

Reflections on the 21st Century Skills into the Curriculum of Social Studies Course

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ABSTRACT

This study aimed to investigate the reflections of the 21st century skills into the curriculum of social studies course in Turkey. The classification made by the institutions classifying the 21st century skills in line with this objective has been examined and the classification made by the Partnership for 21st Century Skills (P21) has been considered as it has been generally accepted. The study investigated the reflections of the 21st century skills on social studies curriculum being subject to detailed content analysis. Accordingly, the basic approach of the curriculum was examined as to whether these skills were included in terms of the values in learning outcomes. Among qualitative research methods, the document analysis technique was used in the study. The results have shown that the 21st century skills are largely included in the social studies curriculum. However, the 21st century skills are not included in the curriculum as a concept. The main components of the 21st century skills are not equally included in the curriculum. Those included most information, media and technology skills (6 sub-skills) and learning and innovation skills (5 sub-skills). The life and professional skills were included least (2 sub-skills). It has been found out that creativity and innovation, information and communication technologies literacy, social and multicultural skills, which are within the 21st century skills, are included in the Social Studies curriculum as innovative thinking, digital literacy and social participation skills. However, there was no explanation regarding how those skills intended to be acquired. The flexibility and adaptability, productivity and responsibility, leadership and responsibility skills were not directly included in the curriculum. The concept of information literacy that came into prominence in the 21st century was mainly reflected in the social studies course curriculum with the skill dimension. Accordingly, the media literacy, financial literacy, digital literacy, political literacy, map literacy and environmental literacy have been included widely. Considering the 21st century skills, the social studies curriculum can be updated. Distribution of these skills on class levels can be done in a more balanced manner. The 21st century perspective can be evoked in the basic approach and philosophy of the curriculum.

Key words: 21st Century, Social Studies, Skill, Information Literacy

INTRODUCTION

Individuals, consciously or not, acquire new information throughout their lives. People live with their past and build their future on material and non-material savings. Individuals, social by nature, begin to change and transform the society of which they are a member through their acquisitions. Nobody can exclude themselves from change and transformation. Such a point of view can result in consequences that may cause them to disappear in today's world (Gelen, 2017; Çelik, 2000). Scientific and technological developments, wars, migrations, economic crises, natural disasters make it necessary for people to live together, regardless of culture. While information spreads rapidly and reaches large masses in the globalized world, on the one hand, the meaning and value of information continues to change, on the other hand. It has become important to make the right choices, analyze

and evaluate them among the rapidly increasing information masses (Anagün et al., 2016). These new phenomena that require higher thinking skills not only change the individual but also the profile of the individual that is needed by the institutions, business and other structures. This changing situation has brought into agenda the question "how should people of future be?" and has brought forward how individuals would have a place in society and what skills individuals could adapt to social changes. In today's world, global thinking and making local solutions through information technology has become important. Not only people but also institutions, brands, cultures and countries have to do future planning (Gelen, 2017). Educational institutions are the first places where such planning should be made, and its effects are felt. The system and schools of education of a community should be open to every innovation and meet the demands and needs (Çelik, 2000). The impact of the 21st

century (called as information age) conditions on education led to the emergence of some skills. These skills determined according to the living conditions of the 21st century reveal the competencies expected from people with knowledge, skills and equipment to have. From this point of view, reflection of 21st century skills, deemed as the reason for change in many sectors, into the Turkish education system and the social studies curriculum aiming at training responsible and sensitive students who have the ideal of educating good citizens who can keep up with the globalized world.

Skills and their Significance

It is possible to overcome all problems encountered in life with certain skills. The ability called as skills has an important place from the childhood to the end of life besides facilitating life. Part of these skills are those existing in human being naturally. Some of them are acquired through education. One of the most important purposes of education is to prepare learners for life. This is one of the main subjects that today's world should make effort most (Trilling & Fadel, 2009). Expectations of a community from individuals may alter based on the period lived. While people were expected to trade, follow up certain instructions, become well-adjusted individuals, reflect their thoughts into their acts, and be honest and fair (Hamarat, 2019); with the Industrial Revolution, production method based on human and animal power, which was taken as the main actor of production, fundamentally changed with mechanization; thus technology, which had a permanent place in human life and changed the economy systems entirely, started to manifest its effect in every field around the world.

A phenomenon occurring at any place of the world in today's world where information and communication technology has rapidly improved may affect the whole world. It has become an important matter of debate how to use and evaluate information obtained in this period in which accessing information has become easier and face-to-face and virtual communication has been used widely (Barasi, 2020). Individuals have tended to improve themselves in more flexible learning environments through technology, one of the most concrete indicators of the 21st century. People born in a world surrounded by technology, continue their life in this way and easily adapt themselves to any situation can justify this (Palfrey & Gasser, 2013). The emergence of a multicultural society structure and the complexity of life in the 21st century forced individuals to acquire new skills (Suto, 2013). Today, the provided knowledge in any area thanks to information transferred into digital environments is offered to all people through Internet beyond individual accessibility and it acquires universal quality. Therefore, the 21st century is called information age (Kozikoğlu & Altunova, 2018). The 21st century expects people to adapt to changes and developments, gain a seat in the community, select and analyze knowledge among information mass and have high-level skills and competencies to use the information obtained in their daily life and turn them into products. In short, information entails young people to have new skills, competencies and equipment that make them contribute to economic

development. These skills include creativity, innovation, problem solving, critical thinking, collaborative work that play a role in the continuation of learning throughout life, gain the competence to reach the information needed such as information literacy, technology literacy, project production, responsibility, self-management, etc.; and the competencies are deemed as the 21st century skills and competencies (Boyacı & Özer, 2019; Aygün et al., 2016; Ananiadou & Claro, 2009; Anagün et al., 2016; Shields & Chugh, 2018).

Classification of the 21st Century Skills

It is a diversity set forth based on different perspectives of many organizations in different fields regarding the 21st century skills. Organizations defined the categorized qualifications produced to determine the personnel qualifications they expected under the name of 21st century skills (Kozikoğlu & Altunova, 2018). These institutions or organizations include P21 P21 (Partnership for 21st Century Skills), ATCS (Assessment and Teaching of 21st Century Skills), OECD (Organization for Economic Co-operation and Development), ASIA Society (Asia Society Partnership for Global Learning), ISTE (International Society for Technology in Education), NCREL (North Central Regional Educational Laboratory) and EU (European Union) (Benek, 2019).

Table 1 shows that the 21st century skills include not only basic learning skills but also top-level thinking skills (Kozikoğlu & Altunova, 2018). It can be said that skills form in consideration of social dynamics and the skills that people should have in future life (Benek, 2019). Even though these skills are called differently, they all focus on a common goal, which is education, and they form the basis for the 21st century (Ceylan, 2019). The OECD-DeSeCo program, one of the organizations categorizing these skills, is deemed general frameworks that allow conceptualizing 21st century skills and competencies. Whereas NETS, NCREL and UNESCO have focused more on digital literacy and the technology adaptation to the curriculum, ATCS and NAEP have focused more on the evaluation of the 21st century skills (Voogt & Roblin, 2012; Kırgız, 2019). Consequently, these skills consist of the skills that will enable individuals to achieve social adaptation and make rational decisions; they do not only include knowledge and skills but also include performance and comprehension and have a structure where knowledge and skills are blended (Dede, 2010; Güler, 2019; Kırgız, 2019; Varki, 2020; Korkmaz, 2019). Among the mentioned outlines, the one prepared by the Partnership for 21st Century Skills (P21) is approved more in the literature. This study adopted the classification set out in P21 and was configured based on this classification. In the USA, some leading institutions of the country (Apple, Adobe, Walt Disney, Dell, Intel, Lego, AOL, Microsoft, Cisco and National Education Association) and educators who were successful and specialized in their field, particularly the ministry of education came together to make the students ready for a more competitive global economy and include the 21st century skills in their education environment and they identified the criteria for the Partnership for 21st Century Skills. The skills were identified to include

Table 1. Classification of the 21st century skills (Voogt & Roblin, 2010).

P21	NCREL	ATCS	NETS/ISTE	EU	OECD
Learning and Innovation Skills 1.Critical thinking and problem solving 2.Creativity and innovation 3.Communication and collaboration	Creative Thinking 1.Compliance, management of complexity and self-management 2.Curiosity, creativity and risk taking 3.Top-level thinking and reasoning Effective Communication 1.Team building, collaboration and interpersonal skills 2.Personal, social and civil liabilities 3.Interactive communication	Way of Thinking 1.Creativity and innovation 2.Critical thinking, problem solving, decision making 3.Learning leadership, metacognition Way of Working 1.Communication 2.Collaboration	Creativity and Innovation Creative thinking, knowledge creation, creating products by following up technological process Critical thinking, problem solving and decision making Communication and Collaboration Students working in communication and collaboration using digital media	Learning to Learn Communication 1.Communication in the mother tongue 2.Communication in foreign languages	Heterogeneous Interaction Groups 1.Establishing good relationships with others 2.Collaboration, working in teams 3.Solving and managing conflicts
Information, Media and Technology Skills 1.Information literacy 2.Technology literacy 3. Media literacy	Digital Age Literacy 1.Basic, scientific, economic and technology literacy 2.Visual and information literacy 3.Multi-cultural literacy and global awareness	Work Tools 1.Information literacy 2. ICT literacy	Technology Operations and Concepts Good understanding of technology concepts, systems and operations Research and Information Fluency Using digital tools to collect, evaluate and use data	Digital Competency	Using tools effectively 1.Using language, signs and texts interactively 2.Using information interactively 3.Using technology interactively
Life and Career Skills 1. Flexibility and compliance 2.Initiative and self-management 3.Social and intercultural skills 4.Productivity and accountability 5. Leadership and liabilities	High Productivity 1.Prioritizing, planning and managing results 2.Effective use of real-life tools 3.Ability of producing quality products	Life on Earth 1.Local and global citizenship 2. Life and career 3.Personal and social liabilities (cultural awareness and competency)	Digital Citizenship Understanding social problems related to human, cultural and technology	Cultural awareness and expression Social and civil competencies Sense of initiative and entrepreneurship	Acting Autonomously 1.Acting in the big picture 2.Creating life plans and personal projects 3.Defending rights, benefits, interests and needs
Basic Subjects 1.English, reading and language 2.Foreign languages 3.Art 4.Mathematics 5.Economics 6.Science 7.Geography 8.History 9.Knowledge of citizenship		Main Curriculum 1.Mother tongue 2.Mathematics 3.Science 4.Past 5.Art or human sciences		1.Mathematical 2.Basic competences in science 3.Basic competences in technology 4.Communication in the mother tongue 5.Communication in a foreign language	

(Contd...)

Table 1. (Continued)

P21	NCREL	ATCS	NETS/ISTE	EU	OECD
Interdisciplinary Themes					
1.Global awareness					
2.Financial literacy					
3.Citizenship literacy					
4.Health and environmental literacy					

The classification made by the P21 platform for the 21st century skills has been put in the center of teachers by trainers and hundreds of schools in many countries, especially the USA. The outputs of teachers, educational specialists and business world were used when these skills were determined (<https://www.battelleforkids.org/networks/p21>).

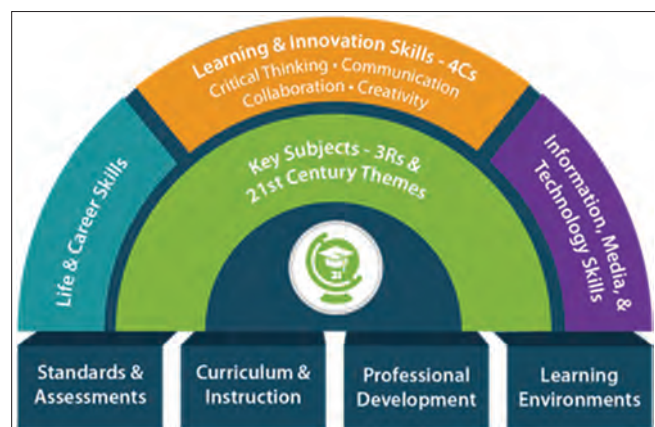
all education levels from kindergarten to high school. The P21 outline was accepted by many institutions and states in USA. Furthermore, developing the 21st century skills has become a national obligation (Güler, 2019; Bozkurt, 2020; Kurudayıoğlu & Soysal, 2019; Kırgız, 2019; battelleforkids.org, 2020). The P21 platform touched upon the 21st century skills and discussed it from a broad perspective mentioning education support systems to be used for the development of these skills (Topçu & Çiftçi, 2018).

The skills determined by the P21 platform are a whole built on interdisciplinary themes (Figure 1). Those skills are divided into three groups, which are “Life and Career Skills”, “Learning and Innovation Skills” and “Information, Media and Technology Skills” and they are integrated with each other. The basic subjects include English, reading and language arts, world languages, arts, mathematics, economics, science, geography, history, knowledge of state and citizenship; and the support education systems include standards and evaluation, education program and teaching, professional development and learning environments (Soysal, 2019; Yalçın, 2018; Çolak, 2018). Life and career skills among the main components host sub-skills such as flexibility and compliance, initiative and self-management, social and intercultural skills, productivity and accountability, leadership and liabilities (Gelen, 2017). Another component, the learning and innovations skills, comprises critical thinking and problem solving, communication, collaboration and creativity sub-skills. These skills are deemed as key to lifelong learning and creative thinking (Trilling & Fadel, 2009). Learning and innovation skills are also related to life and career skills and knowledge, media and technology skills. Information forms a comprehensive wholeness with media and technology literacy skills (Gelen, 2017). These skills are not constant but change according to the conditions of time (Sayın & Seferoğlu, 2016). Individuals who have these skills can provide information flow from different sources and investigate and evaluate the accuracy of the information published through media (Anagün et al., 2016).

Reflections of the 21st Century Skills into Turkish Education System

The studies conducted by many international institutions and organizations regarding the 21st century skills had a reflection in Turkey. Accordingly, the Turkish Industry and Business Association stated that was necessary to determine

Figure 1. Classification of the P21 Platform on the 21st Century Skills (<https://www.battelleforkids.org/networks/p21>)



professional requirements of the future in the information age; thus, those skills took place on the agenda quickly (Kozikoğlu & Altunova, 2018). Of course, it is of prime importance to handle and renew education programs for the acquisition of these skills to individuals and instructors are aware of 21st century skills and consciously integrate these skills into their curriculum (Uluyol & Eryılmaz, 2015). Therefore, the Ministry of National Education gave a place to the 21st century skills for the first time in the new curricula implemented in 2005 and brought those skills into our education system. Basic skills that were intended to be acquired in all courses in 2005 were defined as “Using Turkish correctly, well and effectively, critical thinking, creative thinking, communication, problem solving, research, using information technologies, entrepreneurship, and decision making” (MEB, 2006). The Ministry of National Education identified eight main competencies (communication in mother tongue, communication in foreign language, basic skills in mathematics, science and technology, digital skills, learning to learn, social and human skills, entrepreneurship and cultural awareness and expression) in the context of Quality Framework for National Education and Turkish Qualifications Framework in the light of the European Qualification Framework adopted by the European Parliament. This framework expresses the national competencies framework indicating all qualification principles acquired through education programs including primary, secondary and higher education besides other ways of learning. The concept of participant is a framework that can be developed constantly, is open to

innovations and leads changes. In addition to the skills that are necessary during education, learners should be provided with both qualifications and the skills that define these qualifications (Yüksel & Taneri, 2020; TTKB, 2017; Gürültü et al., 2020; Güler, 2019; myk.gov.tr, 2019). As a result of these studies carried out to increase the quality in education, the Ministry of National Education published the document of "Education Vision for 2023" and often referred to the 21st century skills (Öztermiyeci, 2019). The education approach deemed as an indispensable global norm today regarding the 21st century skills imposes the understanding of development and maturation of people under the light of their success in the material world under the name of "acquisition of soft skills" such as creativity, communication, teamwork and critical thinking. Even, this understanding has been expressed as a strategic conceptual framework which is spread to every part of the world (<http://2023vizyonu.meb.gov.tr>).

Aim of the Study

Today, we can see how science and technology have changed life at an unprecedented pace. This change and transformation can be seen in many fields including health, defense, food, technology and education. The 21st century, which is called information age, has altered expectations from individuals to a different perspective in the globalized world. It is not enough to learn and memorize knowledge, but individuals are expected to be able to multi-task and be well-equipped, analyze the knowledge, make interference, and use information to solve problems encountered in many sectors. It is known that many international institutions categorized the 21st century skills. This study tries to determine to what extent the 21st century skills are included in the social studies curriculum updated in 2018 on the basis of the classification determined by the P21 platform, which has been commonly discussed in the literature. The following research questions have been posed to reach the main target mentioned above. These research questions form the general framework of the P21:

1. Are sub-skills of the main component of learning and innovation skills included in the social studies curriculum?
2. Are sub-skills of the main component of information, media and technology skills included in the social studies curriculum?
3. Are sub-skills of the main component of life and career skills included in the social studies curriculum?

METHOD

Among qualitative research methods, the document analysis technique was used in the study. The document analysis was believed to be the appropriate method since the social studies curriculum in practice was examined in line with the aim of the study. The document analysis is used to access resources on the aim of the study and determine the data obtained (Çepni, 2007). The document analysis comprises a systematic analysis of written materials including information about the case or cases to be investigated (Yıldırım & Şimşek, 2013). In this study, a detailed literature scanning

was made on 21st century skills, and the written and digital materials of the institutions working on these skills were accessed. Then, we found the 2018 curriculum of the social studies course that was still practiced. This study took the skills determined by the Partnership for 21st Century Skills and approved in the literature as basis. It examined whether the learning outcomes in the social studies curriculum were related to the 21st century skills and tried to determine to what extent these skills were included in the curriculum. This research, which was last updated and put into practice in 2018, is limited to the social studies curriculum in Turkey (4th, 5th, 6th and 7th grades).

Data Collection

Initially, documents of institutions that have classified the 21st century skills were examined, and a detailed literature review was made to obtain the data. In line with this purpose, the classification used dominantly in education field in particular was the classification made by the platform named P21. Since this study is related to education, the data were analyzed using depending on the classification made by the P21 platform. In the second phase of data collection, the social studies curriculum in public and private schools of Turkey was accessed through the website of the Ministry of National Education. In consideration of the documents, it was checked whether the current social studies curriculum comprised the P21 skills.

Validity and Reliability

To ensure the reliability of the study, 3 social studies teachers and 2 academics were consulted about whether the skills determined in line with the classification made by the P21 platform on 21st century skills were related to the skills in the social studies curriculum. The data that were obtained from experts were analyzed. In qualitative research, the validity of the measuring tool is closely related to correct measurement of the case it aims to measure. In this case, the data collected reflect the truth and contribute to the study results (Yıldırım & Şimşek, 2013).

Data Analysis

The current situation was analyzed in consideration of the classification made by the P21 platform on the 21st century skills in the analysis phase of the documents obtained in line with the study aim. For this, the skills in the social studies curriculum were compared to 3 main components (life and career, learning and innovation skills, information, media and technology skills) in the 21st century skills classification of the P21 platform and the skills included in sub-headings of these main components (critical thinking and problem solving, technology literacy, media literacy, flexibility and compliance, initiative and self-management, social and intercultural skills, productivity and accountability, leadership and liabilities) and the skills included in the social studies curriculum and the skills that have no equivalence are shown in tables.

FINDINGS AND INTERPRETATIONS

It is known that the Ministry of National Education sometimes updates the curricula based on the changes in understanding occurring in education field around the world. The 21st century skills became permanent in the curricula prepared after the 2005 year. Table 2 shows the skills thought

Table 2. The relationship of 21st century skills determined by the P21 platform with the skills in social studies curriculum (Çelikkaya, 2020)

P 21 21 st Century Skills	Sub-skills	The 21 st Century Skills in the Curriculum of the 2018 Social Studies Course
Learning and Innovation Skills	Creativity and Innovation	Innovative Thinking
	Critical Thinking	Critical Thinking
	Problem Solving	Problem Solving
	Communication	Communication
	Collaboration	Collaboration
Information, Media and Technology Skills	Information Literacy	Literacy Skills (map, environment, law, politics, financial)
	Media Literacy	Media Literacy
	Information and communication technology literacy	Digital Literacy
Life and Career Skills	Flexibility and Compliance	-
	Entrepreneurship and Self-orientation	Entrepreneurship
	Social and Multiculturalism	Social Participation
	Productivity and Liabilities	-
	Leadership and Liabilities	-

to be related with the 21st century skills in the social studies curriculum updated in 2018.

Considering the relationship between the 21st century skills determined by the P21 platform and approved in the literature and those in the 2018 curriculum of social studies, other skills (creativity and innovation, critical thinking, problem solving, communication, collaboration, information literacy, media literacy, information and communication technology literacy, entrepreneurship and self-orientation, and social and multiculturalism skills) except for flexibility and compliance, productivity and liabilities, and leadership and liabilities.

Learning and Innovation Skills

The learning and innovation skills, among the ones determined by the P21 platform, consist of critical thinking and problem solving, creativity and innovation, communication and collaboration sub-skills. These skills provide substantial advantages making individuals be international minded and allowing them to make choices by reasoning in matters that have critical importance in the development and implementation of new ideas. These are the skills that allow identifying, analyzing and solving problems, and gaining the spirit of teamwork needed for collaboration by using multiple communication tools, and the ability to take responsibility and lead (P21, 2015).

Table 3 shows that creativity and innovation skills, a subscale of learning and innovation skills in P21, are included in the curriculum of social studies as innovative thinking skills. The innovations thinking skills have a relationship with a learning outcome in the Science, Technology and Society learning domains in the social studies curriculum of the 4th grade and are related with a learning outcome in the Production, Distribution and Consumption learning domains in the 5th grade and each learning outcome in Science, Technology and Society besides Production, Distribution and Consumption learning domains in the 6th grade. The skill is not included in the curriculum of the 7th grade.

Table 4 shows that critical thinking skills, a subscale of learning and innovation skills in P21, are included in

Table 3. The relationship between innovative thinking skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Out Comes No	Learning Outcomes
Learning and Innovation Skills	Creativity and Innovation	Innovative Thinking	Science, Technology and Society	SB. 4.4.4	Developing ideas to design distinctive productions based on the current needs.
			Production, distribution and consumption	SB. 5.5.5	Developing new ideas based on production, distribution and consumption by collaboration.
			Science, Technology and Society	SB. 6.4.2	Bringing forward an idea regarding the impact of scientific and technological developments on future life.
			Production, distribution and consumption	SB. 6.5.3	Preparing project proposals on investment and marketing considering geographical features of Turkey.

SSC: Social Studies Curriculum

the curriculum of social studies with the same name. The critical thinking skills are included in the social studies curriculum of the 6th grade and 7th grade. This skill is has a relationship with each learning outcome in Individual and Society, Active Citizenship and Global Connections learning domains in the 6th grade curriculum and a learning outcome in Individual and Society learning domain in the 7th grade. The skill is not included in the curriculum of the 4th and 5th grades.

Table 5 shows that problem solving skills, a subscale of learning and innovation skills in P21, are included in the curriculum of social studies with the same name. The

problem-solving skills have a relationship with each learning outcome in People, Places and Environments, Active Citizenship and Global Connections in the social studies curriculum of the 7th grade. This skill is not included in the curriculum of the 4th, 5th and 6th grades.

Table 6 shows that communication skills, a subscale of learning and innovation skills in P21, are included in the curriculum of social studies with the same name. The communication skills are included in the social studies curriculum of the 7th grade only. This skill is related to three learning outcomes in the Individual and Society learning. The skill is not included in the curriculum of the 4th, 5th and 6th grades.

Table 4. The relationship between critical thinking skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Learning and Innovation Skills	Critical Thinking	Critical Thinking	Individual and Society	SB. 6.1.3	Questioning preconceptions of differences to live in harmony in the society.
			Individual and Society	SB. 6.1.5	Defending that solutions to a problem should be based on rights, responsibilities and freedoms.
			Active Citizenship	SB. 6.6.6	Noticing the value given to women in a society based on the Turkish history and updated examples.
			Global connections	SB. 6.7.4	Questioning the effects of popular culture on our own culture.
			Individual and Society	SB. 7.1.4	Discussing the role of media on social change and interaction.

Table 5. The relationship between problem solving skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Learning and Innovation Skills	Problem Solving	Problem Solving	People, places and environments	SB. 7.3.4	Showing examples for potential adverse conditions in case of the restriction of settlement and freedom to travel among fundamental rights.
			Active Citizenship	SB. 7.6.4	Analyzing the problems faced during the implementation of democracy.
			Global connections	SB. 7.7.4	Making proposals for the solution of global problems along with friends.

Table 6. The relationship between communication skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Learning and Innovation Skills	Communication	Communication	Individual and Society	SB. 7.1.1	Analyzing the attitudes and acts affecting communication and questioning own attitudes and acts.
			Individual and Society	SB. 7.1.2	Using positive communication ways in personal and social relationships.
			Individual and Society	SB. 7.1.4	Using rights while benefiting communication tools and fulfilling responsibilities.

Table 7 shows that collaboration skills, a subscale of learning and innovation skills in P21, are included in the curriculum of social studies with the same name. The collaboration skills have a relationship with a learning outcome in Production, Distribution and Consumption learning domains in the social studies curriculum of the 5th grade and three learning outcomes in Global connections learning domain in the 7th grade. The skill is not included in the curriculum of the 4th and 6th grades.

Information, Media and Technology Skills

The information, media and technology skills, among the important skills determined by the P21 platform, consist of the information, media and technology literacy sub-skills. The facilities offered by today’s technology have made access to information easy and unlimited. The information, media and technology literacy allow individuals to analyze and use the existing information and choose the contents correctly. The information literacy whose importance increases day by day is expected to have determinant effect on many fields in the 21st century. Reading, interpreting and evaluating the knowledge correctly is possible by effective acquisition of these skills (P21, 2015).

Table 8 shows that media literacy skills, a subscale of information, media and technology literacy skills in P21, is included in the curriculum of social studies with the same name. The media literacy skills have a relationship with a learning outcome in Science, Technology and Society learning domains in the social studies curriculum of the 5th grade and a learning outcome in Individual and society learning domains in the 7th grade. The skill is not included in the curriculum of the 4th and 6th grades.

Table 9 shows that information literacy skills, a subscale of information, and media and technology literacy skills in P21, is included in the curriculum of social studies as financial literacy skills, which is one of the information literacy skills. The financial literacy skills have a relationship with a learning outcome in the social studies curriculum of the 4th grade in Production, Distribution and Consumption learning domains. The skill is not included in the curriculum of the 5th, 6th and 7th grades.

Table 10 shows that information literacy skills, a subscale of information, and media and technology literacy skills in P21, is included in the curriculum of social studies as digital literacy skills, which is one of the information literacy skills. The digital literacy skills have a relationship with a learning outcome in the social studies curriculum of the 5th grade in

Table 7. The relationship between collaboration skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Learning and Innovation Skills	Collaboration	Collaboration	Production, distribution and consumption	SB. 5.5.5	Developing new ideas based on production, distribution and consumption by collaboration.
			Global connections	SB. 7.7.1	Giving examples of international organizations, of which Turkey is a member.
			Global connections	SB. 7.7.2	Recognizing economic zones and organizations in relationship with Turkey.
			Global connections	SB. 7.7.4	Making proposals for the solution of global problems along with friends.

Table 8. The relationship between media literacy skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No.	Learning Outcomes
Information, Media and Technology Skills	Media Literacy	Media Literacy	Science, Technology and Society	SB. 5.4.2	Questioning the accuracy and reliability of information obtained from virtual environment.
			Individual and Society	SB. 7.1.3	Discussing the role of media on social change and interaction.

Table 9. The relationship between financial literacy skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Information, Media and Technology Skills	Information Literacy	Financial Literacy	Production, distribution and consumption	SB. 4.5.1	Separating the requests and needs and making conscious selection between them.

Science, Technology and Society learning domains. The skill is not included in the curriculum of the 4th, 6th and 7th grades.

Table 11 shows that information literacy skills, a subscale of information, and media and technology literacy skills in P21, is included in the curriculum of social studies as political literacy skills, which is one of the information literacy skills. The political literacy skills have a relationship with four learning outcomes in the social studies curriculum of the 6th grade in Active Citizenship learning domain. The skill is not included in the curriculum of the 4th, 5th and 7th grades.

Table 12 shows that information literacy skills, a subscale of information, and media and technology literacy skills in P21, is included in the curriculum of social studies as map literacy skills, which is one of the information literacy skills. The map literacy skills have a relationship with a learning outcome in People, Places and Environments learning domains in the social studies curriculum of the 5th grade and a learning outcome in the People, Places and Environments

learning domains in the 6th grade. The skill is not included in the curriculum of the 4th and 7th grades.

Table 13 shows that information literacy skills, a subscale of information, and media and technology literacy skills in P21, is included in the curriculum of social studies as environment literacy skills, which is one of the information literacy skills. The environment literacy skills have three relationships with a learning outcome in the social studies curriculum of the 5th grade in People, Places and Environments learning domains. The skill is not included in the curriculum of the 4th, 6th and 7th grades.

Life and Career Skills

Life and career skills among the 21st century skills consist of flexibility and compliance, initiative and compliance, social and intercultural skills, productivity and accountability, leadership and liabilities sub-skills. An individual acquiring these skills acquires the skills to determine the appropriate

Table 10. The relationship between digital literacy skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No.	Learning Outcomes
Information, Media and Technology Skills	Information Literacy	Digital Literacy	Science, Technology and Society	SB. 5.4.3	Obedying the rules while using virtual environment.

Table 11. The relationship between political literacy skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Information, Media and Technology Skills	Information Literacy	Political Literacy	Active Citizenship	SB. 6.6.1	Comparing different regimes in terms of basic principles of democracy.
			Active Citizenship	SB. 6.6.2	Expressing the relationship of legislative, executive and judicial powers in the Republic of Turkey.
			Active Citizenship	SB. 6.6.3	Analyzing the factors affecting the management's decision-making process.
			Active Citizenship	SB. 6.6.5	Explaining that rights and liabilities of an active citizen of the Republic of Turkey are under constitutional guarantee.

Table 12. The relationship between map literacy skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Information, Media and Technology Skills	Information Literacy	Map Literacy	People, Places and Environments	SB. 5.3.1	Explaining the landforms outline of a residential area and its surrounding.
			People, Places and Environments	SB. 6.3.1	Defining geographical location of continents, oceans and Turkey using the related concepts about location.
			People, Places and Environments	SB. 6.3.2	Examining landforms, climatic features and vegetation of Turkey on the related maps.
			People, Places and Environments	SB. 6.3.3	Showing the features of human geography of Turkey on the related maps.

Table 13. The relationship between environment literacy skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Information, Media and Technology Skills	Information Literacy	Environment Literacy	People, Places and Environments	SB. 5.3.2	Explaining the effect of the climate in the area on human activities by giving samples from daily life.
			People, Places and Environments	SB. 5.3.5	Giving examples of the effects of natural and human characteristics of the residential area and its surroundings.
			People, Places and Environments	SB. 5.3.4	Questioning the reasons of the disasters and environmental problems in the area.

Table 14. The relationship between entrepreneurship skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Life and Professional Skills	Entrepreneurship and Self-orientation	Entrepreneurship	Production, Distribution and Consumption	SB. 5.5.5	Developing new ideas based on production, distribution and consumption by collaboration.
			Production, Distribution and Consumption	SB. 6.5.3	Preparing project proposals on investment and marketing considering geographical features of Turkey.

Table 15. The relationship between social participation skills and learning domain and outcomes in the curriculum of social studies

The 21 st Century Skills in P21	Sub-skill	The Skill Included in SSC	Learning Domain	Learning Outcomes No	Learning Outcomes
Life and Professional Skills	Social and Multiculturalism Skills	Social Participation	Active Citizenship	SB. 4.6.3	Suggesting educational social activities that are deemed necessary for school.
			Individual and Society	SB. 5.1.3	Acting in compliance with the duties and responsibilities of the roles in the groups participated as an individual aware of his/her rights.
			Active Citizenship	SB. 5.6.3	Explaining the importance of using these rights besides fundamental rights.

sources to reach the predetermined goals for himself/herself, thus for the society. These are the skills contributing to the adaptation to life which has become a complex issue today, taking responsibilities of own acts, giving account for acts transparently, demanding respect of others for personal rights and acting in consideration of the rights of others (P21, 2015).

Table 14 shows that entrepreneurship and self-orientation skills, a subscale of life and professional skills in P21, is included in the curriculum of social studies as entrepreneurship skills. The entrepreneurship skills have a relationship with a learning outcome in Production, Distribution and Consumption learning domains in the social studies curriculum of the 5th grade and three learning outcomes in Production, Distribution and Consumption learning domains in the 6th grade. The skill is not included in the curriculum of the 4th and 7th grades.

Table 15 shows that social and multiculturalism skills, a subscale of life and professional skills in P21, is included

in the curriculum of social studies as social participation skills. The social participation skills have a relationship with a learning outcome in Active Citizenship learning domain in the social studies curriculum of the 4th grade and each learning outcome in Individual and Society and Active Citizenship learning domains in the 5th grade. The skill is not included in the curriculum of the 6th and 7th grades.

DISCUSSION AND CONCLUSION

The social change and transformation as well as the alteration in education field lead the education programs; and thus, education programs are affected by globalization and technology. These two factors polish the 21st century skills (Gültekin, 2014). Knowledge and skills are acquired through education. Our education system should prepare individuals who have the skills included in the curricula and the 21st century skills to the current age (MEB, 2011). The most important tool in integrating the 21st century skills

into courses is the curricula (Otuz et al., 2018). These skills are known to facilitate lives of individuals and to make them learn lifelong. The fact that the 21st century, called as information age, has made it easier to access and spread information, it increased the need for individuals who can use and reproduce knowledge effectively. It has become an obligation to have such skills in order to meet such a need (Ekici et al., 2017). The 21st century skills have been categorized by many international institutions and organizations and have drawn attention of business and education world. The skills determined by the P21 platform shine out among those organizations. These skills are not directly included as terms in the social studies curriculum that was updated in 2018. The updated 2018 curriculum of social studies course included the 21st century skills, particularly learning and innovation skills, knowledge, media and technology skills, and partly life and career skills in different proportions. Those included most information, media and technology skills (6 sub-skills) and learning and innovation skills (5 sub-skills). The life and professional skills were included least (2 sub-skills). Most of the skills determined by P21 were included in the curriculum, while some others were renamed and included in it. However, there was no explanation regarding how those skills intended to be acquired. When there are no details in regard to acquisition of skills in a curriculum, it is not possible that the intended skills be reflected into learning experiences of students or evaluations made (Binkley et al., 2012). The concept of information age that came along in the 21st century and became a popular concept was mainly reflected in the social studies course curriculum with the skill dimension. Thus, adding more than one skill regarding information literacy in the 2018 curriculum of social studies can be deemed a clear indicator of this. Those skills included map literacy, political literacy, law literacy and financial literacy. The other prominent skills that were included in the curriculum were media literacy and digital literacy skills which have recently gained a special seat in the literature and on which hundreds of studies have been conducted. The 21st century skills did not have a balanced distribution in the social studies curriculum in terms of grade. They were included most in the 6th grade with 15 learning outcomes and least in the 4th grade with three learning outcomes. Some skills focused on certain grades. The program included the map literacy most with five learning outcomes. The financial literacy and digital literacy skills were included with a single learning outcome. We can say that this will create a disadvantage for students to acquire the skills. The 21st century skills are known to be the skills needed by individuals to become successful in daily and business life (Kivunja, 2015). Thus, these skills should be included in the curriculum as much as possible. Not including flexibility and compliance, productivity and liability, and leadership and liability skills that are sub-skills of life and career skills, among the main components determined by P21 platform, in the social studies course curriculum is thought-provoking. In order that today's students become successful in complex life and business environment, their thinking skills, knowledge, social

and emotional competencies should be developed (Gelen, 2017). These skills allow them to improve themselves, make productions and achieve successful results, develop awareness about individual and global problems and have responsibilities (Atakişi, 2019). The life and career skills are considered as mandatory skills for students to gain culture of coexisting with others and perceive the differences as richness to adapt to changing life conditions in today's globalized and competitive environment. There are some suggestions based on the conclusions from this study, these are: In case that the social studies curriculum is updated, the 21st century skills should be included more. The 21st century skills that could not take place in the 21st century curriculum of social studies as terms can be placed among the main approaches of the curriculum. The 21st century skills can be distributed in the social studies curriculum in a balanced way. The flexibility and adaptability, productivity and liability, leadership and liability skills can be included in the social studies curriculum. The learning outcomes of social studies can be updated in consideration of the 21st century skills. Rich content associated with skills that are called information literacy can be included in social studies course books to improve students' literacy skills. Activities associated with literacy skills can be included in the course books.

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