

Activity-Based Social Studies Teaching: An Investigation of Activity-Based Teaching of Responsibility as a Value

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ABSTRACT

The activity-based social studies teaching is a learning process which applies activities prepared according to knowledge, skills, values and achievements and makes students actively participate. One of the most important goals of the social studies course is the activity-based teaching process, which is one of the ways to raise effective, productive and participatory citizens. This research aimed to reveal students' thoughts on teaching the value of responsibility in the activity-based social studies teaching process and to determine its effects on gaining the value of responsibility to students based on the observations made in the course. Furthermore, the research was structured in accordance with the qualitative research methodology. Moreover, the study used data diversification to obtain detailed participant information. The fundamental data collection instruments utilized in this research encompassed a semi-structured interview questionnaire, visual study activities involving student products, an observation form, and a personal information survey. Furthermore, descriptive and content analysis techniques were used to analyze the data. According to the research results, in the social studies course, the responsibility value-based activity teaching process prepared for 5th grade students contributed to developing students' responsibilities and positive attitudes and behaviors. Students stated their responsibilities, such as participating in the lesson, fulfilling the task given in the lesson, studying, and speaking by taking the floor.

Keywords: Social studies, Activity-based teaching, Value, Values education, Responsibility

Etkinlik Temelli Sosyal Bilgiler Öğretimi: Bir Değer Olarak Sorumluluğun Etkinlik Temelli Öğretilmesi

ÖZ

Etkinlik temelli sosyal bilgiler öğretim süreci, bilgi, beceri, değer ve kazanımlara göre hazırlanan etkinliklerin uygulandığı ve öğrencilerin aktif katılım sağladığı bir öğrenme sürecidir. Sosyal bilgiler dersinin en önemli amaçlarından olan etkin, üretken ve katılımcı vatandaş yetiştirmenin yollarından biri de etkinlik temelli öğretim sürecidir. Çünkü bu süreçte etkinlikler aracılığıyla öğrencilerin olumlu tutum ve davranışlar sergilemeleri desteklediği ve aktif katılımcı bir öğrenme ortamı sunduğu için önemli olduğu düşünülmektedir. Bu araştırmanın amacı, etkinlik temelli sosyal bilgiler öğretim sürecinde, öğrencilerin sorumluluk değerinin öğretimine yönelik düşüncelerini ortaya çıkartmak ve derste yapılan gözlemlerden hareketle öğrencilere sorumluluk değerini kazandırmadaki etkilerini belirlemektir. Bu çalışma nitel araştırma yöntemine göre tasarlanmıştır. Ayrıca katılımcılardan ayrıntılı bilgi edinmek amacıyla veri çeşitlenmesi kullanılmıştır. Araştırmanın temel veri toplama aracı yapılandırılmış görüşme formu, görsel çalışma etkinliği (öğrenci ürünü), gözlem formu ve kişisel bilgi formundan oluşmaktadır. Verilerin çözümlenmesinde betimsel ve içerik analiz tekniği kullanılmıştır. Araştırmanın sonuçlarına göre sosyal bilgiler dersinde 5. Sınıf öğrencilerine yönelik hazırlanan sorumluluk değeri temelli etkinlik öğretim süreci, öğrencilerin sorumluluklarının geliştirilmesine, olumlu tutum ve davranışlar göstermelerine katkısı olmuştur. Öğrenciler derse katılma, derste verilen görevi yerine getirme, ders çalışma ve söz alarak konuşma gibi sorumluluklarını belirttiler.

Anahtar kelimeler: Sosyal bilgiler, Etkinlik temelli öğretim, Değer, Değerler eğitimi, Sorumluluk

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INTRODUCTION

Education is an event that affects social life. Individuals apply foundational knowledge, skills, and values acquired over the course of their social experiences. As a matter of fact, the teacher's knowledge, experience and ability to implement teaching methods and techniques play an effective role in teaching the necessary information to individuals through lessons at school. In this learning process, the question of how individuals can best learn knowledge, skills and values has an important place in social memory. In this process, the teacher has important duties and responsibilities at the point of teaching. The social studies course at schools is also of particular significance in teaching basic knowledge, skills, values and achievements and in raising effective and productive citizens. Social studies is a course at the forefront with its teaching approaches and systematic work structure, as well as having the field of social studies, education, social sciences and history (Singer, 2003; NCSS, 1994). According to another explanation, social studies includes information about the past and today's issues, especially economics, management, society, history and culture (Ogle, Klemp, McBride, 2007).

Social studies course both fundamentally carries citizenship skills and aims to raise responsible citizens sensitive to individual, social and environmental problems. Nevertheless, contemporary discourse surrounding the instruction of social studies courses persists, with emphasis placed on factors including the content of primary education programs, advancements in the field of education, the cultivation of intellectual skills, and the impact of historical subject (Ross, 2006). On the other hand, according to Barr, Barth & Shermis (2013), who clarify the nature of social studies and the teaching process, social studies is based on social sciences.

Activity-based teaching includes the activities that the student gains experience by doing and experiencing, and the student actively participates in the application process, and his/her interest increases. In addition, implementing a model based on an activity-based learning environment enriched by the social studies course positively affects the learning process. Courses with an activity-based learning environment contribute positively to

the development of students in different issues, such as problem-solving, creative thinking, communication, teamwork, and leadership skills, as well as supporting their success (Kelly, 2010). With activity-based teaching, the learning process of the course can turn into a remarkable, fun, positive energy, active participation, critical and creative environment and even offer an environment where students take on duties and responsibilities (Anwer, 2019).

In the social studies course, an activity-based classroom environment begins with good and constructive planning. Within the framework of this plan, it is important for the learning process to embody difficult concepts, internalize the learned values, and focus on the student's active participation in this process (Barth & Demirtaş, 1997). Thus, the subjects of the social studies course can become more fun in the activity-based teaching process and can produce effective solutions to individual, social and environmental problems thanks to the knowledge they have learned. It can also contribute to the formation of responsible behaviors. The question "What is the content of activity-based social studies teaching?" arises in this process. Namely, in the social studies course, an activity-based course includes the unit, purpose/goal, basic ideas, materials, activities, activity question, motivational activity, questions, transitions, summaries, practices and finally, homework (Singer 2003; Hoge, 2002). Particularly preceding the commencement of the application process, it is imperative to contemplate variables such as the student's aptitude, interest, preparedness, motivation, instructional tools and equipment, and classroom environment concerning the efficacy of the learning process. This is because people in society work in different jobs and have different abilities and lives; their learning styles are also different (Singer, 2003; Borich, 2017).

The scarcity of studies on activity-based social studies teaching in Turkey is noteworthy. Among the studies conducted, especially in the relevant literature, there are studies titled activity-based teaching of values (Aktepe, 2010), activity-based teaching at primary school (Kelly, 2010), activity-based teaching based on active learning (Camci, 2012), activity-based teaching according to teacher opinions (Öcal, 2012), activity-based teaching of cultural

heritage (Sağ, 2018), the effect of constructivist activities on learning processes (Durmaz, 2019), activity-based value education at primary schools (Tekin, 2019), and activity-based teaching and student motivation (Anwer, 2019). Apart from these studies, it is noteworthy that there are studies on the value, responsibility and teaching of responsibility, morality and responsibility (Rokeach, 1974; Ray, 1992; Hoge, 2002; Jung, 2004; Cappelán, Sorensen & Tungodden, 2010; Sihem, 2013; Bagozzi, Sekerka, Hill & Squera, 2013), which are more specific.

Drawing from pertinent literature, this study identified specific rationales for adopting an activity-based approach in the teaching of social studies. The first reason was the lack of a single answer to how knowledge, skills and values should be taught in social studies (Doğanay, 2015). Additionally, recent studies in the field of social studies showed that the course taught with activities offers a much more educational environment (Sever, 2020), has a positive effect on personality, character and moral development (Koçoğlu & Erdoğan, 2020), and a better understanding of students' behaviors. The reasons also included global problems experienced today, especially health problems (Covid-19), unfair justice practices, and corruption of values and depersonalization. In consideration of these justifications, the research concentrated on the realm of activity-based teaching, specifically emphasizing values within the social studies curriculum, with particular attention to the value of responsibility due to its correlation with human behaviour. Just as individuals must meet their basic vital needs to continue their lives, they must fulfil some of their duties and responsibilities (Golzar, 2006; Vincent, 2011).

In accordance with these elucidations, this study aimed to underscore the lucidity and significance of the subject matter, as well as delineate its boundaries. To achieve this, the value of responsibility in the social studies course underwent an illustrative application within the framework of activity-based social studies teaching. This research sought to elucidate students' perspectives regarding the instructional approach to imparting the value of responsibility within the activity-based social studies teaching process. Furthermore, the study aimed to assess the impact of this teaching method on students' acquisition of the value of

responsibility, grounded in observations made during the course. To achieve this primary objective, the investigation addressed the following questions:

1. What are the students' opinions about the activities implemented for the value of responsibility in the activity-based social studies teaching process?
2. In the activity-based social studies teaching process, what are the effects of the activities applied based on the observations made in the course on gaining the responsibility value of the students?

METHOD

Research Model

This study was structured in accordance with a qualitative research design, employing interview and observation tools as effective means of data collection. For this reason, the study used data diversification to obtain detailed information. Since this research aimed to teach the value of responsibility to 5th grade students through activities, it was suitable for the social context (Dick, 2004). The principal aim of information acquisition within this procedure was to elucidate individuals' cognitive frameworks concerning activities, their articulation of activity descriptions, and their perception of the world. Due to the nature of the research, it required going to a real environment and working there personally. In other words, the study applied activities to develop and solve the problem in this learning process. Also, the researchers asked participants some questions and collected data in line with the questions, as the thoughts and opinions of the participants were crucial in the process (Creswell, 2017). Since the research was conducted according to the activity-based social studies teaching process, data processes were actively and systematically based on multiple-question methods (Merriam, 2013).

Participants and Sample

The research's participant cohort constitutes the focal point of the investigation, purposefully formed to align with the research objectives. The sample for this study comprised 5th grade students attending a public secondary school in the city center of Yalova during the fall and spring semesters of the 2019-2020 academic year. Selected based on the overall

characteristics of the study group, the activity-based teaching process was executed for a subset of 15 students within the 5-A class at Secondary School A. Before starting the research, the researchers interviewed the teacher and the administration at the school and carried out some preliminary studies for the research. First of all, the researchers obtained information from the school administrators about the school's student profile and the school's physical conditions. Then, the researchers learned general information about the success level, grades, and socio-economic level of the students and families of the 5th grade students from the school's teachers. After the approval of acceptance, the researchers obtained the necessary legal permissions (decision document dated 20.02.2020 and numbered 3785996) and carried out the implementation. Considering analysis of the characteristics of the students who participated in the study, there were 15 participants in total, 9 girls and 6 boys.

Data Collection Process

The researcher conducted the data collection process of this study meticulously in accordance with its objectives. A comprehensive action plan was devised by the researchers for the school and classroom settings where the

implementation occurred during the fall and spring semesters of the 2019-2020 academic year. First, the researchers conducted a 2-week observation process to get to know the school and the students and then continued the study plan. The researchers created the study plan according to a 12-week action plan. In this process, the researchers prepared responsibility-based activities by considering the learning achievements, student level, subject content, various teaching methods, techniques and tools, and then organized and finalized them in line with the opinions of the relevant field experts. The 5th grade social studies course is allocated 3 hours per week, and the activity-based teaching process was aligned with this timeframe. Consequently, the implementation phase spanned 12 weeks, totaling 36 hours. During this comprehensive duration, both the activity-based teaching sessions and observation processes were conducted. Throughout this period, the researchers employed activities rooted in the value of responsibility to address topics such as production, distribution, consumption, and effective citizenship within the social studies curriculum. Table 1 presents some headings from the study plan designed for the activity-based teaching of the value of responsibility in the social studies course.

Table 1. Some contents from the work plan

Learning area	Topics	Activity name
Production, distribution and consumption	Economic activities around us	1- Economy 2-I'm analyzing the photos 3- Opposing ideas
	Economic activities affect professions	1-Interpreting photographs 2- Which profession
	Economic and social life	1- Case study story 2- Watching videos 3- Case study (newspaper)
Active citizenship	Conscious consumer	1- Text reading 2- Matching 3- Cartoon
	Public service institutions	1-I'm analyzing the photos 2- Text reading 3- Photo review 4- Project production
	Management of where I live	1- Concept map 2-What the photographs tell 3- Text reading

Data Collection Tool

The researchers determined data collection tools as interview and observation methods in qualitative data collection tools.

The responsibility value semi-structured interview form prepared for the activity-based teaching process: The information obtained through the interview method in qualitative research makes important contributions to obtaining detailed information about the research results. Hence, the study employed a semi-structured interview format, a method chosen from various interview approaches. The researchers administered the interview form addressing the value of responsibility to 5th grade students in the school where the activity-based teaching process was implemented. During the formulation of the interview questions tailored for the activity-based teaching of the value of responsibility, the researchers conducted a comprehensive review of pertinent literature. Subsequently, they devised the questions based on the themes of achievement and responsibility, seeking the insights of five different experts from relevant fields (four subject matter experts and one language expert). The field experts examined the interview form in terms of language and spelling, meaning, achievement, and suitability for the subject and rearranged and finalized some questions. Two different question categories emerged in the interview form. These categories of questions are as follows:

1. Category of questions related to the cognitive structure of the responsibility value
2. Visual worksheet question category created for the responsibility value for the activity-based teaching process

The objective of this procedure was to systematically curate data for subsequent collection, refinement, and analysis, utilizing a semi-structured interview form. The observation form constituted one of the data collection instruments in this study. During the activity-based teaching process focused on the value of responsibility, researchers deliberately selected this data collection tool to acquire insights into students' positive attitudes and behaviors, facilitate comparisons among qualitative data, and gather in-depth information. The researchers used participant observation type in the observation method. In

particular, this observation method is more effective and beneficial when used in small groups, activity processes, repeated activities, active activities and in cases where there is no time limit (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2014). For this reason, the researchers started to conduct the observation process at the school where the activity-based teaching process was implemented to get to know the students, teachers and the environment. Then, they decided how the classroom where the activities would be applied would be observed and on what subjects observations would be made. For this purpose, when implementing the activities, the researchers made observations about the responsible behaviors of the students in and outside the classroom (at school or during breaks). Especially as a result of the activities with the students, to determine the attitudes and behaviors of the students towards their responsibilities, the researchers had an intensive observation process in three weeks, in the 4th, 5th and 6th weeks). The researchers carried out the observation process by himself/herself. In addition, the researchers prepared an observation form for the observation process and finalized it by consulting the opinions of three field experts on what to observe on which subjects. The observation form consisted of the descriptive observation dimensions (model) called "*space, activities, goals, feelings*", developed by Spradley (1980) on participatory observation.

Data Analysis

The study employed semi-structured interviews, observation tools, a qualitative data collection method, and the students' personal information form as fundamental instruments for data collection. Qualitative data analysis was conducted based on the following categories.

Data collection: In this investigation, the researchers systematically gathered data from 5th grade students enrolled in the school where the activity-based teaching process was conducted, adhering to a predetermined work schedule on a weekly basis.

Arrangement of data: The researchers collected the data after implementation and arranged them in a certain order. First, the researchers arranged the data on the interview questions and

then extracted and edited the data obtained during the observation process.

Summarizing the data: After collecting the data, the researchers edited, coded and placed the data in the prepared tables. The researchers gave particular significance to ensuring that the coding process was systematic and regular.

Interpretation of the data: After coding, the researchers placed the data in the tables. Then, the researchers systematically interpreted the data following the purpose of the study.

The researchers formed the type of analysis used in the qualitative data analysis in this study as follows according to the questions of the research and the data obtained from these questions.

1. The researchers used descriptive analysis techniques for the category of questions related to the visual worksheet created for the cognitive structure of the responsibility value and the responsibility value itself.
2. The researchers also analyzed the data from the observation form using descriptive analysis.

The fact that there is a variety of data in the research, that it provides strong evidence, and that it allows comparison between the data is extremely important in terms of the validity and reliability of the research. For this reason, it is important to determine the existence of certain words or concepts in a set of texts (Büyükoztürk et al., 2014). In particular, the descriptive analysis technique is summarized and interpreted according to the previously determined themes. In addition, direct

quotations are included in the descriptive analysis to dramatically reflect the views of the individuals interviewed or observed (Yıldırım & Şimşek, 2016). The researchers brought coded data together and merged them around some categories. Then, the researchers made tables in line with these categories since it was important to present the data in tables and support it with direct quotations to avoid clutter, present summary and general information, and satisfy the reader with explanatory statements. In addition, the researchers presented the codes with frequency (*f*) and percentage (%) values.

Validity and Reliability

To ensure the validity and reliability of this research, the researchers implemented some procedures such as consulting expert opinions, applying the direct quotation strategy from the data, data diversification, providing an external focus of control (field expert, researcher), compatibility of the codes in the categories, and providing detailed descriptive indicators. In the activity-based teaching process, the researchers implemented the activities prepared for the value of responsibility according to the work schedule and consulted weekly expert opinions. This process continued throughout the 12-week implementation period. The researchers were present both during the implementation of the activities and during the interview and observation process with the students. In this study, the researchers tested the reliability of the data obtained from the semi-structured interview form. Table 2 presents the reliability formula of Miles & Huberman (1994), which is frequently used, especially in qualitative research: Reliability = [Agreement/ (Total Agreement+ Disagreement)]x100.

Table 2. *Qualitative reliability result of the research*

Semi-structured interview questions	1. Codes of the researcher	2. Codes of the expert researcher	Percentage of agreement %
Questions in the cognitive structure based on responsibility value	25	21	91
Visual worksheet question created for responsibility value	28	26	93

To ensure the credibility of the data obtained during the observation process, the researchers carried out an observation process once a week

for students in the classroom and outside the classroom (at school, during breaks) at the school where the activity-based teaching

process took place. In this process, the researchers took short notes and then combined and edited these notes for analysis. The researchers received support from some field experts before and after the observation process. The researchers conducted the coding process for the observation data in a systematic, orderly, purposeful manner following the integrity of the subject. For this purpose, the researchers categorized the observation data according to the descriptive observation dimensions (model) named "*space, activities, goals, feelings*" developed by Spradley (1980) on participatory observation. In this observation process, the researchers presented the information obtained about the activities carried out for the value of responsibility, their reflection on the students' behaviours and the presence of the observed characteristics in the tables prepared according to the Spradley (1980) model of participatory observation dimensions.

Ethical Statement

This study was approved by Bursa Uludağ University Social and Human Sciences Research and Publication Ethics Committee (approval date: 13.02.2020). Participation in the research was based on the principle of voluntariness. In addition, the necessary legal permissions were obtained from the provincial directorate of Ministry of National Education and the research was carried out in coordination with the school administration.

FINDINGS

The researchers analyzed the data according to the research questions and, as a result, gave the findings in this section. In the qualitative findings section, the researchers gave tables created from the descriptive findings obtained according to the research questions and interpreted these tables. In addition, the researchers quoted the students' opinions and thoughts and supported the findings in the tables.

Findings and comments on qualitative data

Students' thoughts on the value of responsibility in the activity-based social studies teaching process

In the activity-based social studies teaching process, an activity-based learning process for the value of responsibility was carried out with 5th grade students. In this process, the researchers asked various questions about

responsibility. First, the teacher taught the course with responsibility-based activities according to the subjects of production, distribution and consumption in the social studies course and effective citizenship learning. Then, the researchers consulted the opinions of the students. The researchers asked students their thoughts on the concept of responsibility and received the following answers:

Responsibility

P4. "*Studying comes to my mind.*"

P7. "*I can say doing homework, listening to our teacher, being respectful, not saying bad words.*"

P9. "*Working, studying.*"

P11. "*I have responsibilities at school, for example, studying and similar things.*"

P13. "*Our responsibilities include making beds, doing homework, going to school, going to the grocery store and similar things.*"

Derived from the activities integrated into the activity-based teaching process focusing on the value of responsibility, researchers inquired about students' perceptions regarding responsibility. A prevalent theme across the majority of responses was centered on the notion of 'studying and setting an example through our behaviors.' It was positive that students expressed thoughts that responsibility was related to our behaviors.

Individual responsibility

P6. "*Our individual responsibilities are important, and we should do our responsibilities, and if we do not, we cannot be a good person.*"

P7. "*I like our responsibilities because we have to improve ourselves.*"

P8. "*Individual responsibility is the responsibility of each individual. Therefore, our responsibilities are important.*"

P9. "*Going to school and doing my homework are among my individual responsibilities.*"

The students stated that *doing something nice* about their individual responsibilities and *loving their family* were the most important. Students' explanations about individual responsibilities were positive. Still, it cannot be said that they produced sufficient thoughts on

this issue because they had difficulty producing cognitive knowledge about responsibility. However, they exhibited behaviors under their responsibilities with the activities performed.

Responsibilities in society

A subset of students' viewpoints regarding societal responsibilities within the activity-based teaching process of the value of responsibility is outlined below:

P4: "We should be respectful, we should not fight, we should not be rude."

P5: "It is to adapt to society and to be like them, that is, to set an example."

P6: "When we buy something, we shouldn't steal someone else's turn when there's a queue."

P8: "One of our social responsibilities is the common point of everyone, for example, to keep the environment clean."

P9: "Giving space to elderly people in the minibus."

P10: "When I enter society, I change my behavior accordingly. If I talk to an older adult, if he/she does not hear, I speak out loud and behave in this way in similar matters."

In the activity-based teaching process, students mostly expressed social responsibilities as *following the rules*. Then, they responded by *showing the right way and behaving respectfully*. As can be understood from these explanations, students knew that they had responsibilities in society.

Responsibilities at school

Some of the opinions of students about responsibilities at school in the activity-based teaching process are as follows:

P1: "Studying and attending classes at school are my responsibilities at school."

P2: "It is among my responsibilities to go to school, attend classes, and learn new things at school."

P5: "Following the rules of the school, keeping the school clean, fulfilling my duties at school, and taking care of school belongings are some of our responsibilities."

In the activity-based teaching process prepared about the value of responsibility, students expressed their responsibilities towards the school as *studying more, attending school,*

preparing for class and complying with school rules. As can be understood from these explanations, students' thoughts about their responsibilities towards the school were positive and more towards the lessons at school.

Responsibilities in the family

Some of the thoughts of the students about responsibilities in the family in the activity-based teaching process prepared about the value of responsibility are as follows:

P1: "I have a lot of respect for my family."

P4: "If I disrespect my family, I may not be loved much."

P5: "Helping my family with a job is among my responsibilities."

P6: "To be respectful and to be good to the family."

P7: "Every child has responsibilities to his/her family."

P8: "I have responsibilities to my family; I do not defy them; I obey their words."

In the activity-based teaching process, students stated their responsibilities in the family as being *respectful to the family* in general. It was an expected situation that the students' answers about the family responsibilities were positive. As can be understood from these explanations, the responsibilities of the students in the family were mostly focused on respecting and helping the parents.

Responsibilities in the environment

In the activity-based teaching process prepared about the value of responsibility, students mostly responded by *not throwing garbage on the ground*, exhibiting appropriate behaviors in the environment, and *protecting nature* while defining environmental responsibilities. Some of the thoughts of the students about their responsibilities in the environment in the activity-based teaching process prepared about the value of responsibility are as follows:

P4: "To behave properly towards the environment, not to spit on the ground."

P5: "We must protect nature. We shouldn't throw garbage on the ground. We must warn the people who throw garbage on the ground."

P6: "Not throwing garbage on the ground, being respectful to nature."

P7: "We have responsibilities towards the environment. For example, keeping it clean, protecting nature, and telling people something about it. "

P8: "If I see garbage on the ground, I will remove it. If I see someone throwing garbage on the ground, I'll tell them not to throw it."

As can be understood from these explanations, students' responses to environmental responsibilities in the activity-based teaching process were positive. Students' responsibilities towards the environment: It was brought together within the scope of *environment, nature and clean areas.*

The role of responsibility in the activity-based social studies teaching process

Within the activity-based social studies teaching process, students conveyed that the value of responsibility held significant utility, contributing to a purposeful, aesthetically pleasing, and enjoyable learning environment. Additionally, students recognized responsibility as fostering confidence, effectiveness, and active participation. Exemplifying the thoughts encapsulated during the implementation of the activity-based teaching process designed for the value of responsibility, a selection of student perspectives includes

P1: "I found it very useful. Because responsibility means that we trust someone."

P2: "I found it good. It was great fun."

P4: "I found the teacher very good. S/he works just like we study our lesson."

From these responses, it is evident that students perceived the activity-based teaching process of the value of responsibility in the social studies course as engaging, enjoyable, and beneficial. The intentional design and execution of the learning process, incorporating diverse teaching methods and techniques, led to an enhanced level of active student participation. Students reported a positive reception, expressing enjoyment and increased interest and attention throughout the learning experience. Students being active in the course process and learning by doing and experiencing had a positive effect on their learning processes.

Teaching the value of responsibility

Students' answers to the question, "*Where should students be taught the value of responsibility in the activity-based social studies teaching process?*" differed. However, the students stated that they were in favor of teaching the value of responsibility at school and home. Some of the students' thoughts are as follows:

P1: "They teach us what responsibility is because we will have responsibilities in the future."

P2: "Responsibility should be taught to us students at school and explained well."

P6: "At home and school because it will set an example for children."

P7: "It should be taught at school and regularly."

P9: "It should be explained everywhere, and it should be explained properly."

P10: "I think it should be taught mostly at schools because we already perform some tasks to learn. Since this is a responsibility, I think it should be taught at school."

As can be understood from these explanations, the students explained that it would be more beneficial for students to teach the value of responsibility at school. As a matter of fact, children had such thoughts due to their age, and they reached such a conclusion due to their experiences at school and home environment.

Participation of public and non-governmental organizations in the activities in terms of the development of responsibilities

Students also learned the environment in which their responsibilities could develop in the activity-based social studies teaching process. The researchers asked students about their participation in the activities of public and non-governmental organizations, and only 5 out of a total of 15 students stated that they participated in such out-of-class activities. Some of the opinions of the students about their participation in public and non-governmental organization activities are as follows:

P1: "Yes, I did. In the organization, they told us a few things about recycling in the zero waste project and informed us."

P2: "I participated in folk dances, painting, and essay competitions."

P3: "I participated in the Republican run."

Based on these answers, the students participated in some public and non-governmental organization activities that would contribute to developing their responsible behaviors. However, it was not enough. Participating in such activities positively develops students' individual, social and environmental responsibilities. In addition, participating in public or non-governmental organization activities related to education can positively affect the development of *belonging, character development, social awareness, unity and solidarity* in students.

Findings and comments on the visual worksheet created by the students for the value of responsibility in the activity-based social studies teaching process

The researchers implemented an activity-based learning approach targeting the value of responsibility among 5th grade students. During this process, students translated their reflections on the activity-based teaching of the value of responsibility into visual representations using a dedicated visual worksheet. Furthermore, students depicted visuals and provided explanations for their thoughts. Subsequently, the researchers coded the students' reflections on the value of responsibility within the visual worksheets, interpreting and categorizing them. Table 3 presents the findings.

Table 3. Descriptive explanations of the responsibility value in the visual worksheets created by the students in the activity-based teaching process

Responsibility categories	Codes	Frequency (f)	Percentage (%)
Individual	Life itself	3	10.7
	Attending the lesson	1	3.5
	Doing homework	1	3.5
	Patience	1	3.5
	Being conscious	1	3.5
	Taking the floor by raising a hand	1	3.5
Family	Going to the grocery store	1	3.5
	Looking after animals	1	3.5
School	Studying at school	3	10.7
	Loving to read	1	3.5
	Fulfilling the task assigned at school	1	3.5
	Not hurting friends at school	1	3.5
Environment	Not throwing garbage on the floor	2	7.1
	Using the trash can	1	3.5
	Keeping the environment clean	1	3.5
	Having a garbage wheelbarrow	1	3.5
Society	Being respectful	1	3.5
	Collaborating	1	3.5
	Helping	1	3.5
	Keeping With Tradition	1	3.5
Total		25	100%

Table 3 presents the codes for the findings of the visual worksheets that emerged in the activity-based teaching process of the responsibility value. The researchers developed these categories entirely around the research questions and made them into a regular order

through codes. The thoughts of the 5th grade students about the value of responsibility in their visual studies were close to each other. In the activity-based teaching process in the social studies course, students tried to participate in the studies actively and completed the

worksheets given to them through activities such as interpreting visuals, role-playing, and drama. In this process, students tried to explain the value of responsibility through visuals. Thus, they visually explained the value of responsibility by combining the knowledge they learned in the lesson with the mind and imagination. Students' thoughts and comments on the value of responsibility in their visual worksheets are as follows: In the picture drawn by the student coded P5, s/he depicted a student who "tried to fulfil his/her environmental responsibilities and a person who aimed to collect the garbage and take it to the garbage can". The student correctly thought about responsibility and could convey it visually. Thus, the activity-based teaching process had a positive effect. Student P11 described a student trying to fulfil his/her responsibilities related to studying in his/her picture. The student described a person who tried to fulfil his/her responsibilities towards the school by drawing objects such as *notebooks, books, pens and tables*. On the other hand, the student coded P12 drew a student who tried to participate by taking the floor and listening to the lesson patiently. The student coded P4 drew an image describing the responsibilities in daily life. P6 also described a student who fulfilled his/her

responsibilities by doing homework. Students accurately described the concept of responsibility cognitively and visually, as understood from their thoughts on the visual worksheets in the activity-based teaching process of the value of responsibility.

2. Findings and comments on the observation process to determine the effects of the activities applied based on the observations made in the course on gaining the responsibility value of the students in the activity-based social studies teaching process

In the activity-based social studies teaching process, the researchers took the activities aimed at teaching the value of responsibility as a basis and made some observations in this process. As a result of the observation process, the researchers analyzed and interpreted the data descriptively. In this analysis process, they made coding systematically, regularly, fit for purpose, and per the integrity of the subject. Additionally, the researchers categorized the data obtained from the codes in a checklist according to the dimension (model) of 'space, activities, goals and feelings' (Spradley, 1980) In the findings in the observation process, if defined, the *yes* section was marked, if not defined, the *no* section was marked.

Table 4. Observation results for activity-based social studies teaching process

Dimension	Observation identified	Yes	No
	School rules are regular	✓	
	Boards are checked	✓	
	The environment is kept clean	✓	
	Surrounded by nature	✓	
	Classroom is ventilated	✓	
	Responsibility for classroom items is shared	✓	
	Garbage is collected		✓
	The schoolyard is suitable for play	✓	
	Sinks are used clean	✓	
	Fulfilling the duty of class president	✓	
	Classroom rules are clear	✓	
	Banners and slogans are protected	✓	
	The class library is in order	✓	
Space	EBA(Education information network) is being checked		✓
	The classroom board is being prepared for the lesson	✓	
	The schoolyard is suitable for out-of-class activity	✓	
	Responsibility for changing posters and boards		✓
	Keeping the desk tidy and clean	✓	

Table 4 presents the observation findings of the responsibility value in the activity-based teaching process. In order to determine the responsibilities of the students in the classroom and at school, the researchers conducted an observation process and, collected data in this

process and brought them together in the dimension of space. In this context, the responsibilities of the students regarding the dimension of space, which was the physical condition of the school and the classroom, were positive.

Table 5. *Observation results for activity-based social studies teaching process*

Dimension	Observation identified	Yes	No
Activities	Trying to be an exemplary role and model	✓	
	Participating in activities	✓	
	Using tools and equipment regularly		✓
	Doing homework regularly	✓	
	Paying attention to cleaning	✓	
	Bringing tools and equipment to the lesson	✓	
	Sharing in the lesson	✓	
	Group work	✓	
	Collaborating in class	✓	
	Distributing tasks	✓	
	Making a responsibility board	✓	
	Drawing responsibility visuals	✓	
	Checking homework	✓	
	Raising a hand to get a say	✓	
	Engaging in positive words and actions	✓	
	Lining up to eat	✓	
	Helping each other	✓	
	Showing love and respect for each other	✓	
	Complying with school rules	✓	
	Attending a play		✓
	Responsibility for controlling the material		✓
	Participation in activities with role and drama	✓	
	Finding solutions to problems	✓	
Critical thinking		✓	
Verbal discussions		✓	

Table 5 presents the observation results regarding the dimension of the activities carried out in the responsibility value-based learning process in the activity-based social studies teaching process. According to the 5th grade students' observation findings, 5th grade students tried to behave under their responsibilities. Also, the students tried to exhibit behaviors that could be appropriate roles and models in classroom observations, actively

participated in in-class activity activities, respected each other, took responsibility in the classroom and did their tasks on time. Moreover, they engaged in activities such as sharing, cooperating, and having verbal discussions in the learning environment where the activity-based social studies teaching process occurred. Additionally, they exhibited behaviors under their responsibilities in this process.

Table 6. Observation results for activity-based social studies teaching process

Dimension	Observation identified	Yes	No
Goals	Actively participating in activities	✓	
	Not polluting the floors in the classroom and at school		✓
	Using classroom items cleanly	✓	
	Attaching importance to personal cleanliness	✓	
	Trying to do his/her homework completely		✓
	Aiming to be an exemplary role model	✓	
	Exhibiting positive attitudes and behaviors	✓	
	Coming to class prepared	✓	
	Listening to each other	✓	
	Being positive	✓	
Willingness to take responsibility	✓		

Table 6 presents the observation results regarding the dimension of the goals carried out in the responsibility value-based learning process in the activity-based social studies teaching process. 5th-grade students performed their responsibility behaviors in accordance with a goal. The students had goals to improve their responsible behaviors in the studies they aimed and participated in during the learning process in which the activities took place. In particular, *they aimed to engage in appropriate*

behaviors such as participating in activities, being an exemplary role model, exhibiting positive attitudes and behaviors, being prepared for the lesson, being positive, communicating, sharing, and being willing to take responsibility. The students stated that they did not fulfil and sometimes forgot the responsibilities specified and defined in the goals titled *"Do not pollute the places in the classroom and at school or try to do their homework completely"*.

Table 7. Observation results for activity-based social studies teaching process

Dimension	Observation identified	Yes	No
Feelings	Apologizing when he/she does not do his/her homework		✓
	Expressing sadness	✓	
	Stating the importance of love and respect	✓	
	Blushing	✓	
	Not saying bad words	✓	
	Hoping to be together	✓	
	Reflecting responsibilities on behavior	✓	
	Making positive decisions		✓
	Stating the importance of love and respect	✓	
	Stating that he/she helps his/her parents	✓	
Listening to elders	✓		

Table 7 presents the results of the observations made in the activity-based social studies teaching process, in the responsibility value-based learning process, and in accordance with the feelings dimension. According to the observations made regarding the teaching of the value of responsibility in the activity-based social studies teaching process, the students had feelings such as *being happy, not saying bad words, stating the importance of love and respect* when trying to fulfill their responsibilities.

Some students exhibited behaviors such as *blushing and expressing sadness* in their facial expressions when they forgot or did not fulfil their responsibilities. In addition, students did not behave under the responsibilities in the feelings dimension of *apologizing and making decisions* when they did not do their homework. However, they sometimes stated that they forgot.

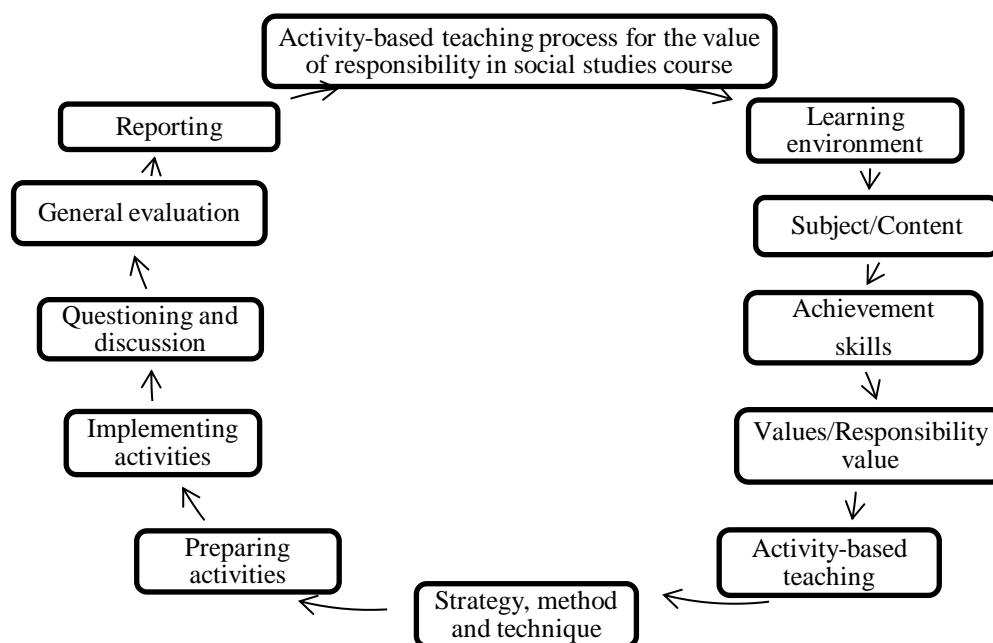


Figure 1. Activity-based social studies teaching model

Figure 1 presents a model that emerged from the teaching process of the activities prepared for the value of responsibility in the activity-based social studies teaching process. The researchers shaped the model completely according to the teaching process. The researchers designed and implemented activities to improve students' responsibilities in this teaching model. Throughout the process, the researchers tried to improve the responsibilities of the students thanks to the activities prepared with different methods and techniques. The students stated that they liked the teaching model very much, their interest increased, they behaved more consciously while fulfilling their responsibilities, and their awareness of their responsibilities improved.

DISCUSSION AND CONCLUSION

This section provides a comprehensive overview of the research findings, juxtaposed and discussed in light of existing literature. Furthermore, it formulates recommendations based on the results obtained through the activity-based teaching process for the value of responsibility within the social studies course. The value of responsibility in social studies courses is one of the values aimed to be taught directly. In particular, the value of responsibility is at the forefront with its psychomotor and affective skills and the cognitive-based teaching process. Considering the problems that have recently increased globally (epidemics, drought,

climate change, global warming, environmental disasters, cultural conflicts, human rights problems, clean food problems, security problems and others), the need for raising responsible individuals is increasing daily. This is because people who do not fulfil their responsibilities and have a weak sense of responsibility can cause many problems (such as the Covid-19 virus). For this reason, it becomes clear how important it is to provide responsibility training.

In the activity-based social studies teaching process, the results of determining students' thoughts about the value of responsibility

Based on the findings of this study, it is evident that the activity-based teaching process centered on the value of responsibility in the social studies course, specifically designed for 5th grade students, yielded positive contributions to the development of students' sense of responsibility. Furthermore, students exhibited favorable reflections on their accomplishments. Some students explained that they learned and reinforced the subject more easily due to the activities implemented. A study in the literature has found the activity-based teaching process of students quite entertaining (Durmaz, 2019.) This is because students learn values in this process, and the course process becomes fun and interesting. In addition, the learning process is embodied, and thus the students' success is positively affected (Aktepe, 2010).

The utilization of diverse instructional methods and strategies, including problem-solving skills, visual readings, drama, role-playing, cooperative learning, discussions, and technology integration within the activity-based teaching process, aligns coherently with the findings of this research. In accordance with Bonwell & Eison's (1991) argument, which posits that these pedagogical approaches contribute to enhancing students' learning motivation, the results of this study suggest positive effects on students' knowledge and affective skills concerning the value of responsibility within the educational environment where the activity-based teaching process was implemented. This convergence underscores the effectiveness of a multifaceted instructional approach in fostering both motivation and the acquisition of specific values among students (Güleç & Yalçın, 2020). In order to determine how the responsibility education given to students affects their sense of responsibility and behaviors, it may be useful to apply scales for the observation of responsibility behaviors (Özen, 2013). According to another study, school classrooms can improve individuals' responsibility-taking behaviors and thus have positive effects on the development of values and skills such as being respectful, taking responsibility, and decision-making in students' social relationships (Glasser, 2005)

The activity-based teaching process can improve students' responsibilities because in this learning process, where many active learning techniques are applied, students' experiences improve, and they establish active communication in friendship relationships (Parfitt, Forster & McGowan, 2011). In addition, due to the activities prepared for the value of responsibility in the social studies course, students' resting skills improve positively, and their social and environmental awareness increases (Doğan, 2008; Sezer & Çoban, 2016). According to the results of a study, school and society play an active role in children's development of responsibility behaviors (Ellenburg, 2001).

Additionally, students use time efficiently in the learning environment where activity-based teaching occurs in the social studies course. Indeed, through the acquisition of the responsibility concept, students demonstrate a heightened sense of responsibility,

subsequently manifesting appropriate behaviors (Topal, 2019). In alignment with findings from prior research, value-based activities have been identified to exert a positive influence on students' perceptions of values (Aytaçlı, 2018). Consequently, activities designed to instill the value of responsibility within the framework of activity-based teaching processes contribute to the enhancement of students' sense of responsibility, consequently bolstering their overall success and skills (Barth & Demirtaş, 1997; Barr et al., 2013; Batdı, 2014; Durmaz, 2019).

One noteworthy outcome of the study is that students expressed their impression that the learning process associated with generating thoughts on the value of responsibility was enjoyable, positive, noteworthy, motivational, and conducive to sharing. For this reason, enriching the content of character education and activities applied in today's modern understanding of society has an important effect (Hoge, 2002). According to the results of another research, all studies conducted in the activity-based teaching process indicate that it embodies the learning process and therefore affects students' responsibility-taking behaviors in terms of providing real-life experiences (Tekin, 2019), which supports the research results.

Another result of this research is that participation in out-of-class learning environments that would improve students' responsibilities and make them aware that they were a member of society was not at the desired level. Specifically, students reported minimal engagement in activities organized by public or non-governmental organizations. This could have an impact on students' social and environmental responsibilities. Encouraging students to participate in such activities can contribute to developing social and environmental responsibilities (Ünlü, 2019). Therefore, such activities support students' sense of responsibility, unity, solidarity, social awareness, temperament and personality development (Özçelik, 2019).

Results related to the visual worksheet created by the students for the value of responsibility in the activity-based social studies teaching process

On the other hand, another remarkable result of this research is the students' thoughts on the visual worksheets they drew about the value of responsibility. In this process, students associated responsibility with *life itself*. The outcomes of this study are consistent with a previous investigation wherein students expressed a inclination towards values related to the betterment of the environment, nature, and human relationships, in line with the conceptual framework proposed by Rokeach (1974). It should also be considered that students' responsibility behaviors may differ according to gender (Ileris, 2003). In a study conducted by Hughes (2001), women were more emotionally and socially capable of taking responsibility than men, and it was related to the nature of women and manifested itself concretely in the form of dependence on family.

The activity-based teaching process positively affects the development of students' responsibilities, performance, interests and attitudes (Batdı, 2014). In this process, students tried to realize that responsibility is a part of life. Considering the evaluations of the results related to this visual worksheet in general, the students combined their minds and imaginations and produced visuals and thoughts about the value of responsibility. Students were very satisfied with this learning process and found the activity-based teaching process *good, fun and useful*. Indeed, this learning process can also support the development of process skills such as *taking responsibility, product design, product creation and exhibition in students' leadership* skills. The outcomes of this study diverge from a previous research, conducted by Sezer & Çoban (2016), which identified seven distinct areas of responsibility integrated with various domains. This discrepancy highlights variations in the conceptualization and categorization of responsibilities between the two studies. In this study, students mostly produced thoughts about school responsibilities in their visual studies. When the students were asked to express their responsibility with a picture, they usually described them as children who did their homework at the cognitive level and fulfilled the given task. In addition, students stated that they used objects such as schools,

teachers, lessons, pens, books, and diplomas while visually expressing responsibility" (Karakuş, Kartal & Çağlayan, 2016, p. 15), which supports the results of this research. Therefore, students should be given responsibility appropriate to the age and their responsibilities should be developed and supported (Chamberlin, 1994). According to many researchers (Carnell, 2005; Güvenç, 2010; White, 1998), the teacher and the student's friends have an important influence on the acquisition of responsibility by individuals. Additionally, different teaching practices based on cooperation can contribute to students' acquisition of responsibility.

Observation results to determine the effects of the activities applied in the activity-based social studies teaching process on students' acquisition of the value of responsibility

In the activity-based teaching process, the data obtained from the observation results of the responsibility behaviors of the 5th grade students were categorized into four basic dimensions: *space, activities, goals, and feelings* (Spradley, 1980). As a result of the observation, the condition of the school and classroom was equipped to improve the responsibilities of the students. In particular, a school and classroom environment with rich content (material, physical condition, technology, environment, etc.) that will contribute to an activity-based teaching process can support students in learning the value of responsibility and engaging in positive attitudes and behaviors. According to another research result, students stated that they experienced sadness, fear of being discredited, restlessness, unhappiness, anxiety and feelings of failure when they did not perform the behaviors they were responsible for" (Karakuş et al., 2016, p. 18), which supports the results of this research. In order to improve students' behaviors related to responsibility, their behaviors should be observed, and the teacher's ability to do activities plays an extremely helpful role in this process (Brannon, 2008). Based on these results, a model has emerged due to the activity-based social studies teaching process. In this teaching model, activities were carried out to improve the responsibilities of the students and the responsibilities of the students were tried to be improved.

Recommendations

In accordance with the findings of this study, several recommendations are proposed. The implementation of an activity-based teaching process focused on the value of responsibility within the context of social studies demonstrates its positive impact on students' responsible behaviors. Consequently, future researchers are encouraged to replicate this activity-based teaching approach across diverse grade levels within the social studies curriculum, aiming to elicit varied outcomes. Additionally, researchers may explore the efficacy of an activity-based teaching process enhanced with multiple active learning techniques and methods, investigating its influence on students' interest, motivation, and retention.

Furthermore, researchers have the opportunity to apply this model to various values that surface in the activity-based social studies teaching process. Additionally, grounded in value-oriented teaching approaches, researchers can conduct comparative studies that juxtapose the activity-based teaching process with alternative instructional methods. In the age we live in, it is necessary to provide responsibility training to raise citizens who are sensitive to increasing global problems and these problems. Therefore, the researchers can develop useful modules for responsibility training. The observations made in this responsibility-based teaching process determined how important the positive attitudes and behaviors of the students were.

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