbean in the Modern Age

Citizenship section also includes same headings (resolving conflicts, decision making, participation) as well as different topics such as, ‘what are rules for?; what is

democracy?; can rulers do whatever they want?; what does it mean to be a good citizen?; can you make peace?; why should people vote?’

In all ‘citizenship’ sections, students are expected to read the presented cases and reflect on their ideas, and lastly to take action related to a required task (see Appendix P).

Next section summarizes the findings of the main research as parallel to the presentation of the findings of preliminary research.

4.2 Results of the Case Study: Sunshine Elementary School (SES)

The researcher investigated the elementary school curricula and its major goals and objectives related to democracy and human rights education. Following paragraph(s) present(s) very general information of what National Education aims in achieving these goals and objectives in relation to democracy and human rights education.

The Turkish National Education aims to raise Turkish citizens:

“(1) as individuals who are committed to Atatürk's principles, the revolution and the Atatürk Nationalism defined in the Constitution, who assimilate, protect, develop the national, human, moral and cultural values of the Turkish nation, who love and continuously try to raise their family, country and nation, who are aware of their duties and responsibilities towards the Turkish Republic, a democratic, secular and social state of law based on human rights and the basic principles defined at the beginning of the Constitution and for whom these duties have become a habit; (2) as individuals who have a balanced and healthy personality and character, who are developed in terms of body, mind, moral, spirit and emotions, free and with scientific thinking abilities and a wide worldview, who respect human rights, who value personality and enterprise, who are responsible towards society, who are constructive, creative and productive. (3) in line with their own interests and abilities, to prepare them for life by helping them to acquire the required knowledge, skills, behavior and cooperative working habits, and to ensure they have a profession which will make them happy and contribute to the happiness of society” (MEB, 2004a).

Thus, the aim is to increase both the welfare and happiness of the Turkish citizens and Turkish society, and to support and facilitate economic, social and cultural development in national unity and integration, and finally to make the

Turkish nation a constructive, creative and distinguished partner in modern civilization (MEB, 1995).

The first stage of elementary education, primary education, is compulsory for all citizens, boys or girls, and is given free of charge in public schools. Primary education aims that every Turkish child will “acquire the basic knowledge, skills, behaviors, and habits to become a good citizen, and that they are raised in line with the national moral concepts and is prepared for life” (MEB, 2004a).

The Turkish Ministry of National Education (MONE) reports that the major principles of education have been defined as national, Republican, secular, scientific, general and equal, functional and modern. Based on these principles, the education system should have democratic, modern, scientific and secular characteristics. Atatürk stated that “National education must be secular and based on a single school principle. Our objective in education is to raise citizens who shall increase the civil and social values and improve the economic power of the society” (MEB, 2004a).

In the Constitution of Turkish Republic, Article 10 states that

Everyone is equal before the laws without any discrimination according to language, race, color, gender, political views, philosophical beliefs, religion, sect or similar reasons. No person, family, group or class may have privileges (MEB, 2004a).

As can be seen from official documents, democratic life and respect for the rights of people are heavily emphasized in the Constitution and in related laws. The most important point here is to apply the Constitution and related laws to the elementary education level and to adapt them to the real life experiences in schools. Therefore, it is necessary to establish the conditions of the learning context where these real life experiences occur. Following section deals with the findings of the interviews and observation from the school community concerning their perceptions of democracy and human rights education in the early grades of elementary education.

4.2.1 Perceptions of School Community Related to Democracy and Human Rights Education at Early Grades

In order to find an answer for research question 1, teachers, administrator, parents and students were interviewed to clarify their perceptions about what they thought about democracy and human rights. Since the interview formats and the contents were different for the students and they were interviewed in focus groups using concrete concepts and cases, as opposed to formats which were more abstractly conceptualized for the other participants, the findings of the student interviews are presented separately. The responses of the participants are presented according to the grade levels of the classrooms observed and interviewed. The interview results of the first three grades (Group I: 1, 2, 3) and of the following two grades (Group II: 4 and 5) are presented separately in the tables.

4.2.1.1 Perceptions of School Community Related to Meaning of ‘Democracy and Human Rights’

In light of the analysis of the interviews, tables were generated to facilitate understanding basic conceptions of the school community related to democracy and human rights. The responses of the participants in tables were presented according to two categorizations, as described in Chapter 3: Grade 1, 2, 3 and grades 4 and 5. The major perceptions of the participants related to democracy and human rights are summarized in Table 4.12.

All participants commonly stated the importance of ‘free expression of ideas’ in relation to democracy and human rights. There were similarities and differences among the responses of the participants. For example, the researcher asked the perceptions of the participants on democracy and human rights concepts, some teachers in the first group (Grades 1,2,3) tended to define democracy and human rights as the concepts related to the citizenship and government. However, the teachers in the second group (Grades 4 and 5) included more definitions or characteristics and adjectives compared to the teachers in the first group (Grades 1, 2, 3). The teachers in both groups also defined democracy and human rights as the concepts mostly related to the school and classroom context.

Table 4.12

Meaning of Democracy and Human Rights as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Freedom without giving trouble to others • Freedom in expression of ideas • Respect • A form of government • A citizenship concept • Equality • Competition to improve 	<ul style="list-style-type: none"> • Listening/ not having prejudices • No discrimination • Respect (for all ideas/mutual respect) • Responsibility • Self-confidence& self respect • Trust & sharing &Transparency • Universal/global concepts • Not just a political concept, must be lived
Parents	<ul style="list-style-type: none"> • Freedom & free expression of ideas • Equality/equal rights for everyone • Having rights to elect and be elected • Respect (for the ideas) • Having choices • Listening and being listened 	<ul style="list-style-type: none"> • Freedom & free expression of ideas • Equality/equal rights for everybody • Being aware of one's own rights and responsibilities • Living humanely • Tolerance
Administrator	<ul style="list-style-type: none"> • Life style • Free expression of ideas • Equality/ equal rights for everyone • Having choices • Responsibilities 	

The vice-principal had a considerable positive attitude toward democracy and human rights. She, in fact, emphasized that democracy is a 'life style' stating that

children of our age adopted democracy and human rights concepts that are frequently used in our society everywhere currently... they come across these terms in every stage, so teachers have to adopt these terms in the daily life...so this becomes obligatory as a life style, not just in our society but also in the school. (A, p. 2)

It can be concluded that the teachers, parents and the administrator (vice-principal) had similar perceptions of democracy and human rights concepts.

4.2.1.1.1 Perceptions of the Students Related to the Meaning of Democracy and Human Rights

All students in all grades received a two-page illustrated case (see Appendix R), taken from 'Democracy for All', by Mason et al. (1994). The case says,

twenty-six young people – six teenagers and twenty children- are adrift in the ocean after their ship is sunk in savage storm. All their parents and the crew are drowned. For five days they drift until, at last, they reach a deserted

island. Here there is food and water, but no one else. What do they need to do to survive until a search party finds them?

Everyone agrees that there should be rules so that they can get on with each other and live safely. But who is to make the rules?

Ahmet, aged 17, is the first to speak
“I am the oldest and strongest, therefore I know best how to protect us! So from now on I make all the rules!”

Asiye (16) disagrees,
“Everyone, even the younger kids, should decide on, and agree to, every rule! Their opinions count too. Everyone must help. And we don’t need bossy people giving us orders!”

Rahmi (15) has a different view,
“There are too many of us for everyone to take part in every decision! We’ll spend all our time talking! We should rather elect people to represent us. Anyone can be a representative, but they must be elected.”

Mine (14) does not feel that the younger children are old enough to make decisions saying that
“I say let the teenagers vote and make the rules for the younger kids.”

After reading the views of the speakers, the researcher asked all the students, both in groups and individually, about their perceptions to find out appropriate procedures in governing the shipwrecked children.

None of the students confirmed Ahmet’s idea that does not represent the democratic principles at all. The 15 students in group I and 16 students in group II agreed on Asiye’s idea. Besides, Asiye’s view, five students from both groups also accepted Rahmi’s idea and only two students in group I tended to accept Mine’s idea. As a result, most of the students confirmed participation, plurality, equality, accountability and transparency as the principles of democracy through the responses to the short cases.

In relation to the perceptions of children on democracy and human rights concepts, the students in the first group agreed on the idea that nobody should do whatever he/she wants at school. Students were aware of the fact that every institution, system or process has its own rules. One of the students said that

We should play during lesson breaks. If we break this rule we are punished. We should obey the rules of the classroom as well, but some rules might be wrong!

As can be seen from this quotation, a student accepted that rules are necessary but can be criticized by people. Almost all students in this group think that rules are necessary for school as well as for the society. A second grader said, “if the rules are broken, the disequilibrium occurs. Chaos takes place in the school. But if we obey the rules, everybody study well and all students become successful.” Another second grader indicated the importance of being models for lower grades by stating “if you do not obey the rules as an elder brother for first graders, they will do the same things. So, the balance of this school will be broken... fights and struggles occur.”

Students were also aware of the fact that they all have some rights and responsibilities. They stated that when they do not fulfill their responsibilities, the result is inevitable. First graders implied a strong commitment to their teachers and that all responsibilities should be met in the classroom.

Related to establishing classroom rules, the students in the second group expressed that the nature of classroom rules is very much related to the characteristics of the teachers. For example, although the fifth grade teacher stated that he is a very democratic person in the interview, some of their students stated that the majority of the rules are established in their classrooms by the teacher. The students in the fourth grade expressed that they all determined the rules jointly but the teacher had a privilege to consider the benefits of these rules. Thus, both groups reported that they contributed in the rules established for their classrooms somehow.

Through given cases by the researcher in focus group interviews, all students in both groups accepted that the rules are necessary for a democratic system. For example, a first grader said, “we do not have a right to scream on the desks”. Another student at second grade said, “for example, you are a free person but you cannot wake up and scream at midnight outside. You do not have such a right.” Majority of the established rules was related to providing the silence in the classroom.

The students made a link between democracy and classroom elections in general. Voting for educational clubs and classroom presidency were the major events explaining the concept of democracy concretely. They consistently stated that they should choose the people who will serve for the clubs and presidency. When

they were asked about their opinion on ‘democratic family’ as a description, they dwelled more upon joint decision-making and cooperation. On the other hand, many students also had some standard descriptions related to the responsibilities in the family. For example a student said that

democracy in the family is... when someone in the family wants to buy something, he/she consult to his/her family... a cooperative decision making takes place... for example father works and mothers deal with home issues, cleaning and cooking... democracy in classroom... election for clubs. We vote for them... (S.3, p. 8)

While the students in the first grade appeared to accept the idea that students should obey all the rules teachers created without thinking, the students in the second and third grades did not accept this. They all stated that rules should be established cooperatively between the teacher and students.

Related to her own perception on democracy and human rights, a third grader stated that violating the rights of others cannot be seen as the rights for oneself. Democracy has also borders and the rights can be used within these borders. Freedom was strongly linked to democracy by a student in the third grade by stating

democracy means that everybody is equal...without democracy we cannot be equal and free... freedom is not limitless... democracy provides us all these things... (S.3, p. 2)

The students in the first group stated that they should say what they think of in the classroom without having interruption from the teacher and their friends. They also stated that the teacher establishes the classroom rules generally. Besides, some first graders expressed that the teacher never asks their opinion related to establishing the rules. They also had a tendency to accept all rules that were established by teachers. However, second and third graders stated that if teachers get students’ opinion in establishing classroom rules, they would easily accept and internalize these rules. Furthermore, a student said, “even though teacher determines the rules and procedures, our opinion should be asked... we should confirm the rules he/she established.”

The researcher asked the students that “if there were no rules at all. What would happen?” Two fifth graders responded saying “everybody can do what he/she

wants” and “all people do not care about the environment... chaos occurs”. A fifth grader also said that

If there is no rule, all taps or lights are left turned on... everywhere turns into a garbage dump... (S.4, p. 3)

Related to the absence of rules and certain procedures, another fifth grader stated that

we should not see the rules as very hard and difficult things... if we do not dirty our homes, we do not do this for our school either... To me, one of the very basic things of the school is the existence of rules... (S.4, p. 3)

A student in the fifth grade set up an interesting linkage between the rules and their rights stating that

if we follow the signboards and our mind we do not leave the lights turned on and taps (so on)... we are here to get knowledge and if our budget goes to these things we cannot have computers... we may not have our rights in education... (S.4, p. 3)

The staff cleans the classrooms everyday. However, there is only one or two cleaning staff and they cannot meet the expectations. In almost all classes there are one or two students as responsible for the cleanliness of the classroom. Related to this topic, a student in the first grade said that

our teacher applies democracy in the classroom. We have a student list and teacher assigns two of our friends as responsible for the cleanliness of the classroom. We do not actually clean our classroom. We just care about the classroom so that nobody can pollute it. Sometimes we can sweep if necessary... (S.1, p. 5)

The researcher asked 4th and 5th graders about their perceptions on democracy and human rights concepts. Their responses to this question showed that they have a general idea about what democracy and human rights are. Some of the themes derived from the responses of the students in these grades are as follows:

- Democratic life itself
- The importance given to the human being
- Rights of all people; respect for others' rights; defending the rights
- Cooperative decision-making

- Voting; representation; government
- Freedom

The students always thought of an event when giving response to democracy and human rights related issues. A student in the fourth grade exemplified that:

... I want to give an example from my family. We apply democracy at home . If we go to dinner outside, we consider our family budget. If I choose expensive one...If my sister prefers other... So we make cooperative decision. We consider what others think...(S.4, p. 2)

A student also exemplified the rights of them stating that

sometimes we go to playground but there are many students playing soccer or basketball... I go to the hammock at the back of the school but elder students make us uncomfortable and urge us to leave the hammock... (S.5, p. 12)

Another fifth grader made an interesting point for the right of education for all people stating that

for me, all people should have education in schools. There are many families who cannot send their children to the schools since they do not have enough budget. Education must be free for all. (S.5, p.12)

The researcher also asked the school community how important they consider the importance of democracy and human rights education at the level of primary grades. The responses of the participants are presented next.

4.2.1.2 Perceptions of School Community Related to the Importance of Democracy and Human Rights Education at Early Grades

All participants especially stressed the importance of democracy and human rights education at early ages. They agreed with the idea that teaching democracy and human rights in early ages is necessary to sustain democratic societies. According to some teachers, student autonomy is dominant in these ages; therefore, student ideas are important and should be taken into account since their character is shaped in these ages. The responses of the participants related to this topic are summarized in Table 4.13.

Table 4.13

Importance of Democracy and Human Rights Education as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4,5
Teachers	<ul style="list-style-type: none"> • Importance of 1-5 grades/ 6-12 ages • Accepting the school as the first place to learn these concepts • Consideration of student autonomy in early ages • Close relationship between personality/ character development and democracy 	<ul style="list-style-type: none"> • Education has power to abolish human rights abuses • Importance of establishing the linkage between democracy and its limits • Importance of character education and parental education linkage in the early ages of elementary schooling • Importance of parent-teacher consistency
Parents	<ul style="list-style-type: none"> • Ease of observing children's internalization of democracy through their behaviors • Importance of student autonomy • Offering choices/ respecting their rights • Importance of learning communication skills as an effective member of the classroom community (citizen) 	<ul style="list-style-type: none"> • Personality is shaped at early ages • Importance of education level of parents • Importance of close partnership between school and home to fill the gap/ The consistency between the school and home • Home and school as 'isolated sociological units' • Importance of higher cognitive levels in democracy and human rights education, rather than knowledge level • Importance of self-confidence and respect to be an effective young citizen
Administrator	<ul style="list-style-type: none"> • Importance of teacher role models is in early ages • Importance of democracy and human rights education in creating a healthier society 	

The teachers in the first group stated that the school has a crucial role to play in democracy and human rights education. Social studies teacher expressed that if students learn democracy and human rights at early ages, teachers at upper levels will certainly do not have difficulties in the internalization of these concepts. The teachers in the second group indicated the importance of home-school partnership. Another teacher in this group stated that in order to adjust democracy and human rights abuses such partnerships are needed in society.

Parents in the first group indicated that children can advocate their rights through effective communication. Hence, primary stage of elementary schools develops the literacy and communication (speaking-listening) skills of students. The parents in the second group especially dwelled upon the importance of school and home partnership and consistency for an effective democracy and human rights education. Regarding the gap between home and school, a parent complained, "school and home are isolated sociological units in our society..." (T.4, p. 9).

The vice-principal looked at the situation from a broad and general point of view. She dwelled more upon the idea that democracy and human rights education at

early ages helps in creating a healthy and democratic society. In that sense, teachers have crucial roles to be their models in these ages.

After asking the perceptions of the school community related to the importance of democracy and human rights education in the early grades of elementary schools, the interview results revealed the perceptions of the school community related to having the ‘democratic’ adjective concerning the classrooms teachers, schools, administration and families.

4.2.1.3 Perceptions of School Community Related to the Concepts of Democratic Classroom, Democratic Teacher, Democratic School Administration and Democratic Family

After collecting data from the participants about their perceptions of democracy and human rights, they were asked to clarify what they think of democratic school, democratic classrooms, democratic teachers and democratic families. Table 4.14 summarizes the perceptions of school community.

According to the teachers, democratic classroom allows for the free interaction and active participation of the students in learning environment. Although this sort of a classroom provides freedom for children, a first grade teacher stated that a kind of hidden authority always occurs in her classroom. According to her, it provides the ‘discipline’ in the classroom.

According to all teachers, since pupils at this stage are addicted to their autonomies, a democratic classroom environment should offer a comfortable and student-centered physical atmosphere for children. They stated that a ‘democratic classroom’ involves democratic elections, promotes continuous interaction among students, and between students and teacher. It sustains the environment where the rights and responsibilities of children are not violated.

Teachers in the second group mainly indicated the importance of physical appearance of classroom environment. For example, most of the teachers rejected traditional style sitting arrangement for a ‘democratic classroom’ concept. They indicated that current physical arrangement that was seen in almost all Turkish classroom environments does not allow for a free, continuous and active interaction/participation of students.

Table 4.14

Democratic School, Democratic Classroom, Democratic Teacher and Democratic Family as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<p><u>Democratic classroom</u></p> <ul style="list-style-type: none"> • Provides comfort in communication • Involves intensive social activities/ a competitive atmosphere • Is suitable for active movements • Includes democratic elections <p><u>Democratic teacher</u></p> <ul style="list-style-type: none"> • Respects for students' curricular decision making/ provides choices and alternatives/ respect to their votes • Still involves a 'hidden authority' (T1) • Allows students to criticize them • Allow students to have a say in determining classroom rules • Have good listening skills • Have justice/ do not discriminates • Is the promoter of social development • Teaches conflict resolution skills • Trusts himself/herself • Allow students to express their ideas • Have intellectual capacity in theory and practice in democracy education • Allows students to elect and to be elected in classroom • • <u>Democratic Family</u> • Listens their children • Values their choices • Considers their rights • Tries to improve themselves/ enhances intellectual capacities by more reading 	<p><u>Democratic classroom</u></p> <ul style="list-style-type: none"> • Is possible when begin to establish in early ages • Teaches students to have roles and responsibilities • Involves democratic elections • Involves U shape sitting arrangement • Rejects traditional style of physical arrangement • Allows continuous interaction/active participation of students • Is an environment where the rights of the students are not violated <p><u>Democratic teacher</u></p> <ul style="list-style-type: none"> • Allows for a joint decision making in determining the rules and procedures • Is transparent of what s/he expect from the students/ Have no secrets • Respect for students' choices and ideas • Establishes and support a rooted parent-teacher partnership • Welcomes unique/creative ideas • Accepts that democracy is a way of life • Tries to understand the background/ complexity of students for the instructional process • Promotes students to take initiatives for their own learning • Provides an effective instructional process so that the students can internalize democracy and human rights • Tries to activate the educational clubs, because they are passive currently • Allows for creative projects • Have a good repertoire of knowledge <p><u>Democratic Family</u></p> <ul style="list-style-type: none"> • Respects for the ideas of their children • Is consistent and trustful • Is a democratic model for the students
Administrator	<ul style="list-style-type: none"> • 'Democratic school idea is possible but can only be seen in American movies currently • School is an agent for democracy but there is a need of spreading democracy and human rights throughout Turkey • Need to have better physical conditions in the school • Transparency/ sharing everything with teachers, PTO and students • Producing creative/ unique ideas for the nation and country • More progressive methods and techniques should be employed • Democratic teachers should devote themselves fro the teaching profession • Democratic teachers should be follower of Atatürk and his principles 	

Table 4.14 (Continued)

Parents	<u>Democratic Teacher</u>	<u>Democratic teacher</u>
	<ul style="list-style-type: none"> • Is knowledgeable in his/her field • Is a guide for students • Creates opportunities for student creativity • Is a democratic model for students • Is consistent in his/her life • Establishes partnership with parents • Has a strong love/affection for students • Offers students choices/alternatives • Do not discriminates among students/ fair • Accepts, protects and respects for the rights of students • Gives equal rights for talking in classroom • Provides audio visuals for students having different learning styles • Involves students in decision making process in classroom • Allow students for free clothing/wearing in some days • Takes care of students' capacity in homeworks and in-class studies • Set up group-works • Is the friends of students in his/her class 	<ul style="list-style-type: none"> • Establishes partnership with parents • Does not insult and yell at students • Guides and helps students • Does not employ physical punishment strategies • Respects his/her students • Values their ideas • Makes children to feel comfortable • Helps and provides guidance for parents who have problems with their children • Before academic knowledge, teaches the life and being good person • Set up a fun learning environment
	<u>Democratic Family</u>	<u>Democratic Family</u>
	<ul style="list-style-type: none"> • Allows for free expression of ideas 	<ul style="list-style-type: none"> • Take care of the roles and responsibilities • Do not dominate on their children • Accept their children as unique human being • Allows for free expression of ideas • Involves children in decision making • A close interest on their children's lessons, or homeworks but without pressure • Believe in the power of love/affection
	<u>Democratic School</u>	<u>Democratic School</u>
	<ul style="list-style-type: none"> • Considers parent-school partnership 	<ul style="list-style-type: none"> • Sets up a colorful school environment, not just a governmental unit • Includes school community in decision making process/ consider parents' views • Provides guidance for the families • Gives importance to PTO events • Accepts that everybody is equal in the school • Allows students for free-wear (in certain days)/ against to uniform system • Arranges more social activities rather than in national days

Teachers in both groups expressed that democratic teacher is mainly characterized as respecting student involvement in decision-making (curricular or rule). However, teachers in the first group stated that democratic teacher feels confident about the critics from his/her students, cooperates with students for joint decision making for the classroom, tries to teach the students listening and communication skills, promotes social development of students, allows for free elections for the classroom, and is fair. On the other hand, the teachers in the second group stated that democratic teachers are transparent in his/her attitudes, respects his/her students, considers a parent-teacher partnership, and supports unique or creative ideas. They more dwell upon an effective instructional process by creating

opportunities for projects through student initiatives. They also indicated the importance of the relationship among instructional process, teachers' repertoire of knowledge and democratic teacher. Since, the students in grades 4 and 5 deal more with the centralized exam system in Turkey, comparing to early grades the results of the teacher interviews are acceptable.

The researcher asked participants about their perceptions of democratic family. Teachers in the first group stated that a democratic family listens their children, values their choices, does not violate their children's rights and tries to enhance their intellectual capacity through more readings. In addition to that, the parents who have children attending to the upper grades (4 and 5) I said that democratic family is respectful to all ideas. It is trustful and consistent and parents behave as a model in character formation process.

According to parents in the first group, a democratic teacher can be characterized as being knowledgeable in his/her field, being a guide and a model for students, fair, consistent, respecting student participation in decision-making, meeting individual learning needs and having strong linkages with parents. Second group of parents mostly stated that democratic teacher establishes strong linkages with parents, does not apply physical punishment strategies, respects students, plays a facilitator role in conflict resolution, teaches the real life outside and how to be a good person, and carefully designs a funny learning environment. A parent made a link between democracy and classroom management stating that

Democratic teacher is the person who includes students and also their parents in decision making process... this facilitates the management of the classroom. We experienced this with our teacher. Discipline and democracy go together very well if students establish the rules... classroom management is getting easier for the teacher. (P.4.4, p. 4)

Parents in both groups think that democratic family respects and allows for free expression of ideas at home. However, second group of parents responded to this question in details. These parents stated that roles and responsibilities were clear; nobody dominates on each other, parents accept children as equal human beings and believe that affection and love were crucial within the family. The researcher asked parents how they contribute to their children's conceptions of democracy and human rights. One of the parents whose child was in the fourth grade stated that

We are a democratic family...we adopted democracy. We always make our decisions jointly. We talk about the reasons of our decisions if our children do not like them... Communication is the key... my child sometimes warn me stating that why I am not listening her. I state her that I work and I do not have enough time for everything...So my child knows her rights and her teacher supports this understanding...listening, respect and adoption... these are the things needing to be aware of as families. (P.4.4, p. 4)

Another parent stated that very simple things determine the degree of democracy at home. She also exemplified that

sometimes very little things teach us and our children about democracy and the rights of our children... if we state that we are democratic we need to allow our children for the free expression of their ideas. For example, if we choose the color of the walls at home, our children should have a say on the color she prefers, at least for her room... we do this. (P.4.6, p. 3)

Parents were also asked what they think about democratic school. While the first group stated the importance of school-home partnership, second group of parents shared this idea and clarified that a democratic school involved school community in the decisions made for the school. This school is a guide for the families not just for children. Through setting up a colorful physical environment, such a school accepts everybody as equal human beings and allows children to select their own school cloths instead of dictating the uniform system.

Related to the general characteristics of the administrators and teachers in the school, a parent stated that

I do not like the attitudes of teachers and administrators in this school. What does an educator mean? ... I guess they do not have enough information about child psychology. If a child hear insult or scolding in the morning at playground or in the assembly line, do you think that this child will have a good time all day? (P. 6, p. 7)

Vice principal stated that democratic school and classroom ideas are seen only in American movies, but it is possible for a radical shift to take place in education system. She went on stating

school is agent for democracy but there is a strong need for spreading democracy and human rights education in our schools throughout Turkey. (A, p. 2)

Transparency, sharing, creativity, respect for uniqueness; progressive instructional process; teachers who have adopted democracy and human rights, and strong commitment to Atatürk and his principles were listed as requirements of effective democracy and human rights education by the vice-principal.

The next section presents the findings of the interviews with participants related to their imagination of how they could establish the conditions of an ideal elementary school in order to be successful in democracy and human rights education.

4.2.1.4 Perceptions of School Community Related to Ideal Democracy and Human Rights Education in an Imaginary School

All participants were asked if they had a chance to teach democracy and human rights in a school context, how they would do this perfectly. This question allowed researcher to find similarities and differences in the responses given by the participants beforehand. This question also enabled the researcher to crosscheck the consistency of the data collected during the research process. The data collected from the participants through interviews can be found in the Table 4.15.

Teachers in the first group stated that physical appearance and the facilities of the school would be different. They indicated the need for more physical space, technology, more playground facilities, and social activities. The teachers in the first group emphasized the importance of classroom sizes and more rooms for different activities. A teacher in this group stated that the students will be very pleased if they have huge cushions in their classroom since they assume that this also seems to be realistic in a classroom they dreamed of. The vice-principal also complained about the current physical appearance and environment of the school, as other participants did. She also imagined a very large campus environment with a huge grassed field; with all the physical facilities provided and a school administration by a committee consisting of all members of the school community.

Table 4.15

Ideal Democracy and Human Rights Education in an Imaginary School as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4, 5
Teachers	<p><u>Physical & environmental Issues</u></p> <ul style="list-style-type: none"> • A huge grassed playground like a botanic garden • Free-wear / No uniform system • Technology-based school/ computers everywhere in the school • More space in the school for the social activities • More space/rooms for all teachers as in universities <p><u>Instructional Process</u></p> <ul style="list-style-type: none"> • More technology and technology literacy throughout the school • More social activities for all <p><u>Ideal Teachers</u></p> <ul style="list-style-type: none"> • Should be the supporters of Atatürk and his principles • Accept the rights of everyone and modern values • Include parents and students in decision making process for the classroom <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Classical exams (essay) are more useful than multiple choice types • Need for taking into consideration of students' exam fears in the evaluation • Assessment of all factors other than academic achievement • Need for diagnostic evaluation • Need for an emphasis on observation and continuous evaluation & follow-up 	<p><u>Physical & environmental Issues</u></p> <ul style="list-style-type: none"> • Separate rooms or saloons for keeping the materials • More physical space • Low/decreased class size • Cushions in classrooms <p><u>Instructional Process</u></p> <ul style="list-style-type: none"> • Technology based instruction in classrooms • Learning by doing/ experiential approach • Drama/role playing...elective courses should be in an effective democracy and human rights education • Research based method and techniques, rather than memorization • More participation of students for the internalization and ownership of the rights and responsibilities • Students should practice democracy • Improvement of empathy skills of the school community • Teachers and administration should provide more help and guidance • Should activate the internal dynamics <p><u>Ideal Teachers</u></p> <ul style="list-style-type: none"> • Are democratic • Knowledgeable in their fields • Know how to keep secrets of the classroom community <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Process based evaluation against to product based evaluation • Observation and employing different techniques and instruments • Projects should be preferred instead of paper pencil tests
<u>Communication among school community</u>		
	<ul style="list-style-type: none"> • More school community involvement in the school (for decision making) • School community should have a strong partnership among each other • Teachers and parents should have a strong partnership with school guidance unit • Need for opening the doors for the unique/ colorful/ creative ideas 	

Table 4.15 (Continued)

Parents	<u>Physical & environmental Issues</u>	<u>Physical & environmental Issues</u>
	<ul style="list-style-type: none"> • Colorful, clean and attractive appearance of the school with a huge garden; • Class size :15-20 • Separate desks for individuals, cupboards • More technology in classrooms (TV, VCD, Video, OHP...etc) • Learning by audio visual aids throughout the school 	<ul style="list-style-type: none"> • A huge grassed playground with a colorful and clean school building • Class size: mostly 20 • Meeting yard/ ground should not be seen by public • Cleanliness is the right of children as well as staff in the school (i.e. Toilets) • Sports halls; music rooms; theater halls...etc. should be employed • Cupboards and wardrobes for everyone • The school and school environment should ensure safety issues • ‘Child equals to play’...therefore playground should be carefully designed • Individual desks and chairs for everyone • More technology in classrooms (TV, VCD, Video, OHP...etc) • Labs for active/ experiential learning
	<u>Instructional Process</u> <ul style="list-style-type: none"> • Various sources and materials in classrooms • Foreign language education should begin in the first grade, because of the global world and globalizm • More social activities other than educational clubs in line with the instruction • Instruction for different learning styles 	
	<u>Ideal teachers</u> <ul style="list-style-type: none"> • Are democratic and knowledgeable in their fields • Graduates of Education Faculties instead of Agriculture or other departments • Represents and conveys positive messages for the society 	
	<u>Evaluation</u> <ul style="list-style-type: none"> • Should not only include the measuring the grades in exams...exams, projects, observational techniques should be used • A ‘measurement and evaluation center’ should be established for exams • Evaluation should ensure the difference between the successful and unsuccessful • Different evaluation strategies should be employed for different learning styles 	
	<u>Communication</u> <ul style="list-style-type: none"> • Parents should be included in decision making process • More time should be allocated for parental visits • Meetings should not be just for monetary issues but social, academic and instructional issues...etc. • Teachers should welcome parents regularly into the classroom environment/ building trust • Closer linkages should be established with the school administration 	<u>Instructional Process</u> <ul style="list-style-type: none"> • Educating children as ‘good human beings’ should be the basic premise, besides considering high academic achievement • Instructional games should be employed • Computers and technology should be benefited (Globe becomes a village through the use of technology) • Educational clubs should be developed and activated/ like in student societies • More social activities other than educational clubs in line with the instruction (conferences, panels, workshops; more field trips; theatre, cinema... etc) • Instructional opportunities for children so that they can live not just learn • Parents should dwell more upon their children’s work at home • Most of the student work should be completed in the school... • Flexible and life-based curriculum • Students should be at the center • Role playing/drama should be applied • Interactive textbooks • Experiential strategies should be followed
		<u>Ideal teachers</u> <ul style="list-style-type: none"> • Should respect children • Should accept children as the people who have personalities • Should not only educate the children but also their families

Table 4.15 (Continued)

	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Should employ more and systematic observation in understanding students' comprehension and internalization of democracy and human rights • Should include group and individual projects that are based on developing creativity and thinking skills/ authentic evaluation <p><u>Communication</u></p> <ul style="list-style-type: none"> • The school should act as an adult education center for parents • Parents should see teachers frequently/ regular and frequent meetings • Teachers must be a model in effective communication skills • Joint conflict resolution programs should be organized for the school community • Computers and internet technology may be helpful in sharing the documents or ideas, and parental education • All school related information should be shared (through technology)
Administrator	<p><u>Physical & environmental Issues</u></p> <ul style="list-style-type: none"> • A large field or campus environment is needed • A perfect two flat building is dreamed • There should be different labs, computer facilities for everyone, music room, physical education halls and playground <p><u>Instructional Process</u></p> <ul style="list-style-type: none"> • Should be open to the committee's creative ideas in instructional planning and implementation • High technology should be benefited in the school and in classrooms/ in methods and techniques • Cooperative learning & experiential/ active learning should be followed <p><u>Ideal teachers</u></p> <ul style="list-style-type: none"> • Have affection for children • Respect for their profession • Are trustful, creative, communicative, dialog maker • Have a strong commitment to Atatürk and his principles <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Student self-assessment is needed • Peer teaching and assessment should be employed • Assessment with computers (interactive methods) should be considered • Social and personal development should be the priorities, rather than academic achievement <p><u>Communication among the school community</u></p> <ul style="list-style-type: none"> • School should be administered by a committee (teachers, administrators, parents and students)

Related to the instructional process, the teachers in the first group stated that they need more technology and literacy in technology in a global world for an effective democracy and human rights education. They also require more social

activities throughout the school year, other than educational clubs. The teachers in the second group also need technology and technology based instruction. They indicated the importance of contemporary educational methods and techniques, participation of students in curricular activities, practicing democracy in the classroom, administrative and parental involvement and activation of internal school dynamics for an effective democracy and human rights education.

According to the teachers in the first group, ideal teachers for ideal democracy and human rights education should adopt Atatürk and his principles first of all. They should accept the rights of the people, as well as his/her students. He/she should also try to include parents and students in decision-making process. According to the teachers in the second group, ideal teachers are democratic, knowledgeable in their own fields and have good relations with the classroom community as well as with the school community.

A teacher in the first group said that assessment of all factors, other than achievement, should be taken into consideration. She indicated a need for diagnostic evaluation in all grades. Most of the teachers in this group stated that classical type of exams should be left and observational techniques and other contemporary assessment strategies should be followed. Besides, students' instructional and learning difficulties should be considered in an effective measurement and evaluation.

The teachers in the second group are mainly in favor of process-based evaluation instead of product or achievement-based evaluation as it is more relevant for democracy and human rights education. These teachers also supported the teachers in the first group stating that observational techniques, project-based assignments and other contemporary assessment strategies should be employed.

The teachers in both groups stated that the school and the parents should have a stronger and more effective partnership for democracy and human rights education in the imaginary school. An effective communication among the school community can be just provided with such partnership.

A parent in the first group stated that a radical shift is necessary in the educational system related to an ideal democracy and human rights education. According to most of the parents colorful, attractive and environmentally aware school atmosphere is needed. Class size is between 15-20; individual desks for everyone; more technology with audio-visual aids; various social activities; effective

PTO and involvement in the school related issues, and equal instructional opportunities for everyone can be listed as the responses given by the participants through effective democracy and human rights education.

Parents in the second group also commonly indicated the importance of the physical appearance, facilities and opportunities of the school that they imagined. In this group, some parents stated that the school should have hygienic conditions first of all since they complained about the conditions in the current school. Related to the physical and environmental issues, these parents also stated similar ideas as the parents in the first group did.

Related to the instructional process, the parents in the first group mostly indicated the importance of social activities and student involvement; meeting individual learning needs through the use of technology, resources and materials, and foreign language education beginning at first grade. A parent also stated that shift-in-education system, which includes two different time scheduling, called as morning and afternoon in a single school day for students, should be left in elementary education. Thus, in this system all students always have to carry all their stuff with them since they share the classroom with another group of students who come into classrooms in the mornings or afternoons. Concerning the instructional process the principal envisaged that the administrative committee that she suggested previously would have a say on instructional planning and evaluation; high technology. She concluded that computers could be benefited and experiential strategies that consist of cooperative learning activities should be dominant in courses.

Parents in the second group stated that academic achievement is important especially for our society. However, when they think of the corruption in many areas in the society, they indicate the importance of training children to be good human beings and effective citizens. A parent reported that the world is becoming smaller through the use of technology; therefore, the school should benefit more from this change. More social activities, contemporary instructional methods and techniques, effective organization of educational clubs, parental involvement, flexible and life-based curriculum and student centered strategies should be followed for an effective democracy and human rights education.

Parents in the first group stated that ideal teachers for effective democracy and human rights education should be democratic and knowledgeable in their fields and convey common messages of the society into the classroom environment. They

should have training for their field of teaching and they have to know how to teach democracy and human rights. A parent stated that

I do not want a teacher for my child graduated from Agriculture Faculty or other faculties... Our teachers should be specifically trained for teaching pupils because they can keep and consider the rights of our children if they are trained to do this. (P.4.3, p. 7)

Ideal teachers, according to the parents in the second group, should respect children, accept them as equal human beings who have their own personalities. Two parents in this group indicated that ideal teachers should not only educate students but should provide guidance for their parents. Besides, teachers must be models in developing democratic relations among the school community. A parent in the second group stated that

I think that it does not mean anything that if a teacher very well knows what the democracy and human rights are without implementing these concepts in his/her classroom. He/she can describe these concepts but at the same time he/she must not limit the rights of others...I dream of a teacher doing all these things at the same time. (P.4.4, p. 10)

As was stated earlier, a need for cooperating with parents in all issues was emerged through the interviews with participants. For example, related to instructional realities, theory and the role of the school relationship, a parent in this group also stated that

not only our children but also our parents need education...therefore a school and ideal teachers should act as an adult education center at the same time. In order to be consistent with our daily life experiences, parents should be informed about what is expected from their children and from them. (P.4.4, p. 11)

Vice principal also described ideal teachers for an effective democracy and human rights education as having affection and love of children; respecting to their profession; being trustful, creative, communicative and dialog maker, and having strong commitment to Atatürk and his principles.

Parents in the first group said that the school should consider contemporary evaluation including more project-based, observational strategies instead of determination only academic achievement of students. Measurement and evaluation center should be established in the school. Inequality in the 'pass-fail' system should

be revised and individual learning styles should be assessed through different methods and techniques. The parents in the second group indicated the importance of project assignments, observational methods and techniques in effective democracy and human rights education. In that sense, evaluation should include systematic and standardized techniques that allow teachers to realize that whether students internalized democracy and human rights or not.

Related to measurement and evaluation, vice-principal envisaged student self-assessment and peer teaching/assessment, benefiting computers in evaluation (interactive assessment) and giving priority to social, personal and character development not just academic achievement.

In relation to communication patterns among the school community, parents in the first group, suggested more systematic parental involvement in decision-making process. Parents in the second group reported that school should act as an adult education center for them at the same time. Technology and computers should be benefited for knowledge transfer and sharing among the school community as well as with governmental organizations. The school should provide conflict resolution programs for as an effective democracy and human rights education,

4.2.1.5 Students' Imagination of Ideal School and Meaning of Their Drawings

In addition to interviews and observation with participants, the researcher collected freehand drawings from the students that were used to get their perceptions about their rights and general climate they felt in the school. The researcher obtained 66 freehand drawings reflecting how the children perceived the school from 3rd and 5th grades.

According to the drawings of children, the most important thing that can be summarized here is that students need play. They draw themselves in a huge grassed playground with a colorful school in their pictures. The only right they identified through the pictures that they naturally should have was play and games. Some of the examples of drawings of the students are presented in Appendix A. In addition to the drawings of children, the researcher also interviewed them to find out their descriptions of a school where democracy and human rights are ideally taught.

Interestingly, the students in both groups mentioned that they need more knowledge and increased intellectual capacity of the school. Besides, the students in the second group stated that they need more respect and love in a school they dreamed of. Other notable responses of the students in both groups are summarized as follows:

- more affection and interest of teachers; more democracy, respect and love
- effective learning and teaching opportunities
- attractiveness of physical conditions of the school (sandy playground, grassed, flowered and afforested areas, cushions in the class, comfortable desks, suitable school design for more freedom of movement, swimming pool, sports hall, music rooms, theatre hall, more facilities for play...etc)
- free clothes/ no more uniform
- need for a library; computers and different labs
- fountains for free water; free lunch/meal

As can be seen from the responses of the students, physical facilities of the school do not meet the expectations of the students. The researcher also asked students about three things they like and do not like related to the school. The students in the second group stated that they appreciate the quality of their teachers and the intellectual capacity of the school. They also reported that they feel happy having knowledge in the school; learning respect, love and society life; involving in field trips, social activities, physical education and playground activities. The students in the same group listed what they do not like as follows:

- unsafe school environment (as a result of being a central school)
- lack of respect and affection; bad behaviors; abuse of children to each others and swear
- uniform system
- unclean toilets and environment
- insensitive teachers (i.e. problems with the English teacher)

4.2.2 General Instructional Planning, Implementation and Evaluation Procedures in Relation to Democracy and Human Rights Education at Early Grades of Elementary Schools

In order to find and answer for research question 2, observations were done throughout the school and the participants were interviewed to clarify their perceptions about the nature of democracy and human rights education. Specifically, they were all asked what they think about instructional planning, implementation and

evaluation process related to democracy and human rights education going on in the school. Besides, some yearly plans were explored and analyzed.

The responses of the participants are presented according to the grade levels and participant groups. The grades and related participants are categorized under the titles of Group I (Grades 1,2,3) and Group II (Grades 4 and 5) in order to facilitate the presentation of data. The interview results of first three grades (1 to 3) and of the following two grades (4-5) are considered and presented separately. All responses were categorized, summarized and presented in tabular forms.

Before moving on answering the research question 2, the researcher thought that it would be useful to identify general physical appearance of the classrooms in the SES briefly. This section would shed light on help in understanding the hidden curriculum of the school, as well as of the classrooms, as is presented in this chapter.

Figure 4.1, which is based on general observations of the researcher related to the physical appearance of the classrooms, describes the classrooms to the readers so that they can fully imagine what kind of classroom environments are employed in the implementation of democracy and human rights education, as well as in other fields.

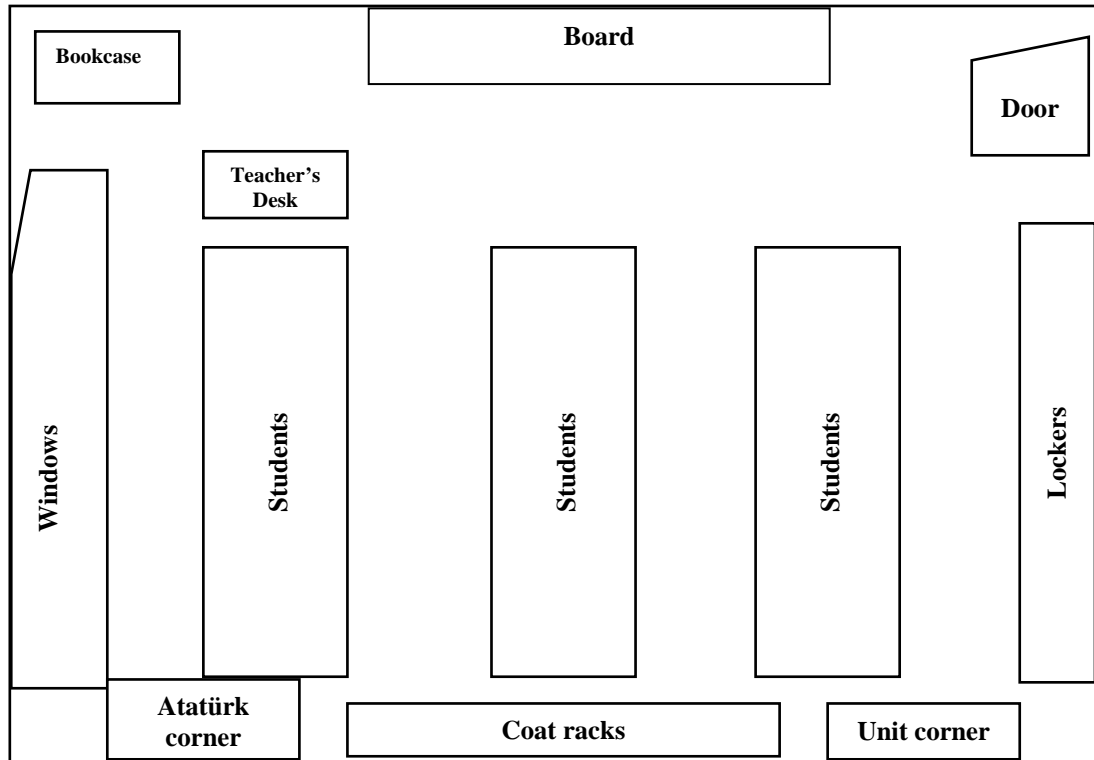


Figure 4.2 Physical appearance of a classroom in the SES.

As can be seen from the physical appearance of the classrooms, the classroom environment consists of several desks, teacher desk, board, Atatürk corner and a unit corner for the topics that students were being taught. As were in all classrooms, there are 'National Anthem' and 'Atatürk's Speech to Youth', along with a big Atatürk picture on the wall over the board. The Atatürk Corner also contains many illustrations, pictures, poems and speeches by Atatürk. The classroom environment appears to be poorer compared to richer environment in the MES. The classroom environment does not include learning areas or centers related to art, science or other curriculum areas. It is also poor in terms of materials and sources. None of the classrooms, except for the CLS classrooms, had audio-visual instructional devices or demonstrational materials, models, charts/maps, and live/preserved specimens. The general atmosphere and the message of these classrooms are 'sit and listen', since all classrooms consist of a teacher, desks, students, and a board only.

There seemed to be very few opportunities for the children to deal with in the classrooms. The desks are in three rows, facing the teacher's desk and dry-erase board. Seating arrangements are designed by taking into account the teacher instruction, since the students who sit in rows do not see each other but teacher sees everybody easily in the classrooms. Therefore, such a classroom environment could be called as teacher-oriented, rather than students-oriented. In each desk two or three students sit and such an atmosphere provides evidence that the students in these classrooms are rooted to their desks and free movements are not generally allowed. When a student stands up, s/he is most likely be warned by the teachers in most of the classrooms regardless of their grades.

There were no places to sit other than desks. Therefore, some of the students' desires for having cushions in classrooms seemed to be meaningful comparing to the results of the observations in classrooms. Teacher's desk is placed separately in front of the students. Thus, the teachers seemed to be authority providers in the classrooms. In general, it appears so that to be a roughly equal amount of girls and boys are represented in most of the classrooms. Most of the students share their desks with the students who have the same genders. Only one or two students who are from the different genders sit together in each classroom. At first glance, the flow of the classroom communication is primarily from the teacher to students. Very little communication moves in the reverse direction unless teachers ask questions to students.

From the observations in classrooms at several grades, the children appeared to be involved in and used the environment confidently, since unwritten principles, routines and procedures of classrooms are taught very well. It is possible to see some children taking attendance, or writing the names of the students who will be on classroom duty in related days. They are able to apply the classroom routines and procedures without bothering the teachers. However, most of the classrooms consist of children who continuously complain about each other. This sometimes creates chaos in classrooms.

As a first impression, visitors of the elementary school would hear just silence throughout the school. All that could be heard are teachers' voices; however, there were audible signs of activity discussions or conversations in the classrooms. During recess, it is almost impossible hearing someone in the hallways and in the classrooms time, since the noise and play are only notable characteristics of the recess time in the school. When the recess bell rings, the students throw themselves out of the classrooms without waiting for the permission of the teachers in most of the classrooms. As a result, the hallways of the school seemed to be 'dangerous', especially for the first graders, due to the flow of students during recess. Although most of the students bring their own snacks and beverages to the school, the school canteen seems to be an important figure for students in the school. Most of the students queue up in front of the school canteen to eat or drink something during recess.

The teachers' lounge is a center for the teachers in the school to have a breath before or after the lessons. There is a corner for tea-making in the lounge where a servant deals with tea serving to the teachers. The lounge also contains five big lockers (for the grades 1 to 5) for keeping educational materials, artifacts and documents used mostly in upper grades. There are also a few plants at the corner close to windows. A corner is allocated for the notices, union information, official announcements and instructional regulations sent by the MONE.

The observations revealed that, there seems to be a gender clustering in the teachers' lounge. Female teachers generally chat among each others, while male teacher deal more with males. The conversations are generally based on daily instructional and personal issues, economy, inflation, 'negative' characteristics of the students in their classes. There is a huge sign stating that smoking is forbidden due to the laws and regulations. Nevertheless, most of the teachers smoke as contrary to this

warning and the lounge gets full of smoke most of the time. Some of the teachers who do not smoke try to move on another corner of the lounge; however, it seems to be impossible not to be affected by this. Thus, the teachers' lounge, the only place for the rest of the teachers, appears to be uncomfortable for the teachers who do not smoke.

4.2.2.1 Expectations of the School from the Students Related to Democracy and Human Rights Education

Teachers and the vice-principal were asked to identify what they expect from the students at the end of the primary stage of elementary schooling related to democracy and human rights. The rest of the characteristics that are expected from the students are presented in the Table 4.16.

The teachers in both groups expressed that first objective of democracy and human rights education is to develop an awareness of democracy and human rights in students. They stated that since primary stage of elementary schooling deals with literacy skills mainly, the students are expected to develop effective communication, dialog making and writing skills.

The researcher asked teachers and vice principal about the major barriers or obstacles behind achieving the goals and objectives related to democracy and human rights. Teachers did not think that the students achieved all the objectives. According to most of the teachers in the first group, students knew their rights but not the responsibilities. Related to this issue a second grade teacher stated that

not just older people but students must learn self-respect and respect for others... In general, our students are aware of their rights, but not of the responsibilities... when I permit a student talk about on an issue two or more times, majority of them stand up and say that 'this is unfair!'... on the other hand, they are not aware of that they cut up their friends rights to talk. (T.2, p. 4)

Overcrowded classrooms, cosmopolitan school structure and various socio-cultural background characteristics were major obstacles in achieving the objectives related to democracy and human rights education. The teachers in the second group stated that there is a gap between the theory (textbooks) and the reality in schools. A teacher specifically addressed to the issues of the resistance to the improvements in

democracy and human rights understanding in society. This was assumed to be the main barrier in spreading democracy throughout the nation.

Table 4.16

Expectations of the School from Students Related to Democracy and Human Rights Education

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<u>Expectations</u> <ul style="list-style-type: none"> • Awareness of democracy and human rights concepts & issues/ their rights • Self-respect and respect for others • Awareness of democracy and rights at home first of all • Sharing the workload of students' at home • Developing communication skills/ having healthy dialogs in society • Cooperation/ group awareness/ ownership of classroom soul • Awareness of societal rules and expectancies 	<u>Expectations</u> <ul style="list-style-type: none"> • Having auto control skills • Self-respect and respect for others • Equality because of being human • Awareness and protection of their right • Being fair/ awareness of justice • Sharing • Listening and speaking skills in Turkish • Analyzing and making judgments about the events • Self-criticism
	<u>Barriers in achieving the goals and objectives</u> <ul style="list-style-type: none"> • Students are aware of their rights but not responsibilities • Overcrowded classrooms/ not having enough opportunities for students • Cosmopolitan structure of the school population/ various backgrounds of children 	<u>Barriers in achieving the goals and objective</u> <ul style="list-style-type: none"> • The gap between the theory (textbooks) and reality in schools • Resistance to the democracy/ transparency by the system
Administrator	<u>Expectations</u> <ul style="list-style-type: none"> • Free expression of the ideas for all • Self-criticism • Interpersonal communication skills <u>Barriers in achieving the goals and objectives</u> <ul style="list-style-type: none"> • Unsuitable physical conditions of the school • Negative effect of 'shifts-in' education (tekli öğretim) • Different cultures/ cultural background of students and families/ lower education levels of families (The school is the only shared concept) • Overcrowded population of the school • Missing positive attitude of students • Bullying/ offensive behaviors • Lack of conflict resolution programs/ lack of effective help from counseling unit/ only work with problematic behaviors/ no guidance • Lack of school-parent partnership 	

The researcher asked teachers how they could understand whether the students achieved the objectives or not. A first grade teacher stated that she systematically observed children in order to have an idea about achievement of the objectives. She exemplified that

I was in the fifth grade last year... In one of the events for the classroom representative elections, I was angry with students and said that I will assign the representative this time. Most of the students stood up and objected to my idea stating that 'but teacher, we vote for the representatives for the classroom and educational clubs all the time'... Then I laughed and accepted their ideas and then they voted. This was their decision and their own rights. I always wanted them to develop their own personalities in a democratic atmosphere. So, I understood that I reached my goals for democracy and human rights related issues. (T1, p. 6)

Vice-principal articulated that interpersonal communication, free expression of ideas and self-criticism skills of students should be developed for democracy and human rights education. As other participant groups stated, she also addressed different socio-cultural characteristics of students as a major barrier in front of effective democracy and human rights education. She feels that students do not have positive attitudes toward what school teaches as moral values. The school is only a shared concept for students since their family profiles are so different. According to the vice-principal, there are bullying behaviors, conflicts among students, the lack of school-home partnership and insufficient help by counseling unit can be counted as other barriers in achieving the objectives related to democracy and human rights education.

4.2.2.2 Instructional Planning, Implementation and Evaluation Procedures Related to Democracy and Human Rights Education

Teachers reported that they do not believe in planning generally and they see instructional plans useless. Table 4.17 summarizes the responses of participants related to general planning, implementation and evaluation procedures in democracy and human rights education.

According to most of the teachers, plans are written only for confirmation from the administration and inspectors. Both groups stated that supplement journals (ünite dergileri) were more profitable not only in democracy and human rights education, but also in all courses. Planning for Atatürkism is crucial and was linked to democracy and human rights by the teachers in both groups. Curricula by the MONE require that Atatürkism has been obligatory and implemented in all courses. The teachers in the first group stated that socio-cultural characteristics of the school

community as well as the whole community were taken into account for effective democracy and human rights education.

Table 4.17

Instructional Planning and Implementation Related to Democracy and Human Rights Education

	Group II Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Not relying on planning/ no planning • Planning is a heavy job/ time consuming/ requires more stationery/ just as the procedure/ not practical • Flexibility in planning/ when planning socio-cultural environment is considered • Supplement journals (Ünite Dergileri) provide a guidance for planning • Planning for Atatürkism/ as a requirement of curriculum • Atatürkism includes democracy and human rights • Employing multiple intelligence approach for an effective democracy and human rights education 	<ul style="list-style-type: none"> • ‘Plans are just to show/not effective’ • Planning is not enough in democracy and human rights education • Interdisciplinary planning should be considered • Very few issues are presented related to democracy and human rights issues in textbooks • ‘Respect’ has lost its meaning in the society • ‘Absolute truth’ understanding in education should be left for an effective democracy education • Choices/alternatives for the students should be considered in plans • Classroom presidency and educational clubs should be carefully planned and organized • Teacher should take the role of a guide/facilitator • ‘Justice’ should be considered in instructional plans/also in the implementation • Learner differences should be considered • Cooperation and academic sharing is unsatisfactory
Parents	<ul style="list-style-type: none"> • Children should be taught that his/her rights end, where other’s right begins • Teachers should be models for students • Media has a stronger affect than courses • There is need for teacher-parent partnership in (activity) planning • Very few and weak social activities/ no participation 	<ul style="list-style-type: none"> • A close partnership with teachers is needed in democracy and human rights education
Administrator	<ul style="list-style-type: none"> • Planning is important, in all courses • Need for implementing democratic procedures in all stages of our society • Teachers’ complains about the pledge of allegiance in every day/ even in rainy days/ students do not internalize, just memorize them • Students memorize because the system is suitable • Group success and awareness is important as well as individual • No dialog/ effective communication among students 	

As one of the teachers stated that planning has nothing to do with democracy and human rights education, most of the teachers in the second group also do not believe in planning procedures. Another teacher believes in interdisciplinary

planning. On the other hand, the same teacher admits that they cannot implement interdisciplinary approach. Teachers in the same group stated that democracy and human rights issues are not well presented especially in the Social Studies and Turkish textbooks. They went on to say that social activities must be carefully designed; educational clubs should be activated; cooperation among the school community; moral values such as ‘justice, respect etc.’ should be internalized by the school community; students’ learning differences should be taken into consideration and lastly existing ‘absolute truth by the official authority’ understanding should be left behind in our education system.

Parents generally advocated that a close relationship with teachers should be established for instructional planning activities in order to reduce the negative effects of media because media really has a strong effect on children in early grades. In addition to that, parents believe that teachers are the models for their children and they imitate these teachers especially in the early grades.

Parents also think that democracy and human rights education can be seen anywhere in society, other than in schools. Society should support what the schools teach. A parent stated that

...simply, democracy and the rights of the people can be seen on the roads. For example at a pedestrian crossing. Driver never looks at the people crossing the road. He think that he has the priority, but the priority is the human being! We spit on streets. We use our streets as garbage cans... We do not think the rights of other people. (P.2, p. 3)

Vice-principal stated that planning, not just in democracy and human rights education but also in all courses, is crucial and obligatory through the regulations by the MONE. She believed the importance of teaching democracy and human rights in all stages of our society beginning from the first grade to the upper levels. However, she stated that living democracy and formal education is hand in hand and cannot be separated from each others. Because of the memorization system, students learn facts, concepts and generalizations. They do not question. For example, vice principal stated that mostly students complained about the pledge ceremony and procedures. This is a typical example of memorization because students did not internalize and they repeated the pledge everyday without thinking of the meaning of it. Vice-principal also explained that planning for instructional activities in

democracy and human rights education should lead group awareness and effective communication skills since democracy and human rights requires compromise.

Social studies teacher was also interviewed about the procedures that she applied in instructional planning and implementation related to democracy and human rights. She stated that she included justices and fairness in her plans. She exemplified this stating that

I always try to remember the names of my students. This is so difficult but if you want to provide justice and if you want them to know you value them, you need to call them with names...They like it and they trust you...A good communication occurs...secondly I provide opportunities for all students in speaking equally... and lastly, I need to give my lecture effectively. If I do not, I cannot ask this in the exam. This is unfair! (SST, p. 2)

4.2.2.3 Instructional Methods and Techniques Applied in Classrooms in Democracy and Human Rights Education

The participants were asked what kind of instructional methods and techniques are applied to teach democracy and human rights in classrooms. Table 4.18 shows participants' responses related to the methods and techniques applied in classes related to democracy and human rights.

While the teachers in the first group stated that they applied short stories; group or small group discussion, teaching with cases, inquiry/questioning, cooperative learning and problem solving, other teachers in the second group expressed that they had very few chances to apply role playing, active learning activities and interdisciplinary approaches, while they tend to use group discussions and lecturing. A fourth grade teacher stated that she did not employ only readings and lecturing during the implementation process, but role playing activities and case teaching. Expanding this understanding, she exemplified that

...for example, I always taught them we should not judge a person without listening... we should treat people without considering their race and religion, physical appearance, their socio-economic status... There was a student who came from Switzerland, whose father was a policeman there. We talked about being a foreigner abroad, race and discrimination issues there.... I wanted them to internalize these issues. (T.4, p. 2)

Table 4.18

Instructional Methods and Techniques Applied in Classrooms in Democracy and Human Rights Education

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Group discussion • Talking about the relationships and responsibilities in the family • Giving examples and relevant cases • Short stories, fairy tales, made-up stories • Questioning/inquiry • Being a model for students • Giving students responsibility/ presidency or membership in educational clubs/ classroom duties • Classroom council • Individual/cooperative learning • Problem solving • Free speech • Socratic questioning after readings • Newspapers/ current events 	<ul style="list-style-type: none"> • Theatre/ role playing/ drama • Classroom presidency or memberships in educational clubs/classroom duties • Teaching with cases/ daily life samples • Group discussion technique • Affective teaching approach • Interdisciplinary education • Active learning/ student participation • Questioning • Using lecture mainly/ memorization is dominant (SST)
Parents	<ul style="list-style-type: none"> • Discussion • The need for active learning/ • Absence of community services • Lack of audio-visual aids; different methods and techniques 	<ul style="list-style-type: none"> • No labs/ no active learning in the school • Knowledge level methods (lecture) is dominant • Being against to the memorization • Lack of active participation/ experiential methods and techniques • Getting students' ideas/ voting system was developed in classes • Cartoons have a strong effect on children/ should be applied in democracy and human rights education
Administrator	<ul style="list-style-type: none"> • Importance of providing students a suitable atmosphere • Need for experiential/active learning/cooperative learning • Need for in-service teacher training program in democracy and human rights education 	

Same teacher also advocated the importance of establishing a linkage between the classroom life, citizenship and governmental administration. Regarding this view, she added that

We did elections in the class. I said I will choose Meltem and Mehmet as the representatives of our classroom...I asked them whether they accept this or not. They said this is a dictatorship and did not accept. So, I expressed what take place in the elections and in government...The people's rights and responsibilities and so forth... (T. 4, p. 2)

Questioning seemed to be one of the commonly applied technique in the classrooms observed. For example, the second grade teacher applied questioning technique in Life Studies course. She asked students "what is the freedom of communication? Why we should not open others' letters? Is it a violation of the

rights of other people? Why? What happens if we listen to music loudly in our apartment? etc.” This kind of questions produced more fruitful answers, rather than asking what, when and which questions that would most likely yield facts and concepts. Such questioning technique caused to happen an interdisciplinary lesson in the classroom although the main topic was ‘communication’, not the people’s rights.

Providing equal opportunities for students is an important part of democracy and human rights education as was stated by most of the teachers. For example, in the first grade classroom the teacher required the students to raise the hands if one desires to be voluntary for reading the poem that will be performed in front of the public in the 23rd of April, Children’s Festival. At first, the teacher assigned Cem for the poem but then there were more than ten enthusiastically raised hands in the classroom. Thus, the teacher hesitated to choose who would be the voluntary one and decided to organize a group consisting of all voluntary students instead of choosing only one student. All voluntary students, then, started to practice the poem in front of the board. This method seemed to be appropriate and logical since all students were happy and the teacher gave students more than once chance. This was a method of conflict resolution in fact.

A second grade teacher in the first group stated that she gathered classroom council and provided free speech opportunity for students in two hours every Friday. In addition to that, a third grade teacher required students to bring current news related to societal issues, technology and science in order to be read within the classroom. The teachers in the second group generally said that they taught democracy and human rights through voting activities for the classroom leader and educational club representatives.

Educational clubs are important tools as extracurricular activities in democracy and human rights education. The students in the first group had positive attitudes toward the elections for the educational clubs and the social activities they involved. However, some of the first graders stated that they would be pleased if the teacher assigns the students for the educational clubs since the teacher knows the best for students. This seemed to be understandable since they were not mature enough in terms of experiencing the election process in the classroom. On the other hand, the second and the third graders thought differently than the first graders stating that they were open to accept the roles and responsibilities, if they were involved in this decision making process. All students in the first group expressed that they would

feel confident when they get responsibilities in classrooms through the educational clubs or other extra-curricular activities. A first grader stated, “when my teacher assigns me to do something I feel better and valued...” However most of the students, in relation to another question asked by the researcher, stated that they wanted to make their own decisions in choosing the educational club or the social activity in which he/she involved in.

The students in the first group also stated that when they chose their own classroom president, they felt better, stating the procedures that

if students want to become president, they write their names on the board... everybody votes for the person whom they prefer and he/she is elected... making the classroom silent is the president’s primary task... being a president is nice... he/ she writes the names of our friends who are continuously talking. (S.1, S.2, S.3)

Regarding the elections for educational clubs, in a second grade classroom, the students were wandering around to sharpen their pencils, to look at what their friend were doing and so forth. The teacher asked, “what is happening there?” A few students told “teacher, Ali asks for our votes in the elections for Sports Club”. Ali was angry and he also accused his friend stating, “you also asked everybody for the election! You were also doing exactly what I am doing!” The teacher intervened by stating that “obviously you will collect your votes for the clubs you want to involve in, but it is not the time...Please do it in the recess!” The teacher kindly warned them and they went on their tasks again.

Social Studies teacher also indicated the dominance of lecturing method stating that although she needed to use lecture method since her course dealt mainly with the history and geography courses, students tended to memorize and forget what they have learned in couple of days. She said that she did not have another choice in teaching especially history, geography or citizenship topics. Concerning this view, the researcher observed a sixth grade classroom to find out what kind of questioning techniques was applied by this teacher in the classrooms. The teacher required students to present the reading passages in front of the board. When she saw that there were very few students who were willing to present what they have read in the textbooks, she permitted the students to read the related passages once again in five minutes. The students who were willing for the presentation went along the board one by one and the first speaker began to present exactly what he had read in the

textbook by swinging to both sides. This was exactly an example of memorization and the questions directed at the end of the presentation completely encouraged memorization of the facts and concepts rather than thinking or reflection: How many times Kanuni Sultan Süleyman had military expeditions?; Which Padishah conquered Edirne?; Where...and when questions. The teacher also required students to write down several questions to the notebooks of the students in order to bring them back to the next session, such as “Write down the date, the names of the Padishahs and list the reasons of Çaldıran and Otlukbeli Wars etc...” After this activity, the teacher read out the passage and the students wrote down exactly the same words the teacher had read. The students respond the questions asked by the teacher in the same words in the textbook. This activity obviously did not contribute much to the higher level thinking process of teaching history. Although she stated that the students should not memorize what she teaches, the activities she applied did not fit well with the implementation.

Although the parents were not much aware of the kind of methods and techniques teachers apply in the classrooms to teach democracy and human rights, the researcher insisted on asking parents concerning their views on this issue. The parents expressed that discussion technique is being mainly utilized in most of the classrooms. The researcher tried to learn the perceptions of the parents on the current system, but still most of the parents gave the responses of the ideal methods and techniques in democracy and human rights education. Parents in the first group commented that audio-visual aids should be utilized but it is so limited in current system. Three parents, as a group, stated that students should deal more with community services at elementary grades because the school should teach the real life outside, as well as the theory. Parents in the second group complained about the lack of labs, physical facilities of the school and technology. They think that teachers teach at knowledge level and lecture is the dominant technique, especially at upper grades. Students like cartoons, movies and games; therefore, teachers and the school should be aware of this fact.

Vice-principal also admits that there is a lack of methods and materials in teaching democracy and human rights. She said that providing an appropriate atmosphere is crucial for an effective democracy and human rights education. She mentioned in-service teacher training needs of the teachers related to how to teach democracy and human rights through using different methods and techniques.

A fourth grade social studies teacher reported that democracy and human rights couldn't be given through a course or methods and techniques. She stated that

teachers should share what they are doing for democracy education. These are related to the lives of students...If they wait for the line for buses, or if they do not hit their friends when they enter the school... Very simple daily life experiences affect democracy and human rights education, other than the formal courses. This is a cycle, therefore, we need to educate people in the society. (SST, p. 3)

The researcher asked the first group students when they learn better; cooperatively or individually? The students in all grades in the first group said that they learn better if they study in a group with their friends. The researcher also asked the students how their teachers teach a subject. Most of the students reported that lecture is the only method in all courses. The rest of the students did not have an answer on this issue. The students in the first group commonly reported that they could freely express what they think of a topic while they were in a group-work since their decision might have a different influence on the group or might cause a positive impact on what they work on.

Students seemed to like to involve in classroom discussions. However, most of the students in the first group, especially the first and second graders, misunderstood the term of 'discussion' as a fight or disorder in the classroom, rather than an instructional technique. When the researcher explained it concretely they seemed to show their positive attitudes on this technique. The researcher observed a third grade classroom in which a highly experienced male teacher continuously applied the Socratic questioning in Life Studies. The technique seemed to be very effective and entertaining in the classroom. The main topic was the parts and organs of our body and the teacher showed all inner organs to the students one by one by taking them out of the model. Students enthusiastically repeated all names of the organs. Then the teacher thought a few second and stated strongly that "OK, everybody look! Try to find that what this organ (stomach) looks like?" Many students had highly interesting responses likening the stomach to the clouds, mud, banana, pear, leaf, and several other plants, fruits and objects...etc. However, the teacher always nodded and objected to all responses the students provided. The researcher knew from his primary school experiences that it looks like a teapot, since his teacher also had likened it to a teapot. He whispered this word to the next student

who sat closely to him to see what will happen. The student sounded that word, teapot, in the classroom because there were almost no remaining words and he was not be able to produce any word. The teacher seemed to be very pleased with that word and loudly said “well done... children, clap your friend “. Obviously this teacher had the correct word in his mind and tried to hear exactly the same word he thought. Whereas, the children produced more interesting words comparing the ‘teapot’. Hence, the questioning technique was applied by the teacher effectively; however, the creativity and thinking skills of the students were subjected to the ignorance by the teacher, unfortunately.

Regarding the technological devices used with appropriate instructional techniques, most of the students in the first grade stated that they learn better when the teacher uses overhead projector, TV or board since their classroom is a pilot class in which a few technological devices existed comparing to the other classes. However, they also confessed that they did not use them frequently. They seemed to have a strong desire to follow the courses through the contributions of such devices. On the other hand, there were also some students, stating that they learn better when teacher just lectures without using any tool. Therefore, the students had various tendencies related to the instructional techniques, methods and the contributions of technology in the classrooms.

4.2.2.4 Curriculum, Courses and Textbooks Used in Democracy and Human Rights Education

The participants were asked to clarify their perceptions on the courses and textbooks related to democracy and human rights education. Table 4.19 shows general themes collected through interviews with participants.

The teachers in both groups reported that, Atatürkism and his principles were emphasized in all courses and textbooks due to the curricular obligations. Therefore, they think that Atatürkism acted as a separate course in an interdisciplinary understanding and was linked to the democracy and human rights issues, especially in the Life Studies and Turkish courses.

Table 4.19

Curriculum, Courses and Textbooks Used in Democracy and Human Rights Education

	Group I Grades 1,2,3	Group II Grades 4,5
Teachers	<ul style="list-style-type: none"> • Atatürkism and his principles in all units in the courses/ acts as a separate course • Democracy and human rights is taught specifically in the Life Studies and Turkish • One course is not enough to teach democracy and human rights • 'Individual and Collaborative Activities' (Bireysel ve Toplu Etkinlikler) course is so important in democracy and human rights education/social development • No satisfaction in the textbook of this course/ knowledge level • Existence of elective courses in first three grades (drama, speaking and writing, agriculture...) • Need to apply for different sources (especially Unit Journals) instead of just Life Studies/ they are better than the textbooks • There are 'democracy' related topics in textbooks 	<ul style="list-style-type: none"> • D/HR is taught specifically in the Social Studies, Turkish and Science Education • Atatürkism is emphasized everywhere • Knowledge level information is emphasized in textbooks • Textbooks provide tailor-made objectives-exercises/ not taking account of the individual differences
Parents	<ul style="list-style-type: none"> • Not aware of the content of the textbooks and curriculum • Textbooks are not enough to teach democracy and human rights • Human rights issues are emphasized only in short paragraphs • Life Studies (and its content) is same as the parents saw in the past • Life (Social) Studies is helpful when supported by families 	<ul style="list-style-type: none"> • Textbooks are not enough to teach democracy and human rights • Teachers should exceed the borders of required curriculum • Knowledge level is dominant in curriculum and textbooks • Teacher should take initiation to reach the goals in curricula
Administrator	<ul style="list-style-type: none"> • Atatürkism and democracy & human rights relationship is emphasized in all courses • Courses and textbooks are not enough in democracy and human rights education • Turkish, Social Studies and Life Studies textbooks promotes imparting the knowledge/ information& memorization is encouraged • Knowledge/theory in democracy education is important but must be put into practice in the school and in the society 	

For example, a second grade teacher stated that

I think that it is not enough to teach democracy and human rights related social issues in only a course... there is a heavy emphasis on Atatürkism... for example in Life Studies...but this topic is scattered through all courses like Science and Turkish...even in Math... even if there is no topic related to these concepts or Atatürkism, we can talk about for example violated rights... So, it seem to me that these are more important than the core topics in courses. (T.2, p. 1)

Regarding teaching Atatürk and his principles, an observation in the first grade tells us that the students were highly receptive for the information about Atatürk when an appropriate instructional technique is chosen, such as questioning, discussion and benefiting from the empathy skills of students. The teacher asked the students “if Atatürk and Independence War did not exist, what could happen; what kind of difficulties and restrictions would we have? What could happen in the name of the freedoms if we lost the War?” The teacher also shortly lectured about the freedoms and the rights of a nation stating that they were not grasped easily by stating the role of Atatürk and his friends in this struggle. She also encouraged the students to contribute the society stating that “I also observe the same efforts in the lights of your eyes.” The students, even though they were the first graders, seemed to be highly interested in the topic. They established interesting linkages between being patriotic by having the full love of Atatürk, such as how to behave in the relationships with other people, the negative aspects of lying, love of parents and community, and honesty.

The teachers all think that although democracy, rights and responsibilities and societal issues were presented in textbooks and the courses were not enough to teach democracy and human rights. According to the teachers in both groups, textbooks only impart knowledge; therefore, teachers used ‘supplement journals’ (ünite dergileri) even though the inspectors did not favor them. A third grade teacher emphasized the importance of ‘Individual and Collaborative Activities’ (Bireysel ve Toplu Etkinlikler) course for teaching these issues. According to her, this course also contributes to the social development of children. A teacher also reported that there were elective courses (drama, well speaking and writing, agriculture...etc.) and many students liked them.

The teachers in the second group also stated that democracy and human rights issues are taught mainly through Social Studies, Turkish and Science courses. A teacher in the fifth grade expressed his observations that textbooks provide tailor-made objectives for all students in a behavioral understanding; therefore, they do not consider the individual differences. This teacher in the fifth grade stated that

I think textbook writers and Board of Education do not search for the ideal resources and textbooks for human rights or democracy issues. For example, last year in the fourth grade Social Studies textbook, there was only a

paragraph for the ‘World Children Day’ and the content of the text was not appropriate for the level of children in the fourth grade. (T.5, p. 2)

Parents generally confess that they are not much aware of the content of the curricula and textbooks. The parents in both groups who have relative interests on their children’s textbooks also complained about the textbooks and their content. Parents in the first group reported that human rights are not much emphasized anywhere in the textbooks. However, they added that Life Studies might only be helpful for democracy and human rights education only if supported by the families. The parents in the second group suggested that teachers should exceed the borders of centralized standard curricula since the textbooks are full of knowledge level information. Teachers have crucial roles to achieve the aims of the required curriculum.

Vice principal also admitted that textbooks and courses were not enough to teach democracy and human rights. Like other participants, she accepted that Turkish, Social Studies and Life Studies promoted knowledge burden instead of critical thinking skills that are necessary for the citizens in a pluralistic democratic society. Democracy and human rights issues were strongly linked to Atatürkism and his principles in all courses. Other responses that were given by all participants are summarized in Table 4.19.

4.2.2.5 Instructional Technology and Materials Used in Democracy and Human Rights Education

The researcher asked participants about their perceptions on technology and materials used in classrooms related to democracy and human rights. The results of the interviews are summarized in Table 4.20.

The teachers in both groups generally admitted that they had difficulties in finding necessary technology, resources and materials related to democracy and human rights education. They also confessed that they did not have enough computer or technology literacy skills. The researcher required a first grade teacher to show him that what kind of technological devices that were used in the instructional process in this CLS classroom. The teacher proudly showed the overhead projector (OHP) and transparencies, CD player, a few CDs, and the TV. However, she also

admitted that she was not be able to use them since they did not have necessary training. All of them were not used and they were left in the cupboard. Thereupon, the researcher shortly lectured and demonstrated the teacher in the recess about how to use an OHP.

Table 4.20

Instructional Technology and Materials Used in Democracy and Human Rights Education

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Have a positive attitude toward using technology in classes • Technology in the classroom decreased the workload • Lack of computer and technology literacy • Difficulties in finding the curriculum/MONE does not provide • They are dependent on the curriculum • Continuous change in education system requires adaptation 	<ul style="list-style-type: none"> • Everything is material for the courses • Difficulty in finding the relevant resources in democracy and human rights education • There is not enough technology • Lack in finding relevant materials because of economical reasons • Having very few sources recommended by the MONE and Board of education • The levels of these sources are not appropriate for children • Although the technology/computers are good and useful, the interaction between the student and teacher is a must. • Technology is needed in our courses but administration do not dwell upon this
Parents	<ul style="list-style-type: none"> • Need for shifting on technology based education • Need for in-service teacher training in using technology and creating authentic materials in democracy education • Democracy and human rights education requires audio-visual aids; different methods and techniques for unique individuals • Video cassettes, VCDs related to close History, Atatürk and independence struggle, human rights abuses and effects are needed for permanent learning/internalization 	
Administrator	<ul style="list-style-type: none"> • Need for in-service training for teachers in effective usage of technology in classrooms and throughout the school • Students are required to prepare Atatürk corners/ boards related to establishing the Republic /many materials related to Atatürk 	

After two weeks period, the researcher visited the classroom again. This teacher stated that overhead projector (OHP) decreased her workload since she able to prepare any transparencies related to the units they dealt with. She added that if she could use the computer and other devices when they have the chance of finding appropriate materials, the courses would be more efficient and effective since hers is a pilot classroom in which TV, VCD player and OHP existed with parents' donations. Another teacher in the first group also concurred her stating that the MONE does not provide necessary materials and even the curricula. They tried to get

the curriculum through the help of some parents who work in the Ministry because the only source seems to be textbooks and the curriculum for the courses. They continuously suffered from the lack of materials and sounded the need for change in the educational system toward more progressive one.

A fourth grade teacher stated that everything that she found could be a material in her classroom for democracy and human rights education since the daily life of people is full of these concepts. However, another teacher in the second group suffered that the MONE and Board of Education did not provide appropriate resources and materials that were necessary, especially for democracy and human rights education. The levels of the textbooks, units or paragraphs in the textbooks related to democracy and human rights were not enough or appropriate for students' levels. The fourth grade teacher clarified that although computers and other technology should be benefited, a natural interaction and communication should take place in the learning environment. Teachers shared the idea that administration should take initiation in spreading technology in all courses through in-service training support for teachers.

The Social Studies teacher stated that the school administration did not create opportunities for teachers in using existing technology by stating that

I desired to use audio-visual aids in my lecture but the school administration told us that we can use overhead projector only a day in a school year. This disappointed me but I am decided... I will insist on using the existing technology this year because students forget what they learn after a while... (SST, p. 3)

Parents, through a focus group interview, stated that there is a need for a shift on the technology based education system which is the requirement of 21st century. They think that although some pilot classrooms have necessary technology, teachers cannot benefit from them since they are illiterate in technology and computer usage and they also need an in-service training for the techniques and methods applied in classrooms for effective democracy and human rights education. These parents also stressed the importance of teaching with video-tapes, VCDs related to history of Turkey, War of Independence (Kurtuluş Savaşı), Atatürk and his principles, human rights abuses and governmental issues. They complained the lack of them and they always linked democracy and human rights education with these topics.

Vice principal also mentioned about a need for an in-service teacher-training program since teachers were not illiterate in technology and computers, and appropriate methods and techniques for democracy and human rights education. Students were required to prepare Atatürk corners and boards in their classrooms as well as through the hallways. These corners sometimes include ‘December 10- Human Rights Day’, different poems related to Atatürk, War of Liberation, different photographs and drawings, etc.

Although most of the participants suffered from the lack of appropriate materials in democracy and human rights education, a third grade teacher’s solution helped political socialization of the students as was stated in the related literature. The students brought current newspapers or collected news related to their unit. The teacher allowed every single student to read out his/her news in the classroom. Some of the news was related to politics, science, magazine and sports. Then, the teacher required the students to read the ‘Freedom of Residence and Travel’ passage in the Life Studies textbook. All students completed reading the passage and the teacher began to ask questions related to this passage:

What is the freedom of residence and travel?
What is travel and residence first of all?
Would there be any person who interferes when we travel?
What if our rights are violated?
Is there anyone whose rights were violated?
What kind of a freedom is this?

Lastly, he asked for a voluntary student so that she could summarize the human rights and freedoms unit in the Life Studies course. Through such questioning technique, the teacher tried to clarify the perceptions of the students related the rights of people. This process showed that teachers can benefit from all materials in line with an appropriate technique in the classroom.

4.2.2.6 Measurement and Evaluation Procedures in Democracy and Human Rights Education

The researcher asked participants about their perceptions on measurement and evaluation procedures related to democracy and human rights. The responses of the participants are summarized in the Table 4.21.

Table 4.21.

Measurement and Evaluation Procedures in Democracy and Human Rights Education

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Evaluation is the most difficult topic • Benefiting from the observations and conversations • Careful attention of expressions about students' own ideas • Organizing educational clubs, classroom elections...etc. / the role of the students • Students face and learn exam psychology in very early ages • Teachers mostly prefer classical type of exams (essay, short answer essay) 	<ul style="list-style-type: none"> • Applying individual projects • Observation (especially in playground) • Need for the consistency among the planning, implementation and evaluation
Parents	<ul style="list-style-type: none"> • Justice everywhere, also in measurement and evaluation • Teachers should develop standard evaluation criteria • Evaluation reflects the teachers' approach on the 'academic' rights of children • Parents should have a close interest for their children in the evaluation process 	<ul style="list-style-type: none"> • Poor measurement and evaluation system • Not distinguishing the successful from the unsuccessful • Evaluation must be equal but discriminating • Unsuccessful students are also rewarded through current system
Administrator	<ul style="list-style-type: none"> • No proper measurement and evaluation in the current (classical) system • Observation should be included in evaluation 	

Teachers commonly stated that observation is the first instrument and technique they used to understand whether students achieved the objectives related to democracy and human rights or not since these concepts can be best observed through their behaviors at playground, in classrooms and throughout the school.

Two teachers in the first group stated that measurement and evaluation, especially in the field of democracy and human rights education is quite a difficult area. The evaluation process and procedures teachers applied should be consistent with the criteria developed for an effective democracy and human rights education. Teachers in both groups stated that consistency between the evaluation criteria and the nature of the topic should be provided.

Teachers in the first group preferred classical type examination. A teacher in the second group stated that teachers should dwell more upon individual projects instead of paper-pencil tests. Related to type of the testing, a teacher complained that

It is so interesting but tragic to observe that parents required us to prepare multiple choice test that was seen in any central examination system in Turkey... students are trained to be 'test technicians'... creativity, thinking

skills, producing unique ideas, the ways of thinking in testing are not important for them... unfortunately... (T. 2, p. 6)

Parents reported that there is no consistency in measurement and evaluation system among teachers. Therefore, students and the parents developed misconceptions related to fairness, equality, rights and responsibilities etc. They suggested that there must be standard evaluation criteria. Parents were strongly against the current evaluation system. The second group parents criticized the current 'pass-fail' system by stating that current system did not discriminate the successful and unsuccessful since all unsuccessful students passed their grades like successful ones.

Vice-principal criticized that there is no proper measurement and evaluation in current traditional system. For an effective democracy and human rights education in our schools, systematic observation techniques should be improved and teachers should be trained for this.

The students, especially the second graders, preferred different measurement types for examinations, such as essay, multiple choice and oral. Consequently, the students' preferences of measurement and evaluation techniques and instruments differed according to their learning styles.

4.2.2.7 Parental Influence on Children Concerning Democracy and Human Rights Education

In order to learn parents' contributions to their children in democracy and human rights education at home, the researcher asked the question of "how do you contribute to democracy and human rights understanding of your children as parents?"

All parents stated that they ensured the rights of their children in many areas, such as shopping, visiting parks and museums, choosing their own clothes, etc. However, they also stated that there were vast majority of parents whom were not aware of the human rights and democracy issues in the school community.

Allowing children to choose daily basic activities in plays, considering them as maturing family members and including them into the familial decision making process were counted for crucial aspects in democracy and human rights education

at early ages. Consistency in the decisions taken, mutual/face to face conversations, non-violent punishment, love and affection, being democratic models, free expression of ideas at home, being knowledgeable and creating opportunities for children were stated by parents as their contributions in democracy and human rights education at home.

Although a few parents advocated that the schools should abandon the obligatory uniform system, most of the parents stated that the uniform system should remain since they would face up difficulties with their children in choosing appropriate clothes for every school day. Thereupon, some parents suggested limited free-wear in certain days every week, instead of full free clothing system in the school. Most of the parents who stated that they were in lower or middle socio-economic level insistently advocated that current uniform code somehow provides an equality in children. The administrator also agreed on this idea. and majority of parents indicated the mission of current uniform code that it would provide equality among children in a degree. Otherwise the children may be discriminated by other children or people in the school.

Through interview with students, they generally stated that they mostly learn respect and love at home. The school just contributes to it. Regarding the contributions of the courses to their understanding of democracy ad human rights, affection, respect and responsibility, a student stated that Social Studies include such issues, however the major factor influencing their internalization is their parents. Other students also agreed the idea of this student.

4.2.3 Culture and Values of the School: Hidden Curriculum

In order to find and answer for research question 3, all participants were interviewed to obtain their perceptions about the culture, values and ethos of the school and these values were noted during the observations in the school. Through the findings from the interviews and observations, the researcher intended to draw a picture of the hidden curriculum of the school. Table 4.22 shows general themes derived from the teachers, administrator and parents through interviews.

Firstly, all participants were asked about the dominant characteristics, values and the culture of the school. Teachers in both groups reported that the school is a central metropolitan elementary school and there is a high demand by the families all

over Ankara. Quality of the instruction, the quality and the experience of teachers, strong commitment to Atatürk and his principles, strong linkage with graduates, famous graduates, more freedom comparing to other schools were reported by the teachers as the dominant characteristics of the school. However, there were some negative feelings about the school among teachers. For example, a teacher stated that there is a continuous power struggle among students, teachers and parents in the school. Especially students seemed to be violent and rude against each other and students in different classrooms. The teachers in the second group mainly mentioned negative feelings about the school. A teacher in 5th grade criticized that the school is one of the public institution and all similarities can be seen in any governmental unit. For most of the parents and teachers such ‘cosmopolitan school structure’ created a negative school atmosphere for an effective democracy and human rights education.

Table 4.22

Culture and Values of the School as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Being a central school • High demand by parents • Strong linkages with graduates/commitment to the values of classroom instead of school • Strong commitment to Atatürk’s principles • More democratic atmosphere comparing to other schools • No discrimination among children • Families with different socio-economic status 	<ul style="list-style-type: none"> • Being a famous and rooted school • Quality of instruction and teachers • Comfortable, free classroom atmosphere • Strong commitment to Atatürk’s principles • Strong linkages with graduates • All public schools common characteristics • The school act as a governmental unit • Cosmopolitan structure of the school • The school also have some negative aspects
Parents	<ul style="list-style-type: none"> • Famous graduates • Being a central school • Existence of working families (governmental institutions) 	<ul style="list-style-type: none"> • Being a central school • ‘Multicultural’ structure • Providing flexibility • Violation of the rights; physical abuse, insult or threats among students • Boarding (bussed) system • No ownership of the school culture • Good teacher-parent relationship • High student academic achievement • Teachers are dominant on children, as in other public schools
Administrator	<ul style="list-style-type: none"> • Being a central school • Existence of democratic environment relatively • Well/comfortable communication • Good school-parent partnership • Well equipped/quality teachers/staff • Sharing and cooperation 	

Another teacher at first grade, apparently indicating the children whose parents work as the janitors of the apartments in this close area, stated that “we do not discriminate students...for example there are many children whose their parents work as janitors in this area...they are all equal in my classroom” (T1, p. 4). However the researcher thought that this teacher had already discriminated children in her mind, since the researcher never asked a specific question related to the background of these students. The teacher also showed these students to the researcher by calling their names in the classroom in several occasions. These students certainly knew what kind of a conversation took place between the researcher and the teacher, since they turned their faces or looked down when the eyes of the researcher met with theirs. The teacher also expressed that one of the students whose parents worked for as the janitor of a close apartment in this area committed suicide because of the socio-economical gap between her family and some of the students attending to the school. Therefore, discrimination appeared to be one of the very important issues that the teachers and the school administration should take care of.

Parents also stressed that the school is central, famous, and known with famous graduates. Many working families in the governmental units send their children to school. Therefore, the school always had a high reputation among the elementary schools in Ankara. Parents in the second group observed that there had been violations of the rights of children among each other. Boarding system had negative effects due to various socio-economical and cultural backgrounds. There is no ownership of the school culture and values. Besides, majority of the parents stated that teachers were dominant on children. Thus, many parents mentioned about the negative aspects of the school in relation to the culture and values of the school.

However, the vice-principal stated the positive aspects about the school culture and values as being a central school, existence of democracy culture, well communication among the school community, quality staff and cooperation. The researcher observed that the teachers generally appeared to promote cooperation and tolerance. For example, in a morning in the second grade, the teacher entered the classroom while the students were wandering around their desks. She patiently waited and kindly asked them to sit in their desks. She loudly stated that the students could share the dictionaries with their friends who did not have them. Thereupon, all

students, including the ones who were not willing to share them with their friends, began to communicate on sharing and using the dictionaries together.

The researcher asked participants which groups (teachers, parents and the school itself) have more influence on students in contributing their democracy and human rights understanding. Teachers mostly stated that teachers, families and the school atmosphere were equally important in influencing students' understanding of democracy and human rights. However, the teachers in the third and fifth grades, who were both males, stated that family had a special place for children to implement what was learned in the school. Related to this issue, the teacher in the third grade stated

we learn democracy, human rights and citizenship very good in the school. In third grade Life Studies course, we do have 'democracy in the family' unit. But, whatever we do in the classroom, the child should be supported in the family and in the society. If they (parents) are not democratic... Family is very important here. A conscious family! (T. 3, pp. 1-2)

In addition to this comment, related to the general atmosphere of the school a parent stated

I do not believe that the school contributes students' understanding of democracy and human rights...I only believe that our classroom may contribute because of our teacher. (P. 4.2, p. 6)

Thus, parents generally think that democracy and human rights understanding are not very much supported by the school, but they think that teachers with their classrooms have a positive effect on students' understanding of democracy and human rights.

4.2.3.1 Perceptions of School Community Related to Teachers' Reflection of the Philosophies and Worldviews into the Classrooms

The participants were asked what they think about reflecting teachers' ideologies, worldviews or philosophies into the classroom environment. The responses of the participants are summarized and presented in the Table 4.23.

Teachers in the second group associate children at early grades to a piece of dough that can be shaped according to the desire of its owner. Therefore, teacher-

parent partnership is crucial at this stage. These teachers also stated that unique and different ideas were richness for democracy, therefore, the ‘dough’ should be shaped as unique, creative and effective citizens.

Table 4.23

Reflection of the Philosophies and Worldviews of Teachers into the Classrooms as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Teacher should not impose his/her worldview/ideology • Strong commitment to Atatürkism • Teachers should follow Atatürk and his principles • Being opposed to radicalism in any area • Important to teach the dangers of radicalism to students • Teachers should be models of modern Turkish citizens for students • Teacher’s life in the school is the same as outside • Teachers should not have masks • Teachers should train students for the good of society, nation and country 	<ul style="list-style-type: none"> • Every person may have different ideology or worldview • The standards for the teaching profession should be fulfilled by teachers, not his/her philosophy/against to indoctrination • Common values of the country should be emphasized • Student look like a dough, teachers shape them • Teacher provides chances/ alternatives, student choose his/her way • Unique ideas are the richness...instead of black and white, grey should be taught
Parents	<ul style="list-style-type: none"> • Everybody has a view/ worldview/ ideology but it is not acceptable to reflect them into the classroom • Students see teachers as models for them • Teachers should take National Curriculum as a reference/ common goods should be taught • It is normal to think in different ways, but against to brainwashing 	<ul style="list-style-type: none"> • Although students may benefit from the experiences of teachers, they should teach the life but not their ideologies • They should be objective when presenting the truth • Radical ideas should not be taught • It is possible if teachers are democratic • Students see teachers as models for them
Administrator	<ul style="list-style-type: none"> • Everybody’s idea/view is unique • Experiences of teachers must be respected but they should teach the national goals and aims • Against to imposing teachers’ ideas or philosophies into the classrooms • It is against to the nature of democracy 	

Parents agreed the idea that everybody would have a unique view, worldview or philosophy. On the other hand, it is not acceptable for the parents if teachers reflect or impose their ideologies into classroom atmosphere since children accept teachers as models for themselves. They should follow the formal curricula, Atatürk and his principles, and considered common goods of the country. They are strongly opposed to indoctrination.

Parents in the second group stated that teachers should be objective and should teach the life itself, not their own worldviews. Students should be able to look at the world from their own point of views to live democracy. The parents commonly

reported that children can understand and realize what is fair and what is unfair from the daily activities of the teachers. For example, a parent expressed that

Generally speaking, many teachers act as merchant, not as teachers... Many teachers give private lessons to the children in their classes. This kind of private classrooms cause an unfair atmosphere in the school, as well as in the classroom. Students are aware of this and continuously question this case...How can you implement an effective democracy and human rights education under this circumstance? How this teacher will teach being fair, justice, democracy and rights of people? (P.3.2, p. 4)

Vice-principal also accepted that everybody may have different ideas in democratic societies and experiences of the teachers are respected. However, they should primarily teach what the MONE and school have required. She is strongly against reflecting the ideologies into classrooms because it is against the nature of democracy in fact.

4.2.3.2 Nature of Communication Patterns in the School as Perceived by School Community

In addition to exploring the school culture and ethos, the researcher looked at the communication patterns among the school community, which contributes to generating this culture and ethos. Then possible barriers and problems in this communication were identified through the interviews with participants. All responses of the participants related to the nature of communication among school community are summarized in the Table 4.24.

According to the general results of the interviews with teachers, the communication with teachers and parents were good in general. However, all participants stated some specific issues and barriers in front of the communication among the school community.

Most of the teachers in both groups stated that the parents perceived teachers as the authority figures. Because of this, they were not be able to express themselves easily. Teachers also reported that when there is a problem or conflict and if money is needed for the classrooms or the school, parents are called for meeting. These perceptions and determinations were confirmed through some of the observations by the researcher in several occasions. For example, in a parental meeting which was

mentioned previously, it seemed that most of the parents attended to the meeting were not so confident in speaking about their problems with instructional and personal issues.

Table 4.24

Nature of Communication Patterns in the School as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Students may talk on any topic freely • Listening teachers is obligatory, therefore students should have good listening skills • Non-verbal communication is dominant • Good relations with parents in general • No major conflicts with parents • Trust between the parents and teachers is the key in communication • Student record cards provide a base for the healthy communication with students • Telephone calls are done with parents • Face to face conversations with parents after or before the lessons/ in meetings • When there is a problem, communication occurs • Parents should be informed about the homeworks • PTO meetings are not very effective, additional hours should be separated for parents • Parents see teachers as the authority figures • Parents cannot express themselves openly 	<ul style="list-style-type: none"> • Parents do not guide their children in developing their communication skills • Strongly believe in school-parents partnership • Roles and responsibilities are not clear • Knowing the children is a must for teachers • Teachers deal with all problems of children together with academic ones • Talking about the homework of children • Telephone contacts are established with parents • Parents are not enough in character education • Teachers should be aware of the advantages of body language in communication • People try to oppress children • Respect is needed in communication • Students bully each others • Children are the mirror of their parents
Parents	<ul style="list-style-type: none"> • There is no strong relationship with school and teachers • Parents observe that teachers have warm relationships among each others/ not same for the relationships with administration • Administrator is the administrator everywhere in Turkey • They should be leaders in establishing democratic communications • Some teachers clarify very special characteristics or events related to children in parental meetings • Parents meet only for monetary or problematic issues • Parents cannot express what they think • If necessary a letter is sent to the parents 	<ul style="list-style-type: none"> • There is strong relationship with school and teachers • Families should establish more communication with school and teachers • Democracy includes well and free communication/ listening skills • Teacher gives feedback for the student • Primary level student needs affection, touch and love, so good communication with students is a must • Parents meet only for monetary or problematic issues • No or very few dialog with principal or vice principals • Teachers give information to parents about what parents do not know about their children
Administrator	<ul style="list-style-type: none"> • Good school-parent communications • Lack of dialog between parents and teachers • Lack of teachers-administration meetings/ communication • PTO is only active in monetary issues • Teachers-administration meeting is held at the beginning of school year for planning the school calendar and events 	

Although most of the parents were opposed of fund-raising for the classroom, because the MONE should have solved monetary problems of the schools, none of them objected during the meeting. Besides, the teacher rudely warned all parents about their children and their personal and instructional problems. The role of the teacher seemed to be highly autocratic when she explained that every parent had to drop their children in the school without entering the classes. Interestingly, the parents did not express what they thought of at the beginning of the meeting while they were chatting and then they left the school. The classroom mothers appeared to be the mediators between the teacher and for a few parents whose children were getting well along each other.

Teachers in the first group expressed the importance of the school-parent partnership in establishing effective communication. A teacher said that she gave her telephone number to the parents of her students and she also welcomed parents for face to face conversations out of the classroom. Although some teachers accepted parents in the classroom or in teachers' lounge, teachers mostly reported that they were against to existence of parents in their classrooms. For example a teacher stated

There is nothing to do with the parents in my classroom. I even do not want my 'classroom mother' to interfere with the process in my classroom. Only I am responsible from my class... (T.3, p. 9)

Teachers in this group indicated the importance of trust between parents and teachers. This was assumed to be the key factor for effective communication. The teachers commonly stated the importance of non-verbal communication skills and its advantages for democratic classroom management. A first grade teacher established a relationship between the experience and non-verbal communication skills in the classrooms. She said that

Students love me and I love them...They know me very well and they can understand what I am thinking about them when I look at their eyes...They can understand what I expect from them from my body language... (T.1, p. 2)

Inspectors are important figures for the school community, especially in elementary education in Turkey. Generally speaking, they visit schools in certain times in order to inspect and receive information related to the instructional and administrative process of elementary schools. Related to an inspection process, the

teacher in the first grade reported that she allowed children to interact with each other and promoted them for free expression of their ideas. She went on saying that

I received criticism from the inspector...He asked me that why I allow children so free in the classroom. He said that how on earth these children can talk actively with the teacher and with the inspector. I said that I intentionally do this. I provided more freedom for the children because I really wanted this. I want them to be that we could not...We had a conflict with the inspector... (T.1, p. 2)

Teachers in the second group stated that they believe the importance of the partnership between home and school. They reported that parents do not guide them and they are not very much interested in developing their children's communication skills. Teachers are assumed to be only people to deal with school related problems of students. Parents cannot be models for character education because the roles and responsibilities are not well internalized by family members in our society. Roles and responsibilities are crucial for democracy. A fifth grade teacher stated that people, including teachers, parents and others, around the child oppressed him/her. Therefore, the child cannot develop communication skills with his/her environment. Another teacher summarized this situation stating that children were the mirrors of their parents.

Some teachers established telephone contacts mainly related to the homework of students and their problems. A teacher in the first group stated that student record cards are helpful to understand students' difficulties with communication and academic achievements if they are effectively filled in and kept. The teachers in both groups thought that Parent-Teacher Organization (PTO) is not effective in terms of providing the communication between the home and the school. Therefore, school administration, teachers and parents should work on improving the effectiveness of PTO.

Parents also complained that they meet in the school only for receiving information about their children's grades, talking about monetary issues or problems of their children. They reported that there is no strong relationship with the school. This was one of the major barriers in communication among the school community. They reported that there are relatively warm relationships among teachers in the school, but it is not possible to say this for the relationships with administration. Concerning this case, a parent in the first group stated, "Administrator is

administrator everywhere in Turkey...They work in bureaucracy and procedures” (P. 4, p. 8).

According to the parents, teachers and administrators should be the leaders for students in establishing democratic communication skills. Parents also complained that some teachers clarify very special issues with their children in front of the classroom in a parental meeting. They feel that this is against to the rights of their children.

The second group parents stated that they generally have strong relationships with teachers. However, they also admitted that the quality of the relationships is based on individual bases and it should be more developed. They also confessed that there has been no or very few conversation that takes place with the administration because the principal or vice-principals are not seen in the school environment since they continuously deal with bureaucratic procedures. This was complained by the parents stating that the school should not be seen as a centralized governmental institution in which bureaucracy prevails. These parents also explained that democracy requires transparency and good listening and speaking skills for effective communication. Primary duty of teachers should be improving these skills at early grades for effective democracy and human rights education. They also added that early grade students needed affection and love, so good communication with students must be an obligation for teachers. Parents also confessed that the teachers provided crucial information about their children related to their personal issues and educational progress that they did not aware of, since student spared most of their time with the teachers in the school.

Vice-principal indicated that there has always been a good school-home communication. She went on stating that the PTO is active only in monetary issues. There has been very little parental participation in PTO meetings. She also reported the existence of good communication patterns between the administration and teachers. The major communication occurred at the beginning of the school year, since a meeting is held for the planning of new school calendar. Discussions are held in this meeting.

The researcher presented some short cases to the students in order to clarify their opinions about the nature of the communication patterns among school community.

The students reported that they never like conflicts. When a conflict occurs with their friends, they reported that they would continue to search for the possible solutions. They all thought that people around them and in the society could have different beliefs and opinions. This seemed to be very normal according to all students.

The researcher asked about their perceptions on physical abuse. They stated that none of people has a right for physical abuse. A second grader stated that

If I do not like my friend's ideas, I do not have a right to hit him because everybody can think in their own ways. I have to respect him/her... (S.2, p. 3)

The students were also against the physical abuses committed by teachers in schools. They stated that if this happens, their rights are violated. However, some students, especially in the second grade, reported that if students cannot not get their homework done, the teacher may have right to apply minor physical violence on them. Some students mentioned that there had been some minor physical abuses by the teachers in the school. According to these students, teachers applied physical abuse mostly related to homework issues. Most of the students also objected to the use of bad language or swearwords by the teachers and other students, even if their ideas were not shared by the others. However, only the students in the first grade stated that the teacher might have the right to yell at them if they give incorrect answers to the questions.

Although none of the student accepted that they made use of complaint in the classroom, the researcher observed that many of the students complained to the teachers about each others' behaviors, especially in the early grades. Following complaints were only a few of them selected from the first grader students

-teacher, Merve chews gum!;
-teacher, Erinç continuously hits me!
-please tell him to stop lean over me!
-Teacher, Cemre went to the corner... She did not get permission for sharpening her pencil?
-Alican do not speak! Teacher! He always talks!"

Most of the students said that they would ask for a logical explanation, if possible, when their friends swear or hit them. They stated that they should ask for an explanation and try to solve the problem among themselves. However, the researcher

observed during the interview that a student hit a female student softly and she objected the researcher stating that

-You ask about fights but my friend has already hit me...
-but I hit very gently! I did not intend you to hurt... we always do this stuff... (From focus group interviews)

As can be seen from this short observation, the students considered some 'little abuses' as a normal procedure. Generally speaking, they experience same treatment in streets, at home and in their classrooms, as well as in the school. As an example, the researcher observed that, the students applied a sort of punishment method in a fifth grade classroom. If the students were not be able to express what they were told or if they did not do their homework, their friends were hitting their hands firmly. Sometimes many of the female students were hurt by the males and they complained. The researcher observed that one of them cried because of this procedure. Interestingly they considered this procedure as a game and they all developed the procedure with the teacher. The students reported that they suggested this rule and the teacher did not have any objection. Although some students were very opposed of such treatment, the teacher seemed to be unwilling to intervene in the process. This rule was first established when they were in third grade and continues for almost two years. Related to this procedure a student told that

...our teacher says us to hit gently but we do not, because we have a hidden competition in the class. This is the result of not knowing a subject... some female students do not like but rule is rule... (S.5, p. 7)

The students reported that they must certainly respect and obey the decisions taken as a group. At first, the term of 'respect' was understood by the students as related to the courses and the procedures that take place in the classroom. For example, two fifth graders stated that if teacher respects, he allows them to stand in front of the board so that they can explain what they did as the homework. If their friends do not listen or do not know what their friend told, they are punished, as described earlier. According to students, if the teacher allows students to play outside, usually in the Physical Education course at playground, this is a sign for the respect for students.

During the focus group with the second group, students stated that they developed a sort of classroom rule with the teacher in relation to the conflicts. Teacher required students that nobody will convey what happened in the classroom to outside. Therefore, they stated that some conflicts can be solved easily through this understanding. A student stated that

Sometimes wrong things happen in the classroom. For instance, a fight occurred in the past and students told this to their parents. This was exaggerated and parents came face to face in the school. Therefore, our classroom established a rule for this. Nobody tells about these events to their parents. We try to solve in the classroom. (S.5, p. 5)

The participants reported some barriers and their negative effects in relation to the effective communication among the school community. Following section deals with these barriers and problems in communication among the school community.

4.2.3.2.1 Perceptions of School Community Related to Barriers and Problems in Communication in the School

The researcher tried to shed light on the barriers stand in communication among the school community, through interviews with participants. The results of the interviews related to major barriers and problems in communication among the school community are presented in the Table 4.25.

Teachers in all grades affirmed that parents did not show interest in establishing effective communication patterns with the school. According to the teachers in the first group, teachers are dominant and superior and no democratic relationships can be established under these circumstances. Many parents do not attend to the meetings. They cannot guide to their children so that their children could develop effective communication skills. Teachers in both groups also explained that parents are ignorant and not very democratic. Their children face physical abuses and they are not given responsibilities or roles at home.

The teachers in the second group also indicated the parents as a major reason behind the missing communication. The boarding system, heterogeneous student population, physically and mentally abused children, increasing violence and media

are assumed to be the major barriers in democratic communication among school community.

Table 4.25

Barriers and Problems in Communication in the School as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Teacher dominancy/ superiority on parents • Parents visit the teacher or school only when problem occurs or a meeting for donation to the school is organized • Many parents do not attend to the meetings or PTOs • Guidance is not provided for parents • Parents are resistant in solving the conflicts with school partnership • Most of the parents are not very democratic/ uneducated and ignorant people • Many children face physical abuses at home • Responsibilities are not given to students 	<ul style="list-style-type: none"> • Major reason in missing communication is parents/ not democratic • Because of the boarding system, the population is heterogeneous, so conflict is inevitable • Many students are insulted, beaten and face physically abuses/ face oppression • Parents do not help to solve their children's problems • Parents do not give responsibility • Negative effect of media/ increasing violence
Parents	<ul style="list-style-type: none"> • Parents do not visit the school and the classroom 	<ul style="list-style-type: none"> • Home and school are two separate sociological units
Administrator	<ul style="list-style-type: none"> • Parents are not comfortable in establishing the relationship with teachers and school • Meetings are only held when a problem occurs, need money for the school or informing parents about students' grades • Very few participation in PTO meetings • Many teachers are against to the existence of parents in classrooms • Being a metropolitan school in a crowded central place/transportation problems • Students and parents with various socio-cultural backgrounds • Lack of parental education/ education level of parents 	

Parents shared the responsibility between the school and themselves related to the missing communication among the school community. A teacher's determination was so interesting in terms of generalization of the obstacles in communication:

home and the school act as two different sociological units in our society...we need to spend our time to get them closer to each other through establishing a strong democratic linkages between the home and school. (T.4, p. 8)

Another parent whose child in the fourth grade stated that the negative relationship among children aroused from the structure of their families. She said that

Why they treat each other negatively? I think they do not know the borders of damaging. Someone throw the pencil toward his friend and another hit his friend even when there is no reason... They do not think of the result. This is because of their families...parents... Because students are the mirrors somehow... (P.4.6., p. 6)

According to the vice-principal, parents did not feel comfortable in communicating with teaches and administration. Many teachers were against the parental existence in classrooms. The school was situated in a crowded metropolitan area; therefore, there were difficulties in transportation. There were also students and parents with different socio-cultural backgrounds and many parents' education level is so low.

After reviewing the findings related to the barriers and problems in relation to communication pattern in the school community, it was inevitable to explore what kind of conflicts occur in the school community and how the resolution occurred.

4.2.3.2.2 Perceptions of School Community Related to Conflict Resolution in the School

As in any part of societies, it is possible to see some examples of conflicts among the school community. The researcher asked participants' views on conflicts and resolution within the school. The participants indicated an urgent need for developing conflict resolution programs and more effective psychological guidance by the school. The major results of the interviews with the school community are presented in the Table 4.26.

Related to conflicts, some teachers stated that conflicts occurred due to the problems in application of some rules and procedures. A first grade teacher reported that discipline rules were heavy and not consistent with democracy education. The discipline council is so rigid against the faults of students and did not give enough defense right for students who committed faults in the school. In solving the conflicts a close contact is needed among related bodies.

According to teachers, most of the conflicts in children aroused from the playground activities and games. Nevertheless, finding appropriate solutions for such conflicts were difficult for teachers since students had various characteristics with different backgrounds. Related to this case a teacher in the second grade stated that

students cannot be satisfied with ten minutes lesson breaks. They are getting angry because they leave the game without having satisfaction. Since our playground is shared by hundred of different students at the same time, they think that may be they will not have a chance to play again in next break. When they enter the classroom, the game continuous in their minds. They continue to argue with each other. They cannot focus on the course...They certainly need play and more playground facilities... (T.2, p. 4)

Table 4.26

Conflict Resolution in the School as Perceived by School Community

	Group I Grades 1,2,3	Group II Grades 4 and 5
Teachers	<ul style="list-style-type: none"> • Partnership is needed between parents • The school need to establish close contact with children • Discipline rules are heavy/ not consistent with democratic procedures • Negotiation and mediation skills should be taught to children • Adults ignore that child is actually an 'adult' • Need for guidance in problem solving • Teachers' rejection/objection to parental involvement in classrooms • Against to discrimination among students • Need to have close relationship with administration 	<ul style="list-style-type: none"> • Partnership is needed between parents and the school • Parents are important in solving the conflicts and problems in schools • Teachers and parents should inform each other about the events • The importance of teachers' mediation/guidance skills in solving problems
Parents	<ul style="list-style-type: none"> • Not much conflicts exist in the school • Too much complaints from the students • The importance of teachers' mediation/guidance skills in solving problems 	
Administrator	<ul style="list-style-type: none"> • The relationship between different background factors and conflicts • Conflict among students always exist • A need for conflict resolution program/ more interaction with Guidance Unit in the school 	

The teachers in the second group also indicated the importance of partnership with related bodies in conflict resolution stating that teachers take the role of guides or mediators in conflict resolution process. They should be fair, consistent and open to accept the decisions of others for an effective democracy and human rights education.

A teacher in the fifth grade recalled a major conflict between two parents stating that

I think it was last year. A conflict or a problem between two children was reflected to their parents. Although they were both university graduate parents, they used swearwords each other on the phone. Our classroom

mother expressed this to me. Students made peace with each other but parents... I saw both parents and talked with them separately. That means, we should not interfere in the process. Students can solve their own problems. (T.5, p. 8)

Other than the case above, parents generally reported no major conflicts among the school community as teachers and administrator did. They shared teachers' common view that students can solve the conflicts among them under the mediation of their teachers. Teachers should not try to solve students' own problems.

Two parents stressed that the teachers should not reveal private issues about their children in the parental meetings. However, they also stated that the classroom community might be helpful in solving conflicts if a systematic procedure is followed. One of the parents stated

There was a parent in our classroom, who physically abuse his children at home. All parents in this class knew this situation.... We also wanted him to know that we know this situation and our teacher revealed this in the meeting. We talked... Then, he got angry with us and left the classroom. We tried to help this family with our teacher. At last, we succeeded... we got together in a social activity and he was very happy, as well as his child. (P.2, p. 6)

In addition to conflict resolution and the efforts of the school community related to establishing a bridge between the teachers and the parents, some of the early grade classrooms (especially 1-3) had a system which is called as 'classroom motherhood' in order to facilitate classroom related issues that needed to be dealt with by the parents and the teachers. Following section briefly gives information concerning this case.

4.2.3.3 Perceptions of School Community Related to 'Classroom Motherhood'

In an afternoon, the researcher visited the first grade classroom before the class began. There was a woman organizing and covering the desk clothes in the classroom. The desk clothes were kept in the cupboards of the students who attended to the school in afternoon period, since all students in two different first grades shared different cupboards and different desk clothes. When she completed her voluntary task, the teacher entered the classroom. They had a conversation related to the desk clothes (covers). Teacher thanked her and she left the classroom.

This was a typical observation as could be seen especially in the first and second grade classrooms in this school. The school has developed its own system that is called 'classroom motherhood', as some other schools did. Classroom mothers, as was explained as a small part of their voluntary work above, were selected by parents and teachers at the beginning of the school year. They generally consist of two different parents who are usually female parents. These parents need to be trustful and have a strong affection to children at early grades. Teachers stated that the help of the classroom mothers were limited. They helped teachers in monetary issues, photocopies, stationery, classroom cleaning, organization of events (cinema, theatre...etc.), and classroom related purchases. For example, the researcher observed in a first grade classroom that two classroom mothers organized the classroom and helped the students. They talked to the teacher and shared their thought with her related to the monetary issues that is related to 23rd of April, Children's Festival. Hence, the classroom motherhood appeared to be crucial at the early ages, as was observed in the 1st grade. However, the advantages were limited. Teachers and administration found this system useful, if the 'mothers' knew the limits and fulfill only their own responsibilities rather than interfering the instructional process. Many teachers stated classroom mothers should not interfere with the classroom activities and they should not exist in the classrooms during the instructional process. Through the interviews with teachers, they appeared to have a strong desire to be alone in their classrooms. The teachers in upper grades stated that classroom motherhood seemed to be acceptable especially for the early grades (1,2,3), but not for upper grades (4 and 5).

4.2.3.4 Perceptions of Parents Related to Parental Involvement in the School

The participants were specifically asked whether they were invited for any decision in any topic to the school. Parents shared the idea that they had never involved in any decision making process in the school. They also reported that decisions were made at the top and implemented without asking to any parents. They complained that they were called when there is a problem with their children or if donation is needed. Many participants also stated that even if they were called to the meetings they did not have time since they were all working families. However,

according to a parent, the teacher in the fourth grade invited parents who showed their interests for any issue in the classroom. The teachers tried to use their expertise or knowledge for the good of the classroom. A parent stated that

we decided to have planning activities together with our teacher at a parental meeting. Parents voted for the museum, date and transportation... An idea was shared and decided. It was very democratic. We shared the process with students and teachers. We went to MTA Museum altogether. Then we evaluated this visit altogether again... Everybody was happy. (P.4.4, p. 3)

Parents in the second group admitted that majority of parents did not have enough information about what the PTO is for. There has usually been a weak linkage among the parents in the school community. They expressed that PTO is very passive in the decisions made for the school. Schools need money and MONE cannot support the schools sufficiently. Therefore, the school tried to cope with this disadvantage by the donations from the parents who had a demand to send their children to this central and rooted school. Parents who do not reside in the area where the school situated have to donate, sometimes, huge amounts, for their children.

Parental meetings are important but it is seen only as a 'procedure' or a 'routine' by majority of the parents. The researcher attended to a parental meeting in a first grade classroom. It seemed that most of the parents attended the meeting in this day. Some parents who were familiar with each other had conversations related to the purpose of the meeting. They all guessed that the reason was monetary issues and when the teacher entered the classroom, they all got silent. The main topic of the meeting, as guessed by the parents, was the monetary issues concerning the expenses of being a CLS classroom in the school. The teacher severely warned some of the parents who were not willing to pay for their contributions for the classroom. Two parents stated they were not be able pay the amount and the parents decided to share this amount as the classroom. Besides, the teacher also went on stating that no parents will be accepted within the classroom, except for the classroom mothers. All parents had to leave their children in the hallways or out of the school. Parental involvement in the classroom was strongly prohibited by the school administration since the students had difficulties with getting used to the environment and to the classroom community. The teacher appeared to be only authority during the conversation with the parents. The speech of the teacher was also so cutting and none

of the parents objected to the rules and other issues stated by the teacher. When they left the classroom, all were so silent, unlike the beginning of the meeting.

4.2.4 ‘Democracy and Human Rights’ in Textbooks Used in the School

After collecting the perceptions of the members of two school communities through interviews, and observing teaching and learning process related to democracy and human rights education, the researcher analyzed the textbooks in which democracy and human rights issues were presented. After examining several textbooks in the first stage of elementary schools, the researcher and his supervisor decided to dwell more upon the Life Studies, Social Studies and Turkish textbooks that include democracy and human rights related issues in terms of their content. During the interviews with participants, especially teachers and administrators stated that these issues are emphasized heavily in those textbooks. Therefore, only Social Studies textbooks were analyzed for the Moonlight Elementary School since all six grades in the first stage of elementary schooling do not differ in Social Studies textbooks. Life Studies in the grades of 1 to 3, Social Studies in the grades of 4 and 5, and Turkish textbooks in all five grades were taken into consideration and were analyzed in Sunshine Elementary School.

The textbooks were analyzed based on subject and content criteria, as was stated by Ceylan (2004). The results of these brief analyses are presented in the next section.

4.2.4.1 Life Studies and Social Studies Curriculum and Textbooks in Sunshine Elementary School (SES)

As many participants in the MES, the teachers, parents and the administrator of SES expressed that they mainly benefited from Life Studies and Social Studies textbooks in democracy and human rights education. Therefore, Life Studies in the first three grades and Social Studies textbooks in the fourth and fifth grades, along with their curriculum, and Turkish textbooks in same grades were analyzed taking account of their content.

4.2.4.1.1 Life Studies (Grades 1, 2, 3)

Life Studies can be defined as a first course that children encounter in gaining necessary behaviors and skills so that they can become fully effective citizens in the society (Akinoğlu, in Öztürk & Dilek, 2003). Sönmez (1999a) defines Life Studies “as a process of establishing relationships among the natural, social reality, arts and value systems and dynamic experiences obtained at the end of this process” (p. 10).

This course aims to prepare children to the life and to make them aware of the natural sciences and social sciences in a single course. Therefore, science, geography, citizenship and biology fields are merged in this course through the Gestalt understanding. This course also consider ‘from close to far’ approach. Democracy, human rights and other citizenship concepts are not taught as separate courses directly at primary level. Through an interdisciplinary approach, Life Studies acts as a preparatory course for Social Studies at elementary level, and Democracy and Human Rights and Citizenship and Human Rights Democracy courses at secondary level.

The general objectives of the Life Studies curriculum were stated in the curriculum as follows:

- Knows cultural values of Turkish nation.
- Knows general characteristics of the principles and reforms of Atatürk.
- Aware of the current social events in the country and the world.
- Understands the importance of family life.
- Aware of the benefits and gains of school life.
- Develops the habit in cooperation and solidarity.
- Develops the habit in comply with the societal rules and fulfill responsibilities.
- Takes care of environment and develop the habit in preserving living and lifeless beings.
- Develops skills in being conscious consumer.
- Have respect and affection for Atatürk and humanity.

Some of the instructional objectives related to democracy and human rights education in first, second and third grades were as follows:

- Knows the parts of the school and roles of the staff.
- Knows and comply with school and classroom rules.
- Participates to the election procedures in the classroom.
- Takes care of establishing positive relationships with others.
- Aware of the importance of Republic.

- Knows and appreciate the reforms in Republican Era.
- Aware of the contributions of Atatürk to Turkish nation.
- Explain the roles and responsibilities of the members in his/her family.
- Knows how to develop positive relationships with neighbors and relatives.
- Comprehend the importance of solidarity in daily life.
- Knows the rules and procedures in transportation and in traffic.
- Knows how to communicate.

Life Studies curriculum states that the relationship with Turkish, Mathematics, Art and Physical Education should be considered during implementation of Life Studies content. Field visit and observation should be used in order to achieve the objectives. Environment and characteristics of students should be considered in planning field visit and environmental observations. Related books, brochures, newspapers, journals...etc. can be benefited in Life Studies courses. Art, songs, puppets, role-playing, visitors, story-telling and rhythmic activities should be used. The curriculum especially indicates that Atatürkism will be emphasized in Life Studies course, as was done in other courses, as a requirement by Board of Education in 1999.

All units in Life Studies textbooks start with a ‘preparation’ and end with a few ‘evaluation’ sections. These sections mainly consist of knowledge or comprehension level questions, as was required from students repeating answers that was already given in the texts. For example, ‘what are the roles in establishing school order?’ or ‘what are the rights and freedoms that we have?’ All units also end with a ‘Unit Test’ consisting of some multiple choice, true-false and completion type items. Most of the items consist of knowledge level questions.

The content and topical outline of the textbooks in first three grades is very similar. All Life Studies textbooks in three grades begin with the unit of ‘Our School was Opened’, then first and second grade textbooks deals more with school and classroom issues followed by ‘Republic Day and Atatürk’. Third grade Life Studies textbook, immediately after the first unit in first two grades, continues with ‘Conscious Consuming and Productivity’. This unit also covers a text related to consumer rights. However, the textbook only gives two questions and these questions are at knowledge level.

Topical outline of the first grade is as follows:

UNIT 1	Beginning to the School
UNIT 2	Participation to Classroom Activities and Sharing Responsibilities
UNIT 3	Republic Day and Atatürk
UNIT 4	I and My Family
UNIT 5	Year and Its Parts
UNIT 6	Sun and the Earth
UNIT 7	Growing Healthy
UNIT 8	23rd of April: Our Festival
UNIT 9	Living Beings in Our Environment
UNIT 10	Summer Vacation

In the first two units, the school and classrooms are introduced. The students are also expected to gain necessary skills related to cleanness, ownership of the belongings of their classrooms, respect, courtesy, etc. Second unit deals with the issues related to classroom elections, rights and responsibilities of educational clubs, democracy in play, respect, tolerance, cooperation and free expression of ideas. All pages in the textbook have big pictures/drawings maintaining main themes. The students experience the election system and they learn how to name or be named for educational club elections. Roles and responsibilities of clubs, presidency and vice-presidency are clarified. Then, through illustrated pictures, democracy in games is taught. In short, in the first grade character education and democracy education is aimed through first two units, as was done in the first two units of second grade textbook. However, all statements are based on an understanding of ‘giving advice’, such as ‘we should put rules for games; we should obey the rules; lets’ be cheerful; we shall accept our mistakes; we should apologize, lets’ play together and so on.’ Unit nine also deals with to be respectful to the nature and environment.

In this textbook, there are also gender roles assigned by the authors. For example, a teacher is always female and a servant is male. Although the text states that mother and father both work, mother always cooks and serves the foods at home. These views are supported through some illustrations in the textbook.

The topical outline of the second grade textbooks is as follows:

UNIT 1	Beginning to the School
UNIT 2	Solidarity/Cooperation in the School and at Home
UNIT 3	Republic Day and Atatürk
UNIT 4	Growing Healthy
UNIT 5	Vehicles and Traffic
UNIT 6	Communication
UNIT 7	I see and hear
UNIT 8	National Sovereignty and Children Day

- UNIT 9 Living Beings in Our Environment
- UNIT 10 The Earth and Space
- UNIT 11 Summer Vacation

Democracy and human rights are introduced after the first unit in the second grade Life Studies textbook. The authors present two questions as a preparation for the unit. First question is ‘How to do elections in educational clubs? Explore...’ and the second question is ‘Investigate the benefits of cooperation’. ‘Democracy in the school’ section covers such sub-headings:

- A Democracy in the School
 - 1. Cooperation in the Classroom (Sınıfta İşbirliği)
 - a. Classroom Presidency (Sınıf Başkanlığı)
 - b. Educational Clubs (Eğitici Kollar)
 - c. Classroom Duty (Nöbet)
 - 2. Our Responsibilities in the School
 - a. Self-responsibilities (Kendimize Karşı Sorumluluklarımız)
 - b. Responsibilities for Our Friends (Arkadaşlarımıza Karşı Sorumluluklarımız)
 - c. Responsibilities for Our Teachers (Öğretmenlerimize Karşı Sorumluluklarımız)
 - d. Responsibilities for other Staff in the School (Diğer Görevlilere karşı Sorumluluklarımız)
 - e. Responsibilities related to School Rules (Okul Kuralları ile ilgili Sorumluluklarımız)
- B Democracy at Home
 - 1. Sharing the Responsibilities at Home (Ailede sorumluluk Paylaşımı)
 - 2. The Relationships among Family Members (Aile Bireyleri Arasındaki İlişkiler)
 - 3. Needs and Wants (İhtiyaçlar ve İstekler)
- C Human Rights, Freedoms and Responsibilities
 - 1. Freedom of Communication
 - 2. Freedom of Press
 - 3. Freedom of Education
- D Responsibilities of Citizenship

Beginning from the first unit to the last one, democracy and human rights were given in an understanding of ‘from closer environment to far one’ and ‘from known to unknown’. Students learn that democracy exist in the school, at home and throughout the country.

Third grade Life Studies textbook also starts with ‘Our School was Opened’ unit. This unit covers similar topics with previous textbooks in former two grades, such as school, classrooms, educational clubs and election in the classroom. Then, it continues with ‘Conscious Consuming and Productivity’ unit, explaining the needs and wants, conscious consuming, our rights as consumers and related governmental or non-governmental institutions that people may apply in case of violation of these rights. Preparation activity starts with ‘explore your rights as a consumer’ and the text again ends with two evaluation questions that are also in knowledge level.

The textbook also covers separate sections in human rights and citizenship issues in the unit of ‘Social Life’. This unit explains why social life, social institutions, rights and responsibilities, human rights and citizenship responsibilities are necessary. In page 93 and 94, ‘Universal Declaration of Human Rights’ and ‘Convention on the Rights Child’ are introduced briefly in an understandable manner. ‘Respect the Rights of Others’, ‘Respect the Traditions and Rituals’ and ‘Social Cooperation’ sections also inform students about democracy and human rights.

‘Citizenship Responsibilities’ section covers the rights to elect, to be elected, and the military service. The first section informs students about the election process and next section gives brief information about military service and the reasons. Last statement in this section is seen very important by the researcher since there is no reason to state it for these grades: ‘Every Turkish soldier is ready to die for the country and nation!’ (p.101)

Topical outline of the third grade Life Studies textbook is as follows:

- UNIT 1 Our School was Opened
- UNIT 2 Conscious Consuming and Productivity
- UNIT 3 Republic Day and Atatürk
- UNIT 4 The Place where We Live
- UNIT 5 Social Life
- UNIT 6 Growing Healthy
- UNIT 7 Living Beings in Our Environment
- UNIT 8 The Earth and Space
- UNIT 9 National Sovereignty and Children Day
- UNIT 10 Substances & Elements in Our Environment
- UNIT 11 Movement and Power
- UNIT 12 Summer Vacation

4.2.4.1.2 Social Studies (Grades 4 and 5)

Social Studies is a course designed based on interdisciplinary understanding to teach all information related to social life. History, law, education, anthropology, economy, geography and sociology are some sources for Social Studies. This course is designed on the basis from close to far; from simple to complex and from concrete to abstract (Sönmez, 1999b).

Social Studies curriculum and textbooks also cover the topics related to Atatürkism as was seen in Life Studies and other textbooks in elementary grades. The general objectives of the Life Studies curriculum are stated in the curriculum as follows:

- Knows the environment, country and the world.
- Knows the administrative organizations in his/her region and in the country.
- Develop an awareness of environment and acts for this purpose.
- Develop affection and respect for the nation, flag, soldier, and humanity.
- Develop habits in having responsibility, cooperation and solidarity.
- Establishes social relations with others in society.

Some of the instructional objectives related to democracy and human rights education in first, second and third grades are as follows:

- Knows the roles and responsibilities of families.
- Knows the necessities for democratic life in the family and in the school.
- Aware of the importance of social life and rules designed for the social life.
- Knows the rules and procedures in democratic social life.
- Comprehends the importance of the place of Turkish women in the society.
- Knows the characteristics of pre and post Republican Era of Turkey.
- Understand the importance of having tolerance for different religions, beliefs or traditions.
- Knows the (mission of) Grand National Assembly of Turkey.
- Knows the ways in solving environmental problems.

Fourth grade Social Studies textbook starts with the unit of ‘Family, School and Social Life’. In this unit firstly family is introduced and the importance of family, respect and tolerance among family; cooperation; family budget, and

democratic life in the family are the sections contributing democracy and human rights education. As was placed in the Life Studies textbooks of first three grades, school and school life is presented briefly. ‘Democratic life in the school’ and ‘school-family partnership’ sections include several statements indicating the importance and nature of democracy and human rights. For example, democratic education is explained stating that

Democracy education starts at home and continues in the school. Our parents only cannot be so successful in this field. The school completes these gaps. Democracy education that we took in the school is reflected into society. (p. 33)

In the ‘School’ section, the importance of educational clubs and the role of them in democracy education; respecting the ideas of others and tolerance; classroom elections, rights and responsibilities are also stressed in texts in the first unit. The section eight also indicates the importance of teachers and teaching staff stating that ‘teacher is one of the fundamental sources in realization of democratic education’ (p. 34).

After the ‘Family and School’ passage, social life and democratic life in the social life is illustrated through a picture in the text. The importance of affection, respect, cooperation and solidarity is exemplified through social life, War of Independence (Kurtuluş Savaşı) and sociology. The author also mentions about the rights of disabilities through an illustrative drawing. The roles and rules in social life and the Turkish woman in society and work life is introduced through the speeches of Atatürk. At the end of the unit fifteen questions related to the unit were presented under the title of ‘Evaluation Questions’. Most of the questions are at knowledge level and very few of them are at comprehension level. All answers of the questions can be easily found in related texts since all students are directed just to repeat what was written in the section.

The Social Studies textbook of the fifth grade mainly deals more with history and geography. First unit is ‘Country and Nation’ and it presents the love of country which consists of various components related to a nation. Several characteristics that may be attributed to any nation in the world were considered as main characteristics of Turkish nation and presented with some related speeches of Atatürk, such as

diligence, tolerance, benevolence, bravery, hospitality, and respect to elder and affection to young people.

‘How We Established the Republic?’ unit deals with the importance of Turkish revolutions and the importance of them, Atatürkism and his principles and the life of Atatürk. ‘The Importance of Natural Environment and Problems’ section in the third unit (Our Beautiful Homeland: Turkey/ Güzel Yurdumuz Türkiye) and ‘Solutions to Environmental Problems’ unit deals with the roles and responsibilities that the state and people should have sensitivity related to environmental issues.

4.2.4.2 Turkish Textbooks (Grades 1-5)

The Turkish textbooks consist of several texts, poems and selected proeses from selected poets and writers. In the first text ‘I love to Read/ Okumayı Seviyorum’, the authors present a section (Let’s Read, Understand and Respond/ Okuyalım, Anlayalım, Cevaplayalım) related to importance of listening skills in a respectful environment. Some important issues related to democracy and human rights education in the Turkish textbooks of 1st, 2nd and 3rd grades are presented as follows:

First Grade

- In a conversation the students are advised not to cut off the conversation and they are advised to get permission (p. 11).
- Related to the text in Republic Day, the author asks the question of ‘why is it important to be free? Discuss in the classroom’ (p. 30).
- ‘We all love our parents and ancestors, we respect them. Why is it so important?’ (p. 55)
- ‘How to behave at home?’ (p. 59)
- Related to a fable text, the authors ask students that why it is important to be benevolent? And why we should not despise the people? (p. 105)

Second Grade

In the second story of the textbook, the authors ask through ‘Investigate, Learn’ section that ‘how friends should behave each others?’ (p. 13). Related to same story, the students are informed that the people who have affection, understanding

and respect are friends... ‘Why friendship is so important?’ question is asked in the last section (p. 16).

The authors present a poem related to the children in the world indicating the importance of friendship, solidarity and peace regardless of considering gender, race and beliefs. Prior to the poem, the authors ask that why it is important to educate children as good human beings. Some statements and questions related with democracy and human rights issues are presented below:

- In the ‘Republic’ (Cumhuriyet) text, the authors mentioned about military service and right to elect and to be elected (p. 28).
- What do you think about an ideal/model person? (p. 80)
- Why it is important to love people? (p. 113)
- How we should behave in the school? Talk with the class (p. 116).
- What are the damages of bad words? (p. 134)
- The things that we do in order to make environment clean / Why we should take care of our environment? (p. 142)

Third Grade

The third grade Turkish textbook also covers forty reading texts including various proses and poems. In ‘Letter/mektup’ passage, the authors ask students to ‘investigate and learn’ about how members of a family cooperate and share the responsibilities. According to ‘Read, Understand and Respond’ corner, listening without interfering is a necessity for understanding.

The authors of the textbook placed a text related to ‘Democracy’ in the page 23. Prior to beginning of the text, the authors require students to investigate what the citizenship rights are. After asking students some questions related to the text, the authors present explanations related to the nature of democracy and ask that

what are other rights of the people? In the passage you have read, the rights of people in a democratic society are mentioned. What should we do in searching for our rights? Discuss in your class. (p. 23)

There is another section related to the content of the passage, titled as ‘The Little Writer’s Corner’, stating that

how do we fulfill our rights and responsibilities in election system? Learn from your parents. Write these on your notebooks... (p. 25)

In the passage of ‘Republic and Equality’, the authors placed a conversation text consisting of different concepts related to citizenship such as republic, society, sovereignty, president and member of parliament. The authors asks that ‘what are the other governmental types other than republic? Investigate and discuss in the class’ in the ‘Think, Discuss, Talk’ section. ‘Little Writer’s Corner’ also requires students to write down what are the freedoms and rights obtained through the Republic.

In the passage of ‘The Importance of Solidarity/Cooperation’ (Dayanışmanın Önemi), the authors indicate the importance of responsibility and cooperation issues (p. 53).

Fourth Grade

The fourth grade Turkish textbook also covers many texts and poems aiming at character development of children as were seen in other Turkish textbooks in former grades. For example, ‘My First Days in the School’ (Okuldaki İlk günlerim) passage indicates the importance friendship and sharing (pp. 9-10).

‘First Villager Woman Member of the Parliament’ passage firstly asks students to investigate what sort of rights the women gained through Republic. Then the text is presented. In the ‘think and talk’ section, the authors require from students that

Discuss about the situation of Turkish women before and after the Republic. During the discussion, listen to your friends ideas and respect them. Do not intervene into the discussion unless it is your turn! (p. 18)

The textbooks mainly mention about democracy and human rights in topics of Republic, Atatürk and War of Independence related texts. ‘Republic Day’ (Cumhuriyet Bayramı) passage (p. 50-51) presents the importance of being a Republic for a country by comparing the differences of Sultanate with Republic through a conversational text. After the students read the passage, the authors require students to understand the differences between two different administration forms. Besides, they are asked that who elect or assign the members of parliaments and the president, and the characteristics of a good administrator.

‘The Way to Peace’ text starts with an investigation question for students: What is tolerance? Why is it important to be tolerant? Explore and learn (p. 105).

Tolerance, peace, respect to different beliefs and traditions are stressed out in the text by giving an example of a speech by Atatürk: ‘Peace at Home Peace in the World’. In the section of ‘Read, Understand and Respond’ section, the authors present a few questions related to the tolerance, peace and respect themes:

How traditions and rituals exist?
What are associated factors related to living in peace and comfort?
What are our gains in being tolerant? (p. 106)

Fifth Grade

Through ‘The Place where We Prepare to Life’ (Yaşamaya Hazırlandığımız Yer) passage, the authors question the importance of schools and school life. The authors require students to discuss the characteristics of education before and after the Republican era.

‘Peace’ (Barış) is a passage consisting of a conversation taking place among a family. Prior to the text, there is an investigation question for students: what should be done for establishing the world peace? Explore (p. 20). The conversation consists of two speeches of Atatürk related to peace and harms of war and students are required to write their reflections in three paragraphs.

‘Good Citizen’ (İyi Vatandaş) passage also consists of a conversation related to human rights and freedoms. This section starts with a question requiring students to search the rights and freedoms of people from various sources. The conversation takes place between two parents and a child. ‘Country, citizenship, Atatürk, how to be a good citizen, rights of people, freedoms and Republic’ topics are introduced through this conversation. The authors also require students to reflect their opinion related to the issues mentioned in the text stating that

people in Turkey obtained many rights and freedoms through establishment of Republic by Atatürk. Shortly write the importance of these rights in practice and explain. (p. 32)

There are some texts related to environmental awareness in Turkish textbooks in all grades. ‘The Goal Unity’ (Amaç Birliği) passage deals with environment, animals and all living beings by establishing a linkage through respect and tolerance among them. ‘Explore, Understand’ section starts with the question of ‘why

environment issue is important for humanity?’ (p. 92). ‘Little Writer’s Corner’ states that ‘if you were an ecologist, what kind of solutions would you offer in relation to air and environmental pollution?’ (p. 94)

‘A Snowball’ (Bir Kartopu) (p. 95) text aims to teach how and why to apologize, self-respect and respect for others that are considered very important for democracy and human rights education, as was stated by many participants in two different cases in this research.

‘Turkish Women’ text starts with a preparatory question for students: ‘what kind of rights Turkish woman obtained with Republican Era?’ (p. 99). The text mainly presents information on Atatürk and Turkish women and states that the equality between two genders was provided by efforts of Atatürk who is the founder of modern Turkey. ‘Little Writer’s Corner’ (p. 101) gives brief information regarding o democracy and asks students that what they would like to do if they are elected in the future.

Other crucial issues related to democracy and human rights in the fifth grade Turkish textbook are as follows:

- The importance of communication and press (pp. 125-126)
- Honesty (pp. 149-150)
- The mission of the state for citizens (p. 152)

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions and implications for democracy and human rights education and for further research.

5.1 Conclusions

As Wade (1992) states that effective democracy and human rights education begins at elementary level, when children are open to experience and appreciate the differences. Moreover, teaching democracy and human rights in early grades at the elementary level seems to be difficult but a challenging task. Perceptions of the members in the school community and their pre-existing beliefs and attitudes; school's and classroom's culture and values developed through the learning experiences of the school community, and the techniques, methods, materials and textbooks used by the teachers are some of the main themes derived from this study in relation to democracy and human rights education. The results of the study showed that educators who wish to be successful in this endeavor should take into consideration all the major themes derived from this research.

In line with previous chapter, Chapter 4, the conclusions and discussions of the findings are presented under four general headings as parallel to the research questions: the perceptions of the school community related to democracy and human rights education in elementary schools; teaching and learning process related to democracy and human rights education in relation to instructional planning, implementation and evaluation procedures in elementary schools; the effect of culture, values and atmosphere of the school in relation to democracy and human rights education in elementary schools, and the analysis of written sources and

textbooks in relation to democracy and human rights education in elementary schools.

Although this research consisted of the study of two different cases, only the results of the main research are summarized, interpreted, and discussed in this chapter. As was explained previously, the preliminary research in MES was carried out only for the purpose of gaining experience and insights for the main research. In this chapter, the researcher takes into account only the results of main study and the major themes derived from it.

5.1.1 Conclusions Related to the Perceptions of School Community with Regard to Democracy and Human Rights Education at Early Grades

In order to find an answer for the first research question, teachers, administrators, parents and students were interviewed and the findings were discussed under the light of related literature.

5.1.1.1 Perceptions of School Community Related to the Meaning of Democracy and Human Rights

As was stated by Wade (1992), many educators deal with democracy and human rights education indicates that students need to understand the facts and concepts of democracy and human rights, first of all. Thus, teachers, students, parents and vice-principal were interviewed to identify their concepts of democracy and human rights. Analysis of the interview scripts revealed that freedom of expression, equality and having responsibility are the key concepts to define democracy and human rights, as expressed by all of the participants.

Teachers seemed to be more fruitful in defining democracy and human rights than others since they are the major actors in democracy and human rights education in schools. This showed that teachers did not have misconceptions related to democracy and human rights concepts. While some teachers defined democracy and human rights as self-confidence and self-respect, respecting and trusting people, sharing with them and transparency, parents stressed the importance of tolerance and respect. The administrator and a few parents commonly stated that democracy consists of various alternatives and choices. Especially teachers tended to

conceptualize democracy more with citizenship and government issues. Administrator and most of the teachers stated that democracy and human rights understanding is a life style and these are living concepts in a democratic society. Spreading democracy and human rights can only be achieved through education. All these definitions are consistent with related literature. For example, Wade (1992) summarized the concepts mentioned in the literature related to democracy and human rights as freedom, equality, dignity, justice, peace, discrimination and democracy

Figure 5.1 briefly depicts conceptualization of democracy and human rights by the participants.

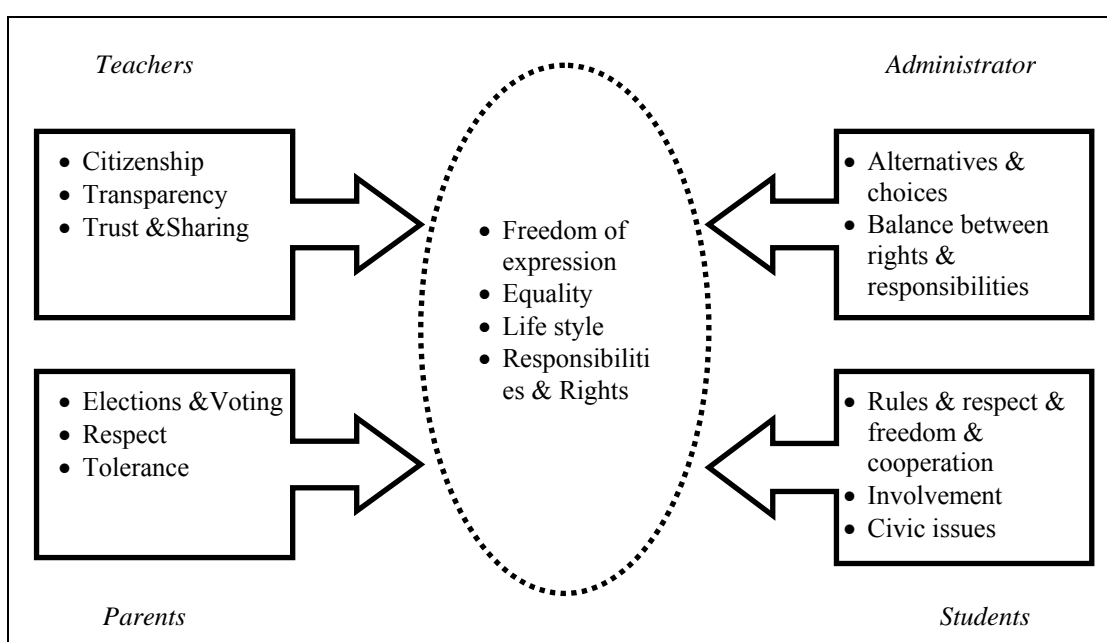


Figure 5.1 Perceptions of school community related to the meaning of democracy and human rights.

Students in lower grades (1 to 3) mainly established a linkage between democracy and necessity of rules. Besides, these students were aware of the fact that rules and responsibilities are closely connected to each other. Through a two-page illustrated case provided by the researcher, almost all students agreed upon the common and accepted definition of ‘democracy’. Thus, it can be concluded that the students in all grades were aware of what democracy is and what kind of basic rights people have in theory. All students agreed on the idea that rules are necessary for the school system as well as for any society. The students generally accepted that the nature of classroom rules is interrelated with the characteristics of teachers. The students thought that freedom is strongly linked to democracy. They can learn

democracy and human rights through classroom elections and voting system for class and club representatives in the school.

The students' responses in upper grades (4 and 5) were relatively mature in defining democracy and human rights as was expected. According to most of the students, democracy has also borders and the rights can be used within these borders. Democracy can be learned best in a democratic system. This system gives priority to human beings. Rights can be used in a system consisting of freedoms.

According to the related literature, democracy and human rights education is seen by many people and educators as the primary goal of education, as was also stated by most of the participants in this research. This sort of help in elementary education targets developing basic values and skills. The literature on these values and skills asserts that acceptance of differences, respect for others, taking responsibility, active listening, consensus building, and conflict resolution are some of the values and skills that are intended to be established through democracy and human rights education (Elbers, 2000, cited in Tibbitts, 2004; Tibbitts, 1997). Thus, the responses of the participants and the related literature describing the values and skills in relation to democracy and human rights seemed to be parallel.

5.1.1.2 Perceptions of School Community Related to the Importance of Democracy and Human Rights Education at Early Grades

With respect to the rationale for democracy and human rights education in the first stage of elementary education, analyses of interviews with the participants revealed that the ages of 7-12 seem to be crucial for teaching democracy and human rights to sustain democratic societies. This was supported by Torney and Schmidt-Sinns (1980, cited in Wade, 1992) stating that the middle childhood years are considered by many educators to be critical for the development of attitudes toward social, global and civic issues.

Some parents and teachers specifically expressed that students in these ages are addicted to their autonomies. Solomon et al (2001) also relates student self-direction, autonomy and instructional process stating that self-direction are characteristics of constructivist classrooms and environments that have close links with concepts of democracy and human rights. However, the classrooms observed in the school do not reflect constructivist characteristics stated by Solomon. The variety

of programs and approaches that Solomon et al mention exert positive effects on students' sense of community, moral reasoning, democratic values and positive behavior. Therefore, teachers should promote student autonomy and self-direction and create such learning opportunities in constructivist classrooms.

The teachers stated that school and parents have a crucial role to play in democracy and human rights education. Therefore a strong home-school partnership is needed for an effective democracy and human rights education. Through this partnership, families and school will provide an effective character education as well. Thus, developing positive character in children at primary level was seen as important field by teachers, parents and administrator.

Parents mainly indicated the importance of developing communication skills of students as a primary mission of an elementary school, since people best experience democracy through advocating their rights in a free atmosphere. So, the primary stage of elementary schools should develop the literacy and communication (speaking-listening) skills of students. Home and school partnership was also considered as another aspect by the parents.

The interviews with participants indicated that one of the first barriers in effective democracy and human rights education is 'multicultural' or 'heterogeneous' structure of the student population in this school. In fact, this opinion was commonly shared by all participants in the research. However, related literature and the results of the preliminary study confirmed the idea that democracy and human rights education promotes and celebrates the differences. This should be regarded as the 'richness' and genuine democracy and human rights understanding by the school community.

Many of the parents and teachers complained about low educational levels of parents, especially mothers, economical conditions of families and patriarchal structure of Turkish society. These findings are similar to what Doğanay (1993) asserts that educational, societal, demographic and family structure, inadequate conditions in economy, educational system itself and instructional process in our schools are some of the major obstacles in creating a democratic society in Turkey.

5.1.1.3 Perceptions of School Community Related to Democratic Classroom, Democratic Teacher, Democratic School Administration and Democratic Family

With respect to democratic classroom, analysis of interviews done with the teachers revealed that a democratic classroom consists of free interaction and active participation, freedom of physical movement and comfortable physical atmosphere for students. Only the teachers defined the characteristics of a democratic classroom directly. The responses of the parents and the administrator also partially consisted of some characteristics of a democratic classroom as stated above. In line with these characteristics, Kira (1999), attributing to some educators' (Apple & Beane, 1995, cited in Kira 1999; Mosher et al., 1994) views, states that democratic schools typically have democratic relations, democratic classroom management (Saban, 2000) and democratic school governance, thereby giving students chances to take responsibilities for their own education. However, most of the parents reported that the school administration is highly far from this understanding. Although some projects initiated by the MONE, such as School Councils project, opened the way of student involvement in decision-making in the school, this is still far from the envisions of Dewey on democratic schooling. However these attempts might be called a cornerstone of democratic schooling idea in Turkey, although the school principal stated that democratic school idea can only be seen in the American movies.

Some participants, especially the teachers, dwelled more upon affective characteristics of the classrooms. These findings are parallel to Holmes's (1991) statement. He advocates that democratic classrooms reflect rights, responsibilities and respect for self and others. Education in typical democratic classroom atmosphere promotes children to have opportunities to practice group life and communication with others. Educational clubs, elections in the classroom for the class representative and other student-centered activities showed that the classrooms somehow reflect the characteristics of democratic classrooms stated in the literature. As the documents of Council of Europe and Institute for Democratic Education (cited in Wade, 1992) state that teaching about democracy and human rights will be more meaningful if it is accompanied by the attempts of "democratization of school life and of relationships between pupils and the administration and teachers" (p. 8).

With respect to the characteristics of democratic teacher, analysis of the interviews with the teachers, the parents and the administrator revealed that democratic teacher is knowledgeable in his/her field in the first place. With regard to the knowledge of democracy and human rights in the field, Wade (1992) cites several educators (Heater, 1984; Henry, 1985; Lister, 1981, 1984; Totten, 1986; UNESCO, 1980) stressing that when studying democracy and human rights education students need to understand the concept of democracy and human rights. Therefore, teachers are expected to be knowledgeable about these concepts and about how to teach best.

The results of the interviews with participants also showed that a democratic teacher does not discriminate among students, always includes students in decision-making process and establishes close linkages with parents in relation to this process. According to Radz (1980, cited in Wade, 1992), democratic classrooms and democratic teachers involve students in decision-making in their learning, rule making, cooperative learning and freely sharing their ideas and opinions. Besides, Patrick (1995) asserts that democratic teachers emphasize interactive learning tasks in which students are challenged for achieving the expectations of the community. The results of the interviews with participants also indicated that love and affection by teachers in learning environment is crucial for effective teaching and learning process. Maboçoğlu (2000) also stress the importance of affection in schools by citing Rousseau's view that the nature was created so that people can love children and the humanity.

Effective communication was one of the key characteristics in defining democratic teacher since teachers should develop listening, conflict resolution, and empathy skills. Transparency, respecting ideas of students, promotion of student initiative and classroom democracy were also stated by the teachers in upper primary grades. These findings mirror the related literature (Council of Europe, 1985; Heater, 1984; Lister, 1981, cited in Wade, 1992), describing important concepts for democracy and human rights, such as freedom, equality, dignity, justice, power, conflict, discrimination, peace, democracy and self-determination. However, teachers should be careful in teaching these concepts since most of elementary students are still concrete thinkers (Wade, 1992).

One of the main points the administrator stated was that democratic teachers should devote themselves to the teaching profession, since one of the very natural

rights of children is to get valuable and quality instruction. These findings are parallel to the views of Mullins (1997), who states that teachers' qualities make difference in teaching democracy and the personal dimension of democratic teacher identity is strongly bound to his or her moral philosophy and political thoughts. The administrator went on stating that following Atatürk and his principles should be an obligation in defining democratic teachers. This view was actually shared by all participants since the main mission of the school is to employ and graduate people who have a full of faithfulness of Atatürk and his principles that enlighten(s) the politics of national education.

Parents mainly indicated as characteristics of a democratic teacher that s/he provides guidance and is a democratic model for students. A democratic teacher sets an affective environment, provides consistency, guidance and equality for parents, as well as for students, and takes care of individual differences in the instructional process. The parents, especially in the second group, addressed that a democratic teacher never applies physical abuse and insults students. This seemed to be understandable since majority of the physical abuse information came from the parents whose children were in upper grades, although these were minor events at many times. They reported that their children were most likely to face these negative events because of their developmental characteristics. These results are parallel with those of various studies (Aviram, 1987, Campbell & Farrell, 1985; Sanders & Wiseman, 1990; Swadener, 1988; cited in Tibbitts, 2004) stating that effective teachers establish intimate relationships with parents, have respect for the family's culture when interacting with parents, find out as much as they can about each child's experience and family situation that can help them understand and meet the child's needs.

The participants also stressed that a democratic teacher gives priority to teaching the life itself, not just the theory. This seemed to be parallel with what Gerzon (1997) states that the inevitable mission of democratic teachers should be allowing students practicing democracy in schools, in line with Dewey's thoughts indicating that schools are micro-communities where students are provided genuine learning experiences about how real community works.

With respect to the characteristics of democratic family, analysis of the teacher interviews revealed that most of the characteristics defined by the participants were similar to the characteristics of democratic teacher, except for the

responses of considering the ideas and natural rights of children and valuing them. Upper grade teachers also made a point that democratic family is consistent with their decisions and they are trustworthy. Parents also mainly indicated that existence of free expression of ideas in families is an indicator of a democratic family. The parents whose children attend the 4th and 5th grades especially pointed out that there is a need for developing an affective environment in a democratic family since children need affection, close interest, and love. They consider their children as unique human beings and they include children in decision-making processes, as they expressed the same views for the democratic school.

According to parents, a democratic school gives priority to the partnership of the school and the home. Parents in the second group also provided detailed answers stating that a democratic school organizes social activities, establishes an attractive school environment, and respects and serves the school community. The administrator thought that the idea of a democratic school is not impossible, though it requires substantial effort and commitment. She concluded that democratic school is transparent and instructional process in this school is authentic. Hahn (1999) states that a democratic classroom and school climate is one in which students are encouraged to investigate and express diverse views on social issues, experience democratic dialogue and open inquiry in classrooms. However, the observations in the classrooms showed that instructions especially in social studies were dull, didactic and dominated by lecture of the teachers and a few presentations by groups of students who recite everything in the textbook without thinking and adding their original thoughts. Textbooks are read out by the students in their desks, in rows facing the teacher, and in front of the board.

5.1.1.4 Perceptions of School Community Related to Ideal Democracy and Human Rights Education in an Imaginary School

With respect to ideal democracy and human rights education in an imaginary school, analysis of the interviews with participants revealed five different themes: physical and environmental issues; teachers, instructional process, evaluation and communication.

The physical appearance and structure of the school in which an ideal democracy and human rights education is implemented is crucial for all participants. Figure 5.2 shows a brief account of physical and environmental structure of an ideal school as imagined by teachers, students, parents and the administrator.

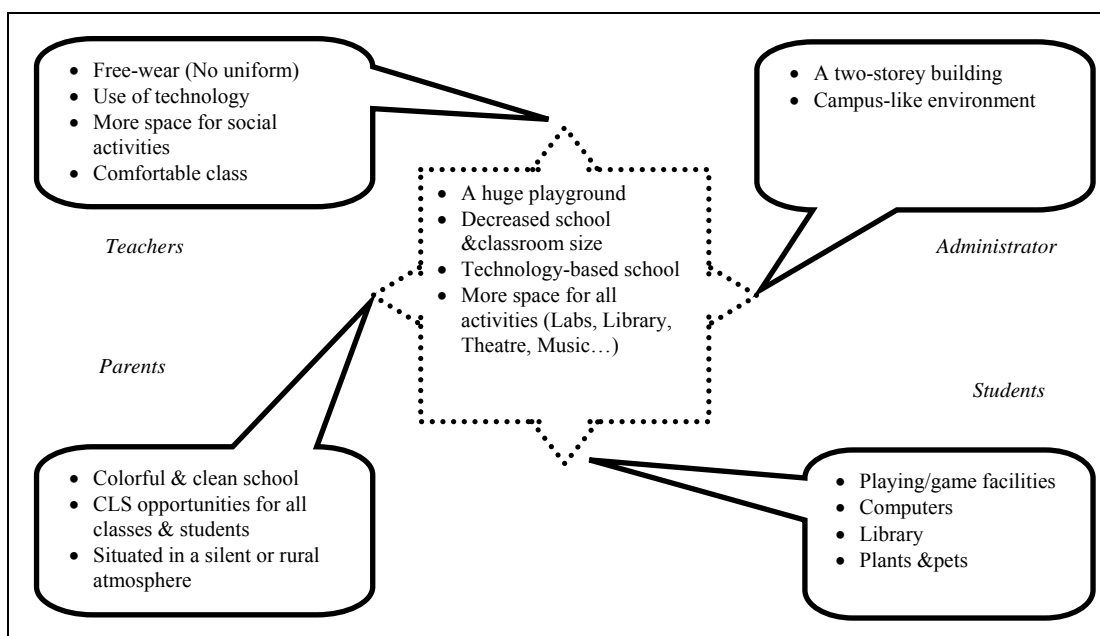


Figure 5.2 Physical and environmental structure of an ideal school as imagined by school community.

A huge grass playground, smaller school and classroom sizes, more use of technology and greater number of rooms for social and instructional activities were dreamed of by the participants in general. The definitions of the participants obviously cannot only be limited to democracy and human rights education context, thus the general descriptions about an ideal school can be applied to any field of research, besides democracy and human rights education.

Some teachers were not in favor of the current ‘uniform code’ applied in most schools in Turkey. An ideal school should employ technology and organize more social activities for all members of the school community. Parents indicated the importance of consideration of students’ comfort by the school. According to parents, all classrooms should be designed as was seen in some CLS (Curriculum Laboratory School) classrooms consisting of individual desks, cupboards and wardrobes for everyone. Administrator was in favor of a campus-like school and environment rather than being directly exposed to the metropolitan life with its many

negative effects on the students. This seemed to be logical since majority of the parents and teachers also suffered from the violence of teenagers around the school environment addicted to certain drugs. Besides this, noise of the metropolitan life, difficulties for teachers and parents to find a park place and traffic jam have also caused disturbance, since vast majority of the students are transported to the school through ‘minibus services’ that collect students from different areas in Ankara. The results of this study related to the physical conditions for democracy and human rights education is so similar of what Yeşil (2001) found in his study. He concluded that the weakest dimension of classroom environment in terms of democracy education was physical conditions, as the conditions of the school were criticized by most of the parents, teachers and student.

With respect to instructional process in an imaginary school where democracy and human rights education is ideally implemented, participants stated that democracy should be experienced throughout the school. Figure 5.3 presents brief information related to instructional processes in an ideal school as imagined by teachers, parents and administrator.

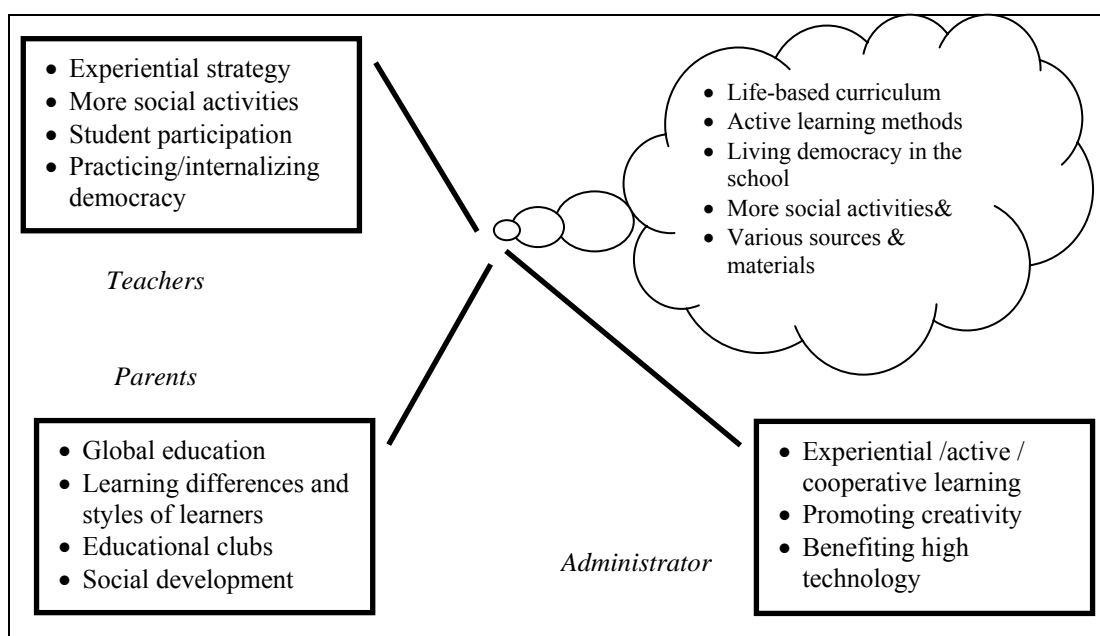


Figure 5.3 Instructional process in an ideal school as imagined by school community.

The school should consist of rich data sources and high technology. Authentic methods and techniques, such as role-playing, should be employed during

instructional process. There also needs to be more social activities involving students and parents. The literature (Office of Democracy and Governance, 2002; Torney-Purta et al., 1999) states that democracy and human rights education, the methods and techniques should be based on participation since the nature of democracy and human rights is based on this premise. Group works, dramatizations, role-plays, problem solving activities are preferred to the more passive teaching methods such as lectures and distribution of materials.

Teachers dwelled more upon experiential strategy and related methods and techniques in this imaginary school. Regarding this, Couto (1994) states that experiential education very well fits into democracy education. According to the teachers, main goal of this instructional process should be internalization of democracy and human rights. Parents think that a life-based, flexible curriculum that dwell more upon social and moral development, and individual differences of children should be followed. The administrator is also in favor of authentic instructional process employing promotion of creativity and thinking skills, experiential strategies and cooperative learning activities. As was stated by Tibbitts (2004), effective and democratic teachers benefit from cooperative learning groups, offer instructional activities that are consistent and respectful with cultural and individual learning styles, teach students social skills and getting along well together, and lastly allow students to select some activities themselves.

With respect to the characteristics of ideal teachers in an imaginary school where democracy and human rights education is ideally implemented, participants commonly stated that they should be democratic, knowledgeable and respectful to the rights of others. Figure 5.4 briefly summarizes the imagination of teachers, parents and administrator related to main characteristics of ideal teachers in an ideal school.

These findings are parallel with the results of the studies by Office of Democracy and Governance (2002) and Torney-Purta et al. (1999) stating that teachers should be knowledgeable and inspiring because teachers who fail to engage their students have little success in transmitting information about democratic knowledge and values in effective democracy and human rights education. These studies show that the effects of democracy and human rights education depends on knowledgeable and inspiring teachers and the use of participatory instructional methods and techniques. According to parents, ideal teachers should convey positive

messages into classrooms and schools, and accept students as unique individuals. Almost all parents reported that an ideal teacher is also a model for students and parents. According to the administrator, commitment to the profession and Atatürk's principles should be the main characteristics of ideal teachers. Trustfulness, creativity, communicativeness and having mediation skills are other characteristics attributed to an ideal teacher.

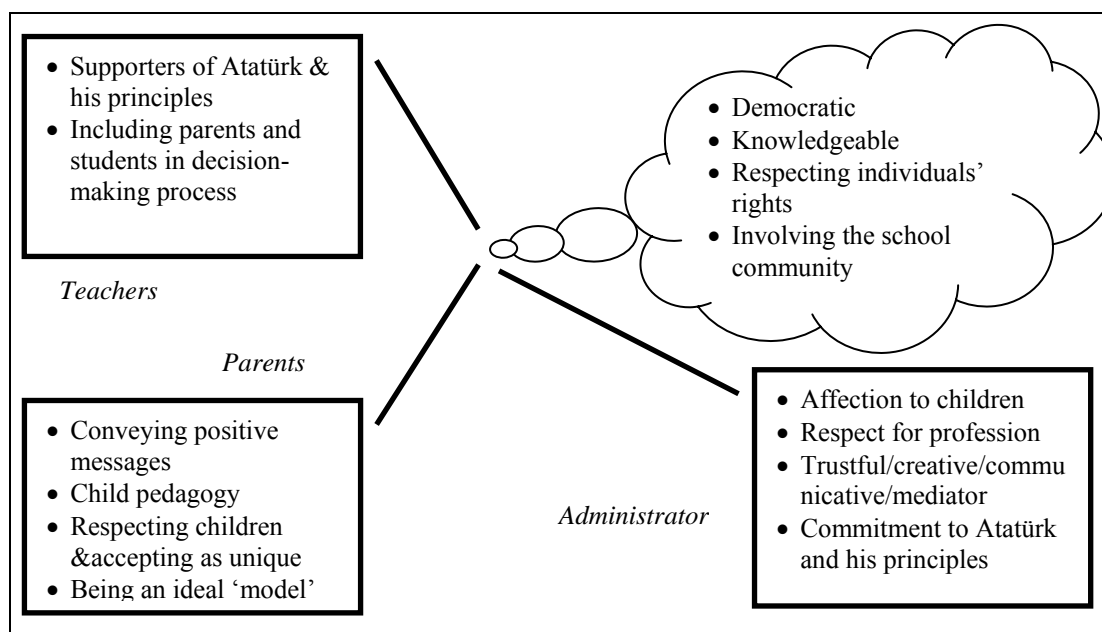


Figure 5.4 Ideal teachers in an ideal school as imagined by school community.

The results derived from the participants through interviews produced similar conclusions with what Tezcan (1981, cited in Atasoy, 1997) found. According to his study students mostly liked teachers who were knowledgeable, tolerant, understanding and fair, and established dialog with students, dealt with their problems, provided help and guidance.

With respect to measurement and evaluation procedures in an imaginary school where democracy and human rights education is ideally implemented, participants commonly stated the importance of employing various assessment techniques and procedures. Figure 5.5 briefly shows the imagination of teachers, parents and administrator related to the measurement and evaluation procedures in an ideal school where democracy and human rights is ideally implemented.

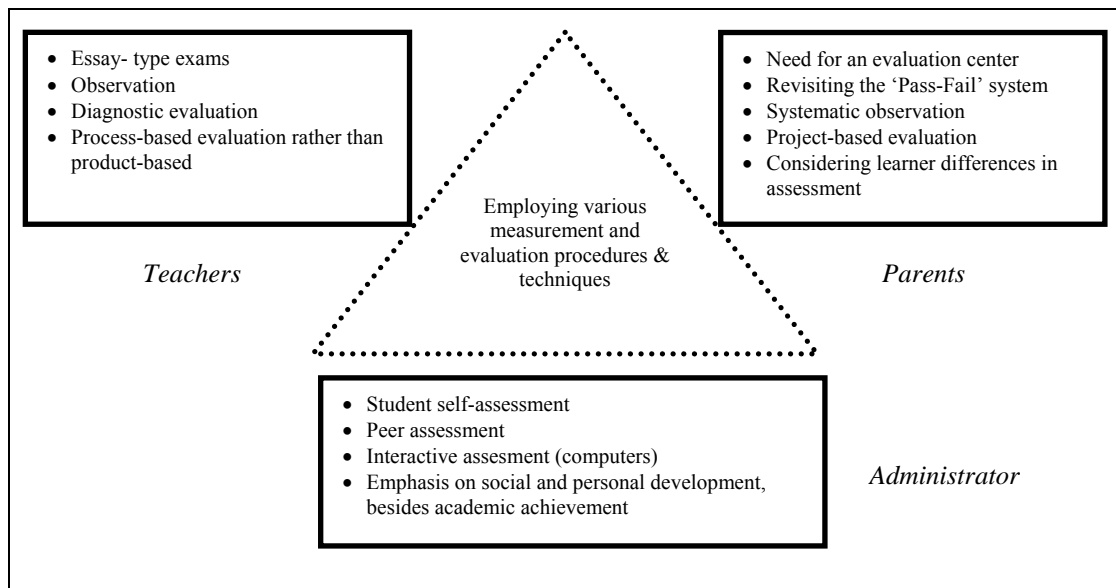


Figure 5.5 Measurement and evaluation procedures in an ideal school as imagined by school community.

With respect to communication patterns among the school community in an imaginary school where democracy and human rights education is ideally implemented, most of the participants stated that they generally have positive relationships among school the community. However, they also admitted that the school community is not be able to involve in the decision making process due to centralized and general autocratic structure of the Turkish education system. Figure 5.6 briefly shows the imagination of teachers, parents and administrator related to the communication patterns among the school community in an ideal school where democracy and human rights is ideally implemented.

Majority of the participants, including most of the teachers stated that, the teachers have problems communicating with the teachers since, as they believe, the teachers act as domineering authority figures to undermine such communication. Thus, all participants specifically addressed the importance of school community involvement in decision-making process concerning school issues. Şahin (1995, cited in Atasoy, 1997) found in his research that administrators never ask students' opinion on any matter and they tend to be highly autocratic in discipline issues in Turkish schools. The participants also indicated that a strong partnership is needed among the school community for ideal democracy and human rights education. Parents and teachers also commonly mentioned that guidance by the school related to conflict resolution should be more dwelled upon. In this ideal system, the administrator is

ready to share her roles and responsibilities with a committee that acts in the school administration.

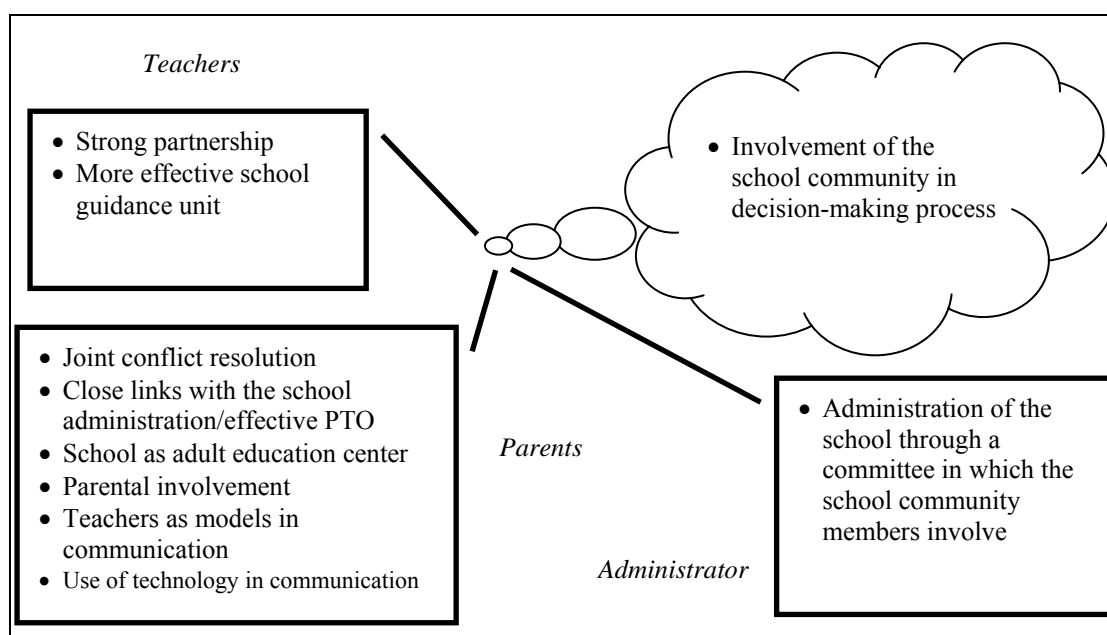


Figure 5.6 Communication pattern in an ideal school as imagined by school community.

Under the light of the observations in the preliminary research in the MES, Concerning the imagination of the participants related to a school where democracy and human rights education, it can be concluded that the participants in the SES mostly defined very similar characteristics of the MES that already had. Chapter 3 and Chapter 4 present a detailed account of the school and the perceptions of the school community in order to have an idea about it.

5.1.1.5 Perceptions of Students Related to an Imaginary School

As was stated in Chapter four, the researcher obtained 66 freehand drawings from 3rd and 5th grade students reflecting their perceptions of their rights they would like to have in an imaginary school.

As can be seen a few samples in Appendix F, drawings of students revealed that children need play. They imagined themselves in a huge grass playground and in a colorful school environment through the drawings.

In line with drawings, interviews with students also showed that information and knowledgeable teachers are important for them. They indicated the importance

of affection and interest of teachers, more democracy, respect, more instructional and social facilities and no uniform obligation. However some of the students objected to the removal of the uniform obligation since the current system somehow provides ‘equality’ among the students. This view appears to be shared by many parents too, especially by those from seemingly lower socio-economic levels.

5.1.2 Conclusions Related to Instructional Planning, Implementation and Evaluation in Democracy and Human Rights Education

In order to find and answer for the second research question, the researcher observed the school and selected classrooms for observing daily instructional practices in several courses, including life/social studies, Turkish, and mathematics. Figure 5.7 shows the expectations of teachers and administrator from students and barriers to achieve these expectations in relation to democracy and human rights education.

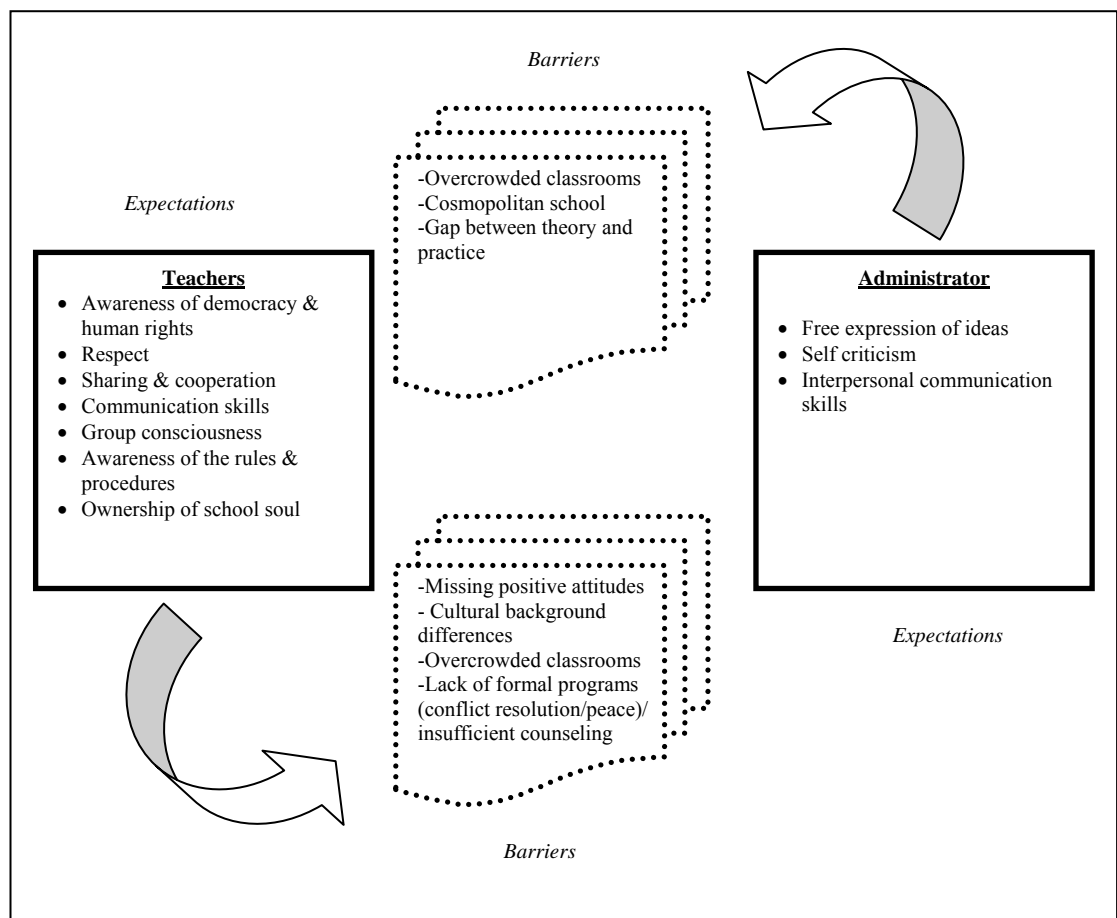


Figure 5.7 Expectations of the school from the students and barriers in meeting them.

The researcher interviewed volunteers to identify their perceptions on the nature of democracy and human rights education which was being implemented in the school. Teachers, parents and administrator were all asked about their perceptions on instructional planning, implementation and evaluation processes related to democracy and human rights education.

With respect to the expectations of teachers and administrator from students, analysis of the interviews revealed that most of the teachers expect students to have an awareness of democracy and human rights. Respect, equality, justice, effective communication, cooperation and awareness of roles and responsibilities are associated characteristics of students related to 'awareness of democracy and human rights' as reported by the participants.

According to significant number of participants, all goals in democracy and human rights education cannot be achieved since there are major obstacles such as overcrowded classrooms, cultural differences among students, knowledge-based traditional education rather than progressive education, undemocratic behaviors and conflicts among the school community, and the lack of partnership between the school and the parents. Many studies (Cuban, 1984; Goodlad, 1984; Shaver, Davies & Helburn, 1979; cited in Fickel, 1999) indicated that traditional, textbook-bound practices of knowledge transmission, rather than reflective inquiry still pervade many classrooms. The findings in this study appeared to be parallel to related literature.

According to the teachers, planning for instruction, especially for the experienced ones, is unnecessary especially for experienced teachers in democracy and human rights education, as well as in any other courses. Some teachers reported that they apply interdisciplinary approach in democracy and human rights education. For example, Atatürkism is a major theme that is used to teach democracy and human rights since the formal curriculum requires teachers to include Atatürkism, his principles and his life in all courses. The halls of the school, as well as the classrooms, are full of information, poems, drawings and pictures of Atatürk. The hidden curriculum of the school also supports what informal curriculum aims to teach. However, İnal (1998) conducted a content analysis study on some selected textbooks in secondary education and concluded that nationalist values are reflected and promoted in the textbooks and curricula rather than democratic values.

Although democracy and human rights issues are generally taught through Life Studies, Social Studies and Turkish textbooks, they are not well presented,

according to teachers. This finding is similar to Seven's (2001) study that aimed to collect the perceptions of teachers and students about the physical appearance and content of the Social Studies textbooks in 4th, 5th, 6th and 7th grades of elementary schools. The results of the survey indicated that the textbooks were not attractive and of poor quality. In relation to content of the textbooks, teachers and students used negative statements, as many participants reported.

Teachers reported that they considered the characteristics of the student profile and background in preparing instructional plans related to democracy and human rights education. The teachers in the second group dwelled more upon the importance of character/moral education and conflict resolution since their children are in upper grades and they might face conflicts more than those in lower grades.

Parents generally complained the negative effect of the mass media on children. They said that TV programs do not take into account of the developmental characteristics of the children. Doğanay's study (1993) produced very similar results with this study that the media related variables explained more political knowledge of students than their political attitudes. This shows that media is perceived as the source of information. Therefore necessary precautions in instructional processes need to be discussed through a close partnership with teachers and school administration in order to benefit more from the power of media through more technology.

The administrator was in favor of instructional planning in democracy and human rights education, as well as in any other courses. She also made complaints about the obstacles in democracy and human rights education, such as having an education system which employs memorization and dictation of facts and concepts.

5.1.2.1 Instructional Strategies, Methods and Techniques Applied in Democracy and Human Rights Education

With respect to the methods and techniques applied in democracy and human rights education in the school, analysis of the interviews and observations revealed that most of the teachers used lecture and discussion techniques in the instructional process related to democracy and human rights education. Figure 5.8 briefly explains what kind of approaches, methods and techniques teachers use as reported by the

teachers and the administrator. In addition, some parents' views regarding what kind of instructional methods and techniques they think teachers apply in their classes.

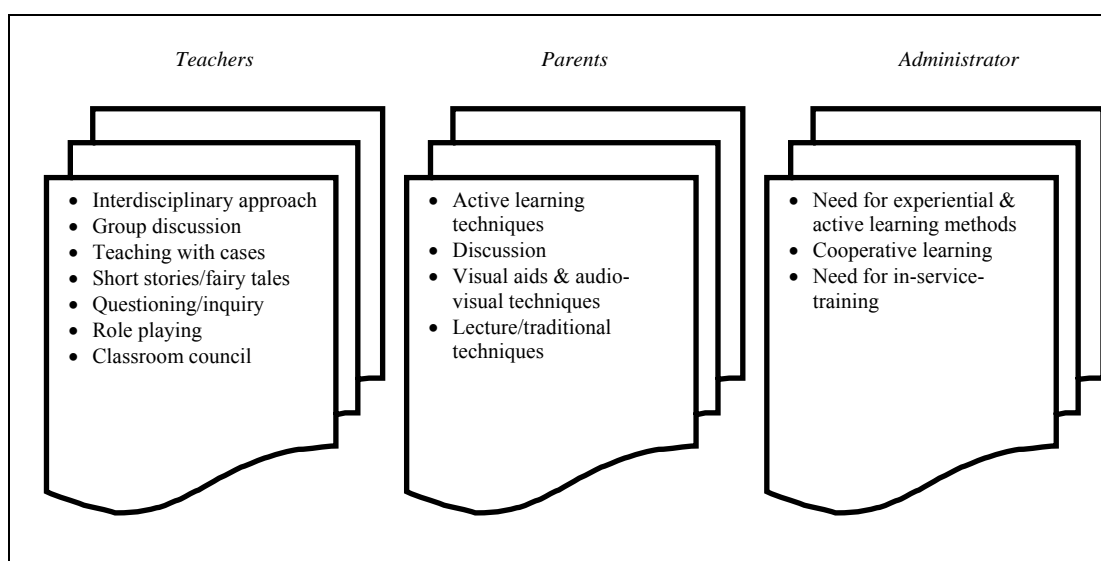


Figure 5.8 Instructional strategies, methods and techniques applied in classrooms.

Some teachers stated that they use role-playing and various active learning activities, however during observations the researcher never witnessed a role-playing activity at all. A teacher in the third grade required students to bring newspapers into classrooms. This activity helps students to easily adapt themselves to political socialization processes in the school. Using newspapers in the classroom, the teacher reported, contributed significantly and positively to students' political knowledge democratic norms, and communication behaviors. Related research also indicates that utilization of media and written sources within the classrooms have strong effects on tolerance, support for democracy, and communication in school and at home (Tibbitts, 2004).

Patrick (1999) states that students need to be taught beyond the conceptual understanding and the teachers should follow participatory and collaborative strategies. Although parents stated that active learning methods and techniques are used in classrooms in democracy and human rights education, it appeared in the observations that the teachers mostly used lecture and question-answer techniques in reality. Most of the students also confirmed that lecture is the dominant or the only method in teaching all courses. Regarding the need in this field, Wraga (1998) states

that democratic teachers replace lectures with democratic living and more experiential methods.

In relation to two different instructional approaches, Kehoe (cited in Wade, 1992) compared two methods to teach the Universal Declaration of Human Rights. Teacher-led discussions related to different articles and examples of human rights violations were employed in the Discussion Approach. In the Investigations Approach, students discussed and analyzed the related articles in small groups at learning centers. The second appeared to be more effective at teaching students knowledge of human rights. So experiential or active learning is one of the effective methods that should be followed in democracy and human rights education.

Wraga (1998) asserts that discussions and work sessions are major characteristics of democratic classrooms. Besides, Lister (cited in Wade, 1992) stressed the importance of open discussion related to controversial issues “where students are listened and their contributions are valued” (p. 31). Regarding the teaching methods and techniques, Wade (1992) similarly found similar results in her study that teaching strategies which enable an effective democracy and human rights education include authentic methods such as role-play, cooperative learning and other interactive methods as parallel to constructivist understanding. Wade also cites Reid’s study stating that interactive and cooperative learning is useful in democracy and human rights education. She also contends that role-plays and simulations are also particularly effective for helping children take the perspectives of others.

As parallel to the literature (Flowers, 1998; Gillaspie et al., 1996; Parker, 2001; Wraga, 1998), participants stated that classroom activities should be based on active participation of students and interactive approaches. Some teachers seemed to apply group discussion techniques, especially in the Life Studies and Social Studies courses. However, there seems to be a gap, as it appears through observations used in this study, between what the teachers ‘claim’ and actually ‘do’ in their classes concerning the use of various methods and techniques.

Another finding concerning the main approach adopted by the teachers in general was that teachers mainly benefit from the classroom elections and the voting system. These activities help students to understand the nature and characteristics of democracy and human rights education processes. However, a few students also complained that the person who is elected as the classroom representative may treat people unfair and use the advantages of being responsible for the harmony and order

of the classroom. The students should be taught that the power never means ‘sole authority’. Otherwise, democracy turns into autocracy.

Wade (1992) states that educators dealing with democracy and human rights emphasize the necessity of developing attitudes of children such as respect, tolerance, and empathy for others. Tolerance for others’ differences is the key if one supports dignity and respect for all people. A teacher in the second grade also reported that gathering classroom council is also very helpful for students to grasp the importance of tolerance, respect, equality and human dignity. Students also agreed that this activity and other extracurricular activities increase their self-respect and self-confidence.

One of the important lessons that should be drawn from the interviews that an effective democracy and human rights program should consider students, who have different characteristics, needs and wants since each student may have a different learning style. Therefore, a democratic teacher should consider the learner differences and learner styles of students. Many educators (Kohl, 1985; Lister, 1984; Pearse, 1987, cited in Wade, 1992) state that teachers should employ a wide range of methods that actively involve students and engage their thought in an open and accepting way by taking account their learning differences. This might be accepted as the rights of the students to get good quality of instruction.

Most of the students also reported through interviews that they learned better when they study in groups. Therefore, teachers should dwell more upon cooperative learning activities in classrooms that might lead to pursue a common goal, such as a public issue or a community problem (Patrick, 1999). Numerous studies, as was stated by Tibbitts (2004), have shown that learners from all ages generated by heterogeneous teams or people had significant decreases in inter-group tension and tolerance.

5.1.2.2 Curriculum and Textbooks in Democracy and Human Rights Education

With respect to curriculum and textbooks related to democracy and human rights education in the school, analysis of the interviews with participants revealed that the concepts of democracy and human rights are taught mainly through the topics of Atatürkism and the Republic, the school, and the environment in Social

Studies and Life Studies textbooks. In line with this finding, studies (Bar-Tal, 1990; Callan, 1997; Ehman, 1969; Hahn, 1998; Schwartz, 1998; Torney-Purta, 1990, cited in Allen, 1999) in the area of democracy and human rights education, within the broader term of citizenship education, have mostly focused on social studies courses and curriculum.

Due to the curricular obligations and the nature of evolution of democracy and human rights in Turkey, it is impossible to separate these concepts from the textbooks. Thus, this urges teachers to apply interdisciplinary approach, especially in the first three grades concerning the nature of Life Studies course. However, most of the teachers stated that this approach is applied through ‘incidental instruction’ (firsat eđitimi). However, from the responses and observations in the school, it seemed that teachers need in-service training in interdisciplinary instructional methods and techniques, as well as authentic approaches.

As Seven (2001) found, the teachers in this study seemed to be not satisfied with the content of the textbooks either. They continuously complained about the content, unsatisfactory physical appearance and insufficient quality of the textbooks. Therefore, they tended to make use of various supplement journals (ünite dergileri) especially in Life Studies, Turkish and Mathematics courses in each grade. These journals are very common in Turkish elementary education system since they sometimes include higher thinking skills and provide colorful activities, unlike many of the textbooks which are compulsory components of the instructional process as dictated by the MONE. The MONE require schools to benefit more from the textbooks rather than supplement journals. In the textbooks, knowledge level questions are mostly covered in assessing what students acquired in the unit; therefore, there is a need to improve textbooks in terms of developing students’ higher order thinking skills. Wade (1992) states that teaching with books and stories, as was stated by a teacher in the first grade, about democracy and human rights issues help students understand the struggles and feelings of others through highlighting peaceful solutions to difficult problems. However, due to the lack of materials and sources in democracy and human rights education, teachers and the elementary schooling system in Turkey seem to continue to apply current understanding unless an urgent shift must be implemented, as was suggested by a teacher.

The parents, in fact, were not very much aware of the content of the textbooks generally, except for two of them. All participants were aware of the fact that the course and the textbooks alone would not be enough to teach democracy and human rights concepts, unless they are practiced throughout daily life. Therefore, the schools need additional programs related to implementation and education for virtues of democracy and human rights in addition to the textbooks and supplements. The participants, especially parents, indicated a need for effective partnership to fill the gap between theory (what is dictated by the textbooks and the curriculum/formal curriculum) and practice (what is actually occurring in daily school life/hidden curriculum).

5.1.2.3 Instructional Technology and Materials Used in Democracy and Human Rights Education

With respect to the technology and materials used in classrooms, analysis of the interviews and observations mainly revealed that most of the teachers suffer from the lack of instructional technology and materials. Figure 5.9 briefly shows the perceptions of teachers, parents and administrator in relation to instructional technology and materials used in democracy and human rights education.

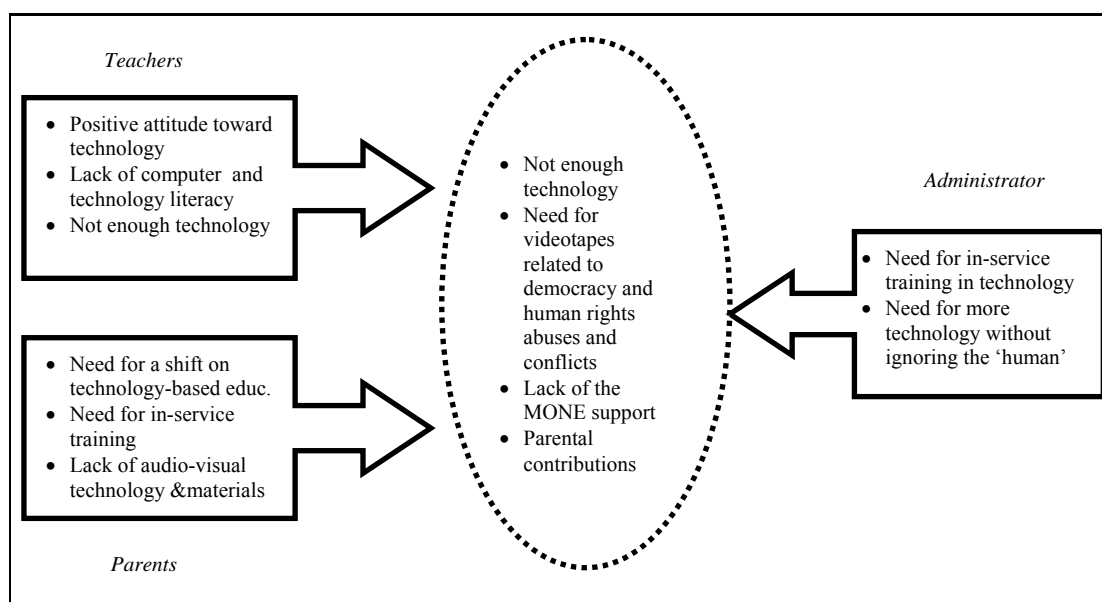


Figure 5.9 Technology, sources and materials used in democracy and human rights education.

All participants, including students, indicated the need for library and technology facilities in the school. Some classrooms have CLS conditions, having separate desks for students, cupboards and overhead projector, TV and VCD players in classrooms. However, these are funded by the parents and not all classrooms have such conditions in the school. Since the school budget is not enough to provide all classrooms with technology and desired classroom conditions in a modern society, many classrooms are deprived of necessary technology and materials, not just in democracy and human rights education but also for all courses. Such complaints by the participants is not just specific to the schools in Turkey, but for other countries. Related to the obstacles exist to effective implementation of democracy and human rights education in public elementary schools, several educators (Heater, 1984; Kehoe, 1983; Lister, 1984; Pettman & Gleeson, 1984; Urman, 1986, cited in Wade, 1992) agreed upon that the lack of effective teaching materials is a major problem.

All participants have a positive tendency to accept instructional innovations in the school process. They all stated that they should benefit more from the instructional technology and they need more materials in order to be successful in democracy and human rights education. Generally speaking, observations revealed that the classrooms do not have enough technology. The CLS classrooms have overhead projectors, TVs and VCD players. However, through interviews and observations, the teachers seemed to be not comfortable with benefiting from them. Many of them were so experienced and according to some teachers (i.e. T4.1) experienced teachers have difficulties in adapting to these innovations. They also admitted that they need training in using instructional technology and materials.

In an effective democracy and human rights education (as can be seen in preliminary research, i.e. T.6) videos and audio-visual aids are mainly utilized. The participants in the main research also stressed the need for audio-visual materials and technology concerning democracy and human rights issues.

5.1.2.4 Measurement and Evaluation Procedures in Democracy and Human Rights Education

With respect to the current measurement and evaluation procedures related to democracy and human rights education in the school, analysis of the interviews and

observations revealed that most of the teachers use observation and written exams as major tools in measurement and evaluation. Figure 5.10 presents brief information about the perceptions of teachers, parents and the administrator in relation to measurement and evaluation procedures going on in the school.

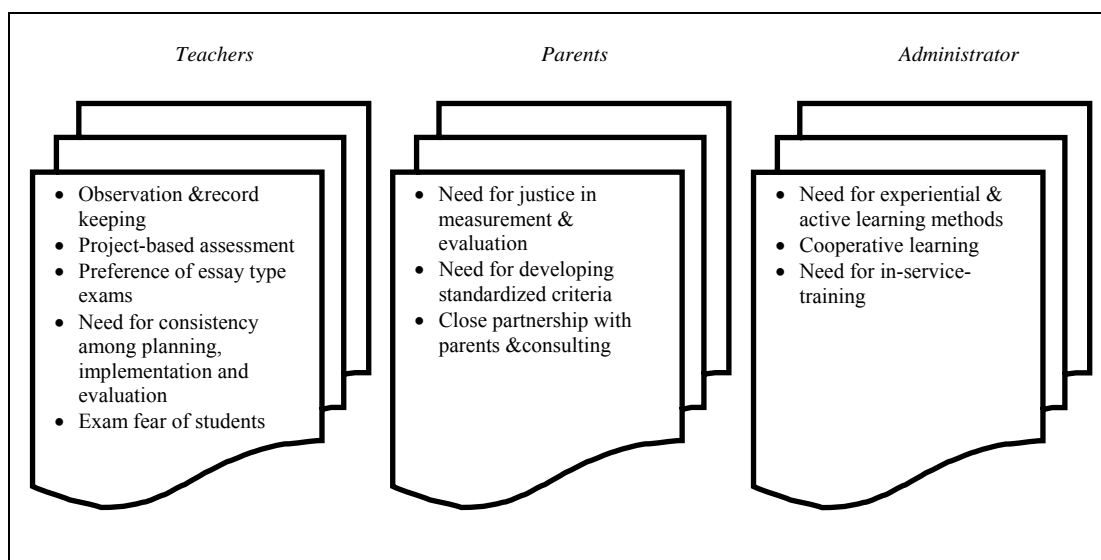


Figure 5.10 Measurement and evaluation related to democracy and human rights education.

The teachers and the administrator stated that observation of students' behaviors and keeping records are mainly used for democracy and human rights education, since playground and the halls of the school reflect the nature of their internalization of democracy and human rights concepts.

While the teachers were indicating the types of evaluation instruments and techniques, parents mainly stressed that measurement and evaluation is crucial since teachers have to develop standards and objective criteria in evaluating whether students are taught well and whether they are aware of the importance of democracy and human rights. They expressed concerns regarding the fairness of the current 'pass-fail' system, stating that there were no real differences between successful and less successful students, which would in turn undermine the reliability of the evaluation system. After all, students would not really have a motivation to study, as the system does not discriminate successful and unsuccessful students. The projects and other authentic measurement and evaluation instruments as claimed by the teachers to be present in the system have not actually been found to exist during observations.

Especially the observations held in the school clarified that teachers have difficulties related to implementing various measurement techniques and instruments. Only tool they appeared to use was traditional type of examination and multiple choice tests provided mostly by the supplement journals. The researcher thinks that this might be a reason of the requirements by the school and education system related to evaluating student achievement. Besides, one of the interesting, but crucial, finding was that parents insistently stated that their children learn differently and many children need to be measured in different ways. They went on claiming that if the major aim of the system is to prepare people as democratic and respectful to human rights, the system should create a solution in considering individuals' rights to be measured by different ways that reflect their own learning styles.

The general findings of this study are similar to what Koca (1998) found. He investigated the perceptions of teachers related to Citizenship and Human Rights Course and curriculum in elementary schools. The results showed that teachers mostly preferred oral exams and short answer essays in measuring student achievement in this course. They also preferred question-answer and lecture methods that are based on traditional approach during instructional process, as was observed in the school.

5.1.2.5 Parents' Contribution to Their Children in Democracy and Human Rights Education

With respect to the contributions of parents related to democracy and human rights education, analysis of the interviews with parents revealed that allowing children to have a say in daily life and considering their opinions as members of the family are major procedures that parents claim to contribute to democracy and human rights education. However, many parents admitted that parents in our society are ignorant in this field. They are not consistent with what the school says they should do and what they actually do at home. As Yağcı (1998) states that it would be difficult for children who have not involved in democratic atmosphere at home, in school and in classroom to acquire the virtues and values of democracy and human rights. Thus, one of the major lessons that should be drawn is that teachers should

take an active part in establishing this consistency with the parents, given that the school should be regarded as an agent for democracy and human rights education.

5.1.3 Conclusions Related to Culture and Values of the School: Hidden Curriculum

With respect to the research question 3, culture, ethos and values of the school were investigated. According to the preliminary analysis of the interviews and observations, the school is situated in a central area and it is known as a school where there is a high demand by parents from different districts in Ankara. Figure 5.11 briefly shows the values and culture of the school as commonly perceived by teachers, parents and administrator.

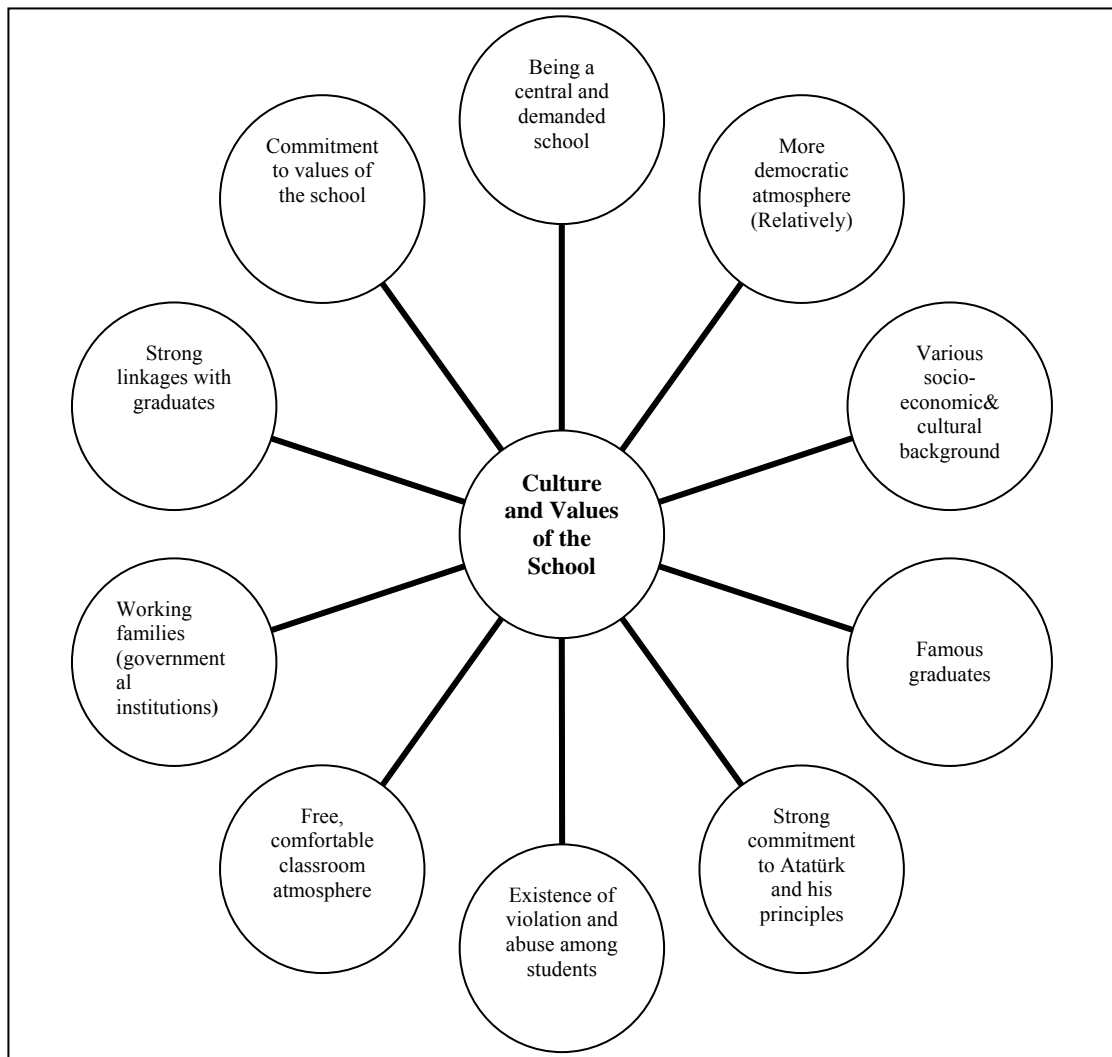


Figure 5.11 Culture and values of the school as perceived by school community.

All teachers proudly stated that the school is fully committed to principles and ideas of Atatürk. The school is also proud of its former famous graduates, who were, businessmen, doctors, a prime minister, etc. While teachers and the administrator stated that the school provides more flexibility, a comfortable atmosphere and a free environment for the children, most of the parents did not have any comment on this subject since they did not agree on the ideas of teachers and the administrator. Regarding one of the three international studies related to providing free and comfortable classroom climate, Solomon, Watson and Battistich (2001) state that students' level of democratic and political knowledge, and tolerance are associated with their perceptions of democratic classroom atmosphere in which they feel free and secure to express their ideas.

Related literature (Anderson, 1982; Hines & Wood, 1969; Richardson, 1982; Shafer, 1987; Starkey, 1986; United nations, 1983, Vandenberg, 1984; White, 1986, cited in Wade, 1992) states that students can learn more about democracy and human rights through the effects of the classroom or the school climate and social relationships, rather than through formal courses and curricular activities. This is similar what the participants stated that whatever schools do in relation to formal instructional process, children experience the 'reality' outside. In Turkey, according to Başaran (cited in Bilge, 1997), administration of educational institutions is highly centralized and, our family type and cultural values also reflect this understanding. Although parents and teachers stated that pupils are allowed to contribute what will be decide on at home and in the classrooms, some students said that they were not be able to participate in the decisions even within their families. Parents and their children in this study stated that they never had a say in decision making on curricula, instructional and school related decisions.

All participants commonly indicated that the 'multicultural structure' of the school as one of the dominant factors influencing democracy and human rights education and it is also a major obstacle to effective democracy and human rights education. However, this 'multicultural structure' is far from the structure as was stated in the preliminary research, because the students come from different districts in the same city in the main research, while the students in the preliminary research were from different cultures, ethnicities, states and even from different nations.

Parents were relatively complainant about general atmosphere of the school. They reported that the school needs to promote conflict resolution programs since they have been observing many violations, conflicts and physical abuses among students.

Attributing some of the educators stated above, Wade (1992) states that establishing democratic climate in which students make choices that influence their daily lives is essential for effective democracy and human rights education. One of the common points shared especially by the administrator and some parents was that the school provides more democratic atmosphere compared to other public schools in Ankara; but, it still should be improved. However, they were reluctant to respond when the researcher asked the contributions of the general atmosphere and the values of the school to democracy and human rights education. Especially some of the parents and a few teachers were against the statements of the administrator. Thus the researcher could not get fruitful information about the contributions of the school to democracy and human rights understanding of students. This appeared to be similar to Şahin's (1995, cited in Atasoy, 1997) research concluding that the administrators in Turkey tended to describe their schools as democratic while the teachers in these schools perceived them as autocratic.

5.1.3.1 Teachers' Reflection of Their Philosophies and Worldviews into Classrooms

Quality of democracy and human rights education is very much influenced by teachers' beliefs and attitudes. Besides, understanding the implementation of the curricula is closely related to their pedagogical and philosophical approaches they have (Fickel, 1999). With respect to this view, the researcher obtained the perceptions of participants related to teachers' reflection of their philosophies, worldviews or their beliefs to the classroom atmosphere.

Consequently participants all agreed that all people have certain beliefs and attitudes related to certain philosophies, worldviews or ideologies. However, they added that teachers should refrain from imposing these beliefs and attitudes on children, since the characters of children are shaped in these early ages dominantly, teachers should be models for their students. As Wraga (1998) states that the democratic classroom protects the individuals from propaganda and indoctrination,

instead, individualism must be promoted through teaching critical thinking skills so that students can use this knowledge to protect themselves from indoctrination.

The results also showed that as long as the teachers are supporters of Atatürk's principles through formal curricular process in the school there would be no problem with having different ideological, philosophical or pedagogical views.

5.1.3.2 Nature of Communication Patterns Among School Community

With respect to communication patterns in the school related to democracy and human rights education, analysis of the interviews and observations revealed that communication is a key factor determining the culture and values of the school. Figure 5.12 briefly shows the nature of the communication patterns in the school as perceived by teachers, parents and administrator. The middle circle represents the common perceptions of the participants related to communication patterns.

All participants generally admitted that the school atmosphere in terms of communication patterns is positive. However, the responses of the participants seem to vary. According to most of the participants, teachers are authority figures in the relationships with them. Most of them do not feel comfortable and they cannot be as open as they desire in their relationships. The researcher thinks that this generally derives from intellectual capacity and socio-economic level of parents since the parents who were university graduates did not report such problems during the interviews. They stated that they were comfortable in the relationships with the teachers concerning any issue. Through the interviews with students in her doctoral study, Kira (1999) found that students indicated the importance of democratic relationships, getting to know teachers and peers, as well as being treated respectfully and cared by the staff. Such relations enhanced students' self-confidence that was necessary for participation in democratic classroom atmosphere and students took responsibilities for their own learning experiences.

Parent Teacher Organizations have crucial roles for many school communities in terms of establishing closer linkages between families and the school. In the SES, the participants stated that PTO is not active enough to fill this gap. Parents see teachers as leaders of communication among the school community, however the parents are called to school only when a problem arises related to the

student or when the school needs monetary support. Although most of the participants reported that there are no major conflicts between the school and parents, there are conflicts, bullies, and violation of rights among students in the school due to ‘multicultural background’ of students. Because of parental absence in meetings and in the relationships with teachers, democracy and human rights education is negatively influenced.

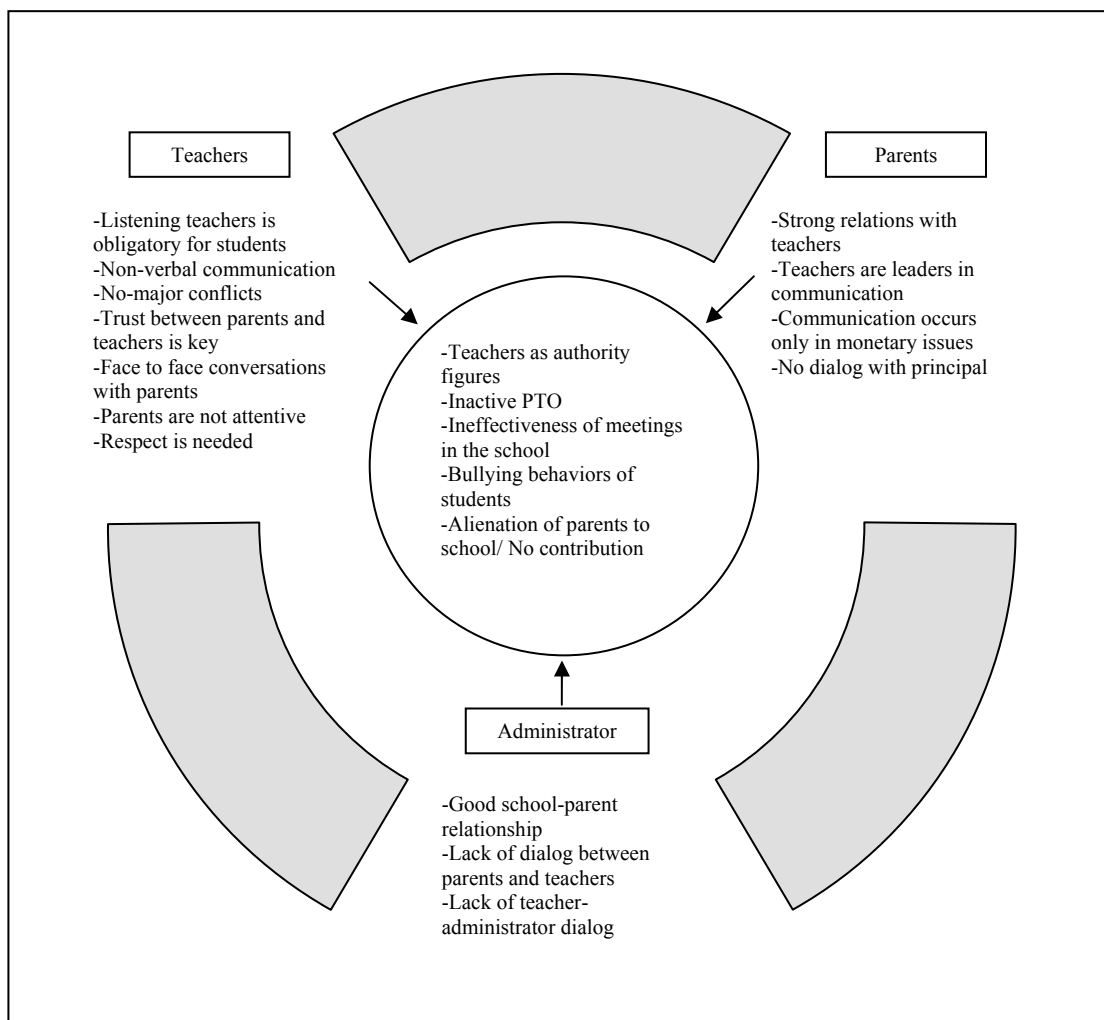


Figure 5.12 Nature of communication patterns in the school as perceived by school community.

The observations showed that all teachers developed a set of procedures related to classroom rules and routines that give students certain responsibilities. Teachers frequently used non-verbal communication during the instructional process in classrooms. Some of them developed cues, signals and symbols in order to facilitate the communication process.

The students also reported that they were against conflicts and physical abuse and they stated that this is a violation of their rights. However, according to some students, ‘little abuses’ by teachers seemed to be acceptable. Students mostly feel that they have positive relationships with the teachers and this led them to have a partnership with the teachers as well. These findings are similar to the findings of a study carried out by Tibbitts (2004), who concluded that close partnership with students and the school community fosters open communication a continuing strong personal relationships. There are also some possible barriers and problems in communication among the school community, as was stated by the participants.

5.1.3.3 Barriers and Problems in Communication Among School Community

Figure 5.13 briefly shows the major barriers in the communication patterns in the school as perceived by teachers, parents and the administrator.

Demirtaş (1988) states that the schools in Turkey are generally not successful in communicating with families and with other institutions. Parallel to the views of Demirtaş, the teachers and the administrator felt that one of the major barriers in front of communication among the school community was the absence of parental involvement and weak linkages with the parents. They also stated that, as was also stated by some other parents, heterogeneous structure of the student population was the major cause of lack of communication. However, some teachers were strongly against parental involvement in their classrooms. This is a contradiction among teachers.

According to many teachers communication is negatively influenced because of many parents who are not so democratic and respectful to their children’s rights, as well as the rights of others in the school community. As a result, student are influenced by these negative attitudes, often more than what the school tries to achieve in reaching the goals of democracy and human rights education. Parents also agreed with teachers that it is impossible to be successful in democracy and human rights education unless succeeding an ideal and democratic partnership with the school. Related to this issue, Başaran (1986) states that the autocratic structure of educational administration as parallel to government politics affects family system that conveys similar cultural values. However, teachers and administrator agreed that ‘the school’ itself is seen as an authority figure by most of the parents in Turkish

culture. In that case, it is not possible to mention an ‘equal relationship’ in the school. Parents generally ignore the idea that the school belongs to the school community that consists of parents, teachers, administrator, students and the other staff. Thus, the lack of ownership always causes a gap of communication between parents and schools. As was stated by a parent, the school and the home act as two different sociological units that never complement each other in our society. In conclusion the general barrier in effective communication among the school community appeared to be the lack of partnership.

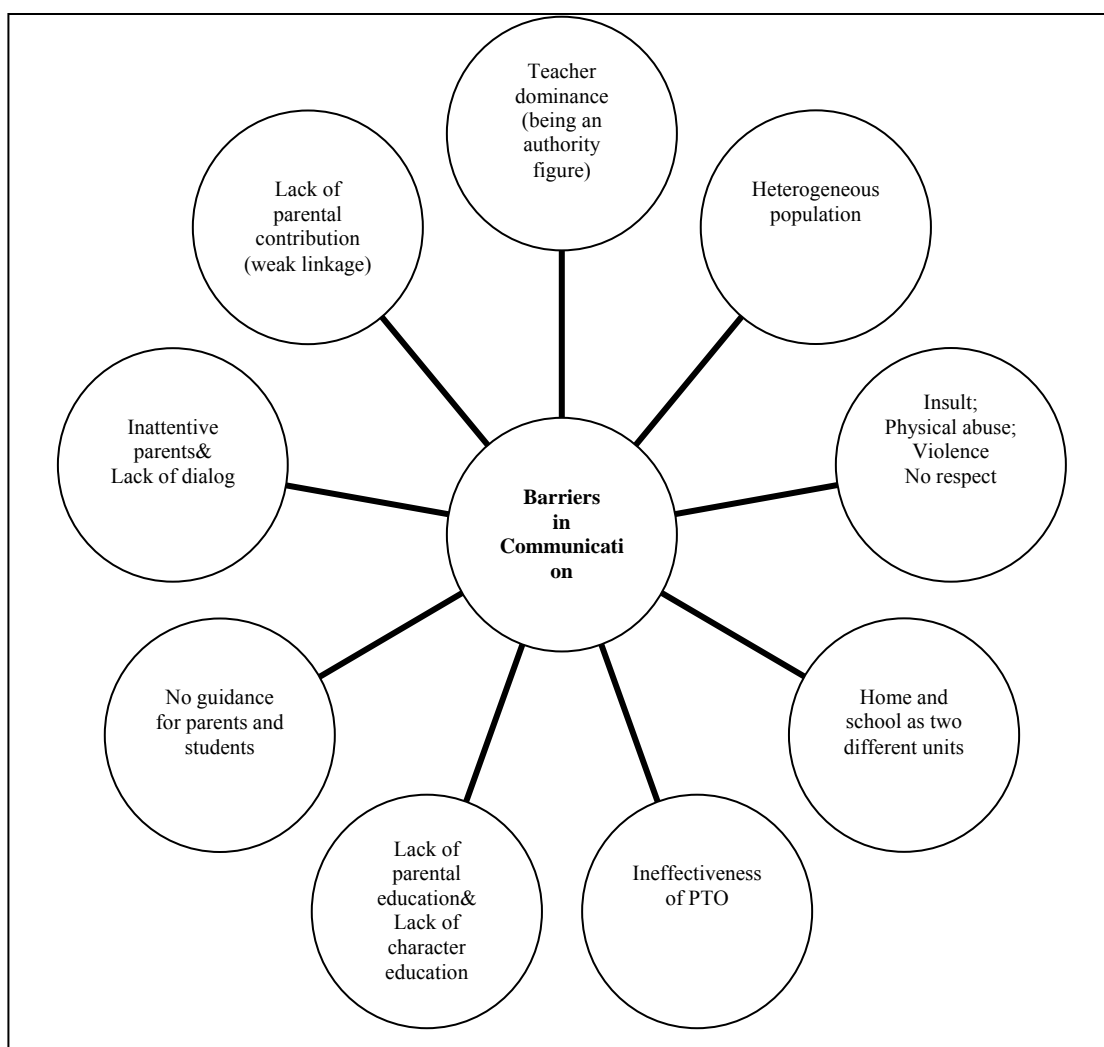


Figure 5.13 Major barriers in communication in the school as perceived by school community.

5.1.3.4 Conflict Resolution Among School Community

With respect to conflicts occurring in the school and the resolution of these conflicts, analysis of the interviews and observations revealed that the culture and the

values of the school are strongly influenced by the members of the school community who contribute positively to communication patterns in the school.

The results of the interviews with participants and observations showed that there have been no major conflicts among the school community. The results also indicated that participants always suffer from the lack of school-parent partnership. All minor conflicts derive from this missing linkage among the school community.

According to all participants, minor conflicts among children and parents always occur due to heterogeneous student population in the school. The results also indicated that the guidance and counseling unit in the school does not work effectively. So, the school and related bodies in the MONE should establish conflict resolution programs for students, as well as the members of the school communities. Andrews and Martin (1995) suggest that conflict resolution and critical thinking skills should be promoted through official program which involves student choice and personal inquiry in a democratic social environment. What participants concluded for the conflict resolution and curricular relationship are similar to the findings in two research studies carried out by UNESCO (cited in Tibbitts, 2004). An action research and an intervention program were carried out at the primary stage in this study and it was concluded that there had been a decrease in the negative classroom behaviors of physical and verbal aggression and negative social interactions through an effective conflict resolution program. So, the students had more positive self-esteem and more empathy concerning the feelings of others.

5.1.3.5 Parental Involvement in the School

With respect to parental involvement in the school, analysis of the interviews and observations revealed that there is a weak linkage in terms of involvement of parents in decision-making process in the school.

Olmsted (1991) states that the success of students in their future life is enhanced when both the parents and the school are involved in their education. However, in this study, almost all parents reported that they have never been involved in any decision making process in the school. Decisions are taken at the top, as in any other governmental centralized units in Turkey, and even the teachers do not have a say in this process. Meanwhile, from the interviews and observations it

was clear that majority of the parents who attended the meetings were graduates of higher education and secondary education. They frequently had contacts with the teachers and had active roles in PTO. Most of these parents were also mothers. This is similar to what Desforges and Albeto (2003) found in their studies that parental involvement is greatly influenced by family social class and the mother's level of education.

The results of the interviews also indicated that there were parents who did not know the functions of the PTO and the school had nothing to introduce what the PTO was for. Furthermore, there was a widespread feeling of being unwelcome when visiting the school and the classrooms. Parents have anxiety, nervousness and intimidation when meeting teachers in the school. This could undermine consultative communication with classroom teachers. Therefore, many parents reported that although they were able to communicate more easily with the teachers than with others, they did not desire to be involved in decision making processes like extra-curricular activities or textbook choices. This result certainly contradicts with Dixon's (1992, cited in Blow, 1999) statement that parents should become active participants in shared-decision making teams going beyond the traditional areas of parental involvement, such as fund raising, assisting in the classrooms, and organizing field trips. Besides, research studies (Aviram, 1987; Campbell & Farrell, 1985; Garcia, Powell & Sanchez, 1990; King, 1983; Mock, 1988; Roberts, 1982; Sanders & Wiseman, 1990; Simpson, 1981; Swadener, 1988, cited in Tibbitts, 2004) show that effective teachers engage parents' involvement, and demonstrate interest in and respect for family's culture when interacting with them. Obviously there were many reasons for the parents for not involving in the decision-making process.

Although Dewey (cited in Kira, 1999) criticized the bureaucratic, hierarchical nature of the majority of the public schools in line with establishing the linkages between democracy and education. Turkey is governed with a centralized system and all governmental-public institutions in Turkey have appeared to take the role of this understanding. The school administration also acts as the holder of this power and they never intend to share it. Since most of the parents work for the governmental institutions and majority of these institutions are situated in the area where the school existed, the parents were busy. Thus, they seemed not to have such a tendency in participating to PTO and school related activities.

Through the interviews, observations and the analyses of the documents, it can be concluded that parental involvement is unsatisfactory in the school. Parents are not involved in decision-making process and this case does not contribute to democracy and human rights education, since participation is a key determinant in democratic societies.

5.1.4 Conclusions Related to Democracy and Human Rights in Textbooks

As was stated by Gök (2004), textbooks used in schools are perhaps the most important educational materials in instructional process in schools. They do not only serve as fundamental sources for students, but also shed light on the methods, research and evaluation procedures that teachers apply. Taking into account of these thoughts Turkish History Foundation initiated a project related to examination of the human rights abuses, misunderstandings and misconceptions, cultural biases, violence and many negative issues in elementary and secondary school textbooks. In a very short time 190 textbooks used in elementary and secondary education were surveyed and analyzed. The purpose of this large-scale study was to review, revise and evaluate all major textbooks at elementary and secondary school level from the human rights and democracy point of view. These efforts were only a few products of the UN Decade for Human Rights Education besides considerable efforts of Turkey to be a member of European Union certainly. In line with these efforts the researcher also reviewed some textbooks, namely Life Studies, Social Studies and Turkish, in primary grades of elementary education.

With respect to the textbooks related to democracy and human rights education in school, the analysis of the interviews, observation and documents revealed that textbooks related to democracy and human rights education are not effective and satisfactory in general.

Prior to textbook analysis, Life Studies, Social Studies and Turkish curricula were investigated. Content analysis of the textbooks and the results of the interviews with participants showed that democracy and human rights related issues are generally presented in the Life Studies, Social Studies and Turkish textbooks. As was stated by Wade (1992), democracy and human rights related issues particularly go

together with social sciences, literature, and history. However, all subject areas and daily interactions in classrooms also seem to contribute.

Analysis of the curriculum showed that Atatürk and his principles are strongly associated with democracy and human rights related issues. Introduction of closer environment, including school, classrooms and family, and the Republic unit mainly emphasize a brief background for democracy and human rights education. Rights and responsibilities are one of the mostly emphasized issues especially in Life Studies textbooks in first three grades. Regarding this case, Gök (2004) states that the textbooks acknowledge the rights as bestowed by the Turkish state, instead of explaining its background of how individual rights were obtained. Democracy and human rights, especially in lower grades, are introduced in terms of duties and responsibilities.

The results of the analyses indicated that most of the objectives are not reflected beyond the knowledge level in Bloom's taxonomy. However, there are very few objectives in relation to democracy and human rights education in comprehension level and in the affective domain, as was stated in Chapter 4. The affective objectives indicated in the curriculum that character education is strongly associated with democracy and human rights education. The curriculum especially indicates Atatürkism in Life Studies course.

Democracy and human rights education requires developing higher order thinking skills. So, as Ceylan (2004) found in her textbook analysis studies that the textbooks allow very few opportunities for critical and analytical thinking, independent analysis and creativity that are key elements for an effective democracy and human rights education. The affective objectives in the curriculum in this analysis also indicated that character education is strongly associated with democracy and human rights education since learning outcomes are strongly related to many affective skills. Kepenekçi (2000) indicates that one of the dimensions in democracy and human rights education is to employ all affective characteristics such as equality, freedom and respect in classroom environment, as well as in the curricula and instructional plans.

Analysis of the textbooks, especially in Turkish and Life Studies textbooks, showed that there are some gender issues in the textbooks. The authors assign the social role and the place for women through an essentialist approach, as was stated by Tanrıöver (2004). In these textbooks, there are also gender roles assigned by the

authors. For example, the teachers are always illustrated as female and servants are always male. Although the text states that the mother and the father both work, mother always cooks and serves the food at home. These views are supported through some illustrations in the textbook.

In conclusion, most of the participants are aware of the fact that democracy is a form of government and also a life style that can be described beyond absolute rights and wrongs (Çayır, 2004). The questions at the beginning and at the end of the reading passages in the Life Studies textbooks measure only knowledge or comprehension levels. However, the textbooks do not much emphasize democracy consciousness and awareness based on necessary skills given through character education, such as dialogue, tolerance or respect for ideas. As Çayır (2001) stated textbooks are full of didactic advices that only present a guide for right behaviors. The textbooks especially used in democracy and human rights education should consist of authentic problem solving and active learning exercises. Parker (2001) states that participation versus transmission should be the main goal of curricular approaches and textbooks. The major aim of textbooks is only to transmit the ‘ready rights’ without explanation or discussion (Çayır, 2004). As the teacher in the fifth grade stated that the role of the teachers is not more than a conveyer of these absolute rights as determined by the state, rather than a facilitator of internalizing these values.

5.2 Implications

Based on the results of the study, following implications were drawn for democracy and human rights education.

5.2.1 Implications for Democracy and Human Rights Education

Although, only the results of the main research were discussed and concluded in this chapter, following implications were drawn in line with the findings in two school settings. Some of the findings from the preliminary research also shed light on the suggestions made for democracy and human rights education.

1. The results of the interviews, observation and document analyses concerning the physical conditions of elementary schools clarified that democracy and human rights cannot be taught in every context. The schools should be reorganized, for example, in an understanding of ‘child friendly’ atmospheres, as was introduced and piloted in some selected Turkish elementary schools by the UNICEF. Such environments may likely to increase the success of democracy and human rights education at early grades of elementary schooling.
2. Through interviews, the participants, especially teachers, seemed that they did not have considerable misconceptions related to democracy and human rights. However, the participants also stated that the school is not so successful in contributing to children in acquiring and internalizing the virtues and values of democracy and human rights. Thus, there is need for further research to clarify the reason(s) for this gap, as well as a need for improving the conditions of the school in light of the findings of preliminary research.
3. Interview results of the preliminary research and some of responses of the participants in the SES revealed that democracy and human rights can be best taught in a context where affection and democracy exists. In light of the findings of the study, an effective democracy and human rights education should more focus on affective education, life skills and classroom climate and culture, as well as knowledge on citizenship.
4. Almost all participants stated that one of the major barriers in effective democracy and human rights education is the cause of the heterogeneous school community, specifically student, population and ‘different cultures’, although all population comes from the same city. Therefore teachers should have information and a clear sense of their students’ socio-cultural background and their former life experiences.
5. The results of the interviews in both cases showed that inclusion of parents could challenge schools and staff to re-think the contributions of parental involvement in democracy and human rights education. This may establish a basis for ‘basic principles for educational policy which should form the basis for a socially just and educationally fair society’ (Tomlinson, 2000, p. 12). Therefore, in school related decision-making process, parents should be consulted.
6. The common message both cases indicated was that the culture and values of schools strongly effects the success of democracy and human rights education.

Culture and values that creates the hidden curriculum are the mirrors of what kind of people the society wants to create. Therefore, teachers should dwell explicitly upon teaching the culture, values and mission of the school and should seek to maintain unique identity of the school. Through establishing or describing such a mission, all members of the school community should be encouraged to get involved in creating the school's own culture and values that are a part of the hidden curriculum which can contribute more to democracy and human rights education when taken into consideration as planned activities.

7. Interview results showed that peace among both school communities are important. However, in the SES, a need was emerged related to establishing friendship and justice, especially among pupils. Character education and democracy and human rights education programs may designed in line with cooperating with school guidance units. The MONE and the school administration should organize character education programs and projects for elementary education, as was seen in the example of the preliminary research. An effective partnership between the school guidance units and the school community should be established in order to provide an effective and non-violent school atmosphere.

8. Although majority of the teachers stated that they include democracy and human rights education in all courses or topics, the researcher observed that these concepts were mostly emphasized in Atatürkism, Republic and Independence War units in Life Studies and Social Studies courses. Integration of democracy and human rights issues into the curricula under different topics in different courses would have a positive impact in effective democracy and human rights education.

9. As can be understood from the responses of the participants, especially the parents and some teachers, the media has a strong effect on children. Thus, the MONE, press, Turkish Radio Television (TRT) and other private channels in Turkey should initiate educational broadcastings related to democracy and human rights issues as well as dwelling upon the theme of 'ethics' through cartoons, and short pedagogical series on TV.

10. The observations and some responses of the participants through interviews showed that instructional methods and techniques that emphasize lower levels in cognitive domain focused more on basic skills, drills and remediation in the main study. For an effective democracy and human rights education, higher level activities such as inductive reasoning, experiential methods and techniques, democratic class

meetings, problem solving, role-playing, dramatization, discussion, and cooperative learning should be employed in classrooms. The MONE and the teacher training institutions should work together to fill the gap between theory and practice, as was observed in the school, in implementation of instructional strategies, methods and techniques in public elementary schools.

11. As can be seen from the results of this study, teachers are not confident in using appropriate technology and materials in all courses, even though they were provided through all CLS classrooms. They continue to implement the lessons through old and traditional methods (lecture) or materials (textbooks). Thus, the teachers should be trained in terms of using appropriate materials and technology by providing them necessary materials and technology that will be effectively used in democracy and human rights education.

12. The parents complained the lack of appropriate measurement and evaluation procedures in the school. They advocated that the teachers mostly emphasize the academic achievement of the students. However, for an effective democracy and human rights education, the classroom teachers should emphasize the 'learning process' itself, instead of the grade-based system. Variety of measurement techniques and instruments should be employed in this process, since respect for differences and equality are the basic premises in democracy and human rights education. Hahn (1985, cited in Wade, 1992) states that students should have opportunities to work on human rights projects, such as by improving the physical conditions of the school, protecting the rights of young children on the playground, or being against discrimination. Besides, as was criticized by most of the parents, trustworthiness of pass-fail system also affects the quality of democracy and human rights education, as well as other courses because the main target of all procedures related to instructional process in our schools should be providing trust and consistency. So, the MONE should take necessary precautions for ensuring the equality in the pass-fail regulations.

13. The textbooks of Life Studies, Social Studies and Turkish were appeared to be important in democracy and human rights education at elementary level. Thus, the textbook writers in these fields should be trained by the MONE and the NGOs. Besides, the physical appearance of textbooks should be attractive, full of illustrations, real-life cases and child-centered, rather than didactic, unattractive and

teacher-directed. These textbooks should be objective with regard to the cultural, economical, sociological and gender-based dimensions.

14. Almost all teachers in both cases stated that they include children in decision making process in classrooms. However, the observations showed that there is a gap between what was said and what was actually observed in the SES. Wade (1992), by citing various studies in the literature, states that students should be involved in designing democracy and human rights curriculum. Thus, the students should be included in instructional process by taking their opinions and perspectives into account.

15. The results of the interviews and observations also indicated that teachers have difficulties with finding necessary documents and materials, using appropriate technology and implementing required methods and techniques related to democracy and human rights education. In working towards the goals in democracy and human rights education, pre-service teacher training institutions in Turkey can help prospective teachers to become fully equipped with establishing necessary conditions for democratic classroom process. As Wade (1992) states that there is a failure in supporting the teachers who wish to deal more with democracy and human rights issues in classrooms. These institutions should provide opportunities for prospective teachers to observe and read about different value systems and fields related to democracy and human rights, since all teachers may have different worldviews and attitudes toward democracy and human rights. Their beliefs and choices related to democracy and the curricula in schools as teachers certainly have a strong influence on children as models. Pre-service teacher training institutions should be encouraged to take additional courses from political science, philosophy, sociology, law and economics departments, since democracy and human rights are not just associated with one or two certain core subjects, such as Life/Social Studies or Turkish.

5.2.2 Implications for Further Research

1. In Turkey, most of the studies in this field deal more with upper elementary and secondary grades as well as with higher education institutions. However, the results of this study confirmed the idea that democracy and human rights education should start at early grades of elementary education. Therefore the researchers who

wish to expand this research should more focus on primary grades and even kindergartens in elementary schools.

2. Not surprisingly, the data collection methods do not always work. The researcher had difficulties in planning and implementation. For example, the study was based on voluntary action and the children in the MES were not enthusiastic for interviews. Therefore, because of the difficulties of being an alien as well as an outsider in a foreign context, very few students accepted the interview although they were given consent forms explaining the purpose and procedures of the data collection. The low rate in collecting information from these students due to insufficient quality of student interview questions yielded failure in interview with students. Therefore, the interviews with students at MES were not considered in the related chapters. The researchers should be well prepared in order to be successful in foreign contexts through developing appropriate questions fitting the student levels, culture and characteristics. In addition to that, although the researcher requested the fifth grade teacher in the SES to give parental consent forms to the students so that they could inform their parents about the researcher's intention for interviewing with them several times, this teacher seemed to be reluctant for unknown reasons. The researcher should expect that they might face other problems associated with data collection, participants or instruments. They should be ensured that these kinds of problems always occur in qualitative studies.

3. Preliminary research done in the USA has provided insights and experience for the main study in Ankara. Although their results were only presented separately and were not placed in the last chapter, this sort of a study also shed light on seeing differences and similarities of theory and practice in democracy and human rights education. The researcher strongly recommends the people who wish to conduct qualitative studies by working with children and other members of school community.

4. The researcher might have missed communications between students and teachers, or among the school community, and he might have been seen as a foreigner in the school, since the researcher was not a participant in the process. Therefore a longitudinal action research would provide more reliable and valuable data.

5. This research is based on qualitative paradigm. In the future studies, along with qualitative measures, a large-scale survey study can help to draw the

perceptions and attitudes of members of different school communities since this study is only based on a single school community in its own context.

6. A similar study should be replicated in other public elementary schools representing different socio-economic status. Furthermore, a similar study would be useful to understand the practice in democracy and human rights education in private elementary schools, since some conclusions were drawn in relation to socio-economic status of parents and various cultural backgrounds of participants in this study. The researcher thinks that there would be differences between democratic practices between private and public elementary schools. In addition to that, investigation of democracy and human rights education in a traditional and democratic setting, and multicultural and monocultural context might spur further studies.

7. This research was realized as a doctoral study. Therefore, the researcher was alone in the whole process except in piloting process. Further studies should employ a research team which would help in producing more reliable and generalizable results. The research team may consist of several experts on educational sciences, sociology and political sciences, since the scope of such study is so broad and it allows the further researchers to contribute more from their fields into democracy and human rights. Through this approach, the researchers “would have the advantage of the perspective as viewed by an outsider” (Collins, 1999, p. 297).

8. This research has dwelled upon four main research questions and topics: perceptions of participants related to democracy and human rights; instructional process related to democracy and human rights; school culture and values in relation to democracy and human rights and lastly, textbooks and curricula related to democracy and human rights education. As can be seen, all these are completely broad research topics and the researcher tried to show that they are interrelated in democracy and human rights education in our schools. All these topics, especially the culture and values and hidden curriculum relationship should be investigated through both quantitative and qualitative measures in order to see the practice and perceptions. The results of this research can be used to produce and develop quantitative instruments that would be used to reach larger population to gather different perceptions and suggestions.

9. A follow up study should be actualized with the same groups, if possible, when the students move on to the secondary level to see if the differences in the

perceptions and practices in elementary and secondary education in relation to democracy and human rights education exist. Such a study would produce interesting and also reliable results that could be used in integrating democracy and human rights issues in elementary and secondary school curricula.

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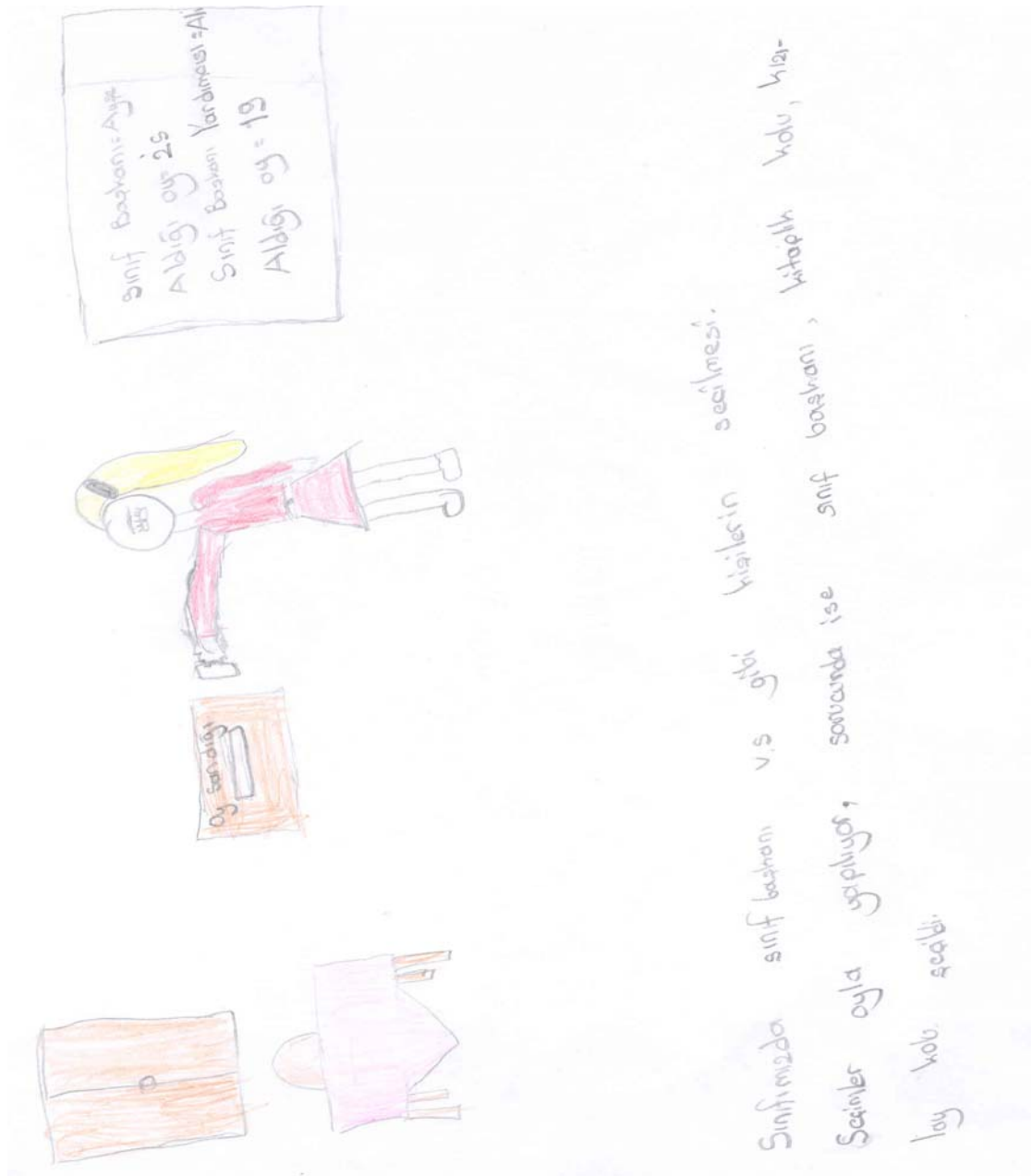
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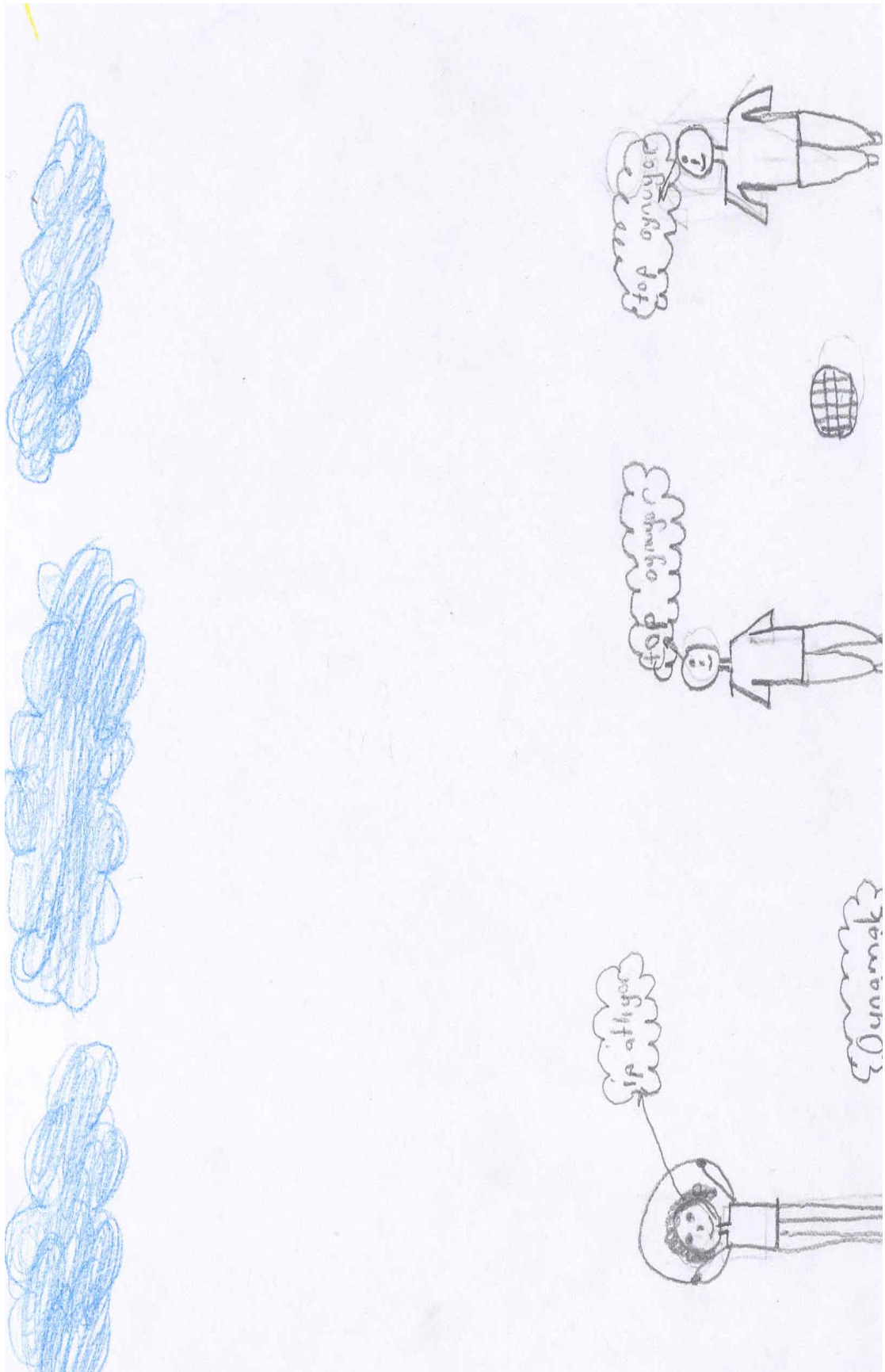
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APPENDICES

APPENDIX A

EXAMPLES OF STUDENTS' DRAWINGS IN THE 'SES' AND 'MES'





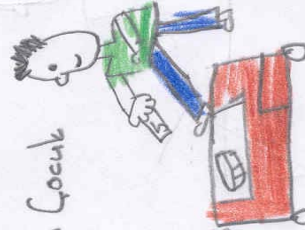
Gocukların
Okula gitme
hakkı.



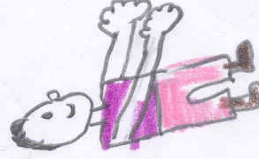
Bir bogaci cocugun
Okul hakkı.



Bogaci Çocuk



Cocukların oyun
oynama
hakkı.



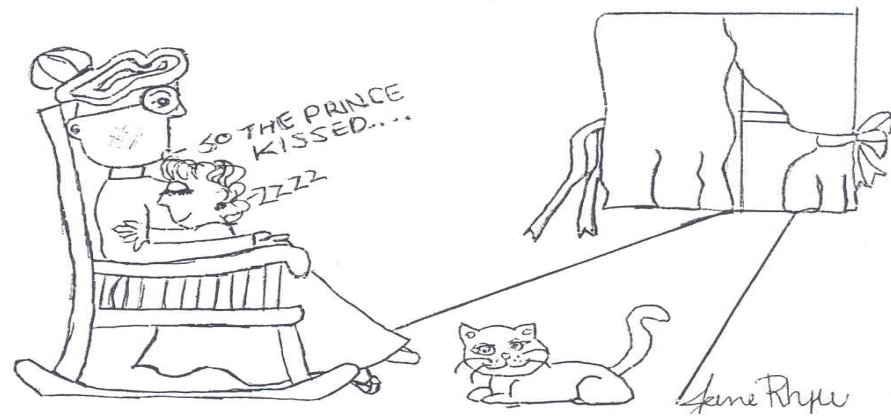




STUDENTS' DRAWINGS IN THE 'MES'



THE RIGHT TO LOVE AND AFFECTION



THE RIGHT TO MY OWN BEDROOM



THE RIGHT TO BE LISTENED TO



APPENDIX B

TEACHER INTERVIEW SCHEDULE FOR THE SES

Merhabalar.

ODTÜ Eğitim Fakültesi, Eğitim Bilimleri Bölümü'nde doktora öğrencisiyim. Doktora tez konusu olarak ilköğretimde demokrasi ve insan hakları eğitimi konusunu çalışmaktayım. Çalışmanın amacı ilköğretimde demokrasi ve insan hakları eğitiminin nasıl yapıldığını araştırmaktır. Bununla birlikte okula ait ilkeler, değerler ve kültürel özelliklerin demokrasi ve insan hakları eğitimi nasıl etkilediği de incelenecektir.

Bu noktada sizinle yapacağımız görüşme(ler), demokrasi ve insan hakları eğitiminin nasıl yapıldığını öğretmen bakış açısından ortaya koymada çok yararlı olacaktır.

Başlamadan önce aramızdaki konuşmaların gizli kalacağını ve adınızın araştırmanın hiçbir yerinde açıklanmayacağını iletmek isterim. Aramızda geçecek olan konuşmaları, eğer bir sakıncası yoksa kaydetmek istiyorum. Görüşmemiz tahmini olarak 60 dakika civarında sürecektir. Başlamadan önce herhangi bir sorunuz olursa cevaplamaya hazırım.

Vereceğiniz cevaplar için şimdiden teşekkür ederim.

Kerim GÜNDOĞDU

1. Demokrasi ve insan hakları kavramları size ne ifade ediyor? Açıklar mısınız?
2. Size göre ilköğretimin özellikle ilk basamağında demokrasi ve insan hakları eğitiminin önemi nedir?

Ek Sorular: Bu basamakta demokrasi ve insan haklarının öğretilmesi hakkında neler düşünüyorsunuz?

İlköğretime başlayan bir çocuğun gelişim aşamalarını göz önünde bulundurarak sınıf etkinliklerinde demokrasi kavramı ile çocuk gelişimi hakkında neler gözlemliyorsunuz /söyleyebilirsiniz?

3. Demokrasi ve insan hakları kavramlarını öğretmek için plan yapıyor musunuz? Nasıl?

Ek Sorular: Plan yapmada göz önüne aldığınız kriterler nelerdir?

Bireysel

Sınıf içi

Toplumsal...vs

Yararlandığınız kaynaklar

4. Vatandaşlık, demokrasi ve insan hakları ile ilgili bir ünite veya ders bitiminde öğrencilerinizden beklentileriniz nelerdir?
Ek Sorular: Demokrasi ve insan haklarına ilişkin hedefler ilköğretim programında yer almakta mıdır? Açıkça belirtilmiş midir? Demokrasi ve insan hakları ile ilgili olarak hangi amaç veya hedeflerin en önemli olduğunu düşünüyorsunuz.? Bu ünite veya ders(ler) sonucunda, bu amaç veya hedeflerin ne kadar gerçekleştirilebildiğini düşünüyorsunuz?
5. Demokrasi, vatandaşlık veya insan hakları ile ilgili kavramların öğretilmesiyle ilgili olarak hazırladığınız planı (sınıf içi veya dışında) uygularken ne tür öğretim yöntem, teknik ve materyallerini kullanırsınız?
6. Bu planları yaparken zorluklarla karşılaşılıyor musunuz? Evet ise ne tür zorluklarla karşılaşılıyorsunuz?
Ek Sorular: Bu zorlukları çözmede başvurduğunuz (geliştirdiğiniz) yaklaşımlar nelerdir?
Nasıl sonuç alıyorsunuz?
7. Demokratik bir sınıfın temel öğeleri olarak aklınıza neler gelmektedir?
Ek Sorular: Demokratik bir sınıfı tanımlar mısınız?
Koşullarınızı göz önüne aldığınızda demokratik sınıf fikri size gerçekçi gelmekte midir? Neden?
8. Demokratik öğretmen denildiğinde aklınıza neler gelmektedir?
Ek Sorular: Bir öğretmeni “demokratik” yapan özellikler nelerdir?
Öğrencilerinize kendi kararlarını kendilerinin alabilmeleri için şans tanıyor musunuz? Nasıl?
Öğrencilerinizin sınıf kurallarının oluşturulması/ geliştirilmesi ve yaşatılmasında katkısı var mıdır? Buna nasıl bakıyorsunuz? Neden?
9. Öğrencilerinizin demokratik, insan haklarıyla ilgili veya vatandaşlık değerlerini kavrayıp kavradıklarını nasıl ölçersiniz/ değerlendirirsiniz?
Ek Sorular: Kavradıklarını nasıl anlarsınız?
Hedeflerinize ulaşamamışsanız izleyeceğiniz yol ne olur?
Daha önceden yaşanmış örnekleriniz var mı?
10. Sınıfta veya okul içerisinde kendi inandığınız ilkeler ve dünya görüşüne göre öğretim yapar mısınız? Neden?
Ek Sorular: Öğretmenler vatandaşlık değerleri ile demokratik tutum, değer ve davranışları öğretirken kendi yaşam felsefelerini kriter olarak almalı mıdır? Neden? Lütfen açıklayınız.
11. Okulunuza ait değerler ve kültürel özellikleri ne şekilde tanımladınız?
Ek Sorular: Bu değerler ve kültürel özelliklerin oluşmasında en çok kimlerin katkısı olmaktadır?
Bu değerler ve kültürel özelliklerin demokrasi ve insan haklarını öğrenme veya öğretmede nasıl bir etkisi olabilir?

12. Sınıfınızda oluşan atmosfer öğrencilerinizin demokrasi ve insan hakları anlayışına katkıda bulunuyor mu? Nasıl?
13. Sınıf içi iletişim örüntüsü hakkında kısaca bilgi verebilir misiniz?
Ek Sorular: Öğrenci-öğrenci ve öğrenci-öğretmen ilişkisi nasıldır?
Sınıfınızın göze çarpan belli başlı baskın özellikleri nelerdir?
Bu özelliklerin oluşmasında sizin ve öğrencilerin rolü nedir?
14. Yönetici, öğretmen, veli ve öğrencilerin birbirleriyle olan ilişkisi hakkında görüşleriniz nelerdir?
Ek Sorular: Bunlardan hangisi veya hangileri, demokrasi ve insan hakları düşüncesinin şekillenmesinde daha çok pay sahibidir? Nasıl?
Bu gruplar arasında demokratik hak ve ödevler ile ilgili yaşanan veya yaşanmış herhangi bir çatışmaya, varsa, tanıklık ettiniz mi? Nasıl?
Çözüm nasıl oldu?
15. Kuruculuğunun veya sorumluluğunun size verilmiş olduğu hayali bir okul düşününüz. Böyle bir gücünüz olsaydı bu okulda demokrasi ve insan haklarını tam anlamıyla yerleştirmek ve öğretmek için neler yapardınız?
Ek Sorular: Bu okulun temel amaçları neler olurdu?
Şu anki öğretmenliğinizden farklı olarak neler yapmak isterdiniz?
Ne tür öğretim yöntem, teknik ve materyallere başvururdunuz?
Başta belirlediğiniz hedeflere ulaşmak için nasıl bir ölçme/değerlendirme sistemi benimserdiniz?
Okul-aile-sınıf ve öğrenci ilişkileri açısından neleri değiştirmek veya geliştirmeyi düşünürdünüz?
Nasıl bir okul-aile ilişkisi düşünmektesiniz?

APPENDIX C

STUDENT INTERVIEW SCHEDULE FOR THE SES

Sevgili öğrenciler,

Ben bir üniversitede doktora öğrencisiyim ve yapmam gereken bir araştırma için sizler sınıfınızdan gönüllü oldunuz.. Teşekkür ederim. “Araştırma” herhangi bir konu hakkında bilgi edinmeye çalışmaktır. Ben de, derslerinizde gördüğünüz veya okulda, sınıfta yaşadıklarınız hakkında sizlerden bilgi edinmeye çalışacağım. Bana vereceğiniz değerli bilgiler için hepinize teşekkür ederim.

Başlamadan önce rahat olabilirsiniz. Aramızdaki konuşmalar gizli kalacaktır ve hiç kimseye açıklanmayacaktır. Siz itiraz etmezseniz, konuştuklarımızı unutmamam için kaydetmem gerekiyor. Görüşmemiz tahmini olarak 30 dakika civarında sürecektir. Başlamadan önce herhangi bir sorunuz var mı? Vereceğiniz cevaplar için şimdiden teşekkür ederim.

Kerim GÜNDOĞDU.

1. Demokrasi ve insan hakları denince aklınıza ilk neler geliyor?
Ek Sorular: Ne anlama geliyor?
2. Okulunuzda veya sınıfınızda uyulması gerekli kurallar hakkında neler biliyorsunuz?
Ek Sorular: Bu kuralları nasıl öğrendiniz/öğreniyorsunuz?
Bu kurallara ihtiyaç duyuyor musunuz? Neden?
Kurallar olmasaydı ne olurdu?
3. Okul ve sınıfınızda sorumlu olmak/davranmak öğretiliyor mu? Nasıl?
Ek Sorular: Örnekler var mı? Nelerdir?
Bunlar bir derste mi öğretiliyor? Sizce doğru mu? En kolay sizce nasıl öğrenilir ?
Sınıfınızda belli bir konuda sorumlululuğunuz var mı? Hiç aldınız mı? Evet ise açıklar mısınız?
4. Sınıfınızda diğer insanlara karşı eşit ve dürüst davranmayı öğreniyor musunuz?
Ek Sorular: Nasıl? Örnekleriniz var mı?
Bu konuda kimler size yardımcı oluyor?
5. Öğretmeniniz size başkalarının düşüncelerine saygı duymayı ve sorumluluğu öğrenmeniz için yardım ediyor mu? Nasıl?
Ek Sorular: Bu bir ders içinde mi yapıyor? Değilse nasıl öğreniyorsunuz?

6. Sınıfınızda öğretmenin istekleri dışında kendi kendinize hiç karar veriyor musunuz?
Ek Sorular: Ne yapacağınız, kiminle çalışacağınız, sınıf kurallarının oluşturulması, ödevler...vs. konularında.
Nasıl karar veriyorsunuz?
7. Seçimlerde oy kullanma konusunda neler biliyorsunuz?
Ek Sorular: Neden oy kullanıyoruz? Sizce gerekli midir?
Sınıfınızda veya okulunuzda için hiç oy kullandınız mı? Evet ise hangi konularda? Neler hissettiniz? Açıklayınız.
8. Sınıfınızda kendi düşüncelerinizi rahatça ve kimsenin baskısı olmadan ifade edebiliyor musunuz? Hangi konularda, örnekler var mı?
Ek Sorular: Sizce okulunuz ve de sınıfınız, herkesin düşüncesini serbestçe söyleyebildiği bir yer midir? Değilse sizce neden?
Öğretmeniniz veya diğer öğrencilerin kabul etmeyeceklerini veya hoşlanmayacaklarını düşündüğünüz fikirlerinizi açıklamaktan korkar mısınız? Farklı fikirlere karşı genel tutum nasıl oluyor? Sonucunda neler oluyor?
9. Okunuzla ilgili en çok nelerden hoşlanıyorsunuz? Neden?
Ek Sorular: En çok nelerden hoşlanmıyorsunuz?Neden
10. Herkesin birbiriyle iyi geçindiği, birbirini düşündüğü, mutlu olduğu ve herkesin birbirine karşı çok anlayışlı dvrandığı bir okul düşünün. Bu okul nasıl bir okul olurdu? Lütfen açıklayınız.
Ek Sorular:Öğrenciler neler yapardı?
Öğretmenler neler yapardı?
Böyle bir okulda ailenizin rolü ne olurdu? Neler yaparlardı?
Son olarak hayalinizde nasıl bir okul var?

ADDITIONAL CASES FOR STUDENTS

1. Bir arkadaşımı geçinemiyorum/sevmiyorum ve onun yaşgünü partim için evime gelmesine izin vermem.
2. Sınıfımızda akvaryum, bitki çiçek...vb. bulundurmamız bizleri çok mutlu eder.
3. Öğretmenimiz bize saygı duyuyor. (saygı nedir?)
4. Komşumuzun bizden farklı bir inanca sahip olması bana göre normaldir.
5. Sınıf ve okul içi kurallara, hoşlanmasak ta uymamız gerekir.
6. Herkes yanlış yapabilir. Bu yanlışlarından dolayı insanları affedebilirim.
7. Öğretmenimiz düşüncelerimi serbestçe açıklamamıza kızmıyor.
8. Düşüncesini beğenmediğim arkadaşımı susturmak için vurma hakkım vardır.
9. İnanıklarımızı sınıf içinde serbestçe söylememiz gerekir.
10. Yaptığımız yanlışlardan dolayı öğretmenimiz bize vurma hakkı vardır.
11. Okul içerisinde herkes istediğini yapabilmelidir.
12. Okulumuzda rahatca kitap seçebileceğimiz ve okuyabileceğimiz bir kütüphanemiz olmalıdır.
13. Düşüncesini beğenmediğim arkadaşıma bağırabilirim.
14. Eğitsel kolları görev almak beni çok mutlu eder.
15. Bir arkadaşım bana kötü söz söyler veya vurursa önce nedenini sorarım ve aramızda konuşarak sorunu çözmeye çalışırım.
16. Söylediği kötü bir söz veya yaptığı bir davranıştan dolayı arkadaşımı öğretmene şikayet ederim.
17. Sınıf içinde sorumluk aldığım da mutlu oluyorum.
18. Benden küçük arkadaşlarım benim sözlerime uymalıdır.
19. Sınıfta, arkadaşlarımla birlikte çalıştığım da daha iyi öğreniyorum.
20. Sınıfta sıraların üzerine çıkma/bağırma özgürlüğüm vardır.
21. Yaptığımız resimler, yazdığımız yazı ve şiirlerden en güzellerinin panoda sergilenmesi gerekir/doğrudur.
22. Sınıf içi kurallar belirlenirken bizlere de danışılmalıdır.
23. Kendi başıma çalıştığım da daha çok şey öğreniyorum.
24. Eğitsel kollar veya sınıf başkanlığı seçiminde oy kullanmak beni mutlu ediyor.
25. Sınıfta yaptığımız tartışmalara katılmak beni mutlu ediyor.
26. Bir arkadaşım bana kötü söz söyler veya vurursa aynen karşılık veririm.
27. Grup (küme) içinde herkes görevini ve sorumluluğunu bilmelidir.
28. Sorumluluğumuzu yerine getirmezsek sonuçlarına da katlanmalıyız.
29. Sınıf kurallarını öğretmenimiz tek başına koymalıdır.
30. Yanlış cevap verdiğimizde öğretmenimizin bize bağırması normaldir.
31. Grup içinde (kümede) çalışırken herkes fikrini rahatça açıklamalıdır.
32. Yazılı sınavlarda zorlanıyorum/farklı sınav istiyorum. (Neden?)
33. Öğretmenimizin koyduğu kurallara hiç düşünmeden uymak gerekir.
34. Grup (küme)içerisinde herkesin kararına saygı duyarım.
35. Sorumlu olduğum eğitsel kolu kendim seçmek isterim
36. Yanlış veya eksik cevap verdiğimde hoşgörüle karşılanması gerekir.
37. Sınıf başkanı bizler tarafından seçilmelidir
38. Sınıfta, en çok öğretmenimizin tahtada anlatmasıyla öğreniyorum.
39. Sınıfımızda bitki, çiçek olursa kendimi daha iyi/mutlu hissedirim
40. Sınıfı temizleme işi hep aynı arkadaşlarımız tarafından yapılmalıdır.
41. Grup (küme) kararlarına herkes uymalıdır.
42. Sınıfta, en çok tepegöz, video veya TV kullandığımızda öğrendiklerim aklımda kalıyor.
43. Sınıfta kuralların ne olacağına öğretmenimiz ile birlikte karar vermeliyiz.
44. Ahmet bir polis, Mehmet ise işsizdir. İkisi de insan olarak eşittir.

APPENDIX D

PARENT INTERVIEW SCHEDULE FOR THE SES

Merhabalar.

ODTÜ Eğitim Fakültesi, Eğitim Bilimleri Bölümü'nde doktora öğrencisiyim. Doktora tez konusu olarak ilköğretimde demokrasi ve insan hakları eğitimi konusunu çalışmaktayım. Çalışmanın amacı ilköğretimde demokrasi ve insan hakları eğitiminin nasıl yapıldığını araştırmaktır. Bununla birlikte okula ait ilkeler, değerler ve kültürel özelliklerin demokrasi ve insan hakları eğitimi nasıl etkilediği de incelenecektir.

Bu noktada sizinle yapacağımız görüşme(ler), demokrasi ve insan hakları eğitiminin nasıl yapıldığını veli bakış açısından ortaya koymada çok yararlı olacaktır.

Başlamadan önce aramızdaki konuşmaların gizli kalacağını ve adınızın araştırmanın hiçbir yerinde açıklanmayacağını iletmek isterim. Aramızda geçecek olan konuşmaları, eğer bir sakıncası yoksa kaydetmek istiyorum. Görüşmemiz tahmini olarak 45 dakika civarında sürecektir. Başlamadan önce herhangi bir sorunuz olursa cevaplamaya hazırım.

Vereceğiniz cevaplar için şimdiden teşekkür ederim.

Kerim GÜNDOĞDU

1. Demokrasi ve insan hakları kavramları size ne ifade ediyor? Açıklar mısınız?
2. Size göre ilköğretimin özellikle ilk basamağında demokrasi ve insan hakları eğitiminin önemi nedir?
Ek Sorular: Bu basamakta demokrasi ve insan haklarının öğretilmesi hakkında kısaca neler düşünüyorsunuz?
İlköğretime başlayan bir çocuğun gelişim aşamalarını gözönünde bulundurarak sınıf ve okul etkinliklerinizde demokrasi kavramı ile çocuk gelişimine ilişkin neler gözlemliyorsunuz/ söyleyebilirsiniz?
3. Çocuklarınızın demokratik tutum ve davranışları kazanabilmesi için ne yapıyorsunuz?
Ek Sorular: Okulda öğretilmeye çalışılan demokrasi, insan hakları ve vatandaşlık değerlerini evde de desteklediğinizi düşünüyor musunuz? Nasıl?
Örnek verir misiniz?
4. Demokratik aile, okul yönetimi ve demokratik öğretmen kavramları size göre ne anlama gelmektedir?
Ek sorular: Başarılabilir mi? Nasıl?

5. Okul atmosferi veya değerlerinin öğrencilerinizin demokrasi ve insan hakları anlayışına katkıda bulunduğunu düşünüyor musunuz? Neden?
Ek Sorular: Varsa, bu katkı ne derecede gerçekleşmektedir?
6. Öğretmenlerin sınıfta veya okul içerisinde kendi inandığı ilkeler ve dünya görüşüne göre öğretim yapması ile ilgili neler düşünüyorsunuz? Neden?
Ek Sorular: Öğretmenler, vatandaşlık değerleri ile demokratik tutum, değer ve davranışları öğretirken kendi yaşam felsefelerini yansıtmalı mıdır? Neden? Lütfen açıklayınız.
7. Yönetici, öğretmen, öğrenci ve siz veliler arasındaki ilişkiyi kısaca nasıl tanımlardınız?
Ek Sorular: Öğrencilerin demokratik tutum ve davranışlar ile insan haklarına ilişkin değerleri kavrayıp benimsemeleri için yukarıdaki grupların rolü sizce ne olabilir?
Bu gruplar arasında yaşanmış bir çatışmaya hiç tanıklık ettiniz mi?
Nasıl gelişti ve sonuç ne oldu?
8. Okul ile ilgili karar verme sürecinde hiç söz sahibi oldunuz mu? Evet ise örnek verebilir misiniz?
Ek Sorular: Olmadıysanız neden? Bu süreçte yer almak ister miydiniz?
Okulla ilişkileriniz nasıldır?
9. Kuruculuğunun veya sorumluluğunun size verilmiş olduğu hayali bir okul düşününüz. Böyle bir gücünüz olsaydı bu okulda demokrasi ve kişi haklarını tam anlamıyla yerleştirmek ve öğretmek için neler yapardınız?
Ek Sorular: Bu okulun temel amaçları sizce neler olurdu?
Şu anki durumunuzdan farklı olarak ne katkıda bulunurdunuz?
Öğretmenlerden veli olarak neler beklerdiniz?
Okul-aile ve öğrenci ilişkileri açısından neleri değiştirmeyi veya geliştirmeyi düşünürdünüz?
Nasıl bir okul-aile ilişkisi öngörürdünüz?
Böyle bir amacı gerçekleştirebilmek için sizce nasıl bir öğretim hizmeti sunulması gerekir?
Planlar
Yöntem-teknikler
Materyaller
Değerlendirme yaklaşımları

APPENDIX E

ADMINISTRATOR INTERVIEW SCHEDULE FOR THE SES

Merhabalar.

ODTÜ Eğitim Fakültesi, Eğitim Bilimleri Bölümü'nde doktora öğrencisiyim. Doktora tez konusu olarak ilköğretimde demokrasi ve insan hakları eğitimi konusunu çalışmaktayım. Çalışmanın amacı ilköğretimde demokrasi ve insan hakları eğitiminin nasıl yapıldığını araştırmaktır. Bununla birlikte okula ait ilkeler, değerler ve kültürel özelliklerin demokrasi ve insan hakları eğitimi nasıl etkilediği de incelenecektir.

Bu noktada sizinle yapacağımız görüşme(ler), demokrasi ve insan hakları eğitiminin nasıl yapıldığını yönetici bakış açısından ortaya koymada çok yararlı olacaktır.

Başlamadan önce aramızdaki konuşmaların gizli kalacağını ve adınızın araştırmanın hiçbir yerinde açıklanmayacağını iletmek isterim. Aramızda geçecek olan konuşmaları, eğer bir sakıncası yoksa kaydetmek istiyorum. Görüşmemiz tahmini olarak 45 dakika civarında sürecektir. Başlamadan önce herhangi bir sorunuz olursa cevaplamaya hazırım.

Vereceğiniz cevaplar için şimdiden teşekkür ederim.

Kerim GÜNDOĞDU

1. Demokrasi ve insan hakları kavramları size ne ifade ediyor? Açıklar mısınız?
2. Size göre ilköğretimin özellikle ilk basamağında demokrasi ve insan hakları eğitiminin önemi nedir?
Ek Sorular: .Bu basamakta demokrasi ve insan haklarının öğretilmesi hakkında kısaca neler düşünüyorsunuz?
İlköğretime başlayan bir çocuğun gelişim aşamalarını gözönünde bulundurarak sınıf ve okul etkinliklerinizde demokrasi kavramı ile çocuk gelişimine ilişkin neler gözlemliyorsunuz /söyleyebilirsiniz?
3. Demokrasi veya insan hakları ile ilgili bir ünite veya ders ile ilgili olarak öğretmenleriniz ve öğrencilerinizden, kısacası kendi okulunuzdan beklentileriniz nelerdir?
Ek Sorular: Bu hedefler size göre kazandırılabilir nitelikte midir?
Bu ünite veya ders(ler) sonucunda, bu amaç veya hedeflerin ne kadar gerçekleştirilebildiğini düşünüyorsunuz?
4. Demokratik bir okulun temel öğeleri olarak neler aklınıza gelmektedir?

- Ek Sorular: Demokratik bir okulu nasıl tanımlardınız?
Böyle bir okulda sizce yöneticinin rolü nedir?
Öğretmenler, öğrenciler, diğer personel veya veliler okul içinde alınan/alınacak kararlara katkıda bulunmakta mıdır? Ne derecede ve nasıl?
Öğretmen-öğrenci-veli katılımı ile ilgili ne düşünüyorsunuz?
Koşullarınızı göz önüne aldığınızda demokratik okul fikri size gerçekçi gelmekte midir? Neden?
5. Sizce demokrasi ve insan hakları kavramları ders veya dersler ile öğretilbilir mi?
Ek Sorular: Cevabınız hayır ise neden? Evet ise nasıl öğretilmelidir?
Sizce bu kavramların öğretilmeye çalışıldığı derslerle başarıya ulaşıyor mu? Neden?
Okul programları açısından yapılması gerekenler sizce nelerdir?
Öğretim yöntem teknik ve materyalleri açısından neler yapılabilir?
6. Okulunuza ait değerleri ve kültürel özellikleri ne şekilde tanımlardınız?
Ek Sorular: Bu değerler ve kültürel özelliklerin oluşmasında en çok kimlerin katkısı olmaktadır?
Bu değerler ve kültürel özelliklerin demokrasi ve insan haklarını öğrenme veya öğretmede nasıl bir etkisi olabilir? Açıklayınız.
7. Öğretmenlerin sınıfta veya okul içerisinde kendi inandığı ilkeler ve dünya görüşüne göre öğretim yapması durumuna nasıl yaklaşırsınız? Neden?
Ek Sorular: Öğretmenler demokratik tutum, değer ve davranışlar ile vatandaşlık değerlerini öğretirken kendi yaşam felsefelerini kriter olarak almalı mıdır? Neden? Lütfen açıklayınız.
8. Okul atmosferi öğrencilerinizin demokrasi ve insan hakları anlayışına katkıda bulunuyor mu?
Ek Sorular: Bu katkı hangi derecede gerçekleşmektedir?
9. Okul içi iletişim örüntüsünün nasıl işlediği hakkında kısaca bilgi verebilir misiniz?
Ek Sorular: Öğrenci-okul yönetimi ve öğretmen-okul yönetimi ilişkisi nasıldır?
10. Yönetici, öğretmen, veli ve öğrencilerin birbirleriyle olan ilişkisi hakkında görüşleriniz nelerdir?
Ek Sorular: Bunlardan hangisi veya hangileri, demokrasi ve insan hakları düşüncesinin şekillenmesinde daha çok pay sahibidir? Nasıl?
Bu gruplar arasında demokratik hak ve ödevler ile ilgili yaşanan veya yaşanmış herhangi bir çatışmaya, varsa, tanıklık ettiniz mi? Nasıl?
Çözüm nasıl oldu?
11. Kuruculuğunun veya sorumluluğunun size verilmiş olduğu hayali bir okul düşününüz. Böyle bir gücünüz olsaydı bu okulda demokrasi ve insan haklarını tam anlamıyla yerleştirmek ve öğretmek için neler yapardınız?
Ek Sorular: Bugünkü okul yönetiminizden farklı olarak neler yapmak isterdiniz?

APPENDIX F

AN EXAMPLE OF CODED OBSERVATION SCHEDULE

Tarih: 31.01.2002

Sınıf: 5/...

Ders: Sosyal Bilgiler

OBSERVATION & NOTES	COMMENTS & CODES
<p>Saat:12:50 Ders başlamadan hemen önce öğretmen sınıfa girdi...Herkes ayakta...'oturun!' Öğrencilerin çoğu birşeylerle uğraşıyorlar. Kimi ayakta, kimi sınıfta arkadaşıyla konuşuyor kimiye defterini açmaya çalışıyor. Bazıları bağırarak şarkılar söylüyor. Kimleri masa örtüsünü dolaptan çıkararak öğretmen masasına örtüyor. Sınıfta gürültü var. Öyle olduğu halde T öğrencilerin ne yapmaları gerektiğini iletiyor. T tahtaya bugünün tarihini yazıyor.</p> <p>Bir veli girdi sınıfa...Çocuğunu bıraktı içeri ve çıktı. Biri daha geldi çocuğun çantasını verdi ve çıktı. Bu veli öğretmene para veriyor (sınıfta kullanılmak üzere).</p>	<p>OC:Sınıf aydınlık, lambalar yanıyor. Tavan yüksekliği epeyce fazla olduğundan sınıf aydınlık ve havadar... Öğrenci sayısı da diğer sınıflarla karşılaştırıldığında daha düşük (n=19), fakat sınıfa gelmeyenler de var! Sınıfın sağ tarafında duvarda bir Türkiye haritası ve 'sağlıklı büyüyelim' ünitesinde işlendiği belli olan bir pano var. Kapının hemen arkasında ağzı 'açık', büyükçe bir çöp kovası duruyor. Sağlıklı bir ortam yok!</p> <p>Sınıfta çok fazla materyal yok. Bu bakımdan diğer sınıflara benziyor.</p> <p>Comfortable but & disorders/noise</p> <p>Öğretmen sınıfa girdiği halde!!!</p> <p>Parental visit/monetary issues</p>

<p>Bozuk olmadığından alınamadı... Tüm öğrencilerde bir para toplama telaşı başladı. Diğer yandan da birbirleriyle konuşuyorlar. Kimisi de yüksek sesle konuşuyor. T ‘Can yerine geç! Oğlum beni deli etmesene ya!’ Ancak öğrenciler hala devam ediyorlar para toplama işine... Sonunda, T ‘paraları ders aralarında toplarsınız’ diyor.</p> <p>Ders konusu ‘doğal afetler ve korunma yolları’...Bir öğrenci ilgili parçayı kitaptan yüksdek sesle okumaya başladı. T öğrencilerden izlemelerini ve dinlemelerini istedi.</p> <p>Hangi ‘küme’ ya da sıranın anlatılacağı tartışılırken, orta sırdan 6 öğrenci tahtaya çıkarak kendi aralarında dizildiler. Daha önceden bir öğrencinin okuduğu parçayı tahtada kitaba bakmadan anlatmak üzere... İlk öğrenci anlatmaya başladı.</p> <p>Bazı öğrenciler sesler çıkarmaya ve öğrencinin şaşırdığı durumlarda ona müdahale etmeye başladılar. T ‘müdahale etmeyin, bırakın kendisi anlatsın!’... Tahtadaki öğrencilerin kimisinin elleri arkada, kimisinin cebinde, kimi de ellerini kucağında kavuşturmuş sıralarını bekliyorlar.</p> <p>T: ‘Aslı tamam ya!’ (uyarıyor)</p> <p>Doğal afetler teker teker sayılarak anlatılıyor. Öğrencilerin kendi aralarında konuşmaları hiç bitmiyor. T, ‘deprem olduğunda ne yapmalıyız?’ Öğrenciler değişik cevaplar veriyorlar. Söyledikleri genelde kitapta yazılanların bir kopyası, yani ezberliyorlar. Tahtaya çıkmak için hep bir ağızdan ‘öğretmenim’ sözleriyle parmaklar havada uçuşuyor...</p> <p>T, sürekli olarak birilerini uyarıyor: ‘Kızım yapma diyorum... oğlum konuşma!... Yapma ya!’</p> <p>‘Fidan, ağaç dikmeliyiz değil mi? Neden?’ ‘Cansu, Caner’e sor bakalım....’ karşılıklı sorular soruluyor. Bilemeyen öğrencilere müdahalelerde bulunuluyor. ‘Atma!’</p> <p>Anlatılan konuyla ilgili olarak tahtdakiler sınıftaki diğer öğrencilere sorular soruyorlar. Bilemeyen öğrencinin avuç içlerine bilinmeyen soruyu soran kişi tarafından vuruluyor. Bu bazen çok ağır bir tokat (şaplak) ta olabiliyor. Bir kız öğrenci bu nedenle gözyaşı döküyor.</p>	<p>-Sınıfı sabahçı ve öğleci olmak üzere 2 grup paylaşıyor.</p> <p>-Continuous warning</p> <p>-Recitation</p> <p>-Passive participation</p> <p>-Discussion</p> <p>-Routines</p> <p>-Recitation</p> <p>-Interfere of the students</p> <p>-T warns</p> <p>-Stds. are comfortable</p> <p>-T warns</p> <p>-Recitation & memorization</p> <p>-Questionning</p> <p>-Memorization (facts&concepts)</p> <p>-Body language/nonverbal communication</p> <p>-T warns (Rudely)</p> <p>-Questionning</p> <p>-Sts-to-stds. interaction</p> <p>-Stds. interference</p> <p>-Interaction among stds.</p> <p>-Learner-centered-like!?</p> <p>-Violence & instructional routine!???</p> <p>-Stds. do not like!</p>
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<p>Bir öğrenci ‘bitki örtüsü’nü soruyor. Diğeri ise iklimi anlatıyor. Bunun üzerine ‘salak!’ diyor... Öğretmen hiç müdahale etmiyor.</p>	<p>-Swear words & bad language -No T intervention</p>
<p>Bir öğrenci sorunun cevabını beklemeden, sorduğu öğrencinin eline şaplak atıyor. Diğeri, ‘öğretmenim söylemeden vurdu bana ya!’</p>	<p>-Complaints</p>
<p>Tahtadaki öğrenciler birbirlerini itiyorlar, şakalaşıyorlar. Bunu, diğer arkadaşları konuyu anlatırken yapıyorlar. Kendisi itilen öğrenci, herkesin duyacağı şekilde, ‘geri zekalı’ diye sesleniyor arkadaşına...</p>	<p>-Disorder during instructional process -Bad language</p>
<p>Bir öğrenci veya öğretmen soru sorunca, bir öğrenciye söz verildiği halde hermen herkes cevabı haykırarak veriyor.</p>	<p>-No respect</p>
<p>T, ‘çıkart o cikleti ağzından!’... Öğrenci sakızı çöpe atıyor.</p>	<p>-T warns</p>
<p>Hemen ardından deperm anında neler yapılması gerektiğini bilemeyen tahtadaki bir öğrencinin eline şaplak atıldı. Bu işlem normal bir prosedür şeklinde devam edip gidiyor.</p>	<p>-Violence & instructional routine</p>
<p>T ‘bak ya! Oturduğu yerden konuşuyor!’ ‘Cengiz sen açıklama müdürü müsün?’ ‘Sen anladın mı? Ya sen?’</p>	<p>-T warns (by shouting)</p>
<p>Bir öğrenci ‘susun be!’ diye bağırıyor. Tahtadakilerin ellerine sırayla bilmedikleri soru için şaplak atıyor.</p>	<p>-Violence & instructional routine</p>
<p>T sonunda anlatılanlar bitince, bu grup otursun dedi. Kendisine seslenen öğrenciye sertçe bağırarak, ‘söyle! Ne diyorsun?!’...</p>	<p>-T warns & directs</p>
<p>Bu defa birinci sırlarda oturanlar tahtaya doğru ilerlediler. Daha önce işlenmiş konulardan da sorular gelebileceği hatırlatıldı. Bilinmez ise yine şaplak!</p>	<p>OC: Aslında tüm öğrencilerin tahtaya kalkmaya bu kadar isteklilik gösterdiği bir sınıf gözlemlememiştim. Çünkü burada vurulan değil ‘ele vuran’ olmak istiyor herkes!)</p>
<p>Öğretmen genellikle sınıfın ön tarafında duruyor. Sınıftaki sıra aralarını kullanmıyor. Genelde masasına yakın. Bazı öğrenciler ders olduğu halde rahatça kalkıp</p>	<p>-Physical proximity of T. -Close to the front side -Sts. wandering in the class</p>

dolaşıyorlar sınıfta... Öğretmen, kendisi ders anlatmıyor. Genellikle hep öğrenciler ders anlatıyor.	-Stds. ' presentations
‘Doğal afetlerden aklımızda kalanlar’ diye bir öğrenci anlatmaya başlıyor. Bazı öğrenciler gülüşmeye başladılar. Müdahaleler oluyor. Şevkle başlayan öğrencinin kendine güveni azaldı bu müdahalelerden dolayı!	-Summarizing & repeating -Teasing -Std. lose his motivation
Bir öğrenci sınıfa girdi... T, ‘niye öyle erken geldin Okan?!’... Öğrencilerden bazıları, ‘gelmeseydin bari!’	-Late student -Teasing
Öğretmen bir öğrenciye ‘sen Samet’e sor bakalım’	-T’s direction
Bir kız öğrenci dışı ağrıdığı için izin istedi dışarı çıkmak için... Dışarı çıktı. Öğretmen soru sormadı rahatsızlığıyla ilgili...	-Std. was allowed for out -No T interest on this
Bir öğrenci özel defterine bakıyor. Ders işlenirken, konu anlatılırken...	-No interest in the lesson
Diğerr öğrenci soruyor:’kıyı ovalarımızda ne yetişir?’ ve bilemeyince şaplağı yapıştiriyor.	-Violence & instructional routine
Bazı öğrenciler dersi hiç takip etmiyorlar. Öğretmen müdahale etmiyor. Parmaklar havada...	-No interest in the lesson -No T intervention
Bazı şikayetler geliyor: ‘öğretmenim kitaba baktı anlatırken!’	-Std. complaints
Gürültüler başladı yine sınıfta...Diğer tahtadaki öğrenciler de oturdu. Öğretmen kısaca anlatılanları tekrarlıyor. Doğal afetlerde önlemlerin ne olacağını özetliyor.	-Disorder & noise -T summarize
Başka sınıftan bir öğrenci girdi içeri yanlışlıkla. T, ‘aptal adam’...	-T teases the std.
Zil çaldı!	Zil çalmaya yakın hekeste bir kıpırdanam oluyor. OC: Ders genelde ezbere dayalı olarak yürütülüyor. Öğrencilerin anlatmasına izin verilse de ezberin önüne geçilemiyor. Tek bir kaynak kitap (Sosyal Bilgiler) kullanılıyor.

*OC. Observer’s comments

APPENDIX G

CASE STUDY PROTOCOL FOR THE SES

BİR DURUM ÇALIŞMASI:

İLKÖĞRETİMDE DEMOKRASİ VE İNSAN HAKLARI EĞİTİMİ

Araştırmanın amacı:

Araştırmanın iki amacı vardır. Birincisi, ilköğretimde demokrasi ve insan hakları eğitiminin nasıl yapıldığını araştırmak, diğeri ise ilköğretim ilk kademedeki demokrasi ve insan hakları eğitimi etkileyebilecek ders ve okul programları ile ilgili etkenleri ortaya çıkarmaktır

Bu amaçlara ulaşabilmek için, *“İlköğretim ilk kademedeki demokrasi ve insan hakları eğitimi nasıl yapılmaktadır?”* sorusunu incelemek amacıyla aşağıdaki alt sorulara cevap bulmaya çalışılacaktır:

1. İlköğretimin ilk beş sınıfında öğretmen, öğrenci, yönetici ve öğrenci ailelerinin, demokrasi ve insan hakları eğitime yönelik algıları nelerdir?
2. İlköğretim ilk kademedeki demokrasi ve insan hakları eğitime yönelik öğretimin planlanması ve değerlendirilmesi etkinliklerini nasıl yapmaktadırlar? Sınıf içi öğrenme ve öğretme süreci öğrencilerde demokrasi ve insan hakları gelişimine nasıl etki etmektedir?
3. İlköğretimin ilk 6 sınıfında, okuldaki mevcut değerlerin ve kültürel özelliklerin demokrasi ve insan hakları eğitimi üzerindeki etkileri nelerdir?
4. Demokrasi ve insan hakları, ilköğretim ilk kademe ders kitapları ve okul dokümanlarında nasıl yer almaktadır?

Yöntem

Araştırmada tamamen nitel yöntemlere başvurulacaktır. Araştırmanın temel amacı “ne” sorusu yanında “niçin” ve “nasıl” sorularına da cevap bulmak olduğundan, nitel araştırma yöntemlerinden “durum çalışması”na (case study) başvurulması uygun görülmüştür. “Durum çalışması, güncel bir olguyu kendi gerçek yaşam çerçevesi içinde çalışan, olgu ve içinde bulunduğu içerik arasındaki sınırların kesin hatlarıyla belirgin olmadığı ve birden fazla kanıt ve veri kaynağının mevcut olduğu durumlarda kullanılan, görgül bir araştırma yöntemidir” (Yin, 1984, s.23, aktaran Yıldırım ve Şimşek).¹

Bu nedenle, araştırmada, durum çalışmasının tanımına paralel olarak veri toplama yöntemlerinden görüşme, gözlem ve döküman incelemesine başvurulacaktır.

Araştırma Hedef Kitlesi ve İzlenecek Yol

Daha önceden belirlenmiş kriterlere uygun bulunan SES ilköğretim okulunda müdür ve öğretmenlerle yapılacak toplantı sonucunda, araştırma için gönüllü olacak ilköğretim 1 ve 6. sınıflar arasındaki (1 ve 6 dahil) her düzeyden birer sınıf araştırma kapsamında yer alacaktır. Öğretmenlerle yapılacak belli bir plan çerçevesinde, bu sınıflarda belirli derslerde gözlemler yapılacak ve her bir öğretmen ve bu sınıflarda araştırmaya katılmak isteyen öğrencilerden yine gönüllü olanlar ile görüşmeler yapılacaktır. Bu görüşmeler, daha sonra veri analizinde kullanılmak üzere, izin verildiği takdirde, kaydedilecektir. Ayrıca, araştırmaya katılmayı kabul etmiş öğrencilerin velileriyle ve okul yöneticileriyle de ayrıca görüşmeler yapılacak ve bunlar da kaydedilecektir.

Okulda yönetim veya öğretmenler tarafından hazırlanmış, okul kültürü ve değerleri ile okula ait her türlü kurumsal göstergeleri yansıtan plan, döküman ve belgeler ile demokrasi ve insan hakları kavramlarını içeren her türlü ders kitabı ve program da, izin alınmak suretiyle incelenecektir.

Araştırma için seçilen öğretmen, öğrenci ve diğer gruplardan hiç kimsenin kimliği açıklanmayacak ve araştırmada isimler yer almayacaktır.

¹ Yıldırım, A. ve Şimşek H. (1999). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınevi.

APPENDIX H

CONSENT FORM FOR PARENTS IN THE SES

Sayın Veli

İlköğretim 1-5.sınıflarda demokrasi ve insan haklarıyla ilgili kavramların nasıl öğretildiği ile bu kültürün okulda nasıl yerleştirilebileceği konusunda bir araştırma yapmaktayım. Bu amaçla, Milli Eğitim Bakanlığı ve okul yönetiminin de resmi iznini alarak, yapmakta olduğum sınıf ve okul içi gözlemlere ek olarak, siz ve velisi olduğunuz çocuğunuzla yaklaşık **30-45 dakika** sürecek ayrı ayrı görüşmeler yapmak istiyorum.

Bu görüşmede, bir veli olarak *okulda demokrasi ve insan hakları öğretimi ile okul-aile ilişkileri* konularında görüşlerinize başvurulacaktır. Görüşme araştırma amacına uygun olarak kullanılacak ve hem sizin hem de çocuğunuzun vereceği bilgiler *gizli* tutulacaktır.

Araştırmaya katılmayı kabul ediyorsanız lütfen aşağıda ayrılan yere adınızı soyadınız ve çocuğunuzun adın soyadını yazınız ve imzalayınız. Görüşmeyi yapabilmek için, çalışıyorsanız işyerinize gelebileceğim gibi, aşağıda ayrılan yere *telefon numaranızı* yazarsanız detayları daha sonra görüşmemiz mümkün olacaktır.

Katkılarınız için çok teşekkürler.

Öğrenci adı soyadı: _____

Sınıfı: _____

Veli adı soyadı: _____

İmza: _____

Telefon no: _____

Kerim GÜNDOĞDU
ORTA DOĞU TEKNİK ÜNİVERSİTESİ
Eğitim Fakültesi
Eğitim Bilimleri Bölümü
Telefon: (iş) 2104077- (cep) 0533.....
E-Mail: gundogdu@fedu.metu.edu.tr

APPENDIX I

AN EXAMPLE OF CODED/LABELLED INTERVIEW SCRIPT

ÖĞRETMEN GÖRÜŞME FORMU

TARİH:06.2002
SINIF: 5
ÖĞRETMEN:

Merhabalar.

ODTÜ Eğitim Fakültesi, Eğitim Bilimleri Bölümü'nde doktora öğrencisiyim. Doktora tez konusu olarak ilköğretimde demokrasi ve insan hakları eğitimi konusunu çalışmaktayım. Çalışmanın amacı ilköğretimde demokrasi ve insan hakları eğitiminin nasıl yapıldığını ortaya koymaktır. Bununla birlikte okula ait ilkeler, değerler ve özelliklerin demokrasi ve insan hakları eğitimi nasıl etkilediği de incelenecektir.

Bu noktada sizinle yapacağımız görüşme(ler), demokrasi ve insan hakları eğitiminin nasıl yapıldığını öğretmen bakış açısından ortaya koymada çok yararlı olacaktır.

Başlamadan önce aramızdaki konuşmaların gizli kalacağını ve adınızın hiçbir yerde açıklanmayacağını iletmek isterim. Aramızda geçecek olan konuşmaları, eğer bir sakıncası yoksa kaydetmek istiyorum. Konuşmamız sonunda ters gittiğini düşündüğünüz birşeyler olursa, istediğiniz takdirde aldığım notlar ve kaydettiğimiz bandı size geri verebilirim. Görüşmemiz tahmini olarak 45 dakika civarında sürecektir. Başlamadan önce herhangi bir sorunuz olursa cevaplamaya hazırım.

Vereceğiniz cevaplar için şimdiden teşekkür ederim.

Kerim GÜNDOĞDU.

- Demokrasi ve insan hakları kavramları size ne ifade ediyor? Açıklar mısınız?

Bunun gibi kavramların yaşanması gerekiyor zaten ki önümüzdeki sürecin kaçınılmaz sonucudur. bir şekilde bununla yüzleşeceğiz. ne kadar erken yaşta demokrasiyle. zaten insan hakları çok evrensel bir şey artık onu kimse tartışmıyor dünyada. yani bir şekilde hangi yaşta olursa olsun tanışıp onunla ilgili fikirler edinilmeli.

- Size göre ilköğretimin özellikle ilk basamağında demokrasi ve insan hakları eğitiminin önemi nedir?

(ilköğretime başlayan bir çocuğun gelişim aşamaları birinci sınıf ikinci sınıf biraz zordur. soyut kavramlar falan. sizce mümkün müdür demokrasi ve insan hakları öğretmek ilköğretimde?)

Ben de şöyle düşünüyorum çocuk birinci sınıfa geldiğinde ve iki de demokrasiye davranış olarak çok yakın. çünkü takkiye yapamıyor. yalan söyleyemiyor. bir şekilde o süreç zaten yani demokrasiyi sevmeyenler bile fiili yaşamda bir şekilde onun ismini koymasak bile onun yansımalarını yaşıyoruz.

- Demokrasi, vatandaşlık veya insan hakları ile ilgili kavramların öğretilmesiyle ilgili olarak hazırladığınız planı (sınıf içi veya dışında) uygularken ne tür öğretim yöntem, teknik ve materyallerini kullanırsınız?

Bu Türkiye de aslında çok zor bir durum. çünkü nesnel şartları yok. demokrasinin nesnel şartları yok ve olmadığı için çocuk bir şekilde olmayan bir şeyi yaşama aktarılması da çok zor. yani ömek bir davranış biçimi. bence topyekün bir gidişat vardır. o gidişat içerisinde bir şekilde yavaş yavaş gerçek anlamda demokrasinin ne olduğu da çok uzun bir süreç. bütün Müslüman ülkeler için geçerli.

perceptions of democracy / HR

→ needed to live
→ inevitable
→ early ages
→ universal concepts

Importance of D./HR in early ages

in
→ 1-2 grades, children do not lie or act!
→ no secrecy
→ reflection of democracy

Methods / techniques
materials

→ difficulty
→ model behaviors
→ long process
→ being a Muslim

- Demokrasi ve insan hakları kavramlarını öğretmek için plan yapıyor musunuz? Nasıl? Plan yapmada gözönüne aldığınız kriterler nelerdir?

Bu aslında bizim biraz fazla yani yek doğrucu bir öğretim sistemimiz olduğu için pek fazla planla da olacak bir şey değil. Erikson daha iyi söylüyor. Özgür bir ortamın olabilmesi için seçme hakkının olması gerekiyor. farklı seçenekler olacak ki insanlar tercihlerinde ama tek seçenek varsa tek bir doğru varsa kutsanmış bir doğru varsa burada çok da anlamlı değildir yani hep güzel şeyler yazılsa hep güzel kitaplar yazılsa ne olacak. ana omurga tek doğrudur. Bizim paradigmatı sistemde hiç önemli değildir. yavaş yavaş tek doğrudan bir çıkış var fiili olarak. zaten artık günümüz dünyasında mümkün değildir tek sistemlerin ayakta durması.

- Plan yaparken zaten sosyal bilgiler dersi özellikle daha doğrusu o planı uygularken göz önüne aldığınız sınıf içi toplumsal bireysel kriterler var mı?

Sınıf içi öğrencilerle ilgili öğrencilerin farklı algılama düzeylerinden tutunda okulun fiziki şartları hepsi bunların göz önüne alınır.

- (Yararlandığınız kaynaklar var mı? sadece sosyal bilgiler kitabını okuturum işim biter mi. yoksa başka bir şekilde araştırma ihtiyacı hissediyor musunuz?)

Aslında bu iş talim terbiye tarafından belirlenen kaynakların dışında çok fazla başvurmak mümkün değildir. satın almaya ilgili veya daha doğrusu ekonomik durumla ilgili bir şey. istesen dahi güzel bilgilere ulaşamayabilirsiniz.

- Peki talim terbiyenin size önerdiği kitaplar dergiler ya da bu tür hususlar demokrasi ve insan hakları kavramı olarak yer veriliyor mu?

Bence çok fazlaca araştırılıp da önerildiğini sanmıyorum. çünkü mesela geçen yıl dördüncü sınıf sosyal bilgilerinde çok ilginç bir konu dünya çocuk günüyle ilgili bir metin vardı. o metin bence iyice okunmamış ya da onu yazan insan çocuğa hitap etmiyor. dünya çocuk gününün anlamıyla içeriğiyle ilgili tek bir satır yok. cümle yok. sadece nasıl kurala uyulması o ideolojik yapıya paralel davranış geliştirmesiyle ilgili öneriler var.

- Vatandaşlık, demokrasi ve insan hakları ile ilgili bir ünite veya ders bitiminde öğrencilerinizden beklentileriniz nelerdir?

(Vatandaşlık demokrasi insan hakları kavramlarıyla ilgili temamız da olduğu için ondan bahsediyorum. dersin bitiminde beşinci sınıfın sonunda diyelim. beklentileriniz nelerdir? böyle bir üniteyi böyle bir temayı işledikten sonra öğrencilerinizden vatandaşlık demokrasi insan hakları konusunda ne tür şeyler beklersiniz?)

Aslında ben şöyle söyleyeyim genel olarak öğrencilerin sadece sosyal bilgiler vatandaşlıkta değil matematikte de karşılaşacakları fiili durumları analiz ederek çözmeye çalışmalılar. yani muhakeme etmelidir.

İlköğretim kavramında mutlaka her referansınız o. demokrasi ve insan hakları kavramlarında bir referans var mı? orda belirtiliyor mu şunlar bekleniyor diye?

Yani ülkemizin genel yapısının yansımaları da aynı kurumlara bağlıdır. bir arada gidiyor. bir şekilde yavaş yavaş alışıcağız.

Instructional Plans

→ plans are not enough
→ rights for selection
→ providing options
→ "there is one right in our system"

→ sts.' perception levels
→ physical conditions

→ economic conditions of teacher
→ no enough resources
→ NONE

→ level is not appropriate for the students

→ suggestions for teachers in developing appropriate behaviors

Expectations from the students

→ students should analyze
→ developing judgment skills.

→ parallel to the conditions of the country

- Öğrenmek istediğim şey şu. Örneğin bir tarafta demokratik yurttaş demokratik vatandaş yetiştirme beşinci sınıfın sonunda şunlar bekleniyor. iyi hoş bekleniyor da beşinci sınıfta gerçekten pratikte öyle mi? açıkçası programda belirtilen şeylerle beşinci sınıfın sonunda diyelim öğrenci bitirdiği zaman beşinci sınıfı, tutarlılık var mı sizce? bir öğretmen gözüyle nasıl düşünüyorsunuz?

Bence yazılanlarla fiili yaşamın örtüşmesi güzel bir şeydir. bizim ülkemizde bununla ilgili ciddi problemler vardır. söylenen yazılan fiili yaşamla örtüşmüyor. bir şekilde arayı bulup gerçekliğimizle barışık hale gelmek zorundayız.

→ theory was practice
→ several problems in Turkey.
→ need for confronting the truth.

- Yani diyorsunuz ki ünite ya da ders sonucunda müfredatta belirtilen amaçlarla gerçek yaşam çok örtüşmüyor...

Çünkü bir de sanal bir durum söz konusu. biz eğer çocuklara fazla sevmedikleri yaşamla örtüşmeyen kuralları dayatarsak onlar yapmış oluyolar. onları çok küçük yaşta yalana riyakarlığa teşvik etmiş oluyoruz ki ilkokul üçten sonra öyle başlıyor. çocuklar bir çok maske kullanmaya başlıyor. öğretmenin hoşuna giden maskeyi kimi mekanda takıyor. anne babanın hoşuna giden maskeyi kimi mekanda takıyor. ve bu bizden kaynaklanıyor. bizim yapıda şöyle. çoklu ortamı sevmiyoruz biz. mutlak doğrularla geldiğimiz için mutlak doğrular da tartışılmıyor. dolayısıyla artık demode olmuş belki de geçerliliği kaybolmuş belki de on yedinci yüzyılda geçerliydi şimdi geçerli değildir.

→ not achieving the desired objectives

→ st. use masks for social relations in the school.
→ not love of multi-dimensional situations
→ define truths.

- Sınıf içinde ya da okul içinde verdiğiniz derslerde ne tür materyaller yöntemler teknikler kullanmak hoşunuza gidiyor? ben gözlem sürecinde gözlemledim ama teyid etmek için soruyorum.

methods / techniques materials

Ben daha çok öğrenciyi aktif etmek için. katılım olursa gerçek öğrenme olur. hayır öğrenci katılmazsa dünyanın en iyi öğretmeni de olsa teorik düzeyde bir şeyler anlatıp geçerse çocuklar o an fiziki olarak burada zihinsel olarak başka bir mekandaysalar çok da yararlı olmaz.

→ active learning;
→ student participation
→ practice versus theory

- Peki planlarınızı yaparken plan kafanızda olsun ya da yazılı olsun bu planları uygularken zorluklarla karşılaşılıyor musunuz?

Instr. Plans

Tabi. planlar aynı bizim diğer üst yapı kurumları gibi. gerçek yaşamla örtüşsün diye yapmıyoruz. birileri görsün kaygısıyla yapmak hiçbir işte verimli olmaz.

→ just for inspection
→ not for real life

- Bu tür zorlukları yok etmede baş vurduğunuz geliştirdiğiniz yöntemler var mı? diyelim ki müfettiş bunu göstermeli olarak istiyor ama diğer öğretmenlerle birleşip belli planları oturtma yapma kooperasyon öyle bir şey var mı?

Zaten her arkadaşın bence de yani ben karamsar değilim. her arkadaş bir şekilde yaşamla örtüşmeyen kuralları bir kenara itiyor. kendine özgü yumuşatılmış özgün yöntemi uyguluyor.

→ teachers' preference of restrictive plans.

Peki hocam şimdiye kadar konuştuğumuz şeylerin ışığı altında demokratik bir sınıf dediğimizde aklınıza neler geliyor?

Democratic Classr.

Toplunun demokratik olması lazım ki demokratik sınıf olsun. hiçbir öğrencinin kendi özgün düşüncesini gizleme gereği duymadığı dersin akışına kibarca bir sınıf aklıma geliyor. Belki sözcükler yetersiz olabilir.

→ Society of classroom
→ no secrecy of st's thinking / thoughts

Bu koşulları göz önüne aldığımızda gerçekçi geliyor mu ilköğretimde demokratik bir sınıf oluşturma olayı?

Tabi. bence ana sınıfta başlamalı. sıfır iki altı yaşta çok önemli. zaten çocuğun eğitim dediğimiz olay davranışlarının biçimlenme süreci sıfır altı yaş. yüzde seksene yakını oluşuyormuş. eğer orda anne baba çocuğa seçme hakkını demokratik

→ could be possible
→ 0-6 ages important
→ parents' tendency for democracy.

davranışlarla ilgili gerçekten tutarlı davranış biçimleri yansıtmadıkları sürece sınıflarda kavrama olmuyor.

→ parent-school consistency

- Peki aileler yeterlimi bu konuda?

→ families are problematic

Bence problem aileler.

- Çok ilginç geldi hocam Mimar Kemal'i seçmemin sebebi averajın üstünde diye, demek ki başka sınıflardaki çok daha farklı manzaralarla karşılaşacağız.

→ university produced presb

Bizim aileler ne kadar olumsuz olmalarına rağmen üniversiteyi bitirenlerin sayısı çok.

- Sadece üniversiteyi bitirmeyle de bitmiyor hocam değil mi?

Tamam doğru bitmiyor da bir de tersini düşün.yani daha önceki okulda çocuğunu ilkokul üçe göre çocuğunu baltayla döven baba var.çok ilginç.

- Demokratik öğretmen denildiğinde aklınıza neler gelmektedir?

Democratic teacher

Bence demokratik öğrenci öğretmen sınıf değil de demokrasi bir yaşam biçimidir diye bakmalıyız biz artık.yani demokrasiyi hiç sevmeyenler bile fiili yaşama kamusal alana çıktıkları an o sevmedikleri ya da bilmedikleri sürece bir şekilde girmiş olurlar. Yani kaçınılmazdır.eğer dünyayı veya yaşadığım bölgeyi ya da ülkeni homojen yapamayacaksın dünyadaki tüm dış etmenlere karşı kapatamayacaksın bir kamusal alana çıkmaya öden vereceksin.uzlaşacaksın belli üst kurallar oluşacaktır.zaten uzlaşmazlığın alt yapısında mutlak doğru vardır.yani eğer senin dediğin mutlak doğruysa tabi ki kapalıdır dış etkilere.eğer benim düşüncemin yüzde ellisini yanlışla payı kişi kendisine tanımalı.tanıdığı an uzlaşma tavrı içerisinde olur.yani uzlaşıcı olur bir şekilde.

→ democracy is a way of life
→ democracy in public field
→ inevitable
→ multi-cultural
→ making concessions
→ compromising

- Anladığım kadarıyla gözlemlediğim kadarıyla öğrencilerinize kendi kendilerine karar verebilmeleri açısından bazı şanslar tanıyorsunuz.bu en çok hangi alanlarda oluyor?

Ben çok alan ayırımı yapmıyorum.yaşamla ilgili kendi özgün inisiyatif kullanmalılar.fakat bazen de problem oluyor.

→ providing opportunities for stds. to take their own initiatives

- Öğrenciler sınıf kuralları oluştururken belli bir alanda söz sahibi oldular mı hiç?

Establishing classr. rules

Zaten bir şekilde oluşturup o kuralları onlarla birlikte yapmak daha hoş.fakat çok genel kurallar var.onu da içselleştiremedik mi o zaman garip bir çelişme doğuyor.

→ joint decision-making in creating rules
→ need for internalization

- Bu bağlamda eğitsel kollar. eğitsel kolların rolü okul içi demokratik yaşama katkısı nedir?var mıdır sizce?

Educ. Clubs

Biz galiba çok panik halinde gidiyoruz.aslında olması gerekir.eğitsel kolların amacı çocukların bulunduğu kolda inisiyatif alıp özgün projeler üretmesi kendi koyduğu kuralları diğer arkadaşlarını da bilgilendirip uymalarını sağlamaları bu sürecin olabilmesi içinse alt yapının.bizde özellikle zaman kavramı yok yetersiz işte.bir şekilde birileri görsün diye yapıyor.bu da hoş değil.çok küçük yaşta başlıyormuş demek ki.

→ taking initiatives
→ unique projects
→ informative roles
→ superficial

- Eğitsel kolları seçmede öğrenciler herhalde etkin değil mi? yani kol başkanlarının seçiminde.

Olmaması gereken o zaten.

→ st. take initiatives in electing for educ. clubs

- Siz mi seçiyorsunuz, öğrenciler mi?

→ no function

Sınıflarda seçiyoruz, arkadaşları seçiyor, fakat anlamına uygun bir işlevi yok.

- Gecekte anlamda öğrenciler aday çıkartıp seçme olmuyor...

Çünkü kendi kongrelerini kendileri yaması gerekiyor. bütün organlarını kendilerinin seçmesi gerekiyor. o olmuyor. bir şekilde çok fazla biz hani büyükler her şeyi biliyorlar ya aynı oraya da yansıyor.

→ very limited
→ teacher intervention

- Öğrencilerinizin demokratik, insan haklarıyla ilgili veya vatandaşlık değerlerini kavrayıp kavramadıklarını nasıl ölçersiniz/ değerlendirirsiniz?

Measurement / Eval.
in democ / H.R.

(Öğrencilerinizin örneğin demokrasi insan hakları ya da vatandaşlıkla ilgili ya da karakterlerinin geliştirilmesiyle ilgili saygı sevgi işte karşılıklı uzlaşma hoşgörü gibi kavramlar bunları kavrayıp kavramadıklarını nasıl ölçüyorsunuz? yani süreci gözleme yoluyla mı sınavla mı ya da herhangi bir şekilde nasıl ölçüyorsunuz?)

Onu ben genelde beden eğitimi derslerinde yani öğretmensiz oyun oynarken öğretmek değil uzaktan izliyorum. kimileri çok fazla ben merkezci. kimileri çok genel kuralları bile bireysel çıkarları için değiştirmeye çalışıyor. bu da bizim o alanda kat etmemiz gereken çok yol olduğu anlamını görüyorum. yani çok fazla da teorik olarak bir şeyler söylemekle de olmuyor. yaşama süreci ve genelde biraz da genetik boyutu mu var artık.

→ observation (in physical educ.)
→ in plays
→ changing the rules (etc.)
→ life and process in the school.

- Hocam sınıfta ya da bu oyun alanında ben gördüğüm kadarıyla öğrencilerin birbirlerine fiziksel olarak müdahaleleri son derece fazla. küfür özel olarak da fiziksel olarak da. bunlarla başa çıkmada ne tür bir yöntem düşünüyorsunuz? müdahale etmek gerekiyor mu aslında inanıyor musunuz?

Violence; cruelty

Gerek de yok. bizim okula taşınmalı değişik semtlerden öğrenciler geliyor. kimi öğrenci diyelim dokuz günlük bayram tatili süresince annesi belki de parka çıkarmıyor. hatta ben bir ara yadırgamıştım. ya dokuz gün bayram tatili var niye tekrar burada illa oynuyor. o grup ortamı arkadaş ortamı sadece okulda olduğu için o enerjiyi okulda deşarj ediyorlar büyük bölümü. belki sınavlar da vardır da. biz de hepimiz çocukluk. çocukluk dönemimizde grup içerisinde oynama bir şeyler paylaşmak çok önemlidir. bizim toplum ne yazık ki bunu gittikçe biz her şeyi çok garip bir şekilde yapıyoruz. kentleşme diye herkes balkonunu kendi izole ediyor. işte Çorum bilmem ne köyü sevenler derneği yani yatay köprüleri atıyoruz. halbuki her alanda yatay ilişkiler çok faydalıdır. hem insanları geliştirir hem insanları öz eleştirel yapar.

→ no need to intervene
→ sb's coming from different places...
→ heterogeneous character of the families.
→ need for play.
→ exams
→ being a group member
→ sharing
→ metropolitan/urbanization
→ self-critten people are needed

- Bu kavramayla ilgili toparlamak açısından. demokrasi insan haklarıyla ilgili vatandaşlıkla ilgili bizlerin büyüklerinde devletin beklediği şeyleri okul içerisinde ya da oyun alanında gözlem yoluyla diyorsunuz gözlemeye çalışırım o süreci diyorsunuz herhalde.

Yani fırsat buldukça.

- Sınıfta veya okul içerisinde kendi inandığınız ilkeler ve dünya görüşüne göre öğretim yapar mısınız? Neden?

Ideology / Philosophy and Teaching

Aslında bence yani bütün kurumlarda bir şekilde profesyonelleşmeli. her insanın dünya görüşü farklı olabilir normal. ama yaptığı işi aslına uygun yapmalı.

→ normal / different worldviews
→ common values

• Ortak paydada buluşmalılar.

Tabi.aslına uygun derken şu yani dünya görüşünü her alana yansıtmak zorunda değildir.gerek de yok bence.biz de bir de mantalite farkı var.biz işte hamuru alır biçimlendirirsin.ideoolojik eğitim bile günümüzün çağdaş fiili durumunu karıştırıyoruz ki bence o fiyaskodur.yani birinio an ajitasyonla belli bir davranış biçimine sokma olayı bitti.onyedinci onsekizinci ondokuzuncu yüzyıl konseptiydi bu.şimdi anne baba istese bile en küçük sosyal birim olan ailede çocuğunu istediği davranış biçimine göre biçimlendiremez.mümkün değildir.çünkü ??? canlı bir organizmadır.çevredir onun genetiksel boyutundan tut da bir çok etmen vardır.onun için en iyisi bence her türlü bilgi ile tanışmasının önünü açıp o yüzde ellilik az önce dediğim olay var ya kendi dediğinin de yüzde ellisinin de yanlış çıkabileceğini ya da doğru da olabileceğini esnek yapıyı korusak problem olmaz.

→ no obligation to reflect philosophy everywhere
→ dough ← student (shopping)
→ no indoctrination brainwashing
→ even in the party
→ flexibility

O özgünlük açısından dedim.ama biz bir de ideoloji açısından alıyoruz.çünkü dünya göre ideolojide çıplaklık görüyorum.her insanın dünya görüşü vardır.o özgünlük anlamında doğrudur.bence düşünabiliyor musunuz siz yaptığınız işi hocanızın özgün yöntemiyle yaparsanız belli bir süre sonra siz de bıkarırsınız.kendi özgün yönteminiz olmalı.ve sürekli alıcı olmalısınız.acaba hangi konuyu nasıl daha cazip hale getirebilirim.bu katkı ayrı bir şey.ama kalkıp da ben x düşüncesindenim bütün öğrencileri x düşüncesine göre ideolojik hani ben bu ideolojik kalıpları seviyorum.göre dizayn edeyim diye o problem oluyor.o hoş değil.yoksa bizim ülkemizde bu sık sık karıştırılıyor.dünya görüşü ayrı ideoloji ayrı.her insanın dünya görüşü vardır ama her insanın ideolojisi olacak diye bir kural yoktur.ben ideolojileri seviyorum ideolojik kökenden geldiğim için.siyah beyaz fazla hoş değil.

→ all people has idea logo
→ need for uniqueness
→ need for change in implementation
→ seeking structure classroom and lesson
→ world view / philosophy is different than ideology.
→ black X white is not good

Culture / values of the school

• Okula ait değerler ve kültürel özellikleri ne şekilde tanımlarsınız?

Şimdi bir insanın normal kıyas yapabilmesi için geldiğin diğer okullardan burası çok iyi. yani nerdeyse öğrenci düzeyi olarak kıyaslanamayacak düzeydedir. öğretmen camiası olarak da. biraz da şöyle diyelim. belki de fiziki mekanın vermiş olduğu bir avantajdır. artı bir de taşınmalı eğitimin bence çok büyük etkisi vardır.çünkü bir şekilde normal klasik sınıflarda bizim bugünkü dağılımın tersidir.diyelim beş öğrenci çok iyi dir sınıfı sürüklüyor bizim tersi sekiz on öğrencidir sınıfı geriye çekmek istiyor.

→ incomparable
→ better than others
→ for str. teachers...
→ advantage
→ physical / economic condition is a plus
→ more successful str.

• Okulun kendine has kültürü...bizim değerlerimiz şunlardır diyebiliyor musunuz?böyle bir hava, atmosfer var mı? yoksa aynı kültürü gidip de öbür taraftaki bir okulda da görebilir miyiz?

O anlamda çok fazla da önemli değil diye düşünüyorum.bence önemli de değildir.çünkü bir şekilde devlet okuludur.ama özel okullaşma süreci olsaydı o dediğim karar da bulunabilirdim.bir özgün renk olması gerekir.

→ a public school
→ need for a "unique color"

• Bu değer ve kültürel özelliklerin demokrasi ve insan haklarına katkısı olur mu?

Muhteşem olur.demokrasi yarışma demek.özgün yeteneklerini sonsuza kadar geliştir.sizle aynı alanda çalışsak bile aramızda rekabet olmalı.aynı kulvarda siz

→ contributes to democracy.
→ unique skills are developed
→ competition

özgün bir şey bulacaksınız ben özgün bir şey bulacağım sonsuza kadar böyle gidecek işte.yoksa suskun tek doğrucu toplumlarda bilim olmaz demokrasi olmaz.

- Peki hocam sınıfınızda oluşan genel atmosfer öğrencilerinizin demokrasi ve insan hakları anlayışlarına katkıda bulunuyor mu? Buna inanıyor musunuz?

Class atmosphere
and contributions
to democr.

Ben keşke istiyorum olsun ama ben çok fazla iyimser değilim.çünkü ailenin etkisi çok fazla.yani anne babanın çevrenin etkisi.genelde ki bizim toplumumuzdaki genel hava ne ise çocuk bir şekilde onunla sınıfta ki o arayış bulup özgün bir tavır geliştirmeye çalışıyor.

→ pessimistic.
→ effect of families /
environment
→ mirror of society

- Sınıf içi iletişim konusuna dönelim.öğrenciyle sizlerin olan ilişkilerinizi kısaca nasıl tanımlarsınız?

In-Class Communication
patterns

Benim gözümde hepsi bir insandır.annesiyile babasıyla x yani herhangi bir problem olsa bile onu bir şekilde ne ona yansıtım benim gözümde o insandır.o kendi meşru hakkı olan öğretim hakkından yararlanmalı ki benden kaynaklanacak bir olumsuzluğun onun o meşru hakkını kullanmasına engel olmasını da istemiyorum.

→ viewing them as "person"
→ right for education
→ decreasing the
obstacles for educ.

- Öğrencilerin kendi aralarındaki ilişkileri nasıl sizce?

Bu sene ikinci dönemde daha bir iyileşti.daha önce ailelerin şu ya da bu şekildeki telkinleri sonucu gruplaşma oluyordu.samimi gruplar.anneleri götüşenlerin.bu ikinci dönemde birinci sınıfta yoktu.ikinci sınıfın yarısında yoktu.

→ grouping / forming
effect of the
parents in groups

- Siz birden beşinci sınıfa kadar devam ediyorsunuz...

Tabi gözlemim ondan.bu sene bu da yavaş yavaş kalkıyor.artık bir şekilde bunun da çok gerekli olmadığını onunla ilgili ufak tefek terapiler yaptıkçok da gerekli değil büyüklerimiz her şeyi de bilmeyebilirlerçok yanlış şeyler de bilebilirler.kendi özgün kararımızı kendimiz vermeliyiz.yani bir şekilde fiili yaşamla denk düşecek davranışları.ayakta durmayı çocuk ne kadar öğrenirse o kadar iyidir diye düşünüyorum.

Teachers contribute
for class atmosphere

- Hemen burada aklıma bir soru geldi de hocam.bu özelliklerin sınıfın bu havasının oluşmasında sizin rolünüz yüzde kaçtır?

→ teachers should
establish opportunities

Bence bütün arkadaşlar çocuğun önünü açmalı.şu ya da bu şekilde antipatiyle barikat kurmamalı.

- Yani öğretmenlerin etkisi epeydir diyebilir miyiz bunda?

Mutlaka öğretmenin etkisi epey ama öğretmen bu anlayışta olmasa bile çocuklar bir şekilde ya sıkılırlar.onun için bence demokratik davranışı yansıtmalı öğretmenler sınıfta.çocukların kendi paralel diyaloglarını geliştirici.yani öğrenci merkezde olmalı.öğretmen rehber konumunda olmalı.

→ effect of teacher
in establishing
classroom atmosph.

- Peki hocam yönetici öğretmen veli ve öğrenciler.dörtlü. bunların arasındaki ilişki sizce nasıl olmalı?

→ need for democratic
reflection in class.

→ student centered
→ teacher as guide

Tek kelimeyle demokratik olmalı.yoksa diğer bütün tür ilişki biçimleri problem yaratır.çatışma yaratır.

→ need for
democratic relation
ship with parents

- Peki bunların hangisi çocuklarda demokrasi ve insan hakları kavramlarını geliştirmede çok etkilidir?

effect of develop. D./H/E

Hepsi.aslında anne baba daha ağırlıklı çevre daha ağırlıklı.çünkü genel hava yani düşün mesela öğretmenin payı burada özgün eğitim kurumlarının payı bence o kadar da fazla da değil.abartıldığı gibi değildir.

→ all are influential
→ families and environ-
ment...
→ then schools.

**Quote

- Bu gruplar içerisinde yönetici öğretmen veli ve öğrenci, herhangi yaşanmış bir çatışma oldu mu? birbirlerinin haklarına tecavüz gibi..

Geçen yıl mıydı? Üçüncü sınıftaydı galiba, iki çocuğun tartışması velilere yansıyor, veliler de üniversiteyi bitirmelerine rağmen telefonda küfürleşmişler, bir şekilde sınıf annesi bana söyledi, keşke numaralarını vermeseydim, işin ilginç yanı üç gün sonra çocuklar barıştı, biliyorsunuz çocuktur, ve ben bire bir gördüm, gerek yok yetişkinler problem çözemiyor, hepimiz yani bütün yetişkinler.

Conflict among teachers - parents - sts.

- sometimes conflict occurs.
- parents to parents
- teacher intervention
- need to leave the solution to children

- Çözüldü mü hocam?

Süre, zaman iyi bir ilaçtır biliyorsunuz, zaman içerisinde ama insanlar bir kez öfkeli bir çıkış yapıyor, ondan sonra onu telafi etmek için bir çok zaman geçiyor.

Importance of time

- Kuruculuğunun veya sorumluluğunun size verilmiş olduğu hayali bir okul düşününüz. Böyle bir gücünüz olsaydı bu okulda demokrasi ve insan haklarını tam anlamıyla yerleştirmek ve öğretmek için neler yapardınız?

İnşallah öyle bir yetki vermezler... Öyle bir şansım olsa bir şekilde idareci anne baba çocuk. Okuldaki bütün kuralları yani katılım iradesi yansımayan hiç bir kural geçerli değildir, insanlar kendisinden bir parça katmadığı kurala ayak uydurmaz, katılım olacak, anne babanın bir katkısı olacak, öğrencinin katkısı olacak ki bu topluma yansısı daha güzel olur, bizde bu daha çok yol kat etmemiz gerekir.

- parents/children should be involve
- multi-expectations

ne tür materyaller öğretim yöntemleri tekniklere başvurduğunuz şu ankinden farklı olarak başvururdunuz?

Bence kendi söylediğinin zihniyetin dönüşmesi gerekiyor, Türkiye'deki bütün okullarda altyapı problemi yok zihniyetin dönüşmesi gerekiyor, zihniyet tek doğrucu bir zihniyet, eğer ben söylediklerimin tek doğru mutlak doğru olduğuna inanıyorsam hoca hanımın ya da sizin düşüncelerinize kapalı olurum, yatay etkiye açık değilim bizim toplumun genel hastalığı da bu, biz tek doğrucuyuz, kimseden bilgi alma ihtiyacını hissetmiyoruz, onun için hep hata yapıyoruz, çünkü danışma, demokratik sürecin pas geçme nedeni bu, yani hepimiz çok şey biliyoruz. İç dinamiklerin önünü açarak bunu geliştirebilirsin, yani biri uzaydan bir davranış biçimi ithal edilerek hiçbir aşama gidilmez, insanlık tarihi bize şunu gösterdi, iç dinamizmi ile gelişmeyen uzun vadede başarılı olamaz, aynı bireyler için de geçerlidir, siz kendi iç dinamizminizle geliş özgül kararlar verme sürecini tamamladıktan sonra verimli olursunuz, artık yaş olarak otuz beşe tekabül eder, bence ne kadar erkenden gelirse o kadar iyi olur.

There is only one truth, understanding should be left.

- internal dynamics
- need for unique decisions

- Okul, aile, sınıf, öğrenci... bu ilişkiler bakımından nasıl bir hayali okul yaratırdınız?

Güçüm varsa tepeden başlarım, gücüm varsa okulun dışındaki havada demokratik havadır, o halde özgün renklerin önünü açarsın, özgün sanat şaheserleri cenneti olur, bunun dünyada artık bir çok örnekleri vardır, eğer düşüncenin üst sınırına siz sınır getirirseniz bunun ismi ne olursa olsun faydalı da olabilir, anne baba olsun iyiliği içinde, o insanlardaki özgün düşünme yeteneğini tutamazsınız, Aileler de haklıdır, bir şekilde mevcut konseptte uygun davranış geliştiriyorlar, yani aileler ne yapсын tek başına, fiziğin kuralı aslında Türkiye'de herkes canlı bulunduğu ortama ayak uydurmak zorundadır, ve bulunduğunuz ortam böyle ise irrasyonel bir ortam ise herkes ona ayak uydurur.

- changing the environment
- different environments are welcome
- improving / developing thinking skills

- Okul aile işbirliğinin önemine inanıyor musunuz?

Muhteşem bir şey.bana başta dediniz ya güzel bir okul.aileleri kararların ekonomik olsun okulla ilgili bütün kararların içine çektiğin an sorun çözülür.sadece veliler değil.idarenin görevi nedir zaten.bence santral memuru gibi.öğretmen öğrenci aileler bağlantılar kurup ilginç platformlarla bütün sorunlarını çözecektir.çağdaş yönetim budur.ona da bizim bir kaç kamyon somun yememiz gerekiyor galiba.

Son...

→ believing in school-parent partnership

→ administration is just an office of government.

→ languages can solve the problems

→ perception of modern administration

APPENDIX J

Study #00-4035

INDIANA UNIVERSITY-BLOOMINGTON STUDY INFORMATION SHEET for TEACHERS

Democracy and Human Rights Education in Elementary Schools

You are invited to participate in a research study. The purpose of this study is to describe the teaching and learning process related to democracy and human rights education in elementary schools and to collect data on the teaching and learning process related to democracy and human rights education. The findings from this research will be used in an international comparative PhD dissertation.

INFORMATION

Selected teachers from grades 1 to 6 will be asked to participate with their class as part of the study. Classroom observations will focus on social studies or related lessons including civic-societal, democracy and human rights issues, and the observations will not exceed two hours in length per participant class per day. Then, based on the observational you will be asked to take part in interviews which will be conducted at your convenience and will last approximately 1 hour. Interviews will be audiotaped and tapes will be destroyed at the completion of the research project. After the interview with you, there might be missed or omitted dimensions related to the project. So, you might be recontacted with you in order to clarify your views on some important points related to the interview.

Finally, you will be asked to share their teaching materials related to the above issues so that the researcher can compare to those prepared by Turkish teachers.

BENEFITS

Results of the project will be used for two purposes: First is to describe the teaching and learning process concerning democracy and human rights education in elementary schools and second is to collect data on some institutional indicators of democracy and human rights education. Results of this study, as well as those of a similar study will be conducted in Turkey, will be shared with teachers, administrators and educators to assist them in their curriculum development efforts in related areas.

CONFIDENTIALITY

The information in the study records will be kept confidential. Data will be stored securely and will be made available only to persons conducting the study unless you specifically give permission in writing to do otherwise. No specific references to you will be made in oral or written reports which could link you to the study.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Kerim GUNDOGDU at the IU School of Education, 201 North Rose Ave, Bloomington, IN 47405, or by phone at (812) 856-8190.

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Human Subjects Committee, Bryan Hall 110, Indiana University, Bloomington, IN 47405, (812) 855-3067. E-mail: iub_hsc@indiana.edu

PARTICIPATION

Your participation in this study is voluntary, you may refuse to participate without any penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

INDIANA UNIVERSITY-BLOOMINGTON STUDY INFORMATION SHEET for ADMINISTRATORS

Democracy and Human Rights Education in Elementary Schools

You are invited to participate in a research study. The purpose of this study is to describe the teaching and learning process related to democracy and human rights education in elementary schools and to collect data on teaching and learning process related to democracy and human rights education. The findings from this research will be used in an international comparative PhD dissertation.

INFORMATION

You will be asked to take part in an interview which will be conducted at your convenience and will last approximately 1 or 1.5 hour. The interview will be audiotaped and tapes will be destroyed at the completion of the research project. After the interview with you, there might be missed or omitted dimensions related to the project. So, you might be recontacted with you in order to clarify your views on some important points related to the project.

We would like to ask you to video tape the physical environment of the school (library, classrooms, hallways, work areas, gym etc.) so that we would be able to find out some of the institutional indicators for democracy and human rights education in elementary schools in terms of its design and convenience for learning process. The video camera and film will be provided by the researcher. Students will not be recorded specifically in these areas.

BENEFITS

Results of the project will be used for two purposes: First is to describe the teaching and learning process considering democracy and human rights education in elementary schools and second is to collect data on some institutional indicators of democracy and human rights education. Results of this study, as well as those of a

similar study will be conducted in Turkey, will be shared with teachers, administrators and educators to assist them in their curriculum development efforts in related areas.

CONFIDENTIALITY

The information in the study records will be kept confidential. Data will be stored securely and will be made available only to persons conducting the study unless you specifically give permission in writing to do otherwise. No specific references to you will be made in oral or written reports which could link you to the study. However, due to the small number of individuals to be interviewed in the study, it might be possible that some participants could be identified by those from the community or who are familiar with the school.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Kerim GUNDOGDU at the IU School of Education, 201 North Rose Ave, Bloomington, IN 47405, or by phone at (812) 856-8118 (36390).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Human Subjects Committee, Bryan Hall 110, Indiana University, Bloomington, IN 47405, (812) 855-3067.

E-mail: iub_hsc@indiana.edu

PARTICIPATION

Your participation in this study is voluntary, you may refuse to participate without any penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

INDIANA UNIVERSITY-BLOOMINGTON INFORMED CONSENT STATEMENT for the PARENTS

Democracy and Human Rights Education in Elementary Schools

You and your child are invited to participate in a research study. The purpose of this study is to describe the teaching and learning process related to democracy and human rights education in elementary schools and to collect data on the teaching and learning process related to democracy and human rights education. The findings from this research will be used in an international comparative PhD dissertation.

INFORMATION

In the project, your child's classroom will be observed during regular class time for two hours length for approximately two days totally. The purpose of the observation is to gather in depth information on teaching and learning process related to learning democracy, citizenship and civic-societal issues in the classroom. Then we will

randomly select 2 students per class (approximately 2 students from each grade) and 5 parents of these selected students will be chosen by the researcher. So, you and your child may be asked to take part in an interview in order to find out the relationship between what happens in the school and what happens at home in terms of learning democratic ideas, perception of the school culture and the role of rights of the children.

Interviews with you will last approximately 45 minutes and 30 minutes with your child, and both interviews will be audiotaped. Tapes will be destroyed at the completion of the research project. After the interviews with you and your child, there might be missed or omitted dimensions related to the project. So, you might be recontacted with you or with your child in order to clarify your views on some important points related to the project after the interview.

BENEFITS

Results of the project will be used for two purposes: First is to describe the teaching and learning process concerning democracy and human rights education in elementary schools and second is to collect data on some institutional indicators of democracy and human rights education. Results of this study, as well as those of a similar study will be conducted in Turkey, will be shared with teachers, administrators and educators to assist them in their curriculum development efforts in related areas.

CONFIDENTIALITY

The information in the study records will be kept confidential. Data will be stored securely and will be made available only to persons conducting the study unless you specifically give permission in writing to do otherwise. No specific references to you will be made in oral or written reports which could link you to the study

CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Kerim GUNDOGDU at the IU School of Education, 201 North Rose Ave, Bloomington, IN 47405, or by phone at (812) 856-8118 (36390).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Human Subjects Committee, Bryan Hall 110, Indiana University, Bloomington, IN 47405, (812) 855-3067.

E-mail: iub_hsc@indiana.edu

PARTICIPATION

Your participation in this study is voluntary, you may refuse to participate without any penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

CONSENT

I have read this form and received a copy of it. I have had all my questions answered to my satisfaction. I agree to take part in this study.

I agree to allow my child, _____, to take part in this study.

Parent's signature _____ Date _____

Investigator's signature _____ Date _____

Consent form date:

Study #00-4035

**INDIANA UNIVERSITY-BLOOMINGTON
ASSENT FOR MINOR SUBJECTS**

Project title: Democracy and Human Rights Education in Elementary Schools
Investigator: Kerim GUNDOGDU, MEd

We are doing a research study. A research study is a special way to find out about something. We are trying to find out how do you learn democracy and human rights related issues in elementary schools.

First, your classroom will be observed during regular class time. We would also like to interview 2 students from each grade. The reason we will only be interviewing 2 students is because we will not have enough time to interview everyone. If you decide that you want to be in this study, and you are interested in being interviewed we will randomly pick two students. If your name is picked we would like to talk with you for about half an hour. Interviews will be audiotaped and tapes will be destroyed at the completion of the research project. If we have difficulty in understanding the answers or if we need additional questions related to the interview, we may ask you to help.

When we are done with the study, we will write a report about what we found out. We will not use your name in the report. Your participation in this study is voluntary. You don't have to be in this study. It's up to you. If you say okay now, but you want to stop later, that's okay too. All you have to do is tell us.

If you want to be in this study, please sign your name.

I, _____, want to be in this research study.
(Print your name here)

(Sign your name here)

(Date)

APPENDIX K

STUDENT INTERVIEW SCHEDULE FOR THE MES

Hello,

I am doing a research study. A research study is a special way to find out about something. We are trying to find out how do you learn democracy and human rights related issues in your school.

Your participation in this study is voluntary, as you know. You don't have to be in this study. It's up to you. If you say okay now, but you want to stop later, that's okay too. All you have to do is tell us.

If we have difficulty in understanding the answers or if we need additional questions related to the interview, we may ask you to help.

When we are done with the study, we will write a report about what we found out.

We will not use your name in the report.

Thank you for talking to me.

Kerim GÜNDOĞDU

- 1 If someone says about democracy and human rights, what do you think or what are the things coming to your mind? What does s/he try to imply?
- 2 Do you learn about what rules are in school and classroom, and why we have them? How do you learn about this? Examples?
- 3 Do you learn about being responsible in your classroom? What are some examples? How do you learn about this?

Probe:

-What kind of responsibilities do you have in your classroom?

- 4 Do you learn about how to treat other people fairly in your classroom? What are some examples? How do you learn about this?
- 5 Does your teacher help you learn how to respect other people and be more responsible?

Probes:

-If so, how does s/he do this?

-Do you learn these concepts (respect for others, being responsible...) in a certain course(s)?

- 6 Do you get make choices in your classroom often (about what you will do, who you will work with)?

7. Do you think that vote in the elections is a democratic responsibility? How do you learn about citizenship rights?

Probe:

-Have you ever voted for anything in your classroom? How did you feel about this?

8. Do you get to express your own ideas about things very often in your class? Do you have some examples?

Probes:

-Do you feel that your school is a place where you can talk about your own ideas freely?

-Is it a place where different ideas are accepted?

-What happens when people say things that others don't agree with?

-Are you afraid to say things that you think others (and teacher) won't like or agree with? How do you describe the relationship between you and your teacher?

9. What characteristics of your school do you like the most and least? Why?

10. If you could imagine a school where everyone got along, was kind to each other, cared for each other, and everyone was happy, what would that school be like?

Probes:

-What would the students do and be like?

-What would the teachers do and be like?

-How would kids' parents help make this kind of school; what would they do?

APPENDIX L

TEACHER INTERVIEW SCHEDULE FOR THE MES

Hello,

I am a doctorate student enrolled to educational sciences in an English medium university in Turkey. As my PhD thesis, I study democracy and human rights education at primary school level. The purpose of the study is also to explore how democracy and human rights education is taught at this level. However, I will try to learn how the schools' principles, ethos, culture and the values effect democracy and human rights education. Your personal views will be invaluable to understand how you contribute to this.

Your and your students' names will not be clarified anywhere as you know. If you do not mind, I would like to record what we will be talking. The interview will approximately last 45 minutes. If you have any questions I would like to answer now.

Thank you.

Kerim GÜNDOĞDU.

1. In your opinion, how important do you see the democracy and human rights education within the context of elementary schools?

Probes:

- What do you think about teaching democracy and human rights in the early grades of elementary school?
- Do you think there is a relationship between classroom democracy and child development? How would you describe this relationship?

2. How do you teach democracy and human rights issues in your classroom?

Probe:

- What criteria do you take into account in making decisions about how and what to teach regarding democratic and civic values?
- Do you think that social studies course is enough to teach these concepts? If so, how? If not, why? What are your thoughts?

3. What do you expect from your students to learn in your class about civic values, democracy and basic rights?

Probes:

- What are the goals to be achieved by the students in the curriculum?
- In your view, to what extent are you able to accomplish those aims in your class?

4. While implementing your teaching plans which instructional methods, techniques and materials do you use to teach those concepts in your classroom?
5. What difficulties do you face while implementing these plans in the classroom?
6. What do you feel are the elements of democratic classroom?
Probes:
 - How would you describe a democratic classroom?
 - What does it mean to be a democratic classroom teacher?
 - Do you give chance the students to make their own decisions? If yes, how frequently?
 - How do you feel about students participating with you in making rules or decisions for the classrooms?
7. How do you assess whether your students comprehend democratic and civic values or not?
Probe:
 - Can you give specific examples that you previously used, if any?
8. How would you describe the general values, ethos and culture of your school?
 - What impact does the culture, values and ethos have on understanding democracy and human rights in the school?
9. To what extent do your teaching methods reflect your own values?
Probe:
 - Examples?
 - Are there factors that interfere with teaching consistent with your own values, attitudes and beliefs?
 - Do you think that the teachers (should) reflect their own philosophy while teaching democratic and civic values? Why? Why not?
9. How does the general climate in your classroom contribute students' understanding of democracy and respect for the rights of others?
Probe:
 - The relationship between students-students and students-teacher.
 - The nature of the communication in the classroom
 - What are the dominant characteristics of your classroom?
10. What kind of an ideal school environment could you imagine for teaching about democracy and human rights?
Probes:
 - What would be the school's and your ultimate goals?
 - In order to achieve these goals, what would you do? (Implementation)
 - What roles and responsibilities would you assume in addition to those you currently have as a teacher?
 - How could be teacher/parent relationships?
11. Finally, in a few words, how would you describe the overall relationship among students, the school, and the families in your school community?

APPENDIX M

ADMINISTRATOR INTERVIEW SCHEDULE FOR THE MES

Hello,

I am a doctorate student enrolled to educational sciences in an English medium university in Turkey. As my PhD thesis, I study democracy and human rights education at primary school level. The purpose of the study is also to explore how democracy and human rights education is taught at this level. However, I will try to learn how the schools' principles, ethos, culture and the values effect democracy and human rights education. Your personal views will be invaluable to understand how you contribute to this.

If you do not mind, I would like to record what we will be talking. The interview will approximately last 45 minutes. If you have any questions I would like to answer now.

Thank you.

Kerim GÜNDOĞDU.

1. In your opinion, how important do you see the democracy and human rights education within the context of elementary schools?

Probes:

- What do you think about teaching democracy and human rights in the early grades of elementary school?
- Do you think there is a relationship between classroom democracy and child development? How would you describe this relationship?

2. What do you feel are the elements of democratic school?

Probes:

- How would you describe a democratic school?
- What does it mean to be a leader of democratic school?
- Do you give chance the teachers to make decisions for the school? If yes, how frequently? In what situations?
- How do you feel about the teachers (or parents, staff and students) participating with you in making rules or decisions for the school?

3. Do you think that the teachers (should) reflect their own philosophy while teaching students about democratic and civic values?

Probes:

- Why? Why not?
- To what extent?

4. How would you describe the general values, ethos, and culture of your school?

Probe:

-What are the dominant characteristics of the school?

5. How does the general climate in your school contribute the democracy and civic values?

Probe:

-In terms of the relationship among students, teacher, administrator, staff and parents.

-In terms of the nature of the communication in the school.

-What impact does the culture, values and ethos have on understanding democracy and human rights in the school?

6. How democracy and civic values is taught in your school? In which course(s)?

Probe:

-Do you think that social studies course is enough to teach these concepts? If so, how? If not, why and how should it be taught?

7. In a few words, how would you describe the relationship among the students, teachers, school and the parents?

Probe:

-What would you say about the contributions of these groups to the students' understanding of democracy? Why?

-Have you experienced any conflict among these factors? Specific examples, if any? How did you remove the conflict?

8. What kind of an ideal school environment could you imagine for teaching about democracy and human rights?

Probes:

-What would be your ultimate goal(s)?

-What kind of teachers would you hire?

-What kind of a role would you foresee for parents?

-In order to achieve the goal(s), what would be your methods, techniques, materials and evaluation procedures?

APPENDIX N

PARENT INTERVIEW SCHEDULE FOR THE MES

Hello,

I am a doctorate student enrolled to educational sciences in an English medium university in Turkey. As my PhD thesis, I study democracy and human rights education at primary school level. The purpose of the study is also to explore how democracy and human rights education is taught at this level. However, I will try to learn how the schools' principles, ethos, culture and the values affect democracy and human rights education. Your personal views will be invaluable to understand how you contribute to this. Your names will not be clarified anywhere as you know.

If you do not mind, I would like to record what we will be talking. The interview will approximately last 45 minutes. If you have any questions I would like to answer now.

Thank you.

Kerim GÜNDOĞDU.

1. In a few words, how important do you see the democracy and human rights education within the context of elementary schools?

Probes:

-What do you think about teaching democracy and human rights in early grades of elementary school?

- Do you think there is a relationship between classroom democracy and child development? How would you describe this relationship?
- Do you think there is a relationship between child autonomy and child development? How would you describe this relationship?

2. How do you contribute to the democratic understanding of your child(ren) taught in the school?

Probes:

-Do you think that the democratic values taught in the school are parallel that you believe and live at home?

-Specific examples, if any?

3. What do you think about the characteristics of a:
 - a) democratic family
 - b) democratic school management
 - c) democratic teachers

4. In a few words, how would you describe the relationship among the students, teachers, school and the parents?

Probes:

- What would you say about the contributions of these groups to the students' understanding of democracy? Why?
- Have you experienced any conflict with these groups? Specific examples, if any? How did you remove the conflict?
- Have you experienced any conflict the school? How did you solve the problem? Specific examples, if any?

5. Do you feel you have a say on decisions made within the school?

Probes:

- If yes, how? Specific examples, if any?
- If no, why? Would you like to be involved in this process? What should be the limits of this involvement, in your view?

6. According to you, how does the school contribute promoting democracy and civic values?

Probes:

- In terms of the relationship among students, teachers, administrators, staff and parents?
- In terms of the nature of the communication in the school?
- What do you think are the dominant characteristics (values, culture and ethos) of the school as a parent?

7. What kind of an ideal school environment could you imagine for teaching about democracy and human rights?

Probes:

- What would be your ultimate goals of the school?
- What would be the characteristics of the teachers, administrators and staff?
- In order to achieve the goal(s), what would you do as a parent? (Implementation)
- What would be the nature of the relationship between the school and parents?

APPENDIX O

SAMPLE CITIZENSHIP PAGES IN THE TEXTBOOKS OF THE MES

★ CITIZENSHIP ★

Participating

What Is a State?

What state do you live in? What makes it a state? Read below to learn how Ohio, Indiana, Illinois, Michigan, Minnesota, and Wisconsin became states. They all started out as territories in the region known as the Old Northwest.

Case Study

The Northwest Ordinances

In 1776, the United States had 13 states and several large amounts of public, western lands. The laws for living in these lands were different from the laws in the states. In the 1780s, the U.S. government drew up some laws, or ordinances, so that land in the Old Northwest could become states.

These Northwest Ordinances said, first, that the U.S. government would choose someone to govern a territory until



it had 5,000 men. When it grew to 60,000 people, a territory could become a state. The Ordinances guaranteed rights to religious freedom, jury trials, and education. Slavery was not allowed.

Land in this area was divided into six-mile-square townships, and sold to settlers in one mile-square parcels. You can still see this rectangular pattern today.

Take Action

Have any of your classroom rules changed as you've gotten older? Have some stayed the same? Schools are like nations: as students move into new regions, some rules stay the same, some change. Try this to see how rules, like regions, overlap.

- 1 Think of your school as a country, and the rooms, halls, and playgrounds as states. Draw a map of all or part of your "country." Name this country and its "states."



- 2 Visitors coming to your state need to know your state laws. Write down your classroom rules. Visitors will also visit a classroom of younger or older children. Write down those state rules, too.

Book of
Classroom
Rules



- 3 To move from one state to another, visitors need to pass through some shared spaces. What are the rules they should observe as they travel? Write them down.

- 4 Compare your lists of rules from these different states. How are they alike and different? Why are some the same and some different?



Tips for Participating

- Be open-minded about presenting and listening to ideas.
- Give everyone a chance to express an opinion.
- Tell other people what you like about their ideas.
- Try to use the word *and* more, and the word *but* less. This shows that you don't necessarily disagree but have something to add.

Research Activity

How did your state become part of the United States? Look for information in books and encyclopedias. Make a timeline that shows how your state came to be.

• THEME •

Citizenship

“One thing that makes living in the United States special is freedom. There aren’t very many countries that are free. We’re one of the lucky ones.”

Matt Lyjak, Fourth Grade
Marietta, GA

You probably know that every student in your class is different. You may dress differently and have different ideas, but you are all part of one group — your class. Many different people live in the United States. Together they make up one country. As you learn about the American people and government, you will see how people come together to form and to govern one nation.



Theme Project

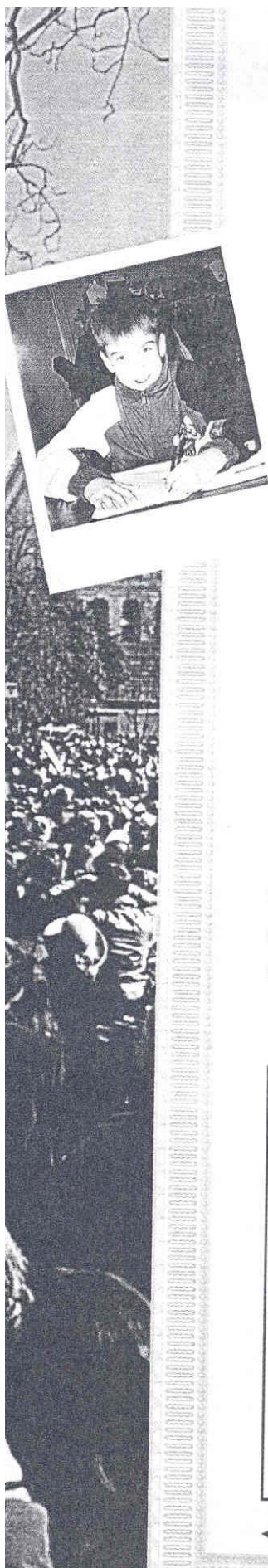
Design a Museum

Create a museum that teaches visitors about the many people in the United States.

- Find pictures of many different people and the places they live.
- Write letters or stories describing different ways people live and work together.
- Create posters or charts to show what each part of the U.S. government does.

RESEARCH: Interview family members about your family history. Include the information in your museum.

◀ The President is sworn into office in Washington, D.C.



APPENDIX P

PARTICIPATION AND TAKING ACTION IN THE TEXTBOOKS OF THE MES



Participating

What Does It Mean to Be a Good Citizen?

Does being a good citizen mean always obeying the law? Does it mean standing up for a nation's principles or ideals, such as equal rights, justice, and freedom? Think about these questions as you read the case study below.

Case Study

Neighbors with Courage

It was a warm autumn day, but Ruth Ekman and her husband Ulf wore heavy winter overcoats. The Ekmans waited on a beach in Denmark with a large crowd of people, all strangely overdressed. At last the boats appeared. The Ekmans climbed aboard with the others. When the boats were full, they set out to sea.

The year was 1943. The German army had occupied Denmark three years before. The Nazis had ordered the arrest of Denmark's Jewish citizens.

During World War II, most Jews in Europe were sent to death camps. But Danish citizens would not accept such actions. Instead, they organized a fleet of boats and helped Denmark's Jews escape to Sweden. Because of their courage, nearly all of Denmark's Jews survived the war.



A mother and her daughter arrive in Sweden as war refugees from Denmark.

Take Action

Before the Danish Jews escaped to Sweden in World War II, the Nazis told the king of Denmark to order all Danish Jews to wear a yellow Star of David on their clothes. Instead, however, the king himself and many other Danes sewed yellow stars on their clothes. The Nazis' order was never carried out and they were unable to identify the Jews.

- 1 In small groups, list times when you have seen people discriminate against others. Was it based on their clothing? speech? What else?



- 2 From your list, pick one example of discrimination that you would like to stop. Think of four different ways you could protest the discrimination.



- 3 List pros and cons for each suggestion. Decide which strategy will be most effective.



- 4 Think of a name and slogan for your campaign. Create a poster and short speech to help unite supporters. Record your speech, if you can.



- 5 Present your work to the class. Are there any suggestions that you could put into practice now?

Tips for Participating

- Unpopular causes often do not get as much attention as popular ones. Try to find out more about both sides of an issue before making up your mind.
- When deciding how to treat people, try to put yourself in their shoes. How would you want to be treated if the situation were reversed?

Research Activity

Find out about people in your community who have volunteered to help others. Interview them to find out 1) how they got started in their work, 2) what their work involves, and 3) what makes them keep doing it.

★ CITIZENSHIP ★

Participating

What Is Democracy?

Do your parents make the laws, or do they vote for people who make the laws? In a democracy, sometimes people vote directly, and sometimes they elect representatives. The important thing is that in a democracy, people who vote are part of the government. Pericles (PEHR uh kleez) in ancient Greece was one of the first firm believers in democracy.

Case Study

People Power in Athens



In the 460s B.C., Pericles became a very influential politician in Athens. He was responsible for building many of the city's great monuments, including the Parthenon, which pays tribute to Athena, goddess of wisdom, practical arts, and warfare, at left.

Pericles also believed that many people should take part in government. During his rule, each citizen had an equal vote in the Assembly. He said a citizen had to be born of Athenian parents, so only a minority of men were citizens. But as his speech below shows, he believed in democracy.

“Our form of government is called a democracy because power is in the hands of the whole people, not of a few. . . . Everyone is equal before the law. Election to public office is made on the basis of ability, not on the basis of membership in a particular class. . . . And we pay special regard to those laws that are for the protection of the oppressed.”

Take Action

The Greeks are famous for their myths about gods and mortals. One myth concerns Athens. The king who founded Athens had to choose a chief god for the city. A contest took place between Poseidon (poh SY den), god of the sea, and Athena. The king was to judge whose power was more valuable. Poseidon hurled a thunderbolt that hit a boulder and blasted a large hole in it. Then Athena made an olive tree grow out of the hole and offered it to the city.

Which power do you think would be more useful: the power to demolish something quickly if it's in your way, or the power to grow something that gives food, wood, and oil?

Decide the question by voting on it as a class. Try two different ways of voting: direct democracy and representative democracy.

- 1 Try direct democracy first. Write your vote, Poseidon or Athena, on a slip of paper. Collect the papers. Do not count the votes yet.



- 2 Now try representative democracy. Each group of four or five students elects a representative. Have the representatives write their votes on slips of paper.



- 3 Compare the results of the two votes. Were they the same?



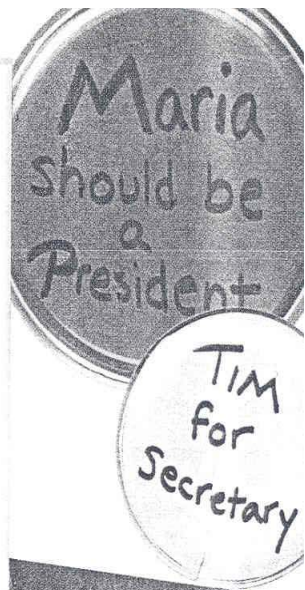
- 4 Discuss the results of the elections and the differences between representative and direct democracy.

Tips for Participating

- Try not to interrupt another person when he or she is speaking. Instead, write down your thought on a piece of paper so that you will remember it when it is your turn to speak.
- Show that you have heard what other people are saying by repeating their main point using their words.

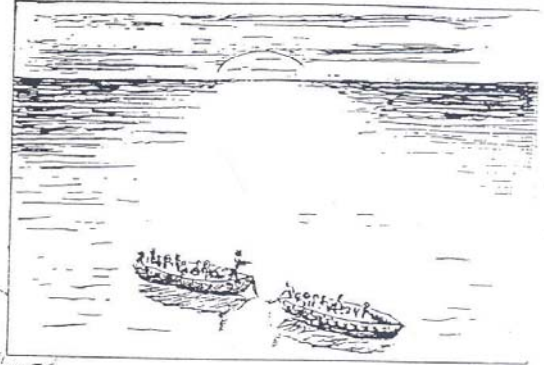
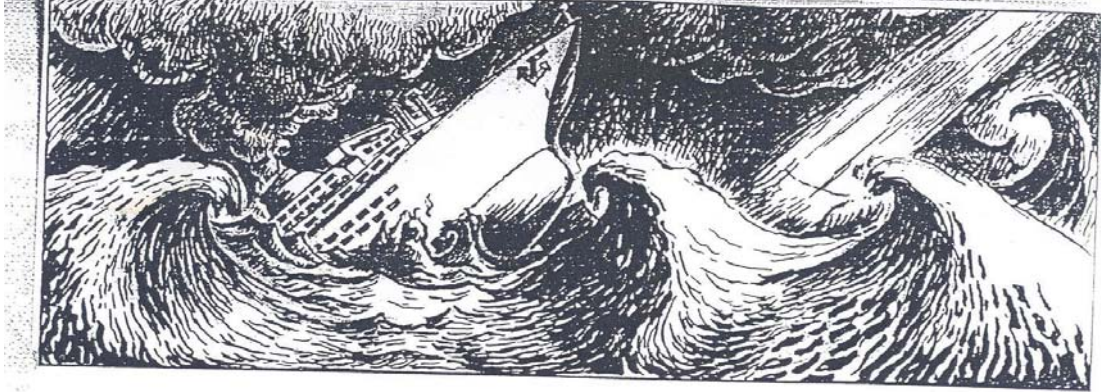
Research Activity

Create three pie charts to see who has voted in the United States for 1860, 1910, and 1990. Use an encyclopedia or almanac to find out what percentage of the population in 1860, 1910, and 1990 were women, Native American men, African American men, and white men. Divide up each pie chart accordingly. Then find out when each of these groups got the vote. Color the section of each pie chart that represents who the voters were at the time. How representative of the total population was the vote? How have the proportions changed?



APPENDIX R

ILLUSTRATIVE CASE FOR THE STUDENTS IN FOCUS GROUPS



Okyanusun ortasında batan büyük bir gemiden sadece 20 çocuk ve 6 genç kurtulur.

Yaklaşık 5 gün boyunca kürek çektikten sonra çinde yiyecek meyve ve suyun da bulunduğu bir adaya çıkarlar. Fakat, adada kimse yaşamamaktadır. Birileri gelip kendilerini ırtarana kadar bu adada yaşamlarını nasıl üdüreceklerdir?

Herkes, kendi aralarında güven içinde yaşayabilmelerini ve iyi geçinebilmelerini sağlayacak bazı kurallar oluşturmaları gerektiğini düşünmektedir. Fakat kuralları kim koyacaktır? İlk konuşmaya başlayan 17 yaşındaki Ahmet'tir:



Ben en büyük ve de en güçlüyüm. Bu nedenle nasıl korunacağımızı en iyi ben bilirim.
Kuralları ben koyacağım

16 yaşındaki Asiye bunu kabul etmez:

İçimizdeki en küçük çocuklar dahil herkes, konulacak her bir kuralı birlikte oluşturmalıdır. Onların da ~~değil~~ sorulmalıdır. Herkes yardımcı olmalı. Bize daima emirler verecek kişilere ihtiyacımız yok!



15 yaşındaki Rahmi'nin daha değişik bir fikri vardır:

Bakın, burada verilecek her kararda konuşacak çok kişi var. Vaktimizi konuşarak geçirmemeliyiz. Bizleri temsil edecek kişileri seçelim. Herkes temsilci olabilir, fakat öncelikle seçilmelidirler.



14 yaşındaki Mine ise çocukların kendi başlarına karar verecek kadar büyük olmadıklarını söylemektedir:

Bırakalım daha küçükler adına da kuralları gençler/daha büyükler oluştursunlar.



- Kimin önerisi size göre daha kabul edilebilir? Neden?

APPENDIX S

TURKISH SUMMARY

GİRİŞ VE İLGİLİ LİTERATÜR

21. yüzyılın, küreselleşme, çok kültürlülük, demokrasi ve insan hakları gibi bireyleri yakından ilgilendiren bir dönüşüm sürecine sahne olacağı görülmektedir. Değişen rol ve değerler eğitim kurumlarına da yansımakta ve toplumun eğitim kurumlarından beklentisi daha da artmaktadır. Eğitim kurumlarının toplumun değişim ya da yenilenme sürecine yapacakları katkı, kendilerini yenileme süreci ile doğru orantılı olacaktır. Bu nedenle okullar bu yüzyılda da demokrasi ve insan hakları eğitimi konularında yaşamsal bir öneme sahip olacaklardır (Niemi, 1999).

Eğitim literatüründe son yıllarda, belki de, adı en çok geçen konulardan biri de demokrasi eğitimidir. Demokrasi ve eğitim ilişkisine en çok vurgu yapan ve bu konuda en çok alıntı yapılan eğitimci John Dewey (aktaran Risko ve Kinzer, 1999), demokrasinin aslında bir yönetim biçiminden çok bir yaşam biçimi olduğunu, dolayısıyla da eğitim kurumlarının başlıca amacının demokratik vatandaş yetiştirme olması gerektiğinden bahseder. Bu tür bir eğitimde insanın temele alınması gerektiğini; onun aklıyla karar verme ve harekete geçme konusunda yeterli olduğunu ve birlikte çalışma ve çatışma çözümlemedeki becerilerinin en üst düzeyde olduğunu savunur. Dewey'e göre madem eğitimin en son ürünü insan karakterinin eğitilmesidir, demokratik toplumların asıl hedefi olan bireyde demokratik karakter oluşturma süreci de eğitim sisteminin bir parçası olmalıdır (Laud, 2000; Soder, Goodlad & McMannon, 2001).

Osler ve Starkey (1994) dirik bir toplumda demokrasi ve insan hakları eğitimi aracılığıyla topluma etik (moral) bir çerçeve öngörüldüğüne dikkati çekmektedirler. Dolayısıyla karakter eğitimi ve okulların insan haklarına saygılı, demokrat vatandaş yetiştirme misyonu arasında direk bir bağ kurulmaktadır. Ozankaya (1984), toplum

yapısı ne kadar demokratikleşirse, okullarda verilmekte olan bu toplumsal kültürün o derece çağdaş düzeye geleceğinden bahsederken, aslında örtük programın önemine de işaret etmektedir. Örtük program (hidden curriculum) terimi ilk olarak Philip Jackson (1968) tarafından kullanılmış olup, Dewey gibi "ilerlemeci" eğitimcilerle birlikte anılır duruma gelmiştir. Bu kavram özellikle okulun, kabul görmüş toplum normları ile değerlerini nasıl aktaracağıyla yakından ilgilidir (Hlebowitsh, 1994). Demokratik tutum ve davranışların okul içerisinde oluşturulması ve yerleştirilmesinde liderliğin, okul içi yönetsel iklim ve etkinlik ile okul-toplum ilişkisinin incelenmesine verilen önem yapılan araştırmalar ile son yıllarda daha da ortaya çıkmaktadır. Gerçekten de, demokrasi kültürünün sadece kavramlarla sınırlı kalmayıp bir yaşam biçimi haline getirilmesinde okullarımızın rolü çok büyük olup, okul içi ve dışında cereyan eden diğer etkinlikler de aslında bizim demokrasiyi algılayış biçimimizi yansıtmaktadır. Demokrasi ve insan hakları ancak eğitim programlarında yer alan duyuşsal alana ağırlık veren içerik-konu, eğitim-öğretim durumları ve değerlendirme etkinliklerine yer vermekle gerçekleştirilebileceği açıktır.

Avrupa Birliği ile entegrasyon sürecinin büyük bir hız kazandığı günümüzde ülkemizde de demokrasi ve insan hakları ve eğitimi alanında büyük ilerlemeler kaydedilmiştir. Birleşmiş Milletler Genel Kurulu 1995-2004 yıllarını 'İnsan Hakları Eğitimi Onyılı' olarak ilan etmiş ve ülkemizde devlet kurumları ve sivil toplum örgütleri inisiyatifinde birçok çalışma yapılmıştır (İnsan Hakları Eğitimi Onyılı Ulusal Komitesi, 1999). Avrupa Konseyi düzenli eğitim programları kapsamında demokratik vatandaşlık eğitimi konusunda, özellikle insan hakları ve sorumluluklarına yönelik programların geliştirilmesi ve uygulanmasına öncelik verilmesi gerektiğini üye ülkelere bildirmiştir. Bu çabalarda ortak temalar olarak farklılıklar (diversity), gelişim (development) ve demokrasi konuları üzerinde özellikle durulmasını önermiştir (Council of Europe, 1997a; 1997b; 1998; 1999).

Demokrasi ve insan hakları terimleri ülkemizde uzun yıllar boyu politik ve hukuki kapsamda değerlendirilmiştir. İnsan Hakları Evrensel Beyannamesi'ni, ilanını takip eden yıl (1949) kabul eden Türkiye, tek partili dönemin etkilediği ülke koşulları çerçevesinde bu alanlarda uzun yıllar bir adım atmamıştır. Küreselleşen dünya koşulları ve Avrupa Birliği üyelik perspektifi çerçevesinde ülkemizde bu alanda yıllardır birçok çalışmalar yapılagelmektedir. İlk başlarda bu çabalardan birçoğu genellikle polis ve kolluk kuvvetleri ile hukuk eğitime yönelik iken, özellikle Milli

Eğitim politikaları ile ortaöğretim düzeyinde demokrasi ve insan hakları, vatandaşlık gibi konularda ders programlarının yeniden gözden geçirilmesi ve yeni programların geliştirilmesi gereksinimi ortaya çıkmıştır. Bu bağlamda, ilköğretimin sekiz yıla çıkarılmasının ardından 7 ve 8. sınıflarda programa demokrasi ve insan hakları dersleri konulmuştur. Birçok sivil toplum örgütü de bu alanda kendilerine pay çıkararak çeşitli çalışmalara imza atmışlardır. Türk Demokrasi Vakfı, Birleşmiş Milletler, UNICEF ve UNESCO Türkiye temsilcilikleri, British Council, Eğitim-Sen, Beyaz Nokta Vakfı, Umut Vakfı ve Türk Tarih Vakfı gibi birçok uluslararası ve ulusal kurum ülkemizin demokrasi ve insan hakları ile ilgili her türlü alanda gerekli ilerlemeyi sağlayabilmesi için seferber olmuşlardır. Örneğin, Türk Tarih Vakfı ders kitaplarında insan hakları temalı bir proje kapsamında geniş bir araştırmacı grubuyla kitaplardaki önyargıları, kavramsal yanılsamaları ve ayrımcılık gibi konuları analiz edip değerlendirerek ilk ve ortaöğretimde okutulan ders kitaplarının bugüne kadar yapılmış en kapsamlı taramasını gerçekleştirmiştir. Bulgular uluslararası bir toplantı ile tartışılmış ve insan hakları alanında eğitim konusunda yapılabilecekler kitap haline dönüştürülmüştür.

Bu çabalara paralel olarak ilk ve ortaöğretim düzeyinde ‘Okul Konseyleri’ ve ‘Çocuk Dostu Okul’ projeleri gibi birçok farklı projeye imza atılmıştır. Milli Eğitim Bakanlığı ve British Council tarafından desteklenen ‘Ben İnsanım’ (Gürkaynak ve arkadaşları, 2002) kitap serisi ise ilköğretim düzeyinde kaynak geliştirme çabalarından biridir. Bir diğeri ise Umut Vakfı tarafından yayınlanan ‘Yurttaş Olmak İçin’ (Gürkaynak ve arkadaşları, 1998) adlı öğrenci ve öğretmen kitaplarıdır.

Demokrasi ve insan hakları eğitime yönelik olarak hazırlanan kaynak kitap ve çeşitli projelere göz atıldığında, okulların bu tür bir eğitim için ne kadar önemli kurumlar olduğu tartışılmaz bir gerçek olarak görünmektedir.

Ülkemizde demokrasi ve insan hakları ile ilgili konularda yapılan araştırma temelli çalışmalar son yıllarda ivme kazanmakla birlikte sayıları fazla değildir. Bunların birçoğu da ortaöğretim ve üzeri düzeyde yapılmıştır. Örneğin Payaslıoğlu ve İçduygu (1999) üniversite öğrencileri üzerinde uyguladığı anket sonuçlarında eğitimin demokrasi ve özellikle insan hakları anlayışını geliştirici önemli bir araç olduğunu bulmuşlardır.

Demirel ve arkadaşları (2000), ilköğretim 7. sınıfta verilen ‘İnsan Hakları ve Vatandaşlık Eğitimi’ dersinde yapılandırmacı (constructivist) yaklaşımın öğrenme-öğretme sürecine etkilerini incelemişler ve bu tür bir yaklaşım çerçevesinde

düzenlenmiş öğrenme-öğretme sürecinin, demokrasi bilincini oluşturmada temel özellikler olarak görülen, öğrencilerde sorumluluk, etkin katılım, eleştirel ve yaratıcı düşünme becerilerini geliştirdiği görülmüştür.

İlköğretim düzeyinde demokrasi ve insan hakları ile ilgili yapılan tez çalışmalarından bazıları öğretmen, öğrenci ya da yöneticilerin bu konuda algılarını araştıran nicel taramalar (Bayram, 1998; Çetinkaya, 2000; Kasapoğlu, 2001); bazıları demokrasi ve insan hakları ders veya ders kitaplarının değerlendirilmesi (Akbaşlı, 2000; Aras, 2000; Büyükdemir, 2001; Kepenekçi, 1999; Koca, 1998; Türker, 1999) ve diğerleri de Hayat Bilgisi ve Sosyal Bilgiler derslerinin değerlendirilmesine yöneliktir (Bilge, 1997; Çıkrık, 2001). Yapılan tez çalışmalarından hemen hepsi yüksek lisans düzeyinde yapılmış, ‘nasıl?’ sorusundan çok ‘ne?’ sorusu üzerine odaklanmış ve süreçten çok ürüne dayalı olarak yapılmıştır. Bu alanda okulda öğrenme-öğretme sürecine nüfuz ederek, demokrasi ve insan hakları öğretiminin nasıl yapıldığı ve nasıl yapılması gerekliliği üzerine derinlemesine bir alan araştırması ihtiyacı ortaya çıkmıştır. Çünkü, ‘anlam’ insan yaşantısıyla iç içedir (Merriam, 1998) ve demokrasi eğitimi ve demokratik değerlerin ‘kasıtlı kültürleme’ yoluyla gelecek nesillere aktarma işlevi sadece dersler, ders kitapları ve okul ortamları ile sınırlı değildir (Campbell, 2000).

YÖNTEM

Bu nitel çalışmanın amacı , ilköğretim ilk kademe düzeyinde demokrasi ve insan hakları eğitiminin nasıl yapıldığını, seçilen bir devlet ilköğretim okulunda nitel olarak araştırmak ve betimlemektir. Bu amaç çerçevesinde Ankara’da seçilen bir ilköğretim okulunda gönüllülük esasına göre seçilmiş 1-5 arasındaki beş sınıfta altı ay süre ile katılımcı olmayan gözlemler; ayrıca okul toplumunu oluşturan üyelerle (öğretmenler, öğrenciler, veliler ve yöneticiler) demokrasi ve insan hakları eğitiminin nasıl yapıldığı ve nasıl yapılması gerektiği konusunda görüşmeler yapılmıştır.

Bu ana çalışmaya ışık tutması, araştırmada deneyim kazanma ve ilgili alanda literatür taraması amacıyla araştırmacı Türkiye Bilimler Akademisi’nin (TÜBA) sağladığı burs ile ABD’ye gitmiştir. Orada bir devlet ilköğretim okulunda bir dönem boyunca 1-6 sınıflarının her birinde kısa süreli gözlemler ve okul toplumunu oluşturan bireylerle görüşmeler yapılarak, demokrasi ve insan hakları ile ilgili her

türlü belge ve doküman incelenmiş ve içerik analizine tabi tutulmuştur. Daha sonra burada yapılan gözlem ve görüşme formları, ana çalışmada kullanılmak üzere uzman yardımı alınarak Türkçe'ye çevrilmiş ve geliştirilmiştir.

Ana çalışma için altı sınıf öğretmeni, bir sosyal bilgiler öğretmeni, 38 öğrenci ve 16 veli ile okul müdür yardımcısı gönüllülük esasına dayalı olarak seçilmiştir. Her bir sınıfta ve ayrı olmak üzere tüm okulda toplam 100 saat gözlem yapılmıştır. Bu gözlemler sırasında ve sonrasında 1-5 sınıflarından toplam yedi öğretmen ile bireysel ve 38 öğrenciyle ise grup görüşmeleri gerçekleştirilmiştir. Öğrencilerle yapılan görüşmelere başlanmadan, her bir öğrenciye velilerine iletmek üzere 'veli izin formu' dağıtılmış ve ancak izin alındıktan sonra bu görüşmeler gerçekleştirilmiştir. Velilere de ayrıca çocukları ve kendileriyle farklı zamanlarda görüşülmek istendiği belirtilmiştir. Görüşme yapılan her öğrencinin velisi görüşmeler için gönüllü olmamıştır. Bu nedenle, yalnız 16 veli ile görüşmeler yapılmıştır. Tüm görüşmeler yapıldıktan sonra ise müdür yardımcısı ile görüşme yapılmıştır.

Araştırmaya ışık tutan araştırma soruları şunlardır:

1. Öğretmen, öğrenci veli ve yöneticilerin demokrasi ve insan hakları eğitimi konusundaki algıları nelerdir?
2. Öğretmenler, demokrasi ve insan hakları eğitimi ile ilgili öğrenme-öğretme sürecini nasıl planlamakta, yürütmekte ve değerlendirmektedir?
3. Demokrasi ve insan haklarını etkileyen okula ait kültürel değerler ve okulun iklim özellikleri nelerdir?
4. Demokrasi ve insan hakları konuları ders kitaplarında ne düzeyde yer almaktadır?

Araştırmada nitel araştırma desenlerinden 'durum çalışması' kullanılmıştır. Durum çalışması Yin (1984, aktaran Yıldırım & Şimşek, 1999) tarafından şu şekilde tanımlanmaktadır:

- (1) güncel bir olguyu kendi gerçek yaşam çerçevesi içerisinde çalışan,
- (2) olgu ve içinde bulunduğu içerik arasındaki sınırların kesin hatlarıyla belirgin olmadığı, ve (3) birden fazla kanıt veya veri kaynağının mevcut olduğu durumlarda kullanılan, görgül bir araştırma yöntemidir (s. 190).

Durum çalışması nasıl ve niçin sorularını temel almaktadır ve araştırmacının kontrol edemediği bir olgu ya da olayı derinliğine incelemesine olanak veren bir araştırma yöntemidir (Yıldırım & Şimşek, 1999, s. 190-91). Dolayısıyla, durum çalışması, temel araştırma sorumuz ‘İlköğretimde demokrasi ve kavram ve kültürü nasıl öğretilmektedir?’ sorusuna cevap ararken başvurulacak uygun bir yöntemdir.

Bu araştırmada veri toplama aracı çeşitlemesi (triangulation) gözetilerek görüşme, gözlem ve belge incelemesinden yararlanılmıştır. Araştırmada görüşme formu yaklaşımı tercih edilmiştir. Görüşme formu yöntemi, benzer konulara yönelmek yoluyla değişik kişilerden benzer veya aynı tür bilgilerin alınması amacına dönüktür (Patton, 1987; aktaran Yıldırım & Şimşek, 1999).

Daha sonra gerekli resmi izinler alındıktan sonra uygulamaya başlanmıştır. Öncelikle, ön çalışmada kullanılan ve daha sonra Türkçe’ye çevrilen görüşme formu ile görüşme soruları hazırlanmıştır. Konusunda deneyimli üç uzman tarafından şekillendirilerek, görüşme sorularına ilişkin olarak program geliştirme ve rehberlik ve psikolojik danışma alanlarında uzman öğretim elemanlarına görüşleri sorulmuştur. Alınan geri bildirimlerden yola çıkılarak görüşme soruları dil ve içerik bakımlarından yeniden düzenlenmiş ve araştırma için gönüllü olan iki adet dördüncü sınıftan birinde pilot uygulama gerçekleştirilmiştir. Buradan elde edilen verilerin ışığı altında, öğrenci görüşme formu yeniden şekillendirilmiş ve öğrencilere daha somut durumlar sağlayan bir formun da ana görüşme formu ile birlikte kullanılmasına karar verilmiştir. Bu formda, sorulara ek olarak, öğrencilerin demokrasi algılarını anlamaya yönelik iki sayfalık bir resimli canlandırma ile 44 kısa durumdan oluşan bir form kullanılmıştır.

Görüşmelerin tümü ses kayıt cihazı ile kaydedilmiştir. Patton’un da (1987) belirttiği gibi görüşmelerden elde edilen ham veriler alıntılar şeklindedir. Görüşmelerde katılımcılardan elde edilen ham veriler doğrudan alıntılarla yer yer sonuçların sunulmasına yansıtılmış ve böylece elde edilen verilerin doğrudan algılanabilmesi bakımından bir geçerlik kazandırılmaya çalışılmıştır.

Araştırmacı günlük gözlemlerinde daha önceden saptanan boyutları gözönüne alarak sınıf içindeki her türlü etkinliği doğal akışı (running record) içerisinde kaydetmiştir. Gözlemlere başlamadan önce araştırmacı ve iki arkadaşı gözlem yapılacak sınıf ya da okul içi ortamını birlikte ziyaret ederek gözlemlerin not edilmesi, analizi ve uygulamada yaşanabilecekler ve pilot gözlemlerde yaşananlar hakkında fikir alışverişinde bulunmuşlardır. Gözlemlerin başarıya ulaşması için

yapılan pilot gözlemler sonucunda daha önceden saptanan boyutlar ışığı altında sınıf içindeki her türlü etkinliğin doğal akışı (running record) içerisinde kaydedilmesine karar verilmiştir. Bu yöntem araştırmacıya gözlemlerde hem esneklik, hem de kolaylık sağlamıştır. Araştırmacı, ayrıca, sınıf içinde öğrencilerin birbirleriyle ve öğretmenle olan etkileşimlerinden konuyla ilgili olanlarını doğrudan kaydederek not etmiştir. Bu kayıtlar her gözlem sonrası araştırmacı tarafından gözden geçirilmiş ve pilot gözlemlerde yer alan diğer araştırmacılarla fikir alışverişinde bulunularak bilgisayara aktarılmıştır. Elde edilen veriler içerik analizi yoluyla tanımlanmıştır. Yapılan görüşmelerde ve gözlemlerde birbirine benzer veriler, belirli kavramlar ve temalar çerçevesinde bir araya getirilmiş ve ortaya çıkan bu kodlar ve aralarındaki ilişkiler verilerin altında yatan olgu veya olguları açıklamada kullanılmıştır. Kasetlere kaydedilen görüşmeler araştırmacı tarafından öncelikle kağıda dökülmüş, satır satır okunmuş, tematik kodlama işlemi yapılmış ve araştırmanın amacı çerçevesinde önemli boyutlar ortaya çıkarılmıştır (Miles & Huberman; 1994 Yin, 1989).

Araştırma kapsamında, demokrasi ve insan hakları eğitimi ile ilgili olduğu varsayılan Hayat Bilgisi (1-3. sınıflar) ve Sosyal Bilgiler (4 ve 5. sınıflar) ile Türkçe (1-5 sınıflar) ders kitapları demokrasi ve insan hakları kavramları ile ilgili olup olmadıkları konusunda içerik analizine tabi tutulmuşlardır.

SONUÇLAR

Bu kısımda öncelikle ana çalışmaya ışık tutması ve ana çalışma için deneyim kazanılması amacıyla yapılmış olan ön çalışmanın sonuçları maddeler halinde kısaca aktarılmaktadır. Daha sonra ise ana çalışmanın sonuçları geniş bir şekilde sunulmaktadır.

Ön Çalışma (Preliminary Study) Sonuçları: (Ayışığı İlköğretim Okulu/ Moonlight Elementary School, ABD):

1. Bütün öğretmenler demokrasi eğitiminin ilköğretimin erken yaşlarından itibaren, hatta ana okulundan itibaren öğretilmesi ve yaşanılması gerektiğini düşünmektedirler. Katılımcılar, aslında demokrasiyi bir kavram olarak

öğretmekten çok bunu okul ve sınıf içinde yaşatmaya çalıştıklarını belirtmişlerdir.

2. Gelişim özellikleri itibariyle ilköğretimin erken yaşlarındaki çocuklar kendi bağımsızlıklarına ve seçme özgürlüklerine son derece düşkünlüdürler. Dolayısıyla, öğretmenler bu yaşlarda kararı paylaşma, alınan kararı uygulama ve onlara sınıf içerisinde başkalarının da olduğunu ve onların bu sınıf topluluğunun birer aktif üyesi olduğunu hissettirmeye çalıştıklarını belirtmişlerdir. Bunun demokrasi ve insan hakları eğitimine olan katkısının büyüklüğüne işaret etmişlerdir.
3. Demokrasi ve bununla ilgili diğer ‘vatandaşlık’ (citizenship) kavramları ilköğretimin 4, 5 ve 6. sınıflarından itibaren sosyal bilgiler derslerinde belli üniteler içerisinde verilmektedir. Ancak, öğretmenler, bu eğitimi sadece bir derste bitirmediklerini, konuyu disiplinler arası bir yaklaşımla ele aldıklarını belirtmişlerdir. Yani demokrasi ve ilgili kavramlar sadece bir tek derste öğretilemez. Dersin içeriği ne olursa olsun demokratik tutum ve davranışların günlük yaşamın her karesinde görülmesi gereğine değinmişlerdir. Aksi takdirde sadece bilgi düzeyinde bir öğrenmeden bahsetmek mümkündür. Bu yaklaşım gözlemler yoluyla da kaydedilmiştir.
4. Okul içerisinde görsel-duyusal sergileme yoluyla demokratik yaşamın çeşitli unsurlarına yer verilmektedir. Bunlar demokrasi ve insan hakları alanında ülkeye hizmet etmiş kişi ya da kurumlara ait sergiler, posterler, fotoğraflar, vb. olabilir. Bunlar sınıf içerisinde de tekrarlanmakta ve öğrencilerin bu konularda görüşlerine de başvurulmaktadır.
5. Araştırma kapsamında görüşme yapılan katılımcılar, demokrasi ve insan haklarının salt insanlara ait bir çerçevede düşünülmemesi gerektiğini belirtmişlerdir ve okulda yapılan gözlemlerle de bu durumun tutarlılığı not edilmiştir. Bu okulda demokrasi ve insan hakları eğitiminde doğaya saygı ve hayvan sevgisi de önemli yer almaktadır. Çeşitli düzeyde sınıflarda bulundurulmuş kirpi, yılan, farklı cinslerden hamam böcekleri, kurtçuklar, karıncalar ve balıklar genellikle öğrenciler tarafından beslenmektedirler. Böylece dünyanın sadece insan ile sınırlı olmadığı, dünyamızdaki varlıklar ve bunlar arasındaki ilişkiyi ve doğadaki tüm varlıklara saygı ve sevgi gösterilmesi gerektiği örtük program aracılığıyla çocuklara öğretilmektedir. Ayrıca bu varlıklar aracılığıyla öğrencilere sorumluluklar verilmektedir. Bu, öğrencilerin demokrasi içinde haklar ve özgürlükler kadar başkalarına karşı sorumlulukların da bulunduğunu anlamasına

yardımcı olmaktadır. Örneğin, sınıf içerisindeki bitkilere su verilmesi ve hayvanların öğrencilerce beslenmesi, her gün değişik öğrencinin liderliğinde yemeğe ikili sıralar halinde gidilmesi, sınıf yoklamalarının her gün değişik öğrenciler tarafından müdürlüğe teslim edilmesi, vb.

6. Okulda verilen eğitim kapsamında demokrasi ve insan haklarının da bir sınırı olduğu sürekli belirtilmektedir. Örneğin, tüm kurumlar gibi okulun da kendine özgü kuralları olduğu ve bu kurallara bağlı kalmayanların karşılaşacakları zorlukların önceden bilinmesi gereği sürekli vurgulanmaktadır. Okul duvarlarındaki panolarda gerekli açıklamalara yer verilmektedir. Örneğin, ‘okul içerisinde koşmak yasaktır’, ‘öğrenciler ders süresinde sınıflarında bulunmakla yükümlüdürler’, ancak ihtiyaçlarını görmek dışında dışarıya çıktıklarında, daha önceden hazırlanmış ve gittikleri yeri gösteren bir etiket taşıma zorunluluğu getirilmiştir. Böylece okul içerisinde öğrencilerin başıboş dolaşması engellenmektedir. Ayrıca okula gelen her misafir de bu tür bir kartı taşımak zorundadır. Bu demokrasinin kontrol dışı bir özgürlük olmadığı gerçeğini yansıtmaktadır.
8. Okulda ve sınıflarda yapılan gözlemlerde ‘yaşam becerilerinin’ demokrasi eğitiminde çok önemli bir yer kapladığı görülmektedir. Okul içerisinde çeşitli yerlerde ve her sınıfta “Yaşam becerileri” (life skills) adı altında öğrencilerin barış içinde, birbirleriyle sorunsuz yaşamalarını sağlamaya yönelik çeşitli posterler duvara asılıdır. Bunlar sürekli olarak tekrarlanmakta, okul içi ve dışında öğrencilerin karakterlerini bu becerilere dayalı olarak şekillendirmek amaçlanmaktadır. Öğretmenler, demokrasi eğitimini karakter eğitiminin bir parçası olarak görmektedirler. Dolayısıyla demokrasi eğitimini demokratik bir eğitim anlayışıyla verdikleri takdirde varış noktasının ‘demokratik karakter eğitimi’ olduğunu vurgulamaktadırlar. Bu da toplumun değer ve normlarını gelecek nesillere aktarmada çok önemli işlev gördüklerinin bilincinde olduklarını göstermektedir.
9. Öğretmenler, demokratik bir sınıfı, işbirliğine dayalı, alınan kararlarda öğretmen-öğrenci ortak katılımının sağlandığı, karşılıklı bir güven atmosferinin yerleştiği, fiziksel harekete elverişli, öğrencilerin canlarının sıkılmadığı, gerektiğinde isteyen herkesin (veli-müdür-öğretmen-arkadaş-araştırmacı...) serbestçe girip gözlem yapabileceği bir yer olarak görmektedirler. Demokratik öğretmenin, dayatıcı değil uzlaşan ve uzlaştıran bir özelliğe sahip olması

gerektiği katılımcılar tarafından belirtilmiştir. Ayrıca, yapılan görüşmelerde, öğretmenlerden birçoğu demokratik öğretmenin kolaylaştırıcı olması, herkese eşit davranması ve şefkat göstermesi gerektiğini belirtmişlerdir.

10. Katılımcılara göre demokrasi eğitiminde önem verilmesi gereken noktalardan birisi de bağlı bulunulan topluma hizmet etme bilincinin küçük yaşlarda aşılmasıdır. Öğrenciler bu amaçla çevrede bulunan kimsesizler yurdu ve benzeri yerlere götürülmekte, orada akşama kadar kalmakta ve mutfak işlerinde yardım etmektedirler. Ayrıca gezi-gözlem ve sosyal etkinlikler de demokrasi kavramının gelişmesinde yardımcı olmaktadır. Çocuklar küçük yaşlarda bu ziyaretler aracılığıyla kendi yakın çevreleri ve içinde bulundukları toplumun temel özelliklerini yakından tanımaktadırlar.
11. Gözlem ve görüşmelerden ortaya çıkan bir başka sonuç ise demokrasi kavramının öğretilmesi ve kalıcı kılınmasında başvuru olan öğretim materyallerinin genellikle görsel olduğudur. Öğretim teknolojileri eğitim-öğretim yaşamının önemli bir parçasını oluşturmaktadır. Video ve TV her sınıfta vardır. Kütüphanelerinde seçimler, hükümet, eyalet, şehir yönetimi, roller-sorumluluklar, çocuk hakları...vb ile ilgili birçok video vardır ve bunların birçoğu bağlı bulundukları birim tarafından bu okullara periyodik olarak gönderilmektedir. Öğretim yöntemlerinde de teknolojiye yararlanılmakta ve düz anlatım yapılırken tepegöz ve videodan da yararlanılmaktadır. Ayrıca görüşmeler ve özellikle gözlemler aracılığıyla drama, beyin fırtınası, küçük grup tartışması ve grup tartışmaları da demokrasi ve ilgili kavramların öğretilmesinde sıkça başvuru olan öğretim teknikleri olarak göze çarpmıştır. Öğretmenlere göre okulun diğer önemli özelliği ise işbirliğine dayalı bir öğretim modeli ile disiplinler arası bir öğretim yaklaşımının tüm derslerde benimsemiş olmasıdır. Dolayısıyla demokrasi ve insan hakları tek bir derste değil tüm dersler ve örtük program aracılığıyla verilmeye çalışılmaktadır.
12. Tüm katılımcılar okul ve aile arasındaki bağın çok sıkı olmasının yararına inanmaktadırlar. Ayrıca öğretmenler, ailelerin iş yaşamları nedeniyle çok yoğun olduklarını, sınıflarına yapılan ziyaretler ve gözlemlerden de büyük mutluluk duyduklarını belirtmektedirler. Gerçekten de sınıflar herkese açıktır ve gün boyunca özellikle yabancı öğrencilerin (ABD'ye yeni gelmiş-göçmen-öğrenci, vb.) velilerinden gelecek yardımlara gereksinim duyduklarını belirtmişlerdir.

13. Okulun ilk göze çarpan özelliği çok kültürlü bir yapıya sahip olmasıdır. Değişik ırk ve milletlerden birçok öğrenci vardır. Böyle bir ortamda öğrenciler ve okul toplumu arasındaki kaynaşmayı sağlamak için “Barış projesi” (Project Peace) adı altında bir program uygulanmaktadır. Bu program çerçevesinde 4, 5 ve 6. sınıflardan gönüllü olan öğrencilere “arabulucu- mediator ” rolü verilmektedir. Buna göre yaz aylarında 2-3 gün sürecek bir programa alınan bu öğrenciler okul sınırları içerisinde, öğrencilerin oyun alanlarında birbirleri arasında çıkacak sorunlarda çözüme ulaştırıcı bir rol üstlenmektedirler. Olay çok ciddi boyutlarda olmadıkça, öğrenciler problemlerini kendi aralarında çözmektedirler. Bu da onlara küçük yaşlardan itibaren sorumluluk almayı, sorunların çözümüne kendi bakış açılarından yaklaşmalarını sağlamaktadır.
14. Okulda bir öğrenci komitesinin olduğu gözlenmiştir. Okul içerisinde sosyal etkinliklere büyük önem verilmektedir. Sinema salonunda film gösterimi, spor salonunda sınıflar arası veya bireysel karşılaşmaların ayarlanması, okul gazetesinin yazı ve konu sorumluluğunun bu öğrenci komitesince de belirlenebiliyor olması, vb. konular öğrencilerin demokratik toplum yaşamına katılımcı bir anlayışa sahip olmalarını sağlamaktadır. Bu durum katılımcılar ve de özellikle veliler ve öğrenciler tarafından son derece olumlu ve demokratik bulunmaktadır.
15. Projeler öğrencilerin kendilerini ifade edebilmelerini sağlayıcı özellikler taşımaktadır. Ölçme değerlendirme etkinliklerinde yaratıcı projeler önemli yer aldığı öğretmenlerce ifade edilmiştir. Öğretmenler projelerin özelliklerini ve kriterlerini belirlemekte, fakat öğrencilerin yapacakları konuyu kendisi belirlememektedir. İsteyen öğrenciler iyi hissettikleri alanda kendilerini göstermektedirler. Yıl sonunda gerçekleştirilen Öğrenme Bayramı’nda (Learning festival) tüm bu projeler sergilenmektedir. Katılımcılar, özellikle öğretmenler, sadece bilgiyi ölçen sınavlar yerine öğrencilerde yaratıcı ve eleştirel düşünmeyi geliştirici bu tür projelere yer verilmesi gerektiğini belirtmişlerdir.

Durum Çalışması Sonuçları (Gün Işığı İlköğretim Okulu/ Sunshine Elementary School, Ankara):

Araştırma Sorusu 1:

İlköğretim ilk kademedeki demokrasi ve insan hakları eğitime ilişkin okul toplumunun algıları

Katılımcılarla (öğretmenler, veliler ve yönetici) yapılan görüşmelerde, öncelikle demokrasi ve insan hakları kavramlarının kendilerince nasıl yorumlandığı ve bu tür bir eğitimin, ilköğretim birinci kademedeki ne derece ve hangi bakımlardan önem arz ettiği gibi alt konular yanıtlanmaya çalışılmıştır.

Katılımcıların hemen hepsi demokrasi ve insan haklarının düşüncelerin serbestçe açıklanması ile doğrudan ilişkili olduğunu söylemekle birlikte verilen cevaplar arasında katılımcı gruplarına göre farklılıklar vardır. Örneğin, 1,2 ve 3. sınıflarda görev yapan öğretmenler demokrasi ve insan hakları kavramlarını vatandaşlık ve yönetim biçimleri konularıyla ilişkilendirirken, 4 ve 5. sınıflarda görev yapan sınıf öğretmenleri demokrasi ve insan haklarını daha çok insani değerleri ifade eden sıfatlarla (sorumluluk, ayırım yapmama, önyargısızlık, güven, paylaşma, şeffaflık, vb.) ifade etmişlerdir. Genel olarak bakıldığında tüm katılımcıların demokrasi ve insan haklarını benzer sıfatlar kullanarak tanımlamaya çalıştıkları görülmektedir. Öğretmenler demokrasi ve insan haklarını daha çok okul ve sınıf ortamlarıyla ilişkilendirirken, veliler eşitlik, özgürlük, seçme-seçilme, insanca yaşam ve tolerans gibi daha genel sözcükler kullanmışlardır.

Müdür yardımcısı, kendiyile yapılan görüşmede, öğretmenler ve velilere benzer bir tanımlamayı kullanmış, ancak demokrasi ve insan haklarının sadece öğretilen konular olarak değil bir yaşam biçimi olarak algılanması gerektiğini de vurgulamıştır.

Araştırmacı, öğrencilerle yaptığı görüşmelerde farklı bir yöntem izleyerek iki sayfadan oluşan ve farklı durumları içeren açıklayıcı resimli bir hikayeyi (Ek R) tüm katılımcı öğrencilere dağıtmış ve bunu okuduktan sonra, hangi durumun demokrasi ve insan haklarını daha çok temsil ettiğini sormuştur. Öğrencilerden hiç biri demokrasiyi temsil etmeyen durumu seçmemiş ve demokrasinin doğru tanımını içeren durumları benimsediklerini belirtmişlerdir. Bu durum demokrasi ve insan hakları kavramlarının öğrenciler tarafından bilgi düzeyinde kazanılmış olduğunu göstermiştir. Öğrenciler demokrasi ve insan haklarını daha çok okul ortamı ile

ilişkilendirmişler ve kurallar, sorumluluklar ve seçme-seçilme ile ilgili görüşler bildirmişlerdir. Öğrenciler kuralların her ortamda ve demokratik ortamlarda da gerekli olduğunu ve sınıf ortamında öğretmen ile ortak bir karara varmanın sınıf içi demokrasiyle bağlantısını ortaya koymuşlardır. Bunun yanında eğitici kol etkinliklerinde seçme ve seçilmenin önemine ve bundan duydukları mutluluğa dikkati çekmişlerdir.

Tüm katılımcılar ilköğretim ilk kademedeki demokrasi ve insan hakları dersleri olmasa da, bu tür bir eğitimin önemine işaret etmişlerdir. Demokratik bir toplum oluşturma ve bunu sürdürme çabasında olan ülkemizde erken yaşlardan itibaren demokrasi ve insan hakları kavram ve kültürünün yerleştirilmesi gerekliliğini savunmuşlardır. Buna ek olarak, özellikle öğretmenler öğrencilerin gelişim aşamalarından kaynaklanan özerkliklerinin (autonomy) baskın olmasından ve karakterlerinin daha çok orta çocukluk dönemi olarak adlandırılan ilköğretim çağlarında daha çok geliştiğinden, demokrasi ve insan haklarının bu yaşlarda daha etkili verilebileceğini belirtmişlerdir. Okul bu yönde bir eğitim için çok önemli bir kurumdur. Ancak etkili bir demokrasi ve insan hakları eğitimi için güçlü ve tutarlı bir okul-aile işbirliğine gereksinim vardır. İlk üç sınıfta görev yapan öğretmenler genelde erken yaşlar ile karakter oluşum süreci arasındaki bağına önemine işaret ederlerken, 4. ve 5. sınıf öğretmenleri okul-aile ilişkisinin önemine dikkati çekmişlerdir.

Veliler, demokrasi ve haklara saygının en iyi oyun alanlarında gözlenebileceğinden hareketle demokrasi ve insan haklarının bu yolla içselleştirilmesinin önemine işaret etmişlerdir. Okul-aile arasındaki yakınlığın ve tutarlılığın derecesi ile ailelerin eğitim durumu demokrasi ve insan hakları eğitiminin başarısını etkileyen unsurlar arasında sayılmıştır.

Okul yöneticisi ise erken yaşlarda demokrasi ve insan hakları eğitiminde öğretmenlerin sahip oldukları roller ve yeterlilikler ile öğretmenlerin sağlıklı bir demokratik toplum yaratma idealine katkılarının büyüklüğüne dikkati çekmişlerdir.

Demokrasi ve insan hakları eğitime ilişkin genel katılımcı görüşleri alındıktan sonra, demokratik sınıf, demokratik öğretmen, demokratik okul (yönetimi) ve demokratik aile kavramlarına ilişkin katılımcıların neler düşündükleri sorgulanmıştır. Öğretmenlere göre demokratik sınıf rahat bir iletişim ortamı yaratır; değişik sosyal etkinlikler içerir ve serbest eğitici kol ve başkanlık seçimlerine sahne olur. Ayrıca demokratik sınıf ortamında öğrenciler rol ve sorumluluklar ile

demokratik seçim olgusu konusunda bilgi ve deneyim sahibi olur. Bu tür bir ortam klasik oturma düzeninden çok U biçiminde oluşturulur ve hiç kimsenin hakkının yenmemesi için gerekli koşulları yaratır. Öğretmenlere göre demokratik öğretmen öğrencilerin karar verme sürecinde söz sahibi olmalarına olanak tanır, fakat ‘otorite’sini de hissettirmeyi bilir, sınıf kurallarını öğrencilerle birlikte oluşturur, öğrencilere güvenir, dinleme becerilerine sahiptir, çatışma çözümleme becerilerini öğretir, sınıf içi seçimler gerçekleştirir, sosyal gelişimi destekleyici program dışı etkinlikler düzenler, öğrencilerinden beklentilerini ve hedeflerini açıkça ortaya koyar, yaratıcı fikirlere açıktır, demokrasiyi bir yaşam biçimi olarak kabul eder, köklü bir veli-öğretmen ilişkisi öngörür, öğrencilerin sosyo-kültürel ve ekonomik özelliklerini yakından takip eder, öğrencilerin bağımsız öğrenme becerilerini öğrenme ve kullanmalarına katkıda bulunur ve öğrencilerin seçim ve kararlarına saygı duyar.

Öğretmenlere göre demokratik bir aile çocuklarını dinleyen, seçimlerine değer veren, onların haklarını gözetten, okuma yoluyla kendi entellektüel kapasitelerini sürekli olarak artırmayı hedefleyen, tutarlı, güvenli ve demokratik bir aile tipidir.

Veliler demokratik öğretmen konusunda yukarıda verilen tanımlamalara ek olarak bir öğretmenin her şeyden önce konusunda uzmanlık ve bilgi sahibi olması gerektiğini belirtmişlerdir. Öğretmen her şeyden önce öğrenciler için bir modeldir. Böyle bir modelin de demokratik olmasını beklemek gerekir. Veliler ayrıca, demokratik bir öğretmenin çocuklara fiziksel ve psikolojik ceza uygulamayacağını, problemi olan çocukların aileleriyle güçlü bir bağ oluşturacaklarını ve sınıfta eğlenceli bir eğitim ortamı hazırlayacaklarını iletmışlerdir. Velilere göre demokratik bir aile çocukların serbestçe fikirlerini belirtecekleri bir platform oluşturacak, haklar ve sorumlulukları tanımlayacak, çocuklar üzerinde baskı unsuru olmayacak ve sevgiye dayalı bir atmosferin hüküm süreceği bir ortam oluşturacaktır. Velilere göre demokratik bir okul okul-aile işbirliğine önem vererek, okulu sadece bir devlet kurumu olarak ele almayıp çocuklar için renkli ve eğlenceli bir orta haline getirir. Oklu toplumun oluşturan tüm bireyleri okulda karar verme sürecine dahil eder ve ailelere rehberlik eder. Okul haftanın belli günlerinde serbest kıyafet uygulamasına giderek öğrenciler için farklılıklar yaratır. Son olarak ise demokratik okul, okul aile birliği kurumunun etkin olmasına yönelik tedbirleri velilerle birlikte alır ve daha demokratik bir ortam hazırlar.

Okul yöneticisi, demokratik okul fikrinin ideal ama olası bir kavram olmakla birlikte, halihazırda ülkemiz koşullarında daha fazlasının beklenemeyeceğini bildirmiştir. Okul, demokrasi ve insan haklarını öğretmede önemli bir yere sahiptir ancak, demokrasi ve insan haklarının tüm ülkede yaygınlaşması ile bunun başarı kazanacağını vurgulamıştır. Yani uygulamada ve teorideki farklılıklara dikkati çekmiştir. Demokratik bir okul öncelikle daha iyi fiziksel koşullara sahip olmalı, her alanda şeffaflık olmalı, ülke yararına her türlü yaratıcı ve eleştirel düşünceye açık olmalı, daha ilerici öğretim yöntem ve tekniklerine dayalı bir öğrenme-öğretme sürecini içermeli ve en önemlisi de, Atatürk ilke ve devrimlerinden asla sapmamalıdır.

Yukarıda sayılan tüm ideal özelliklerden hemen sonra, katılımcılara, böyle bir şansları olsaydı, ideal bir okul ortamında etkili bir demokrasi ve insan hakları eğitimi gerçekleştirebilmek için neler yapılması gerektiği konusunda belirli boyutlara yönelik hayali bir senaryo yazmaları istenmiştir. Buna göre, ortaya çıkan ana boyutlar şunlardır: fiziksel ve çevresel koşullar, öğrenme-öğretme süreci, ideal öğretmenler, değerlendirme ve okul toplumu arasındaki iletişim.

Katılımcılar genel olarak geniş bir alanda yemyeşil oyun alanlarının olduğu, rengarenk ve güvenli bir ilköğretim okulu betimlemişlerdir. Sınıfların hijyen kurallarına uygun ve sınıftaki herkesin ayrı dolap veya çekmecelerinin olduğu, TV, VCD, tepegöz ve bilgisayarların bulunduğu, öğrenci sayısının ise 20-30 öğrenci olarak idealize edildiği bir sınıf hayal etmişlerdir. Bu okulda kıyafet serbestliği vardır ve teknoloji okulun her yerindedir. Sınıflar klasik düzenden farklı bir şekilde düzenlenmiş ve sıralar yerine geniş masalar yer almaktadır. Sosyal etkinlikler için müzik odası, kütüphane, bilgisayar laboratuvarları, spor salonu ve gösteri salonu olması gerektiği belirtilmiştir. Bazı öğretmenler sınıflarda geniş yastıkların olması gerektiğini belirtmişlerdir. Öğretim sürecinde görsel-işitsel yüksek teknoloji kullanımı ön plandadır ve etkin/yaparak öğrenme yaklaşımlarına göre eğitim yapılmaktadır. Her sınıf kaynak-materyal bakımından zengindir ve okul kütüphanesinde her türlü kaynak vardır. Rol oynama/drama, araştırma temelli, öğrenci katılımına ve tartışmaya dayalı öğretim etkinlikleri ile karar verme sürecinin öğrencilerde olduğu kol seçimleri ve öğrencilerin farklı öğrenme stillerinin gözetildiği demokratik bir öğrenme-öğrenme süreci vardır. Bu okuldaki ideal öğretmenler öncelikle demokrat özelliklere sahip, alanında bilgili, Atatürk ilke ve devrimleri ışığı altında öğretim yapmakta, çağdaş değerler ve demokrasiyi ilke

edinmekte ve öğrenci ve velileri karar verme sürecine dahil etmektedirler. Bu öğretmenler aynı zamanda tutarlı, güvenilir, yaratıcılığa açık, kolay iletişim kuran ve mesleğine saygısı olan kişilerdir. Bu tür bir okulda sadece klasik değil çağdaş ölçme-değerlendirme süreçleri göz önünde tutulmaktadır. Sonuca ve ürüne dayalı değil sürece dayalı bir eğitim hüküm sürmektedir. Gözlem ve proje, akran ve öz değerlendirme (peer and self assessment) gibi farklı değerlendirme yöntem ve süreçleri de göz önüne alınmaktadır. Okul toplumu içindeki iletişim örüntüleri konusunda öğretmenler okul toplumu bireylerinin okuldaki karar verme sürecinde daha fazla söz sahibi olacakları bir okul hayal etmişlerdir. Sadece okul ve aile arasında değil, okul ve toplum arasında da daha sıkı bir iletişime gereksinim olduğunu belirtmişlerdir. Bu tür bir iletişimde öğretmenler anahtar bir role sahiptirler. Böyle bir okulda veliler daha çok para ve öğrenci problemlerinin konuşulduğu var olan durumu değil, okulun tüm unsurlarıyla sahiplenildiği bir okul-veli iletişimine dikkati çekmişlerdir. Ancak böyle güçlü bir iletişim örüntüsü oluşturulabilirse demokrasi ve insan hakları eğitimi dahil her türlü konuda daha çok başarı sağlanabileceği vurgulanmıştır.

Bir veli, bu hayali okulun sadece çocuklar için değil, veliler ve yetişkinler için de bir eğitim merkezi olması gerektiğini bildirmiştir. İletişim teknolojisinin, okul toplumunu oluşturan bireylerin birbirleriyle olan iletişimlerinde kolaylıklar sağlayacağı ve fikirlerin paylaşılması ve karar verme sürecine olumlu katkılarda bulunabileceği de ayrıca veliler tarafından belirtilmiştir. İletişim örüntüsünün güçlendirilmesine yönelik olarak, okul yöneticisi böyle bir hayali okulun okul toplumunu oluşturan bireylerce seçilmiş bir komite tarafından yönetilmesi gerektiğini iletmiştir. Bu tür bir hayali okul tanımlamaları istendiğinde ise öğrenciler yaptıkları resimlerde ‘oyun’ temasını sıklıkla işlemişlerdir. Öğrenciler daha çok sevginin ve anlayışın hüküm sürdüğü, fikirlerine daha çok saygı duyulan, daha etkili ancak eğlenceli bir öğretimin yapıldığı, fiziki ortam bakımından çekici, serbest kıyafet uygulamasının olduğu ve bedava yiyecek verilen bir okul hayal etmişlerdir. Var olan koşulları göz önüne aldıklarında güvenilir olmayan okul koşulları, sevgi ve anlayış yoksunluğu, üniforma sistemi ve temiz olmayan okul ortamı çocukların hoşnut olmadıkları var olan durumlar olarak ortaya çıkmıştır.

Araştırma Sorusu 2:

İlköğretim Birinci Kademedeki Demokrasi ve İnsan Hakları Eğitimi ile İlgili Öğretimde Planlama, Uygulama ve Değerlendirme Süreçleri

Bu araştırma sorusuna cevap bulabilmek amacıyla demokrasi ve insan hakları eğitimine yönelik öğrenme-öğretme süreci gözlemlenmiş ve katılımcıların bu konuya ilişkin görüşleri alınmıştır.

Öncelikle öğretmenler ve yöneticilerin demokrasi ve insan hakları ile ilgili olarak öğrencilerine kazandırmak istedikleri hedefler ve beklentilerinin neler olduğu kendilerine sorulmuştur. Genel olarak öğretmenler ve öğrencilerin temel hedefi, eğitim programlarında belirtildiği gibi, öğrencilere demokrasi ve insan hakları konularında farkındalık kazandırmaktır. Bu ana amaç çerçevesinde öğrencilerden kendilerine ve başkalarına karşı saygı duymaları, toplum yaşamı için gerekli iletişim becerilerine sahip olmaları, gruba ait olma ve birlikte iş yapabilme becerileri, insanlar arasındaki eşitliği kavrayabilmeleri, adalet ve paylaşma duyguları konusunda farkındalık beklenmektedir.

Tüm bu beklentilerin gerçekleştirilememesinde, yani hedeflere ulaşamamadaki engeller olarak öğrenci ve okul toplumunun benzer özellikler içermeyen yapısı, farklı sosyo-ekonomik ve kültürel özellikleri, dersler aracılığıyla öğretilen demokrasi ve insan hakları ile ilgili konuların gerçek hayatla uyuşmaması, bir başka deyişle, okul kapısından çıktığında ‘gerçek hayatın’ başlaması ve okul nüfusunun çok kalabalık olması nedeniyle eğitim kalitesindeki düşüklük gösterilmiştir. Ayrıca, yönetici, öğrencilerden özgürce görüşlerini ifade edebilme becerisi geliştirmelerini beklemektedir. Bunun önündeki engeller olarak ise okulun fiziksel koşullarının yeterli olmaması ve bunun eğitim-öğretim sürecinin kalitesini etkilemesi, değişik kültürel ve sosyo-ekonomik aile yapısı, çatışma çözümü ve okulda rehberlik konularındaki yetersizlikleri saymıştır.

Öğretimin planlanması ile ilgili olarak öğretmenlerin hemen hepsi sadece demokrasi ve insan hakları ile ilgili ders ve konularda değil, diğer derslerde de öğretim planlarına inanmadıklarını ve genelde de hazır planları kullandıklarını belirtmişlerdir. Atatürkçülük konuları kanun ile Milli Eğitim Bakanlığı tarafından okullarda okutulduğundan, ders kitaplarında bu temaya sıkça rastlanmaktadır. Dolayısıyla demokrasi ve insan hakları konuları genellikle Atatürkçülük, Kurtuluş Savaşı, Milli bayramlar gibi konular aracılığıyla işlenmektedir. Hayat Bilgisi ve

Sosyal Bilgiler dersleri ile Türkçe ders kitaplarında bu tür konular yer almaktadır. Öğretmenler demokrasi ve insan hakları konularının azlığından şikayet etmişlerdir. Ancak bu durumun sosyal etkinlikler, sınıf içi kol seçimleri ve demokratik karakter eğitime daha fazla ağırlık vererek çözülebileceğini düşünmektedirler. Veliler, öğretmenlerin öğrenciler üzerindeki etkisine dikkati çekerken, okul- aile ve öğretmen-veli işbirliğinin demokrasi eğitimi konusunda olumsuz etkileri olabileceğine işaret etmişlerdir. Çünkü demokrasi, katılım olursa bir anlam taşır. Bazı veliler ayrıca demokrasi ve insan hakları ile ilgili planlama etkinliklerinde özellikle görsel medyanın gücünden ve çocuklar üzerindeki etkisinden yararlanılması gerektiğini söylemişlerdir.

Yönetici ise öğretmenlerin aksine öğretim planlarının son derece önemli olduğunu vurgulamıştır. Demokrasinin toplumun her boyutunda yaşanması gerektiğini, öğretim sistemimizdeki ezbercilik nedeniyle demokratik toplum idealini gerçekleştirecek düşünen, sorgulayan ve eleştiren öğrencileri yetiştirmekte güçlük çektiğimizi belirtmiştir. Olagelen eğitim etkinlikleri konusunda öğrenciler ve okul toplumunu oluşturan diğer bireyler bu ezberciliğe dayalı sistem ve değişime karşı direnişten yakınmışlardır. Yağmurlu havalarda bile öğrenciler ıslanırken öğrenci andının okutulması ve en önemlisi öğrencilerin bu andın ve İstiklal Marşı'nın gerçekte ne anlama geldiğini bilmeden her gün tekrar etmelerini bu tür bir sistemin en önemli göstergelerinden biri olarak görmüştür.

Demokrasi ve insan hakları ile ilgili olarak okulda öğretmenlerce uygulanagelen öğretim yöntem ve tekniklerinin neler olduğu sorulmuştur. Öğretmenlerin hemen hepsi benzer cevaplar vererek grup tartışması, örnek olaylar, sınıfa gazete ve güncel olaylar getirme, araştırma temelli etkinlikler, işbirlikli öğrenme, sınıf toplantıları, rol oynama/drama ile etkin aktif öğrenme yöntem ve tekniklerini uyguladıklarını söylemişlerdir. Ancak yapılan gözlemlerde tartışma ve düz anlatım yöntemlerinden başka bir yöntem not edilememiştir.

Veliler ise öğrenme-öğretme süreci için gerekli donanım ve materyallerin yokluğuna dikkati çekerek, demokrasi ve insan hakları konularında düz anlatım tekniği ile ancak bilgi düzeyindeki hedeflerin gerçekleştirildiğini ve bu nedenle demokrasi ve insan haklarının içselleştirilemediğini belirtmiştir.

Yönetici, velilerle paralel şekilde, demokrasi ve insan hakları ile ilgili doküman ve materyaller eksikliği ile öğretmenlerin farklı öğretim yöntem ve

tekniklerini kullanabilme becerileri konusundaki sıkıntılarını dile getirmiştir. Bu nedenle ilgili konuda yoğun bir hizmet-içi eğitim gereklidir.

Demokrasi ve insan hakları eğitiminde yararlanılan ölçme ve değerlendirme etkinlikleri konusunda ‘klasik’ tip sınavların varlığından ve de yetersizliğinden yakınmışlardır. Etkili gözlem becerilerinin geliştirilmesi gerektiğini, sosyal etkinlikler ve eğitici kol etkinliklerinin yeterli ve etkili düzeyde ya da amacına uygun yapılmadığını belirtmişlerdir ki, demokrasi ve insan hakları eğitiminde bu konuların önemine dikkati çeken kişiler olarak öğretmenler çelişkiye düşmektedirler.

Veliler kullanılan ölçme ve değerlendirme sisteminin öğrenci başarısını değerlendirmede ve başarılı öğrenci ile başarısız asında eşitsizlikler yarattığını söylemişlerdir. Şöyle ki, geçme kalma sisteminin etkili bir şekilde işletilememesinden dolayı başarılı öğrencilerin kendilerinden daha başarısız olanlar ile bir üst sınıfta yine karşılaştıkları ve bu durumun başarılı öğrenciler üzerinde sistemdeki haksızlıklar ve eşitsizlikleri daha açık görmelerine yardımcı olduklarını belirtmişlerdir. Böylece, velilere göre, demokrasi ve insan hakları eğitiminin belli başlı amaçlarına aykırılık oluşturmaktadır. Çünkü kuram ve uygulama öğrenciler tarafından farklı ve tutarsız olarak algılanmaktadır.

Araştırma Sorusu 3:

Demokrasi ve insan hakları eğitimi ile ilgili olarak okulun örtük programı: kültürel özellikler ve değerler

Okulda yapılan gözlemler ve katılımcılarla yapılan görüşmelerin ışığı altında, resmi bir takvim çerçevesinde gerçekleştirilen formal program yanında, örtük programı yansıtan okula ait kültürel özellikler ve okulun değerler ortaya çıkarılmaya çalışılmıştır.

Buna göre, okula ait kültürel özellikler ve okulun değerleri konusunda tüm katılımcıların düşünceleri genellikle benzer konularda yoğunlaşmıştır. Okul köklü ve merkezi olmasından dolayı veliler tarafından büyük bir taleple karşılaşmaktadır. Genellikle bakanlıkların ve diğer hükümet dairelerinin olduğu bir mevkide olmasından dolayı sadece bu civarda oturanlar tarafından değil, Ankara’nın birçok değişik yerinden taşınalı eğitim yoluyla öğrenci kabul etmektedir. Ancak, eğitim ve okul sistemindeki zayıflıklar ve sistemin tam olarak işleyememesi nedeniyle uzak

semtlerden gelen bu kişiler için okula kaydolmanın yüklüce bir bedeli olduğu dile getirilmiştir. Öğrenci nüfusunda bu nedenlerden dolayı bir heterojenlik vardır. Öğretmen ve veliler ile okul yöneticisi, başlı başına bu nedenden dolayı öğrenciler arasında anlaşmazlıklar ya da çatışmalar çıktığını belirtmişlerdir. Ancak kayda değer bir tatsızlığın yaşanmamış olduğunu da eklemiştir. Öğrencilere ve velilere ait sosyo-ekonomik ve kültürel geçmişlerin yapısındaki farklılıklar etkili demokrasi ve insan hakları eğitiminin önünde öğretmenler, veliler ve yönetici tarafından bir dezavantaj olarak görülmüştür. Ancak, bu katılımcılar yine de okuldaki mevcut atmosferin diğer devlet okullarıyla karşılaştırıldığında daha demokratik olduğunu da vurgulamışlardır. Buna rağmen okulda bir kütüphane olmaması öğrenciler dahil tüm katılımcılar tarafından eleştirilmektedir ki, demokrasi ve insan hakları eğitimi konusunda kaynak sıkıntısı olması verimli öğretimi negatif olarak etkilemektedir.

Okulda istihdam edilen öğretmenlerin birçoğu son derece deneyimli ve sınıf öğretmenliği yanında diğer branşlarda da velilerce talep edilen kişilerdir. Öğretmenler ve yöneticiler, okula tayin edilebilmek için öğretmenlerce siyasi gücün kullanılabilirdiğini de informal olarak not etmişlerdir. Ayrıca, okul yönetimi okulda istihdam edilen personelin Atatürk ilke ve devrimleri, yurtseverlik ile Atatürkçülük konusunda gösterdikleri hassasiyetle gurur duymaktadır.

Okul yöneticisi ise öğretim kalitesi ve okuldaki nispeten demokratik havaya işaret ederek, okulda var olan rahat öğrenci-öğretmen ve okul-aile ilişkilerine vurgular yapmıştır.

Okulun mevcut değerlerinin ve var olan kültürel iklimin demokrasi ve insan haklarının öğrencilerce ve okul toplumunun diğer bireylerince içselleştirilmesine katkı sağlayıp sağlamadığı konusunda ise yönetici dışında olumlu bir cevap alınamamıştır.

Öğretmenlerin dünya görüşlerinin ya da politik görüşlerine dayalı hayatı algılayış biçimlerinin sınıf ortamına yansıtılması konusunda tüm katılımcılar benzer görüş bildirmişlerdir. Buna göre öğretmenler Atatürk ilke ve devrimlerinin ışığı altında, çağdaş ve eşitlikçi bir anlayışla eğitim yaptığı sürece bir sorun olmamalıdır. Herkesin bir dünya görüşü vardır, ancak Milli Eğitim sisteminin gerekliliklerini karşıladığı sürece bu normal olarak karşılanmaktadır.

Bu araştırmada ortaya çıkan temel bulgulardan biri, demokrasi ve insan hakları eğitiminde ya da herhangi bir konuda okulun aileler ile olan bağının son derece zayıf olmasıdır. Bu görüş tüm katılımcılar ve özellikle de veliler tarafından

defalarca dile getirilmiştir. Veliler sadece öğrenci notlarının öğrenilmesi ve okul için para toplanılması amacıyla toplantılara çağırılmaktadırlar. Velilerin belirttiğine göre senede öğretmeniyle sadece bir defa görüşen ya da hiç görüşmeyen velilerin sayısı az değildir. Dolayısıyla okul-aile ve öğretmen-veli arasındaki ilişkilerin geliştirilmesine gereksinim vardır. Velilerden bazıları, ‘Türkiye’de her yerde yönetici yöneticidir’ sözü ile aslında okulun Türkiye’nin yönetim sistemi ile paralel biçimde tepeden yönetim ile yönetildiğine işaret etmektedirler.

Okul toplumu içindeki zayıf iletişim örüntüsünün temel nedenleri olarak velilerin öğretmenler ve okul yönetimi ile rahat diyalog kuramamaları, öğretmenler karşısında kendilerini zayıf hissetmeleri, farklı sosyo-ekonomik ve kültürel geçmiş, yetersiz rehberlik, ailelerin eğitimsizliği ve okulun soğuk devlet kurumlarından bir tanesi olarak algılanması sayılmıştır. Bir velinin dile getirdiği ‘ev ile okul sanki birbirinden ayrı iki sosyolojik birimdir’ sözü durumu özetleyici bulunmuştur. Öğretmenlerin sınıfta veli istemeyen tutumları da veliler tarafından sorgulanmıştır. Sınıflar ile veliler arasındaki iletişimi sağlayabilmek amacıyla ilköğretim ilk kademedede ‘sınıf anneliği/babalığı’ oluşturulsa da özellikle birinci sınıfın dışında ve para toplama ve gezi düzenleme etkinlikleri dışında bir işlev taşımamaktadır. Özellikle 3, 4 ve 5. sınıflarda ise bu kişilerin sınıf sürecine etki etmeleri ya da sınıfta fazlaca bulunmaları öğretmenler tarafından istenmemektedir. Velilerin de bundan ders çıkardığı açıktır.

Araştırma Sorusu 4:

İlköğretim Birinci Kademedede Demokrasi ve İnsan Hakları Eğitimi ile İlgili Hayat Bilgisi ve Sosyal Bilgiler Ders Kitaplarının ve Programın İncelenmesi

Literatür taraması sonuçları ve ön çalışmada elde edilen veriler demokrasi ve insan hakları eğitimine yönelik olarak özellikle Sosyal Bilgiler dersinin önemine işaret etmiştir. Sönmez (1996b, s. 3) Sosyal Bilgiler dersini ‘toplumsal gerçeğe kanıtlamaya dayalı bağ kurma süreci ve bunun sonunda elde edilen dirik bilgiler’ olarak tanımlamaktadır.

Sosyal Bilgiler dersi, ilköğretim birinci kademedede 4. ve 5. sınıflarda mihver ders olarak okutulmaktadır. Bu dersin kitabına ek olarak, 1, 2 ve 3. sınıflarda, okutulan Hayat Bilgisi mihver dersi ile yine ilköğretim ilk kademedede okutulan

Türkçe ders kitapları demokrasi ve insan hakları kavramlarıyla ilgili olma bakımından bir taramadan geçirilerek içerik analizine tabi tutulmuşlardır. Ancak araştırmacı bu kısımda demokrasi ve insan hakları eğitiminde önemli rol oynadığı görülen Hayat Bilgisi ve Sosyal Bilgiler ders kitaplarının analizine yönelik sonuçları kısaca vermektedir.

Sönmez (1996a), ilköğretimin erken yaşlarında çocukların hayatı bir bütün olarak algıladıklarını, dolayısıyla olayları bir bütün olarak gördüklerini belirtmektedir. Bu nedenlerle dersler sadece Sosyal Bilgiler ve Fen Bilgisi olarak tanımlanmamış, bu derslerin bir bileşkesi olarak Hayat Bilgisi programı geliştirilmiştir.

Katılımcılar, demokrasi ve insan hakları ve bunları içeren temaların Hayat Bilgisi ve Sosyal Bilgiler derslerinde verildiğini belirtmişler, ancak bu konuların son derece yüzeysel ve yetersiz biçimde işlendiğini de vurgulamışlardır.

Hayat Bilgisi ders programı bu dersin işlenişi sırasında, Türkçe, Matematik, Sanat ve Beden Eğitimi gibi derslerin içeriği ve birbirleriyle olan ilişkisinin de göz önüne alınması gerektiğini bildirmektedir. Bu nedenle Hayat Bilgisi programı, dersin işlenişinde kitaplar, broşürler, dergiler, gazeteler ve her türlü görsel ve yazılı kaynaktan yararlanılabileceğini vurgulamaktadır. Bunun yanında bu dersin işlenişinde sanat öğeleri, şarkılar, kuklalar, rol oynama etkinlikleri/drama, misafir, hikaye ve ritm etkinliklerinden yararlanılabileceği programda belirtilmektedir. Hayat Bilgisi programında özellikle Atatürkçülük konusu çok yer almaktadır. 1999 yılında Talim Terbiye Kurulu'nun aldığı bir kararla diğer kurslarda olduğu gibi, Atatürkçülük teması Hayat Bilgiler dersinde de işlenmektedir.

Tüm içerik düzenlemelerinde ortak nokta içeriğin yakın çevreden uzağa, basitten karmaşığa, somuttan soyuta şeklinde düzenlenmesidir. Hayat Bilgisi ders kitabında hemen tüm üniteler genellikle bilgi ya da kavram düzeyinde 'hazırlık' ve 'değerlendirme' soruları ile başlamaktadır. '...Nedir? Nelerdir?' gibi, verilen parça içerisinden tamamen tanım, kavram ya da olguyu aynen öğrenciden bekleyen türden sorulara yer verilmiştir. Tüm üniteler, öğrencinin bildiklerini genellikle bilgi düzeyinde yoklayan ünite testleriyle bitmektedir. İlköğretimin ilk üç sınıfına ait Hayat Bilgisi dersinin içerik düzenlemesi benzer biçimde ele alınmıştır. Öncelikle okula başlama, okul ve sınıf etkinlikleri, aile, Cumhuriyet ve Atatürk veya diğer milli günler; daha sonra ise genellikle toplumsal olgu ve kavramlara içerikte yer verilmektedir. Örneğin bunlar birinci sınıfta yıllar, dünyamız, yaşayan varlıklar iken

ikinci sınıfta sağlıklı büyüme, taşıtlar ve trafik, iletişim, dünya ve uzay konuları şeklinde sıralanmaktadır. Üçüncü sınıf Hayat bilgisi dersinde diğer ortak üniteler ek olarak sosyal yaşam, çevremizdeki maddeler, hareket ve güç gibi daha çok çocukları fen öğretimine hazırlayacak ünitelere yer verilmektedir.

Demokrasi ile ilgili konular genellikle okulda eğitici kol ve sınıf başkanlığı seçimleri, sınıfta ve evde işbirliği, haklar ve sorumluluklar, oyunda demokrasi, saygı, hoşgörü, düşüncelerin serbestçe açıklanması ve Cumhuriyet Bayramı ve Atatürk gibi konular ve ünitelerde ağırlıklı olarak geçmektedir. Bu konuların işlendiği parçalarda yazarların ‘yapmalıyız, uymalıyız, olmalıyız, kabul etmeliyiz vb.’ gibi genellikle öğüt verme şeklinde bir tutum izlediği görülmüştür. Ayrıca okuma parçaları temsil eden resimlerdeki kahramanlara kitabın yazarları tarafından atfedilen cinsiyet rollerine de rastlanmıştır. Örneğin, öğretmenler çizimlerde daima bayan, garsonlar ise erkek olarak canlandırılmıştır. Ayrıca, okuma parçasında, anne ve babanın her ikisi de evin geçimini sağlamak için çalıştıkları belirtiliyor olsa da, resimlerde evde yemeği ve servisi daima anne yapmakta, baba ise çocukların getirdiği gazetesini okurken yemeği beklemektedir.

İkinci sınıf Hayat Bilgisi kitabı ‘Okulda ve Evde Dayanışma’ adlı üniteye ilk defa insan haklarından özgürlükler ve sorumluluklar kapsamında söz etmektedir. Burada basın, iletişim ve eğitim özgürlüğü kısaca anlatılarak öğrencilere yine genellikle bilgi düzeyinde sorulara sorularak parçada verilenler onlardan istenmektedir. Verilen ev ödevlerinde de öğrencilerden okudukları parçayı yine deftere aynen yazmaları ve parçanın sonundaki soruları cevaplamaları beklenmektedir. Bu her ünite için bu şekilde devam etmektedir.

Üçüncü sınıf Hayat Bilgisi kitabında ise bilinçli tüketim ve verimlilik ünitesi ‘tüketici olarak haklarınız araştırın!’ şeklinde bir başlangıç yaparak genel olarak vatandaşların haklarını öğrencilere açıklamaktadır. Yine iki adet bilgi düzeyinde soruyla parça sona ermektedir. Bu ders kitabında ayrıca ‘Sosyal Yaşam’ ünitesi altında insan hakları ve vatandaşlık konularına yer verilmektedir. Sosyal yaşamın, kurumların, haklar ve özgürlüklerin ve sorumluluklara dayalı insan haklarının niçin gerekli olduğu bu üniteye yer verilen temel temalardır. Sayfa 93 ve 94’te İnsan Hakları Evrensel Beyanname’si ve ‘Çocuk Hakları Bildirgesi’nden kısaca bahsedilmektedir. Bu üniteye ayrıca ‘başkalarının hakkına saygı, gelenek ve göreneklere saygı ve toplumsal işbirliği/dayanışma’ gibi konular aracılığıyla demokrasi ve insan hakları öğretilmeye çalışılmaktadır. Seçme ve seçilme hakkı ve

askerlik görevi gibi konular ise vatandaşlık görevleri konulu parça içinde verilmiştir. Yazara göre ‘her Türk askeri vatan ve milleti için ölmeye hazırdır’! (s. 10).

4 ve 5. sınıflarda okutulan Sosyal Bilgiler dersi içeriği Hayat Bilgisi yakın çevreden uzağa, basitten karmaşığa, somuttan soyuta şeklinde düzenlenmiştir. Bu ders programı ve ders kitapları da Atatürkçülük konusunu, işlenecek ortak tema olarak göstermektedir. 4. sınıf kitabı ‘Aile, Okul ve Sosyal yaşam’ ünitesiyle başlamakta ve burada aile ve önemi, ailede saygı ve hoşgörü, işbirliği, aile bütçesi ve ailede demokratik yaşam demokrasi ve insan hakları ile ilişkilendirilmiş konular olarak ön planda yer almışlardır. Hayat Bilgisi kitaplarında da yer alan okul yaşamı konusu burada da kısaca yer almıştır. Bu kısımda ise okulda demokratik yaşam ve okul-aile işbirliği gibi konular yer verilerek, demokrasi ve insan haklarının önemine işaret eden bazı cümleler yer almıştır:

demokrasi eğitimi ailede başlar ve okulda devam eder. Ailemiz tek başına bu konuda başarılı olamaz. Okul bu boşluğu doldurur. Aldığımız demokrasi eğitimi topluma yansır (s. 33).

‘Okulda’ bölümü eğitici kol etkinliklerinin önemi ve demokrasi eğitiminde bunların rolü, başkalarının düşüncelerine saygı ve hoşgörü, sınıfta yapılan seçimler ve haklar ve sorumluluklar gibi konular bu ilk üniteye vurgulanan konulardandır. Sekizinci bölüm, ‘demokrasi eğitimi gerçekleştirilmede öğretmen en önemli kaynaklardan biridir’ denmektedir (s. 34).

Sosyal yaşam konulu bölümde ise sevgi ve saygının önemi, dayanışma ve işbirliği temaları yer almakta ve Kurtuluş Savaşının öneminden bahsedilmektedir. Burada yazar bir canlandırma resim aracılığıyla özürlülerin hakları konusunda da öğrencilere kısaca bilgi vermektedir. Sosyal yaşam ve kadınların toplum ve iş hayatındaki yeri konuları Atatürk’ün bu konuda söylemiş olduğu sözlerle verilmektedir.

5. sınıf Sosyal Bilgiler kitabı temel olarak tarih ve coğrafya konularına odaklanmıştır. İlk ünite ‘Vatan ve Millet’ vatan sevgisi temasını işlemekte ve Türk milletine atfedilen çalışkanlık, yardımseverlik, cesurluk misafirperverlik, büyüklere saygı ve küçüklere sevgi gibi çeşitli değerler ve erdemlerden bahsetmektedir. ‘Cumhuriyeti Nasıl Kurduk?’ ünitesinde ise Türk devrimleri ve önemi, Atatürkçülük ve Atatürk ilkeleri ile, son olarak ‘Güzel yurdumuz’ ünitesinde ise çevreye duyarlılık ve bu konudaki haklar ve sorumluklara yer verilmektedir.

ÖNERİLER

Katılımcılardan elde edilen cevaplar, yapılan gözlemler ve incelenen belgeler ışığı altında aşağıdaki sonuçlar ve öneriler kısaca sunulmuştur.

- Demokrasi kavramı, yaşanılmadan ve de yaşatılmadan öğrenilemez. Öğrenilse bile, bu ancak bilgi düzeyinde kalır ve unutulur. Dolayısıyla öğretilen kavramları destekleyici yaşantılara, sosyal etkinliklere ve program dışı etkinliklere öğretim sürecinde yer verilmelidir.
- Katılımcıların hemen hepsi öğrencilerin sınıf içi alınan kararlara katılımını sağlamak gerektiğini belirtmişlerdir. Böylece sınıf topluluğunun birer üyesi olduklarının farkına daha iyi varabilirler. Eğitici kol etkinlikleri katılımcılarca bu konuda ilköğretim ilk kademe düzeyinde en etkili yöntem olarak kabul edilse de, uygulamada yeterli ve etkili olarak kullanıldığını söylemek zordur.
- Program ve ders kitaplarında bilişsel hedefler kadar duyuşsal hedeflerin de olduğu görülmüş olsa da, duyuşsal hedeflerin işevuruklaştırılmasında öğretmenler ve okul tarafından zorluklar yaşandığı açıktır. Dolayısıyla bu konuda okul yönetimi, MEB ve öğretmen yetiştiren eğitim fakültelerine görev düşmektedir.
- Tüm katılımcılar okul ve aile arasındaki bağın önemine dikkati çekmişlerdir. Buna göre aile ile okul arasındaki bağ güçlendirilerek velilerin okulda karar verme sürecine katılımları sağlanmalıdır. Bu konuda sadece okullar değil, MEB da gerekli yasal düzenlemeler yaparak, okul toplumunun okulda karar verme sürecinin yolunu açması ve okul-aile derneklerinin merkeziyetçi ve pasif rolünün değiştirilmesi önerilebilir.
- Özellikle öğretmenlerin, velilerin sınıftaki varlıklarına olumsuz baktıkları görülmüştür. Ancak etkili bir demokrasi öğretiminde okul-aile işbirliği ne kadar önemliyse, öğretmen-veli bağının da aynı paralellikte olması gerektiği araştırma verileri ışığı altında söylenebilir. Var olan kurulların daha etkin duruma getirilmesi, yapılan toplantılarda alınan kararlardan öğrencilerin de haberdar edilmesi sağlanmalıdır.
- Demokratik okul, demokratik öğretmen ve demokratik okul kavramlarında ortaya çıkan genel tema, öğretim sürecinin öğretmen merkezli değil öğrenci merkezli ve öğretmenin bilgi kaynağı değil bilgiyi kolaylaştırıcı özellikte olmasıdır.

- Katılımcılar her kurum gibi bu okulun da kendine özgü bir havası olduğunu belirtmişlerdir. Okulun köklü bir geçmişe sahip olması, merkezi bir yerde bir okul olarak velilerce talebin yüksek olması, diğer semtlerdeki okullarla karşılaştırıldığında göreceli olarak demokratik bir atmosfere sahip olması, öğretmenlerin geniş deneyimleri ve Atatürkçü, ilerici ve çağdaş bir personelinin olması katılımcılarca sayılan temel özelliklerdendir. Ancak, okulun Ankara'nın farklı semtlerinden farklı sosyo-kültürel geçmişe sahip ailelerin çocuklarını barındırıyor olması, ve bu nedenle öğrenciler arasındaki çatışmaların bu nedenlerden kaynaklanıyor olması, katılımcılar tarafından etkili demokrasi ve insan hakları eğitiminin önündeki en büyük engellerden biri olarak görülmektedir. Ön çalışmada katılımcıların demokrasi ve insan hakları eğitiminin farklılıkları kucaklamak, birlikte yaşamayı öğrenmek ve çok kültürlülük demek olduğunu vurgulamaları, demokrasi ve insan hakları eğitimine yönelik farklı algıların olduğunu göstermektedir.
- Sınıf ve okul içerisinde sosyal etkinliklere her fırsatta yer verilmelidir. Bu, öğrencilerin kendilerini ifade edebilmelerini kolaylaştırıcı bir unsurdur.
- Okullarda teknoloji var ise bunlardan öğretim sürecinde yararlanılmalıdır. Örneğin internet veya e-mail gibi çağın gereklerinden öğrencilerin yararlanmalarının sağlanması gerekir. Böylece öğrenciler kendi küçük dünyalarının dışında da bir dünya, kendi düşüncelerinden farklı düşünceler de olduğunu anlamalıdır. Bu bağlamda teknolojinin kullanılması çok önemlidir.
- Ölçme ve değerlendirme sürecinde sadece ürüne bakarak değil süreci gözeterek değerlendirme yapılmalıdır. Geçme kalma sisteminde eşitlik ve adalet gibi değerler ön planda tutulmalı ve bunların demokrasi ve insan hakları eğitimine, okulun 'örtük programı' aracılığıyla katkıda bulunabileceği unutulmamalıdır.

VITA

Kerim Gündoğdu was born in 1968, in Ankara. He received his B.A. in Curriculum and Instruction at the Department of Educational Sciences in Hacettepe University, in 1989. Then, he completed his military service as first lieutenant in the Educational Planning and Programming Division in Polatlı Artillery and Missile School. He worked as a government officer in the Ministry of Interior, Security Directorate of Ankara, Division of Education during 1993-1995. Later, he started to work as a research assistant in Erzurum Atatürk University in 1995. In 1997, he received his M.Ed. from the Department of Education in University of Newcastle-Upon-Tyne in the U.K., sponsored through a scholarship provided by MONE/World Bank National Education Development Project. Having worked for a year in Atatürk University as a research and teaching assistant in 1998, he was accepted to the doctoral program in the Curriculum and Instruction field in the Department of Educational Sciences at METU in 1999. Since 1999 onwards, he has been working as a research assistant at METU. Between the years 2000-2001 he was awarded a grant of 'Fellowship Programme for Integrated Doctoral Studies in Turkey and/or Abroad in Social Sciences and Humanities' by TUBA (Turkish Sciences Academy). He was sponsored by Indiana University, School of Education as a visiting scholar for nine months. At present, Gündoğdu works in the Department of Educational Sciences at METU and after graduation he will be working for Atatürk University as a faculty. His interest lies with curriculum development, democracy and human rights education, values and affective education, teacher training and qualitative research.