

History Courses and Values Education: History Teachers' Evaluation of History Education Processes in Turkey in Terms of Values Education

Osman OKUMUŞ¹

Aksaray University

Abstract

Values education is a subject matter that draws attention in history education in every period. As history is about people's past lives, it naturally presents the heritage values of the society. In addition, the confrontation of the students with the historians' process of history making also contributes to both seeing these values and developing other values through some collaborative processes. There exists a special relationship between history and values education and both strengthen one another over the heritage values. The main purpose of the study is to learn history teachers' views about value education within the context of history courses. History teachers were asked to evaluate history courses, curriculum, and textbooks in terms of values education, and their opinions about classroom practices and effective values education were received. In this respect, qualitative research approach and case study design in accordance with its nature was adopted in the study. In 2020, 16 history teachers were interviewed via a semi-structured interview form, and the data obtained were analysed via content analysis and presented. As a result, it was observed that history teachers considered history courses as an ideal field in terms of values education. Despite this, they did not find the curriculum and textbook sufficient and they carried out values education with their own efforts, mostly through classroom practices. Teachers emphasized that there would be opportunities for effective values education in a history lesson where student-centred activities were carried out, history was not abused and its social aspect was emphasized more.

Keywords: Value Education, History Education, History Course Book, History Curriculum, In-Class Practices.

DOI: 10.29329/epasr.2020.334.10

¹ Asst. Prof. Dr., Aksaray University, Faculty of Science and Letters, Department of History, Aksaray, Turkey, ORCID: 0000-0001-6304-4201. **Correspondence:** osmanokumus@aksaray.edu.tr

Introduction

The concept of value refers to the beliefs that are accepted, approved and encouraged as the reason for the existence, unity, functioning and continuation of a social structure, and tried to be protected (Tural, 1988; cited in Ulusoy & Dilmaç, 2015). Values are the thoughts that are accepted as true and sufficient by most members of the social group or society in order to survive (Yeşil & Aydın, 2007). In other words, it is the set of beliefs that make human beings human and lead human behaviour (Ulusoy & Dilmaç, 2015).

The values that reveal the ideal thought and behavioural patterns in the society are necessary for the existence, functioning, unity, continuity, and solidarity of societies. It is both the inspiration and meaning of community life (Ulusoy & Arslan, 2014). Values are a choice that determines people's perspective towards life, affects their decisions, reflects their beliefs, and composes their behavioural measures (Ergen, 2019; Kızıler & Canikli, 2015). Values are important for the humans to determine their life, actions, goals, and ideals individually and to live in accordance with them. Values are also determinant in the processes of organizing interpersonal relationships, decision making, selection and evaluation. When evaluated in general, values are the source of both individual and social control system (Aydın & Akyol-Gürler, 2014). With this aspect, the characteristics of the existing cultural structure are transferred to the individual and thus its continuity and sustainability is ensured. In addition, the desired citizen is shaped and adapted to the society through the transferred values and norms (Muç & Pamuk, 2020). Value education is necessary to maximize the contribution of values to the individual and society. Value education refers to a process that includes developing sensitivity towards moral, cultural, spiritual, universal, and individual values, internalizing them and turning them into a behaviour (Kaya & Taşkın, 2016).

Today's technological developments and the phenomenon of globalization bring some positive results and increase people's living standards; however, it poses the danger of corrupting the accumulation that societies transfer from generation to generation (Keskin, 2016). Values are as important as laws for keeping society together and survival of individuals. In this sense, a quality value education is needed to ensure the continuity of the society and to prevent dissolution, to ensure peace, tolerance, reconciliation, social empathy, to develop human personality in every aspect and to reach human excellence (Aydın & Akyol-Gürler, 2014). It can be stated that well-equipped individuals, who have received quality value education, shape the future of societies, and contribute to the transfer and sustainability of values (Yel & Aladağ, 2015). For a good value education, it is important for individuals to acquire suitable behaviour in accordance with what they learn as much as knowledge. In other words, a good value education should gain behaviour as well as knowledge. Students are expected to develop their personality, learn their responsibilities towards society, adapt to society, socialize, and feel cultural identity (Genc & Eryaman, 2008; Ulusoy & Arslan, 2014). The

fact that individuals transfer the values they have learned into their lives and turn them into a behaviour shows the quality and success of values education. It also ensures the continuity of the historical accumulation of the society.

One of the courses that can provide effective values education is history. Historical understanding tries to teach us who we are and where we come from as well as where we stand. Without thinking about how life took its present form, we cannot speak of our current social life in a meaningful way because these forms cannot be separated from the past (Fitzgerald, 1983). History education which emphasizes the cultural form of national identity focuses on traditions and customs, cultural holidays, values, beliefs, and attitudes. The projected form of identity is created by the awareness of the in-group's background, roots and resources, the relationship between in-group and out-group, and the current situation, position and perspectives of the in-group person (Korostelina, 2008).

In traditional history education approach, the value gains were expected over the socialization of students and the need to raise good citizens. In the new approach to history education, while students create their own historical knowledge in line with the disciplinary purposes, they could gain democracy awareness and values especially with the experiences they have during the cooperative learning process (Dilek, 2007). In other words, it can be stated that while values education for the social purposes of history is at the forefront in history course taught with the traditional approach, the contemporary approach prioritizes values education approach that supports the disciplinary goals of history (Demircioğlu & Tokdemir, 2008). In addition, values education in history courses can serve both purposes. Approaches such as stories, biographies, legends, epics, excursions, and museum trips used in the teaching of history offer important opportunities for values education. The states' idea of raising good citizens impose non-disciplinary duties on values education. In addition, it can be said that values education also serves the disciplinary purposes of history through the processes of examining the sources, seeing the differences, and extracting new meanings from the sources (Tokdemir, 2017). In other words, values education activities in history course can serve both disciplinary and non-disciplinary social purposes.

Within the context of history education, values education has been considered both as a tool and a goal. Values education in history courses is of great importance for individuals not to have problems in their social adaptation processes and for the creation of a good future for the sake of humanity (Gültekin, 2010). Events experienced in history gain meaning with values because we will have to make some moral explanations while shaping historical studies and evaluating historical events. Moreover, thanks to the history courses, students can learn certain virtues and become a moral individual of the society (Arthur et al., 2001). Historical awareness and values are related. The fact that people make their decisions with a certain value judgment about matters of interest to history and

the existence of a certain value judgments in the society they live should be considered. In this sense, it is inevitable for people to see and learn a certain value system while learning their past. While people learn their past, they also gain a consciousness woven with values (Kaya, 2006; Ulusoy, 2010; Demircioğlu & Demircioğlu, 2014a; Tokdemir, 2017).

History courses are a course with a strong aspect of values education and students can gain values by using active and student-centred approaches (Demircioğlu & Demircioğlu, 2014a). It should not be forgotten that in education, teaching processes have gained value and considering that everyone has different interests and abilities and when appropriate learning environment is provided, everyone will have more learning opportunities (Özden, 2013). In this sense, teachers have a great responsibility. Teachers should take the initiative to design the process for an effective values education, taking into account the constraints in the curriculum, the social and physical conditions of the place they work and the qualifications of the students (Ekşi & Katılmış, 2016). As a matter of fact, Yıldırım (2018) stated that values that should be gained by students and history teacher candidates (such as patriotism, justice, honesty) must be taught by teachers.

Coltham and Fines (1971) expressed intuition/insight and knowledge of values as educational consequences of history education. Students should be demonstrated in history courses that values affect human behaviour and decisions, there is an opportunity to choose values, and choosing certain values and acting accordingly have various consequences. In addition, they must be enabled to understand the importance of values in human relations (Translated by Safran, 2006, pp. 143-144). It must be carefully decided which values to teach in history courses and the values taught should become a part of real life by putting them into action (Paykoç, 1991).

The following statement “It is an indisputable fact that the future of a society depends on its people who have embraced their values and who have put flesh on these values with their competencies.” indicates the importance of values as the perspective of the Ministry of National Education curricula (MEB, 2018, p. 5). It is known that in addition to some conceptual studies carried out in Turkey about values education in history courses (Demircioğlu & Tokdemir, 2008; Gültekin, 2010; Demircioğlu & Demircioğlu, 2014a; Demirhan, 2014; Yıldırım & Demirel, 2019), such studies as considering the opinions of teachers and teacher candidates (Tokdemir, 2007; Demircioğlu, Demircioğlu & Genç, 2016; Gündüz, 2018; Yıldırım, 2018), evaluating curricula (Ulusoy, 2010; Keskin, 2015; Özdemir, 2017; Yıldırım, 2017; Erkan & Çoban, 2018), analysing course books (Keskin, 2015; Yıldırım, 2017; Erkan & Çoban, 2018; Muç & Pamuk, 2020) and demonstrating the effectiveness of variety of ways and methods (Ulusoy, 2005; Demircioğlu & Demircioğlu, 2014b, Okumuş, 2020; Öztaş, 2017; Öztaş, 2018) were carried out. The common point of the studies is that there is a strong relationship between history lessons and values and the difficulty of realizing it independently from values education due to the nature of history. It is a fact that there is a continuous

improvement related to curriculum and textbooks in Turkey. In this context, the new curriculum, textbook and the current education understanding must be constantly questioned to achieve a better understanding. Values education is an important phenomenon for history courses. Its versatile evaluation will demonstrate the current situation in the education system. The number of studies carried out in this direction is relatively scarce compared to their importance. This study was designed based on this problem.

The Purpose and Importance

Schools have become a particularly important place in the teaching of values. Especially today's family structure and working relationships cause children to meet school at a young age and it is seen that they spend a significant part of their time at school. Schools are a small sample of society and they make contributions to seeing what is good and what is bad through experience. (Kaya & Taşkın, 2016). It is important that values education begins as early as possible. However, it should also be studied intensively in high school periods when children experience all kinds of changes in the most intense way because the adolescence period is a very difficult period, and this period should pass as smoothly as possible. In values education, young people's identities become clear, positive values are adopted, negative attitudes and behaviours are avoided (Kaya & Taşkın, 2016)

Values reflect society's attitudes and expectations, and values have a structure that can unite individual around themselves. Values should be taught to provide social continuity and effective citizenship (Karasu-Avcı, Faiz & Turan, 2020). Some new values (such as democracy, freedom, aesthetics), which are necessities of modern times, have been added to the values of the past. Teaching values is considered important in terms of providing continuity of the society and adaptation to the modern world (Yıldırım & Demirel, 2019).

With values education, it is possible to raise individuals who are democratic, socially adaptable, patriotic, sensitive and responsible, have a culture of living together, moral, sensible and tolerant, fair, conscientious, honest and compassionate, and respect each other (Demircioğlu & Demircioğlu, 2014b). In this sense, history courses have an important function. It is possible to develop personality and character in history courses with many subjects that contain values such as traditions, customs, rules, moral values, human rights, justice, war, peace, religious experiences, etc. (Ulusoy, 2010).

Values education has an important potential in history courses; however, the number of studies is limited depending on the importance of the subject (Tokdemir, 2017). There are six main topics in front of teachers for effective values education in history courses including competence, student concerns, lack of support, duration, curriculum, identity and political influence (Mohamad,

Sihe, Bohari & Suhaini, 2020). A direct and indirect evaluation of these titles will show the state of values education in history courses.

Values are particularly important for the individuals' formation of their personality in a healthy way and their adaptation to the society, knowing and transferring cultural and universal values to their lives. In this sense, it has become a necessity to examine the state of values education from different perspectives in history courses which have a rich content and resource accumulation. The thoughts of history teachers are important to see the current situation through experience. In this respect, the main purpose of the study is to learn the general opinions of history teachers about the state of values education within the context of history courses. To learn the opinions of history teachers, the study sought to answer the following research questions/sub-problems:

- Are history courses a suitable field for values education?
- Is the content of history textbooks adequate for values education?
- Are history education curricula sufficient for values education?
- Is there values education in history courses?
- What are the history teachers' reasons for values education in history courses, the values they teach most and the methods they use?
- What are the history teachers' reasons for not teaching values education in history courses?
- How should an effective values education be performed in history lessons?

Considering the research questions/sub-problems, it can be said that the overall evaluation of the process is aimed. In learning-teaching processes, the nature of the lesson, the curriculum, the textbook, the teacher, and the applications complement each other like pieces of a puzzle. With this research, the compatibility between these parts will be tried to be seen holistically. However, the study has some limitations. Above all, it is restricted to the limited number of accessible participants. Undoubtedly, this is related to the nature of qualitative research and its lack of effort for generalization. Another situation is that it is limited to the period in which the study was conducted. The process has a dynamic nature. Although there are similarities with the past in history courses, the changes are also remarkable. In this respect, it is anticipated that the study will contribute to the literature.

Method

This section will give information about the methodological processes followed in the study. The method, study group, data collection tool, data analysis, validity and reliability issues of the research were mentioned.

The Research Method

Qualitative research method was adopted in this study in which history teachers evaluated the status of values education in history courses. Qualitative research is useful in understanding and describing local situations and developing theories with non-numerical information based on the subjective perspectives and experiences of the participants (Christensen, Johnson, & Turner, 2015). In other words, qualitative studies are studies that try to reveal attitudes, behaviours, and experiences with a small number of participants in a long process using methods such as interviews (Dawson, 2015). With this aspect, the participants tried to explain the status of values education in history courses in Turkey through subjective point of views and experiences. The state of value education was given in detail by considering many components such as the nature of the course, curriculum, textbook, teacher and applications. In this respect, the study was designed as a case study in accordance with the nature of qualitative research. Case studies are studies in which detailed results are revealed by examining different aspects of a particular phenomenon in depth. The factors related to the phenomenon, the effect of the phenomenon on another phenomenon, and the factors that cause the situation, etc., are analysed (Köse, 2013).

The Study Group/Participants

The research study group consists of 16 history teachers working in private and public institutions in 2020. In the selection of the participants, diversity was provided in terms of gender, experience, and type of school. In this respect, maximum diversity sampling method was adopted in sample selection. Maximum diversity sampling is the type of sampling that provides the variety of individuals who may be a party to the problem (Yıldırım & Şimşek, 2008). Online interviews with the participants were preferred more intensely due to the extraordinary situations caused by the pandemic conditions. Information regarding the demographic characteristics of the participants is presented in Table 1:

Table 1. Participants' demographic characteristics

Participant	Gender	Experience	Types of Schools	Ways of Interviews
K-1	M	6-10 years	Private	Online
K-2	M	1-5 years	Public	Online
K-3	M	6-10 years	Public	Online
K-4	F	1-5 years	Public	Online
K-5	F	11-15 years	Private	Online
K-6	M	6-10 years	Private	Online
K-7	F	6-10 years	Private	Online
K-8	F	1-5 years	Private	Online
K-9	M	1-5 years	Public	Online
K-10	F	1-5 years	Private	Face to Face
K-11	F	Above 15 year	Public	Face to Face
K-12	F	6-10 years	Public	Online
K-13	M	Above 15 years	Private	Face to Face
K-14	F	Above 15 years	Public	Face to Face
K-15	M	Above 15 years	Public	Face to Face
K-16	M	Above 11-15 years	Private	Online

When the table is evaluated, the distribution of the participants according to the categories are as follows: considering gender there are 8 male and 8 female participants; 5 participants have a work experience between 1-5 years, 5 participants between 6-10 years, 2 between 11-15 years and 4 participants with 15 years or above; 8 participants work in public school whereas 8 of them work in private schools. A balanced distribution was considered in a general sense. In addition to this, a balance was considered as much as possible according to the gender between descriptive features such as other characteristics.

Data Collection Tool

The data were collected via semi-structured interview form developed by the researcher in line with the purpose of the research. A semi-structured interview is an interview method in which new questions can be asked according to the issues determined by the researcher before or created during the interview (Güler, Halicioğlu & Taşkın, 2013). This method provides certain area of freedom both for the researcher and the participant. It is also possible that new questions may be raised while the participant is answering the questions. During the design of the form, the draft form was created by first considering the relevant literature. The draft form was arranged according to the opinions of 2 field experts and 3 history teachers and then it was finalized. The academics and teachers who gave their opinions during the development of the form were not included in the analysis process. The form consists of two parts. In the first part, descriptive information consisting of gender, experience and type of school is included. The second part consists of questions about history courses, curricula, coursebooks, evaluation of in-class practices in terms of values education and suggestions for effective values education and the additional ideas.

Data Analysis

Qualitative data analysis is an exploratory process in which the obtained data is organized, classified, synthesized, some patterns are extracted, concepts are obtained, and the process is reported purposefully (Gürbüz & Şahin, 2014). In qualitative research, data analysis consists of three successive phases: data reduction, data display, and drawing conclusion and verifying (Miles & Huberman, 2015). In this sense, qualitative research process is the process in which the researcher takes the role of an “objective foreigner” and associates the interpretive-subjective data with the research purpose and research questions (Christensen, Johnson, & Turner, 2015). The data obtained from the participants as a result of the interview was transcribed, the points emphasized and highlighted by the participants were determined and the identified titles were presented with appropriate examples. In this process, extracting meaning from the text and identifying various relationships and the thoughts that were tried to be highlighted were carried out intensively. This overlaps with the content analysis in accordance with the nature of qualitative research. Content analysis is a careful, detailed, systematic examination and interpretation of a particular body of

material. The main purpose in content analysis is an effort to understand the meaning of the content in the texts as well as the emphasized thought (Bal, 2016). In other words, the main purpose of content analysis is to reach concepts and relationships that can explain the gathered data (Yıldırım & Şimşek, 2008).

Validity and Reliability

Because qualitative research studies are carried out with a more limited sample compared to the quantitative studies and based on the subjective experiences of individuals, there are some discussions about their validity and reliability (Güler, Halıcıoğlu, & Taşkın, 2013). However, some criteria have been developed by various researchers in accordance with the nature of qualitative research. Validity in qualitative research is that the researcher reveals the subject he is studying as objectively as it is and the reliability in qualitative research is whether or not the research results are obtained in similar environments and different researchers reach the same results on the same data (Kirk & Miller, 1986; cited in Yıldırım & Şimşek, 2008: pp. 256, 259-260). In this study, some measures were taken in terms of validity and reliability. Expert opinion was obtained during the development process of the data collection tool used in the study. Pilot interviews were conducted with history teachers for a more effective progress of the process. The interviews were immediately transcribed and both the prominent points at the end of the interview and the prominent points after the transcription were compared and thus, they were confirmed by the participants. The summary and comparison of the data obtained were confirmed via consultation with another field expert. The opinions put forward by the researcher were supported by the participants' examples.

Findings and Interpretation

This section presented the evaluation of the history courses, history education curricula, and course books in terms of value education, in-class practices for values education, and history teachers' suggestions for effective values education.

History Courses in Terms of Values Education

According to the interviews carried out with history teachers, a significant number of the participants (13 participants) stated that history courses were a suitable field for values education. On the other hand, two participants stated that history courses were not a suitable area for values education, and one participant stated that it was partially suitable.

The frequently stated opinion of the participants who stated that history lessons were a suitable field in terms of values education was that the subjects included in history could support values education. Participant 1 stated the following on the subject; "*Values education is definitely given in a course that tells about all the experiences from the first ages to the present. Since its subject includes people and social, economic, religious, and political activities between people, it is*

unimaginable not to teach it.” In addition, participant 7 said, *“Because human relations are explained in history courses...”*, participant 16 emphasized, *“Value education can be done in history courses because it is related to every field such as social, economic, political, religious...”*

Another opinion which defends that history courses would be evaluated in terms of values education is that history courses would serve the purpose of raising ideal citizens. Participant 3 stated the following opinion about the subject; *“Since history courses are generally seen by the state as the shortest way to create ideal citizens, values such as heroism, patriotism, and the awareness of being a nation can be easily taught to students. ...”* Participant 15 drew attention to the opinion of ideal citizen with his following statement *“... History courses are very suitable for gaining values such as patriotism, national unity and solidarity, and tolerance in order to raise the type of human that states desire.”*

According to some participants, the relationship built with the past and the skills that develop within students because of this make values education possible in history courses. Participant 2 stated; *“Children are able empathize not only with their ancestors but also with other nations.”* Participant 4 said; *“Values such as nation, homeland, flag, national heritage, national culture, tradition, customs, rules, peace and religion are given to students. Students will gain skills by establishing a link between the past and the future and thus, they will individually progress in values education.”*

The fundamental argument of the participants who defend that history courses are not a suitable field for values education is that values education is a condition which students can decide individually. According to the participants who share this opinion, the values must not be imposed on individuals. Participant 12 stated; *“... People cannot live without values. It is possible to gain value with the relationship they have in their family and social environment. But teaching these values as a lesson in a school is something different. It is not the right approach for the system to decide what value the students will care about.”* Participant 5 similarly emphasized the following opinion, *“... if one wants to follow a value, he, himself, must decide it.”* Participant 8 emphasized that she was hesitant about whether or not values education is done in history courses with the following opinion, *“Today, it is very difficult to decide which values mean what to whom.”*

When the participants’ opinions are evaluated as a whole, it can be concluded that the nature of history is suitable for values education. As history discusses people’s past, it provides an important opportunity for values education. Values and cultural knowledge created by nations throughout the historical process are transferred to the students through history courses, and thus both values and cultural accumulation are learned, and their continuity is ensured. In addition to these, there are participants who emphasize that learning values is an individual process.

Evaluation of History Education Curricula in Terms of Values Education

A significant number of the participants (14 participants) stated that history education curricula are insufficient in terms of values education. However, while one participant found history education curricula sufficient, one participant did not express any opinion.

The idea mostly emphasized by the participants who stated that history curricula were insufficient in terms of values education was that the curriculum focused mostly on political history. Participant 7 stated the following opinion about the subject, *“...Because it focused mostly on politics, the values do not stand out.”* Similarly, participant 9 shared her opinion like that, *“History education curriculum was developed with a very political focus.”* Participant 13 opined, *“Values education can be given much more easily for social issues. Although there are developments, political history stands out in curriculum”*.

Another point that history teachers draw attention is lack of direct explanations about the implementation of values education. Participant 15 stated the following opinion about the issue, *“Actually, national values in the goals and some values in the later explanations are mentioned, but there are no explanations about what to do and how. If teachers do not take responsibility in this matter, the lesson will be taught and skipped. More concrete explanations will enable this training to be standard.”*

Participants also stated that the development of knowledge-based history education curricula was another important reason for inadequacy. Participant 3 defended his opinion in that way, *“Since our curriculum is generally intensely knowledge-based, subjects such as values education are not included adequately in our curriculum.”* Participant 14 said: *“... There is also information on social issues. He could not consider values education because of knowledge transfer.”*

Other reasons for the inadequacy of history education curriculum in terms of values education are the possibility of causing undesirable situations and title-content mismatch. Participant 5 stated, *“... Because neither time nor conjecture is available for this. Whatever it is said can be misunderstood.”* Participant 6 expressed his opinions, *“... Class hours and curriculum are not enough. The curriculum title and the content do not match.”*

The participant who argued that the history education plan was sufficient in terms of values education in history courses and he defended that there could be only general explanations in the history education plan and the rest was the responsibility of the teacher. Participant 16 expressed the following opinion on the subject, *“I think the curriculum says you will teach values and has made enough explanations. If it says where to teach which value, something different will happen this time.”*

Because it will have to do the same thing for every explanation it makes, the curriculum will not be a curriculum anymore. The teacher should teach values in his own way considering the explanations.”

When the participants' views are evaluated as a whole, it is seen that the history education curriculum is insufficient in terms of values education. The reasons for this situation are that history education curriculum is political history-centred and based on knowledge transfer, it has different understanding, it lacks sufficient explanations about values education in the curricula, and there are some structural defects in the curriculum. History education curriculum constitutes an important dimension of the education and training process. The negative opinions of the participants about the curriculum are likely to create a disadvantage in terms of values education. However, there are participants who think that the explanations in the curriculum are sufficient.

Evaluation of History Course Books in Terms of Values Education

A significant number of the participants (14 participants) in the interviews argued that history textbooks are insufficient in terms of values education. However, two participants expressed opposing opinions.

Considering the inadequacy of history textbooks in terms of values education, the participants mostly expressed the opinion that the textbooks were prepared from macro history perspective. This situation is in parallel with the opinions expressed by the participants about the history education curriculum. Participant 3 stated the following opinion on the subject; *“... Because our books generally tell about heroism. In the X war, armies of thousand people were encountered. Since it was written with the understanding that this commander was victorious in this war, the subjects of values education remain in the background.”* In addition, participant 5 stated, *“Political content is unfortunately everything for the states. Even if values education is wanted to be given, the state is giving it for us.”* And participant 6 said, *“The political content is more, we look as if we are not tired of telling the lives of the sultans yet.”*

Another inadequacy of history textbook in terms of values education is that the textbooks were prepared with a behavioural approach/knowledge-based approach. Participant 2 stated the following opinion about the subject; *“... Unfortunately, as the books are still prepared with a behaviourist approach, the students remain at knowledge level. They fall short of internalizing values and thus transforming them into a behaviour.”* Similarly, participant 11 said, *“Although the textbooks have changed shape, they are basically prepared on the basis of knowledge. I think knowledge is important, but it should have been prepared differently for values teaching. ...”*

The last reason for the inadequacy of the textbooks is that the textbooks are not prepared for practice/ in a practical way. Participant 9 stated his opinion about the subject, *“Sometimes they are*

superficial and sometimes overwhelming with details, but they are definitely not enough.” Participant 14 said, *“The textbooks contain certain topics. Connecting the subjects to values is teachers’ responsibility. Its contribution to us in practice is exceedingly small.”*

There are also participants who share their thoughts that history textbooks are sufficient in terms of values education. These participants emphasized that some values were directly or indirectly covered in the textbook. Participant 3 shared his opinion about the subject; *“I think values such as patriotism and solidarity are emphasized in almost every subject.”* Participant 16 said, *“There are indirect emphasis on national and universal values. Since the book cannot have students do activities in the classroom, it must know how to use a teacher here too.”*

When the participants’ opinions are evaluated as a whole, their emphasis on the inadequacy of history textbooks in terms of values education draws attention. The claim that the textbooks were inadequate were attempted to be grounded with the opinions that the textbooks were prepared from a macro history perspective, a behavioural approach/knowledge-based understanding prevailed, and they were not prepared for practice/in a practical way. The participants' criticisms of history education curricula in terms of values education and their criticisms of the textbooks show similarity. It is thought that the development of textbooks by considering the curriculum is effective in the emergence of this situation. In addition, since both the curriculum and the textbook present the point of view of the system in writing, it could be criticism of the system. However, there are some participants who argue that the textbook is sufficient in giving national and universal values.

Values Education in History Courses and In-Class Practices

It is seen that history teachers generally do not find the curriculum and textbook sufficient in terms of values education. In this sense, within the framework of the participant opinions, the history teachers are expected to be effective in the history courses for values education. A significant number of the participants (12 participants) stated that they did value education in history courses. However, four participants stated that they did not teach value education for various reasons.

The most common opinions emphasized by the participants as a reason to do values educations is to give students historical awareness. Participant 11 said, *“I care about values education in history courses. Textbooks and curriculum are not enough in this sense. My aim is to develop awareness of history in students. Consciousness is important to enable him to recognize what is important and to make a more conscious evaluation of his past. I can say that values have a close relationship with historical awareness. ...”* Participant 16 said *“... Historical events are about people's past. We can say that all events are value laden. People make certain decisions in line with certain values. While teaching values to students, we teach history in real terms and gain historical awareness by evaluating the past.”*

Another opinion emphasized by the participants almost as much as the historical awareness is the idea of raising ideal citizens. Participant 1 stated, *“I do transfers and activities so that they become individuals who are sensitive to their environment, prudent and tolerant in human relations.”* Participant 4 said, *“I try to raise individuals with a good character, reinforce basic values, ensure that children acquire basic values that will be beneficial for themselves and the society in accordance with their psychological, cognitive and social development.”*

Another reason for doing values education in history courses is that students recognize the differences. Participant 3 emphasized her opinion on the subject; *“... It is of course important for us to know the background of the student. But the student must know that he should treat people of different nationalities or beliefs with respect which is as important as knowing his own past.”*

Some of the participants stated that they did not teach values in history courses. They emphasized the following as the reasons for this situation: the concerns of misunderstanding, unsuitable conjuncture, failure of the attempts, and the students' opinions that it is a process which they should perform themselves. Participant 5 stated, *“... Everything can be drawn to the political dimension. ... Nobody should fear that something will happen because of what they say...”* Participant 7 said, *“The conjuncture is not suitable.”* Participant 8 stated, *“I tried but it didn't work.”* and participant 12 said, *“Students should learn the values necessary for their survival through their own experiences.”*

The participants teaching values education in history courses stated that they used methods such as narration, role models (heroes, historical figures), being an example (teacher behaviour), drama, empathy, case study, telling anecdotes, dialogue, discussion and problem solving. The methods expressed by the participants were listed according to frequency, and it is seen that the most used method in this sense was “narration”. In addition, according to the frequency of emphasis, the values that the participants mostly taught in history courses include patriotism, national unity and solidarity, freedom, being scientific, justice, tolerance, empathy, sensitivity, responsibility, solidarity, love and respect, human rights, peace, honesty, virtue, common sense, hospitality. Participant 3 stated, *“Tolerance, empathy. Today's world is full of people living far from their homeland for various reasons. The adaptation and acceptance of these people to the geography they go to depends on the tolerance of the people living in that geography. ... We focus more on case study. We seek an answer to the question such as how would we react if we were on the opposite side while examining the incident?”* Participant 15 said, *“I try to teach values such as patriotism, unity and solidarity, freedom, tolerance, responsibility, peace and empathy. ... In general, I adopt narration and other ways with some subjects such as drama, examples of old heroes.”*

It is seen that a significant number of the participants are involved in an activity for values education in history courses. In addition, these activities are carried out in line with the abilities and experiences of teachers. History teachers make their own decisions about which subject and which value they will teach, and this leads to different learning experiences. Of course, the teacher should consider the location and student qualifications, but it seems necessary to set certain standards.

Suggestions for Effective Values Education in History Courses

Participants also had some recommendations for effective values education in history courses. Recommendations such as carrying out student-centred activities in values education, not misusing history, highlighting the social aspects of events, transforming values into a behaviour, blending values with historical issues, and providing personal development of students draw attention.

Participant 11 shared the following opinion about the activity-based practices in values education, “If we want to do values education in history courses, we must do activities. The student learns better by participating in the lesson. Some skills develop spontaneously in this way.” Participant 13 opined about not misusing history, “History has a really suitable structure for values education. However, we should tell what happened as it is, and we should not marginalize anyone.” Participant 6 stated the following opinion by highlighting the social aspects of the events; “The first subjects of history must not be stone, metal, etc. but human beings. How did man exist? Instead of being happy and sad by winning and losing wars, it is necessary to start the lesson with the damage caused by the losses in wars and develop the curriculum in that way.” Participant 2 opined about the transformation of values into a behaviour, “Instead of teaching the lives and actions of role models in history, environments where children will transform values into a behaviour should be presented.” Participant 10 remarked about blending the values to be taught with historical subjects, “If lessons are taught by identifying values with history subjects, it can be an effective values education for history courses.”

Participants' recommendations for effective values education in history courses include using contemporary student-centred approaches and historical literacy. Designing appropriate teaching process for values education in history courses and integrating students into this process as much as possible will increase the quality of values education.

Discussion, Results, and Suggestions

The study generally includes the evaluation of history courses by history teachers in terms of values education. Before continuing with specific results about the study, an observation made by the researcher will be given. In the interviews with the participants, it was observed that participants' life experiences, their identities, education they received and the place they lived influenced values education and the values that were considered. Mohamad, Sihes, Bohari & Suhaini (2020) argue that

teachers have an important place in values education and teachers' attitudes towards values education will also affect their actions. It can be said that history courses are an important field in terms of values education, but some problems are observed during the interviews.

Participants stated that history lessons are a suitable field for values education because of their following opinions: the subjects included in history have the quality to support values education, history courses serve the purpose of raising ideal citizens, and they reveal some skills in students as a result of the relationship established with the past. However, some participants said that the process of students' acquisition of values was an individual process. History courses have an important place for people to know about the events that happened in the past. History courses constitute a suitable field for values education to gain many skills such as the transfer and continuity of national culture, individuals' adaptation to society, and creative, critical, and empathetic thinking (Demircioğlu & Tokdemir, 2008). Tokdemir (2007), in his study with history teachers, stated that history teachers created a suitable field for values education and concluded that all kinds of values, especially political, moral, religious and social values, can be acquired by students. Öztaş (2017) stated that history courses were considered as an important tool in which the continuity of values and commitment to values could be gained in every period. It is possible to teach students many values such as justice, peace, diligence, tolerance, human rights, responsibility, benevolence, love of homeland and responsibility with the history courses. The studies in the literature support the results of this study. History courses have a supportive nature for values education

Participants generally found the history education curriculum inadequate in terms of values education. Such reasons as political history -centred curriculum, lack of indirect explanations for the implementation of values education, knowledge-based curriculum, and some structural problems were presented as the main arguments of the participants. However, there are participants who stated that the curriculum is only a guide and contains sufficient explanations for values education. Tokdemir (2007) determined that history teachers did not consider history education curricula sufficient enough in terms of values education and they suggested a curriculum in which more visual materials were used, stories and biographies were included, and topics of culture-civilization were predominant in place of the rote learning based on knowledge transfer. Ulusoy (2010) determined that the curricula developed were compatible with the constructivist education approach, but considering the fact that there were not clear explanations in the curricula, the responsibility for teaching values were given to the teachers and textbooks. Keskin (2015), in parallel with Ulusoy's study, emphasized that unlike the life sciences and social studies curricula, values were not directly explained in the history curriculum. Yıldırım (2017) found that although values education and principles were comprehensively emphasized in the history education curriculum, values were not associated with units, gains, and explanations. Özdemir (2017) found that almost every subject in the curriculum was associated with

values, and the values of patriotism, responsibility, and benevolence came into prominence. However, it was revealed that some gains were associated with some values via by force. Erkan & Çoban (2018) stated that the new history education curriculum was better than the old curriculum in terms of values education; however, they found that values were not addressed in a comprehensively, adequately and directly. There are various reasons for this situation. It is a fact that there are expressions about values education in curricula. However, it is not clearly stated how to gain affective aspects of values. This situation implicitly causes the realization of values education in values education. Values should be an important part of formal education. Gaining values in history courses through planned learning experiences will bring better results (Doğanay, 2015). In fact, both the results of this research and the previous studies on the subject meet on a common ground. History education curricula are in a better place than in the past in terms of values education. However, there is a need for a clearer, understandable history education curricula that is related to values education, directly involves values education and establishes relationships with learning outcomes and explanations.

Participants generally considered history textbooks inadequate in terms of values education. This result shows parallelism with the result that history education curricula are inadequate in terms of values education. Participants' opinions on this issue include the following: the textbooks should be prepared from a macro history perspective with a behaviourist approach/knowledge-based approach, and they are not developed with the intention of implementation/practice. However, there are also two participants who defend that either direct or indirect information in the textbook adequately supports values education. Keskin (2015) found that the values stated in the general objectives of the history courses could not be reflected in the textbooks properly. Moreover, the values that are tried to be given most are sensitivity (towards Turkish elders, historical and cultural heritage) and national awareness. In addition, it was revealed that the values of fairness, being scientific, aesthetics, tolerance and patriotism were included at moderate levels; the values of independence, solidarity, love, responsibility, and helpfulness were included at low levels. In his examination on the 9th grade history textbooks, Yıldırım (2017) determined that because the values were not associated with unit, learning outcomes, and topic explanations in history education curriculum, they affected the writing of the textbook directly, values education could not be reflected in a holistic manner and values education had no concrete equivalent. Erkan & Çoban (2018) emphasized that the history textbooks did not include "root values" adequately under the influence of old curriculum and approaches but the values given did not correspond at a desired level. Muç & Pamuk (2020) determined in their research on history textbooks that value transfer was made in history textbooks, but not as specified in the curriculum. In addition, it was observed that the most used approach in the transfer of values was to induce values and fewer number of value analysis approaches were used. It is regarded that the values are dictated to the students more and high-level

approaches are not used. The result that history education curricula were insufficient in terms of values education overlaps with other studies conducted at different times in the literature.

It was observed that a significant number of the participants did values education in history courses in terms of raising awareness of history, raising ideal citizens, and recognizing the differences of students. Defending the concerns of misunderstanding, unsuitability of the conjuncture, failure of the attempts and students' construction of their own values, all four participants stated that they did not teach values in history courses. The ways used by the participants who teach values in history lessons included lecture, role model (heroes, historical figures), being an example (teacher behaviour), drama, empathy, case study, telling anecdotes, dialogue, discussion and problem solving. It was also found that the participants tried to develop values such as patriotism, national unity and solidarity, freedom, being scientific, justice, tolerance, empathy, sensitivity, responsibility, solidarity, love and respect, human rights, peace, honesty, virtue, common sense, and hospitality. It is seen that the values that the participants try to develop within the students and the methods they use in this sense are in accordance with the root values specified in the curriculum and other explanations (See MEB, 2018, pp. 4-6, 12). In this sense, it was understood that the explanations in the curriculum were taken into consideration, but there was no unity between history teachers in terms of teaching which value on which subject. Tokdemir (2007) stated that most of the history teachers participating in his study had a positive attitude towards values education in history courses; however, it was found that they did not have sufficient information about the definition and scope of value. On the other hand, it was determined that they tried to teach values of patriotism, national unity and solidarity with many activities mainly using such methods and techniques as case study, demonstration, narration and with many activities including discussion, biography, question and answer. Gülmüş (2015) stated that elementary teachers mostly tried to teach values such as patriotism, respect, tolerance, solidarity, benevolence, national unity and solidarity, love, diligence, sacrifice, hospitality and independence in teaching of history subjects of social studies. In addition, it was found that they organized activities such as drama, reading/narration, trips/observation/interview, visual material, research/examination, values corner, and competition for values education in history subjects. Demircioğlu, Demircioğlu & Genç (2016) stated that a significant number of the pre-service teachers participating in the study did not receive values education, but they expressed that history courses should support values education. Yıldırım (2018) found that pre-service history teachers stated that the teachers should have responsibility of teaching values to students. Despite this, it is striking that the teacher candidates suggested teaching the values that students should have with direct method. The opinions of the participants who stated that they did values education in history courses are similar to the other studies in the literature. However, O'Boyle (2004), in his study, shared the idea that values education was not an easy process since it addressed more affective areas and there may be misunderstanding no

matter how well-intentioned the teacher was and thus his opinion coincided with some of the opinions of the participants who did not do values education.

Participants made recommendations such as conducting student-centred activities for effective values education in history courses, not misusing history, highlighting the social aspects of events, transforming values into a behaviour, blending values with historical issues, and enabling the personal development of students. These opinions expressed by the participants are similar to the results of the studies from the literature. Demircioğlu & Tokdemir (2008) stated that values could be taught in many ways (sources, literary works such as stories, characters, direct instruction, discussion, out-of-school practices, etc.) and in addition to this, he stated that active learning approaches based on collaboration would also contribute to values education. In other words, active and student-centred approaches that enable learning by doing contributes to permanent values education (Demircioğlu & Demircioğlu, 2014b). Demircioğlu, Demircioğlu & Genç (2016) in their studies determined that pre-service history teachers had information about the materials to be used in values education in history courses, but they did not have enough information about the method. Okumuş (2020) observed that student-centred history courses taught through activities based on visuality made positive contributions to students' learning democratic values, increasing their ability to express and perception of democratic values, and thus the course has become interesting and understandable. Gündüz (2018) carried out a study on the value of patriotism and concluded that student-centred activities and using teaching materials appealing to many senses would be beneficial for values education. Considering the studies in the literature, it can be said that a student-centred and values education with a purpose will contribute to history courses.

Considering the results of the study, the following recommendations are offered:

- The nature of history lessons constitutes a suitable field for values education. In-service training can be given to teachers to use this area effectively.
- A guidebook consisting of good examples for values education in history education should be prepared.
- National and local workshops and panels should be organized for more awareness raising on the subject.
- History curriculum should be revised to support values education and to associate values with subjects.
- The number of materials and activities for values education should be increased in history textbooks.
- The effects of different methods in values education should be investigated in future studies

References

Arthur, J., Davies, I., Kerr, D., Haydn, T. & Wrenn, A. (2001). *Citizenship through secondary history*. (1th Edition). London and New York: Routledge-Falmer.

- Aydın, M. Z. & Akyol-Gürler, Ş. (2014). *Okulda değerler eğitimi*. (4th Edition). Ankara: Nobel.
- Bal, H. (2016). *Nitel araştırma yöntem ve teknikleri*. (1th Edition). Bursa: Sentez.
- Christensen, L. B., Johnson, R. B., & Turner, L.A. (2015). *Araştırma yöntemleri desen ve analiz*. (12. Translation from the Press). Ahmet Aypay (Translation Editor). Ankara: Anı.
- Dawson, C. (2015). *Araştırma yöntemlerine giriş*. (4. Translation from the Press). Asım Arı (Translation Editor). Konya: Eğitim.
- Demircioğlu, İ. H. & Demircioğlu, E. (2014a). Tarih eğitimi ve değerler. Refik Turan & Kadir Ulusoy (Ed.). *Farklı Yönleriyle Değerler Eğitimi* (1th Edition) in (pp. 269-285). Ankara: Pegem.
- Demircioğlu, İ. H. & Demircioğlu, E. (2014b). *Türk dünyası bilgeleri ve değer eğitimi*. Türk Dünyası Bilgeler Zirvesi: Gönül Sultanları Buluşması, 26-28 May 2014, Eskişehir.
- Demircioğlu, İ. H., Demircioğlu, E. & Genç, İ. (2016). Tarih pedagoji programı öğrencilerinin gözüyle değer eğitimi: Trabzon örneği. *Değerler Eğitimi Dergisi*, 14 (32), 59-78.
- Demircioğlu, İ. H. & Tokdemir, M. A. (2008). Değerlerin oluşturulma sürecinde tarih eğitimi: Amaç, işlev ve içerik. *Değerler Eğitimi Dergisi*, 6 (15), 69-88.
- Demirhan, C. (2014). Tarih öğretiminde değerler eğitimi. İsmail Güven (Ed.). *Tarih Öğretimi Kuram ve Uygulama* (1th Edition) in (pp. 361-374). Ankara: Pegem.
- Dilek, D. (2007). *Tarih derslerinde öğrenme ve düşünme gelişimi*. (3th Edition). Ankara: Nobel.
- Doğanay, A. (2015). Değerler eğitimi. Cemil Öztürk (Ed.). *Sosyal Bilgiler Öğretimi* (3th Edition) in (pp. 225-256). Ankara: Pegem.
- Ekşi, H. & Katılmış, A. (2016). *Uygulama örnekleriyle değerler eğitimi*. (1th Edition). Ankara: Nobel.
- Ergen, G. (2019). Value literacy: A new model for education of character and values. *Educational Policy Analysis and Strategic Research*, 14(2), 45-75.
- Erkan, S. & Çoban, A. (2018). Değerler açısından tarih öğretim programları ve ders kitaplarının incelenmesi. *21. Yüzyılda Eğitim ve Toplum*, 7 (21), 771- 789.
- Fitzgerald, J. (1983). History in the curriculum: Debate on aims and values. *History and Theory*, 22 (4), 81-100.
- Genc, S. Z., & Eryaman, M. Y. (2008). Changing values and new education paradigm. *Journal of Social Sciences of the Afyon Kocatepe University*, 9(1), 89-102.
- Güler, A., Halıcıoğlu, M. B. & Taşğın, S. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. (1th Edition). Ankara: Seçkin.
- Gülmüş, R. (2015). *İlkokul 4. sınıf sosyal bilgiler dersi tarih konularında değer öğretimine ilişkin sınıf öğretmenleri görüşleri*. Unpublished master's thesis. Mehmet Akif Ersoy University Graduate School of Educational Sciences, Burdur.
- Gültekin, F. (2010). Tarih öğretiminde değerler. Mustafa Safran (Ed.). *Tarih Nasıl Öğretilir?* (1th Edition) in (pp. 131-137). İstanbul: Yeni İnsan.
- Gündüz, D. D. (2018). *Tarih öğretmenlerinin ortaöğretim öğrencilerine "Vatanseverlik" değerini öğretirken kullandıkları değer yaklaşımlarının tespit edilmesi*. Unpublished master's thesis. Süleyman Demirel University Graduate School of Social Sciences, Isparta.

- Gürbüz, S. & Şahin, F. (2014). *Sosyal bilimlerde araştırma yöntemleri: Felsefe, yöntem, analiz*. (1th Edition). Ankara: Seçkin.
- Karasu-Avcı, E., Faiz, M. & Turan, S. (2020). Etkili vatandaşlık eğitiminde değerler eğitimi: Sosyal bilgiler öğretmenlerinin düşünceleri. *Değerler Eğitimi Dergisi*, 18 (39), 263-296. <https://doi.org/10.34234/ded.655916>
- Kaya, M. & Taşkın, O. (2016). Okulda değerler eğitimi. Mustafa Köylü (Ed.). *Teoriden Pratiğe Değerler Eğitimi* (1th Edition) in (pp. 131-157). Ankara: Nobel.
- Kaya, R. (2006). Tarih eğitimi ve tarih bilinci, *Çağdaş Eğitim*, 330, 33-39.
- Keskin, Y. (2015). Tarih dersi öğretim programı ve ders kitaplarında değerler eğitimi. *Turkish Studies*, 10 (7), 659-674. <http://dx.doi.org/10.7827/TurkishStudies.8234>
- Keskin, Y. (2016). Değerler eğitimi. Dursun Dilek (Ed.). *Sosyal Bilgiler Eğitimi* (1th Edition) in (pp. 311-331). Ankara: Pegem.
- Kızıler, H. & Canikli, İ. (2015). *Değerler eğitimi*. (1th Edition). Karabük: Deneme.
- Korostelina, K. (2008). History education and social identity. *Identity: An International Journal of Theory and Research*, 8 (1), 25-45.
- Köse, E. (2013). Bilimsel araştırma modelleri. Remzi Y. Kıncal (Ed.). *Bilimsel Araştırma Yöntemleri* (2th Edition) in (pp. 99-123). Ankara: Nobel.
- Miles, M. B. & Huberman, A. M. (2015). *Nitel veri analizi*. (2. Translation from the Press). Sadegül Akbaba Altun & Ali Ersoy (Translation Editor). Ankara: Pegem.
- Milli Eğitim Bakanlığı. (2018). *Ortaöğretim tarih dersi (9, 10 ve 11. Sınıflar) öğretim programı*. <https://mufredat.meb.gov.tr/Dosyalar/201822142524139-Tarih%20d%C3%B6p.pdf>
- Muç, K. & Pamuk, A. (2020). Tarih ders kitaplarında değerler ve değer aktarım yaklaşımları. *Turkish History Education Journal*, 9 (2), 586-603. <http://dx.doi.org/10.17497/tuhed.793708>
- Mohamad, N., Sihes, A. J., Bohari, N. M. & Suhaini, M. (2020). A systematic review on history teachers practices towards teaching values across the curriculum. *International Journal of Innovation, Creativity and Change*, 11 (12), 761-782. <https://doi.org/10.37200/IJPR/V24I6/PR260328>
- O'Boyle, A. (2004). The changing identities of history teachers in an Irish school. *Pedagogy, Culture and Society*, 12 (3), 415-432. <https://doi.org/10.1080/14681360400200210>
- Okumuş, O. (2020). *Savaşın içinde barışı öğretmek tarih derslerinde demokrasi eğitimi*. (1th Edition). Ankara: Pegem.
- Özdemir, K. (2017). Tarih dersi öğretim programının değerler eğitimi açısından incelenmesi. *International Journal of Education Technology and Scientific Researches*, 4, 240-257.
- Özden, Y. (2013). *Eğitimde yeni değerler*. (9th Edition). Ankara: Pegem.
- Öztaş, S. (2017). Ortaöğretim tarih derslerinde tarihî filmlerin değer eğitiminde kullanımı. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 6 (5), 3076-3099.
- Öztaş, S. (2018). Literary genre in value education history courses: Poems. *Journal of Education and Training Studies*, 6 (5), 34-39. <https://doi.org/10.11114/jets.v6i5.3078>
- Paykoç, F. (1991). *Tarih öğretimi*. (1th Edition). Eskişehir: Anadolu Üniversitesi.

- Safran, M. (2006). *Tarih eğitimi makale ve bildiriler* (Coltham, J. B. & Fines, J. (1971). Educational Objectives for the Study of History, The Historical Association, Translation from the 107th issue). (1th Edition). Ankara: Gazi.
- Tokdemir, M. A. (2007). *Tarih öğretmenlerinin değerler ve değer eğitimi hakkındaki görüşleri*. Unpublished master's thesis. Karadeniz Technical University Graduate School of Social Sciences, Trabzon.
- Tokdemir, M. A. (2017). Tarih eğitimi ve değerler. İsmail H. Demircioğlu & Ebru Demircioğlu (Ed.). *Türkiye'de Tarih Eğitimi Araştırmaları El Kitabı* (1th Edition) in (pp. 325-339). Ankara: Pegem.
- Ulusoy, K. (2005). Tarih dersinde ahlaki değerlerin aktarımı, bir okuma parçası örneği. *Milli Eğitim*, 168, 126-133.
- Ulusoy, K. (2010). Değer eğitimi: Davranışçı ve yapılandırmacı yaklaşıma göre hazırlanan tarih programlarında değer aktarımı. *Trakya Üniversitesi Sosyal Bilimler Dergisi*, 12 (1), 32-51.
- Ulusoy, K. & Arslan, A. (2014). Değerli bir kavram olarak “değer ve değerler eğitimi”. Refik Turan & Kadir Ulusoy (Ed.). *Farklı Yönleriyle Değerler Eğitimi* (1th Edition) in (pp. 1-16). Ankara: Pegem.
- Ulusoy, K. & Dilmaç, B. (2015). *Değerler eğitimi*. (3th Edition). Ankara: Pegem.
- Yeşil, R. & Aydın, D. (2007). Demokratik değerlerin öğretiminde yöntem ve zamanlama. *Türkiye Sosyal Araştırmalar Dergisi*, 11 (2), 65-84.
- Yel, S. & Aladağ, S. (2015). Sosyal bilgilerde değerlerin öğretimi. Mustafa Safran (Ed.). *Sosyal Bilgiler Öğretimi* (4th Edition) in (pp. 119-150). Ankara: Pegem.
- Yıldırım, A. & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri*. (7th Edition). Ankara: Seçkin.
- Yıldırım, S. G. & Demirel, M. (2019). Türk tarihinde değerler ve değerler eğitimi üzerine bir inceleme. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 5 (1), 92-99.
- Yıldırım, T. (2017). Yeni ortaöğretim tarih ders programları ve kitaplarında değerler eğitimi, *Turkish Studies*, 12 (33), 557-572. <http://dx.doi.org/10.7827/TurkishStudies.12533>
- Yıldırım, T. (2018). Tarih öğretmen adaylarının programdaki değerlere ilişkin değer hiyerarşileri, gerekçeleri ve önerileri. *Opus Uluslararası Toplum Araştırmaları Dergisi*, 8 (14), 296-320. <https://doi.org/10.26466/opus.404219>