



## **THE EFFECT OF THE USE OF CONCEPT CARTOONS IN GAINING OF CITIZENSHIP CONSCIOUSNESS OF PRIMARY SCHOOL STUDENTS\***

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### **ABSTRACT**

One of the most important functions of primary education is to give the necessary information and to provide individuals with the minimum knowledge and skills to know their surroundings, to build healthy relationships, to have a broad view of the world and to use their rights as a citizen (Çubukçu&Gültekin, 2006). Through this education, the individuals who have reached the age of literacy do not only develop the knowledge of arithmetic, they also develop the awareness to live within a society and to become a good citizen. A good citizen is someone who is aware of his/her responsibilities and duties to the society, who is sure about himself/herself and respectful to differences, who cares about national independence and protects national values. It is possible to make individuals gain these features only through an effective citizenship education. Citizenship education is a multi-faceted process the aim of which is to develop citizenship awareness. Within this process, the most important duty of educators is to provide the students with correct modellings of citizenship concepts such as democracy, human rights and equality. However, when the literature is reviewed, it can be seen that students have some problems in their perceptions of citizenship concepts (Nayır&Akar,2009). Sabancı (2008) suggests that the reason for these problems is that these concepts are abstract concepts which are difficult to experience in real life. Thus, with reference to this view, this study analyzes the efficacy of using conceptual cartoons in developing citizenship awareness in primary school students. The study was prepared with an experimental design with pre-test and post-test control groups and 62 5th grade students participated in the study. The lessons were taught by using conceptual cartoons in the experimental group while they were taught in line with the 2005 Primary School Social Sciences curriculum in the control group. "One Country, One Flag Unit Achievement Test" developed by the researcher and "Social Sciences Lesson Attitude Scale" developed by

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Deveci (2002) were used in the study as data collection tool. Independent samples t-test and Mann-Whitney U test were used for the analysis of the data. The results of the study showed that although using conceptual cartoons caused a significant difference in students' achievement and permanence levels, it did not influence students' attitudes towards the lesson. The data were interpreted in the light of literature and recommendations were made.

## STRUCTURED ABSTRACT

### Introduction

One of the most important functions of primary education is to give the necessary information and to provide individuals with the minimum knowledge and skills to know their surroundings, to build healthy relationships, to have a broad view of the world and to use their rights as a citizen (Çubukçu&Gültekin, 2006). Through this education, the individuals who have reached the age of literacy do not only develop the knowledge of arithmetic, they also develop the awareness to live within a society and to become a good citizen. A good citizen is someone who is aware of his/her responsibilities and duties to the society, who is sure about himself/herself and respectful to differences, who cares about national independence and protects national values. It is possible to make individuals gain these features only through an effective citizenship education. Citizenship education is a multi-faceted process the aim of which is to develop citizenship awareness. Within this process, the most important duty of educators is to provide the students with correct modellings of citizenship concepts such as democracy, human rights and equality. However, when the literature is reviewed, it can be seen that students have some problems in their perceptions of citizenship concepts (Nayır&Akar, 2009). Sabancı (2008) suggests that the reason for these problems is that these concepts are abstract concepts which are difficult to experience in real life. Thus, with reference to this view, the aim of study was expressed as follows:

What are the effects of using concept cartoons to help students attain citizenship conscience in students' academic success, attitudes towards social sciences and the permanence of learning? It was sought answers that the following sub-problems in accordance with this problem in the study:

- 1)Is there a significant difference between the mean scores of the academic achievement post test of the groups.
- 2)Is there a significant difference between the post test mean scores regarding the groups' social science attitudes?
- 3)Is there a significant difference between the mean scores of the permanence test of the groups?

### Method

This study that was examined the effect of the use of concept cartoons in gaining of citizenship consciousness of primary school students was prepared according to the "pre-test and post-test control group model. The study was carried out with 62 the fifth grade students who studied in a primary school in Asarcık district of Samsun. It was used "One Country One Flag" achievement test and "Attitude Scale

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Towards Social Sciences Course” as data collection tools. The achievement test was developed by researcher while considering related educational attainment. It was formed from 27 items. The other data collection tool was developed by Deveci (2002). The scale was used to determine students’ attitudes towards social studies lesson in the study. It was comprised of 31 items and six factors. The data collection tools were applied by students as pre-test, post-test and retention test. Datas were analyzed through a statistical package program. As well as calculations such as arithmetic mean, standard deviation, frequency and percentage; dependent and independent samples t-test, Wilcoxon signed rank test and Mann-Whitney U test were used for the analysis of the datas.

### **Discussion, Conclusion and Suggestions**

The results of this study which examined the effects of Social Studies teaching by using concept cartoons on students’ success, their attitudes towards social studies lesson and permanency showed that concept cartoons increased students’ academic success,  $t(60)=3.28$ ,  $p<.05$ . Since concept cartoons provided students the opportunity to work with group, led the students to research and discuss and created a different learning environment, they may have increased students’ success. Thus, this result is in parallel with other studies in literature (Özüredi, 2009; Alkan, 2010; Eroğlu, 2010).

The other result of the study showed that teaching process using concept cartoons did not cause a significant difference in students’ attitudes towards social studies lesson,  $U=347.50$ ,  $p>.05$ . This result is contrary to the hypotheses of the study. However, when the literature is reviewed, it can be seen that there are also studies in line with the results. For example, Yazar (2010) found similar results and stated that concept cartoons did not create a significant difference both in students’ success and in their attitudes to the lesson. This situation brings to mind that there may be more than one variable affecting the students’ attitudes. However, further studies are needed to get healthy results and make a definite judgment.

Another result of the study showed that concept cartoons increased permanency,  $U=311.50$ ,  $p<.05$ . Concepts of citizenship education such as republic, national sovereignty and democracy have an abstract structure (Yılmaz & Çeltikçi, 2013). During the process of making these concepts known, using conceptual errors such as concept cartoons and using student centered approaches that bring visuality to the forefront are thought to increase permanency. This result is supported by other studies in different fields and subjects (Erdağ, 2011).

Based on the results of the study, the following suggestions can be made both for new studies and also in terms of application:

1-The results of the study show that using concept cartoons is an effective teaching strategy in making primary school students gain awareness of citizenship. This awareness is important for raising equipped, qualified, respectful and self-confident individuals who will shape the future of nations. This awareness is given to students through social studies lesson within primary education programs. Thus, social studies lesson should be turned into an education environment

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which will allow for the use of teaching strategies and materials that will provide this awareness.

2-The study concluded that concept cartoons are an effective teaching strategy in making students gain awareness of citizenship. However, besides teaching strategy, the role of teacher should also be remembered in reaching this result. Thus, teachers, who are regulators of the teaching environment, should be informed about the use of concept cartoons and their competence should be increased.

3-Concept cartoons are a teaching strategy that allows for group work and critical thinking. In this study, concept cartoons were presented in an education environment based on group work and positive results were obtained. Based on these results, it can be said that methods that allow for group work should be used more in social studies lessons.

4-Concept cartoons were used only as visuals in the study and the thoughts of the characters in cartoons were expressed in writing. Researchers can also use prepare new concept cartoons in which characters express their thoughts orally with features of mobility and research their efficiency.

5-The results of the study showed that using concept cartoons gave positive results. Thus, concept cartoons can be used frequently not only in primary education but also in secondary education.

6-Preparing and presenting relevant concept cartoons is a work that requires skill. Not only teachers but also prospective teachers should have the necessary equipment to prepare and use concept cartoons. Thus, prospective teachers should be educated about concept cartoons in teaching technologies and teaching planning lessons in education faculties.

7-In the study, concept cartoons were used as teaching strategy in the experimental group and expected results were found. In future studies, researchers can design teaching environments in which concept cartoons and different teaching strategies are used together.

8-The data of this study, which examines the effect of using concept cartoons in making primary school students gain citizenship awareness, was collected by using qualitative data collection methods. Qualitative and quantitative methods can be used to get more comprehensive results in future studies.

9-By taking the positive results of this study into consideration, resource books which contain the purpose, design, use and different applications of concept cartoons can be prepared by the Ministry of National Education.

**Keywords:** Citizenship, Concept Cartoons, Attitude, Retention, Achievement

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## İLKÖĞRETİM ÖĞRENCİLERİNE VATANDAŞLIK BİLİNCİ KAZANDIRMADA KAVRAM KARİKATÜRÜ KULLANIMININ ETKİSİ

### ÖZET

Toplumu oluşturan bireylerin çevrelerini tanımaları ve sağlıklı ilişkiler kurlmaları, geniş bir dünya görüşüne sahip olmaları, vatandaşlık haklarını kullanabilmek için gerekli bilgileri edinmeleri ve asgari düzeyde bilgi ve beceri kazanmaları ilköğretimin en önemli işlevlerindendir (Çubukçu& Gültekin, 2006). Okuma yazma çağına gelmiş bireyler, bu eğitim aracılığıyla yalnızca okuma-yazma ile aritmetik bilgisi edinmez, toplumla birlikte yaşama ve iyi vatandaş olma bilinci de kazanırlar. İyi vatandaş, topluma karşı görev ve sorumluluklarının bilincinde, kendinden emin, farklılıklara saygılı, ulusal bağımsızlığa önem veren ve ulusal değerlerine sahip çıkabilen kişidir. Bu özelliklere sahip bireylerin yetiştirilmesi etkili bir vatandaşlık eğitimi ile mümkündür. Vatandaşlık eğitimi, vatandaşlık bilinci kazandırmayı amaçlayan çok yönlü bir süreçtir. Bu süreçte eğitimcilere düşen en büyük görev, öğrencilerde demokrasi, insan hakları, eşitlik gibi vatandaşlık kavramlarına ilişkin doğru yapılanmalar sağlamaktır. Ancak literatür incelendiğinde öğrencilerin vatandaşlık kavramlarını algılayışlarında birtakım problemlerin olduğu görülür (Nayır&Akar, 2009). Sabancı(2008) bu durumu kavramların günlük hayatta tecrübe edilmesi zor, soyut kavramlar olmalarına dayandırmaktadır. Nitekim söz konusu araştırma da bu düşünceden hareketle ilköğretim öğrencilerine vatandaşlık bilinci kazandırmada kavram karikatürü kullanımının etkililiğini sorgulamaktadır. Ön test- son test kontrol gruplu deneysel desende hazırlanan araştırmaya, 62 ilköğretim beşinci sınıf öğrencisi katılmıştır. Deney grubunda dersler, kavram karikatürleri kullanılarak gerçekleştirilirken, kontrol grubunda 2005 ilköğretim Sosyal Bilgiler programına uygun olarak sürdürülmüştür. Araştırmada veri toplama aracı olarak, araştırmacı tarafından geliştirilen “Bir Ülke Bir Bayrak Ünitesi Başarı Testi” ve Devci (2002) tarafından geliştirilen “Sosyal Bilgiler Dersi Tutum Ölçeği” kullanılmıştır. Verilerin analizinde bağımsız örneklem t testi ile Mann-Whitney U testinden yararlanılmıştır. Araştırma sonucunda, kavram karikatürü kullanımının öğrencilerin başarı ve kalıcılık düzeylerinde anlamlı farklılık yaratmasına karşın derse yönelik tutumlarını etkilemediği gözlenmiştir. Elde edilen bulgular, literatür ışığında yorumlanmış ve çeşitli önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Vatandaşlık, Kavram Karikatürü, Tutum, Başarı, Kalıcılık

### Introduction

We are in the first quarter of the 21<sup>st</sup> century and the ease of reaching information has caused serious transformations in a human's life. With the process of globalization, this transformation has accelerated and made it easier for a great number of concepts, information, skills and values to walk into our lives through the process that lies from the individual to the

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society. It is an undeniable fact that the change in information and information technologies does not only bring new concepts to our lives, but it also opens new doors to our existing world of information, skills and concepts. “Citizenship” is one of these concepts. While citizenship is defined within a general meaning as “nationality” in Turkish dictionary, it takes a political meaning in Oxford dictionary and comes to be defined as “the state of being the citizen of a specific country”. When its law definition is considered, it can be seen that it was defined as “a lawful connection between people and the nation, which realizes a legal status quo the terms and conditions of which are defined by the unilateral will of the government” (Uluocak, 1984). Citizenship is a very old concept which dates back to Ancient Greece and Rome. When its historical process is examined, it can be seen that the term citizenship emerged within the structure of “police” (Ağaoğulları, 2006). Although police carries traces of citizenship in essence, it is possible to say that traditional citizenship emerged with the 1789 French Revolution. The citizenship that emerged in this period seemed to care about the individual at first; however, in time it turned into a perception that made integration with the nation an obligation. This transformation continued in the same line during the 18th and 19th centuries. However, in 20th century, especially with the collapse of the Soviet Union, mankind entered a brand new process that was called “globalization”.

Globalization describes the change in many aspects that influence human life such as economy, military and politics. Giddens (1990) expresses this change with the following sentence: “Globalization is focusing on making an association between local events that occur away from each other to form universal social associations”. With a similar definition, Albrow (1990) defined globalization as “all of the activities of the communities in the world to become one world community and to become a global society” (Hablemitoğlu, 2000). Based on these definitions, it is possible to say that globalization removes national borders and contradicts with nation-state with this perception.

The process of globalization and the developments in communication and information technologies have caused divergence from “traditional citizenship” which forms the basis of nation-state and instead the emergence of a new citizenship model which is called “global citizenship”. The concept of “traditional citizenship” and the consciousness of citizenship which is shaped by this perception require having specific values. In line with this understanding, a good citizen should have the following characteristics (Kan, 2009a):

- He/she should be devoted and respectful to his/her country, nation, state and laws.
- He/she should fulfill his/her responsibilities to society and other people.
- He/she should his/her country and nation disregarding his/her own interests.
- He/she should act courageous and honored.
- He/she should never depart from integrity.

However, when the “global citizen” created by the process of globalization is examined, it can be seen to display a more universal expression. This “universal expression” forms the basis of the reactions of anti-globalists against the process of globalization. Anti-globalists view globalization as a requirement of the policy which is forced by countries powerful in terms of economy, politics and military in order to dominate the countries which are weak. While this policy was maintained by cannons and rifles only a few centuries earlier, today it is stated to be carried out by international companies and the markets created by them. Thus, Western way of life will be imposed and the collapse of national values and national identity will be accelerated. According to Kan (2009b), “global citizenship” model aims to raise individuals who take responsibility of not only their own country but also of the world they live in. The main target of this insight is to create a world suitable to live in and to maintain its sustainability. However, most of the time “global

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citizenship” is understood as an individual’s breaking away from the identity and values of his/her country. On the contrary, “global citizenship” model proposes to integrate with the entire world and humankind without breaking away with one’s national values. In fact, it is possible to find the traces of “global citizenship” insight supporting this thought in 2005 Social Sciences program.

2005 Social Sciences program which puts an end to the teacher’s central status and puts students in the center and enables students to learn through their own experiences, aims to help students to gain some skills such as developing a career conscience and awareness of change and continuity. The program which points out the necessity of adopting universal values as well as national values also includes learning areas and attainments that will lead to information, skills and values required by the “global citizenship” model. Education programs do not present only cultural information to students; they also give them the behaviors and skills to take part in the societal life conformably. Taking part in the societal life conformably requires being aware of some rights and duties as an individual. This awareness is achieved by a qualified citizenship education starting from primary school and continuing all the way along.

Primary education is considered to be a very critical period since it shapes children’s mental and emotional developments and their democratic attitudes. Delaying the citizenship education to be given in this period to other stages of education can cause a decrease in the efficiency of citizenship education (Remy, Anderson, Synder, 2001). Thus, the competencies that a citizenship education is supposed to give to students can be explained as follows (Qualifications and Curriculum Authority, 1998).

- Knowledge and Insight: Citizenship education aims to give students knowledge and insight about subjects and concepts such as laws, rules, democracy, freedom, equality, human rights, differences, sustainable development and the world as a global community.
- Skill and Tendency: It aims to educate students about skills and tendencies such as critical thinking, expressing thoughts, taking part in discussions, solving disputes and cooperating.
- Values and rules: Citizenship education aims to give students some values such as justice, democracy, tolerance and courage.

Attainment of the aforementioned knowledge, skills and values are not only about the presence of a good education program but it is also related to the presence of qualified teachers who will implement this program. No matter how current and modern educational systems are, they are of no use unless they are processed in the hands of a qualified teacher. Teacher is one of the most basic elements that lead the education system and students. From approaches to be used during the education to preparation, from attitudes towards students to the materials used, everything is to increase the quality of education. Thus, preparing activities and programs to develop teachers’ knowledge, skills and values should be one of the primary aims of education.

The “raising good citizens” aim of education is intensely dealt with within the context of “social sciences” lesson in primary school (Türkcan & Bozkurt, 2015). Teachers should enrich their lessons with different teaching strategies, materials, activities, methods and insight to serve this purpose. Concept cartoons can be made use of as an effective learning strategy that can be used at this point.

Concept cartoons were first used in subway stations by the Physics Institute in London in order to increase the public’s interest in science. Young or old, each passenger was asked the question “what do you think?” through cartoons and thus the importance and power of physics in our lives was conveyed (Keogh, Naylor & Wilson, 1998). Concept cartoons were developed in 1992 by Brenda Keogh and Stuart Naylor as learning and teaching strategy (Keogh&Naylor, 1999).

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According to Keogh and Naylor (2000), concept cartoons are drawings in the form of cartoon about a subject which help students to question their thoughts and the reasons of these thoughts by setting out from the debate between characters. Through concept cartoons, scientific thinking is adopted to daily situations and presented to students. In each concept cartoon, there are three or more people debating on a subject. Each character has an alternative perspective about a problem. One of these perspectives represents the correct thought while the others address conceptual errors. Thus, students are prompted to research, debate and think. Concept cartoons are a learning/teaching strategy that can be used in all teaching environments, at different times and places with a wide age interval (Demir, 2008). Studies show that concept cartoons can be used in different ways with the purposes of starting debates in a class, leading to research, attracting attention and making assessment. Keogh and Naylor (1999) state that concept cartoons can be used in learning and teaching environments with many purposes. They can be used in teaching languages, summarizing a lesson or the end of a subject, helping students to ask more questions to themselves, making worksheets more attractive and as materials in helping students to explore their scientific thoughts.

In literature, studies about concept cartoons are more common in science and mathematics teaching (Stephenson & Warwick, 2002; Çiğdemtekin, 2007; Oluk & Özalp, 2007; Yıldız, 2008; Sexton, Gervasoni & Brandenburg, 2009; Birişçi, Metin & Karakaş, 2010; Gölgeci & Saraçoğlu, 2011; Yavuz & Büyükekşi, 2011; Demir, Uzoğlu & Büyükkasap, 2012). The results of these studies show that concept cartoons serve as a stimulant that starts debates among students, helps them to explore their thoughts and increases their motivation to lesson (Keogh and Naylor, 2000; Morris, Merritt, Fairclough, Birrell & Howitt, 2007). However, in literature, there are only a few studies on the use and efficiency of concept cartoons in social sciences teaching. Thus, it is thought that this study which questions the effects of using concept cartoons in making students attain awareness in citizenship will contribute to literature and lead future studies. In addition, it is hoped that the study will help teachers of primary school and social sciences in terms of seeing the convenience of using a different teaching strategy in the acquisition of citizenship conscience.

### **Problem Sentence**

What are the effects of using concept cartoons to help students attain citizenship conscience in students' academic success, attitudes towards social sciences and the permanence of learning?

It was sought answers that the following sub-problems in accordance with this problem in the study:

1) Is there a significant difference between the mean scores of the academic achievement post test of the groups.

2) Is there a significant difference between the post test mean scores regarding the groups' social science attitudes?

3) Is there a significant difference between the mean scores of the permanence test of the groups?

### **Method**

#### **Research Design**

This study that was examined the effect of the use of concept cartoons in gaining of citizenship consciousness of primary school students was prepared according to the “pre-test and post-test control group model”. Experimental design are used to studies that required to collect quantative datas about the efficacy of the experimental interventions, especially. Because, the

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statistical procedures are applied on the pre-test and post-test datas at such studies and researchers are tried to determine whether there are significant differences between experimental and control groups with this way (Yolaş-Kolçak, Moğol&Ünsal, 2014). Indeed, the purpose of this study was determined as the effect of the use of concept cartoons and various statistical procedures were realized on quantative datas that acquired in accordance with this purpose. The experimental process that being carried out the scope of this study was given at the following table:

**Table 1.** The Experimental Process

|             | Experimental Group                                                                       | Control Group                                                                            |
|-------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Pre-Test    | “One Country One Flag” Achievement Test<br>Attitude Scale towards Social Sciences Course | “One Country One Flag” Achievement Test<br>Attitude Scale towards Social Sciences Course |
| Application | Teaching of Social Sciences based on Concept Cartoons                                    | Teaching of Social Sciences based on constructivist approach                             |
| Post-Test   | “One Country One Flag” Achievement Test<br>Attitude Scale towards Social Sciences Course | “One Country One Flag” Achievement Test<br>Attitude Scale towards Social Sciences Course |

### Working Group

The study was carried out with 62 the fifth grade students who studied in a primary school in Asarcık district of Samsun. The half of these students took place at the experimental group. The other half took place at the control group. While determining the experimental and control group, they were examined their scores that obtained from achievement test and attitude scale. Independent sample t test was used for this processing. The obtained results were took place in the following table.

**Table 2.** The Results of The Independent Sample T Test Regarding the Pre-test Scores of the Groups

| Score                | Group | N  | $\bar{X}$ | Sd    | df    | t    | p   |
|----------------------|-------|----|-----------|-------|-------|------|-----|
| Academic Achievement | A     | 31 | 13.03     | 3.07  | 59.49 | .87  | .39 |
|                      | B     | 31 | 12.32     | 3.37  |       |      |     |
| Attitude Scale       | A     | 31 | 133.29    | 12.14 | 55.12 | 1.67 | .10 |
|                      | B     | 31 | 127.16    | 16.50 |       |      |     |

### Data Collection

It was used “One Country One Flag” achievement test that developed by researchers and “Attitude Scale towards Social Sciences Course” developed by Deveci (2002) as data collection tools.

### “One Country One Flag” Achievement Test

An item pool that contained 42 questions was constituted by researcher in order to see the lack of knowledge of students about the unit of “One Country One Flag” and determine achievement levels of students. For this, they were scanned textbooks, subsidiary sources and websites on the subject. This item pool was submitted 10 domain experts for content validity. After this analyzing, the achievement test was constituted and were applied 143 students. Various statistical procedures were performed datas obtained from students. Item difficulty and discrimination index were calculated. 15 items were removed from the test, as their discriminant indexes were below than .30. After this procedure, item discrimination indexes were observed to vary between .32 and .73. The item difficulty indexes ranged from .23 to .80. KR-20 was calculated

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as .802. The difficulty of the test was found .452. Based on these results, the achievement test can be characterized as a moderate- difficulty and reliable test.

### **Social Studies Attitude Scale**

In this study, “Social Studies Attitude Scale” developed by Deveci (2002) was used to determine students’ attitudes towards Social Studies lesson. The scale was developed through four stages: 1)forming the item pool, 2) forming the draft form, 3)administrating the scale, and 4) conducting validity and reliability studies. In the stage of forming the item pool, the related literature was examined and attitude expressions were prepared by gathering information from a sample group of 100. In the second stage, the expressions were examined by experts and four items were excluded as a result of the examinations. The remaining expressions were prepared in the form of a scale and the scale was administered on 220 students. The data obtained was put through statistical processes for validity-reliability studies. As a result of the analyses, the scale was found to have a structure of six factors consisting of 31 items. The scale was administered on control and experimental groups as pre-test and post-test.

### **Data Collection and Analysis**

The data which was collected to answer the research problems was analyzed through SPSS 17.0 statistical package program. As well as calculations such as arithmetic mean, standard deviation, frequency and percentage; dependent and independent samples t-test, Wilcoxon signed rank test and Mann-Whitney U test were used for the analysis of the data.

### **Results**

The findings given in this section were arranged according to the hypotheses generated in accordance with research problems.

**Hypothesis 1: "There is a significant difference between the academic achievement post-test mean scores of the experimental group and the control group in favor of the experimental group"**

The variation of the achievement scores in themselves which the groups achieved in the pre-test and post-test applications was examined before testing the related hypothesis. For this, arithmetic mean, standard deviation, skew and kurtosis values and K-S / S-W (Kolmogorov Smirnov-Shapiro-Wilk) values were calculated. The calculations revealed that the average scores obtained from the applications showed a normal distribution ( $K-S/S-W_{pre-test} = .20$ ,  $K-S/S-W_{pre-control} = .07$ ;  $K-S/S-W_{post-test} = .28$ ,  $K-S / S-W_{post-test} = .44$ ).

**Tablo 3.** The Results of Dependent Samples T Test Regarding the Pre-test- Post test Scores of the Groups

| Groups       | N  | $\bar{X}_{pre} - \bar{X}_{post}$ | df | t     | p    |
|--------------|----|----------------------------------|----|-------|------|
| Experimental | 31 | -2.26                            | 30 | -3.07 | .005 |
| Control      | 31 | 0.52                             | 30 | 0.71  | .481 |

Table 3 indicates that teaching concept cartoons supported Social Studies which was applied to the experimental group increases the students’ academic achievement  $t(30) = -3.07$ ,  $p < .05$ . It was seen that there was not a statistically significant difference in the control group,  $t(30) = 0.71$ ,  $p > .05$ . Based on these results, it was determined by the independent samples t test whether there was a significant difference in terms of achievement between the group which was taught concept cartoons supported Social Studies and the group which was not. Independent samples t-test results are given in Table 4.

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**Table 4.** The Results of Independent Samples T Test Regarding the Post Test Scores of the Groups

| Groups       | N  | $\bar{X}_{post}$ | sd   | df | t    | p    |
|--------------|----|------------------|------|----|------|------|
| Experimental | 31 | 15.29            | 5.10 | 60 | 3.28 | .002 |
| Control      | 31 | 11.81            | 2.98 |    |      |      |

When Table 4 is examined it is seen that there is a significant difference between the achievement test point averages of the group which was taught concept cartoons supported Social Studies compared to the group which was not in favor of the experimental group. This difference is significant at the .05 level and the results obtained support the hypothesis. This can be interpreted as the use of concept cartoons in Social Studies education increases the students' achievement.

**Hypothesis 2: "There is a significant difference between the Social Studies attitudes scale post-test point averages of the experimental group and the control group in favor of the experimental group"**

The variation of the attitude points in themselves which the groups obtained from the pre-test and post-test applications were examined before testing the related hypothesis. For this, arithmetic mean, standard deviation, skew and kurtosis values and K-S/S-W(Kolmogorov Smirnov-Shapiro Wilk) values were calculated. The calculations revealed that the scores obtained from pre-tests showed a normal distribution whereas the scores obtained from the post-test did not show a normal distribution ( $K-S/S-W_{pre-test} = .22$ ,  $K-S/S-W_{pre-control} = .32$ ;  $K-S/S-W_{post-test} = .00$ ,  $K-S/S-W_{post-control} = .13$ ). For this reason, Wilcoxon Signed Rank test was preferred when comparing the pre-test and post-test attitude scores of experimental group.

**Table 5.** The Results of Wilcoxon Signed Ranks Test Regarding The Pre-test Post Test Attitude Scores of the Experimental Group

| Post-Test & Pre-Test | N  | Mean Rank | Sum of Ranks | Z    | p   |
|----------------------|----|-----------|--------------|------|-----|
| Negative Ranks       | 12 | 13.75     | 165.00       | -.58 | .56 |
| Pozitive Ranks       | 15 | 14.20     | 213.00       |      |     |
| Ties                 | 4  | -         | -            |      |     |

Table 5 shows that the concept cartoons supported Social Studies education did not change the attitudes towards Social Studies of the students in the experimental group,  $Z = 0.58$ ,  $p > .05$ . Whether the attitude scores of the control group showed a significant difference in itself were analyzed by dependent samples t-test and the results obtained are presented in Table 6.

**Table 6.** The Results of Dependent Samples T Test Regarding the Pre-test Post test Attitude Scores of The Control Group

| Control Group        | $\bar{X}_{pre} - \bar{X}_{post}$ | SS    | sd | t   | p   |
|----------------------|----------------------------------|-------|----|-----|-----|
| Pre-Test & Post-Test | 0.81                             | 15.02 | 30 | .30 | .77 |

Table 6 shows that the training implemented in the control group did not change the students' attitudes towards Social Studies,  $t(30) = 0.30$ ,  $p > .05$ . Based on this result, the results of the Mann-Whitney U test which was applied to determine whether there was a significant difference between the attitudes towards Social Studies of the students of the experimental group which was taught concept cartoons supported Social Studies and the control group which was not are given in Table 7.

**Table 7.** The Results of Mann-Whitney U Test Regarding The Post Test Attitude Scores of the Groups

| Groups       | N  | Mean Rank | Sum of Ranks | U      | p   |
|--------------|----|-----------|--------------|--------|-----|
| Experimental | 31 | 35.79     | 1109.50      | 347.50 | .06 |
| Control      | 31 | 27.21     | 843.50       |        |     |

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When Table 7 is examined it is seen that there is not a significant difference between the groups which was taught concept cartoons supported Social Studies and the group which was not in terms of the attitude scores in favor of the experimental group  $U = 347.50$ ,  $p > .05$ . This finding has revealed that the concept cartoons did not change the attitudes towards Social Studies and the related hypothesis was rejected.

**Hypothesis 3: "There is a significant difference between the point averages of the retention test of the experimental group and the control group in favor of the experimental group"**

The process which was carried out before the hypotheses were tested was also carried out for this hypothesis and the calculations revealed that the retention score of the control group showed a normal distribution whereas the experimental group did not ( $K-S / S-W_{ret-test} = .014$ ,  $K-S / S-W_{ret-control} = .099$ ). For this reason, Mann-Whitney U test was used when testing the related hypothesis.

**Tablo 8.** The Results of Mann-Whitney U Test Regarding the Retention Scores of the Groups

| Groups       | N  | Mean Rank | Sum of Ranks | U      | P   |
|--------------|----|-----------|--------------|--------|-----|
| Experimental | 31 | 36.95     | 1145.50      | 311.50 | .02 |
| Control      | 31 | 26.05     | 807.50       |        |     |

When Table 8 is viewed it is seen that the difference between the retention scores of the students in the experimental and control group is significant at the .05 level,  $U = 311.50$ ,  $p < .05$ . The results obtained from comparing post-test achievement scores and retention scores of the experimental group students also support this finding.

### Discussion, Conclusion and Suggestions

#### Discussion

In this section, the findings of the study, which examined the effects of Social Studies teaching by using concept cartoons on students' academic success and attitudes and on the permanency of their knowledge, were discussed and interpreted. The discussion and interpretation of the findings were made in parallel with the explanations in the "Findings" section.

The findings confirm the hypothesis "there is a significant difference between the academic achievement post-test score averages of the experimental group and the control group in favor of the experimental group". This result presents that concept cartoons increase students' success. Similar results were found in literature. Alkan (2010), who taught the "Life on Earth" unit by using concept cartoons, found that concept cartoons increased the students' success in lesson. In another study, Durmaz (2007) used concept cartoons while teaching meiosis cell division and mitosis cell division and found that concept cartoons increased the students' success. In a study on the concepts of acid and base supported by concept cartoons, Burhan (2008) found that worksheets supported by concept cartoons both increased the students' understanding of the concepts of "acid and base" and developed students' skills of comprehending cause and effect relationship.

As is known, concept cartoons are a learning strategy based on group work that present learning opportunities which allow for research and discussion. The teacher presents the student a problem and perspectives related to this problem through the characters in the concept cartoon. Every student has a right or wrong opinion on the problem presented. The purpose is to present different views to students and thus to give way to discussions. The student who sees his/her opinion adopted by a character in a cartoon advocates his/her opinion more vehemently. Indeed, results which support this view have been found in the process of teaching.

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In order to decide which character has a correct view about the problem presented, students are led to group discussion and research. This process contributes to the development of an individual's skills of critical thinking, judgment, taking part in group work, realizing and respecting different opinions, expressing thoughts and forming group decisions. According to Hollingsworth and Hoover (1999) as well as increasing students' academic success, group work supports the development of intercultural communication skills.

Altıparmak and Deren (2010), who made use of cooperative learning method in teaching the subject of "Genetical Engineering and Biotechnology", reported that instead of reading and listening, when students were led to a learning environment in which they interacted with each other, both their success and their interest in learning increased. Since concept cartoons provided students the opportunity to work with group, led the students to research and discuss and created a different learning environment, they may have increased students' success. Besides making students more active, including the students to the process of research through concept cartoons also helps them to develop their scientific thinking habits and their high level thinking skills.

According to Kabapınar (2005), the success of teaching by using concept cartoons results not only from using concept cartoons as a teaching material, but also from the quality of class interactions during research and discussion. In their study they reported the efficiency of teaching by using concept cartoons by three different teachers, Morris et al. (2007) also included the views of teachers on concept cartoons. Teachers commented that concept cartoons not only increased motivation but also encouraged the students to research and discuss.

The findings obtained from the second hypothesis do not support the hypothesis. From this result, it can be concluded that concept cartoons do not affect the students' attitudes towards Social Studies lesson. This hypothesis was formed with reference to the information that concept cartoons influenced the attitudes towards Social Sciences lesson positively. The studies by Özalp (2006), İnel et al. (2009) and Özyılmaz Akamca&Hamurcu (2009) present that concept cartoons change students' attitudes towards Social Studies positively. While forming this hypothesis, the abstract structure of Social Studies was also considered. The so-called "rote-learning structure" of Social Studies gave way to the understanding that it could cause negative attitudes in students. In a study by Ayva (2010) in which the fourth grade students' views on social sciences lesson learning-teaching process were examined, it was concluded that the students had difficulty in understanding some subjects in Social Studies lesson. In the same study, the students stated that using cartoons in social studies made the lessons more enjoyable. Thus, it was thought that using a different learning strategy that brought visuality and fun to the forefront could change the students' negative attitudes. From this point of view, the related hypothesis was formed as "the use of concept cartoons in Social Studies lesson can affect the attitudes towards the lesson positively". However, the results of the study reject the related hypothesis. When the literature is reviewed, it can be seen that there are also studies in line with the results. In a study which examined the effect of using concept cartoons in social studies lesson on students' success and their attitudes to the lesson, Yazar (2010) found similar results and stated that concept cartoons did not create a significant difference both in students' success and in their attitudes to the lesson. This situation brings to mind that there may be more than one variable affecting the students' attitudes.

Attitude is the tendency underlying the reactions of an individual to a thing, person or people (Oksal, 2007). Finding out these tendencies and developing them in a positive way is quite important in terms of the learning process (Gömleksiz&Kan, 2012). Attitudes towards lesson are effective variables in motivating the students to the lesson, achieving success and maintaining success. Studies show that attitudes towards a lesson influence success in a lesson (Çelik&Katılmış, 2010). Thus, the fact that the related hypothesis was disproved when it was

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actually expected to be confirmed brings to mind that other factors may be effective in attitudes. When the literature is reviewed, studies supporting this view can be found. Studies show that attitudes towards a lesson are influenced by a great many factors such as family and teacher. In their study with 524 students studying in Kırşehir, Tay&Akyürek-Tay (2006) found that gender and place of residence were effective on attitudes towards social studies lesson. In a study conducted with eighth graders in Amasya, Karaer (2007) found that some variables such as gender, school, attending a course, and the profession that the students wanted to choose were effective in students' attitudes towards a lesson. Another study by Aydın, Coşkun&Kaya (2010) found that class level influenced attitudes towards a lesson.

The third hypothesis of the research questioned the influence of using concept cartoons on permanency and the results showed that concept cartoons increased permanency. Concepts of citizenship education such as republic, national sovereignty and democracy have an abstract structure (Yılmaz & Çeltikçi, 2013). During the process of making these concepts known, using conceptual errors such as concept cartoons and using student centered approaches that bring visibility to the forefront are thought to increase permanency. When the related literature is reviewed, it is possible to find studies supporting this thought.

Individuals strong in different intelligences come to the education environment. Paying attention to every new student in class and presenting learning environments that address their different sense organs is quite important in terms of the permanency and significance of teaching. According to Ergin (1998), people learn almost 80% of what they know through experiences they acquire through their sense of sight. From this point of view, constructivist approach asks for using approaches that allow for visibility in educational environments. According to Akbaba (2009), as well as keeping the interest of students towards the lesson alive, using visual materials in social studies teaching also make concepts concrete and make it easier for complicated information to be understood easily. Concept cartoons are undoubtedly one of the most effective teaching strategies that can be used in this sense.

### **Conclusion and Suggestions**

The results of this study which examined the effects of Social Studies teaching by using concept cartoons on students' success, their attitudes towards social studies lesson and permanency showed that concept cartoons increased students' academic success. This result is in parallel with other studies in literature (Özüredi, 2009; Alkan, 2010; Eroğlu, 2010). The results of the study show that teaching process using concept cartoons did not cause a significant difference in students' attitudes towards social studies lesson. This result is contrary to the hypotheses of the study. However, further studies are needed to get healthy results and make a definite judgement. Another result of the study is that concept cartoons increase the permanency of learning. This result is supported by other studies in different fields and subjects (Erdağ, 2011).

Based on the results of the study, the following suggestions can be made both for new studies and also in terms of application:

1-The results of the study show that using concept cartoons is an effective teaching strategy in making primary school students gain awareness of citizenship. This awareness is important for raising equipped, qualified, respectful and self-confident individuals who will shape the future of nations. This awareness is given to students through social studies lesson within primary education programs. Thus, social studies lesson should be turned into an education environment which will allow for the use of teaching strategies and materials that will provide this awareness.

2-The study concluded that concept cartoons are an effective teaching strategy in making students gain awareness of citizenship. However, besides teaching strategy, the role of teacher

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should also be remembered in reaching this result. Thus, teachers, who are regulators of the teaching environment, should be informed about the use of concept cartoons and their competence should be increased.

3-Concept cartoons are a teaching strategy that allows for group work and critical thinking. In this study, concept cartoons were presented in an education environment based on group work and positive results were obtained. Based on these results, it can be said that methods that allow for group work should be used more in social studies lessons.

4-Concept cartoons were used only as visuals in the study and the thoughts of the characters in cartoons were expressed in writing. Researchers can also use prepare new concept cartoons in which characters express their thoughts orally with features of mobility and research their efficiency.

5-The results of the study showed that using concept cartoons gave positive results. Thus, concept cartoons can be used frequently not only in primary education but also in secondary education.

6-Preparing and presenting relevant concept cartoons is a work that requires skill. Not only teachers but also prospective teachers should have the necessary equipment to prepare and use concept cartoons. Thus, prospective teachers should be educated about concept cartoons in teaching technologies and teaching planning lessons in education faculties.

7-In the study, concept cartoons were used as teaching strategy in the experimental group and expected results were found. In future studies, researchers can design teaching environments in which concept cartoons and different teaching strategies are used together.

8-The data of this study, which examines the effect of using concept cartoons in making primary school students gain citizenship awareness, was collected by using qualitative data collection methods. Qualitative and quantitative methods can be used to get more comprehensive results in future studies.

9-By taking the positive results of this study into consideration, resource books which contain the purpose, design, use and different applications of concept cartoons can be prepared by the Ministry of National Education.

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