

Use of the Public Service Ads in Human Rights, Citizenship and Democracy Courses: A Mixed Method Study*

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Abstract

The aim of the study is to identify the effects of using the public service ads as a teaching and learning material in the course of human rights, citizenship and democracy on the empathy skills of the primary school students and to reveal the views of the primary students about the course of human rights, citizenship and democracy in which the public service ads are employed as a teaching and learning material. The participants of the study are 45 primary school students (25 female and 20 male) who were attending the fourth grade of a public school in Afyon during the fall semester of the school year of 2017-2018. The empathic tendency scale developed by Kaya and Siyez (2010), namely “KA-SI empathic tendency scale child form”, was administered to the participants as both pre-test and post-test. The study lasted for three weeks and a total of twelve public service ads were used in the course of human rights, citizenship and democracy. In addition, the qualitative data of the study were collected through the student diaries kept by the students following the courses. The findings show that the courses of human rights, citizenship and democracy in which the public service ads were employed lead to a significant difference in the emphatic tendency of the participants. The qualitative findings also supports these findings. In the diaries the participants reported that they used empathy towards the people and events which they saw in the public service ads.

Keywords: Course of Human Rights, Citizenship and Democracy, Public Service ads, Primary School Students, Emphatic Tendency.

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INTRODUCTION

Public service ads are informative, educational films, sounds and sub-bands that are prepared by public institutions, organizations and by nongovernmental organizations such as associations and foundations. The Supreme Council (RTÜK) decides whether these public service advertisements can be published or not (RTÜK, 2012). Public service ads are prepared on many issues related to society. The fact that public service is reliable and believable increases its applicability and provides a positive effect on the individuals. People become aware of many vital issues through public service advertisements (Merican, 2015).

Empathy can be defined as an effective understanding of another person's feelings (Kalliopuska, 1992; Dökmen 1995). The attitude of the teacher is very important in developing empathy in school (Dilekmen, 1999; Kabapınar, 2005; Eryaman, 2007). Also, empathy can be developed with the educational tools used in the lessons. The goal of using the public service ads is to develop an awareness and sensitiveness among individuals about social problems, to provide solutions to such problems and to make possible for people to use empathy. However, primary school courses such as life sciences, social studies and human rights, citizenship and democracy have a common goal of producing students who can offer solutions to social problems and who are active citizens with the skills in empathy. Given that the content of these courses are closely related to daily life sources reflecting it can be employed in relation to gains, skills and values. One of such sources is media products, including public service ads which are short movies aiming at awareness concerning various social issues. Therefore, it is possible to employ the public service ads as teaching and learning tools in the course of human rights, citizenship and democracy. It is thought that the public service ads have many advantages when they are used for educational purposes. However, the effects of these ads on teaching and learning and the reactions of the students about them are not studied in detail. There are some studies about the public service ads in the educational context. Most of these studies are concerned with the content analysis of the public service ads (Zalluhoğlu et. al., 2015; Kükrer Aydın, 2016; Özbük and Öz 2017). There are other studies dealing with the effects of the public service ads (Gençoğlu, Bağlıtaş and Kuşkaya 2017; Güllülü and Türk, 2015; Duğan and Şahin 2016; Ögüt Yıldırım and Ardiç Çobaner, 2017; Şahin Kubat, 2015; Yaman and Göçkan 2015). However, the effects of the public service ads as a teaching and learning material on students' emphatic tendency have not been analysed in relation to the the course of human rights, citizenship and democracy. In addition, the views of the primary students have not been analysed in this regards. Therefore, it is thought that the study fills the gap in the related literature. In this context, the aim of the study is to identify the effects of using the public service ads as a teaching and learning material in the course of human rights, citizenship and democracy on the empathy skills of the primary school students and to reval the views of the primary students about the course of human rights, citizenship and democracy in which the public service ads are employed as a teaching and learning material.

METHOD

Model of the study

The study was designed following the mixed method research methodology. More specifically, in the study both qualitative and quantitative methods are employed. The mixed method assumes that the qualitative and quantitative complement each other and that these methods can be used simultaneously (Christensen, Johnson and Turner, 2015). Creswell and Plano Clark (2014) state that the mixed method has different designs, including convergent parallel design, exploratory sequential design, explorer sequential design and intertwined mixed design. In the study the exploratory sequential design is employed. In accordance with the design the quantitative data were first collected and then the qualitative data were gathered.

Participants

The participants of the study are 45 primary school students (25 female and 20 male) who were attending the fourth grade of a public school in Afyon during the fall semester of the school year of 2017-2018.

Data collection tools

The empathic tendency scale developed by Kaya and Siyez (2010), namely “KA-SI empathic tendency scale child form”, was employed to collect the quantitative data. The qualitative data of the study were collected through the student diaries kept by the students following the course of human rights, citizenship and democracy.

Concerning the construct validity of the KA-SI empathic tendency scale child form the exploratory factor analysis was employed and found that the scale with thirteen items has two factors: cognitive empathy (6 items) and emotional empathy (7 items). These two factors were tested using the confirmatory factor analysis. The results showed that the scale with two factors has higher fitness index. In relation to the reliability of the scale both internal consistency coefficient and test-retest reliability coefficient were found. The Cronbach Alpha coefficient which refers to internal consistency was found to be .84 for the whole scale and .79 for the emotional empathy factor and .72 for the cognitive empathy (Kaya and Siyez, 2010).

Data analysis

The data collected from the student diaries are examined using the inductive analysis. In this type of analysis the diaries produced by the participants were numbered in terms of pages and sentences and then the sentences were descriptively analysed using an index and several comments were made. Then the data were coded. The related codes were grouped under the themes. In order to establish the reliability of the analysis the sentences were reviewed by the authors and a specialist. Then each statement was categorized as “mutually agreed” and “difference of opinion”. The formula developed by Miles and Huberman’in (1994) was used in the calculations and it is found to be $P= 93$. The quantitative data are analysed using the t-test.

FINDINGS

In the discussion of the findings first the qualitative and then the quantitative findings are given. Table 2 shows the views of the participants concerning the use of the public service ads in the course of human rights, citizenship and democracy as teaching and learning materials.

Table 2. Views of the participants concerning the use of the public service ads in the course of human rights, citizenship and democracy as teaching and learning materials

Categories	Views of the participants
Teaching and learning process	Public service ads positively affected me. Public service ads made the courses fun. Public service ads were very instructive. Public service ads attracted my interest.
Social influence	I shared the public service ads with my parents. I have understood what I should pay attention as a citizen.
Personal development	I would like to develop a public service ad. I have learned that we may also develop public service ads. I have decided to watch for other public service ads.

Table 2 shows that the views of the participants concerning the use of the public service ads in the course of human rights, citizenship and democracy as teaching and learning materials are grouped under three categories: about teaching and learning process, about social influence and about personal development. Concerning the teaching and learning process they reported: public service ads affected them; these ads made the courses fun; public service ads were instructive and interesting. In relation to social influence the participants reported that they shared the public service ads with their parents and that they learned what they should care for as a citizen. Regarding the personal development they stated that they would like to produce public service ads, that they could produce public service ads and that they would be interested in public service ads in the future. These categories are exemplified through direct quotations from the diaries as follows:

The following statement exemplifies the view indicating that public service ads influenced them: *“There was a swimmer in the public service ad who do not have arms. When I put myself into his place I thought that if I do not have arms I cannot swim. However, I later began to think that being a disabled person does not mean you cannot do such things after seeing the other public service ads. All these public service ads really affected me. I would like to do something for these people.”*

The following statement exemplifies the view indicating that public service ads made the courses much more fun: *“It was fun to watch the public service ads and then to discuss their content. Courses were much more fun.”*

The following statement exemplifies the view indicating that public service ads were really instructive: *“I was surprised to see that public spots were used in the course. I had not had any interest in these ads until I saw them in the class. I could learn many things.”*

The following statement exemplifies the view indicating that the use of the public service ads in the courses attracted their interest: *“I observed that many friends of mine who were not interested in the course became very interested in it. The public service ads were very interesting. All of us exchanged our ideas and thoughts in the class.”*

The following statement exemplifies the view indicating that they shared the public service ads with their parents: *“I shared all the public service ads we saw in the class with my parents. I told them what we were taught in the class. They said that then we should watch all public service ads on the television.”*

The following statement exemplifies the view indicating that they understood what to do as a citizen: *“Public service ads teach many things to us. They teach us what a citizen should and should not do. How should we act to seniors and disabled people? What should we do for animals? Why should girls go to school and what is it so important? I think only when we know these we could become good citizens.”*

The following statement exemplifies the view indicating that the participants would like to produce public service ads: *“I would like to produce a public service ad using my phone’s camera... Maybe my teacher will use it in the course if it is related to the topics. I will make me proud of myself.”*

The following statement exemplifies the view indicating that they recognised that they may produce the public service ads: *“My friend told me that we can also produce a public service ad. It is very exciting... I have not thought about it before.”*

The following statement exemplifies the view indicating that they decided to watch the public service ads from now on: *“Before seeing the public service ads in the courses I never watched them. Now I am waiting for watching these ads on television. I wil watch them from now on.”*

The views of the participants concerning the content of the public service ads are grouped under five themes as follows: individual differences, equality, fairness, empathy and children rights.

Each of these themes appear to have three sub-themes as follows: awareness/sensitivity, action planning and implementation. The views of the participants about “individual differences” are given in Table 3:

Table 3. Findings about the theme of “individual differences”

Sub-themes	Views of the participants
Awareness/sensitiveness	Public service ads make it possible for me to recognize the struggle of disabled people.
	I have learned that each of us is different.
	I have learned that we should respect for differences. We must take care not to hurt each other
Planning of an action	I would like to help disabled people.
Implementation	I become friend with people who have different characteristics.

The following statement exemplifies the view indicating that the use of the public service ads in the courses made them aware about how disabled people struggle: *“I realized how many things we have done so easily in our lives are actually difficult for the disabled. I understand that arrangements need to be made to facilitate their life.”*

The following statement exemplifies the view indicating that the use of the public service ads in the courses made them understand everyone is different: *“I have learned that each one of us is different. We are different from each other in terms of both physical appearance and personality.”*

The following statement exemplifies the view indicating that the use of the public service ads in the courses made them understand that they should respect for differences: *“There are different people in the world. I have learned that we should love each other although each one of us is different. So we do not need to be the same to love each other.”*

The following statement exemplifies the view indicating that the use of the public service ads in the courses made them understand that they should not hurt each other: *“I understand how important it is to be gentle and not to break people. It is a good habit to talk and act carefully.”*

The following statement exemplifies the view indicating that the use of the public service ads in the courses made them understand that they would like help the disabled: *“If you ask me how I would like to be. I would like to be a helpful person. After watching the public spots about people with disabilities, I would like to be a member of an organization to help them. I want to help them.”*

The following statement exemplifies the view indicating that following the use of the public service ads in the courses they would like to have friends with different characteristics: *“I decided that I should play with my friends whom I could not get well with. It is not correct to just play with my best friends. We must be friends with different people.”*

The views of the participants about the theme of “equality” are given in Table 4:

Table 4. Findings about the theme “equality”

Sub-themes	Views of the participants
Awareness/sensitivity	I understand that men and women are equal. I have learned that everyone either women or man has the right to have equal educational opportunities. I recognise that even the words used when talking to boys and girls should be in line with equality. I realized that the necessary arrangements should be made for people with disabilities to survive.
Action planning	I would like to do something to make school an easier place for my disabled friends. I would like to prepare a presentation about Atatürk, who provided equality between men and women in our country.
Implementation	We decided to make a project for our friends with disabilities with my teacher.

Table 4 indicates that the theme of “equality” has several categories under the sub-theme of awareness and sensitivity as follows: an understanding about the equality of men and women; understanding about having rights of equal educational opportunities for men and women; understanding about the words used while talking to boys and girls should be consistent with their equal position; an understanding about the need to make arrangements to make the life of the disabled easier. Concerning action planning the participants reported the following views: they would like to do something to facilitate the life of the disabled at school; they would like to develop presentations about Atatürk who contributed to the equality for men and women in Turkey. In relation to implementation dimension they reported that they would like to develop a project for the disabled with their teacher.

The following statement exemplifies the view indicating that the use of the public service ads in the courses made them understand that men and women are equal: *“There was a topic about gender equality in the public service ads. I think they are both equal. But there are those who cannot live in our country equally. But everyone should look for the right.”*

The following statement exemplifies the view indicating that the use of the public service ads in the courses made them understand that both men and women have the right to have equal educational rights: *“Girls should also attend school. There is no difference between girls and boys. In the public service ads I saw that the state does many things to make it possible for them to go to school. I really liked them.”*

The views of the participants concerning the theme of fairness are given in Table 5:

Table 5. Findings about the theme “fairness”

Sub-themes	Views of the participants
Awareness/sensitiveness	I recognise that animals need to be treated fairly. I understand that when everyone is treated fairly everyone will be happy.
Action planning	I want to visit animal shelters I want to help street animals
Implementation	I will complain about people who treat animals badly. I am going to shoot a public spot on the necessity of the fairness to animals.

As can be seen in Table 5 the participants reported various views in relation to the sub theme of awareness and sensitivity concerning the theme of fairness. These are as follows: animals should be treated fairly and when everyone is treated fairly they would be happy. Concerning action planning they reported that they would like to visit animal shelters and to help animals living on the streets. In regard to implementation they reported that they will complain about those who treat animals badly and that they will produce a public service ad about the need to be fair to animals.

The following statement exemplifies the view indicating that the use of the public service ads in the courses made them understand that animals should be treated fairly: *“In the public spot, a child portrayed what happened to a dog when it was not treated well. I was afraid of putting myself in that*

dog's place. They deserve to live happily and confidently as we are. I can ask for my right. A dog cannot do that. We need to be fair to them."

"The following statement exemplifies the view indicating that the use of the public service ads in the courses made them understand that when everyone is treated fairly they will be happy: *"Animals, people, children, mothers, I think everyone is happy when they are treated fairly. We will be sorry if we are not treated fairly. And we get very nervous."*

The following statement exemplifies the view indicating that following the use of the public service ads in the courses they would like visit animal shelters: *"The public spots I watched impressed me and I want to go to animal shelters. I love animals very much."*

The following statement exemplifies the view indicating that following the use of the public service ads in the courses they would like help animals living on the streets: *"I want to help to street animals by giving them food and water. Maybe I can also learn to make a cat house.."*

"The following statement exemplifies the view indicating that following the use of the public service ads in the courses they would like complain about people who treat animals badly: *"I took notes while watching the public spots. From now on if I see anyone treats animals badly I will complain about him to hayvanhaglari@ormansu.gov.tr. Maybe they punish such people."*

The following statement exemplifies the view indicating that following the use of the public service ads in the courses they would like to produce a public service ad about the need to be fair to animals: *"I'm going to shoot a public spot about people who treat animals badly and those who treat animals well. I may also do street interviews. Maybe I add the news into it."*

The views of the participants in relation to the theme of "empathy" are given in Table 6:

Table 6. Findings about the theme "empathy"

Sub-themes	Views of the participants
Awareness/sensitivity	Public spots enabled me to empathize with people with disabilities. I felt bad when I empathize with people with disabilities. I figured out how difficult my life can be when I put myself in the place of people with disabilities. I learned that being disabled does not mean that they cannot do most things. I learned that people with disabilities should also participate in work force.
Action planning	I want to make activities that will facilitate the lives of people with disabilities.
Implementation	With our teacher, we will prepare and distribute brochures on the need to provide employment for people with disabilities. We are shooting a public spot on how we can facilitate the lives of people with disabilities. I prayed for disabled people.

Table 6 shows that the participants produced several views in relation to the sub theme of awareness and sensitivity about empathy as follows: developing empathy with the disabled; when they put themselves in the place of the disabled they felt bad; understanding of the difficult life of the disabled; understanding of being disabled does not mean that they cannot achieve anything; understanding the significance of joining the disabled into work force. Concerning action planning they reported that they would like develop projects for people with disabilities. In regard to implementation they reported that they would prepare brochures about the employment of the disabled and public service ads to make their life easier and they pray for the disabled.

The following statement exemplifies the view indicating that following the use of the public service ads in the courses they could develop empathy with the disabled: *"I put myself in the place of people with disabilities in the public spot. I do not know what they feel, but I may guess their feelings. I realized it was very difficult. On the way, going with a wheelchair, taking a bus, sidewalks, stairs, schools, without a lift, are also very difficult. What do they do at home? They are bored. I would be very upset if I had a problem. I would be very upset if I did not solve it myself."*

The following statement exemplifies the view indicating that following the use of the public service ads in the courses they felt themselves bad when I empathized with people with disabilities: *“I have understood that people with disabilities more powerful than me. Because they have worked so hard and achieved it anyway. But I felt bad when I put myself in their place. I was very sorry. I know it would not help getting upset. Maybe I can help them when I am a little older.”*

The statement below exemplifies the view indicating that following the use of the public service ads in the courses they figured out how difficult their life can be when they put themselves in the place of people with disabilities: *“When I replaced myself with the disabled in the public spot, I thought how hard I could continue my life. Sounds like I cannot manage to continue my life. I was very sorry.”*

The statement below exemplifies the view indicating that following the use of the public service ads in the courses they understood that being disabled does not mean they cannot achieve anything: *“People with disabilities had managed to do such difficult things... So I understand that if I experience such a situation I could also do many difficult things and achieve many things although it is very difficult. One could not just sit and be sad. Life goes on.”*

The statement below exemplifies the view indicating that following the use of the public service ads in the courses they understood that the disabled should join the work force: *“I understood that people with disabilities like everyone should work and make money. They feel happy when they work. If a man does not deal with something, he would be unhappy. It is a bad feeling. Employers should give them job, it is certain that they will do their best.”*

The views of the participants about “children’s rights” are given in Table 7:

Table 7. Findings about the theme “children’s rights”

Sub-themes	Views of the participants
Awareness/Sensitivity	<p>I have learned that we have many rights.</p> <p>I saw that there were many children who could not use their rights because of war and it made me sad.</p> <p>I learned that children should be protected by their parents and the state</p> <p>I am very sorry for the kids who work to make money.</p> <p>I am sorry for the kids who cannot use their right to education.</p> <p>I think it is unfair that there are children who do not have the same conditions</p> <p>I know what I have to do to protect myself from child abuse.</p>
Action planning	We would like to organize a charity campaign with my friends choosing a sister school.

As can be seen in Table 7 the participants reported many views about the children’s rights in relation to awareness and sensitivity as follows: understanding of having many rights as a child; being sorry for those children who cannot use their rights because of war; recognising the fact that children should be protected by their parents and the state; being sorry for children who work to make money and for those who cannot use their right to be educated and thinking that it is unfair that there are children who do not have equal conditions. In regard to action planning about children’s rights they reported that they would like to organize a charity campaign with their friends choosing a sister school. However, there was no view about the implementation dimension.

The following statement exemplifies the view indicating that they learned about their rights: *“I had known that we had some rights, I knew some of our rights, but it was against the law, for example, to employ children or to marry with a child. Children rights are included in the laws. We are just children so these rights should be protected by adults.”*

The following statement exemplifies the view indicating that they learned that there are some children who cannot use their rights because of war: *“Children cannot find food in the war, no toys, no schools ... Maybe they do not even have parents and home. Then there is no children's rights when it*

comes to war. I am very sorry. There are those who flee to our country from war. We have them at our school too. I think this is a very difficult thing.”

The following statement exemplifies the view indicating that they learned that children should be protected by their parents and the state: “There are people who protect and care for us. First our parent and then our teachers protect us. They try to protect us. Every child should be protected by their parents, teachers and other adults. But there are children who do not have parents. Such children are protected by the state. For instance there are public institutions for them which called *Sevgi evleri*. Maybe it is difficult to live there, but they are protected there. Otherwise they cannot protect themselves and they cannot do anything for themselves.”

The following statement exemplifies the view indicating that they are very sorry for kids who work to make money: “It was included in the public service ads. Sometimes we saw them on the streets. They sell something like paper tissues. They cannot attend school. They sell something on the streets even though it is very cold. Parents should make babies if they cannot care for them. I feel sorry for them, but I cannot do anything.”

The following statement exemplifies the view indicating that they are very sorry for kids who cannot make use of their right to be educated: “For example, there are children who cannot go to school. We will have a profession after our graduation. They will make money on what they will do. Selling paper tissues is not enough to live as adult. I am so sorry for them. Both schools are fun, warm and we get lots of information there. They are always outside. They may experience a car accident. Someone might kidnap them. God bless. It is very sad.”

The following statement exemplifies the view that it is unfair that there are some children who do not have equal conditions: “Some children have a lot of things, but some children have nothing. It is not their fault. Their parents may not want it for their children, but they cannot care for their children. Maybe they are poor and have many children. For me it is unfair.”

The following statement exemplifies the view that they would like to organize a charity campaign choosing a sister school: “We will ask our teacher that we could choose a sister school to send necessary materials to them. we would like to organize a charity campaign.”

As stated earlier the empathic tendency scale developed by Kaya and Siyez (2010), namely “KA-SI empathic tendency scale child form”, was administered to the participants as both pre-test and post-test. The course of human rights and citizenship was delivered using the public service as teaching and learning materials. The data gathered from the scale were analysed using the t-tests. The results of the t-tests are given in Table 8 and Table 9 as follows:

Table 8. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	33.93	45	9.05388	1.34967
	posttest	43.15	45	7.53162	1.12275

Table 9. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-9.22	12.43691	1.85	-12.95	-5.48	-4.974	44	.000

As can be observed in both Table 8 and Table 9 the course of citizenship and democracy in which the public service ads were used as teaching and learning materials had positive contributions on the emphatic tendency of the participants. The quantitative findings are consistent with the qualitative ones.

DISCUSSION, CONCLUSIONS AND SUGGESTIONS

When the views of the primary school students participated in the study on the use of public spots in human rights and citizenship course are examined, it is seen that their opinions are grouped under three main themes: about teaching and learning process, about social influence and about personal development. Their views about teaching and learning process are as follows: public service ads affected them and made the course much more fun. They also added that these ads are instructive and attracted their interest. Their views about social influence are as follows: sharing the public service ads with parents and learning about what to do as a citizen. Their views about personal development are as follows: developing public service ads and improving their interest in these ads. Paul and Elder (2006) argue that media products have significant political and social effects on people. In addition, they stated that public spots directed social rules, roles, beliefs and perspectives. In this context, it can be said that the views of Paul and Elder (2006) are in line with the opinions of elementary school students that they learned the rules of society from public spots. Stokes and Hull (2002) asked the participants who were students to design public service ads about water saving. They concluded that the public service ads and their implementations are both informative and instructive which improved the participants' awareness about the topic. Similarly in the present study the participants reported that the public service ads influenced them and made the course much more fun. They also added that these ads are instructive and interesting.

When the diaries of the primary school students were examined, it was seen that their opinions were categorized under 5 themes related to the content of the public spots. These themes are individual differences, equality, justice, empathy and children's rights. These opinions expressed in relation to each theme were also discussed under three sub-themes: difference / sensitivity, action planning and action. The primary school students participated in the study expressed their views in regard to the theme of individual differences regarding the difficulties experienced by disabled people, respect for differences, sensitivity to disabled people and social responsibility. In Tüsev's (2012) report entitled "a case study: public service ads and non-governmental organizations" it is stated that these ads can be employed by these organizations to improve public awareness. It is reported that the non-governmental organizations who work on the topics of environment, education, health, women's rights, people with physical and mental disabilities frequently employ the public service ads. In this study, it was determined that the primary school students participated in the study expressed their opinions in the context of awareness / sensitivity, action planning and action.

In relation to the theme of equality, it was determined that the participants developed views about the equality of women and men, their right to education, gender discrimination in social life, equal rights and opportunities for disabled people in social life and the innovations brought by Atatürk regarding the equality of men and women.

Concerning the theme of "fairness" the participants stated several dimensions, including the significance of being fair, being fair to animals and the responsibilities of citizens in the context of being fair. Yağan (2012) analysed the public service ads in terms of their semiological significance and reported that if there is a word "fair" in the text of the public service ads, then it refers to the fact that there are some inconsistencies which are also unfair among the interactions among people and among people and animals. It refers to the fact that people should change their behaviour to reduce unfairness." In this study, it is seen that the primary school students participated in the study emphasized fairness. In this context, it is seen that the message that the public spot wants to give and the messages perceived by the participants are compatible with each other. The participants also mentioned the empathy with disabled people in the theme of empathy and development of projects in the context of facilitating the life of the disabled.

In regard to the theme of children's rights, the primary school students talked about information about children's rights, children who could not use their rights for reasons such as war and child labor, and child abuse. Zalluhoğlu (2015) analysed 168 public service ads which broadcasted on television. It is found that 47.2% of these ads aimed at giving information, 29% at giving suggestions and 23.8% at improving solidarity among people. In this study, the primary school students stated that they wanted to help by making projects for children who could not use their rights as a result of the use of public spots in which the children were taken as subjects. In this context, it can be said that the public spots that can be handled under the theme of children's rights improved the attitudes of the primary school students participated in the study towards solidarity.

In addition to the qualitative data, it was investigated whether the use of public spots in the courses have positive effects on the empathic tendency of the students using the empathic tendency scale as pre- and post test. It is found that this practice made a significant difference on the empathic tendency levels of the primary school students participated in the study. As a result, it was determined that human rights citizenship and democracy course, which is delivered by using public spots as teaching and learning materials, creates a significant difference on empathic tendency levels of the participants. The qualitative findings of the study clearly support the quantitative findings. The primary school students participated in the study stated that they often place themselves in the place of people given in the public spots. In addition, they expressed their opinions on the issues of difference / sensitivity, action planning and action related to the subjects taught and the goals of the course. In this context, it can be said that the use of public spots in the courses contributes to the primary school students gaining information, gaining sensitivity and acting as an effective citizen.

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