

Reflection on Out-of-School Education Activities from the Textbooks to the Social Studies Curriculum

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Abstract

The Social Studies course covers many opportunities for students to actively learn-by-doing and learn-by-living outside of the school and classroom environments. In this context, the present study aims to identify how the Social Studies Curriculum in Turkey (Ministry of National Education [MoNE], 2018) supports learning in environments outside of the school; the study also aims to determine the extent to which such learning opportunities are actualized in the activities found in the Social Studies textbooks published during 2019. The current study adopts a qualitative document analysis method. The textbooks to be examined for this study are the Social Studies 4th Grade to 7th Grade textbooks which are printed in 2019 and prepared by different authors and publishing houses. Such textbooks are also listed on Education Information Network (EBA), an official website affiliated with the Ministry of National Education, and the current Social Studies Curriculum (MoNE, 2018). It was determined as a result of the study that most of the activities related to out-of-school teaching and learning in the Social Studies Curriculum (MoNE, 2018) occur at 4th Grade and 5th Grade; also the number of such activities gradually decrease across higher year or grade levels. The greatest amount of activities related to out-of-school education in the Social Studies textbooks are found in the 5th Grade. Homework activities, and other activities such as trip-observations, project assignments, oral history, local history, research assignments supported by family participation, and out-of-school activities including interviews were found in these textbooks. Homework is used the most among the out-of-school learning focused activities. Results from the study concludes that many out-of-school activities covered in the Social Science textbooks are carried out as classroom activities because of the uncertainty about how learning can be achieved in out-of-school learning environments. In contrast, numerous gains are specified by out-of-school education, therefore such gains have been transformed into out-of-school activities in the textbooks for the Social Studies curriculum.

Keywords

Out-of-School Education, Out-of-School Learning Environments, Social Studies Textbooks, Social Studies Curriculum

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In the current time, innovations in the field of Science, Technology, Economy and global competition affect the models of human development. In the 21st Century, there is a need for individuals to develop the skills of problem-solving, decision-making, communication, critical-thinking, creative-thinking, co-operation, and willingness to adopt democratic values such as respect for differences, tolerance, solidarity and social responsibility. Social Studies educators need to update their Social Studies programs in co-operation with program organizers to help develop and raise individuals who can meet the needs of the current time. This is why the subject of Social Studies needs to ensure individuals can adapt to changes occurring in society and the physical environment. The basic knowledge, attitudes and skills gained from Social Studies prepare the individual to become a citizen of the country and the world (Naylor & Diem, 2001). According to Foran (2008), the teaching content of such a subject should try to do more than produce non-socialized students who passively accept knowledge as it is transmitted in the classroom. Learning opportunities in Social Studies should actually prepare students to actively participate in all aspects of life in society. According to Foran (2008), if the aim of the Social Studies curriculum is to enrich the school experience of the student, then the best way for this to occur is to encourage teachers to move from a traditional teaching style to creating authentic learning environments where students can dive into Social Studies outside of the school environment to develop their knowledge and understanding. Learning outdoors is important for the relational bond between teachers and students, and such a space is the “center of experiential learning” (Foran, 2008, p. 7).

Malkoç and Kaya (2015, p. 1081) point out that Social Studies teachers should “design out-of-school learning environments that are appropriate for learning-by-living, are interactive, are collaborative, and are even fun in which to learn.” In the study of Kabapınar (2015) it is titled Looking Outside School Learning in Social Studies Curriculum: Everywhere Classroom for Us, Learning Environment Everywhere for Us, the Life Studies (2004) and Social Studies Curriculum [SSC] (2005) reveals that outdoor learning is widely used to help teachers and students understand ‘how’ and ‘in what context’. A program for the 2005 SSC was conducted by Kabapınar and became updated again in 2018. Aktın and Şahin (2019) suggest this program are considered to be non-formal education in Turkey when compared to the updated Canada (Ontario) Social Studies Curriculum (2019). Despite the gain in focus towards common outdoor learning environments and related outcomes of the SSC in Turkey, it is determined that the non-school learning environment opportunities are more limited in Turkey compared to those provided in the program for the Ontario Social Studies curriculum.

However, the descriptions and guidelines about how to perform the non-school-related activities in the programs for the Turkish SSC are missing. It is an important detail that should not be overlooked because such programs guide teachers and textbook authors. However, many teachers organize their studies on learning-teaching activities according to the textbook rather than teaching programs. This increases the importance of textbooks even more (Gülersoy, 2013, p. 8). In this context, updated social information for our country is analyzed in response to outdoor learning activities in the textbooks (2019) and SSC (MoNE, 2018).

The main objective for the current work is to determine the opportunities which support learning in outdoor environments in the Turkish SSC (MoNE, 2018) and to also determine the realization of such opportunities as activities in the Social Studies textbooks (2019).

1. What are the out-of-school learning opportunities in SSC (2018) and the realization of such opportunities as activities in the 4th grade Social Studies textbook?
2. What are the out-of-school learning opportunities in SSC (2018) and the realization of such opportunities as activities in the 5th grade Social Studies textbook?
3. What are the out-of-school learning opportunities in SSC (2018) and the realization of such opportunities as activities in the 6th grade Social Studies textbook?
4. What are the out-of-school learning opportunities in the SSC (2018) and the realization of such opportunities as activities in the 7th grade Social Studies textbook?

Theoretical Framework

Definition of Out of School Education

Out-of-school teaching includes all activities planned for a certain period of time to realize the objectives or content of a lesson. Certain teaching techniques are applied and can be carried out individually or in groups (Mayoh & Knutton, 1997). Out-of-school activities are named differently as either homework, daily activities, or out-of-class activities (Hawke, 1974 as cited in Karakaş & Şahin, 2017, p. 324). In general, out-of-school education is defined as a multi-dimensional process to provide structured, curriculum-based learning activities which occur outside the school (Şimşek & Kaymakçı, 2015) in a social and physical environment (Bunting, 2006 as cited in Çengelci, 2013).

Recognition about the importance of out-of-school teaching began in Ancient Greece (Tokcan, 2015), however, the most important representative of out-of-school learning is undoubtedly John Dewey (1859-1952) from the 19th Century. According to the philosophy of pragmatism, Dewey pioneered the idea that knowledge is learned not by transference but by living in a real environment. Ivan Illich (1926-2002), has a similar view and advocates for a school-less community. Illich claims that “people learn most of what they know outside school” (Tokcan, 2015, p. 19). Medrich, Roizen, Rubin and Buckley (1982) stated that in order to fully understand the learning of children, it is necessary to look not only at learning in kindergarten and elementary school, but also in learning that occurs outside of the school. It is very important to recognize out-of-school education considering that 85% of the time a child is awake they are outside of the class (As cited in Easch, 2007, p. 171). In this context, Social Studies lessons can occur in many different learning environments where students can contribute to the teaching and learning process outside the formal school and classroom environment; in so doing, students can become active learners as they learn-by-doing and learn-by-living. Outside-

classroom-learning environments that are suitable for teaching Social Studies include science centers, socio-cultural and industrial areas, zoos, field-trips, field-studies centers, virtual-reality applications (Karadoğan, 2017), historical places, museums, natural areas, non-governmental organizations, a school garden, also official institutions and libraries (Çepni & Aydın, 2015).

Out-of-School Education Research

When examining the research about teaching Social Studies outside-of-school, several outside-the-classroom learning environment are found such as science centers in Turkey (Öner and Öztürk, 2019), historical sites (Çulha, 2006; Demircioğlu and Demircioğlu, 2015), museums, oral history studies and applied studies (Akkuş and Meydan, 2013; Aktın and Sağlam Tekir, 2018; Altın and Demirtaş, 2009; Ata, 2002; Coşkun Keskin & Kaplan, 2012; Çengelci, 2013; Dere, 2017; Dere and Alkaya, 2017; Dere and Kızılay, 2017; Dinç, Erdil and Keçe, 2011; Gökkaya and Yeşilbursa, 2009; Gül and Yorulmaz, 2016; Güleç and Alkış, 2003; Meydan and Akkuş, 2014; Öner, 2015; Öner and Öztürk, 2019; Yazıcı and Yıldırım, 2017; Yeşilbursa, 2006).

The National Council of Social Studies (NCSS) (2014) points out the necessary links can be established between activities occurring in out-of-school learning environments and the knowledge, skills, attitudes and belief networks desired for students to acquire from classroom activities. The literature supports such an idea put forward by NCSS (2014) because there are many studies about a range of different achievements gained by students who are taught in out-of-school learning environments. Çengelci (2013) suggests out-of-school learning develops an understanding about society and helps students to discover abstract concepts; Karakaş and Şahin (2017) say that out-of-school learning positively affected student success; Çepni and Aydın (2015), Malkoç (2014), Öner (2015) and Topçu (2017) agree that out-of-school education embodies the subjects covered in Social Studies and contributes to the learning-by-doing and learning-by-living processes which makes learning enjoyable, and also supports the socialization of students; Gül and Yorulmaz (2016) found that out-of-school learning motivates students and increases their curiosity about the lesson; Öztürk and Altan-Bozkurt (2019) put forward that out-of-school learning develops the skills of critical-thinking, creative-thinking, analytical-thinking and problem-solving; Öztürk, Altan-Bozkurt and Tan (2020) made important determinations about out-of-school learning, suggesting that it helps students to learn new information about Science, Mathematics and Engineering and that out-of-school activities contribute positively to the development of scientific processing skills, life-skills, engineering and design skills. Similarly, Melber and Abraham (1999) stated that activities carried out in out-of-school learning environments not only encourage student learning and support educational practice at school but also provides students with the opportunity to obtain information at their own pace (As cited in Saraç, 2017). Dillon et al. (2006) presents important evidence to show that 150 appropriately designed, carefully planned and well-taught field-work activities offer opportunities for students to improve their knowledge and skills and adds value to their daily experiences in the classroom.

Studies show that educational field-work and site visits have a positive effect on children's long-term memory (Nundy, 2001), self-respect, well-being and self-esteem, creativity (Kirkby, 1989), and especially Attention Deficit Hyperactivity Disorder (ADHD) (Kellert & Derr, 1998 as cited in Taylor, Power and Rees, 2009). Results of such studies demonstrate that out-of-school learning contributes to the occurrence of holistic positive effects on the cognitive, affective and psychomotor domains of students.

Literature and empirical studies which focus on the arguments against out-of-school education show that Social Studies teachers do not frequently use out-of-school activities because they believe such activities do not contribute to student learning, and parents also have some reservations about out-of-school learning activities, especially about safety (Karakaş and Şahin, 2017). In addition, out-of-school learning activities are observed to be a problem due to teachers' inability to guide students before the trip and whilst in the field of travel (Thomas, 2010); also there is a perception by teachers about issues such as "time, cost, responsibility and bureaucratic works" in organizing out-of-school learning activities (Bozdoğan, 2008 as cited in Saraç, 2017, p. 63). Taylor, Power and Rees (2009) stated that in providing extra-school activities, teachers and school leaders face both political and financial pressures that threaten teacher capacity to provide equal opportunities for children and young people. In a review completed by Dillon, Rickinson, Teamey, Choi, Sanders, and Benefield (2006) about out-of-school education, it is agreed there are obstacles affecting the amount and quality of experience provided for students in out-of-school education. Dillon et al (2006) also found that teachers felt fear and anxiety about health and safety when engaging in out-of-school learning activities; also, that teachers had a lack of confidence in teaching abroad; and suffered from a lack of time, resources and support when trying to organize out-of-school learning. A number of personal differences about the effects of out-of-school learning were also identified, such as age of the learner, previous knowledge and experience, fear and phobias, physical disabilities, special educational needs, learning style, preferences, and ethnic and cultural identity.

In a study about 21st Century Social Studies teaching, Kincheloe (2001, p. 15) found other situations affecting out-of-school education. Such situations include the limited use of students' democratic values; excessive dependence by students and teachers on textbooks; conservative teaching practices that circumvent truly innovative practices; and teacher alienation in education. The intended objectives of out-of-school are believed to cause unintended outcomes such as confusion, low quality of academic activities to challenge students' intelligence, and lack of public awareness about the importance of social information as a lesson. Kincheloe's research leaves a strong impression that Social Studies teachers are confused about the purpose, direction and conceptual potential of the course. Studies conducted in Turkey with teachers about the out-of-school learning suggest the teachers have insufficient information about what to do (Goksu and Somen, 2018; Öner, 2015). It can be argued that out-of-school teaching practices will enable students to be active learners but such practices are not at the desired level yet. The main objective of the current study is to identify supportive opportunities in the Turkish SSC (2018) for

learning outside the school and the classroom to occur; and to determine with such opportunities are realized in the Social Studies textbooks published during 2019.

Methodology

Research Design

The study was conducted using a qualitative research approach. Qualitative research includes data collection methods such as observation, interview and document analysis which reveal perceptions and events in a natural and realistic manner (Yıldırım and Şimşek, 2008, p. 39). In this study, a document review method was used because "Document review involves the analysis of written materials that contain information about the phenomenon or facts intended to be investigated" (Yıldırım and Şimşek, 2008, p. 187). It is an important criterion to determine whether the sources are original in terms of the reliability of the research in such studies (Yıldırım and Şimşek, 2008, p. 195). The documents analyzed in the current research is original and consist of the new SSTB (2019) and SSC (2018) published in Board of Education, MoNE. Such documents are prepared by different authors and publishers; they are available on the EBA (Education Information Network) online social education platform.

Study Sample

As documented by Yıldırım and Şimşek (2008, p. 197), "it may not be possible to analyze all document data as a whole. For this reason, researchers often try to create a sample from the dataset at hand". Similarly, it requires more extensive research and a longer period to link Social Studies textbooks in Turkey to all of the terms and examinations so a sample selection is included for the work of the current study. Therefore, a typical case sampling method, which is a purposeful sampling method, was used. In this type of sampling, "the aim is to have knowledge about a particular area by studying average situations or to inform those who do not have sufficient knowledge about this area, subject, application or innovation" (Patton, 1987 as cited in Yıldırım and Şimşek, 2008, p. 110). The chosen textbook samples are: 4th Grade Social Studies Textbook [4.SSTB] of Tüysüz is (2019), which is located on the EBA online social education platform created by the MoNE [4.SSTB]; 5th Grade Social Studies Textbook of Sahin (2019) [5.SSTB]; 6th Grade Social Studies Textbook [6.SSTB]; and 7th Grade Social Studies Textbook [7.SSTB] written by Yıldırım, Kaplan, Kuru and Yılmaz (2019). The current SSC (2018) published by Board of Education as a program constitutes the only basic source document of the research.

Data Collection and Evaluation

The research data were analyzed descriptively. According to Yıldırım and Şimşek (2008), descriptive analysis is obtained from data collection tools according to a previously determined framework. In the current study, a literature search about out-of-school learning environments were determined before the data analysis were completed. According to the literature, out-of-school learning environments include home, family, homework, social media, field studies (Aktın and Şahin, 2019), virtual reality applications (Karadoğan, 2017), historical places, museums, non-governmental organizations, and official institutions including libraries (Çepni and

Aydın, 2015). Considering the general framework, first of all, the out-of-school education opportunities were determined for 4th Grade SSC (2018) by a Social Studies educator; and the out-of-school activities for 4th Grade SSTB (2019) were determined by the author. The opportunities for out-of-school education in the program and the activities in the textbook are listed with the codes. A common judgment was reached by discussing the differences between individual analysis results. The reliability of the analysis was checked from time to time, and it was checked whether the same achievements or activities were coded with out-of-school learning environments by comparing them in three stages. In an ongoing process of comparing the coding results, the situations with “consensus” and “disagreement” were discussed, and agreements were made about how to reconcile the incompatible codes or activities. In this way, the reliability formula (Reliability = Consensus/ (Consensus + Disagreement) recommended by Miles and Huberman (2016, p. 64) was used for coding the reliability of the research. The percentage of reliability was 80% in the first stage, 90% in the second stage and the third stage. Depending on the size and range of the coding scheme, reliability is expected to be in the range of “90%” (Miles and Huberman, 2016, p. 64). The 5th Grade, 6th Grade and 7th Grade SSTB were analyzed by the researcher and presented to the field specialist. Necessary arrangements have been made in accordance with the opinions and feedback provided to the research team.

In the results of the research, the opportunities for out-of-school education in the SSC (2018) are classified and presented within a framework of class levels and learning areas. These achievements are matched with out-of-school education activities identified in the Social Studies textbooks. In this pairing, three different conclusions were reached: 1. Out-of-school learning specifications and opportunities for out-of-school learning in the textbook. 2. Opportunities for out-of-school learning in the program but not evident in the textbook, 3. Opportunities for out-of-school learning in the program and evident in the textbook.

The first number of codes used in the Social Studies Curriculum in the analysis process shows the grade level, learning area and sequence number. The grade level refers to 4th Grade, 5th Grade, 6th Grade and 7th Grade. The learning areas refer to 1 = Individual and Society, 2 = Culture and Heritage, 3 = People, Places and Environments, 4 = Science Technology and Society, 5 = Production Distribution and Consumption, 6 = Effective Citizenship and 7 = Global Connections. The sequence number is the number of times it occurs in the relevant field. For example, in SS.4.1.2., the 4 refers to the 4th Grade, the 1 indicates Individual and Society, and the 2 indicates it appears twice. In a nutshell, code 642: shows the out-of-school education opportunity occurs twice in the 6th Grade in the field of learning about Science Technology and Society.

The code of SS.4.2.3 in SSC (2018) "Compares traditional children's games with current games in terms of change and continuity" was not evaluated by two researchers as being an opportunity for learning in an out-of-school environments. However, under the title of “Do It” in the Social Studies textbook the related activity became “Talk to one of your family members about the games he played as a child. Ask him the following questions about the subject” (4. SSTB, 2019, p. 48), thus it turned into an out-of-school activity that includes an oral history study. Therefore,

this example is identified as conclusion 3., Opportunities for out-of-school learning in the program and evident in the textbook.

Findings

In the Social Studies curriculum (SSC) and Social studies textbooks (SSTB) the, findings related to out-of-school education are included for each Grade from 4th Grade to 7th Grade.

Out-Of-School Learning Opportunities in SSC (2018) And the Realization of Such Opportunities as Activities in the 4th Grade Social Studies Textbooks

This section includes the 4th Grade out-of-school education opportunities from the SSC (2018) and the realization of such opportunities in the 4th Grade SSTB (2019).

Table 1

Distribution of Opportunities Associated with Out-Of-School Activities in the 4th Grade SSC (2018) According to Learning Areas

Learning Areas							
4th Grade	Individual and Society	Culture and Heritage	People, Places and Environments	Technology and Society	Distribution and Consumption	Effective Citizenship	Global Connections
Program achievements	4.1.2.	4.2.1. 4.2.2.	4.3.1. 4.3.2. 4.3.3. 4.3.4. 4.3.5. 4.3.6.	4.4.1. 4.4.3. 4.4.4.	4.5.2. 4.5.3. 4.5.4.	-	4.7.1.
Total	1	2	6	3	3		1
Grand Total	16						

When Table 1 is analyzed, it is seen that the highest level of opportunity associated with out-of-school education in SSC (2018) at the 4th grade level, occurs in the "People, Places and Environments" (n = 6) learning area. In second position, there are opportunities related to out-of-school teaching in the "Production, Distribution and Consumption" (n = 3) and "Science Technology and Society" (n = 3) learning areas. In third position there are opportunities related to out of school teaching in the "Individual and Society" (n = 1) and "Global Relations" (n = 1) learning areas. There are no gains related to out-of-school teaching in the "Effective Citizenship" learning area.

Table 2
Distribution of Opportunities Associated with Out-Of-School Activities in the 4th Grade

4 th Grade	Learning Areas						
	Individual and Society	Culture and Heritage	People, Places and Environments	Science, Technology and Society	Production, Distribution and Consumption	Effective Citizenship	Global Connections
Achievements related to the activities	4.1.2.	4.2.1. 4.2.2. 4.2.3.	4.3.2. 4.3.4.-1 4.3.4.-1 4.3.5. 4.3.6.	4.4.3. 4.4.4. 4.4.5.	4.5.2. 4.53.-1 4.5.3.-2 4.5.4.	-	4.7.1.
Total	1	3	5	3	4		1
Grand Total	17						

SSTB (2019) According to Learning Areas

When Table 2 is examined, the opportunities for out-of-school educational activities in the 4th Grade Social Studies textbook are mostly in the learning areas of “People, Places and Environments” (n = 5) and “Production, Distribution and Consumption” (n = 4). In the field of “Effective Citizenship” learning, there are no out-of-school activities identified. When Tables 1 and 2 are analyzed comparatively, the three opportunities (SS.4.3.1, SS.4.3.3, SS.4.4.1) related to out-of-school activities in the Social Studies curriculum are realized in practice through classroom activities. It is also observed that two out-of-school assessments (SS.4.2.3, SS.4.4.5) were realized in a way that includes out-of-school learning environments. It is also seen that more than one (SS.4.3.4; SS.4.5.3) out-of-school educational activity are included in the textbook for one outcome. In general, in the 4th Grade Social Studies textbook, 13 out-of-school activities and 17 out-of-school activities related to one in-class acquisition are found.

The detailed analysis of opportunities for out-of-school education that are evaluated in SSC (2018) but turned into a classroom activity in the Social Studies textbook are as follows;

SS.4.3.1 makes inferences about the location of any place around.

Position analysis is done in terms of proximity and distance to natural and human elements. Natural and technological orientation methods and tools are mentioned.

SS. 4.3.3 Distinguishes the natural and human elements in their environment.

Students are provided to get to know their close environment with all its elements.

SS.4.4.1 Classifies the technological products around it according to their usage areas (SSC, 2018: 14-15).

When the explanations of opportunities for out-of-school teaching with the codes SS.4.3.1 and SS.4.3.3 are examined, it suggests that learning from the out-of-school activities are effective. However, there is no clear explanation in the Social Studies

curriculum that the opportunity will be realized as an out-of-school activity. Lack of sufficient explanation can also be considered a deficiency. A similar situation occurs for the out-of-school teaching opportunity coded as SS.4.4.1 in the program. It is observed that out-of-school teaching opportunities which do not include an explanation about how to perform out-of-school activities in the program, are realized only as an in-class activity within the 4th Grade Social Studies textbook (See Figure 1 about SS.4.3.1).



Figure 1. Example of “Do It” classroom activity in the 4th Grade Social Studies textbook (4. SSTB, 2019, p. 71).

Despite not being associated with out-of-school learning environments in SSC, there is no explanation for the acquisition of the SS.4.2.3 coded "Compares traditional children's games with current games in terms of change and continuity" as an out-of-school activity. However, in the Social Studies textbook, under the heading “Do it”, the opportunity becomes realized as “talk to one of your family members about the games he played as a child. Ask him the following questions about the subject ...” (4. SSTB, 2019, p. 48), it is seen that the opportunity turned into an out-of-school activity and appears as an oral history study. Similarly, despite the explanation that “The user guides prepared for technological products are drawn attention” in the program for the acquisition of SS.4.4.5 “Uses technological products without harming themselves, others and nature”, it is seen that this opportunity is realized as an out-of-school activity in the textbook. . Two out-of-school activities for one out-of-school opportunity are also found in the 4th grade Social Studies textbook (See Table 2).

SS.4.5.3 in SSC. Although there is no explanation regarding how to achieve the opportunity to learn about “conscious consumer behavior as a responsible person” as an out-of-school activity, there are two out-of-school activities related to this opportunity in the 4th Grade Social Studies textbook. One of these activities appeared as homework and the other activity appeared as research (See Figure 2).

Hapınız

Evinizde kullandığınız gıda ve temizlik ürünlerinden beş tanesini seçiniz. Bu ürünlerin adlarını ve hangi ülkede üretildiğini, ambalajının geri dönüştürülebilir malzemelerden yapılıp yapılmadığını ve üzerlerinde TSE, CE, ISO gibi kalite ve güvenlik işaretlerinden hangilerinin bulunduğunu tablodaki yerine yazınız.

Ürün Adı	Üretim Yeri	TSE	CE	ISO	Geri Dönüşüm

Figure 2. Out-of-class homework activity example in the 4th Grade Social Studies textbook (4. SSTB, 2019: 135)

When Table 3 is analyzed, it is seen that homework (n = 7) is the highest out-of-school education activity in the 4th Grade SSTB (2019), followed by a study-trip observation (n = 4) and then project work (n = 1). It is seen that homework is research-based and can be done from the desk, meaning the student is passive (See Figure 2).

Table 3

Distribution of Out-Of-School Activities in the 4th Grade SSTB (2019)

4 th Grade	Types of Out-of-School Activities							Grand Total
	Oral History	Local History	Homework	Review Observation	Trip- Observation	Project	Family Involvement	
Total	2	1	7	4	1	2	17	

There are four activities aimed at observing, sightseeing, observation. Three of these activities are related to the learning area "People, Places and Environments". These activities invite students to examine the place they live in, draw a sketch-map, observe and report the weather events and temperatures on a graph, and observe and report the main economic activities in the immediate vicinity of where the student lives.

Out-Of-School Learning Opportunities in SSC (2018) and the Realization of Such Opportunities as Activities in the 5th Grade Social Studies Textbooks

This section includes the 5th Grade out-of-school education opportunities from the SSC (2018) and the realization of such opportunities in the 5th Grade SSTB (2019).

Table 4

Distribution of Opportunities Associated with Out-Of-School Activities in the 5th Grade SSC (2018) According to Learning Area

Learning Areas							
5 th Grade	Individual and Society	Culture and Heritage	People, Places and Environments	Science, Technology and Society	Production, Distribution and Consumption	Effective Citizenship	Global Connections
Program Achievements	5.1.2.	5.2.2. 5.2.3. 5.2.5.	5.3.3. 5.3.4.	5.4.2. 5.4.3.	5.5.1. 5.5.2. 5.5.3. 5.5.4. 5.5.5.	5.6.1.	5.7.1.
Total	1	3	2	2	5	1	1
Grand Total	15						

When Table 4 is analyzed, there are 15 opportunities associated with out-of-school education in the 5th Grade SSC (2018). Most of the opportunities for out-of-school education, from the program, occurs in the learning area of "Production, Distribution and Consumption" (n = 5) learning. The least amount of opportunity for out-of-school education is found in the learning areas of "Individual and Society" (n = 1), "Effective Citizenship" (n = 1) and "Global Connections" (n = 1).

Table 5

Distribution of Opportunities Associated with Out-Of-School Activities in the 5th Grade Social Studies Textbook (2019) According to Learning Areas

Learning Areas							
5 th Grade	Individual and Society	Culture and Heritage	People, Places and Environments	Science, Technology and Society	Production and Distribution and Consumption	Effective Citizenship	Global Connections
Achievements Related to the Activities	5.1.4.	5.2.1. 5.2.2.-1 5.2.2.-2 5.2.2.-3 5.2.3.-1 5.2.3.-2 5.2.3.-3 5.2.3.-4 5.2.4.-1 5.2.4.-2 5.2.4.-3 5.2.5.	5.3.1. 5.3.2. 5.3.3. 5.3.4. 5.3.5.	5.4.5.	5.5.1. 5.5.3. 5.5.4. 5.5.5.-1 5.5.5.-2	5.6.1-1 5.6.1-2 5.6.2. 5.6.3. 5.6.4.	5.7.1. 5.7.4.
Total	1	12	5	1	5	5	2
Grand Total	31						

When Table 5 is analyzed, there are 31 out-of-school activities in the 5th grade SSTB. In the textbook, it is seen that most of the out-of-school activities are in the learning area of "Culture and Heritage" (n = 12), and the least amount of out-of-school activities are in the "Individual and Society" and "Science Technology and

Society" (n = 1) learning areas. 5th Grade SSTB (2019) has the most out-of-school activities compared to other Social Studies textbooks. As seen in Table 5, in the SSTB (2019) there are more than one out-of-school activities related to SS.5.5.5 and SS.5.6.1. At the same time, a large number of opportunities exist for (SS.5.1.4, SS.5.2.1, SS.5.2.4, SS.5.3.1, SS.5.3.2, SS.5.3.5, SS.5.4.5, SS.5.6.2, SS.5.6.3, SS.5.7.4), one or more out-of-school activities to be included in the textbook. Against this positive situation, SS.5.1.2, SS.5.4.2 in SSC (2018). and four opportunities for out-of-school activities across a range of learning environments, coded SS.5.4.3 and SS.5.5.2, were not realized as out-of-school activities in the textbook. In the analysis, it is seen that there is no explanation about how to obtain out-of-school educational activities for FAQ.1.1 "explains the multidimensionality of an event based on an example in its immediate vicinity". As a reflection of this uncertainty, it is possible that this opportunity, which is likely to be realized as an out-of-school activity, has been realized as an in-class activity in the "You Are Next Place" of 5th Grade SSTB (2019) (See Figure 3).

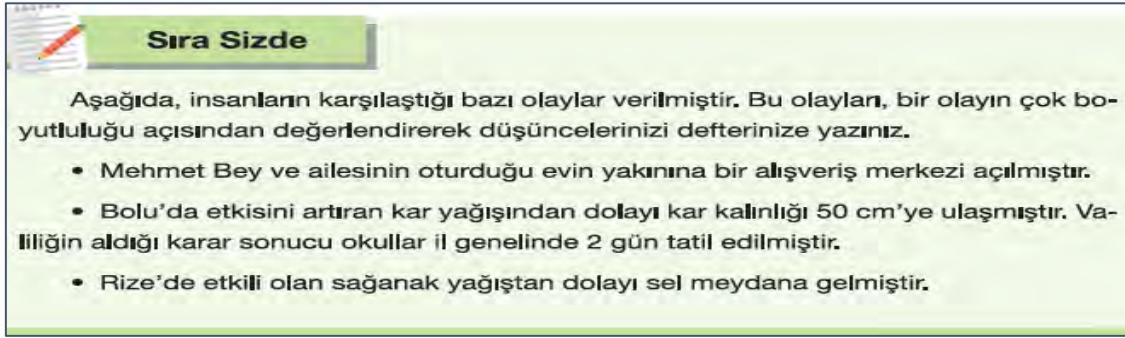


Figure 3. An example of classroom activity in the 5th Grade Social Studies textbook (5. SSTB, 2019, p. 17).

Other opportunities from the SSC (2018, p. 17) that are not realized as an out-of-school activity are as follows;

SS.5.4.2. Questions the accuracy and reliability of the information it reaches in the virtual environment. Media literacy is emphasized.

SS.5.4.3. Follows the security rules when using the virtual environment. Topics such as distance shopping, safe Internet usage, identity theft are covered. The explanations about the above achievements in SSC are not about how to achieve the acquisition as an out-of-school activity. The explanations are more about which issues to focus on while achieving the gains. As a reflection of this situation, there is not any out-of-school activity for the above four achievements in 5th Grade SSTB.

There are 10 opportunities in the SSC (2018) (SS.5.1.4, SS.5.2.1, SS.5.2.4, SS.5.3.1, SS.5.3.2, SS.5.3.5) for out-of-school education across the learning environments, (SS.5.4.5, SS.5.6.2, SS.5.6.3, SS.5.7.4). However, it is seen that there are one or more out-of-school activities for each of them in 5th Grade SSTB (2019). Some of the opportunities mentioned in the program are as follows;

SS.5.1.4. It gives examples of exercising their rights as children and situations where these rights are violated.

SS.5.2.4. Analyzes the role of cultural elements in people living together.

SS.5.3.1. Explains the landforms of the place where he lives and his surroundings on maps in general. While drawing the map, it is mentioned that there is a reduction in certain proportions. Scale types and calculations are not entered. Basic elements in the physical map and their meanings are emphasized.

SS.5.3.2. Explains the effect of the climate seen in the environment in which he lives, by giving examples from his daily life.

SS.5.3.5. Explain the effects of natural disasters on social life with examples.

SS.5.6.2. Explain the basic duties of the management units of the place where he lives. It is stated that individuals and boards working in management units make various decisions while performing their duties and, in this context, they use their decision-making skills (SSC, 2018, p. 16-17-18).

The terms "gives examples", "analyzes", "explains" and "indicates" above indicate that the acquisition will be realized cognitively. Failure to include instructions on how to achieve these gains in the disclosures section strengthens the idea that the gains are cognitive. However, it seems that the textbook writers demonstrate the ability to turn them into out-of-school activities against this ambiguity in achievements. For example; SS.5.2.4 in SSC (2018). In the social studies textbook on coded acquisition, two extra-school activities involving the observations of students based on cultural elements under the headings of "It's Your Turn" and "Let's Research and Share It" (See Figure 4 and Figure).

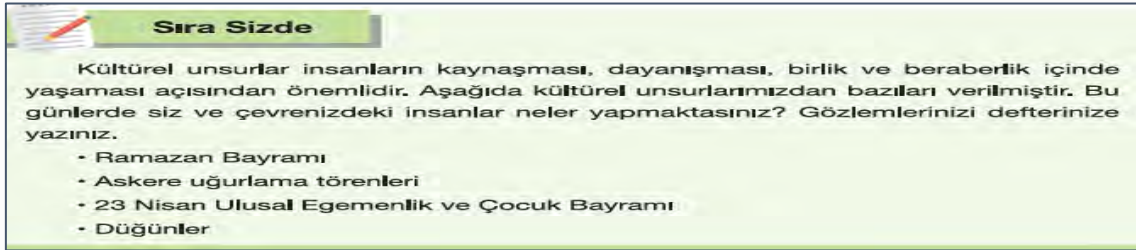


Figure 4. Example of an out-of-school education activity using observation in 5th Grade Social Studies textbook (5. SSTB, 2019, p. 53).

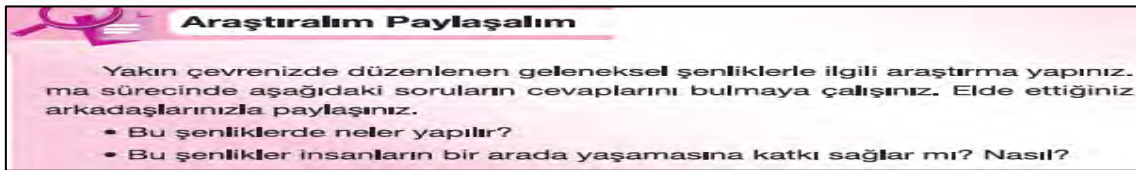


Figure 5. An example of a study trip observation activity in the 5th Grade Social Studies textbook (5. SSTB, 2019, p.53).

Table 6

Distribution of Out-Of-School Activities In 5th Grade Social Studies Textbook (2019)

5 th grade	Interview	Types of Out-of-School Activities			
		Local history	Homework	Review Trip-observation	Project
Total	2	2	12	13	2
Grand Total	31				

When Table 6 is examined, it is seen that the most out-of-school activities in the 5th Grade SSTB are study trip observation activities (n = 13) and then homework (n = 12) in the second place. A local history study (n = 2), project (n = 2) and interview (n = 2) are the least common types of out-of-school activities found in the textbook. It is seen that Gezi observation activities are aimed at investigating students' immediate surroundings, such as landforms, and also aimed at determining the impact of climate on human life. In project assignments, students are asked to develop new ideas based on production, distribution and consumption, and to investigate the activities of public institutions and organizations and non-governmental organizations that they encounter in their daily lives. In this process, students are asked to benefit from the project preparation cycle for how the project will be realized. It is seen that homework assignments are desk-based research assignments.

Out-Of-School Learning Opportunities in SSC (2018) and the Realization of Such Opportunities as Activities in the 6th Grade Social Studies Textbooks

This section includes the 6th Grade out-of-school education opportunities from the SSC (2018) and the realization of such opportunities in the 6th Grade SSTB (2019).

Table 7

Distribution of Opportunities Associated with Out-Of-School Activities in the 6th Grade SSC (2018) According to Learning Areas

6 th Grade	Learning Areas						
	Individual and Society	Culture and Heritage	People, Places and Environments	Science, Technology and Society	Production, Distribution and Consumption	Effective Citizenship	Global Connections
Achievements	6.1.4.	-	-	6.4.3.	6.5.2. 6.5.3. 6.5.6.		
Total	1			1	3		
Grand Total	5						

When Table 7 is examined, there are 5 opportunities for out-of-school education in the 6th Grade Social Studies curriculum (2018). It is observed that the most out of education related to out-of-school education occurs in the learning area of "Production, Distribution and Consumption" (n = 3). There are no out-of-school activities in the learning areas of "Culture and Heritage", "People, Places and Environments", "Effective Citizenship" and "Global Connections".

Table 8

Distribution of Opportunities Associated with Out-Of-School Activities in the 6th Grade Social Studies Textbook (2019) According to Learning Areas

6 th Grade	Learning Areas Associated with Activities						
	Individual and Society	Culture and Heritage	People, Places and Environments	Science, Technology and Society	Production, Distribution and Consumption	Effective Citizenship	Global Connections
Achievements Associated with Activities	6.1.4.	6.2.1.	*1	6.4.3.	6.5.2. 6.5.3. 6.5.6.	6.6.3. 6.6.1.	6.7.2.-1 6.7.2.-2
Total	1	1	1	1	3	2	2
Grand Total	11						

When Table 8 is analyzed, there are 11 out-of-school activities found in the 6th Grade SSTB. Five of these events are directly related to the opportunities coded from the SSC (2018): SS.6.1.4, SS.6.4.3, SS.6.5.2, SS.6.5.3, SS.6.5.6 (See Table 7). However, it is understood that 5 activities are associated with program opportunities coded as SS.6.2.1, SS.6.6.1, SS.6.6.3 and SS.6.7.2, which are not associated with out-of-school education. An event in the "People, Places and Environments" learning area has not been linked to any out-of-school opportunity. On the other hand, it is seen that the out-of-school opportunity coded as SS.6.7.4 "Queries the effects of popular culture on our culture", is considered as an out-of-school activity, yet was realized as an in-class activity in the textbook (See Table 8). The fact that there was no directive for achieving the learning opportunity as an out-of-school activity explains such a finding from the textbook.

Examples of the opportunities that are not associated with out-of-school education in SSC (2018) but are associated with out-of-school activities in the textbook are as follows;

SS.6.2.1. It makes inferences about the geographical, political, economic and cultural characteristics of the first Turkish states established in Central Asia. (See Figure 6). Epic, inscription and other sources are used.

SS.6.6.1. Compares different forms of government in terms of basic principles of democracy.

SS.6.6.3. Analyzes the factors that affect the decision-making process of the management. The subject is handled within the scope of political parties, non-governmental organizations, media and individuals (public opinion) (See Figure 12).

SS.6.7.2. Analyzes the economic relations of our country with other countries. The subject is addressed in terms of resources and needs (SSC, 201, p. 20-22).

It can be seen from the statements above that they are written according to the Bloom Taxonomy. There is no explanation in the directives about how to realize learning in an out-of-school learning environment. However, it is seen in the

textbook that these learning opportunities are realized through out-of-school research assignments.



Figure 6. Example of homework in 6th grade social studies textbook (6. SSTB, 2019, p.59).

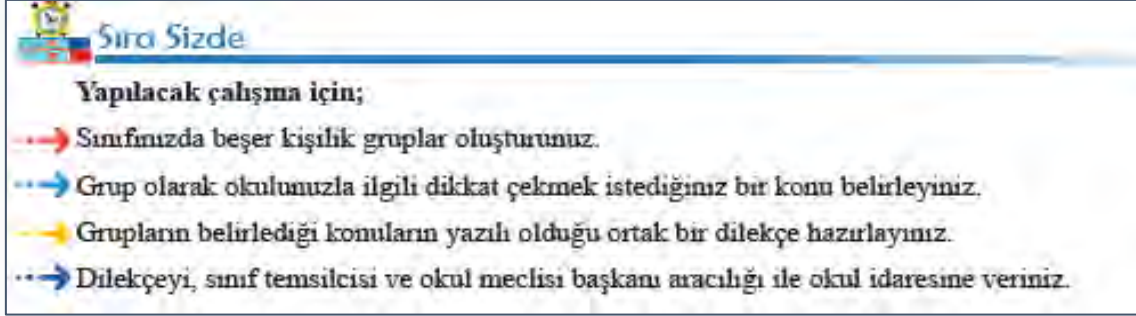


Figure 7. Example of collaborative homework in 6th Grade Social Studies textbook (6. SSTB, 2019, p. 207).

Table 9

Distribution of Out-Of-School Activities in the 6th Grade Social Studies Textbook

Types of Out-of-School Activities			
6 th Grade	Homework	Social Involvement	Project
Total	9	2	1
Grand Total	12		

As it can be seen in Table 9, homework (n = 9) is most often seen as an out-of-school learning activity in the 6th Grade SSTB (See Figure 7). In second place, tasks involving social participation in activities to support social assistance and solidarity attract attention. Only one project assignment can be seen in the textbook. Project assignments are the least common type of activity in textbooks. The quality and quantity of such assignments have different characteristics than other assignments. The 6th Grade Social Studies textbook has the feature of being the textbook with the least number of out-of-school activities compared to the 4th, 5th and 7th Grade textbooks.

Out-Of-School Learning Opportunities in SSC (2018) and the Realization of Such Opportunities as Activities in the 7th Grade Social Studies Textbooks

This section includes the 7th Grade out-of-school education opportunities from the SSC (2018) and the realization of such opportunities in the 7th Grade SSTB (2019).

Table 10

Distribution of Opportunities Associated with Out-Of-School Education in the 7th Grade SSC (2018) According to Learning Areas

7 th Grade	Learning Areas						
	Individual and Society	Culture and Heritage	People, Places and Environments	Science, Technology and Society	Production, Distribution and Consumption	Effective Citizenship	Global Connections
Achievements	7.1.3.	-	-	7.4.1.	.	7.6.4	
Total	1	-	-	1		1	

When Table 10 is analyzed, a total of 3 achievements are found in the Social Studies curriculum, one in the "Individual and Society", "Science, Technology and Society" and "Effective Citizenship" and "Global Connections" learning areas related to 7th grade education. It is seen that the minimum number of out-of-school activities occur at the 7th grade in the program.

Table 11

Distribution of Opportunities Associated with Out-Of-School Activities in the 7th Grade Social Studies Textbook (2019) According to Learning Areas

7 th Grade	Learning Areas						
	Individual and Society	Culture and Heritage	People, Places and Environments	Science, Technology and Society	Production, Distribution and Consumption	Effective Citizenship	Global Connections
Achievements Associated with Activities	7.1.3.	7.2.3. 7.2.5.-1 7.2.5.-2	7.3.1.-1 7.3.1.-2 7.3.2.-1 7.3.2.-2 7.3.3. 7.3.4.	7.4.2.-1 7.4.2.-2	7.5.1. 7.5.3. 7.5.6.	-	7.7.2.
Total	1	3	6	2	3	-	1
Grand Total	16						

When Table 11 is analyzed, it is seen that there is an opportunity for 16 out-of-school learning activities in 7th Grade SSTB (2019). It is seen that the most out-of-school activities are included in the learning area "People, Places and Environments" (n = 6). When the activities are matched with the outcomes classified as out-of-school, it is seen that only SS.7.1.3 (See Table 10) is realized as out-of-school activity in the Social Studies textbook.

The learning opportunities that are evaluated as out-of-school activities in the SSC (2018) and realized in the classroom via the 7th Grade SSTB (See Table. 10) are as follows;

SS.7.4.1. It examines change and continuity in the protection, dissemination and transfer of information"

SS.7.7.4. Together with his friends, he develops ideas for the solution of global problems.

SS.7.6.4. Analyzes the problems encountered in the implementation processes of democracy.

The above-mentioned opportunities can be evaluated as encouraging out-of-school activities, and they are realized by tasks such as observing, collecting evidence, summarizing and living. For example; "Choose a global problem regarding the out-of-school acquisition code SS.7.7.4 in 7th Grade SSTB. Write your solution suggestions below for the global problem you have chosen" (7. SSTB, 2019, p. 222). The acquisition is realized as an in-class activity in the textbook that encourages students to produce solutions to global problems and does not lead to any research. As stated in the program, "Global climate change, natural disasters, hunger, terrorism and migration issues will be addressed" in the statement regarding the acquisition in SS.7.7.4, there is no instruction on how to achieve the acquisition. Rather, there is an explanation for the issues to be addressed. It can be stated that this uncertainty is reflected in the textbook.

In SSC, there are also opportunities that are evaluated as out-of-school education in 7th Grade SSTB:

SS.7.2.3. Understands the processes that force the Ottoman Empire to change in connection with the developments in Europe. Geographical discoveries, Renaissance, Age of Enlightenment, Reform, French Revolution, Industrial Revolution, colonialism, and the chaos they caused, and human rights violations.

SS.7.2.5. It gives examples of Ottoman culture, art and aesthetics. Examples from the travel books of local and foreign travelers are given.

SS.7.3.1. It makes inferences about the factors affecting the settlement from past to present through sample investigations.

SS.7.3.2. It reviews the demographics of Turkey in view of factors affecting the distribution of population in Turkey. The data about the demographic features of our country are interpreted by using tables and graphics.

SS.7.3.4. It shows examples of negative situations that may arise if the freedom to settle and travel is restricted.

SS.7.4.2. Discusses the contributions of scholars grown in Turkish-Islamic civilization to the process of scientific development. The emphasis is placed on the level reached by the Turkish-Islamic civilization in the scientific field. Scientists such as al-Harezmi, Fârâbî, İbn-i Sînâ, el-Cezerî, İbn-i Haldûn, Ali Kuşçu, el-Hâzinî, Piri Reis and Kâtip Çelebi and their works are mentioned.

SS.7.5.1. Explains the importance of soil in production and management with examples from the past and present.

SS.7.5.3. It gives examples of the work of institutions and non-governmental organizations and their roles in social life. The work of semi-official institutions such as the Red Crescent and Green Crescent, as well as foundations and associations are mentioned.

SS.7.7.2. Recognizes Turkey's economic zone and organizations that have a relationship (SSC, 2018, s.23-25).

Of the above 9 opportunities in SSC (2018), seven (SS.7.2.3, SS.7.2.5, SS.7.3.1, SS.7.3.2, SS.7.3.4, SS.7.5.1, SS.7.5. 3) occur in the textbook (2019) According to Bloom's Taxonomy, it is seen that there are gains expressed at the level of cognitive comprehension, one (SS.7.7.2) at recall level, and one (SS.7.4.2) at the evaluation level. Guidelines for out-of-school activities are directed at how the issue will be addressed. It is seen that there is no explanation for these opportunities to be realized as an out-of-school task although it has been realized as an out-of-school activity in the textbook.

Table 12

Distribution of Out-Of-School Activities in the 7th Grade Social Studies Textbook

Types of Out-of-School Activities		
	Homework	Review
		Travel-observation
7 th Grade	15	1
Total	16	

As can be seen in Table 12, almost all of the out-of-school activities in the 7th Grade SSTB are homework (n = 15). Only one study trip observation activity is encountered. Students are encouraged to access information about many institutions and organizations with official gov.tr extensions in their homework through the network (See Figure 8, Figure 9).

In the textbook, it is seen that homework assignments are physically inactive homework, which means students will be doing work using desktop digital technology. In the textbook, it is seen that the study trip observation activity is realized with a virtual museum visit: "You can learn more about the importance of paper in the protection, dissemination and transfer of information by visiting the web site of Seka Paper Museum <http://sekakagitmuzesi.com> (7. SSTB, 2019, p.134).

Etkinlik Zamanı

Tabloda belirtilen yerleşme ve seyahat özgürlüğünün kısıtlandığı durumlar hakkında gazete veya genel ağ-dan haberler bulup tabloya haberin özetini yazınız.

Durum	Özet
Salgın hastalıklar nedeniyle bir yerleşim yerine giriş ve çıkışların yasaklanması	
Toplumsal baskı	
Doğal afet nedeniyle göç etme	
İhtisaciz yapılan bir evin yıkılması	
Yurt dışına çıkış yasağı	

Figure 8. An out-of-school activity with newspapers and general internet access networks in the 7th Grade Social Studies textbook (7. SSTB, 2019, p. 121)

Etkinlik Zamanı

Rönesans ve Aydınlanma Çağı konularında isimleri geçen kişilerden birinin hayatını araştırınız. Bu kişiyle ilgili edindiğiniz bilgilerden yararlanarak şemayı doldurunuz.

Ülkesi

Doğum ve ölüm tarihi

Adı

Eserleri

Bilim, sanat ya da düşünce hayatına katkısı

Çalışma yaptığı alan ya da alanlar

Figure 9. Homework outside of school in the 7th Grade Social Studies textbook (7. SSTB, 2019, p. 68).

Conclusion and Discussion

This study seeks to detect the opportunities for out-of-school learning activities in the SSC in Turkey (2018) and determine how such opportunities are represented in the Social Studies textbooks (2019). From the results of the research, it was seen that 29.77% of opportunities in SSC (2018) are related to out-of-school education. The most out-of-school learning activities were found at the 4th and 5th Grade levels. It was observed that the number of opportunities for out-of-school activities gradually decreased in the upper grades. The fact that the opportunities for out-of-school learning in 4th and 5th Grade gains are high can be related to the fact that the subjects are related to the immediate environment of the individual in these classes. The lower levels of out-of-school learning in the upper grades can be explained by the effect of the expanding environmental approach, and that the program covers an increasingly remote environment. Similarly, Kabapınar (2015) found that the number of outcomes in out-of-school learning activities in the 5th Grade in the Primary Education Social Studies Curriculum was higher than the other grade levels.

When the out-of-school education opportunities from the SSC (2018) are evaluated according to their learning areas, the highest number occurs in the "Production, Distribution and Consumption" (n = 10) learning area, and in second place it is the learning areas of "Science, Technology and Society" (n = 7), "People, Places and Circles" (n = 7) "Culture and Heritage" (n = 7). The fact that there are many out-of-school gains in the field of "Production, Distribution and Consumption" learning can be explained by the fact that the issues related to daily life are high in this learning area and this provides the opportunity to benefit from out-of-school learning. Because when the opportunities are analyzed, the child, who observes the main economic activities in their family and immediate environment in the fourth grade, will then analyze these activities in the fifth grade, recognize the professions related to such activities and analyze the impact of such activities on people's social life. In the sixth grade, students will examine the professions they are interested in for career development across multiple dimensions. It has been observed that the

minimum amount of opportunities for out-of-school teaching is remarkably in the learning area of "Effective Citizenship" ($n = 2$) for all grades. The fact that there is little opportunity in this learning area can be explained by the fact that the course contents are related to abstract topics and concepts such as democracy, justice, rights and law. Unfortunately, the fact that more out-of-school education is needed to embody abstract issues has been ignored.

Attitudes such as doing research in the Social Studies curriculum, acting in accordance with scientific ethics in the research process, observing-sightseeing observation, introducing study results, case study, developing new ideas, analyzing problems and preparing project proposals are included as out-of-school education opportunities. Against this positive result, it has been observed that many of the opportunities related to out-of-school education in the program are realized through in-class activities in the Social Studies textbooks. Because, it was seen that there is not enough explanation in the program about how some opportunities will be realized as out-of-school activities, it can be argued that this situation may have created uncertainty for the textbook authors and led to the realization of many outcomes in the textbooks as in-class activities. It has been observed that for many opportunities where there is uncertain about the fact that out-of-school learning should occur have been turned into out-of-school activities by textbook authors. Kabapınar (2015) stated that 2006 Primary Education Social Studies Curriculum encourages the teacher towards completing out-of-school learning activities with clear expressions and clues regarding the objectives of the program. He also pointed out that the opportunities are classified as "classroom-in-school activity", "out-of-school activity" and "study trip" with some symbols related to attainments and their explanations. Unfortunately, the new program does not contain symbols guiding such achievements and out-of-school learning activities. In the study by Kincheloe (2001), it was found that confusion in the objectives aimed at teaching Social Studies confused Social Studies teachers about the aim, direction and conceptual potential of the course. Program opportunities should guide teachers and are expected to be clear and explanatory. As a matter of fact, Anderson, Kisiel and Storksdieck (2006) stated that teachers working in Germany, Canada and the USA pay attention to the conformity of their trips to the curriculum in planning and implementing field trips as out-of-school activities.

Among the Social Studies textbooks, the most out-of-school activities were found in the 5th Grade SSTB. Although a majority of out-of-school activities included in the Social Studies program are included in the textbook, almost twice the amount of out-of-school outcomes were found, including different out-of-school learning opportunities. This situation of the 5th grade textbook can be evaluated as being an outcome of the textbook writer Şahin (2019) who adopts an active teaching approach. The author demonstrates the ability to transform the outcomes that do not involve out-of-school learning environments into out-of-school activities so that students can experience learning-by-living. This situation encountered in the textbook may also be due to the teaching approach adopted by Anatolian Spreading. In the 5th grade textbook, different types of out-of-school activities, including homework, study trips, observations, project assignment, oral history, local history, family participation and interview, were found to be among the suggested out-of-

school activities. However, it was observed that homework was the most frequently used among these types of activities. It can be argued in the textbooks that such assignments are those that make students physically passive and direct them to do desk research. Ok and Çalışkan (2019), in their research about homework in primary schools, "What do you think of homework?" "Draw your picture" determined that students think of homework as tasks that are usually done indoors, sitting at a desk, using books or notebooks. It is possible to make a similar description for the types of homework in the textbook. It is thought-provoking that homework activities in Social Studies textbooks are higher than other activities outside the school environment. A thought that too much homework will be successful is also misleading. In a recent study, classroom teachers argued that having less quantity and frequency of homework improved student thinking skills and became a more effective method of increasing the academic success of students (Topçubaşı, Gökçedağ ve Gündüz 2017). Research states that homework is useful for education although some rules and principles should be considered while assigning homework (Güneş, 2014, p. 1).

In general, in Social Studies textbooks, there are few out-of-school activities which are supported by oral history, local history, family participation and activities including interviewing. Textbook authors should design activities to enable students to benefit from various learning environments so as to improve their skills in different fields, rather than rely on the scarcity and multiplicity of existing activities for out-of-school education. It is thought that program writers and teachers will be able to realize the program activities correctly for outdoor learning, with the program developers perhaps clearly showing the achievements for out-of-school education through the use of symbols for "classroom-in-school activity" or "out-of-school activity". In this way, it will be ensured that Social Studies programs are also carried out in textbooks and in accordance with the purpose and context of out-of-school education.

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