



# Content analysis of articles published in the field of social studies education

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## Abstract

The study aimed to uncover the general trends of published researches undertaken in the field of Social Studies Education. To this end, SSCI, SCI-EXPANDED, A&HCI, CPCI-S, CPCI-SSH, and ESCI indexed journals were scanned through the Web of Science database. In the study, 55 articles which were suitable for scope of the research, and published between the years of 2016 to 2019 with an address in Turkey were accessed, classified, and included in the study. In the analysis of the data, content analysis method and descriptive statistics such as percentage and frequency were utilized. In the content analysis various variables were considered, such as author(s), year of the research, purpose of the study, results, research methods, sampling methods, and data collection tools. The results revealed that the majority of researches used the qualitative research method, the number of articles published was the highest in 2019, the most commonly used data collection tool was the interview, the samples included secondary school students at most, and the studies were clustered in a sample range of 31-100 participants

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**Keywords:** Social Studies Education, articles, content analysis, research trend

## 1. Introduction

Considering the Social Studies as a teaching field, it can be said that its general aim is to raise citizens (Öztürk, Coşkun-Keskin and Otluoğlu, 2014). The Social Studies Course is one of the classes with a broad emphasis on human behavior (Deveci, 2005) and raising active citizens (Kafadar, Ozturk and Katılmış, 2018). Even though it emerged in America in 1916, the application of social studies into the curriculum in Turkey is 1968 (Beldağ and Geçit 2016). Social studies in Turkey is taught in primary and secondary schools as one of the important branches that confront individuals with situations in daily life (Apak-Tezcan and Ütkür, 2020). Besides, the course of social studies is one of the fundamental courses at these levels (Ulusoy and Gülüm, 2009).

In Turkey, there have been plenty of studies conducted regarding Social Studies Education and teaching. Values education, methods, and techniques, concept teaching, determining conceptual failures, the examination of textbooks, the examination of curricula, teacher training, literature review, citizenship education. It can be argued that it originated from the nature of social studies, which involve various disciplines (citizenship education, social science, and reflective research) (Barr, Barth and Shermis, 2013). When we consider the objectives and results of the studies, their distribution by

years, research methodology, data collection techniques from a general perspective, we may conclude that they can guide those who will carry out further research in this field.

Document reviews on Social Studies Education (Chu, 2017), method and technical application studies (Campbell, 2016; Tünkler and Güven, 2019), studies regarding opinions of teachers on social studies topics (Ersoy, 2016; Nalçacı, 2011) and studies on teacher candidates' views (Alpaslan and Kaştan, 2019; Demir and Bütüner, 2014) have been observed in the literature. Also, the study carried out to evaluate the trends of postgraduate theses in Social Studies Education published in Turkey, examined the publication year of theses, research type, research method, subject fields, characteristics of the sample groups, data collection tools, distribution by universities and data analysis methods were investigated through document analysis (Dilek, Baysan and Öztürk, 2018). In another study, Oğuz-Haçat and Demir (2018) have examined the doctoral thesis undertaken in the field of Social Studies Education during the period of 2002-2018 in Turkey through content analysis method according to different variables. Furthermore, it is understood that there are numerous researches in the field of Social Studies literature (Akaydın and Kaya, 2015; Altay, 2020; Duman and İnel, 2019; Karakuş, 2020; Kartal, 2020; Tarman, Acun and Yüksel, 2010; Oruç and Ulusoy, 2008; Öner and Öner, 2017; Şahin, Göğebakan-Yıldız and Duman, 2011).

In this sense, the general aim of the study is to unravel the published studies in the field of Social Studies Education via content analysis. The research questions of the study were formulated as in the following:

1. What are the objectives and results of the articles regarding the Social Studies Education?
2. Which methods are commonly adopted in the articles on the Social Studies Education?
3. How do the characteristics of the articles on the Social Studies Education generally differ?
4. Which data collection tools are commonly utilized in the articles on the Social Studies Education?

## 2. Method

The content analysis types are divided into three; (i) meta-analysis, (ii) meta-synthesis, (iii) descriptive content analysis (Çalık and Sözbilir, 2014). The study was conducted via the descriptive content analysis method out of these types of content analysis.

In the study the publication classification form developed by Sozbilir, Kutu and Yasar (2012) was used after some revisions and minor changes. The publication classification form consisted of (1) author(s) and title of the article, publishing journal, index, (2) method, (3) data collection tool(s), (4) sample, and (5) data analysis sections.

The articles that were published in the journals indexed in the Web of Science database including SSCI, SCI-EXPANDED, A&HCI, CPCI-S, CPCI-SSH, and ESCI indices were selected for the content analysis. In addition, the time interval was chosen as four years between 2016-2019. A total of 83 articles were obtained through this

categorization. Consequently, 55 articles were found eligible to conduct the content analysis within the scope of the study.

### 3. Findings

#### 3.1. Information on the articles examined in social studies

In this section, various variables related to 55 articles published between 2016-2019 within this study were analyzed. Content analysis has been performed according to various variables such as author(s), year, purpose, result, research methods, sampling trends and data collection tools. The author(s), year, purpose, and results of 55 articles that were selected from the 2016-2019 time interval are presented in Table 1.

Table 1. Information on the articles examined in Social Studies Education

| Author(s)                 | Year | Purpose  | Conclusion   |
|---------------------------|------|--|--|
| Akin, Calik & Engin-Demir | 2017 | It aims to help students develop knowledge, skills, attitudes, and values to enable them to actively participate in democratic life by learning and applying their rights and responsibilities as citizens, both at school and in the community. | Project activities helped students develop the characteristics of active citizenship in terms of knowledge, skills, attitudes, and values.   |
| Demir & Pismek            | 2018 | Social studies is to examine the role of teachers' ideology and personal characteristics while teaching the controversial topics.  | It was revealed that social studies were influenced by teachers' ideologies to highly influence the way they prevent these issues.   |
| Egüz, Öztürk & Kesten     | 2019 | It examines the effects of the use of communication technologies' outcomes related to global education on students in terms of various variables in social studies course and their views.   | It is concluded that technology supported teaching program has a lasting effect in increasing students' academic success and learning.   |
| Kilinc, Tarman & Aydin    | 2018 | To examine the issues related to technology integration of social studies teachers.  | It has been revealed that the greatest obstacles faced by social studies teachers' technology integration are exogenous and there is a difference in favor of those attending professional development sessions on technology. |
| Dinç & Üztemur            | 2017 | To examine prospective teachers' epistemological beliefs, their understanding of social studies according to them and how they perceive social studies.  | It has been found that prospective teachers' epistemological beliefs are complex in three dimensions and that social studies understanding affect their epistemological beliefs in every dimension.                            |
| Katılmış                  | 2017 | To examine the opinions of social studies teachers about values according to some variables.   | It was concluded that social studies teachers mostly use infusion approach in values education, values education activities in schools are insufficient and participants mostly have infusion approach.                        |
| Ibrahimoğlu               | 2019 | To determine middle school students' conceptual of the social studies course and their awareness and usage of social   | It is concluded that students perceive the social studies course as a social-humanities science and that they can partially use the course   |

|                              |      |  |  |
|------------------------------|------|--|--|
|                              |      | studies course outcomes in daily life.   | outcomes in daily life.  |
| Ozan & Kincal                | 2018 | To analyze the effect of formative assessment practices in the fifth grade social studies course on students' academic achievement, attitudes towards it, and self-regulation skills.  | Although it was determined that the experimental group students' academic achievements and attitudes towards the course were found to be significantly higher than the control group students' academic achievements and attitudes towards the lesson, in terms of post-test scores, there was no significant difference between the experimental and control groups regarding the self-regulation skills. |
| Tünkler                      | 2019 | To examine elementary school students' competence expectations and perceptions of value for social studies course in terms of different variables.   | It has been determined that elementary students' competency expectations for social studies course are low, and this does not change by gender, there is a significant difference in terms of grade level and course success, and their perceptions of value for social studies lesson are at a medium level.  |
| Uyungül-Yılmaz & Kaf         | 2019 | The aim of this course is to examine the effect of creative drama method used in the teaching of a unit in the fourth grade social studies course on the attitudes towards the social studies course, learning styles of the students and to determine the opinions of the students. | It has been concluded that students develop positive attitudes towards social studies course taught with creative drama, this method is effective in their learning, it creates positive emotions and informs them about creative drama, and the concepts used in communication and interaction are recognized.  |
| Torun                        | 2019 | It is to determine the correlation between students' argument levels and decision-making skills in the social studies course based on argumentation.   | The correlation between the students' argument levels and decision-making skills was found to be significant and positive.   |
| Dolapçoğlu, Gürkan & Karakuş | 2019 | The aim is to examine the opinions of the teachers about the aesthetic and aesthetic creativity practices in the social studies course.  | Teachers have varying thoughts on perceptions about the concept of aesthetics, their aesthetic creativity is important, the social studies course is effective in acquiring aesthetic creativity, and aesthetic education has a positive effect on students' mental and affective development.   |
| Öztürk & Kuş                 | 2019 | To examine the opinions and practices of social studies teachers about teaching controversial topics.  | It has been revealed that there are differences in the applications of teachers in the teaching of controversial subjects and they experience some difficulties in teaching controversial subjects.  |
| Şekerci & Kabapınar          | 2019 | To determine the effect of evidence-based learning activities integrated with the storyline approach in social studies lessons on student products and the views on the teaching process.  | It has been revealed that most of the products handed by the students are qualified and very qualified, and the views of the students on the evidence-based teaching process integrated with the Storyline approach are positive.  |
| Çopur                        | 2019 | It aims to examine the reflections of social studies teachers to   | Although teachers have modern inclusion philosophies in inclusion  |

|                  |      |   |  |
|------------------|------|---|--|
|                  |      | inclusion practice and their beliefs about students in classroom practices.   | practices, it is concluded that they neglect somethings in practice and the difference between belief and practice depends on some variables.  |
| Ertürk & Şahin   | 2019 | To determine the experiences and opinions of prospective teachers about the use of Second Life game in social studies teaching and to evaluate the effectiveness of the applied experiential model. | It was concluded that the use of the social studies course applied in the Second Life virtual environment increases the interest and motivation towards the course, provides concrete and permanent learning, saves the lecture from traditionalism, increases the levels of self-efficacy and provides instant feedback.            |
| Tünkler & Güven  | 2019 | The aim of this study is to examine the effect of microteaching on the development of literacy levels of complementary assessment techniques of social studies prospective teachers.                | It is concluded that microteaching is an effective method for the development of literacy levels of social studies prospective teachers for complementary assessment and evaluation techniques.  |
| Mengi            | 2019 | To examine the social studies textbook and curriculum in terms of disability.   | It turned out that the phenomenon of disability was included very little in the primary school and secondary school social studies textbook and curriculum.  |
| Akpınar          | 2019 | To determine the effect of peer assessment technique on social studies prospective teachers' teaching practices.  | It has been concluded that peer assessment has a positive effect on prospective teachers for the improvement of the quality and competencies of the candidates related to teaching profession.   |
| Yavuz & Özkartal | 2019 | It aims to examine and compare Social Studies course curriculum for "Power, Authority and Management" theme in Turkey, Canada (Alberta) and the England.  | It has been concluded that the rights, responsibility, freedom, democracy and constitutional issues are common in the countries covered by the study and they are included in the curriculum of all three countries, and it has also been revealed that all three countries included high-level thinking skills regarding the theme. |
| İlhan & Oruç     | 2019 | It examines the effect of the use of comic books on the success and motivation of secondary school students in the social studies course.   | It was concluded that the experimental group using the social studies course comic book had higher level of achievements and more motivation.  |
| Dündar           | 2019 | It examines prospective teachers' intentions about using case study method in social studies lessons.   | It has been revealed that prospective teachers' use of case studies in social studies lessons has a positive relationship with some variables.   |
| Şen              | 2019 | It examines what kind of citizenship education the 2018 Social Studies Curriculum foresees.   | It is concluded that the 2018 curriculum reflects traditional citizenship education intensely and the characteristics of modern citizenship education to a limited extent.   |
| İlter            | 2017 | The aim of this study is to describe social studies teachers' perceptions related to their  | It is concluded that it is widely acknowledged in acquiring knowledge and evaluating opinions  |

|                            |      |   |  |
|----------------------------|------|---|--|
|                            |      | practices in teaching concepts within the context of social studies instruction so as to increase students' vocabulary development in their classes | about practices, concept teaching and alternative evaluations adopted by teachers to develop social studies vocabulary and to learn the general development process.   |
| Çolak, Kabapınar & Öztürk  | 2019 | It examines teachers who deliver Social Studies courses views on global citizenship and global citizenship education.                               | It has been revealed that teachers have a positive opinion about global citizenship and Social Studies courses are found insufficient to serve global citizenship education in Turkey by teachers  |
| Görmez                     | 2018 | It aims to compare the primary school social studies program with the outcomes in the College, Career and Civil Life (C3) framework program.        | It has been revealed that the outcomes of the C3 framework program regarding citizenship, economy, history, and geography disciplines are more comprehensive, up-to-date and practical, compared to those in the primary school social studies program.  |
| Çalışkan & Uzunkol         | 2018 | It is aimed to test a model for some variables regarding to students who take the Social Studies course.  | It was showed that the variables learning styles, learning strategies, and attitudes towards the course collectively explained positively the achievement of students in the course.   |
| Büyükalın & Yaylacı        | 2018 | To examine the metaphor perceptions of the students with normally developing and the special needs students in social sciences.                     | It is concluded that students who receive special education explain the concept of social studies with more concrete metaphors compared to students with normal progress. From the metaphors produced by special needs students, it was concluded that social sciences is necessary, and it teaches the rules of etiquette and behavior by socializing themselves. |
| Turan & Sezginsoy-Şeker    | 2018 | It examines the impact of using digital story of a unit in social studies course on students' motivation.   | It was revealed that there was a significant difference in favor of the experimental group regarding digital story using students' general motivation levels and sub-dimensions.   |
| Zayımoğlu- Öztürk & Öztürk | 2018 | It examines student attitudes and opinions regarding the use of time capsules in the social studies lessons.  | It was revealed that the use of time capsules in social studies course positively affects students' historical perspectives and positively contributes to their perception of time, continuity and change.   |
| Ersoy & Pehlivan- Yılmaz   | 2018 | It is aimed to examine the Mock trial method which is an alternative method to solve the problems encountered in the lessons.                       | It was revealed that the students developed their critical thinking, decision making, problem solving, self-control, responsibility, empathy and communication skills and learned about the concepts of right and justice and the functioning of the justice system with the Mock trial method applied in the lessons.   |
| Meral & Taş                | 2017 | It is aimed to analyze the relationship between the learning environment of secondary school students in the social studies                         | It has been concluded that students with higher self-efficacy have higher critical thinking skills, opportunities to research and  |

|                        |      |  |  |
|------------------------|------|--|--|
|                        |      | course, self-efficacy and critical thinking disposition.   | examine. When students are given the opportunity to research and provided with equal chance, their self-efficacy is higher and a classroom environment with an opportunity for research-analysis learning environment positively predicts all critical thinking dispositions.                  |
| Tuncel                 | 2017 | The aim is to investigate an action research targeting to improve the cultural responsiveness of social studies prospective teachers.  | It was revealed that the action plans allows the prospective teachers to understand their own culture, learn about their students' cultural backgrounds, better understand social, economic and political issues and develop their skills to use culturally appropriate management strategies. |
| Öztürk & Yılmaz- Özcan | 2017 | It is aimed to examine students' conceptual development processes through the word association test in the Let's Learn Our Region unit in the social studies course of 5th grade students.         | It was revealed that it is useful to use the word association test as a measurement and evaluation tool that can be used to accomplish related goals.  |
| Erol                   | 2017 | To examine the views of 7th grade students on social studies course student workbook.  | It is understood that approximately three-quarters of the students participating in the study have a negative view towards the social studies course workbook and find the activities in it boring.  |
| Diñç & Acun            | 2017 | To determine the opinions of the teachers about methods and reasons for using the current events in teaching issues related to economics and sustainable development in the social studies course. | It was revealed that the teachers include current topics in the teaching of subjects related to economy and sustainable development and stated that they use current events to connect with real life.   |
| Turan & Meral          | 2018 | It aims to analyze the influence of the online student response systems, based on games or not, on students' achievements, engagements and test anxiety levels in social studies courses.          | It has been shown that game-based student response systems increase success and participation and decrease test anxiety compared to non-game-based student response systems.   |
| Korkmaz-Toklucu & Tay  | 2016 | To examine the effect of cooperative learning method and systematic teaching and constructivist learning approaches on student achievement and retention in teaching the social studies course.    | Cooperative learning method, systematic teaching and constructivist learning approaches proved to be effective in increasing the academic success of primary school 4th grade students.  |
| Topkaya                | 2016 | To examine the effect of instructional comics on cognitive and affective learning towards environmental problems in social studies course.   | It has been revealed that there is a significant difference in favor of the experimental group students that use instructional comics on academic success and attitude towards the environment.  |
| Torun & Şahin          | 2016 | To determine the argument levels produced by the students in the social studies course where argumentation-based teaching is applied.  | It was concluded that the argument levels of 7th grade students had a positive development throughout the process, their argument levels and quality increased, and their argument levels improved on a  |



|                                 |      |  |  |
|---------------------------------|------|--|--|
|                                 |      |  | weekly basis.  |
| Yazıcı, Uslu & Arık             | 2016 | To examine social entrepreneurship characteristics of social studies prospective teachers through some variables.  | It was revealed that the social entrepreneurship characteristics of social studies prospective teachers were positive and high and there were differences in terms of social entrepreneurship and class levels.  |
| Bursa & Ersoy                   | 2016 | To reveal the social justice perceptions of social studies teachers and to examine their social justice experiences.   | It was found out that social studies teachers perceive the concept of social justice in a limited manner and their experiences in the classroom are limited, in the same way.  |
| Günel & Pehlivan                | 2016 | It aims to examine social studies prospective teachers' perceptions of global citizenship.   | They stated that prospective teachers explained the characteristics that they think a global citizen should have instead of the concept of global citizenship and that there should be pre-conditions to have global citizen characteristics.  |
| Yurt & Tünkler                  | 2016 | It aims to examine social studies prospective teachers' spatial abilities.   | Spatial visualization of prospective teachers and mental rotation abilities were low; male prospective teachers were found to be better than females in mental rotation.   |
| İlter                           | 2016 | Aims to analyze the effects of graphic organizers on students' feelings of success and learning in social studies.   | The group with graphic organizers turned out to be more successful in developing general word recognition knowledge and achieving target word meanings, and using different graphic organizers developed more positive feelings of success than the contextual learning process in social studies. |
| Aybek & Aslan                   | 2016 | The aim is to analyze the units "I am learning my past and the place where we live" in social studies textbook, in accordance with the standards of critical thinking. | It was revealed that the activities in the social studies textbook meet the standards of clarity, accuracy, importance/ suitability, competence to a high degree of critical thinking, and it partially meets the scope/ depth and sensitivity standards.  |
| Şahin, Şahin & Gögebakan-Yıldız | 2016 | To examine Social Studies Education program and world citizenship with a prospective teachers' perspective.  | It has been revealed that there is a positive and significant correlation between the Social Studies Education Curriculum and its applications and world citizenship competency perceptions.   |
| Aksit                           | 2016 | To examine the effect of portfolio usage on teacher trainers' practices, teacher education programs and perceptions of prospective teachers.                           | It was found that teacher trainers should focus on the use of portfolios not only to ensure the learning and evaluation of prospective teachers, but also for other extra benefits.  |
| Gezer & Şahin                   | 2016 | To develop a measurement tool that will allow to assess students' social studies success tendencies in a valid and reliable way.                                       | The scale was proven as a valid and reliable measurement tool that can be used to assess students' social studies achievement goals.   |
| Öztürk, Malkoç & Ersoy          | 2016 | To examine the social studies teachers' perceptions of patriotism.   | The results of the research show that the participating social studies teachers explain patriotism with the concepts of love, loyalty and responsibility and they embraced   |

|                     |      |  |   |
|---------------------|------|--|---|
|                     |      |  | the blind patriotism with a higher tendency.  |
| Kılcan              | 2016 | To examine Ignác Kúnos's work of "44 Turkish Fairy Tales" in terms of the directly targeted values in social studies course 6th and 7th grade curriculums. | It was revealed that the most common values are helpfulness, honesty, responsibility, diligence, respect for differences, fairness, respect for rights and freedoms and peace respectively in the book titled "44 Turkish Fairy Tales". |
| Bozkurt & Yasar     | 2016 | To examine the opinions of primary school teachers about global education in the context of social studies course.   | It has been revealed that teachers' definitions of globalization and culture are mostly positive.   |
| Selanik-Ay & Deveci | 2016 | To determine the ways that primary school teachers use the internet in social studies course.  | It was discovered that teachers use it for the lecturing videos mostly.   |
| İlter               | 2017 | To examine the effect of direct teaching of note-taking skills on note-taking performances of 7th grade students with different reading ability levels.    | It was found that the notes of students in the note-taking group were significantly better than those of the comparison group.  |
| Sabancı & Uslu      | 2016 | The determination of the academic self-efficacy of social studies prospective teachers through certain variables.  | It was revealed that the academic self-efficacy of prospective teachers showed a statistically significant difference based on gender variable.   |

### 3.2. Research Methods

The distribution graphic of the research method preference for the articles published between 2016 and 2019 is shown in Figure 1. According to this, 51% of the articles are qualitative, 31% of them are quantitative and 18% is the mixed research methods. Figure 2 illustrates the annual distribution of preferred research methods. It is understood that the distribution of preferred research methods by the year is as qualitative (f=28, 51%), quantitative (f=17, 31%) and mixed (f=10, 18%), respectively. 17 of the articles were published in 2016, 10 in 2017, 10 in 2018 and 18 in 2019 making a total of 55. The number of articles that were published and the dates by years are presented in Table 2.

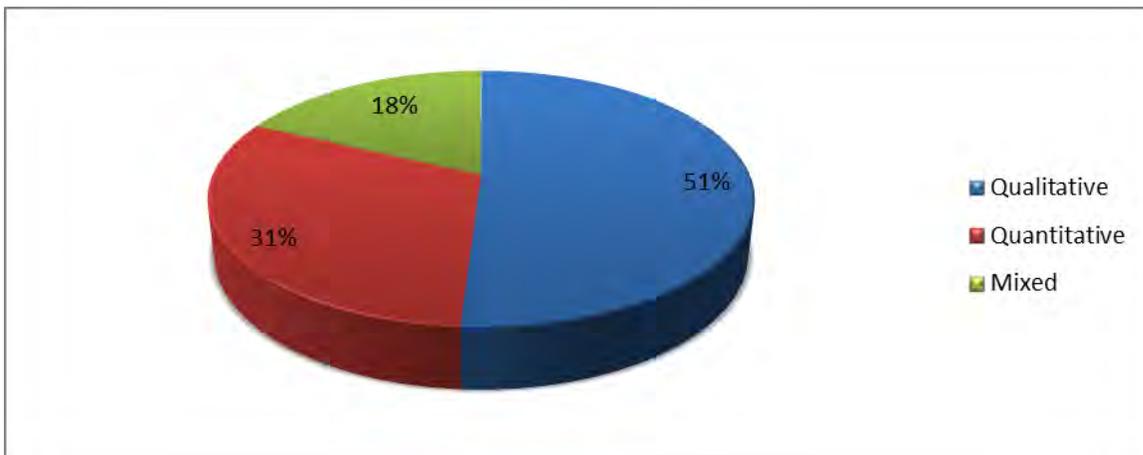


Figure 1. Frequency of research methods preferences between 2016-2019

Table 2. Research method trends of social studies research

| Research Methods | Year | Year | Year | Year | -  | -     |
|------------------|------|------|------|------|----|-------|
|                  | 2016 | 2017 | 2018 | 2019 | %  | Total |
| Quantitative     | 7    | 3    | 4    | 3    | 31 | 17    |
| Qualitative      | 8    | 6    | 3    | 11   | 51 | 28    |
| Mixed            | 2    | 1    | 3    | 4    | 18 | 10    |
| <b>Total</b>     | 17   | 10   | 10   | 18   | -  | 55    |

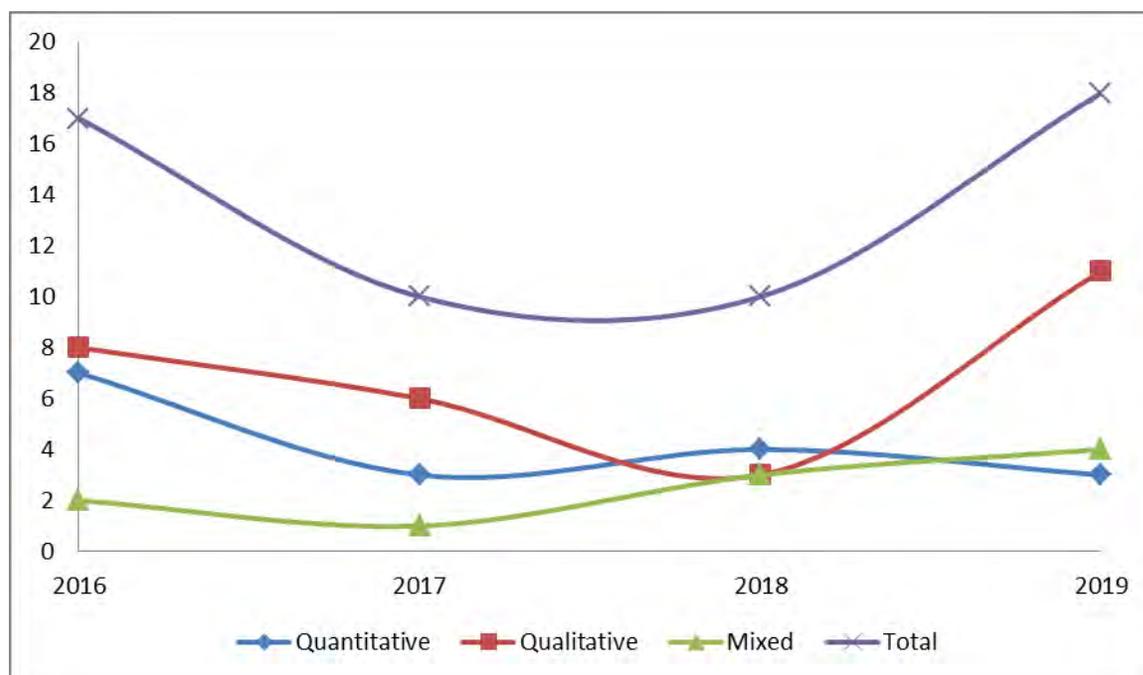


Figure 2. Distribution of research methods preferences by years

### 3.3. Sample trends of social studies research

The sample levels of 55 articles included in the study are presented in Table 3. Most preferred sampling groups in the articles are secondary school students (n=18, 31%), teachers (n=17, 31%), undergraduate (n=12, 20%), (n=31, 31%), primary school (1-4th grade students) (n=6, 10%), document (n = 5, 8%), other (n = 1, 2%), respectively. Also, the distribution of the sample numbers used in the articles is shown in Figure 3.

Table 3. Numbers and percentages of the sample levels of articles

| Sampling levels               | 2016-2019 |    |
|-------------------------------|-----------|----|
|                               | N         | %  |
| Undergraduates                | 12        | 20 |
| Teachers                      | 17        | 29 |
| Primary school (1-4th grades) | 6         | 10 |

|                                 |           |            |
|---------------------------------|-----------|------------|
| Secondary school (5-8th grades) | 18        | 31         |
| Document                        | 6         | 8          |
| Other                           | 1         | 2          |
| <b>Total*</b>                   | <b>60</b> | <b>100</b> |

\*Although the number of examined articles is 55, the reason for the existence of 59 sample levels is because some articles include 2 different sample levels.

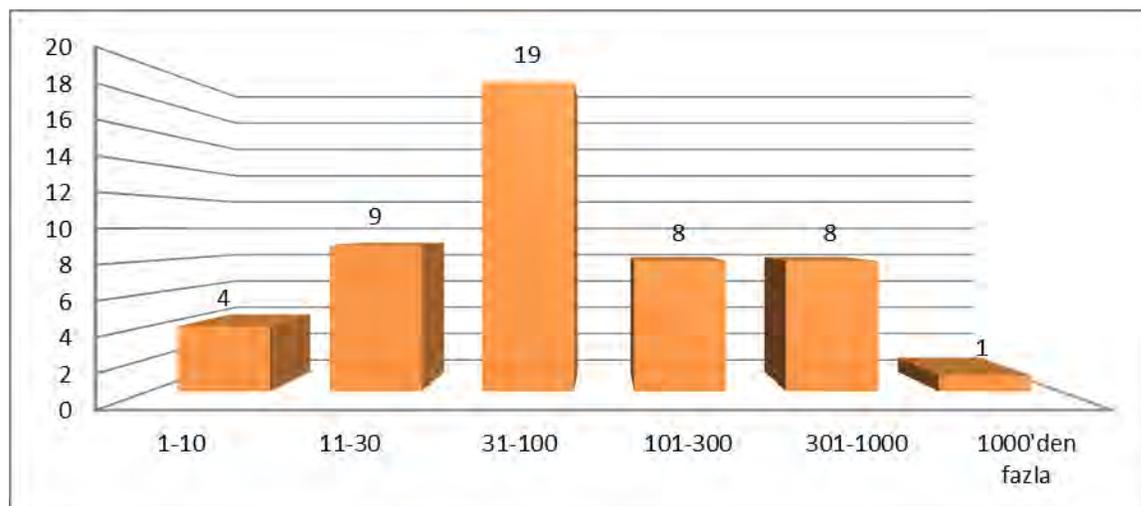


Figure 3. Distribution of sample numbers of articles

Distribution of sample numbers regarding the research methods of the articles examined within the scope of the study is shown in Table 4. According to this, it is understood that the most selected range for the sample numbers is between 31-100.

Table 4. Distribution of sample numbers by the research methods of articles

| Research Methods | Sample Numbers |       |        |         |          |                |
|------------------|----------------|-------|--------|---------|----------|----------------|
|                  | 1-10           | 11-30 | 31-100 | 101-300 | 301-1000 | More than 1000 |
| Quantitative     |                |       | 6      | 6       | 5        |                |
| Qualitative      | 4              | 8     | 9      | 1       |          |                |
| Mixed            |                | 1     | 4      | 1       | 3        | 1              |
| <b>Total</b>     | 4              | 9     | 19     | 8       | 8        | 1              |

### 3.4. Data collection tools

The number of data collection tools used in studies in the field of social studies between 2016 and 2019 is given in Table 5. Accordingly, it is seen that the most used data collection tool is the interview. The distribution of data collection tools by years is shown in Figure 4.

Table 5. Data collection tools trends

|       | 2016 | 2017 | 2018 | 2019 | Total |
|-------|------|------|------|------|-------|
| Scale | 7    | 3    | 9    | 4    | 23    |

|                      |   |   |   |   |    |
|----------------------|---|---|---|---|----|
| Interview            | 5 | 6 | 5 | 9 | 25 |
| Observation          | 1 | 1 | 3 | 4 | 9  |
| Document             | 4 |   | 1 | 3 | 8  |
| Survey               | 1 | 1 | 1 | 1 | 4  |
| Other                | 2 | 9 |   | 4 | 15 |
| The Achievement Test | 6 | 2 | 2 | 3 | 13 |
| Inventory            |   | 1 | 1 | 1 | 3  |

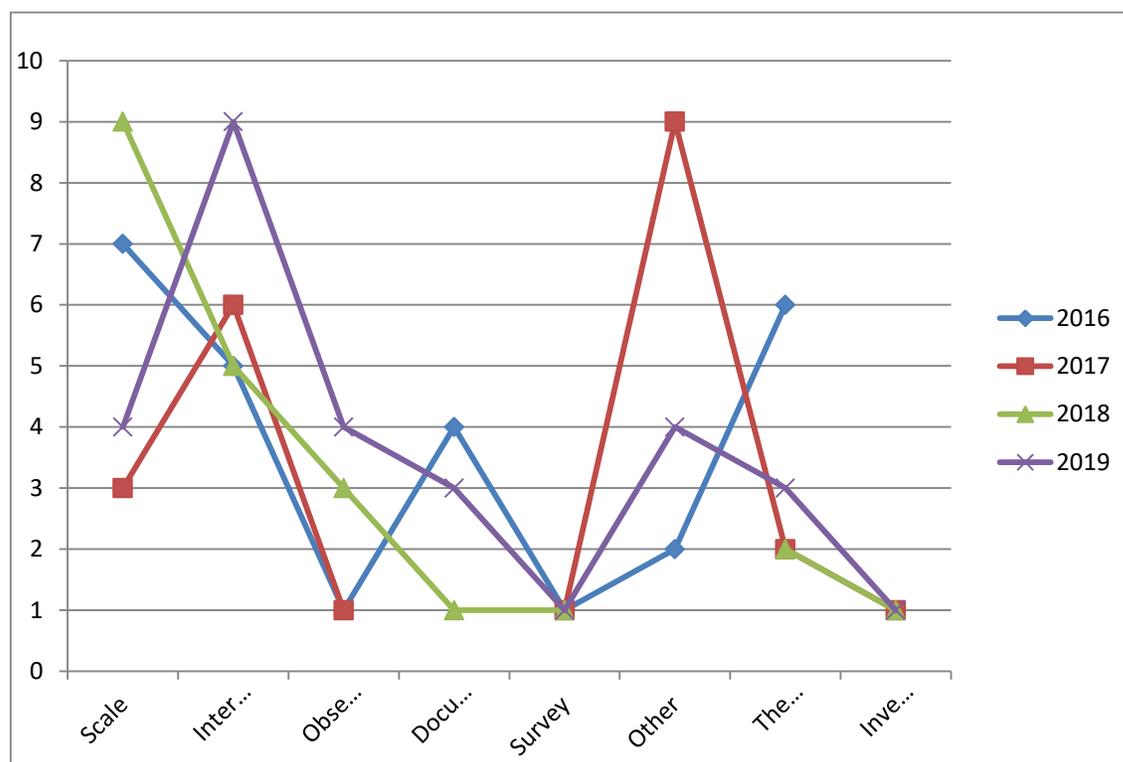


Figure 4. Distribution of data collection tools by years

#### 4. Conclusion, Discussion, and Suggestions

This study was conducted to conduct a content analysis in accordance with certain features of the studies published in the last four years in the field of social studies. According to the results of the content analysis, it was found that majority of the articles within the scope of the study were based on qualitative research methods. The quantitative and mixed methods were less preferred ones, respectively. Similarly, Dilek, Baysan and Öztürk (2018) performed a content analysis for the theses related to Turkish in Social Studies Education that were published between 2010 and 2017. When they examined the research methods in these master's theses, they found that the qualitative methods were preferred the most and then quantitative and mixed methods were used respectively. Similarly, Tarman, Acun and Yüksel (2010) conducted a content analysis on

master's and Ph.D. theses related to the Social Studies Education and reached similar results. Recently, studies conducted in the field of pedagogy in Turkey have an increasing trend of preferring qualitative methods (Saban et al., 2010). In addition, it has been revealed that the mixed research method has shown an upward trend in the last two years. The reason for this may be that the mixed research method is a developing method option for researchers in various social sciences (Rose and Low-Choy, 2019).

It can be assumed that in the researches on the Social Sciences Education, the most frequently used data collection tool is the interview. Considering the high preference for qualitative research method in the articles covered in the study, it is acknowledgeable since the most used data collection tool for this method is interviewing. Because of the nature of qualitative research, interview, observation, and examination of written documents are the most used data collection tools (Yıldırım, 1999). In other words, the interview is one of the most used techniques in qualitative research (Mason, 2002, p. 63). Similarly, Dilek, Baysan and Öztürk (2018) revealed that the interview was the most used technique for data collection tool in the content analysis they conducted on the theses. In the findings obtained according to the sample levels, it is seen that most of the study is done with secondary school students. This is followed by teachers, undergraduate students, primary school students, documents and others. Considering that only the 4th grade from primary schools and the 5th, 6th, 7th, and 8th grades secondary schools are included to the studies in the Turkish education system, it is not surprising that the most preferred sample groups are from secondary school students. In addition, it was revealed that the most studied sample numbers in the articles were between 31-100. The reason for this can be explained with the fact that the distribution of the sample range used most frequently in qualitative, quantitative, and mixed research methods are between the aforementioned numbers. In the literature there are studies regarding what should be taken into account (Morse, 2000), calculating the number of people (Krejcie and Morgan, 1970), determining the effective sample size (Lenth, 2001) when determining the sample size. It is understood from the literature that there are varying approaches in different studies on sample size in research methods.

In light of the data obtained, the following suggestions can be put forward:

This research is limited to articles accessed via the Web of Science database. Diverse databases and articles in journals with different indexes can be addressed in future studies, and research on Social Studies Education in Turkey can be presented from a general perspective.

The analysis also shows that the least adopted method was the mixed method considering the articles examined within the scope of the study. Future research may be planned in line with international trends.

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