



A Study on the Primary Education Curricula in the Context of Socialization, Multiculturalism and Democratic Values

İlköğretim Programlarının Toplumsallaştırma, Çokkültürlülük ve Demokratik Değerler Kazandırma Bağlamında İncelenmesi

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ABSTRACT: This study aims to examine the primary education curricula prepared in 2017 in the context of gaining socialization, multiculturalism and democratic values. Analyses are carried out on the basis of social adaptation, social norms, individual responsibility, multicultural education, democracy culture, and rights and freedoms. The study is limited to the curricula of “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses in which these knowledge and skills are predominant and carried out within the scope of the primary education curricula published by the Ministry of National Education in 2017. The study is conducted using document analysis method, one of the qualitative research methods. The data are analyzed using both descriptive and content analysis. The aims and the objectives of “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses curricula are examined under the themes of socialization, democratic values and multiculturalism and categorized in terms of cognitive, affective and psychomotor learning domains. It is concluded that, in total, the number of objectives related to social adaptation, social norms and individual responsibility is qualitatively sufficient; however, the number of objectives related to democratic values and multiculturalism is insufficient in the primary education curricula.

Keywords: socialization, multiculturalism, democratic values, rights and freedom, primary education curricula.

ÖZ: Bu çalışmada 2017 yılında hazırlanan ilköğretim programlarının toplumsallaştırma, çokkültürlülük ve demokratik değerler kazandırma bağlamında incelenmesi amaçlanmıştır. İnceleme kapsamında topluma uyum, toplumsal norm, bireysel sorumluluk, çokkültürlü eğitim, demokrasi kültürü, hak ve özgürlükler konuları temelinde analizler gerçekleştirilmiştir. Araştırma, bu bilgi ve becerilerin daha yoğun olarak yer aldığı “Hayat Bilgisi”, “Sosyal Bilgiler”, “İnsan Hakları, Yurttaşlık ve Demokrasi” öğretim programları ile sınırlandırılmış ve Milli Eğitim Bakanlığının 2017 yılında yayınladığı ilköğretim programları kapsamında gerçekleştirilmiştir. Araştırma, yazılı ve basılı materyallerin analizini kapsayan nitel araştırma yöntemlerinden doküman inceleme yöntemi kullanılarak gerçekleştirilmiştir. Veriler, betimsel ve içerik analizi kullanılarak çözümlenmiştir. “Hayat Bilgisi”, “Sosyal Bilgiler” ve “İnsan Hakları, Yurttaşlık ve Demokrasi” dersi öğretim programlarının genel amaç ve kazanımları toplumsallaştırma, demokratik değerler ve çokkültürlülük teması altında incelenmiş ve bilişsel, duyuşsal ve psikomotor öğrenme alanları yönünden sınıflandırılmıştır. İlköğretim programlarının genel toplamda topluma uyum, toplumsal norm ve bireysel sorumluluk ile ilgili kazanım sayısının niceliksel olarak yeterli olduğu; fakat demokratik değerler ve çokkültürlülük ile ilgili kazanım sayısının yetersiz olduğu sonuçlarına ulaşılmıştır.

Anahtar kelimeler: toplumsallaştırma, çokkültürlülük, demokratik değerler, hak ve özgürlükler, ilköğretim programları.

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Introduction

Education is a lifelong process. Schools are one of the most significant dimensions of this process. It is expected from schools and the education system to educate individuals who can think critically, question; respect spiritual, cultural and democratic values; know their responsibilities and use them in their lives. Besides, education has functions such as socializing the individual, developing social skills, transferring social culture, reproducing culture, gaining different cultural capitals, acknowledging the existence of different beliefs, values and norms (Şişman, 2015), transforming and directing society. Education carries out many functions such as transferring social and cultural values through curricula. For this reason, it is important to prepare the curricula in a way that meets the needs and expectations of the society and ensures the social development and adaptation of the individual to the society (Demirel, 2012).

For people to live in harmony with the society they are in, they should behave in accordance with its rules, culture and values. That is why individuals should organize their wishes, opinions and behaviors according to the people who share the same social structure (Deliömeroğlu, 1998). This necessitates the establishment of some criteria that regulate the interpersonal relationships in every society and culture and make it easier for individuals to adapt to the society (Özmen, 2009). These criteria that form moral component of culture are called as norms. Norms refer to the typical and appropriate actions of people in a group (Paluck & Ball, 2010).

There are various norms in all societies that determine how an individual will behave, act, eat, and even dress. These norms provide people living in that society with rules on how to act (Özkalp, 2012). Societies develop norms to maintain behavioral regularities and infuse them to all individuals starting from their childhood (Kağıtçıbaşı, 2008). This shared learning which starts at early ages and continues throughout life causes similar behaviours in different individuals (Kağıtçıbaşı, 2008). However, behaviour influenced by other people emerges as a social interaction process, not on its own (Mackie, Moneti, Shakya, & Denny, 2015). This social interaction helps individuals adapt to the society in which they live. Social adaptation or socialization refers to acquired behaviors that are consistent with the expectations of the society (Sungur, 2010). This process involves the individuals' compliance with the principles and rules of the society they are in, acting in accordance with them (Başaran, 1994) and learning the appropriate examples, values and feelings belonging to the society (Tezcan, 1997). As a result of acquiring the behaviours that are in line with the expectations of society, socialization of individuals is carried out (Sungur, 2010). The successful socialization of people is possible as long as they fulfil their duties and responsibilities as active citizens of the society.

Responsibility has been used in the sense of person taking care of himself and others, fulfilling his obligations, contributing to the society and making the world a better place (Lickona, 1991). Responsibility refers to being accountable to others and is expressed as the process of fulfilling the duties given by others or that a person gives to himself (Schlenker, Britt, Pennington, Murphy, & Doherty, 1994). This term, which holds a significant place in which one can function effectively in a society (İkiz, Totan, & Karaca, 2013) plays an important role in forming a successful sense of self, being accepted by a society and gaining respect (Yurtal & Yontar, 2006). Responsible

individuals perform their duties, respect themselves and others, hold themselves responsible for their thoughts and behaviors (Mowling, Brock, & Hastie, 2011). Adaptation of these people who are at peace with themselves and who have developed a sense of responsibility to the society they are in can occur easier than those who have not achieved these skills.

One of the most important problems in education today is the inequality of opportunity. There are many reasons that lead to this situation, which also negatively affects socioeconomic mobility. These include worsening economic conditions due to globalization, increasing income injustice, gender inequality, language, religion and ethnic discrimination, an increase in the number of disabled individuals with special needs, wars and immigration due to wars (Astin, 1993). On the other hand, globalization has helped gather different diversity and values under a single roof (Reitz, 2009) and helped these differences be perceived as cultural richness. In a global world where different cultures are in constant interaction with each other, it is necessary for people to know their responsibilities so that they can adapt to the cultural differences they interact with and be aware of cultural, social and individual differences. This situation, which aims at the interaction, pluralism and uniqueness of different cultures, has been described as multiculturalism (Çüçen, 2011) and has also been discussed in the field of education.

Multicultural education is an important structure that supports equality and pluralism in schools (Bohn & Sleeter, 2000). In addition to being an innovative approach to transform schools, it holistically tackles the existing deficiencies and discriminatory practices in education by criticizing them (Gorski & Covert, 2000). The main purpose of multicultural education is to equally educate all students regardless of gender, social class, race or cultural characteristics (Banks & McGee Banks, 2010). Such an environment provides equality of opportunity for students from different racial, ethnic, and social backgrounds, and helps them develop their knowledge, skills and attitudes to participate effectively in a democratic society (Halvorsen & Wilson, 2010). This reduces prejudices and discriminatory practices from different ethnic, racial, regional and social classes (Banks, 2008), and contributes to greater adoption of active democratic citizenship in a society where pluralism is recognized (Mwonga, 2005). Multicultural education supports the development of democratic citizenship; in return, democratic citizenship education helps create a diverse society in terms of cultural, racial and political aspects. In other words, pluralism is the building block of democracy (Parker, 2003). In this regard, it is obvious that there is an important link between multicultural education and democracy and both support the development of each other. In order to better understand the relationship between these two concepts, one needs to look at the definition of democracy.

Democracy is a regime that helps individuals live their lives and make sense of their life experiences (Touraine, 1997) determined by basic concepts such as respect for minority rights, majority rule, an opportunity to form an alternative government, and control (Cevizci, 2005) and a system in which people's rights are legally secured (Crick, 2007). The purpose of democracy is not to reach consensus on a single truth but to be able to respect other people's truth and live together in peace (Yeşil, 2002). Democracy is a way of life that enables people to live in tolerance and is based on democratic values such as respect for human rights, tolerance, justice, pluralism, participation,

social state, freedom of expression, freedom of association, right to education, right to communication, equality and social justice (Cılga, 2001; Tezcan, 1997; Topuz, 1989; Uysal, 1984). For the democracy culture to be formed, people need to respect humans and human rights, freedom, justice, equality and internalize democracy and its values (Gövercin, 2013). The internalization of the existing democracy in the society is only possible by making it a lifestyle (Biçer, 2007). It is imperative that students experience as directly as possible different perspectives in different societies and cultures so that they could grow into true world citizens who value democracy and democratic principles (Robinson, 2001).

Democracy was born based on human rights (Tekiroğlu, 2013). Therefore, democracy and human rights are two concepts directly related to each other. While democracy as a political regime represents the order in which human rights are realized, human rights provide an intellectual basis for democracy (Çeçen, 1984). Human rights, one of the basic indicators of democracy, are independent of the social status of people (Palumbo, 1982). People have to know of and use these fundamental rights and freedoms that they have since birth in order to carry on their lives, improve themselves, serve society. And as a result, social structures function properly (Doğan, 2004).

In Turkey, knowledge and skills about socialization, democratic values and multiculturalism are intensively taught through the courses such as “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” in primary schools. The literature shows a limited number of studies that examine and question to what extent these skills take place in primary education curricula (Akar & Keyvanoğlu, 2016; Akhan & Yalçın, 2016; Kaşkaya & Turan, 2017; Tunçbilek, 2011). In their study, Akar & Keyvanoğlu (2016) found that multicultural education was not at the desired level in Life Sciences. A study of Social Studies curricula found that the curricula were not sufficient to reflect the differences in local, national and cultural dimensions (Akhan & Yalçın, 2016). In similar studies, it was found that there was not a single objective related to democracy, rights and freedoms in Turkish course curriculum (Tunçbilek, 2011), and democratic values were partly included in Turkish textbooks (Kaşkaya & Turan, 2017). No study has examined the primary education curricula updated in 2017 with the latest changes in the context of gaining socialization, multiculturalism and democratic values so far. On the other hand, socialization, multicultural education and democratic values have been an important part of curricula in today’s world, where ethnic diversity and individual differences are on the rise. Many countries have been concerned with how democracy can be activated in their societies and as a consequence have viewed democratic citizenship education, which focuses on the skills and knowledge that a citizen needs for living in a democratic society (Park, 2001), as an important national task (Roh, 2004). With the increasing diversity of the target population, it has been imperative for these countries to review educational policies and create curricula that reflect the diversity of human experience and perspective (Hurtado, 1996).

There are many factors that increase the target group diversity in educational environments such as inequality of opportunity and the hereditary, physical, social and cultural differences of the individuals. The worsening of economic and political conditions, inequalities in income distribution, gender inequality, problems related to immigration, language, religion and ethnic discrimination, limited educational

opportunities offered to disabled people are the factors that increase this diversity. Among these factors, the flow of immigration that Turkey has received in recent history made a significant impact on the education system. Turkey, due to the wars and conflicts in the Middle East, has repeatedly received large groups of refugees since 2011. Turkey, receiving refugees particularly from Syria, Iraq, Afghanistan, Somalia, Iran and many other countries, has become the country that hosts the most refugees in the world with more than 3.4 million registered refugees (European Civil Protection and Humanitarian Aid Operations, 2017). The number of people from different cultures with the immigration in recent years has been gradually increasing and the target group in primary school level in Turkey has become increasingly heterogeneous as a result. As of the end of 2016, it is known that there are 411.046 Syrian children between the ages of 5-9, 308.862 between the ages of 10-14 and 719.908 in total between the ages of 5-14 (Directorate General of Migration Management, 2017). An important goal that we should achieve is to get these children to internalize the values of the society they live in, to be able to understand and live in harmony with each other. Significant tasks fall to schools and curricula to achieve all these goals.

A diversified curriculum bridges differences and challenges students to think about history, identity, and avoid cultural stereotyping; teaches them how to constructively deal with conflicts between different groups (Humphreys, 1998). Through the contents of diversity and cultural pluralism in curricula, it is possible to present past and current social differences and raise culturally more sensitive individuals by developing democratic values (Estrada, 2012). In order for students to be able to cope with their prejudiced views and assumptions, it is important to include more content in curricula that will provide opportunities to critically examine social and cultural groups that are previously ignored or marginalized (Chang, 2002). Diversity promotes the development of citizens with a sense of social justice and responsibility and such an environment has a positive influence on creating individuals who can negotiate differences, make ethical decisions and act in accordance with this (Hurtado, 2007). This creates fairer opportunities for racially, ethnically and culturally different students to work effectively together in order to accomplish success personally, socially and academically (Juelis, 2009). With the help of these values in curricula, improving students' ability to think critically about class differences will also enhance students' ability to analyze inequality that is manifested through gender, racial or sexual orientation differences and appreciate cultural pluralism (Chang, 2002).

That is why curricula need to be prepared in a way that they create individuals who know their rights and responsibilities, respect each other, acquire the social and democratic values and apply them in their lives on the basis of multiculturalism. It is necessary to include not only cognitive but also affective and psychomotor skills in curricula so that they can internalize and use these values and skills effectively in their own lives. This will contribute to students' active use of the skills and values they have acquired in their lives. Therefore, we aim to examine primary education curricula in the context of gaining socialization, multiculturalism and democratic values. Research questions underpinning the study are as follows:

1. To what extent do the aims of "Life Sciences", "Social Studies" and "Human Rights, Citizenship and Democracy" courses curricula include socialization,

multiculturalism and democratic values and which learning domain do these aims fall into?

2. To what extent do the objectives of “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses curricula include socialization, multiculturalism and democratic values and which learning domain do these objectives fall into?

3. How do the aims and the objectives of “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses curricula match within the scope of socialization, multiculturalism and democratic values?

Method

Research Design

The study was conducted using document analysis method, one of the qualitative research methods.

Instruments

To classify the aims and the objectives of “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses according to socialization, multiculturalism, democratic values and learning domains, and to match the objectives with the related aims, a classification form was prepared. This form was presented to two experts who have PhD in the field of curriculum and instruction. In accordance with the feedback received from the experts, several changes were made. Learning domain was written after the themes and a separate column was created in the classification form. The final version of the form is shown in the figure below.

Figure 1. Classification Form

Objectives of Social Studies Course Curriculum	THEMES						Learning Domain			AIM NO
	Socialization			Democratic Values		Multiculturalism	Cognitive	Affective	Psychomotor	
	Social Adaptation	Social Norm	Individual Responsibility	Democracy Culture	Rights and Freedoms	Multicultural Education				
OBJECTIVES										
SS.4.1.5. He/She respects the difference of other individuals.										
SS.4.3.2. He/She draws the sketch of the places that he/she uses in daily life.										
SS.4.7.4. He/She respects the different cultures.										
SS.6.1.1. He/She examines the changes of social roles over time.										

Data Collection and Analysis

After reaching the primary education curricula, published by the Ministry of National Education in 2017, in order to collect research data, both descriptive and content analysis were employed. A total of 14 aims and 143 objectives of “Life Sciences” course curriculum, 18 aims and 134 objectives of “Social Studies” course curriculum, 10 aims and 29 objectives of “Human Rights, Citizenship and Democracy”

course curriculum were examined, the aims and the objectives of the curricula were coded under the related themes using the classification form. To examine the reliability of coding, some of the coded aims and the objectives of each course were chosen using random sampling and reviewed by two experts who hold a PhD in the field of curriculum and instruction. The discrepancies between the codings of the researchers and experts were detected. Afterwards, the reliability formula of Miles & Huberman (1994) was used. The results of the calculations showed that the reliability coefficient for each field was over 80%. Reliability coefficient for the opinions of the researchers and the first expert is shown in Table 1.

Table 1

Reliability Coefficient Between the Researchers and the First Expert

	Opinion Association (OA)	Opinion Separation (OS)	Total Opinion	Reliability formula of Miles and Huberman OA/(OA+OS)
Aims	23	0	23	100%
Objectives	81	1	82	98%
Learning Domain	48	4	52	92%
Matching of Aims and Objectives	47	0	47	100%
Total	199	5	204	97%

As seen in Table 1, the reliability coefficient between the opinions of the researchers and the first expert was calculated as 97% in total. Reliability coefficient for the opinions of the researchers and the second expert is shown in Table 2.

Table 2

Reliability Coefficient Between the Researchers and the Second Expert

	Opinion Association (OA)	Opinion Separation (OS)	Total Opinion	Reliability formula of Miles and Huberman OA/(OA+OS)
Aims	23	0	23	100%
Objectives	80	1	81	98%
Learning Domain	51	4	55	92%
Matching of Aims and Objectives	42	5	47	89%
Total	196	10	206	95%

As seen in Table 2, the reliability coefficient between the opinions of the researchers and the second expert was calculated as 95% in total. Reliability coefficient for the opinions of the first and the second expert is shown in Table 3.

Table 3
Reliability Coefficient Between the First and the Second Expert

	Opinion Association (OA)	Opinion Separation (OS)	Total Opinion	Reliability formula of Miles and Huberman OA/(OA+OS)
Aims	23	0	23	100%
Objectives	80	2	82	97%
Learning Domain	49	5	54	90%
Matching of Aims and Objectives	42	5	47	89%
Total	194	12	206	94%

As seen in Table 3, the reliability coefficient between the opinions of the first and the second expert was calculated as 94% in total. If the reliability coefficient is more than 70%, it is considered as reliable (Miles & Huberman, 1994). Therefore, reliability coefficients for the opinions of the researchers and the experts are an important indicator for the reliability of the research.

Separate tables were formed for each research question within their own scopes, categorized as social adaptation, social norms and individual responsibility under the theme of socialization; democracy culture and rights and freedoms under the theme of democratic values; multicultural education under the theme of multiculturalism. These themes were categorized according to cognitive, affective and psychomotor learning domains and analyzed. The aims and the objectives analyzed in the table can fall into more than one theme and learning domain. For instance, the first aim of “Social Studies” course curriculum which is “It is aimed that students are raised as citizens who love their country and nation, know and use their rights, fulfill their responsibilities, have national consciousness as a citizen of the Republic of Turkey” fall into the themes of social adaptation, social norms, individual responsibility, rights and freedom; and involves both cognitive and affective learning domain. This means that the numbers in the "total" lines on the tables can exceed the total aims and objectives of the curricula.

Within the scope of the third research question, a table matching the aims and objectives was formed in accordance with the first and second research question themes. Then, it was calculated how many objectives were written for the aims in the context of related themes. For instance, the second aim of “Social Studies” course curriculum is about social adaptation, democracy culture and multicultural education. It is seen that there is no objective that is related to social adaptation and falls under the second aim; there are three objectives that are related to democracy culture and fall under the second aim; there is one objective that is related to multicultural education and falls under the second aim, and the number of objective is written opposite the aims.

Limitations of the Study

This study is limited to the curricula of the “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses published by the Ministry of

National Education (MoNE) in 2017 and themes of socialization, multiculturalism and democratic values (MoNE, 2017a; MoNE, 2017b; MoNE, 2017c).

Results

Findings regarding the research question: “To what extent do the aims of “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses curricula include socialization, multiculturalism and democratic values and which learning domain do these aims fall into?”

The distribution of the aims of primary education curricula according to the themes is shown in the table below.

Table 4

Distribution of the Aims of Primary Education Curricula According to the Themes

	Themes																	
	Socialization						Democratic Values						Multiculturalism					
	Social Adaptation			Social Norms			Individual Responsibility			Democracy Culture			Rights and Freedoms			Multicultural Education		
Learning Domain	C	A	P	C	A	P	C	A	P	C	A	P	C	A	P	C	A	P
Life Science	1	6	1	-	-	-	2	3	1	-	-	-	-	-	-	-	1	-
Total	8			-			6			-			-			1		
Social Studies	7	6	-	4	3	-	3	3	-	5	5	-	3	3	-	2	3	-
Total	13			7			6			10			6			5		
Human Rights, Citizenship and Democracy	-	7	-	-	1	-	1	4	-	1	5	-	2	4	-	-	3	-
Total	7			1			5			6			6			3		
Learning Domain in Total	8	19	1	4	4	-	6	10	1	6	10	-	5	7	-	2	7	-
Overall Total	28			8			17			16			12			9		

Learning Domain C: Cognitive, A: Affective, P: Psychomotor

Table 4 shows that the themes of social adaptation and individual responsibility related to socialization stand out and affective skills are highlighted in the aims of “Life Sciences” course curriculum. There are not any aims related to social norms under the theme of socialization; democracy culture, rights and freedoms under the theme of democratic values. There is only one aim related to multicultural education which is

“He/She loves his/her country and is willing to keep historical and cultural values alive”. It can be argued that affective skills stand out in the curriculum in which the aims related to social adaptation and individual responsibility are predominant. Values such as social norms, respect for human rights, tolerance, justice and freedoms related to the students' ability to live in a democratic environment are mainly acquired in “Life Sciences” courses in primary education, which is the first step of formal education. Considering that some aims fall under more than one theme in the curriculum, in which there are 14 aims in total, it can be said the fact that there are not any aims related to social norms, democracy culture, rights and freedoms and there is only one aim related to multicultural education is an important deficiency.

The theme of social adaptation related to socialization stands out and cognitive and affective skills are highlighted; the theme of democracy culture related to democratic values stands out and cognitive and affective skills are highlighted; there is a limited number of aims for multicultural education related to multiculturalism in the aims of “Social Studies” course curriculum. It can be argued that cognitive and affective skills stand out in the curriculum in which the aims related to social adaptation and democracy culture are predominant; the number of aims related to multiculturalism is less and less sufficient than the number of aims related to socialization and democratic values. Considering that there are some aims falling under more than one theme in the curriculum in which there are 18 aims in total, it can be said that the number of aims related to multicultural education is low and inadequate.

The themes of social adaptation and individual responsibility related to socialization stand out and affective skills are highlighted; the themes of democracy culture and rights and freedoms related to democratic values stand out and affective skills are highlighted in the aims of “Human Rights, Citizenship and Democracy” course curriculum. There appears to be a limited number of aims for social norms related to socialization and multicultural education, which is related to multiculturalism in return in the curriculum. It can be argued that affective skills stand out in the curriculum in which the aims related to social adaptation, democracy culture, rights and freedoms and individual responsibility are predominant; the number of aims related to multicultural education is less than the number of aims related to socialization and democratic values. There is only one aim related to social norms which is “It is aimed that students support the protection and development of rights and freedoms following the rules” in “Human Rights, Citizenship and Democracy” course curriculum. Considering there are some aims falling under more than one theme in the curriculum in which there are 10 aims in total, it can be said that the number of aims related to social norm and multicultural education is low and inadequate.

It draws attention that the aims of primary education curricula are directed mostly towards socialization and rarely towards multiculturalism. There are only two aims for psychomotor skills in the curricula in which the aims towards improving cognitive and affective skills are predominant within the scope of related themes. This indicates that the aims of the curricula are mostly at the level of knowledge and directed at the attitudes, interests and values of students. It is important that the curricula include aims for psychomotor skills so that students can master the learning outcomes they achieve at the cognitive and affective level and apply them in their lives. The fact that

there is a limited number of psychomotor skills in primary education curricula and that they mostly consist of cognitive and affective skills is an important deficiency.

Findings regarding the research question: “To what extent do the objectives of “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses curricula include socialization, multiculturalism and democratic values and which learning domain do these objectives fall into?”

The distribution of the objectives of primary education curricula according to the themes is shown in the table below.

Table 5

Distribution of the Objectives of Primary Education Curricula According to the Themes

Learning Domain	Themes																	
	Socialization						Democratic Values						Multiculturalism					
	Social Adaptation			Social Norm			Individual Responsibility			Democracy culture			Rights and Freedoms			Multicultural Education		
	C	A	P	C	A	P	C	A	P	C	A	P	C	A	P	C	A	P
Life Science	3	26	7	2	11	3	7	19	8	1	2	-	-	2	-	2	4	-
Total	36			16			34			3			2			6		
Social Studies	4	11	1	-	2	-	1	10	3	8	4	-	8	7	-	18	4	-
Total	16			2			14			12			15			22		
Human Rights, Citizenship and Democracy	5	4	-	3	3	-	4	1	-	10	4	-	11	4	-	3	2	-
Total	9			6			5			14			15			5		
Learning Domain in Total	12	41	8	5	16	3	12	30	11	19	10	-	19	13	-	23	10	-
Overall Total	61			24			53			29			32			33		

Learning Domain C: Cognitive, A: Affective, P: Psychomotor

Table 5 shows that the themes of social adaptation and individual responsibility related to socialization stand out and affective skills are highlighted in the objectives of “Life Sciences” course curriculum. It is noteworthy that the number of objectives for democracy culture and rights and freedoms related to democratic values and multicultural education related to multiculturalism is very small. It is seen that although there are not any aims for social norms, democracy culture and rights and freedoms in “Life Sciences” course curriculum, there are some objectives for these themes, even if they are limited, in the curriculum. This indicates that there is a mismatch between the

aims and objectives. Objectives such as “LS.1.3.6. He/She follows dining etiquette while eating” related to social adaptation and social norm; “LS.2.2.4. He/She realizes his/her duties and responsibilities at home” related to individual responsibility; “LS.3.1.7. He/She expresses demands and needs related to the school in a democratic way in the school environment” related to rights and freedoms; “LS.2.5.7. He/She respects the lifestyles and habits of people from different cultures living in our country” related to multicultural education can be given as an example. It can be argued that affective skills stand out in the curriculum in which the objectives related to social adaptation and individual responsibility are predominant. Considering that some objectives fall under more than one theme in the curriculum in which there are 143 objectives in total, it can be said that the number of aims related to social norm, democracy culture, rights and freedoms and multicultural education is low and inadequate. In the light of findings, it can be concluded that the number of objectives related to social adaptation, social norms and individual responsibility is sufficient in terms of socialization; however, the number of objectives related to democracy culture and rights and freedoms is insufficient in terms of gaining democratic values and the number of objectives related to multicultural education in terms of multiculturalism in “Life Sciences” course curriculum.

The number of objectives for social adaptation, social norms and individual responsibility related to socialization is small and affective skills stand out; the number of objectives for culture of democracy and rights and freedoms related to democratic values is small and cognitive and affective skills stand out; the number of objectives for multicultural education related to multiculturalism is small and cognitive skills stand out in “Social Studies” course curriculum. Objectives such as “SS.4.1.5. He/She respects the different characteristics of other individuals” related to social adaptation, democracy culture and multicultural education; “SS.5.4.5. He/She acts in accordance with scientific ethics in his/her studies” related to social norm and individual responsibility; “SS.6.1.5. He/She argues that solutions to a problem should be based on rights, responsibilities and freedoms” related to individual responsibility, democracy culture and rights and freedoms can be given as examples. It can be argued that cognitive and affective skills stand out in the curriculum and the objectives related to social norms are insignificant. Considering there are some objectives falling under more than one theme in the curriculum in which there are 134 objectives in total, it can be said that the number of objectives related to social adaptation, social norms, individual responsibility, democracy culture, rights and freedoms and multicultural education low and inadequate. In the light of findings, it can be concluded that the number of objectives related to social adaptation, social norms and individual responsibility is insufficient in terms of socialization; the number of objectives related to democracy culture and rights and freedoms in terms of gaining democratic values and the number of objectives related to multicultural education in terms of multiculturalism in “Social Studies” course curriculum. Furthermore, while the number of objectives related to socialization skills decreases, the number of objectives related to democratic values and multiculturalism increases in “Social Studies” course curriculum when compared to “Life Sciences” course curriculum. This indicates that democratic values and multiculturalism are more predominant in “Social Studies” course compared to “Life Sciences” course.

The theme of social adaptation related to socialization stands out and cognitive skills are highlighted; the themes of democracy culture and rights and freedoms related to democratic values stand out and cognitive skills are highlighted in the objectives of "Human Rights, Citizenship and Democracy" course curriculum. It is noteworthy that the number of objectives for social norms and individual responsibility related to socialization, and multicultural education related to multiculturalism is very small. Objectives such as "HR.4.4.3. He/She looks for reconciliation ways to solve disagreement" related to social adaptation; "HR.4.5.2. He/She evaluates the effect of the rule on the relationship between freedom and right" related to social norm, democracy culture and rights and freedoms; "HR.4.6.4. He/She explains the responsibilities of being a citizen" related to individual responsibility; "HR.4.3.3. He/She knows that people are equal in terms of rights and freedoms" related to democracy culture, rights and freedoms and multicultural education can be given as an example. It can be argued that cognitive skills stand out in the curriculum in which the objectives related to social adaptation, culture of democracy and rights and freedoms are predominant. Considering there are some objectives falling under more than one theme in the curriculum in which there are 29 objectives in total, it can be said that the number of objectives related to social norms, individual responsibility and multicultural education is low and inadequate. In the light of findings, it can be concluded that the number of objectives related to social adaptation, social norm and individual responsibility is sufficient in terms of socialization, and the number of objectives related to democracy culture and rights and freedoms in terms of gaining democratic values; however, the number of objectives related to multicultural education is insufficient in terms of multiculturalism in "Human Rights, Citizenship and Democracy" course curriculum. Additionally, it is noteworthy that the number of objectives related to democratic values increases in "Human Rights, Citizenship and Democracy" course curriculum when compared to "Life Sciences" and "Social Studies" course curricula.

It draws attention that the objectives of primary education curricula are directed mostly towards socialization and rarely towards multiculturalism. There is a limited number of objectives for psychomotor skills, as in the aims, in the curricula in which the objectives directed at improving cognitive and affective skills are predominant within the scope of related themes. This indicates that the objectives of the curricula are mostly at the level of knowledge and aimed at the attitudes, interests and values of students. It is important that the curricula include aims for psychomotor skills so that students can master the learning outcomes they achieve at the cognitive and affective level and apply them in their lives. The fact that there is a limited number of psychomotor skills in primary education curricula and that they mostly cover cognitive and affective skills is an important deficiency.

Considering there are some objectives falling under more than one theme in primary education curricula in which there are 306 objectives in total, it can be said that the number of objectives related to social adaptation, social norm, individual responsibility, democracy culture, rights and freedoms and multicultural education low and inadequate. It can be concluded that, in total, the number of objectives related to social adaptation, social norm and individual responsibility is sufficient in terms of socialization; however, the number of objectives related to democracy culture and rights and freedoms is insufficient in terms of gaining democratic values and the number of

objectives related to multicultural education in terms of multiculturalism in primary education curricula.

Findings regarding the research question: “How do the aims and the objectives of “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses curricula match within the scope of socialization, multiculturalism and democratic values?”

The table that matches the aims and the objectives of “Life Sciences” course curriculum according to the themes is shown below.

Table 6

Matching Table of the Aims and the Objectives of “Life Sciences” Course Curriculum According to the Themes

		Socialization				Democratic Values				Multiculturalism	
		Social Norm		Individual Responsibility		Democracy Culture		Rights and Freedoms		Multicultural Education	
A	R	A	R	A	R	A	R	A	R	A	R
2	8	-	4	4	-	-	1	-	2	12	1
3	9			5	2					-	3
7	4			6	21						
9	2			9	3						
12	3			13	3						
13	3			-	2						
14	1										
-	4										

A: Aim No, R: The Number of Related Obj.

Table 6 shows that the number of objectives falling under the sixth aim related to individual responsibility is 21, which is the highest; and the number of objectives falling under the 14th aim related to social adaptation and the 12th aim related to multicultural education is 1, which is the lowest. There are no objectives written for the fourth aim related to individual responsibility within the scope of the related theme. Some objectives do not fall under any aims. For instance, the objective of “LS.3.1.7. He/She expresses demands and needs related to the school in a democratic way in the school environment” does not fall under any aims. In this respect, there is not an equal distribution in the number of objectives for the aims in “Life Sciences” course curriculum within the scope of related themes.

The table that shows the match between the aims and the objectives of “Social Studies” course curriculum according to the themes is below.

Table 7

Matching Table of the Aims and the Objectives of “Social Studies” Course Curriculum According to the Themes

		Socialization				Democratic Values				Multiculturalism	
Social Adaptation		Social Norm		Individual Responsibility		Democracy Culture		Rights and Freedoms		Multicultural Education	
A	R	A	R	A	R	A	R	A	R	A	R
1	3	1	-	1	4	2	3	1	8	2	1
2	-	3	1	6	3	3	1	3	1	4	9
6	1	15	-	11	3	9	-	15	7	17	1
11	3	16	1	12	1	14	1	18	-	-	4
13	2			-	1	15	8	-	1		
15	4					16	2				
16	3										
-	1										

A: Aim No, R: The Number of Related Obj.

Table 7 shows that the number of objectives falling under the fourth aim related to multicultural education is 9, which is the highest; the number of objectives falling under the sixth aim related to social adaptation, the third and the 16th aims related to social norm, the 12th aim related to individual responsibility, the third and the 14th aims related to culture of democracy, the third aim related to rights and freedom and the second aim related to multicultural education is 1, which is the lowest. There are no objectives written for the second aim related to social adaptation, the first and the 15th aims related to social norms, the ninth aim related to democracy culture and the 18th aim related to rights and freedoms within the scope of related themes. Some objectives do not fall under any aim. For instance, the objectives of “SS.4.1.4. He/She puts himself/herself into other individuals’ shoes with different characteristics”, “SS.6.2.6. He/She explains the role of historical trade routes in international political, cultural and economic relations”, “SS.7.7.1. He/She gives an example of international organizations which Turkey is a member of” and “SS.7.7.3. He/She questions the stereotypes that he/she has towards other cultures” related to multicultural education do not fall under any aims. In this respect, there is not an equal distribution in the number of objectives for the aims in “Social Sciences” course curriculum within the scope of related themes.

The table showing the match between the aims and the objectives of “Human Rights, Citizenship and Democracy” course curriculum according to the themes is below.

Table 8

Matching Table of the Aims and the Objectives of “Human Rights, Citizenship and Democracy” Course Curriculum According to the Themes

		Socialization				Democratic Values				Multiculturalism	
Social Adaptation		Social Norm		Individual Responsibility		Democracy Culture		Rights and Freedoms		Multicultural Education	
A	R	A	R	A	R	A	R	A	R	A	R
1	1	7	4	2	-	4	4	2	2	1	1
4	2			3	1	5	-	3	3	6	-
5	-			4	-	6	-	4	3	9	1
6	1			7	1	8	-	7	2		1
7	2			9	-	9	1	8	-		
8	-				1	10	-	10	-		
9	4						3		4		
	1										

A: Aim No, R: The Number of Related Obj.

Table 8 shows that the number of objectives falling under the ninth aim related to social adaptation, the seventh aim related to social norms and the fourth aim related to democracy culture is 4, which is the highest; the number of objective falling under the first and the sixth aims related to social adaptation, the third and the seventh aims related to individual responsibility, the ninth aim related to democracy culture and the first and the ninth aims related to multicultural education is 1, which is the lowest. There are not any objectives written for the fifth and the eighth aims related to social adaptation; the second, the fourth and the ninth aims related to individual responsibility; the fifth, the sixth, the eighth and the 10th aims related to democracy culture; the sixth aim related to multicultural education within the scope of related themes. Some objectives do not fall under any aims. For instance, the objective of “HR.4.2.1. He/She realizes the relationship between rights, freedom and responsibility” related to both individual responsibility and democracy culture and rights and freedoms does not fall under any aims. In this respect, there is not an equal distribution in the number of objectives for the aims in “Human Rights, Citizenship and Democracy” course curriculum within the scope of related themes

Discussion and Conclusion

In the face of the situations creating inequality of opportunity, socialization, multiculturalism and democratic values have become significant concepts in today’s world, where many people from different social and cultural backgrounds live together. These concepts, whose values are increasing day by day in making people from different nations and cultures live in harmony and taking the society forward, are one the most important values that students should acquire. The emphasis on diversity and providing students with the opportunity to confront problems related to multiculturalism have beneficial effects on their cognitive and affective development (Astin, 1993). “Life

Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses constitute the most important courses through which socialization, multiculturalism and democratic values can be acquired. The results of the current study show that the aims and the objectives of primary education curricula are directed mostly towards socialization and rarely towards multiculturalism. The number of objectives related to social adaptation, social norms, individual responsibility, democracy culture, rights and freedoms and multicultural education is limited. It is concluded that, in total, the number of objectives related to socialization is qualitatively sufficient; however, the number of objectives related to democratic values and multiculturalism is insufficient in the curricula. It is seen that there is a limited number of aims and objectives for psychomotor skills and there is not enough emphasis put on multiculturalism and democratic values in the curricula in which aims and objectives for cognitive and affective skills are predominant within the scope of related themes. In addition, aims do not cover all the objectives and some objectives do not fall under any aims in the curricula.

Studies show that multicultural education is not at the desired level in Life Sciences (Akar & Keyvanoğlu, 2016) and Social Studies (Açıklalın, 2010; Akhan & Yalçın, 2016; Keskin & Yaman, 2014); multiculturalism is not sufficiently included in primary education curricula, especially in Life Sciences, Social Studies and Turkish course curricula (Cırık, 2008). Arslan (2009) points out that these results indicate that the Ministry of National Education does not have a multicultural education policy and, therefore, the curricula do not reflect multicultural education sufficiently. Consistent with these studies, our study demonstrates that the number of aims and objectives related to multiculturalism is insufficient and there is not enough emphasis put on multiculturalism in the curricula. However, curricula should make students become aware of their unquestioned cultural assumptions and the existence of other cultures around the world and encourage them to think critically about their own culture and other cultures (Kissen, 1989). Such education, which includes multiculturalism, provides better opportunities for intellectual development and social transformation simultaneously allowing teachers to transform classroom interactions (Juelis, 2009). It is seen that curricula that attach importance to diversity and perceive differences as cultural richness have a positive influence on students and society in general (Astin, 1993; Duster, 1993; Estrada, 2012; Kogler, 1999). For this very reason, curricula should include more multicultural objectives and content.

Studies in literature show that although the value of responsibility is one of the most notable concepts in Life Sciences (Candan & Ergen, 2014) and Turkish textbooks (Belet & Deveci, 2008; Doğan & Gülüşen, 2011), there is not a single objective related to democracy, rights and freedoms in Turkish course curriculum (Tunçbilek, 2011), and democratic values are partly included in Turkish textbooks (Kaşkaya & Turan, 2017). A similar situation is observed in the acquisition of democratic values. It is stated that although democracy is one of the most notable concepts in Social Studies textbooks (Berkant & Atmaca, 2013), Social Studies curriculum is insufficient in terms of content about human rights and democracy education (Aydeniz, 2010). Consistent with these studies, our study demonstrates that the number of aims and objectives related to democratic values is insufficient in the curricula. Given the number of children in need of special education in the educational system in Turkey, curricula need to focus on

providing democratic values in order for them not to be excluded from the society and be marginalized. Linton (1998), disability studies scholar, points out that although people with disabilities have symptoms which are scary, painful, difficult to manage, the real challenge is not the disability itself but to resist the strategies that keep them from their rights and opportunities and the pursuit of pleasure. The best way to preserve and maintain democracy and human rights in a society is to educate people at early ages to be democratic and respect other people's rights (Gündoğdu & Yıldırım, 2010). Therefore, there is a need for the values and skills related to rights and freedoms, democracy culture and multicultural education to be emphasized more in primary education curricula. Values related to rights and freedoms, democracy culture and multicultural education should not only be theoretically taught in the books; they should also be actively applied and put into practice (Dolanbay, 2011). Application-oriented and experience-centered methods should be used in order for students to gain desired behaviors and attitudes. Students should also receive help to learn these values by experiencing them (Yeşil & Aydın, 2007). The fact that “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses are particularly related to real life requires students to put themselves out there in life.

It is important that curricula should offer equal opportunities for everyone and should not include contents that exclude and marginalize students (Grant & Sleeter, 2007). Dilemmas of differences can only be solved if curricula encompass the members of all groups in a society similarly. And the legitimacy of multicultural practices can only be achieved if they are determined in a democratic way and not enforced by the more powerful (Olneck, 2011). However, as our study shows that the number of aims and objectives related to democratic values and multiculturalism is limited in the curricula. These limited number of aims and objectives in the curricula is not enough for students to be able to gain democratic values and gain a broad perspective on multiculturalism. Curricula should offer students the opportunity to learn how to assess and value differences and challenge them to “relate to the world around them and to the global world” (Veugelers, 2007). Learning activities should be organized to help children develop their values related to living in a democratic and multicultural society (Suh & Triager, 1999), and contents for multicultural education and democratic values such as equality before the law, respect for all people, tolerance and pluralism should be added in curricula. Within this context, “Life Sciences”, “Social Studies” and “Human Rights, Citizenship and Democracy” courses constitute the most important courses of primary education level, in which the phenomenon of living together is reinforced on the basis of love, respect and tolerance in a rapidly globalizing world. In these courses, emphasis on issues that reflect cultural diversity and include ethical and moral values of the society is very significant in terms of raising generations equipped with democratic values (Akhan & Yalçın, 2016).

As a result, it should be considered to add practical activities related to multiculturalism and democratic values in these courses in which students intensively learn the knowledge and skills about recognizing natural and social environments they live in and adapting to the society. It can be advised that contents are revised reviewing the curricula, contents that are contrary to multiculturalism and democratic values are sorted out and qualitative aims and objectives reflecting the whole cultural diversity are added taking opinions from all parts of society. It should be paid attention that aims

cover objectives and objectives are written for each aim while preparing aims and objectives of curricula. It can be suggested that aims and objectives to be added should be prepared mostly in social-affective and psychomotor learning domain in order for students to internalize these values, use them in their own lives and be example citizens. In this way, it is possible for students to integrate with each other as individuals who know their rights, freedoms and values, and take the society forward by internalizing these values.

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