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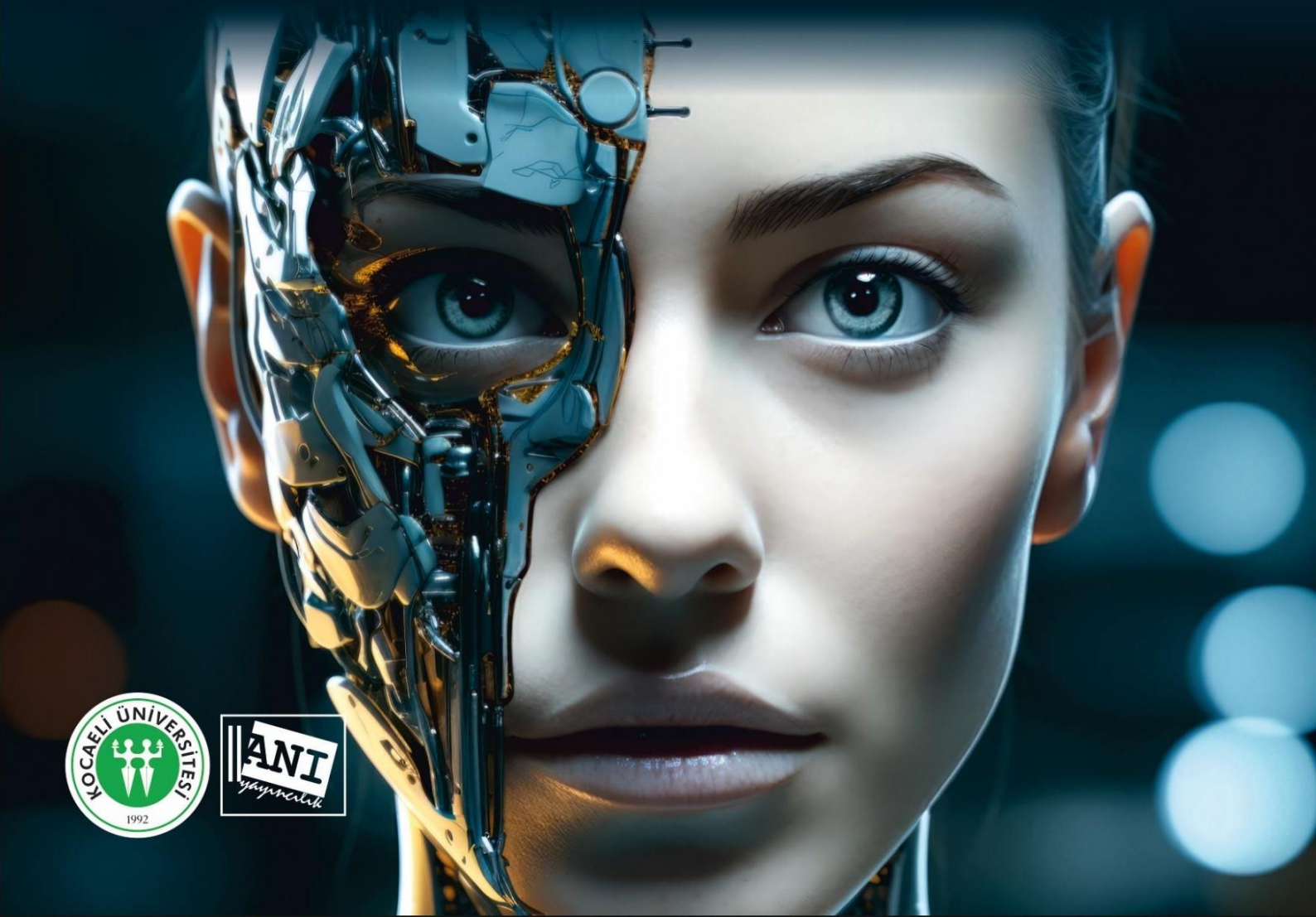

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Main Theme

"Designing the Future: Changing Paradigms and Transhumanism with Artificial Intelligence in Education"

Sub-Themes

- Academic freedom, autonomy, and social responsibility in education
- Artificial intelligence and educational applications
- Augmented reality applications
- Barriers to learning
- Blended learning
- Computer-assisted measurement and evaluation
- Core skill sets for students and teachers
- Design of school buildings in the future
- Designing and delivering a digital strategy
- Digital competence
- Digital parenting
- Distance Education
- Earthquake Education
- Post Earthquake Trauma Training
- Earthquake and Effective Psychosocial Intervention Methods
- Earthquake and Trauma
- The Impact of Earthquakes on School Staff
- Education and society
- Education for healthy living and healthy communities
- Education for a sustainable life
- Education in the digital age: Primary, secondary, high school, higher education, and application examples
- Educational leadership in the digital age
- Effects of regional differences on education
- Equity, Diversity, and Inclusion Related to Marginalized Groups
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Author Information

This book has been compiled with contributions from 61 authors representing 35 different universities in Turkiye, the United States, and Iran, as well as Turkiye's Ministry of National Education. Among the contributors, there are 51 authors from 31 universities 6 authors from education institutions in Turkey, 3 authors from 2 universities in the United States, and 1 author from a university in Iran.

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Comparison of the 2018 Social Studies Course Curriculum and the 2024 Draft Social Studies Course Curriculum

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Abstract

This study aims to make a comparative analysis of the 2018 social studies curriculum and the social studies curriculum published as a draft in 2024 by the Turkish Ministry of National Education. While there have been studies conducted to evaluate the curricula that have been in force since 2018 in Turkey and to compare the changes that have occurred between the years, there is currently no study that compares the 2018 social studies curriculum with the 2024 draft social studies curriculum. The study employed the "Programme Review Form" as the primary data collection instrument. The data analyzed by content analysis indicated that the 2024 draft curriculum is more specific in its aims, values and skills than the 2018 social studies curriculum. In the 2024 draft social studies curriculum, a greater emphasis is placed on skills, which are classified into three categories: literacy, domain, and conceptual. It was observed that the distribution of values across grade levels was not consistent in both curriculum types. With regard to measurement and assessment, both programmes adopt a process-based approach. While the 2018 social studies curriculum did not include the names of process-based assessment and evaluation methods, the names of such methods were mentioned in the 2024 draft curriculum.

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Keywords: *Social studies, programme analysis, document analysis, programme comparison*

Introduction

In the contemporary era, the rapid evolution of technology, the shifting demographic profile demanded by an increasingly ageing population, the dynamics of the global economy and the complexities of social life are collectively influencing the development of national education policies and giving rise to transformative changes in this field. In order to maintain alignment with these developments, countries must update their curricula to align with the evolving requirements of the age. In Turkey, the process of renewing/changing the curricula that have been in force since 2018 is scheduled to be completed in 2024. In this context, the Social Studies Curriculum (SSCC) is also undergoing renewal. The social studies course is designed to equip students with the knowledge produced by the social sciences, including history, geography, sociology, psychology, archaeology, anthropology, economics, law, and politics (Ministry of National Education (MoNE), 2024).

A brief examination of the history of the social studies course in Turkey reveals that social studies were first included in the curriculum in 1926 under the designation of "Civics." In 1962, the History, Geography and Civics courses were consolidated into a single programme, entitled Society and Country Studies. In 1968, the course was first taught under the name of "Social Studies". In the 1985-86 academic year, the course was divided into three distinct subjects: National History, National Geography and Civics. In 1997, the course was renamed "Social Studies" and continues to be taught under this designation. The social studies course curriculum was first implemented in 1968 (Ambarlı, 2010; Öztürk, 2011; Sözer, 1998). The following process saw the implementation of the curriculum in 1998, 2005 and 2018, with various changes and developments. The curriculum was eventually presented to the public as a draft, with the programme change carried out by the Ministry of National Education in April 2024.

A number of studies that have compared social studies curricula between different years have been identified in a review of the literature. These include studies by Akpınar and Kaymakçı (2012), Ambarlı (2010), Bekdemir and Polat (2016), Can (2020), Çoban and Akşit (2018) and Dere and Kıral (2022). The following studies were also considered: Eker (2020), Kalaycı and Baysal (2020), Kılıçoğlu and Aydemir (2022), Kök (2020), Öztürk and Kafadar (2020), Selvi (2018), Sözen and Ada (2018), and Tay (2017). Nevertheless, no study has yet been conducted to compare the 2018 Social Studies Curriculum with the social studies curriculum published as a draft in 2024. It is anticipated that this study will make a valuable contribution to the existing literature and provide guidance for future evaluation studies of the social studies curriculum. The aim of this study is to undertake a comparative and evaluative analysis of the 2018 Social Studies Curriculum and the draft Social Studies Curriculum published in 2024, with a view to identifying potential areas for improvement. In this context, the two programmes were examined in terms of specific objectives, learning areas, learning outcomes, skills, values, measurement and evaluation dimensions. The central question of the study is: "How does the 2018 Social Studies Curriculum compare with the Social Studies Curriculum published as a draft in 2024?" The sub-problems of the study are as follows:

1. What are the specific aims of the 2018 SSCS and the 2024 draft SSCS, and how do they compare?

2. In what ways can the 2018 SSCS and the 2024 draft SSCS be compared in terms of their respective learning domains?

3. A comparison of the 2018 SSCS and the 2024 draft SSCS in terms of learning outcomes is required.

4. How does the 2018 SSCS compare to the 2024 draft SSCS in terms of values?

5. How do the 2018 SSCS and the 2024 draft SSCS compare in terms of skills?

6. How does the 2018 SSCS compare to the 2024 draft SSCS in terms of the measurement and evaluation dimension?

Method

The study employed the document analysis method, which involves the examination of written materials containing information about the phenomenon or phenomena under investigation (Yıldırım & Şimşek, 2008, p. 188). In this context, it can be argued that the study is an appropriate application of the document analysis method, given that the 2018 SSCS and the 2024 draft SSCS were analysed as written materials.

Data Collection

The data source of the study consists of the 2018 social studies curriculum and the draft social studies curriculum published in 2024. The relevant curricula were accessed from the official website of the Board of Education and Discipline (TTKB). The originals of these programmes were checked and the data were transferred to the "Programme Review Form" created by the researchers in line with the purpose of the study.

Data Analysis

The data obtained from the study were subjected to content analysis. In content analysis, data are structured and analysed according to categories and themes (Cohen et al., 2021). In this context, the specific aims, values, skills, learning areas, learning outcomes, measurement and evaluation dimensions of both programmes were selected as categories. The two programmes were evaluated according to the themes arranged in accordance with the content analysis and on the basis of comparison tables. The researchers then transferred the data to the "Programme Review Form" and analysed it independently. Afterwards, the analyses were examined together. Finally, the analyses were finalised by consulting on the issues that could not be agreed upon.

Results

This section presents the findings obtained according to the sub-problems addressed in the study.

Findings Related to the First Research Question

The results pertaining to the initial sub-question of the study, "How do the 2018 SSCS and the 2024 draft SSCS compare in terms of specific objectives?," are presented in Table 1.

Table 1

Detailed Comparison of the Specific Objectives of the 2018 SSCC and the Draft 2024 SSCS

Specific Purpose No	2018	2024	Açıklama
1	The objective is to foster the growth of individuals who are proud of their heritage and committed to the principles of the Republic of Turkey. They should be encouraged to embrace their identity, exercise their rights, fulfill their responsibilities and develop a sense of national identity.	As citizens of the Republic of Turkey, it is incumbent upon us to foster an environment where our youth are encouraged to become active participants in the civic sphere. This entails instilling in them a sense of patriotism and national identity, while also imparting knowledge of their rights and responsibilities. Furthermore, it is essential to cultivate a commitment to upholding the values of secularism, democracy, nationalism, spirituality, and universalism.	The curriculum now places greater emphasis on the importance of national and universal values, and its scope has been expanded accordingly.
2	The objective is to elucidate the interaction between humans and their environment by identifying the fundamental geographical characteristics of the planet and the environment in which they reside. This will facilitate the development of spatial perception abilities.	It is imperative to acknowledge the intrinsic environmental characteristics of our natural environment and our country. Furthermore, it is essential to analyse the intricate relationship between nature and human beings, and to recognise our collective responsibility to safeguard our natural resources.	The study places emphasis on the concepts of spatial inference and nature conservation value, while simultaneously broadening the scope of its investigation.
3	The objective is to gain an understanding of the fundamental principles of economics and to comprehend the role of the national economy in the context of economic development and international	The objective of this study is to analyse the role of economic activities and production in national development, with a particular focus on the fundamental concepts of economics.	The international dimension of the economy has been eliminated, and the scope has been restricted.

	economic relations.		
4	The objective is to gain an understanding of the fundamental elements and processes that constitute Turkish culture and history and to recognise the necessity to safeguard and advance the cultural heritage that facilitates the formation of national consciousness.	To be individuals who are aware of the contributions of the Turkish nation to the collective heritage of humanity, including its history, culture, national and spiritual values, and who are responsible for the protection and advancement of the shared cultural heritage.	In addition to national culture, contribution to common heritage is also emphasised.
5	The objective is to comprehend the constraints of the natural environment and its resources, to endeavour to safeguard these resources through environmental awareness and to cultivate a sustainable environmental understanding.	The objective is to examine the interaction between the natural and human environments at all levels, from the local to the global, with a view to achieving sustainable life on Earth.	The capacity to inquire and engage in critical reflection was identified as a key factor in attaining a sustainable life in diverse contexts.
6	It is essential to recognise the physical and emotional characteristics, interests, wishes and abilities of individuals as free agents.	The objective is to gain insight into their social roles as individuals who are aware of their identity and are receptive to growth, and to contribute to the preservation of social cohesion.	The importance of social interaction and the continuity of the community are highlighted.
7	Demonstrate an awareness and consideration of the issues pertaining to their country and the wider global context.,	It is important to consider the role of our country in addressing regional and global issues.	The focus was refined in accordance with the request to examine global issues from a local perspective.
8	The objective is to utilise information and communication technologies in a conscious manner, with a comprehensive understanding of the evolution of science and technology and its impact on social structures.	The objective is to utilise information technologies in an effective manner within the context of learning and research processes, while simultaneously acquiring an awareness of the security and privacy issues that arise in digital environments.	The importance of security and confidentiality in digital environments is underscored.
9	The ability to utilise fundamental communication skills and concepts, in addition to the fundamental methods of social sciences, is essential for the organisation of social relations and the resolution of encountered problems.	The objective is to develop strategies and solutions for social problems, drawing on a methodological understanding of the social sciences.	The objectives are presented in a simplified format, while the research methods are given particular emphasis.
10	The examination of human rights, national sovereignty, democracy, secularism, and republican concepts of historical process in the context of contemporary Turkey, with a particular focus on the impact of these principles on the daily lives of citizens in accordance with democratic norms.	In order to gain an understanding of the significance of democratic participation, it is essential to consider the processes involved, beginning with the immediate environment.	The objective was to streamline the process and emphasise the importance of democratic participation.
11	The objective is to gain an understanding of the role of Atatürk's principles and reforms in the social, cultural and economic development of the Republic of Turkey, and to demonstrate a commitment to upholding democratic, secular, national and contemporary values.	The objective is to develop effective communication skills and to foster positive communication practices that facilitate social cohesion.	Added as a new goal.
12	It is essential to recognise that the principles of the rule of law are applicable to all individuals and organisations, without exception, and that they are all subject to the same legal framework.	The objective is to make predictions regarding the measures that must be taken to minimise the effects of disasters in our country, with a view to developing an effective strategy for disaster risk management.	Added as a new goal.
13	The ability to engage in critical thinking is essential for individuals who are able to access accurate and reliable information.	It can be reasonably inferred that the state tradition of Turkish history from the past to the present serves as the foundation for the contemporary Republic of Turkey.	Added as a new goal.
14	The conviction is held that labour is of significance	In order to ascertain the significance of national unity in the	Added as a new goal.

	in social life and that every profession is indispensable and esteemed,	context of the sacrifices and solidarity demonstrated by Atatürk and the Turkish nation during the establishment of the Republic of Turkey,	
15	The objective is to identify similarities and differences between people, objects, events and phenomena. Furthermore, the ability to perceive change and continuity is essential, which can be achieved by questioning historical evidence from different periods and places.,	The objective is to analyse and evaluate the political, social and cultural contributions of the Republic to the Turkish nation.	Added as a new goal.
16	The objective is to observe the ethical principles that should be adhered to when accessing, utilising and generating information based on scientific methodology.	The objective of this study is to analyse the role of democratic principles in the administrative structure of the Republic of Turkey and the development processes of democracy in our country.	Added as a new goal.
17	The conviction that active involvement is crucial for the resolution of personal and social issues is a fundamental tenet of this philosophy.	The objective of this study is to analyse the relationship between the administrative structure of the Republic of Turkey and the principles of democracy, as well as to interpret the development processes of democracy in our country.	Added as a new goal.
18	The objective is to gain insight into the significance and methods of attaining virtuous conduct by embracing national, spiritual, and universal values.	The objective is to cultivate awareness of the necessity of democratic participation and to facilitate the development of democratic participation processes, with a particular emphasis on the immediate environment.	Added as a new goal.
19		The objective is to be able to interpret the effects of scientific and technological developments on social life in terms of change and continuity.	Added as a new goal.
20		The objective is to develop solutions to social issues through the application of research and analytical techniques derived from the social sciences.	Added as a new goal.

Upon analysis of Table 1, it becomes evident that the number of specific objectives, which was 18 in the 2018 SSCC, has been augmented to 20 in the 2024 Draft SSCC. Minor alterations were implemented in seven of the aforementioned specific objectives (objectives numbered 1, 3, 4, 5, 8, 9, and 10), whereas three of them (objectives numbered 2, 6, and 7) underwent significant modifications. In contrast to the 2018 SSCC, the 2024 Draft SSCC incorporates ten new specific objectives (objectives numbered 11-20).

Results Related to the Second Research Question

In accordance with the second sub-problem of the study, an answer was sought to the question "How is the comparison of the 2018 SLCP and the 2024 draft SLCP in terms of learning areas?" The findings obtained are presented in Table 2.

Table 2

Comparison of 2018 SSCC and 2024 Draft SSCC in terms of Learning Areas

Class Levels	2018	2024
4th grade	33	17
Grade 5	33	19
6th grade	34	18
7th grade	31	17
Total	131	71

Upon examination of Table 2, it becomes evident that the number of learning domains, which was seven in the 2018 SSCC, has decreased to six in the 2024 Draft SSCC. In the 2024 Draft SSCC, all of the names of the learning areas have been altered. However, it is evident that the "Global Connections" learning area, as outlined in the 2018 SSCC, is not included in the 2024 Draft SSCC.

Results Related to the Third Research Question

The findings obtained for the third sub-problem of the study, 'How is the comparison of 2018 SSCC and 2024 draft SSCC in terms of learning outcomes?' are shown in Table 3.

Table 3

Comparison of 2018 SSCC and 2024 Draft SSCC in terms of Learning Outcomes

2018 SSCC		2024 Draft SSCC	
Learning Areas	✓ Individual and Society	✓	Living Together
	✓ Culture and Heritage	✓	Our Home World
	✓ People, Places and Environments	✓	Our Common Heritage
	✓ Production, Distribution and Consumption	✓	Our Living Democracy
	✓ Science, Technology and Society	✓	Economy in Our Lives
	✓ Active Citizenship	✓	Technology and Social Sciences
	✓ Global Connections		
Total	7	6	

A comparison of Table 3 reveals a reduction in the number of learning outcomes from 131 in the 2018 SSCC to 71 in the 2024 draft SSCC. This equates to a reduction of approximately 50%. With regard to grade levels, the greatest decline in learning outcomes was observed at the 4th and 6th grade levels (f=16).

Results Related to the Fourth Research Question

The findings related to the fourth sub-problem of the study, 'How is the comparison of 2018 SSCC and 2024 draft SSCC in terms of values?' are given in Table 4.

Table 4

Comparison of 2018 SSCC and 2024 Draft SSCC in terms of Values

2018 SSCC Values	2024 Draft SSCC Values
1. Justice	1. Justice
2. Giving importance to family unity	2. Family integrity
3. Independence	3. Diligence
4. Peace	4. Friendship
5. Scientificity	5. Modesty
6. Diligence	6. Freedom
7. Solidarity	7. Patience
8. Sensitivity	8. Sensitivity
9. Honesty	9. Honesty
10. Aesthetics	10. Aesthetics
11. Equality	11. Compassion
12. Freedom	12. Healthy living
13. Respect	13. Respect
14. Love	14. Love
15. Responsibility	15. Responsibility
16. Savings	16. Savings
17. Patriotism	17. Patriotism
18. Benevolence	18. Benevolence
	19. Privacy
	20. Cleaning
Total:18	20

Upon analysis of Table 4, it becomes evident that the number of 18 values in the 2018 SSCC has been augmented to 21 in the 2024 draft SSCC, reflecting the impact of the implemented changes. The value of family unity, which was included in the 2018 SSCC, was incorporated into the 2024 draft programme as family integrity. In addition, it is evident that the values of "independence, scientificity, solidarity, peace and equality" were removed and replaced with "modesty, patience, compassion, healthy life, privacy, friendship and cleanliness" in the 2018 SSCC.

The distribution of values across grade levels in both programme types is illustrated in Table 5.

Table 5

Distribution of Values by Grade Levels in 2018 SSCC and 2024 Draft SSCC

Class Level and Frequency	2018 SSCC	2024 Draft SSCC
4 (9 and 19)	"giving importance to family unity, independence, scientificity, sensitivity to natural environment, responsibility, sensitivity to cultural heritage, patriotism, respect, saving"	"justice, family integrity, diligence, friendship, sensitivity, honesty, aesthetics, privacy, compassion, modesty, healthy life, patriotism, patience, love, responsibility, saving, cleanliness, helpfulness"
5 (11 and 13)	"giving importance to family unity, independence, scientificity, industriousness, solidarity, honesty, aesthetics, sensitivity to natural environment, sensitivity to cultural heritage, freedom, responsibility"	"Justice, diligence, sensitivity, aesthetics, privacy, freedom, respect, love, responsibility, thrift, cleanliness, patriotism, helpfulness"
6 (7 and 14)	"scientificity, solidarity, sensitivity to the natural environment, sensitivity to cultural heritage, responsibility, patriotism, helpfulness"	"justice, family integrity, diligence, sensitivity, honesty, privacy, freedom, healthy life, respect, love, responsibility, cleanliness, patriotism"
7 (10 and 13)	"peace, scientificity, diligence, solidarity, honesty, aesthetics, sensitivity to cultural heritage, freedom, respect, responsibility"	"justice, family integrity, diligence, friendship, sensitivity, compassion, freedom, respect, love, responsibility, thrift, patriotism, helpfulness"

Upon examination of Table 5, it becomes evident that a comparison of the two programmes reveals an increase in the number of values to be provided at all grade levels (4, 5, 6, and 7) in the 2024 SSCC. This phenomenon has manifested in a more pronounced manner in certain grade levels, particularly the 6th grade, where the number of values has doubled, and the 4th grade, where the number has more than doubled. However, the distribution of values across grade levels in the 2024 SSCC is not uniform, and this is also the case in the 2018 SSCC.

When the 2018 SSCC and the 2024 draft SSCC are compared in terms of values, the "root values" approach is adopted in the 2018 SSCC, while the "virtue-value-action" model/framework is adopted in the 2024 draft SSCC. In the 2018 SSCC, "root values" are expressed as follows (MoNE, 2018, p. 4):

"*The "root values" included in the curricula are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and benevolence. These values will be explored in the learning and teaching process through a multifaceted approach, encompassing their individual consideration, their interrelationships with sub-values, and their integration with other root values.*

In the 2024 draft SSCC, the "virtue-value-action framework" is expressed as follows (MoNE, 2024, p.4):

"One of the fundamental tenets of the Social Studies Curriculum is the inculcation of values that are indispensable for social life. The Social Studies Curriculum is inherently structured in a manner that facilitates the integration of values education. In this regard, the values espoused in the "virtue-value-action" model have been effectively employed in the process of learning experiences.

The "virtue-value-action" model/framework is elucidated in greater detail by MoNE (2024a) as follows, and the framework is endeavoured to be elucidated with greater clarity in Figure 1.

"The Virtue-Value-Action Framework proposes a value framework centred on what are defined as "roof values". The term "roof values" is used to describe value structures that exhibit a high degree of intersection with all other value structures. The model incorporates respect, responsibility and justice as roof values. The values of thrift, patience, privacy, modesty, healthy living and diligence, which are important for personal life, are included in the human domain; the values of love, friendship, freedom, honesty, patriotism, helpfulness and family integrity are included in the family and social environment; and the values of cleanliness, sensitivity, aesthetics and compassion are included in the physical environment. In determining the field to which the values are related, consideration was given to the field in which they contribute more. The Virtue-Value-Action Framework is designed to be simple in terms of the values that must be included in education, consistent in terms of the relationship between value areas and values, and usable in terms of being easily applicable."

Figure 1

Virtue-Value-Action Model/Framework

Results Related to the Fifth Research Question

In accordance with the fifth sub-problem of the research, an answer was sought to the question "How is the comparison of the 2018 SSCC and 2024 draft SSCC in terms of skills?" The findings obtained are presented in Table 6.

Table 6

Comparison of 2018 SSCC and 2024 Draft SSCC in Terms of Skills

2018 SSCC Skills	2024 Draft SSCC Skills
1. Research	Literacy skills
2. Environmental literacy	1. Citizenship literacy
3. Perceiving change and continuity	2. Information literacy
4. Digital literacy	3. Visual literacy
5. Critical thinking	4. Digital literacy
6. Empathy	5. Art literacy
7. Financial literacy	6. Cultural literacy
8. Entrepreneurship	7. Sustainability literacy
9. Observation	8. Financial literacy
10. Map literacy	9. Data literacy
11. Legal literacy	Field skills
12. Communication	10. Perception of time and chronological thinking, 11. Evidence-based inquiry and research, 12. Perception of change and continuity, 13. Historical empathy, 14. Social participation, 15. Entrepreneurship, 16. Spatial thinking, 17. Geographical inquiry, 18. Map skills, 19. Table, graph, figure or diagram skills 20.
13. Co-operation	
14. Recognising stereotypes and prejudice	
15. Using evidence	

16. Decision making	
17. Location analysis	Conceptual skills
18. Media literacy	21.information gathering, 22.comparison, 23.analysis, 24.inference, 25.interpretation, 26.summarising, 27.discussion, 28.questioning, 29.reasoning, 30.structuring, 31.generalisation, 32.reflection
19. Perceiving the space	
20. Self-control	
21. Political literacy	
22. Problem solving	Social-emotional learning skills
23. Social participation	33.self-recognition, 34.self-adaptation, 35.self-regulation, 36.communication, 37.cooperation, 38.social awareness, 39.flexibility, 40.responsible decision making, 41.adaptation
24. Drawing and interpreting tables, graphs, diagrams	
25. Using Turkish correctly, beautifully and effectively	
26. Innovative thinking	
27. Perceiving time and chronology	
Total: 27	41

A review of Table 6 reveals that the number of skills identified in the 2018 SSCC has increased by approximately 50% to 41 in the 2024 Draft SSCC. In contrast to the 2018 SSCC, the skills included in the 2024 draft programme are classified as literacy, domain, conceptual and social-emotional learning skills. With regard to literacy skills, it is notable that the 2024 draft programme excludes media literacy, environmental literacy, map literacy and political literacy skills, which were included in the 2018 SSCC. Conversely, the 2024 draft programme incorporates financial and digital literacy skills. Furthermore, the 2024 draft SSCC incorporates a number of additional skills, including citizenship literacy, sustainability literacy, data literacy, visual literacy, information literacy, cultural literacy and art literacy. Upon examination of the field skills, it becomes evident that only the history and geography skills from the social sciences are reflected in the 2024 draft programme. In the 2018 SSCC, certain skills were consolidated under a single skill (location analysis and spatial perception skills were grouped under the spatial thinking skill), while others underwent a renaming process (map literacy was transformed into map skill) and were incorporated into the new draft programme.

"The distribution of skills according to grade levels in both types of programs is shown in Table 7."

Table 7

Comparison of 2018 SSCC and 2024 Draft SSCC in terms of Skills

Class Level and Frequency	2018 SSCC	2024 Draft SSCC
4 (15 and 32)	research, perceiving change and continuity, empathy, financial literacy, map literacy, using evidence, decision-making, location analysis, perceiving space, self-control, cooperation, social participation, drawing and interpreting tables, graphs, diagrams, innovation, perceiving time and chronology	"Social participation, interpretation, inference, self-awareness, self-adaptation, communication, collaboration, social awareness, information literacy, digital literacy, visual literacy, evidence-based inquiry and research, map skills, evidence-based product creation and sharing, analysis, perception of change and continuity, comparison, structuring, interpretation, self-regulation, source interpretation, cultural literacy, civic literacy, reading and interpreting tables, graphs, shapes, and diagrams, geographic inquiry, reflection, responsible decision-making, financial literacy, sustainability literacy, data literacy, historical empathy, flexibility."
5 (11 and 29)	"Research, environmental literacy, digital literacy, observation, map literacy, self-regulation, collaboration, innovation, entrepreneurship, social participation, correct, beautiful, and effective use of the Turkish language."	"Social participation, analysis, interpretation, communication, collaboration, social awareness, flexibility, responsible decision-making, information literacy, digital literacy, visual literacy, cultural literacy, civic literacy, spatial thinking, perception of change and continuity, social participation, information gathering, responsible decision-making, sustainability literacy, evidence-based inquiry and research, historical empathy, comparison, inference, self-regulation, entrepreneurship, interpretation, summarization, financial literacy, discussion."
6 (9 and 28)	"Research, critical thinking, map literacy, entrepreneurship, spatial awareness, political literacy, correct, beautiful, and effective use of the Turkish language, innovation, perception of time and chronology."	"Social participation, inference, interpretation, communication, collaboration, social awareness, adaptability, responsible decision-making, information literacy, visual literacy, digital literacy, cultural literacy, spatial thinking, historical empathy, inquiry, reasoning,

		summarization, data literacy, art literacy, analysis, civic literacy, perception of change and continuity, entrepreneurship, flexibility, structuring, information gathering, self-regulation."
7 (10 and 25)	"Research, perception of change and continuity, communication, media literacy, use of evidence, problem-solving, collaboration, awareness of stereotypes and prejudices, drawing and interpreting tables, graphs, and diagrams, perception of time and chronology."	"Social participation, inference, communication, collaboration, social awareness, adaptability, flexibility, responsible decision-making, information literacy, digital literacy, visual literacy, interpretation, summarization, analysis, perception of change and continuity, evidence-based inquiry and research, questioning, self-regulation, self-adaptation, historical empathy, civic literacy, geographic inquiry, data literacy, scientific inquiry, generalization."

Table 7 reveals an encouraging increase in skills across all grade levels in the 2024 draft SSCC. While the growth is not as pronounced in the 4th and 5th grades, it is noteworthy that the number of skills has increased approximately twofold in the 6th and 7th grades. It is worth noting that the number of skills in the 2024 draft SSCC appears to decrease from the 4th-grade level to the 7th-grade level. When both programmes are compared, it seems that literacy skills are given a more balanced place in the 2024 draft SSCC.

Results Regarding the Sixth Research Question

In accordance with the sixth sub-problem of the research, which is to ascertain the degree of similarity between the 2018 SSCC and the 2024 draft SSCC in terms of their measurement and evaluation dimensions, the answer to this question has been sought. The findings are presented in Table 8.

Table 8

Comparison of 2018 SSCC and 2024 Draft SSCC in terms of Measurement-Evaluation Dimension

2018 SSCC Measurement-Evaluation Dimension	2018 Draft SCCC Measurement-Evaluation Dimension
"Multi-focused measurement and evaluation is essential." "The characteristics of individuals that are subject to measurement and evaluation, such as interest, attitude, value and success, may change over time. For this reason, it is essential to use measurements that take into account the changes in the process rather than measuring the characteristics in question at a single time." (MEB, 2018, p. 6)	"Different measurement and evaluation tools such as holistic rubric, checklist, learning diary, observation form, performance task, worksheet, self-evaluation form, group evaluation form, anecdote, structured grid, diagnostic branched tree, interview, peer evaluation can be included. ." (MoNE, 2024, p.7)

When Table 8 is examined, it is seen that the understanding and practices of process-based measurement-evaluation are mentioned in both program types, while, unlike the 2018 SSCC examples of process-based measurement-evaluation tools (checklist, observation form, anecdote, etc.) are also given in the 2024 draft SSCC.

Discussion, Conclusion and Recommendations

The objective of this study was to undertake a comparative analysis of the 2018 SSCC with the draft SSCC published in 2024. In accordance with the initial sub-issue of the study, following a comparison of the particular objectives inherent to both programmes, it was established that the number of specific objectives in the 2024 draft SSCC increased by two, resulting in a total of 20. Among these objectives, some were simplified, while others were expanded. In these objectives, it was observed that in lieu of expressions such as "explanation" and "understanding," students' acquisition of advanced competencies such as "questioning," "experiencing," and "participation" was emphasized. To illustrate, the 2018 Programme does not include a specific objective on disaster education. However, the 2024 draft Programme does feature a specific objective, namely 'making predictions about what needs to be done to reduce the effects of disasters in our country'. It was determined that approximately half of the 20 specific objectives in the draft programme were new objectives that had been added to the programme. It is postulated that the new objectives were incorporated into the programme in consideration of contemporary issues, circumstances, and developments. Conversely, the 2018 SSCC includes the statement 'Atatürk's principles and revolutions, its place in the social, cultural and economic development of the Republic of Turkey, and the importance of maintaining democratic, secular, national and contemporary values in order to ensure the continued relevance of the education system' was not included in the 2024 draft Socio-Social Education Programme. Atatürk and the establishment of the Republic of Turkey The importance of national unity is derived from the sacrifice and solidarity shown by Atatürk and the Turkish nation during the process of establishing the Republic of Turkey. In light of the aforementioned considerations, the draft programme was prepared in accordance with the National Education Basic Law No. 1739. Article 10: 'Courses related to each degree and type of our education system, in the preparation and implementation of programmes and all kinds of training activities, shall take Atatürk's reforms and principles and Atatürk's reforms and principles expressed in the Constitution as the basis.' It has been argued that this provision was not complied with; however, this is open to question. In their study, Kalaycı and Baysal (2020) also observed that the 2017 draft Programme and the 2018 Programme contained only a limited number of subjects related to Kemalism. However, as evidenced in this study, the 2024 draft SSCC did not include Atatürk's principles and revolutions with respect to the dimension of special objectives.

The item 'Interpret the role of the principles of democracy in the governance structure of the Republic of Turkey and the development processes of democracy in our country' and the

item 'Analyse the relationship between the governance structure of the Republic of Turkey and the principles of democracy and interpret the development processes of democracy in our country', which are included as different items in the special objectives dimension, are presented in the Programme as different items, despite their substantial overlap in terms of content. It could be argued that these two particular objectives could be subsumed under a single item.

In accordance with the second sub-problem of the study, a comparison was conducted between the two programmes in terms of their respective learning areas. The comparison yielded the following conclusions: the learning area designated "Global Connections" was eliminated from the 2024 draft programme; a total of six learning areas were incorporated; and the names of the learning areas in the 2018 programme were altered and included in the 2024 programme once more. In the 2024 draft programme, it is evident that there is a contradiction in the omission of the 'Global Connections' learning area, which corresponds to the specific objectives of 'Questioning the interaction of human beings from local to global natural and human environments for a sustainable life' and 'Interpreting the importance of the role of our country in solving regional and global problems'. It would be erroneous to view the renaming and reincorporation of the learning areas into the new programme draft as a significant innovation.

The third sub-problem of the research is to undertake a comparison of the two programmes in terms of their respective learning outcomes. The concept, which is included as an outcome in the 2018 SSCC, is expressed as a learning outcome in the 2024 SSCC. A comparison of the two programmes revealed a notable reduction in the number of learning outcomes, with the 2024 draft SSCC containing approximately half as many as the 2018 version. Upon analysis of the grade levels, it was determined that the greatest decrease was observed at the 4th and 6th grade levels. It is believed that this reduction is significant in terms of the field. Given the abstract nature of social studies, which comprises three lessons per week and a substantial number of concepts, it is unsurprising that social studies teachers encounter difficulties in the teaching process (Çelikkaya & Kürümlüoğlu, 2018; Uğur et al., 2022). It is therefore hypothesised that social studies teachers will be better able to implement the new programme with a reduced number of learning outcomes.

In accordance with the fourth sub-problem of the study, a comparison was conducted between the two programmes in terms of their respective values. The number of values in the 2018 SSCC was increased from 18 to 20 as a result of the amendments made in the 2024 draft SSCC. It was established that five values (independence, scientificity, solidarity, peace, and equality) were eliminated and seven new values (modesty, patience, compassion, healthy living, privacy, friendship, and cleanliness) were incorporated. The incorporation of new values into the 2024 SSCC is regarded as a constructive step, particularly in light of the global challenges currently facing humanity, including armed conflict, migration, hunger, and violence. This underscores the necessity for the inclusion of values such as peace and equality in the 2024 SSCC. Furthermore, the incorporation of the values of healthy living and cleanliness in the 2024 draft Programme demonstrates that the global developments that have occurred in the wake of the pandemic are reflected in the Programme. On the other hand, it is seen as a contradiction that the value of solidarity, which is important for our culture and society, is not included in the 2024 SSCC. In the 2024 Draft Programme, the acquisition of 'SB.5.1.3. To be able to contribute to solidarity and solidarity activities to maintain social unity' reveals how important the value of solidarity is in our country based on the examples of July 15 Democracy and National Unity Day and Kahramanmaraş earthquakes, which are described as the disaster of the century. All these can be presented as evidence that the value of solidarity should be included in the 2024 draft SSCC. Another issue related to values is that values are not distributed evenly to grade levels in both Programmes. This situation can be interpreted as a result of not giving due importance to this issue during the preparation of the Programmes. When both Programmes are compared in terms of values, another point that should be mentioned is that while the 'root value' approach was adopted in 2018 SSCC, the 'virtue-value-action' model/framework was adopted in 2024 draft SSCC. In 2018 SSCC, root values are listed as justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and benevolence, while in the virtue-value-action model, the dominant values are justice, respect and responsibility. In both Programmes, it is emphasised that values should be given in the learning-teaching process. In this way, it can be said that both Programmes are consistent. In the 2018 SSCC, the distribution of root values across grade levels was not uniform. In contrast, the 2024 draft SSCC demonstrates a more consistent representation of values across grade levels, with the dominant values in the virtue-value-action model included in almost every grade level. Although independence was included as a value in the 2018 Programme, it was included as a disposition in the 2024 draft Programme (MoNE, 2024, p. 102). This discrepancy may lead to confusion regarding the distinction between values and dispositions. Therefore, it is recommended that the 2024 draft Programme provide a clear explanation of the values and dispositions included, with illustrative examples.

In accordance with the fifth sub-problem of the study, a comparison was conducted between the two programmes in terms of the skills they encompass. It was established that 27 skills were included in the 2018 SSCC, with the skills presented in the programme without being categorised. In the 2024 draft SSCC, it was determined that the number of skills included in the 2018 programme was approximately twice the number of skills. This situation shows that more importance is given to skills training in the 2024 draft SSCC. Çiydem and Kaymakcı (2021) stated in their study that social studies curricula can be organised in line with 21st century skills. In the 2024 draft SSCC, the fact that the skills are stated as socio-emotional learning skills shows that 21st century skills are emphasised, which is an important development in terms of the field. However, the fact that some skills are not included in the new programme due to their importance can be seen as a deficiency. Media literacy and the ability to use Turkish

correctly, beautifully and effectively can be given as examples. In particular, the skill of using Turkish correctly, beautifully and effectively should remain in the 2024 draft SSCC since it has the quality of an interdisciplinary skill, and it is emphasised in the Programme that the 2024 draft SSCC is handled with an interdisciplinary perspective and that one of the courses with which a relationship is established is the Turkish language course (MoNE, 2024, pp. 4, 5, 21). In light of the objective of the social studies curriculum, which is to foster the development of responsible and informed citizens, it is evident that media literacy skills remain a crucial competency. As Durukan (2015) asserts, the ability to analyse news and messages effectively in the context of the information and communication age is contingent upon the possession of media literacy skills. One of the key expectations of a well-informed citizen is the possession of media literacy skills. In the 2024 draft Programme, it is evident that the nomenclature of certain skills, despite being referenced in the 2018 SSCC, has undergone modification. To illustrate, the skill of map literacy, as delineated in the 2018 SSCC, has been reframed as a 'map skill' within the 2024 draft SSCC. This potential discrepancy may give rise to conceptual ambiguity for educators tasked with implementing the Programme. Given the country's propensity for seismic activity, it was established that the subject of disaster literacy was not incorporated into either programme, despite the presence of objectives pertaining to disaster management. This illustrates that while significant occurrences such as disasters are incorporated into the curricula, they are not reflected in the programmes as a skill. In light of the function of the social studies curriculum in the context of citizenship education, the incorporation of citizenship literacy competencies into the 2024 draft Programme, in contrast to the 2018 Programme, can be regarded as a constructive advancement. A comparison of the two programmes in terms of historical thinking skills reveals that the 2024 draft programme incorporates these skills to a greater extent than the 2018 programme. This situation is of significant importance to the field. As previously stated by Dere and Kıral (2022), there are questions that assess historical thinking skills in the appointment examinations (KPSS-ÖABT) for prospective social studies teachers. While this issue was not addressed adequately in the 2018 Programme, it can be interpreted that a crucial deficiency in this area has been rectified in the 2024 draft Programme.

In accordance with the sixth sub-problem of the research, a comparison was conducted between the two programmes in terms of the measurement and assessment dimension. Although both programmes adopt a process-based assessment-evaluation approach, the names of the process-based assessment-evaluation methods are also mentioned in the 2024 draft SSCC, whereas the names of the assessment-evaluation methods to be used are not mentioned in the 2018 SSCC. It is presumed that this circumstance will inform the pedagogical approach of those responsible for implementing the programme. Dere and Kıral (2022) also advanced a comparable perspective at this juncture.

Based on the results obtained from the study, the following proposals can be made:

In the 2024 draft social studies curriculum, the items in the special objectives section can be reorganised in terms of content and by considering the issues specified in the Basic Law of National Education. In the 2024 draft social studies curriculum, the importance of media literacy skills can be reconsidered and its place in the curriculum can be preserved. Disaster literacy skill can be included in the updated Programme. In the 2024 draft social studies curriculum, values such as peace, freedom and equality, which are not included in the curriculum, can be preserved by reviewing their place in the curriculum. In order to preserve the importance of the 'Global Connections' learning domain in the 2024 draft social studies curriculum, the Programme can be revised again. Since the 2024 draft social studies curriculum gives more importance to skills training, in-service training on skills training should be provided to teachers who will carry out the Programme. Similar to this study, studies focusing on the comparison of the Social Studies Curricula of different years can be conducted. In this study, both Programmes were compared in terms of specific objectives, learning outcomes, skills, values and assessment and evaluation. In another study, the basic philosophy of the Programmes, differentiation, teaching-learning experiences, trends, concepts, etc. can be included in the comparison of both Programmes.

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