The Reflection of Education As a System to Social Studies Education

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1. Introduction

Ludwig Von Bertalanffy, who lived between 1901-1972, has developed "General System Theory" which is valid for many areas of science although his major was Biology (URL 1). Bertalanffy is one of the first intellectuals stating the importance of thinking from system point of view in all disciplines (Ramage&Shipp, 2009). This theory is based on the hypothesis that everything is a part of a system in which all of them are correlated and dependent each other. According to this theory, in order to understand an organized unity, all parts composing this unity and relations among those parts should be known (İlgan, 2013). As for the General System Theory, every system is interacting directly with its proximal environments and indirectly with its remote environments (Aydoğan, 2013). Formerly, General System Theory has started to be used in science; afterwards, it has been started to be used widely in all branches of Social Studies. The system approach has been emerged to organize and manage the organizations. The purpose of System approach is to determine and organize the relation of sub systems within each other and the contribution to upper systems in order to reach the objectives of the organization (Sarıaslan, 1984). The System approach has also been used in education, which is a social institution shaped with the influences of many variables. According to the system theory, education is set up from many parts. These parts are both affected from education system and affect it as well. For this reason, elements of education system need to be understood to perceive education system. Thus, it is possible to see the objectives, principles and basic philosophy of education system in curricula. In this part of this book, the relationships between Social Studies

course, an important part of Turkish education system, and education system are tried to be put forth. Primarily, the concept system is going to be emphasized.

1.1. The Concept of System

System is defined in Turkish Language Association's Grand Turkish Dictionary "An organization of methods to help receiving results" (URL 2), various definitions have been made for this term. In its plain meaning, it can be described as unity organized from elements related with each other (Ackoff, 1971). Sönmez (2010) described the system as a dynamic structure consisted of different and suitable elements to realize at least one aim. Başaran (1993) stated that not only living creatures show characteristics of system, but also objects that comprised of elements related each other and take input and transform into products can also be a system. Kaya (1984) expressed that system is consisted of smaller elements than its own body and it is a part of a bigger system than itself as well. Consequently system shows the structured and fixed relations between various elements and constructs a unity in this form (Marshall, 2009). However this unity represents total sum more than its elements (Çalık, 2013). The points come forward made in definitions of system can be summarized as:

- System follows certain methods for a certain objective.

- System is a unity consisted of elements.

- There is relation among system and elements.

- There is a frame that encircled the system.

Tortop et all (2007) characterized the elements that constructed the system as sub system and every system should have sub-system/systems; and stated that a unity without sub system cannot be described as system. Because like the development of sub-systems depends on the system, the operation of the system depends on the sub-systems and on the supply that they provide (Gürsel, 2012). For instance, education is a system, and it is in relation to the larger systems (state, society etc) that affect it. However there are also sub-systems of education. For example, schools are sub-systems of the education system. Therefore, each system functions as a sub-system of upper-systems, as well as having sub-systems that are gathered around for common objectives (Sezgin, 2013). It is compulsory to act systematically in a learning organization like school which is part of the education system. Because the concept system needs a deep understanding of the subside structure and transforms complexity into a meaningful integrity (Gürsel, 2008).

1.2. Types of System

According to the General System Theory, systems are divided into two as: open and closed systems. The main reason for this distinction is the relationship between the system and the environment. If a system has a relation and interaction with the environment, this system is called as open system. If a system has closed itself against its surroundings, has no interaction and does not receive energy from its surroundings, such systems are then called closed systems. In closed systems, problems are tried to be solved within their own internal dynamics, not by taking an external input, and they focus on the internal elements (Buluç, 2010). Open systems need the environment to maintain their existence, but closed systems do not need environment because they are self-contained systems. Open systems are not static and they have dynamic structure which is open to development, change and growth, so they choose to adapt to their surroundings (Yalçınkaya, 2002). Supervisors working in open systems have to consider the expectations and constraints of the environment (Ada & Küçükali, 2016). With this feature, open systems are democratic systems at the same time.

Tortop et al. (2007) have summarized the functioning of an open system as follows:

"Open systems operate energy, information, materials and materials that they receive as input from the environment or from other systems in line with their aims, and transform them into goods and services in various forms and return them to the environment or other systems as output. The quality of the outputs aimed and the quality of the outputs obtained are evaluated by feedback. If there is a difference between the outputs obtained with the intended outputs, this difference are tried to be eliminated by making changes in the inputs of the system. "

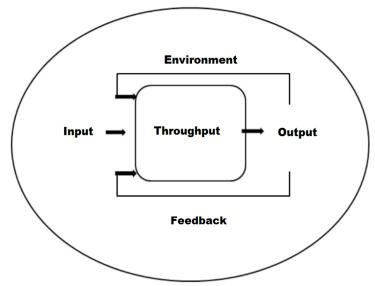The operation of the open system is given in Figure 1.

Figure 1. Katz and Kahn's Open System Model (Simplified from Katz & Kahn,1978).

1.3. Education System

The social unit constituted by education, which is a social institution, is called education system (Hesapcıoğlu, 1998). It is also possible to see the operation of the open system given above in the education system, too. Because of the intertwined relation of education and society, education functions as an open system. Education system established by the members of the society in order to meet the needs of the individuals and the social institutions and it has appeared due to the necessity. For this reason, they use each other's inputs and outputs (Hoşgörür & Taştan, 2012). In order to reach success in the education system, the relations between the above mentioned items of the open system should be revised continuously (Odabaşı, 1997) or entropy can occur. Entropy can be thought as the collapse of the system and it means that all the systems disappear as a result of a constant loss of energy (Aydoğan, 2013). Entropy occurs rarely in open systems, because open systems try to prevent entropy by receiving energy, information and material from their environment (Sezgin, 2013; Tortop et al.), however collapsing of closed systems is easier because they do not receive energy from environments. Griffin (1993) and Köni (1982) have shown the reasons for the entropy of a system as followings.

1. The organization does not work in line with its objectives

2. The constituent elements of the organization end the support and relations,

3. The internal balance of the organization is broken and can not perform its mission

4. Loss of the qualities of the organizational elements

5. Doing no re-structuring to eliminate negations in the organization (Adapted: Tortop et al, 2007)

There are some drawbacks to setting up the education systems as closed systems. The first drawback is taking the problems of the system independent from the environment, the other one is neglecting the sub-systems which provide information and as a result of that situation, feedback cannot be fulfilled for the education system (Bursalıoğlu, 1970). Therefore, more entropy is observed in closed systems.

The operation of an open system includes 5 basic elements. These are input, processing, output, feedback and environment. Since education is an open system, all these elements are also seen in the education system. For this reason, these elements must serve the objectives of the education system. The most basic aim of the education system is to "intentionally change the behaviour of the individual through his or her own experience" (Ertürk, 1972). It can be said that the education system works well as long as the input of the education system, the process, the output, the feedback and the environment contribute to the formation of these intended behaviours. Now these elements will be briefly mentioned.

Input: The most basic feature of an open system is that it receives energy from its environment. The energy is called as input. Inputs may change depending on the system's features. However, if inputs are not suitable for the objectives of the system, the desired outputs will not be reached. In social systems such as education, human resource, information, capital, time, tools and equipment are used as input. Classes, books, computers, teaching materials, teachers and students are important inputs for schools (Hoy & Miskel, 2010). Also, the output of a system can be an input to the same system. For example, pre-service teachers are outputs of the system when they are studying in the institutions that educate teachers; then they may be the input of the system after they become teachers. Inputs must be of such a feature that the desired quantities and qualities do not disrupt the programmed balance of the system. The opposite situation leads to entropy (Sönmez, 2010 b).

Process: It is an activity of transforming what the system receives as inputs to realize its objectives, both for itself and for other systems. The process is an element of a system in which inputs are processed, formed, reconstructed in the direction with the targets, that is, and bringing to the desired product state. Process in education system can be described as where inputs and educational activities to serve in the realization of educational objectives are transformed into functional ones, where production of desired behaviour in education is made (Filiz, 2011). Sönmez (2010a) stated that in order to equip students with desired behaviours in the education system, all activities must be carried out in the process part and listed the operations in the education system in the following order:

1. Unit order and quality

2. Reinforcement, feedback, correction and clue

3. Student participation

4. Tools and equipment

5. Learning, teaching strategies, methods and techniques

6. Mental processes

7. Teacher

8. Physical conditions of the teaching environment

9. Time

10. Love

11. Evaluation for formation and training

Output: As a result of the operation process, inputs are transformed into a product. The outputs may vary according to the objectives of the system. The most important output of the education system is qualified human power. The functions of education as a social open system are the important outputs of this system. These:

• Providing societal socialization

• Transferring cultural heritage

• Political function

• Economic function

• Changing and transforming society

• Individual Assistance (Hoşgörür & Taştan, 2012).

Feedback: It is an open system process that informs to what extent the system has reached its pre-determined objectives, shows the failing aspects of the system and establishes the qualification of the relationship between the system and the subsystems. Schools, which are a sub-system of the education system, have two types of feedback. The former one is the "internal auditing and protective mechanisms"; the latter is the "external auditing and protective mechanisms" that supervise the entire system. That headmaster's supervising the classes, the teachers' examining the pupils and examinations that reveal the success of the courses can given as examples for the former; supervision of schools by the inspectors and examinations that show the success of the school can be given as example for the latter (Şahin, 2013). Feedbacks are the information about the system to help correcting the system itself (Hoy & Miskel, 2010).

Environment: It refers to the setting in which an open system receives energy apart from its sub systems is called as environment. Open systems cannot survive without the environment. For this reason, these systems are in constant interaction with their environments. When systems begin to close themselves to their environments, their energy is reduced. As for the education system, it has a very wide range of environment in which it interacts and receives input. For example, the society, technological conditions, the parents and the socio-economic situation in which the schools are located are the environmental conditions that directly affect the education system today. While the environment provides inputs to school such as student, material, energy, information and cultural values; the school provides educated people and information to the environment, that is, schools as social system take inputs from their environments and transform them into educational services and again present them to their environments (Sezgin, 2013).

The education system explained in detail as an open system above is presented in this section in relation to Social Studies education.

Investigation of Education As Open System Within The Scope Of Social Studies Course

Ornstein & Hunkins (1993) defined the education program as an action plan involving the strategies used in achieving the desired goals and objectives. Saylor, Alexander and Lewis (1981) stated that the education program is an organized list of educational intentions. Therefore, it is possible to see the objectives and intentions that are expected from education in the curriculum. As a matter of fact, reflections of the Turkish education system on Social Studies education are seen firstly in the General Objectives of Turkish National Education. The New Social Studies Curriculum will be put into action gradually from the 2017-2018 Academic Year with the approval numbered 75 and dated 17.07.2017. The expression at the beginning of the general objective section of the new Social Studies curriculum *"The general objectives of the Social Studies Curriculum are expressed in accordance with the General Objectives and Basic Principles of Turkish National Education as a part of National Education Basic Law numbered 1739 as follows:"* has directly linked the general objectives and basic principles of Turkish National Education to the general objectives of the Social Studies curriculum. According to the 1st and 2nd article of the National Education Basic Law numbered 1739; the general aim of Turkish National Education,

All members of the Turkish Nation,

1. To be raised as loyal to Atatürk reforms and principles and Atatürk nationalism, which finds its expression in Constitution; as citizen who internalize, protect and develop national, moral, human, spiritual and cultural values of Turkish Nation; educated being aware of their duties and responsibilities towards the Republic of Turkey, which is a democratic, secular and social law state based on human rights and basic principles at the beginning part of the Constitution, love their family, country, nation and always try to glorify them;

2. To raise them as individual who has a developed personality and character in a balanced and healthy way with respect to body, mind, morality, soul and emotion, a free and scientific thinking ability, has a wide world view, respects human rights, values personality and enterprise, creative, productive people "(URL 4).

It is considered that Social Studies course realizes the general purpose of the Turkish National Education given above with 18 general purposes as an input of the education system. The general objective of Turkish National Education explains the ideal and desirable type of citizen expected from Turkish Education System. This task has been mostly carried out by Social Studies course in primary and secondary school. Accordingly, it is the responsibility of Social

Studies lesson to raise students who are important input of the education system as citizens mentioned in the general aims of Turkish National Education.

Turkey, a candidate state to European Union, aims to heighten the education system to the standards of the European countries within preparation for entering the European Union and has realized some projects for this purpose (Şişman, 2010). One of these projects is the Turkish Proficiency Framework (TPF). Turkey Proficiency Framework; designed to be compatible with the European Proficiency Framework; refers to the national qualifications framework that demonstrates all the qualifications that are gained through vocational, general and academic education and training programs, including primary, secondary and higher education, and other learning paths (URL 5). One of the innovations in the Social Studies curriculum is that TPF will be implemented in the program. The TPF has been added to the Social Studies curriculum as the main competencies that must be acquired. These competencies are:

• Communication in Mother Tongue

• Communication in Foreign Languages

• Mathematical Competence and Competencies in Science / Technology

• Digital Competence

• Learning to learn

• Social and Citizenship Proficiency

• Perception of Taking Initiative and Entrepreneurship

• Cultural Awareness and Expression (URL 6), however, no information is available on how these competencies are not associated with the achievements of the program and how these competences (especially communication in mother tongue, foreign language communication) can be gained.

With general purpose of the Social Studies course *"To demonstrate sensitivity to the issues that concern the country and world by bearing the awareness that he/she is a part of humankind"*, students are aimed to become a world citizen (URL 6). This general purpose of the Social Studies course is mainly realized by the "global connections" learning area. It is aimed to educate Turkish citizens who are active and responsible, who can follow the agenda of developing world with the learning field of global connections and produce solutions to the problems they are facing. However, Şahin, Şahin & Yildiz (2016) have found that Social Studies education program does not reflect as much as the selected texts, in-class activities and evaluation processes even if the aim is to educate the citizens of the world citizens as a result of the studies with pre-service Social Studies teacher.

Among the functions of the education system, the social function holds the first place. The social function of education is to educate individuals who are compatible with the society to ensure and sustain the continuity of society. To accomplish this function:

• Cultural heritage of the society is transferred to the students:

• Socialization of students is ensured:

• Individuals are raised to develop the culture of society (Fidan & Erden, 1998). Thus, individual displays the expected behaviour pattern from him/her and becomes a successful member of in the society and integrating with the culture in which he/she lives (Yanıklar, 2010). Turkish education system fulfils this function of education through Social Studies course because one of the basic principles of teaching Social Studies is "enculturation". Each society introduces its own culture to young members and tries to develop the existing culture. Thus socialization of younger generation is ensured (Safran, 2008). It is aimed to gain the social function of education with the objectives in the "individual and society" and "culture and heritage" learning areas in the Social Studies course. Examples of these gains include:

SB.4.2.2. The student gives examples by investigating the elements reflecting the national culture in the family and his/her surroundings.

SB.5.2.4. The student analyses the role of the cultural elements in people's living together.

SB.6.1.2. The student analyses the influence of social, cultural and historical ties in the development of the individual and social cohesion.

One of the functions of the education system is political function. One of the most important political function of education is to raise citizens who are abiding by the Constitution. This function is realized by teaching the students the current political system and accepting its legitimacy and taking part in the task of protecting it (Gelişli, 2011). The other political function of education, the "democracy education principle" which is the basic principle of National Education is expressed in Article 11 of Basic Law of National Education No. 1739, as follows: *"Democracy consciousness that citizens should possess for the realization and continuation of a strong and stable, free and democratic society order; knowledge, understanding and behaviour belonging to the country management and respect to the spiritual values are tried to be gained and improved the by the students in all types of educational activities; however political and ideological suggestions contrary to Atatürk's nationalism, which finds expression in the Constitution and interference with the daily political events and debates of this manner are not permitted in educational institutions"* (URL 4). According to this principle, educational institutions have important responsibilities for the de-

velopment and continuity of the democratic system. The education system has encumbered this responsibility into Social Studies classes in primary and secondary schools. The basic aim of Social Studies is the citizenship education (Doğanay, 2008). Citizenship education is an awareness of the rights and responsibilities of an individual through education. The Social Studies course in line with its nature has been a citizenship education course. As a matter of fact, the first tradition of Social Studies is the social information as a transferring of citizenship. The primary purpose this approach is to make citizens become loyal citizens of the state. The main objectives of the transferring of citizenship include developing a reasonable patriotism, developing a basic understanding of the values, institutions and practices of the member state, forming responsible citizenship, promoting active democratic participation and demonstrating the attitudes, behaviours and competences necessary to develop good relations with other people (Barr, Barth & Shermis, 2013). Although Güven (2011) states that teachers should be equipped with sufficient knowledge and skills in order to raise good citizens both found its expression in the mission of primary education and Social Studies course; Gürel (2016) have found that majority of primary school teachers, some of Social Studies teachers did not consider themselves sufficient in terms of citizenship education.

Another function that the education system reflects on Social Studies education is the economic function. The basis of development is well-trained human power. According to the 3rd article of the National Education Basic Law numbered 1739; The general aim of the Turkish National Education is to prepare all the members of the Turkish Nation by *developing their interest, ability and ability and acquiring the necessary knowledge, skills, attitudes and behaviour together and providing them with a profession to make themselves happy and contribute to the happiness of the society"* (URL 4). In order to realize this general objective, with Social Studies course curriculum students are aimed learn the characteristics of the professions that they are interested in by recognizing the professions in the field of production, distribution and consumption. The acquisition **SB.6.5.6.** in the Social Studies curriculum "Student searches for personality traits, skills and training processes the professions that interest he/she interested in" (URL 6). For example, among the economic functions of the education system, individuals are conscious consumers. A conscious consumer contributes both to the economy of the country and to the conservation of limited natural resources. The acquisitions in the field of production, distribution and consumption of the Social Studies teaching program contributes to this economic function of education. Examples of these acquisitions include;

"**SB.4.5.3** Student demonstrates conscious consumer behaviour as a responsible individual",

"**SB.5.5.5.** Student uses his/her rights as a conscious consumer. ".

With the general objectives of the new Social Studies course curriculum's 1, 5, 6, 11, 14 and 17th students are aimed to know and use the rights about the environment, to define the environment they live in, to have a healthy interaction with the environment and to be sensitive to environmental problems that concern their country and the world with the awareness that they show participation behaviours in solving problems and that they are part of humanity. (Karatekin, 2011). These objectives can be provided through students' having environmental values (Karatekin & Sönmez, 2014) being an environmental literate (Karatekin, K. & Aksoy, 2011) and being an ecological citizen. When the new program is examined, it is seen that the acquisitions directly related to the environment are not sufficient. It seems that existing environmental gains are aimed at providing protectionist environmental behaviours rather than gaining environmental values. "**SB.4.4.5.** The students use technological products without harming themselves, others and nature" "**SB.4.5.5.** The students do not waste resources on his/her environment." Individuals with environmental values cannot be raised by teaching environmental protection behaviours without understanding that human beings are part of nature in the solution of environmental problems.

In the education system the characteristics of the individuals who process the raw materials are also determinants in the quality of education as well as the raw materials and the quality of the teachers who will process this input is more important when it is considered that the students are the inputs of the education system. Therefore the teacher is one of the most basic elements of the education system and determines the quality of the learning-teaching process (Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008). No education system can produce services above the quality of the staff that will operate it, so a school is just as good as the teacher in it (Kavcar, 1988). Thus, it is necessary that the teachers who are going into the education system have certain standard and the competences they should have about the teaching profession are determined. Competence is defined as having the professional knowledge, skills and attitudes required to perform duties specific to a profession (MONE, 2008), realizing the expected role in expected quantity and quality by the worker; (Üstüner, Demirtaş, Cömert and Özer, 2009) as a concept that must be acquired by teachers in order to improve the qualifications that teachers have to possess (Köksal, 2008). In Turkey, teacher competencies have been prepared by the Ministry of National Education General Directorate of Teacher Training in order to provide a benchmarking and comparison system for the quality and quality of teachers. As a result of the arrangements made, teachers' general competencies were determined as 6 main competencies, 31 sub-competencies and 233 performance indicators (GDTT, 2008) The 6 main competencies determined are:

• Personal and Professional Values-Professional Development

• Recognition of the Student

• Teaching and Learning Process

• Monitoring and Evaluation of Learning, Development

• School-Family and Social Relations

• Program and Content Information

Apart from these competencies, which all teachers should have, there are special field competences of Social Studies Teacher Training (URL 3) which put into force with the approval numbered 2391 on July 25, 2008. The special field competencies of Social Studies consist of 5 main competencies, 20 sub-competencies and 132 performance indicators. The five main areas of competency identified are:

• Planning and organizing the teaching process

• Learning-teaching process

• Monitoring and evaluation

• To be able to cooperate with school, family and society

• Providing professional development

These competencies are expected to be used in the pre-service teacher training programs of higher education institutions that train teachers (GDTT, 2008). However, as a result of the research done by Uslu (2013), it is concluded that 80% of the special field competencies can be gained; and 20% of special field competencies the courses cannot be obtained with compulsory courses in the Social Studies education undergraduate program. Another result is that 49 of the compulsory courses in Social Studies education program are related to Social Studies teacher special field competencies, but the remaining 10 courses are not related. Karatekin & Topçu (2016) have found that Social Studies teachers felt most inadequate in special field competence was that "to be able to collaborate with the school, family and society"; whereas pre-service Social Studies teacher felt that they were most inadequate in "to be able to planning and organizing the teaching process" special field competence.

Çelikkaya, Karakuş and Demirbaş (2010) have found that Social Studies teachers use traditional assessment tools more than alternative assessment tools. However, the performance indicator within the Social Studies special field competences requires that "Teacher know the process of preparing and applying the different measurement and evaluation tools and methods" that teachers have the ability to prepare and use different measurement tools other than traditional measurement tools.

Among the special field competencies that Social Studies teachers should possess are knowledge and skills related to teaching strategies, methods and techniques. However, the results of the literature studies have showed that Social Studies teachers do not have enough knowledge about teaching strategies, methods and techniques in pedagogical field knowledge and Social Studies teachers do not go beyond traditional teaching methods and techniques in their lessons (Demircioğlu, Genç & Demircioğlu, 2015, Çelikkaya & Kuş (2009). Kan (2006) thinks that students can develop negative attitudes towards Social Studies lessons because teachers do not know enough about student-centered methods and do not apply them in their classes. These results show that Social Studies teacher and pre-service teachers, both important part of the pre-service and in-service training system, are not at the desired level in terms of special field competencies. For this reason, it is obvious that Social Studies teachers, which are important inputs of the education system, are likely to have problems in reaching the pre-determined goals on the students who are both inputs and outputs of the education system.

One of the important elements of the education system is textbooks. The textbooks were approved by the MONE Board of Education, which is a part of this system and designed in accordance with the curriculum prepared to realize the aims of the education system. One of the reasons why textbooks are important in the Turkish education system is that they are widely used by teachers (İşman, 2008). For this reason, Social Studies textbooks reflect both general objectives of Turkish National Education and general objectives, gains, values and skills included in Social Studies curriculum. However, in the researches have conducted on Social Studies textbooks since 2005, there have been found some deficiencies. As a matter of fact, Kabapınar (2014) states there have been important changes in the textbooks used in our country since 2005 as the necessity of constructivism, but there are certain texts written in line with behavioural learning theory yet. For example, Taş (2007) stated that teachers did not have positive thoughts on the contents of Social Studies textbooks and the contents should be presented in such a way as to ensure that the objectives are realized efficiently. Gülersoy (2013) have stated that the 6th grade Social Studies textbook aims to raise qualified citizen from pragmatic point of view, when looked from accuracy with social realities it has a limited quality that ensures students compatibility with the society they live in, psychologically the book contains accurate information, it encourages learning but that it does not sufficiently take into account the level of readiness of the learners, and it addresses the learner's intelligence areas in terms of the learning-teaching process but it does not support too much consensual learning. Özkan & Tutkun (2014) have given examples in his research and reached the result that 4th and 5th grade Social Studies textbooks are insufficient in content.

Lastly, it is vital to discuss the role of feedback in education system. Feedback is an essential element of an educational system, and thanks to feedback, the educational system re-

news itself. Feedback is such an important issue that it provides information about the quality of education to the all shareholders of education, for example teachers, administrators, policy makers etc. Feedback is used not only on the beginning of the education, but also in the process and at the end of the educational process. All kinds of feedback are based on the measurement results, so in order to give feedback to the shareholders, educational assessment is a must (Crocker & Algina, 1986; Cronbach, 1990). Assessment in educational process is administered for multiple purposes and one of these purposes is to identify the students' aptitude and abilities at the beginning of the education process. This assessment type is named as diagnostic assessment and aims to learn the beginning level of students and gather information about the students' cognitive, affective and psychomotor features. In this type of assessment, to determine the cognitive characteristics" of students, ability, selection and exemption tests are administered and students background knowledge is measured. Teachers, school administrators and policy makers put account of the results of measurement and revise the educational program and lesson plans according to the results. Also at this stage, attitude scales can be applied to the students to learn their attitudes towards the lessons/topics. As for Social Studies course, all the grade levels, there are some background knowledge which should be known for all the students, for this reason, before the lesson, Social Studies teacher should make some evaluation to learn what his/her students learn about the topic.

After the diagnostic assessment, the other assessment type in the educational process is formative assessment and is administered throughout the process. This assessment type is named as formative because according to the results of this assessment, educational activities are reformed. Thanks to the results of this assessment, students' learning drawbacks, so teachers can apply compensatory learning activities. Formative assessment activities also include parents into the educational process. The results of the formative tests are presented to the parents of the students and by this way, they can learn their children' levels of learning. In this type of assessment, in addition to the tests which are composed of items having the exact answers such as multiple choices, true-false and short answered questions, project and performance assessment techniques can be implemented (Taras, 2005). These assessment techniques allow the measure the abilities such as critical and creative thinking that cannot be identified by the traditional assessment techniques. These abilities are known as 21th century abilities and are essential for being global world citizen (Kutlu, Karakaya & Doğan, 2008). Also in order to make students more familiar to the real world problem, authentic assessment techniques can be used. By this way, students' problem solving abilities can be improved. Of course, these techniques require different criteria to evaluate the students' works and rubrics should be used by the teacher to assign points to the students. As for Social Studies, teachers can use so many authentic assessment techniques because in the Social Studies, there are so many topics related to real world, such as ecological problems, natural disasters, debates of an updated political problems etc. Such a close

relationship between the real world issues makes the usage of authentic assessment technique as a requirement rather than preference for the social science teachers. Thanks to the authentic assessment techniques, students' ability to problem solving, reasoning, making research which is impossible to be evaluated or developed by traditional assessment.

The last type of assessment aims to determine the students' level of learning and in considerate of system approach; the summative assessment shows the level of realization of educational goals. The summative assessment pictures the success of the educational system and gives such crucial information about the system that all of the stakeholders can evaluate themselves by using the results of this measurement. In this type of assessment, it is impossible to evaluate the students' levels according to the all educational goals, because there are so many educational goals to assess in a single test. For this reason, only the critical goals are carried into action. Also in this assessment type, not only the cognitive abilities but also the affective features of the students should be taken into account (Harlen & James, 1997). In Social Studies course, teachers are expected to make a sensation to the students and develop positive attitudes towards to the world, environment and history, so the students' attitudes that are assessed at the beginning of the education, should be assessed for the second time and the difference of the students' features are determined.

Results

Education is an open system that is affected by many systems and affects many systems. All the input, process, output, feedback and environmental elements that should be on an open site are all seen in the education system. If the educational systems do not use inputs that serve their objectives, they will not be able to reach the desired output. When to be looked at the general objectives of the Turkish National Education System, it will be seen that Social Studies course is the most effective course to accomplish these general objectives in primary and secondary schools. In addition, the Social Studies course, complied with its nature, provides important contributions to the social, political and economic functions of education. Therefore, the outputs of the Social Studies education which is a part of the Turkish National Education system are of great importance. By looking at these outputs, it is possible to find out about the sufficiency of teachers, students, materials and curriculum. These deductions are feedback that will help to improve the quality of both the education system and Social Studies education. The education system and Social Studies education, a sub-system of it, should eliminate their deficiencies by considering these feedbacks.

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