

Investigation of 7th grade middle school students' views on evidence-based learning[#]

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ABSTRACT

This present study was carried out to determine the opinions of the students before and after the implementation of the evidence-based learning applied to the 7th-grade students in the social studies course. In addition, this study aims to determine the difficulties encountered by students during the application process and to reveal their thoughts about the process. It enables students to make evaluations by comparing evidence-based learning with the existing method. The research was carried out with a class of fourteen students at the seventh-grade level of secondary school. The research was conducted with action research. Action research is one of the qualitative research methods. As the sampling type of the research, the easy sampling type was determined from the purposeful sampling model. The research is based on student views after a total of 32 hours of the evidence-based learning process in the social studies course. For this purpose, the units named "Communication and Human Relations" and "Living Democracy" of the seventh-grade social studies course were carried out with an evidence-based learning method. At the end of the research, a significant change occurred in students' views on evidence-based learning. It can be stated that they liked the Social Studies course more with evidence-based learning. In this process, it was observed that students' interest in the course increased, they showed a positive attitude and behavior towards evidence-based learning and actively participated in the course. It was observed that students developed positive thoughts about evidence-based learning.

Keywords: Evidence-based learning, action research, social studies course.

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INTRODUCTION

Change is taking place rapidly independent of human beings. Along with this change, it is necessary to acquire certain skills in order to be able to act in parallel with the changing world conditions of individuals (Sağlam and Bilgiç, 2018). Nowadays, skills training has taken precedence over knowledge acquisition. Because if the student wants to overcome problems, he/she must have certain skills (Öner and Kınacı, 2021). Curricula also aim to develop certain skills in students (Mutluer, 2013). Especially since 2005, the skills to be gained in Social Studies Education Programmes are clearly included in the education programmes. The 2005 Social Studies Curriculum includes the skill of using evidence. In the most recently implemented 2018 programme, the skill of using evidence was also included. The ability to use evidence can play an important role in the realization of

skills such as decision-making, recognizing prejudice and research. It is also important that development is sustainable by ensuring that learning is continuous (Sağlam and Bilgiç, 2018). In schools, it is not possible to teach students everything they will need throughout their lives. However, it is possible to give students the basic skills they will need in their lives and contribute to their preparation for life. The ability to use evidence is important for students to interpret events using evidence and to reach correct knowledge (Yanpar, 2009). The social studies course taught in secondary school is aimed at providing students with various life skills. Social studies is a vital course for countries to transfer knowledge and skills to their citizens. Since countries want to provide their citizens with various knowledge and skills through social studies, this course has strategic importance

(Safran, 2014). Besides, the world of science is progressing rapidly and change is very fast. For this, people who interpret and produce information correctly are needed. In addition, it is also important to gain questioning, criticism and analyzing skills in the social studies course (Şekerci and Kabapınar, 2019). Depending on technology, it has become possible for people to access everything in a short time with tools such as computers, tablets, and the Internet. Therefore, map literacy, visual literacy and digital literacy types have emerged in the Social Studies Education Programme. However, in the acquisition of these literacy types by students, the ability to use evidence is important. Students should question the reliability of the images and information they encounter and approach them with a different eye. For this, it is of great benefit to use the evidence-based learning method and to give students the skills to use evidence (Sağlam and Bilgiç, 2018). Evidence-based learning method requires presenting the evidence to the student and discussing it and getting an idea. What is different here is that the idea put forward is personal. One student can reach a different conclusion by using the same evidence and another student can reach a different conclusion by using the same evidence (Kabapınar, 2014).

However, active learning theories are also included in this inquiry-based method. In this respect, the student will be far from receiving a monotonous education. In the evidence-based learning method, students are asked to create their own perspectives based on the evidence given to them. Based on what is given to the student, it is predicted that there is no fixed idea, that there may be more than one opinion, not a single opinion, and that these opinions may change over time (Yetiş and Kabapınar, 2019). Education programs aim to make individuals competent with knowledge, skills and values. In line with this purpose, gaining skills is important and included in the Social Studies Curriculum. Both the 2005 and 2018 programs include the ability to use evidence, decision-making skills, and critical thinking skills (MoNE, 2018). The usual method that will challenge students' mental world such as contradiction, contrast and questioning events and will enable them to gain higher-level skills is the evidence-based learning method (Ginesar and Katılmış, 2021). When the curricula are examined, it is seen that importance is attached to the acquisition and development of the ability to use evidence. In the social studies course, it is seen that evidence-using skills and evidence-based learning are increasingly emphasized. All kinds of abstract and concrete arguments to explain and support the event can be expressed as evidence (Yetiş, 2018). The ability to use evidence is the individual's ability to use sources and bases in the process of research, analysis and synthesis, evaluation and decision-making when faced with problems or events (Palaz, 2019). Making correct evaluations by using evidence plays an important role in

the development of reasoning skills (Tullos and Woolley, 2009). In this respect, the social studies course develops students' reasoning skills while using evidence and provides great benefits in preparing them for social life. When we look at evidence and types of evidence, it can be seen that the evidence that teachers can use in social studies lessons is very diverse. Nowadays, it is possible to access all kinds of sources. It is a fact that supporting abstract concepts and subjects with written materials is less effective than visual materials in social studies lessons. An effective process is required in order to provide the qualities desired to be realized in students in the lessons. Because it is more difficult to transfer knowledge and skills to students with a traditional understanding. Therefore, methods that make students active are always better (Şekerci and Kabapınar, 2019). Giving students the ability to use evidence has an important place in terms of student development. Activities related to evidence-based learning skills should not only provide students with this skill. In addition, it should be given with integrity with other skills to be gained in the social studies course (Palaz, 2019). Evidence-based learning makes students active in social studies lessons. It has a great contribution to the acquisition of higher-order skills by students. This is why evidence-based learning is so important in social studies courses. In this study, it was tried to reveal students' opinions before and after evidence-based learning, their thoughts about the functioning of the process, the difficulties they experienced in the process, and their positive and negative feelings and thoughts about evidence-based learning.

METHOD

Research design

The research aimed to determine student views on evidence-based learning after the planning and implementation of the lesson process with evidence-based learning with 7th-grade students in the "Communication and Human Relations" and "Living Democracy" units of the social studies course. Change is at the forefront of action research. Data are collected through the practices of individuals, and new action plans are created based on the data obtained. Action research is a spiral and cyclical process. It is a systematic process in which new action plans are created based on the data obtained about how the process is and what students learn (Ersoy and Saban, 2019).

Action research aims to improve and develop the existing situation, not to generalize. In the research, more than one data collection technique is employed at the same time and the analysis of the data obtained is carried out simultaneously. As a result of the analysis of the collected data, data collection can be terminated

when themes begin to repeat themselves. In this study, the emancipatory/developmental/critical action research approach, one of the types of action research, was used. This approach will add new knowledge, skills and competencies to the practitioner. It will enable the practitioner to gain a critical perspective on their own practices. This will enable the researcher to become more competent in his/her profession through research (Yıldırım and Şimşek, 2016).

Study group

In the study, easily accessible case sampling, one of the purposive sampling methods, was selected. The purpose of this method is to provide practicality and convenience to the research. For this purpose, the researcher selected the students of the school where he/she works as a sample. In this sampling method, the researcher prefers a situation that is easy to reach (Yıldırım and Şimşek, 2016).

To ensure accessibility and easier operation of the process, the researcher met with the school principal, social studies teacher, parents and students before the application and provided preliminary information. The researcher selected seventh-grade students from a middle school in Kütahya as the study group. The school where the implementation was carried out is a village school and the socio-economic status of the student families shows similar characteristics.

Data Collection and analysis

In this study, the data obtained from the pre-interview and final interview forms applied before and after the evidence-based learning process were evaluated. In addition, student diaries were also included in order to determine the positive feelings and thoughts of the students towards the evidence-based learning process and to determine the difficulties they experienced during the process. In action research, data collection and analysis should be carried out simultaneously (Altunışık et al., 2007). The interpretation of what the data means can be expressed as data analysis. In other words, it is the interpretation and presentation of the process such as "what the students expressed, what the researcher saw and what the teacher understood". In other words, it is an effort to give meaning to the process (Merriam, 2015). Content analysis and descriptive analysis methods were

used to analyze the data obtained in this context.

Implementation process

The study was conducted for the units of the social studies course named "*Communication and Human Relations*" and "*Living Democracy*". Evidence was collected in line with the outcomes of these units and evidence-based activities were created by considering the subject order. The researcher prepared an evidence-based activity sheet titled "*How should our communication be? What does effective communication bring us?*" consisting of thirteen pieces of evidence in line with the outcomes of the "*Communication and Human Relations*" unit: "*Analyzes the attitudes and behaviors that affect communication and questions his/her own attitudes and behaviors.*" and "*Uses positive communication methods in individual and social relationships*". An evidence-based worksheet titled "*We should be aware of our rights and responsibilities...*" consisting of fifteen pieces of evidence was prepared for the achievements of "*Discusses the role of the media in social change and interaction.*" and "*Uses his/her rights and fulfills his/her responsibilities while using communication tools.*" of the "*Communication and Respect*" unit. In the unit named "*Living Democracy*", four learning outcomes of the Social Studies program were included. These outcomes were grouped in pairs and evidence-based worksheets were prepared for each group. An evidence-based worksheet called "*Stairs of Democracy*" consisting of twelve pieces of evidence was prepared for the outcomes of the unit "*Explains the emergence of democracy, its development stages and its meanings today.*" and "*Analyzes the problems encountered in the implementation processes of democracy.*" For the other two outcomes of the unit called "*Living Democracy*", namely "*Explains Atatürk's contributions to the development of Turkish democracy*" and "*Relates the basic qualities of the Republic of Turkey to the practices in social life*", a worksheet called "*Atatürk and Democracy*" consisting of fourteen pieces of evidence was prepared and applied to the students. Pre- and final interview forms were applied to the students before and after the research. In addition, students kept diaries during the process. It was tried to determine their pre and post-opinions about evidence-based learning, their thoughts about the process, the difficulties they experienced in the process, and their positive and negative thoughts about evidence-based learning.

FINDINGS

What are the students' views on evidence-based learning before and after the research?

Student views on evidence-based learning are given in Table 1.

Table 1. Students' views on evidence-based learning.

Answers regarding evidence-based learning	Pre-interview	Final interview
Bringing experts into the classroom.	Ceyhun	-
Striving to find evidence.	Ebru	-
Using things from history such as videos and photographs.	Emin	Emin
It is to prove an event.	Ayşen	
To teach with evidence of the law.	Burak	
To teach a lesson based on facts.	Burak	
Looking at photographs and videos and answering questions about them.	-	Kuzey, Metin, Murat,
Learning based on evidence.	-	Ceyhun, Elmas, Emin
Evidence-based learning is the use of newspapers, newspapers, photographs and the like.	-	Ecrin, Elmas, Habibe, Okan, Gülten, Burak
It is discussing the positive and negative aspects of something.	-	Habibe, Burak
It is learning with evidence.	-	Ecem, Ecrin, Okan,
It is not discussing pictures, photographs, articles and news in class.	-	Ayşen
It is discussing evidence and questions.	-	Ebru
No idea	Kuzey, Ecrin, Elmas, Gülten, Habibe, Metin, Murat, Okan, Ecem	-
Total	6	20

When the students' views on evidence-based learning are examined, it is seen that a total of six ideas were expressed in the pre-interview form, while nine students did not have any thoughts or ideas about evidence-based learning. In the final interview form, it is seen in the Table that the students expressed 20 ideas. It can be understood from the Table that all of the students had an idea about evidence-based learning in the last interview form and expressed their thoughts about it. At the end of the evidence-based learning process, we can say that the students had an idea about evidence-based learning and that the process contributed positively to them in terms of forming an idea. It can also be stated statistically that students expressed more opinions about evidence-based learning at the end of the process. This situation also gives an idea about the effectiveness of the process.

When the table is analyzed, it is seen that there is no consistency between the findings obtained in the pre-interview form and there are no repetitive thoughts. In the final interview form conducted after the application, the most recurring statements were "*Evidence-based learning is the teaching of the lesson with newspapers, newspapers, photographs and similar things.*", "*It is answering questions about them by looking at photographs and videos.*", "*Learning is based on evidence.*". It is seen that the students made sense of the information about evidence-based learning according to themselves after the application and included the correct expressions. One of the aims of evidence-based learning is for students to interpret the evidence, discuss it and realize learning away from memorization. Based on this, it can be said that the process contributed positively to the students.

Some examples of students' statements about the concept of evidence are given below.

Regarding evidence-based learning, the student with the pseudonym Ceyhun used the following statement in the pre-interview form:

Konu temelini önce bence her şeyin bilmesi
 en sonunda bir uzmanla görüşerek o kişiyle

The answer given by the student with the pseudonym Ceyhun after the application is as follows:

Öğrenmenin kanıtlara dayalı kanıtlar
 kullanılarak yapılan şeydir. Bence
 bu sayede konular daha iyi anlaşılabilir
 bilir.

It can be understood from the student's statements that there are big differences between the answers given by the student to the pre-interview form and the final interview form regarding evidence-based learning. After the application, the student's expressions "*based on evidence*" and "*using evidence*" can be accepted as an indicator that the student

has formed a meaning about evidence-based learning. The fact that the student could not express evidence-based learning correctly before the application and responded with correct expressions after the application can be considered an indicator of the effectiveness of the application process. The student's statement "...in this way, the subjects can be better understood" about evidence-based learning can be considered as an indicator that the student developed a positive attitude towards the process and contributed positively to the understanding of the content.

The student with the pseudonym Ebru used the following statement regarding evidence-based learning before the research:

...kanıt.....temelini.....öğrenmek.....sizi.....kanıt.....bilimimiz.....
 öğrenek.....kanıt.....temeli.....diğerine.....okuma.....kanıt.....
 bulmak.....ve ya.....kanıt.....bilimimiz.....sizi.....öğrenmek.....
 devlet.....gelirler.....okuma.....temel.....diğerine.....
 ..kanıt.....bilimimiz.....kanıt.....okuma.....gelirler.....

It can be understood from these statements of the student with the pseudonym Ebru that she did not have an idea about the concept of evidence and that she was trying to express something with her own interpretation efforts. In the post-application statement of the student with the pseudonym Ebru, the following statements were made:

Kanıt.....temelinde.....bir.....kanıt.....verir.....yani.....kanıt.....
 temelli.....soruların.....verir.....yaşamızda.....yani.....soruların.....
 bakıp.....insanların.....isteyip.....ardından.....a.....soruların.....
 haberi.....arabaların.....tartışıp.....yaşamızda.....
 ve böyle daha eğlenceli. Aslında.....kanıt.....temel.....soruların.....
 öğrenme.....Normal sosyal.....dersi.....ilemlerin.....
 daha çok eğlenceli.

The student with the pseudonym Ebru included her expressions, thoughts and feelings about the process in the last interview form. Pseudonym Ebru's expressions such as "learning with questions", "examining the questions", and "discussing with friends" can be considered as an indicator that the student has created and made sense of her own definition of the process. It can be understood from these statements that the student now has a correct thought and opinion about evidence-based learning. The student's statement "...learning with evidence-based questions is more fun than teaching a normal Social Studies lesson." can be considered an indicator that the student has developed a positive attitude towards the process, and enjoys and loves this process. In this context, it can also be stated that evidence-based learning contributes to students' positive attitudes toward the course.

The student with the pseudonym Ecem used the following statement regarding the evidence-based learning question:

Bu konuda fikrim yok.....

The answer given by the student with the pseudonym Ecem, who had no idea about evidence-based learning before the application, in the last interview form applied after the application is below:

Kanıt.....temelini.....öğrenme.....b.....kanitlarla.....öğrenme.....
 öğrenme.....soruların.....haberler.....öğrenmek.....o.....kanitları.....
 bakarak.....soruların.....kanıt.....temelini.....öğrenme.....
 oluyorsa.....kanitları.....öğrenme.....diferans.....
 daha çok.....aktarımda.....kavram ve yorum.....
 kavramıdır.....Bu bana bunu öğretti.....

While the student with the pseudonym Ecem did not have any comments and thoughts before the application, the fact that she made a detailed explanation about the process after the application can be considered an indicator that the process contributed positively. The student's use of the expressions "learning with evidence, learning with photographs, writings, news", "looking at evidence", and "interpreting evidence" can be assumed to be a reflection of the fact that he/she understood the evidence-based learning process correctly and learned away from memorization. At the end of the process, the student's statement "If we use evidence, it will stay in our minds more..." can be considered as an example of the positive effect and permanence of the process on the student.

Similarly, the answer given to the pre-interview form by the student with the pseudonym Habibe, who did not express any thoughts and ideas before the application, is given below:

Herhangi bir şeyi sorgulamamaktadır.

The answer of the student with the pseudonym Habibe to the question about what evidence-based learning evokes before the application was "It evokes nothing". The answer of the same student to the same question after the application is below:

Konularından yani bir şeyin var olumlu ve olumsuz örnekleri varsa bunları örnek de. İşleme ve öğrenim şekli. Örnek olarak kanıt temelli sosyal bilgiler dersi işlenen izlediğimiz videolar ve okuduğumuz yazılar. Kanıt temelli öğrenmeye örnek verilebilir.

It is seen that Habibe made a correct interpretation of evidence-based learning and exemplified it with the statement "...it is a type of lesson by using positive and negative examples.", "videos and articles we read". It can be inferred from the student's statements that the student's interpretation and interpretation skills increased after the application. These expressions of the student can also be considered as an indicator that he/she made sense of the evidence-based learning method in his/her own way away from memorization.

Below is the statement of the student with the pseudonym Okan, who did not have any thoughts and ideas about evidence-based learning before the application:

Herhangi bir fikrim yok.

The statement of the student with the pseudonym Okan after the application is as follows:

Konit temelli öğrenme ders te işlediğimiz gibi resim, video ve karikatürlerin üzerine konuşmaktır. Onları inceleyerek dersin işlenmesi için.

It can be seen that the student, who had no idea about evidence-based learning before the application, made correct statements about the process after the application. It can be said that the student understood the method of evidence-based learning correctly. Therefore, it can be concluded that the process made a positive contribution to the student.

What are student statements about the functioning of the evidence-based learning process?

In Table 2, students' statements regarding the evidence-based learning process are given. Giving students statements about the process is important in terms of describing the process.

Table 2. Student statements on evidence-based learning process.

Answers	Students	Final interview frm (f)
I commented, I always raised my finger	Ecrin, Okan, Ebru	3
We discussed with our friends, we tried to come to a conclusion by commenting together	Ecrin, Okan, Ecem, Habibe, Gülten, Ceyhun, Burak	7
Having fun and learning at the same time	Ecrin, Ecem	2
I learned by sharing our thoughts with the class	Ecem	1
We had more say than in normal classes.	Ecem, Habibe, Ebru, Burak	4
The more I reflected on the evidence, the more beautiful my interpretations became.	Ecem, Habibe	2
It was more efficient with visuals, videos, theaters	Habibe, Ebru	2
We learned by analyzing evidence	Habibe, Okan	2
It was more permanent because we went on examples	Habibe, Ayşen	2
Total		25

For this purpose, student expressions are given in a table and a description of the process is made with sample expressions. When the table is examined, the most frequently repeated statements regarding the process were "We discussed with our friends, we tried to reach a conclusion by making comments together.", "We had more say than in normal lessons.", "I made comments, I always raised my finger.". These statements are important in terms of providing an idea about how the implementation process went.

Some examples of students' statements in the final interview form regarding the evidence-based learning process are given below:

The statements of the student with the pseudonym Habibe describing the evidence-based learning process are as follows:

Kanıt.....temeli.....ders.....işlenir.....diğer.....derslere.....göre.....
daha.....eylenceli.....gelir.Bu.....öğretim.....süresinde.....
aylencelik kanıtlardaki.....etkinlikler.....sevdim.Kanıt.....temeli.....
ders.....işlerken.....izlediğimiz.....videolar.....ile.....
öğrendiklerimizi.....pekiştiriyoruz.....için.....öğrendiklerimizi.....
kalkış.....almasını.....sevdim.Dersle arkadaşlarım ve ben
sürekli aktif olmak kaldırarak konuşuyorduk.Hocamız
kaybını yorumlatıyor,sık sık söz hakkı veriyordu.
Ders bu şekilde eylenceli hale geliyor,dersin
nasıl geçtiğini anlıyorduk.

When the statements of the student with the pseudonym Habibe regarding the process are examined, it can be seen that the student made detailed descriptions of the functioning of the process. The student's statements such as "It is more fun.", "We had fun in this process." can be accepted as a reflection of the fact that she developed positive feelings and thoughts about the process. The student's statements such as "My friends and I were always active in the lesson.", "We were constantly raising our fingers and talking.", "Our teacher made us interpret the evidence and gave us the right to speak frequently." are statements about the process of the lesson. Based on these statements, it can be said that evidence-based learning activates students, makes students talk and give them the right to speak more than the normal lesson process, and this situation satisfies the students.

The answer of the student with the pseudonym Gülten, which includes her statement about the process, is given below:

Önceki.....biraz.....sıkıcı.....ama.....şimdi.....daha çok.....
eylenceli,önceki slaytın işiyorduk şimdi kanıt temelinde
Bu.....sıra.....daha çok öğrenmeye başladım
kanıt temelinde çünkü kanıt temelinde o soru
hakkında istinde tartışıyoruz önceki slaytı hoca
okuyup.....geliyordu.....

The statement of the student with the pseudonym Gülten, "We are discussing that question." also wanted to express the use of evidence and questions and discussions on evidence in the functioning of the process. We can understand the positive effect of this process on the student from the statement "It was a bit boring before, but now it is more fun." and the effectiveness of the process from the statement "I started to learn more this year." The same student gave the following thoughts about the process while answering the question "What did you like the most in the evidence-based learning process?" in the final interview form:

Şeyler.....yaş.....yaşını.....hoca.....ve.....biz.....halkıyıp.....
her.....birlikte.....tartışıp.....düşüncelerimizi arkadaşları
söylüyorlar bülere herkes derse katılıyordu.....

The student Gülden described the functioning of the evidence-based learning process and the classroom environment with her statements.

The student with the pseudonym Ebru used the following expressions for the question "How did you learn the topics that you have covered with evidence-based learning?":

konuların... tartışıp... konuşup... eleştiriyip... yapıp... o şekilde
öğrendim... bütçe... kamera... taksit... ilk başlarda... konuşa
taksitimizde... konuşmaların... 'çalıştık'... sonra... sonra
sonra... teleyerek... daha... çok... katılmaya... başladım...
hocanın... verdiği... konular... üzerinde... daha... fazla... tartıştık.

The student's statements such as "talking and discussing the evidence" and "I was hesitant to speak when the lesson was recorded, but later I participated more" can give an idea about the process. We can say that student statements reflect the evidence-based learning process.

The statements of the student with the pseudonym Burak regarding the classroom environment and the teaching of the lesson in the evidence-based learning process are given below:

Normal... derslere göre... daha... çok... söz... hakkımız... vardı...
Böl... böl... konuşuyorduk... konuları... 'hocamızla beraber'...
konuşarak... paylaşarak... inceledik... derslerimizi... bu şekilde
geçti.

When we examine the statements of the student with the pseudonym Burak, the statements "We had more say", and "We examined the evidence by talking with our teacher" can be accepted as statements reflecting how the lesson went and how the process was realized.

Students' views on the difficulties they experienced in the evidence-based learning process

In this section, the most common difficulties students had in the evidence-based learning process are given in Table 3.

Table 3. Students' statements regarding the difficulties they experienced in the evidence-based learning process.

Answers	Students	Final interview form (f)
I had a hard time preparing the poster	Ecrin, Emin, Ebru	3
I found it difficult to interpret some pictures	Ecrin, Ceyhun, Ayşen	3
I had difficulty interpreting some concepts	Ecem, Emin, Habibe, Ebru	4
I found it difficult to write the diaries day by day	Emin, Burak	2
I found it difficult to interpret some of the evidence	Habibe	1
I had difficulty understanding some sentences in the activity sheet prepared for the sixth unit	Ebru, Ayşen	2
I had difficulty interpreting some images	Metin, Elmas	2
Total		16

At the same time, examples of student statements regarding the situations in which students had difficulties are given. Regarding the evidence-based learning process, the most frequently repeated statements were "I had difficulty in interpreting some concepts", "I had difficulty in preparing posters", and "I had difficulty in interpreting some pictures". Students stated that they had difficulty interpreting some concepts and preparing posters in this process. Some students stated that they had difficulty in writing diaries and some students had difficulty in interpreting pictures. Students'

statements about the process such as "I had difficulty in interpretation at first, but I got used to it over time" can be considered as an indicator that when the lesson processes are student-centered, students' skills such as interpretation and analysis improve over time. Some of the statements regarding the difficulties experienced by students in the evidence-based learning process are given below.

The statement of the student with the pseudonym Ecrin about what she had the most difficulty in the process is as follows:

Afiş yaparken zorlandım. Bazı resimler vardı onları yorumlayamadım. Bunu anlamamıştım. Çünkü resimlerin sırası yoktu. Sanji bir tiple cevaplar yazmamıştım. Afiş hazırlarken yazıyı okudu ama işi anlayamadım.

The student with the pseudonym Ecrin expressed the difficulty she experienced in the process by saying "I had difficulty making posters" and "I could not interpret some pictures".

The student with the pseudonym Ceyhan answered the question "Where did you have the most difficulties in the lessons you taught with evidence-based instruction?" as follows:

1. ünitedeki 16. etki-likteki resimde kimse hiçbir şey anlamadı. Herkesin aklında o sağıma sağıma şeyler vardı. Resmi biraz benzetmeye çalıştım. Çünkü bu resmin etkisizliği aklımda olduğu için anlamadım. Bana en zor gelen o oldu.

The student with the pseudonym Ceyhan stated that he had difficulty in only one activity and could not interpret the picture. Afterwards, he stated that they had an idea about the picture.

The student with the pseudonym Ayşen expressed how she found the process challenging as follows:

Aktiviteyi hazırlarken zorlandım. Devletin işleri bile bilmiyordum. Şehrin dışındaki her şeyi yorumlayamadım. Bunu anlamamıştım. Çünkü resimlerin sırası yoktu. Sanji bir tiple cevaplar yazmamıştım. Afiş hazırlarken yazıyı okudu ama işi anlayamadım.

Ayşen stated that she had more difficulty with the concepts she did not know in the sixth unit. In addition, the student also stated that she had difficulty interpreting some pictures.

The student with the pseudonym Emin used the following statements regarding the most difficult situations in the evidence-based teaching process:

En çok zorlandığım afiş yaparken ve günlük yazarken. Afiş yaparken de yapacağıma ve nasıl yapacağını da aklımda tutamadım. Zorlandım.

The student with the pseudonym Emin reflected in his statements that he had the most difficulty in making posters and writing diaries in this process. The difficulties experienced by the students during the process were also mentioned by quoting the answers given by the students.

What are students' positive and negative feelings and opinions about evidence-based learning?

When Table 4 is examined, it can be seen that students have more positive feelings and thoughts among the positive and negative feelings and thoughts about evidence-based learning. All of the students used expressions reflecting positive feelings and thoughts about evidence-based learning. When the table is examined, we can say that the most frequently repeated opinions in student feelings and thoughts about evidence-based learning are "It was very fun and

Table 4. Students' positive and negative feelings and views on evidence-based learning.

Positive feelings and views	Students	Final interview form (f)
I like it a lot	Ecrin, Emin, Okan, Murat, Ceyhun, Elmas	6
It was very fun and nice	Ecrin, Emin, Okan, Gülten, Burak, Ecem, Habibe, Ceyhun, Ebru, Murat	10
I was never bored	Ecrin, Ceyhun, Emin, Ayşen	4
Social Studies is my favorite subject	Ecrin, Elmas	2
I always attended classes	Ecem, Emin, Ebru, Ayşen, Ecem	5
It is much better to teach Social Studies through evidence-based learning	Ecem, Okan, Ayşen, Kuzey	4
I understand better	Ecem, Emin, Habibe, Gülten, Burak, Ceyhun, Metin, Emin	8
It becomes more permanent.	Ecrin, Emin, Ceyhun, Habibe	4
It's more efficient	Habibe, Ceyhun	2
My interest in the lesson increased	Habibe, Okan, Ecem, Ayşen, Ecrin	5
Negative Emotions and Thoughts		
Sometimes fun, sometimes boring	Ecem	1
It was strange to record the lecture	Ceyhun, Ebru	2
Total		53

beautiful", "I understand better", and "My interest in the lesson increased". While the students expressed 53 opinions in total, fifty of them consisted of positive feelings and thoughts about the process, while only three of them consisted of negative expressions. Among the negative feelings and thoughts, "*Sometimes it was fun and sometimes boring*" was stated by one student, and "*It was strange to record the lesson*" was stated by only two students. The fact that students expressed fifty positive feelings and thoughts about evidence-based learning is important in terms of giving an idea about the effectiveness of the process. Students stated that they enjoyed the evidence-based learning process, found it fun and that their interest in the course increased.

Some of the feelings and thoughts expressed by the students in the final interview form regarding the evidence-based learning process are given in the following example.

Below are the statements of the student with the pseudonym Ecem regarding her feelings and thoughts about the evidence-based learning process:

Sosyal bilgiler dersi önceden suskurdum çok konuşmuyordum
şimdi ise derse daha çok katılıyorum. Sorular hakkında
yorum yapıyorum. Böylece derse daha iyi
daha iyi anlıyorum ve ders daha eğlenceli
geçiyor.

The student with the pseudonym Ecem reflected the change in herself at the end of the process by saying the following. The student's statement "...before I was silent, I didn't talk much; now I participate more in the lessons." can be considered an important statement in terms of revealing the effectiveness of evidence-based learning. The student also stated that the lesson was more fun in this way and that he understood the lesson better. The statement of the student with the pseudonym Emin describing his feelings and thoughts about evidence-based learning is below:

Sosyal dersi önceden hiç konuşmüyordum ve ben konuşmak
istemiyordum. Derse katılmak istemiyordum. Ama şimdi
konuşabiliyorum. Sorular hakkında daha çok anladım ve daha çok derse katılıp
konuşuyorum.

The student with the pseudonym Emin also made a comparison between lecturing and evidence-based learning and reflected that he was more active in evidence-based learning with the statement "*I participate and talk more in the lesson.*" It can be stated that the evidence-based learning process makes the student more active and contributes to the formation of positive feelings and thoughts toward the lesson.

The student with the pseudonym Ceyhun's response to the question in the last interview form "*How did you feel in the lessons that you covered with the evidence-based learning process? Can you explain?*" is below:

Derstern böyle anlatılması bana ilk
başta da biraz sıkıcı geldi sonra
ise ders daha fazla katıldım. Tabi zamanla
da daha fazla hoşuma gitmeye başladı.

Ceyhun's statements "*...I participated more*", "*...I liked it more*" about evidence-based learning can be considered as an indication that there was an increase in the student's interest and interest in the lesson and that he had positive feelings and thoughts about this practice.

The same student's answer to the question "*How did the evidence-based Social Studies course affect your view of the Social Studies course?*" is given below:

Önceden sosyal bilgiler dersini ben
sevdim. Şimdi biraz daha çok sevdim.
Yalnızca önceden sosyal bilgiler dersi çok
eglençli değil. Şimdi daha eğlenceli
oldu.

The statements of the student with the pseudonym Ceyhun, "*I like it more now.*" and "*It's more fun.*" can be considered as indicators that evidence-based learning increased the student's interest in the Social Studies course and made the lesson fun. In this context, it can be assumed that the lessons carried out with evidence-based learning contributed to the development of positive attitudes and thoughts toward the course.

The statements of the student with the pseudonym Okan about his feelings and thoughts about evidence-based learning are given below:

Ben bu ders çok sevdim ve ben bu ders çok eğlenceli
ders ile ilgili ve bu süreç benim için çok ilginçti
ve ben bu ders işlerken bu süreçte daha çok öğrendim.

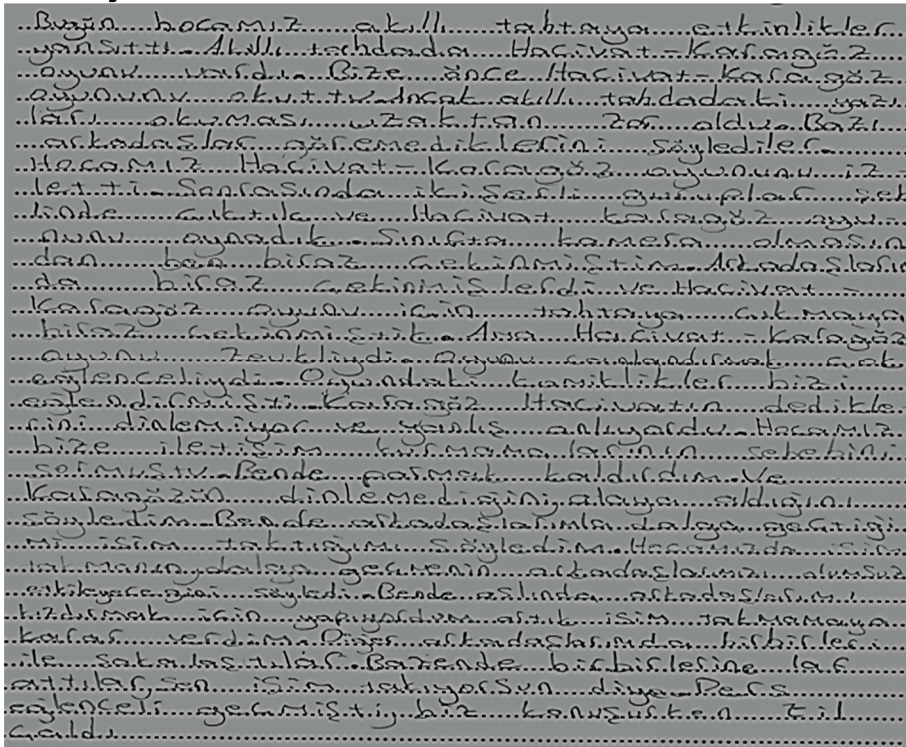
The student's statements such as "*...I liked the lesson very much.*", "*...my interest in the lesson increased.*", "*It went well for me.*" and "*I was more interested.*" can be accepted as the student's statements reflecting positive feelings and thoughts about evidence-based learning. It can be stated that this process was effective for the student with the pseudonym Okan to develop positive feelings and thoughts toward the lesson.

What are the student views reflected in the diaries about the use of evidence-based activities in the Social Studies course?

Diaries, which describe students' opinions and thoughts about the lesson teaching process based on evidence-based teaching, are the most important data collection tools that can be used in action research. In this context, diaries were distributed to the students at the beginning of the application and what kind of information was requested was stated in the diary instructions. At the end of the implementation, diaries were collected from the students, but it was observed that a few diaries were not kept regularly. The collected diaries were analyzed in terms of what the students liked or disliked, what difficulties they experienced during the process, what kind of attitude they developed towards the process and what their thoughts were, and their experiences related to the process.

Ceyhun

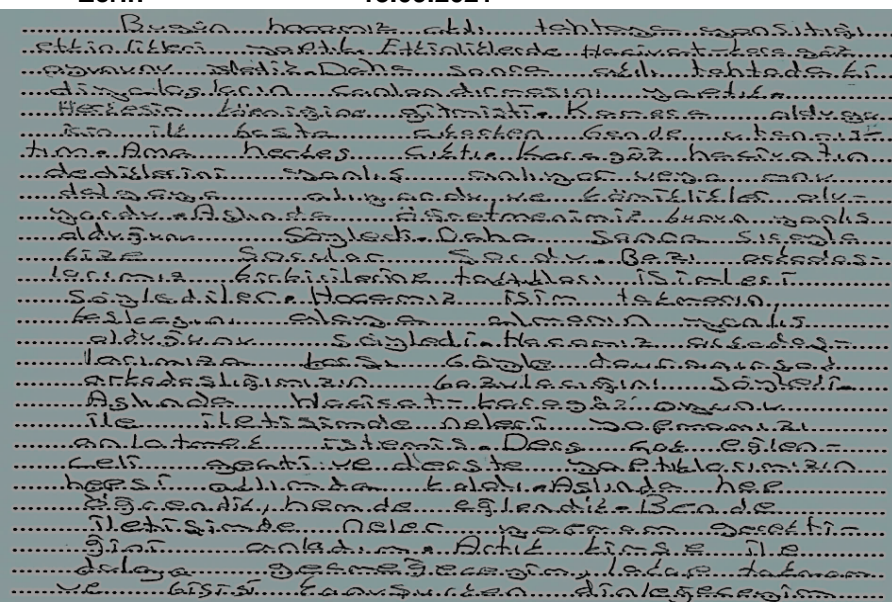
13.09.2021



It is seen that a problem experienced in the process was reflected in the student diary. The student mentioned the difficulty in reading the evidence-based activity worksheet on the smart board in his diary. It is also possible to make inferences from the diary about the teaching process of the lesson. Hacivat-Karagöz play was included as the subject of the lesson "Communication and Evidence". It is seen that the students enjoyed portraying Hacivat and Karagöz and had fun. It can be understood from the student diary that there was a sincere and fun atmosphere in the classroom. The student's statement "...I decided not to call names anymore." can be considered as an indication that the behavior desired to be given with the evidence was transferred to the student in a fun way. At first, when the students came out to act out the Hacivat-Karagöz game on the board, the sentence "We were shy." It can be said that recording the in-class communication created shyness in the students. However, it was reflected in Ceyhun's diary that the students had fun while playing the Hacivat-Karagöz game during the lesson.

Ecrin

13.09.2021



We see that the student with the pseudonym Ecrin reflected her thoughts about the lesson in her diary. The student stated that the activities were reflected on the smart board during the lesson. But she did not mention the problem. Because it was difficult to read the dialogs in the evidence remotely. The student's opinion about recording the in-class process was similar to the other student's diary in that it caused hesitation. However, it is understood from the student's expressions that the student was happy and fun in the general processing of the lesson and that he was satisfied with the process. It can also be inferred from the student's diary that "*The lesson was a lot of fun and all the things we did in the lesson stayed in my mind*" and that the student both had fun during the activity and learned the subject better. It is also understood from the student's diary that the student's awareness of communication mistakes increased and that he made a self-evaluation.

Habibe

16.09.2021

Bu gün... horama... akilli... tahmadan... yansıttığı... etkinlikler...
 için... aktıllarını... getirdi ve... herkeşe... birer...
 tane... verdi. Bundan... sonra... hem... akilli... tahmadan...
 hem... elmiş dedi... kagıtlardan... ders... tokir...
 edebat... misiz... Bide... bu... gün... akilli... tahta... etkinlik...
 kagıdını... açmadı... B. İsim... dedi... hocamızı...
 çağırdı. Akıllı... tahdan... bir... problem... olduğunu...
 için... bildirim... hocamızı... akilli... tahmayı...
 ayarladı. Biz... derste... yanlış... bir... amca... ile... ilgili...
 gırtlak... haberi... vardı... önce... önce... sonra... bir... tane...
 bizzet... yapar... aradığını... videolarını... izledi...
 video... konu... çok... etkilmişti. Ya... sı... amca... da...
 izlemiştim. Benden... sarfında... dışarıya... amca...
 için... amca... çıkması... genelde... polis... diyerek...
 yanlış... amca... ile... dünya... gerçikleri... amca... ile...
 daha... gerçeklerinde... ben... hile... sınır... olduğunu...
 yanlış... insanoğluna... karşı... saygılı... olmak...
 gerekir. Zaten... hocamıza... bize... saygılı... olmanın...
 önemini... anlatmıştı. Hocamıza... İlahi... videoda...
 ise... bir... çocuk... annesine... tac... almak... için...
 ezan... ile... çağırıyordu. Ecrin... sahibi... ise...
 çağır... davaya... katılıyordu. Bir... şey... sermadden...
 tek... sahibi... ise... varırsa... niden... böyle... yaptığını...
 sordu ve... tabiri... annesi... için... geldiğini... söyleyince...
 ilac... pahasına... verdi. İlaç... sonra... a... çocuk... doktor...
 almıştı ve... laboratuvarını... hastane... Masraflarını...
 karıştırmıştı. Aslında... kimseyi... hemen... suçlamamalıyız...
 ve... yordunsever... almıştı. İki... abında... kalmıştı...
 çünkü... iki... beni... çok... etkilmişti. Bunların...
 azan... sinif... konusunu... birlikte... bu... şekilde...
 konusunu... daha... çok... ahlında... kalıyor...
 derste... işlediklerimiz...

I noticed a detail in the diary of a student with the pseudonym Habibe that was not in my diary. I could not open the activity sheet and some programs with a problem caused by the applications on the smart board. So I called our IT teacher to the classroom to help me. My student wrote about this in his diary. I was happy that my student wrote his diary by paying attention to the details. The fact that the student described the in-class activities in detail can be considered an indicator of the memorability of the evidence. While finding evidence according to the outcomes in evidence-based teaching, finding evidence that attracts the attention of students and can affect them is also an important point in terms of children's retention. The student's statement "*It sticks in my mind more when we talk together like this...*" can be accepted as a reflection of the idea that teaching together by talking increases retention and makes the lesson enjoyable.

In the diary, it can be understood from the student's statement "*Normally, I would normally get bored in the lessons, but when I talk about something, I don't understand how time passes.*" that he enjoyed the teaching process and thought that the lesson process was enjoyable and fun. Regarding the in-class records kept in order to see the interaction in the classroom from many angles, it is observed from the student's statements that they got used to this situation over time. From the student's diary, it is observed that there is a positive interaction in the classroom and the lessons are taught with the participation of the students. It can be understood from the statement "*Everyone says their opinions in the lesson...*" that all students participated in the lesson. It can be said that evidence-based learning activates students with this aspect. Similar statements in the diary of the student with the pseudonym Elmas were also found in other diaries. Similar statements from a different student's diary are given below.

Ayşen

27.09.2021

Bütün... konuşma ile... bu metin... üzerine... konuştu...
 Hikayelerden... birincisi... Sınıfta... gerçekleşiyordu...
 öğrenci... kendi... aralarında... tartışırken... Öğretmenleri...
 birini... bir... sınıfa... uyarı... diğerinde... diğer taraf...
 koyuyor. Ortobirine... bir... nesne... koyuyor. Birisi...
 farklı... renk... diğeri... farklı... renk... söylüyor... ve...
 öğrenciler... tartışıyorlar. Öğrencilerin... yerini...
 değiştirince... itiside... sesini... Çünke... farklı...
 yerlerden... farklı... renkler... gösteriyorlar. Bunun...
 üzerine... hoca... farklı... sorular... soruyor... ve... hepimiz...
 konuşuyor. Birde... konuş... Sese... ile... ilgili... bir... hikaye...
 vardı. Son... olarak... Zeynep... adlı... bir... kız... yeni...
 bir... okul... kaydoluyordu. Okulda... sınıf... arkadaş...
 ları... ama... karşı... ön... yargılı... yokladı... onunla...
 başta... konuşuyorlardı. Daha... sonra... arkadaş...
 oluyorlardı. Bunlar... üzerine... konuştu. Birde...
 ön... yargılı... olmamak... gerektiğini... arkadaşlarımızı...
 his... görünüşe... göre... değil... iyi... oldukları...
 için... arkadaş... seçmemiz... gerektiğini... söyledim...
 Bütün... hekeşe... söz... verdi. Bütün... derslerde...
 bu... şekilde... sorular... Parmak... kaldırıyordu... herkes...
 fikrini... söylüyor... ve... böylece... dersin... nasıl...
 geçtiğini... anlamıyor. Derste... konuşmak... düşün...
 celerini... söylemek... benimde... hoşuma... gidiyor...
 ve... his... sıkılmıyorum. Ama... sadece... ders...
 dinlediğim... zamanlar... Ya... da... bir... şey... yapma...
 dığımız... dersler... Sıkıcı... geçiyor. Herkesin...
 katılması... ve... böyle... soruların... üzerine... konuşmak...
 dersi... zevkli... hale... getiriyor.

In the diary of the student with the pseudonym Ayşen, we see more statements about what was covered in the lesson and what was the subject of the lesson. The student's statement "... that one should not be prejudiced..." can be considered as a reflection that the thought intended to be given in the lesson was formed in the student. Because the aim to be obtained from the evidence was the importance of not being prejudiced in communication and being able to look at things from different perspectives. Considering the thought expressed in the student's diary, we can say that the evidence was effective in gaining what was intended to be given. It can be said that the student included similar expressions with other students and the student with the pseudonym Elmas, whose diary is given above. Because the two students whose examples are given here and other students stated that talking about evidence and everyone's participation in the lesson made the lesson enjoyable. The students stated in their diaries that they enjoyed being active and sharing their thoughts as a class and that the lesson passed quickly in this respect. Within the scope of these thoughts of the students, it can be stated that evidence-based teaching activates the students and makes the lesson process fun and enjoyable.

Ebru

07.10.2021

Buğün hocamıza ile sosyal medya ve kitle iletişim araçları ile ilgili konular hakkında konuşuldu. Sosyal medya ve kitle iletişim araçlarının çok hızlı bir şekilde geliştiğini ve artık herkesin kullanabileceğini gördük. Özellikle sosyal medyada zaman geçirmek bizim için sorumluluklarımızı unutabileceğimizi hissettirdi. Her gün televizyon izlemek, sorumluluklarımızı yerine getirmemizi bilmiyoruz. Her gün televizyon izlemek yerine ders çalışmamız daha yararlıdır. Bazen arkadaşlarımızın oyun oynamasına da katılmıyoruz. Onlar telefon ile oyun oynuyorlar. Biz de arkadaşlarımızla birlikte oynamaya çalışıyoruz. Telefon ile oyun oynamak çok eğlencelidir. Ama sorumluluklarımızı unutmamalıyız. Sorularımızı öğretmenimize sorabiliriz. İnterneti de kullanabiliriz. Her gün televizyon izlemek yerine ders çalışmamız daha yararlıdır. Her gün televizyon izlemek yerine ders çalışmamız daha yararlıdır.

Burak

07.10.2021

Buğün hocamız ile kitle iletişim araçlarını nasıl kullandığımızı tartıştık. Zorunlu olarak ders işledik. Eğer sosyal medya, telefon ve televizyonu çok fazla kullanırsak bağımlı hale geliriz. Sorumluluklarımızı unutabiliriz. Artık ayurolarımızı da telefon üzerinden oynuyoruz. Birlikte dışarıda ayurolarımızı oynuyoruz. Arkadaşlarımızı ayurolarımıza da davet ediyoruz. Ama arkadaşlarımızın çoğu bilgisayar oyunları oynamayı tercih ediyor. Akşamları da çoğu zaman ben de film izliyorum. Sinema herkes için eğlenceli. Herkesin her gün izlediği bir şeyler var.

When the diaries of two students are analyzed, it is seen that the students included statements about the activities carried out in the classroom. It was reflected in the students' statements that the implemented activity had the value of responsibility and was related to the media. From the students' statements, we can say that they are critical of themselves. Because the students stated that they now play games on their phones and computers and that they do not go out to play with their friends. These statements can be considered as an indication that they look at themselves with a critical eye and that they are aware of these mistakes. The application was aimed to help students gain the acquisition of the learning outcome "Uses his/her rights and fulfills his/her responsibilities while using communication tools" and to increase students' awareness of the value of responsibility. Based on student expressions, it can be thought that students' awareness of responsibility for the use of communication tools increased.

Student and researcher diaries are important in terms of reflecting many variables such as classroom interaction, communication between students, students' interest or lack of interest, problems and disruptions experienced in the process. The collected diaries were analyzed in terms of what the students liked or disliked, what difficulties they experienced during the process, what kind of attitude they developed towards the process and what their thoughts were, and their experiences related to the process. Thanks to the diaries, the implementation was tried to be described in more detail.

DISCUSSION AND CONCLUSION

Student views before and after the implementation of evidence-based learning approach in social studies course

As a result of the findings obtained as a result of the research, it can be stated that there is a significant difference between the statements about evidence-based learning. The findings of the study show that the majority of the students did not have an opinion about evidence-based learning and the use of evidence in the Social

Studies course. In the final interview form conducted after the implementation, it is seen that all of the students had an opinion and they declared twenty different opinions. While six students expressed an opinion in the pre-interview form about whether the Social Studies course could be taught using evidence, it is stated in the findings of the study that all of the students expressed a positive opinion in the final interview form conducted after the application. At the same time, it can be stated that students had difficulty in justifying their opinions in the pre-interview forms conducted before the application, but in the final interview form conducted after the application,

they gave more comprehensive and detailed answers. This situation can be said to be an indicator of the development of skills such as interpretation and evaluation after the implementation process. The fact that the students were able to put forward different ideas about evidence-based learning can be considered an indicator that the students made sense of evidence-based learning in line with their own inferences. One of the aims of evidence-based learning can be expressed as realizing meaningful learning away from memorization by interpreting the evidence. One student's statement in the final interview form, "*In this way, the subjects can be better understood.*" can be accepted as an expression that the student developed a positive attitude towards evidence-based learning and that it was more effective in understanding the lesson. A similar statement from a different student is "*If we use evidence, it will stay in our minds more.*" It can be said that evidence-based learning conveys what is desired to be given in the lesson in a more memorable way and for this reason, students find evidence-based learning more effective than a normal lesson process. This situation can also be reconciled with the fact that students are active in the evidence-based learning process, participate in the lesson with their comments, and their interest and attention are constantly awake through evidence. The statement "*Learning with evidence-based questions is more fun than teaching a normal Social Studies course*" in the students' final interview form can also be considered as an indicator that the students developed a positive attitude towards the process and liked teaching Social Studies course with evidence-based learning more. Based on this, it can be stated that students enjoyed the evidence-based learning method and at the end of the process, they showed positive attitudes towards the use of this method in the Social Studies course.

When the literature is examined, it is possible to see that there are many similar results regarding evidence-based learning and the use of evidence in the Social Studies course. In his study, OI (2019) stated that the use of newspaper news in Social Studies lessons developed positive attitudes toward Social Studies lessons in students, and after the application, students' interpretation and critical skills increased as well as their course success. Bekret (2019) concluded that the use of current events in the Social Studies course with evidence-based learning was stated by the students that the course was more productive and that the students developed positive attitudes towards evidence-based learning. Alabaş (2007) states that students find the lesson more interesting and fun and that students enjoy evidence-based learning. Yetiş (2018) revealed in his research that students generally developed positive opinions about evidence-based history teaching. As a result, it is seen that 7th-grade students developed positive attitudes towards evidence-based learning after the application, enjoyed the evidence-based learning

method, and found its use in Social Studies lessons much more useful than normal teaching.

Evidence-based learning approach in social studies course affects researcher and student views

According to the research findings, it can be stated that the researcher and the students who participated in the application had positive thoughts and feelings about the evidence-based learning process in Social Studies courses. It is understood from the researcher and student diaries and student statements regarding the questions asked to the students about the process in the final interview form that the students had positive feelings and thoughts about the process. In the process of using the evidence-based learning method in the Social Studies course, it can be understood from the diaries and statements about the process that there was an environment where students could discuss with their friends, enjoy making comments about the evidence, and express their own thoughts and ideas easily. Based on the students' statements, it can be said that the students were willing to take the floor and actively participated in the lesson during the learning process. The students' statements such as "*We discussed with our friends, we tried to come to a conclusion by making comments together*", "*We had more say than in normal lessons*", "*I made comments, I always raised my finger*", "*My friends and I were always active in the lesson*", "*We were constantly raising our fingers and talking*", "*Our teacher made us interpret the evidence and gave us the right to speak frequently*", and similar student statements indicate that students enjoyed being actively involved in the lesson. It is also understood from the statements of the students that they had a lot of fun in the process: "*It is more fun*", "*We had fun in this process*", and "*It was a little boring before, but now it is more fun*". The statements of the students, "*It is much better to teach the Social Studies course with evidence-based learning*", "*Social Studies is my favorite course*", "*It was very fun and beautiful*", and "*I liked it very much*" are some examples of the positive feelings that students created about the process. It is understood from the diaries and student statements about the process that students were happy, found the lesson more fun, and liked the evidence-based learning process more during the evidence-based learning process. To summarize, student and researcher diaries and student statements in the interview form regarding the process reveal the satisfaction and positive attitude of the students regarding the evidence-based learning process in the Social Studies course. When the literature is examined, it can be stated that the results of the research are parallel with the results of the research on evidence-based learning. In their study, Tangülü and Çıdacı (2016) stated that the experimental group students showed a positive increase

in their final attitudes toward the use of first-hand evidence in the Social Studies course. In his study, Bilgiç (2018) stated that the evidence-based teaching of the Social Studies course was highly appreciated by the fourth-grade primary school students and that the students developed positive attitudes towards the evidence-based process. In his study, Çiftarslan (2019) stated that students enjoyed working with historical evidence, expressed their opinions more easily in the presence of discussion environments and that learning environments where they could have fun were created. He stated in his research findings that students were active in the lesson process and found the process fun and beautiful. It is also supported by many studies that the evidence-based learning process in the Social Studies course is found to be positive by students, increases students' motivation, and develops positive attitudes toward the Social Studies course (Alabaş, 2007; Dönmez and Altıkulaç, 2014; Doğan, 2007; Yetiş, 2018; Şener, 2019; Bekret, 2019; Işık, 2011). As a result, it can be said that evidence-based learning in the Social Studies course creates positive emotions in students and affects them positively.

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