

## Evaluation of the social studies course on Education Information Network (EBA) in accordance with the opinions of pre-service teachers

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### Suggested Citation:

Karagozolu, N., (2021). Evaluation of the social studies course on Education Information Network (EBA) in accordance with the opinions of pre-service teachers. *Cypriot Journal of Educational Science*. 16(3), 1244-1256. <https://doi.org/10.18844/cjes.v16i3.5844>

Received from January 01, 2020; revised from April 12, 2021; accepted from June 14, 2021.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus.

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### Abstract

The Fatih Project has been one of the big steps in the field of education in Turkey, which aims to reflect the developments in technology and communication to education. The Education Information Network (EBA), which was created in 2011 within the scope of the project, was put into service as an online platform for integrating technology with education. With the introduction of distance education in line with health and safety measures during the COVID -19 outbreak, the usage area and importance of the EBA has increased. Various courses and teaching materials suitable for all education levels was provided through this platform. The aim of the current study is to reveal the opinions of pre-service teachers about the social studies course delivered on the EBA during the pandemic process. Case study, one of the qualitative research models, was used in the current study. 25 pre-service social studies teachers who voluntarily participated in the study watched a total of 75 lessons delivered from July to October for 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> grade students and evaluated those lessons in terms of attention-drawing, motivation, teaching methods and techniques, teaching materials, evaluation and communication elements. "Course Evaluation Form" was used as data collection tool. Content analysis was carried out on the evaluations made by the teachers. According to the pre-service teachers, the attention-drawing phase of the social studies lessons delivered through the EBA was neglected in most of the lessons, and the teaching method was limited to the method of lecture, question-answer, and case method. In addition, it was determined that while the evaluation phase of the courses was insufficient, the use of teaching materials was sufficient. Some characteristics of the teachers who teach the lessons such as the tone of voice and body language were generally found to be sufficient.

Keywords: Education Information Network, social studies, teachers' opinions

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## 1. Introduction

Access to information has become independent from time and place and easier with the developments in the field of science and technology in the 21st century. Today, raising good people and good citizens who know the ways of accessing to information, who can produce/structure information, and who can contribute to the development of the society in which they live are among the main objectives of the education. Social Studies lesson is one of the lessons employed to achieve this goal. Social studies is a teaching program that combines information and methods from social sciences and humanities in order to raise effective citizens who can make informed decisions and solve problems in almost every changing country and world conditions (Öztürk, 2015: 4).

The vision of the Social Studies program is “to educate the citizens of the Republic of Turkey as modern, adopting Atatürk's principles and reforms, comprehending Turkish history and culture, equipped with basic democratic values and respectful to human rights, sensitive to the environment in which they live, interpreting information according to their experiences, forming, using and organizing it in a social and cultural context (thinking critically, creative, taking right decision), having social participation skills, knowing the methods that social scientists use in producing scientific knowledge, active in social life, productive, knowing their rights and responsibilities" (TTKB, 2004: 1). In line with this vision, in order to carry out effective social studies teaching, it is necessary for education to be planned, implemented and evaluated to create learning towards certain goals (Senemoğlu, 1997: 399). Teaching is the product of an advanced skill, well-planned time, careful preparation and systematic practice (Bilen, 1996: 31).

The first thing teachers have to do during the planning and implementation of the course is to draw the attention of the students to the course and to the outcomes. According to Wei, Wang & Klausner (2012) “Attention; since it is the main gatekeeper to process, store and retrieve information, learning cannot continue in its absence” (cited in Rosegard & Wilson, 2013: 5). According to Koç (2011: 413), it is necessary to attract the attention of the students and to maintain it for the learning take place because the processing and interpretation of knowledge begins with attention.

After the attention-drawing phase, it is necessary to inform the students about what they will learn and to raise interest and desire by explaining why they will learn; in other words, it is necessary to make the students feel the need to learn. This stage is the motivation stage. In motivation, it is emphasized how, where and in what situations in daily life the students can use the knowledge and skills they will learn in that lesson and the importance and necessity of the subjects to be covered (Akdağ, Bedir, & Demir, 2006: 3).

The methods and techniques to be implemented during the teaching of the subject and the outcomes and the use of teaching materials are also of particular importance in terms of the effectiveness of the teaching. The methods, techniques and materials to be used by a teacher in his lesson may vary depending on the students, outcomes, content, learning environment and time. The evaluation phase of the lesson is a very important step in the planning and implementation of the teaching in terms of providing feedback to the teacher and student about what has been learned.

In today, which is called the technology age, the use of technology in education has also become indispensable. FATİH Project has been one of the big steps in the field of education in Turkey, which aims to reflect the developments in technology and communication to education. The Education Information Network (EBA), which was created in 2011 within the scope of this project, was put into service as an online platform for integrating technology with education. The EBA has been defined as “an online social pedagogy platform designed by the General Directorate of Innovation and

*Educational Technologies to ensure that teachers, students, parents and school administrators can use information technologies effectively in their education and training process, to offer different, rich and educational content, to support the communication and interaction of all stakeholders, to bring all teachers together on a common ground in order to guide them in giving direction to education”* by Ministry of National Education (MoNE, 2016). The courses and teaching materials included on the EBA have been developed in order to meet the course needs of students who have been dismissed from school for a while due to various illnesses, natural disasters or different personal reasons (Tüysüz & Çümen, 2016: 283).

The event that made the EBA the focus of the education system was the COVID-19 outbreak. In this process, distance education was initiated in line with health and safety measures, and the sharing of lessons and various teaching materials was ensured through this platform. Education continued and should be sustained in all circumstances. Although there were some problems during the pandemic process, education and training services were provided remotely through online/offline learning-teaching environments created within the scope of the EBA in line with the conditions of the country.

The issues to be considered during the planning, teaching, preparation and use of teaching materials in face-to-face education are also valid for distance education. In this context, it is important and necessary to examine the deficiencies of the EBA course contents and to evaluate and criticize them in accordance with the opinions of the stakeholders in order to continuously improve them. When the studies on the Education Information Network are examined, there are studies in the literature regarding the level of use of the system by teachers and students and the overall evaluation of the system (Alabay, 2015; Tüysüz & Çümen, 2016; Tutar, 2015; Kartal, 2017; Çakmak & Taşkıran, 2017; Şahin & Erman, 2019). In addition to these, it has been observed that there are some studies in the literature regarding the evaluation of the teaching materials included in the EBA (Ateş, Çerçi & Derman 2015; İskender; 2016; Durmuşçelebi & Temircan, 2017; Erensayın, 2018). However, it was observed that there were a limited number of studies on the use and evaluation of the EBA course contents during the pandemic process (Kılıç, Koçak, 2019; Çiftçi & Aydın, 2020; Aydın, 2020), and no study evaluating social studies course contents in the literature was found. It is thought that the findings of the current study, which aims to determine the opinions of pre-service teachers regarding social studies course contents within the scope of the EBA, will contribute to the development of online/offline learning environments created by the Ministry of National Education. In line with the purpose of the research, the answers of the following questions were sought:

- ✓ What are the opinions of the pre-service teachers about the attention-drawing phase of the social studies lessons delivered through the EBA platform?
- ✓ What are the opinions of the pre-service teachers about the motivation phase of the social studies lessons delivered through the EBA platform?
- ✓ What are the opinions of the pre-service teachers about the methods and techniques used in the teaching of social studies lessons delivered through the EBA platform?
- ✓ What are the opinions of the pre-service teachers about the teaching materials used in the teaching of the social studies lessons delivered through the EBA platform?
- ✓ What are the opinions of the pre-service teachers about the evaluation phase of the social studies lessons delivered through the EBA platform?
- ✓ What are the opinions of the pre-service teachers about the communication ways (tone of voice, body language etc.) used by the teachers in the lessons delivered through the EBA platform?

## **2. Method**

### *2.1. Research Model*

Case study, one of the qualitative research methods, was employed in this study. Qualitative research is defined as the process of developing a field-specific explanation or theory by examining the meanings created by individuals (Özden & Saban, 2019: 5). The main purpose of case study is to discover the person or phenomenon in the original environment, to describe it in detail and to interpret it (Paker, 2015: 120). In the case study, each context is evaluated with an in-depth, detailed and holistic point of view, the differences that occur according to each context and their underlying reasons are explained and described to the reader or the relevant people (Akar, 2019: 146).

### *2.2. Participants*

Voluntarily participating, 25 pre-service social studies teachers who are studying in the 4<sup>th</sup> grade at Yozgat Bozok University were the study group of this research. Purposeful sampling method was employed in the selection of the participants. The purposeful sampling is used to select situations that contain rich information that will illuminate the questions studied in the research (Patton, 2018, 46). 4<sup>th</sup> year pre-service social studies students were selected because they have taken many lessons related to social studies and they had many practices in this field.

### *2.3. Data Collection and Analysis*

The data were collected through the “Course Evaluation Form” prepared by the researcher in consultation with a social studies teacher and two experts in the field of social studies education. The question form consisted of open-ended questions related to lesson planning and implementation stages:

- What are your opinions and thoughts about the attention-drawing phase of the lesson you watched?
- What are your opinions and thoughts about the motivation phase of the lesson?
- What are your opinions and thoughts about the methods and techniques used in the teaching of the lesson?
- What are your opinions and thoughts about the teaching materials used in the teaching of the lesson?
- What are your opinions and thoughts about the evaluation phase of the lesson?
- What are your opinions and thoughts about the communication used by the teacher (tone of voice, body language, etc.)?

The course materials examined in the study were 75 social studies lessons at the 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade level delivered through the EBA from 01.07.2020 to 22.11.2020. Each of the 25 pre-service teachers made an evaluation by examining 3 courses. In addition, the researcher examined and evaluated each lesson one by one, and obtained similar findings with the evaluations made by the pre-service teachers. Content analysis was carried out on the data obtained through the evaluation of the courses. Content analysis is the presentation of meanings hidden within the texts or transcripts or the messages intended to be given by following a certain systematic in the form of concepts and categories, and the qualitative and quantitative analysis of these concepts and categories (Güler, Halicioğlu & Taşkın, 2015: 43). In this regard, the data of the research were carefully prepared and coded. The findings in line with the predetermined themes of attention-drawing, motivation, teaching

methods and techniques, teaching materials, evaluation and communication items were presented and interpreted in tables. Since the aim in qualitative research is to reflect the perspectives of the participants, not the researcher (Özden & Saban, 2019: 8), direct quotations from the pre-service social studies teachers were presented by coding as T1, T2, T3...

### 3. Results

Table 1. Pre-service teachers' opinions about the attention-drawing phase of social studies lessons

<b>Attention-Drawing</b>			
<b>Not Included</b>	<b>Insufficient</b>	<b>Partially Sufficient</b>	<b>Sufficient</b>
32	11	10	22

It was determined that the attention-drawing phase was not included in 32 of the lessons evaluated by the pre-service teachers, and the attention-drawing activities in 11 lessons were found to be insufficient. Attention-drawing activities at the beginning of 10 lessons were partially sufficient, and 22 lessons were found to be sufficient in terms of attention-drawing. Sample expressions from the pre-service teachers regarding the attention-drawing phase of the lessons are presented below:

*T11: The teacher started the lesson by bouncing more than one orange in his hand and asked questions to the students. Thanks to this activity, he was able to attract the attention of the students by touching the model sphere on the table a few times, aiming to raise the curiosity of the students.*

*T12: There was no attention-drawing phase in the lesson. The teacher listed the topics he will cover and started the lesson directly. It would have been better if he played a related video first. It would make the student understand the subject to be covered. The fact that he only listed all the topics and directly started the lesson was poor in attracting attention.*

*T17: The teacher preferred to mention the topics covered in the previous lesson in the attention-drawing phase. I think the lesson is insufficient in terms of attracting attention.*

*T23: The teacher was not on the screen, only his voice was heard. The teacher started his lesson by saying to his student named Tonguç "Are we ready for our lesson, Tonguç". Nothing was done to attract attention.*

Table 2. Pre-service teachers' opinions about the motivation phase of social studies lessons

<b>Motivation</b>			
<b>Not Included</b>	<b>Insufficient</b>	<b>Partially Sufficient</b>	<b>Sufficient</b>
23	25	11	16

It was determined that the motivation phase was not included in 23 of the lessons evaluated by the pre-service teachers, and the motivation activities performed in 25 of the lessons were insufficient. This phase was generally occurred in the form of informing the student about the goal or expressing the subject to be covered, rather than making the student willing to. 11 lessons were partially sufficient, and 16 lessons were found sufficient in terms of motivation phase. Sample statements from the pre-service teachers regarding the motivation phase of the lessons are presented below:

*T8: There was not motivation phase of the lesson. It is a huge deficiency because the students will not know how they will benefit from the lesson they learn in their daily lives. Authorities of Ministry of National Education should be careful while shooting these videos.*

*T14: The teacher stimulated the students by saying what they would work on in that lesson, how they would encounter the subject they would cover in their normal lives and what they would learn. The motivation was made in a clear and understandable way for the students.*

*T19: The teacher informed students about the outcomes, but there was no motivation, so it is a huge deficiency. If the students do not know the reason why they need to know history, they do not know why they should learn, and they may say, "I don't need to listen to the lesson, what will it do for me?"*

*T20: The teacher put three stars on the board and said "If you listen to my lesson well and answer the questions I asked, you will earn exactly three stars from me. If you earn three stars, it means that you have listened to the lecture very well, and understood the subject very well. " He ensured that the students devoted themselves to the lesson and were motivated.*

Table 3. Pre-service teachers' opinions about the methods and techniques used in the teaching of social studies lessons

<b>Methods and Techniques</b>				
<b>Lecture Method</b>	<b>Question-Answer Method</b>	<b>Case Study Method</b>	<b>Trip Method</b>	<b>Demonstration Method</b>
75	45	17	5	3

It has been observed that the basic teaching method used in all 75 lessons evaluated by the pre-service teachers was basically lecture method. In addition to the lecture method, it was determined that the question-answer method (45 lessons), the case study method (17 lessons), the field trip method (5 lessons), and the demonstration method (3 lessons) were employed. Sample statements from the pre-service teachers regarding the methods and techniques used in the lessons are presented below:

*T1: Expository teaching approach was used. It is a widely used approach in online lessons. It was useful to have a lesson with a person besides the teacher. Question-answer technique was used. The use of case study has been effective in reinforcing the subject.*

*T3: The teacher spoke to the students from Mehmet Akif Ersoy's home. The lesson was taught by visiting this historical place. We can say that the lesson is taught using field trip and observation and lecture method.*

*T5: The teacher used presentation technique. Question-answer technique was also used. In the development part of the lesson, the teacher went out to the garden and showed how the excavation is done step by step. After that, a virtual museum tour was made. The legend of Midas was told by using a literary work.*

*T9: Lecture method and case study method were used as the teaching methods of the lesson. Mostly question-answer, and demonstration were the techniques used in the lesson. I think that the production of marbling art and the demonstration of local dishes may be of interest to the student.*

Table 4. Pre-service teachers' opinions about the teaching materials used in the teaching of social studies lessons

Teaching Materials	Number of Courses Used
Visuals (pictures, photographs, posters)	31
Video	28
Slide show	23
Papers, colored pencils, drawing pictures	16
Map	14
Literary work (poems, songs, folk songs, epics, letters, etc.)	13
Real object	7
Historical place	4
Sphere	3
Tables and graphs	3
Concept map	2

The most frequently used materials in the lessons were various visuals such as pictures, photographs, posters (31), videos (28), slide shows (23), maps (14) and literary works (13). It was observed that the teachers of 16 lessons were not seen on the screen, and the lessons were taught in the form of lectures on paper only with writing, drawing and visuals. The materials used in these lessons were paper, colored pencils, drawings and visuals. It was also observed that other materials such as real objects, historical place, spheres, tables and graphs, and concept maps were used in the lessons.

Table 5. Pre-service teachers' opinions about the suitability of the teaching materials used in the teaching of social studies lessons

Teaching Materials		
Insufficient	Partially Sufficient	Sufficient
16	22	37

16 of the 75 lessons evaluated by the pre-service teachers were found to be insufficient in terms of the suitability of teaching material. While 22 of the courses were partially sufficient, 37 courses were found to be sufficient in terms of the suitability of teaching materials. Sample statements from the pre-service teachers regarding the suitability of teaching materials used in the lessons are presented below:

*T11: Oranges were used for the instruction of parallel and meridian in the introduction part of the lesson. Then, a globe was used throughout the lesson. The materials used were very suitable for the lecture and will make the student curious.*

*T12: The videos were very successful and catchy, but the images were ordinary and boring. More vivid images could be used instead.*

*T16: Visuals suitable for the subject were shown during the lesson. The visuals used in the lesson help students comprehend the subject. Some part of the lesson was taught in a room of M. Akif Ersoy's house, which added a documentary atmosphere to the lesson.*

*T24: Presentations were used as visual materials in the lesson. Some pages contained too much written information, which was a missing aspect of the material. Video was used as another material in the lesson. Visual arousal in general is at a high level. Using concept maps on topics has been a good step for a positive learning process.*

Table 6. Pre-service teachers' opinions about the evaluation phase of social studies lesson.

<b>Evaluation</b>			
<b>Not Included</b>	<b>Insufficient</b>	<b>Partially Sufficient</b>	<b>Sufficient</b>
34	14	11	16

It was determined that 34 of the lessons analyzed by the pre-service teachers did not include the evaluation phase, and the evaluation activities were insufficient in 14 of them. While the activities in the evaluation phase of 11 courses were partially sufficient, it was sufficient in 16 lessons. Sample statements from the pre-service teachers regarding the evaluation phase of the lessons are presented below:

*T4: There was no evaluation part in the course again. He could ask students to write a mini story or memo and share it with their family.*

*T5: There is no evaluation, summarizing, homework assignment in the lesson. This is a huge deficiency. This approach does not give information about how much the students have learned. For example: a grid or a diagnostic tree could be used to measure the subject being covered.*

*T7: Testing and evaluation phase was the richest part of the course. Fill-in-the blanks, matching and multiple-choice questions were used. The questions were suitable and helped to reinforce the topic. Diversity in evaluation reinforced learning.*

*T8: No homework was given and no testing and evaluation was done. Definitely, there must have been a testing and evaluation phase to measure what and how much students had learned. It was one of the biggest deficiencies of the lesson. The students could be tested by a summary, diagnostic tree, or puzzle.*

Table 7. Pre-service teachers' opinions about the ways of communication (tone of voice, body language, etc.) used by the teachers in the lessons

<b>Ways of Communication</b>			
<b>The Teacher Were Not Seen</b>	<b>Insufficient</b>	<b>Partially Sufficient</b>	<b>Sufficient</b>
16	18	13	28

It was determined that in 16 out of the 75 lessons in EBA, the teacher were not seen on the screen. These lessons included visual elements, drawings on paper and auditory elements. These lessons were found to be sufficient in terms of sound element, but could not be evaluated in terms of body



language. When the lessons were evaluated in terms of the ways of communication used by the teacher, 18 courses were found insufficient by the pre-service teachers. While 13 lessons were partially sufficient in terms of teacher characteristics, 28 lessons were found to be sufficient. Sample statements from the pre-service teachers regarding the communication ways used in the lessons are presented below:

*T2: The teacher's tone of voice was always uniform. She used her body language correctly. However, I was a little bored because the tone of voice was always the same. I felt like an anchor was speaking, not the teacher.*

*T13: The teacher generally looked at the smart board, this situation prevented communication with the student. He mostly focused on the text projected on the smart board and only read the written information. The tone of voice was well adjusted. He lowered and raised the tone where necessary. He did not pay much attention to using gestures and facial expressions.*

*T15: The teacher's tone of voice was good, but he did not use his gestures and facial expression. In other words, he could not succeed in attracting attention of the students.*

*T23: The teacher's tone of voice was very suitable. He was speaking confidently. He displayed a calm and constantly smiling demeanor. He sometimes asked questions and used reinforcements such as "Well done, good job,".*

#### **4. Discussion**

Epidemics in Turkey and in the world have made distance education necessary. In addition to the synchronous lessons held within the scope of distance education, it has become important to prepare teaching materials that can be used individually for students to reinforce their learning. Thanks to these materials, students are provided with the opportunity to learn and reinforce the learned at any time and place. In the study conducted by Tüysüz & Çümen (2016), students stated the benefits of EBA lessons as reinforcing the subjects, preparing for exams and repeating the course.

There are some principles to be followed in the preparation and use of teaching materials. The issues that need to be considered during the planning, teaching, preparation and use of teaching materials in face-to-face education are also valid for distance education. This study aimed to determine the opinions of pre-service teachers about the social studies course delivered through the Education Information Network, which was put into service by the Ministry of National Education. The lessons were evaluated in terms of attention-drawing, motivation, methods and techniques, teaching materials, testing and evaluation phases, and teacher characteristics. According to the results of the research, it was determined that there were deficiencies in the attention-drawing, motivation and testing and evaluation phases of the lessons.

The first minutes of a lesson give us clues as to whether the lesson will be efficient or not. Because the duration of the students' follow-up can vary depending on the attention of the students, objectives of the subject, curiosity and the need for learning at the beginning of the lesson. Jepma et al. (2012) argued in their research that curiosity is a fundamental biological driving force and reason for learning. Curiosity is a mode of arousal caused by external stimuli that present conflict or uncertainty, and therefore, starting with a story or an intriguing material or activity, such as an unexpected question, puzzle or poem, draws students' attention and allows them to focus on the lesson (cited in Rosegard & Wilson, 2013: 3). It was determined that in the vast majority of the lessons evaluated in this study, there was no activity to attract the attention of the students within the introduction phase, and the teachers started the lesson in the form of greeting, introducing themselves, and teaching the subject to be covered. According to the results of the study conducted by Akdağ, Bedir, & Demir (2006), while the most used attention-drawing activity by teachers in Social Studies and Science lessons was greeting, the least used activity was telling an interesting current event, anecdote or story. In the study conducted by Çiçekçi & Sadık (2020), students stated that secondary school teachers tried to attract students' attention to the lesson by keeping silence during

the lesson and giving hints about questions that might be asked in the exam. Previous findings are consistent with the findings of the current study.

The second stage, in which students whose attention is attracted to the lesson are made eager to learn, is the motivation stage. According to Heafner (2004: 49), teacher-centered classroom does not offer many opportunities to motivate students and to make them interested in social studies content. Students have no motivation to learn social studies beyond the thought of "it will be on the exam", and often teachers sacrifice students' attention for content of the lesson. In the motivation stage, it is aimed to ensure that students need learning. The outcome of the lesson is associated with daily life. It is explained what the subject will do in daily life, why they should learn, why they should participate in the lesson in this phase. According to the findings of this study, in most of the lessons the teachers started the lesson directly by saying the subject of the lesson in the motivation phase. This situation was expressed as an important deficiency by pre-service teachers with the thought that it may affect the students' interest in the lesson negatively.

It was determined that the methods of lecture, question-answer and case studies were adopted mostly in the lessons. Ateş, Çerçi, & Derman (2015) evaluated the Turkish lessons videos on EBA, it was determined that the teachers taught the lessons with an informative attitude using lecture method in the Turkish course videos, and that different teaching methods and techniques required by constructivist teaching were not adopted. This finding is in line with the findings of this study. In the study conducted by Çelikkaya & Kuş (2009: 754), social studies teachers generally stated that they always use methods and techniques such as discussion, question-answer, brainstorming, demonstration, project, during face-to-face education, while methods and techniques such as utilizing reference person, field-trip method, lecture and drama was stated to be used less by the social studies teachers. According to pre-service teachers, the reason for the intense use of teacher-centered methods such as question-answer and lecture methods in the social studies lessons on EBA is that the inability to interact with the student in asynchronous learning limits the teacher in the choice of method and technique.

The use of visuals, maps, spheres, real objects, etc. that support the teaching method and make the learning more concrete was found to be appropriate and sufficient by the pre-service teachers while some presentations were criticized on grounds that they include intense knowledge. Videos, one of the most frequently used materials, were found to be suitable in terms of being appropriate for the learning outcomes and their adequate length. In addition, the use of historical places and literary works in some lessons was among the qualities that the pre-service teachers liked. Similar to the findings of the current study, Özkanal et al. (2020) focused on pre-service teachers' observations of EBA English lessons and revealed that pre-service English teachers appreciated some practices in EBA lesson, but they criticized them in terms of material and activity choices. In a study conducted by Aydın (2020) on EBA Turkish lessons, students expressed lack of time, rapid expression, inability to ask questions, insufficient number of questions and teacher change as the negative characteristics of the lessons.

If education is the process of creating desired behavioral change in an individual's behavior, evaluation is the process of revealing whether such behavioral changes occur in the light of previously determined criteria (Bilen, 1996: 8). The evaluation phase of the lesson reveals the level of learning and deficiency in learning. The teacher will make the decisions about the activities to be carried out, the methods and techniques to be applied, and the materials to be used in the next lesson in accordance with the outcomes of evaluation phase. Thus, measures will be taken against possible disruptions, errors will be corrected and deficiencies will be completed. According to the results of the study, most of the social studies courses ended without testing and evaluation phase. While answering multiple-choice and right-wrong questions, using a meaning analysis table in some lessons were found positive by the pre-service teachers, traditional evaluations and not employing alternative testing and evaluation methods and techniques were criticized qualities of the lessons.

EBA Social Studies lessons were also evaluated in terms of the communication elements of the learning-teaching process. In order to ensure effective teacher-student interaction in lessons, the teacher should try to establish mutual communication by encouraging participation, use transitional signs and symbols properly and correctly, and pay attention to eye contact, body language, gestures and mimics, tone of voice and intonation (Çağlar, 2009. 16). In this study, it was determined that pre-service teachers have positive opinions about the tone of voice and body language of the teachers during the teaching of many lessons. However, it was stated that some of the lessons in which the teacher did not appear on the screen and the lessons were taught by only some information, tables and drawings were found to be insufficient in terms of communication elements. In some lessons, it was stated that some behaviors such as the teachers' reading the text from the smart board rather than facing the screen, not making eye contact with the audiences, using the tone of his voice uniformly can cause the student to get bored, which may affect the learning negatively.

## 5. Conclusion and recommendation

According to the pre-service teachers, the attention-drawing phase of the social studies lessons delivered through the EBA was neglected in most of the lessons, and the teaching method was limited to the method of lecture, question-answer, and case method. In addition, it was determined that while the evaluation phase of the courses was insufficient, the use of teaching materials was sufficient. Some characteristics of the teachers who teach the lessons such as the tone of voice and body language were generally found to be sufficient.

The following implications based on the findings of this study are suggested:

- ✓ Lesson recordings to be shared on the Education Information Network should be prepared under the cooperation and guidance of experts from the Faculty of Communication and Education.
- ✓ Specific lesson videos under the guidance of experts should be included in the system instead of lessons prepared for commercial purposes, where the teacher is not visible on the screen.
- ✓ While determining the teacher of the lessons, care should be taken to ensure that he / she has sufficient knowledge and competence in communication.
- ✓ Care should be taken to arrange the environment in which the lessons takes place in accordance with the outcomes of the social studies lesson.
- ✓ Attention should be paid to avoid information intensity and to use interesting visual materials on the presentations.
- ✓ Care should be taken to ensure that the lessons are not delivered only in the form of presentation of knowledge and the lessons should not be limited to lecture and question-answer methods. In this context, the lessons should be supported by methods and techniques such as brainstorming, drama, six-hat thinking technique, demonstration adapted to the conditions of distance education
- ✓ Performing an attention-drawing activity about the topic of the lesson at the beginning may contribute to the students to follow the lesson until the end. A poem, an object, a song about the learning objectives of the lesson can be used to attract attention of the students.
- ✓ The motivation phase of the lesson should not be neglected, and necessary explanations should be given to make students interested in the subject, and to be able to associate the knowledge with their daily life.
- ✓ Testing and evaluation phase is an indispensable element of a lesson. At the end of each lesson, the teacher should ask the assessment questions to the students as if they were in the classroom, and give the answer after a short time. At the same time, it may be suggested to leave an unanswered question that will arouse curiosity of the students and lead them to the research.

This study is limited to examining the social studies courses recorded from July to October. It may be suggested to carry out evaluation studies according to the opinions of teachers, students, parents and academicians by increasing the number of lessons to be examined for further studies.

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