

## İlkokul ve Ortaokul Ders Programlarında Yer Alan Vatandaşlık Kazanımlarının Sarmal Programlama Yaklaşımı Açısından İncelenmesi

### Exploring Citizenship Education Outcomes in Primary and Secondary School Curricula through the Spiral Programming Approach

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#### ÖZ

İlkokul ve ortaokul ders programlarında yer alan vatandaşlık kazanımlarının sarmal programlama yaklaşımına uygunluğunu belirleme amacıyla olan araştırma, doküman incelemesi yöntemiyle gerçekleştirilmiştir. Araştırma kapsamında 2018 İnsan Hakları ve Yurttaşlık Dersi, 2018 Sosyal Bilgiler Dersi ve 2024 Ahlak ve Yurttaşlık Eğitimi Dersi Öğretim Programları incelenmiştir. Araştırma verileri Vatandaşlık Kazanımları Programlama Yaklaşımı Değerlendirme Çizelgesi ve Bloom Taksonomisi Değerlendirme Çizelgesi aracılığıyla toplanarak içerik analizi ile incelenmiştir. Araştırma sonucunda; 2018 İHYDÖ, 2018 SBDÖP ve 2024 AYEDÖP’de yer alan vatandaşlık kazanımlarının büyük ölçüde sarmallık gösterdiği, 2018 İHYDÖ, 2018 SBDÖP ve 2024 AYEDÖP’de yer alan bazı kazanımlarda aynı veya farklı sınıf seviyesinde tekrara düşüldüğü, vatandaşlık kazanımlarındaki sarmal içerik yaklaşımı uygulamasının; hak, özgürlük ve sorumluluk, kurallar, bireyler ve roller, farklılıklara saygı ve birlikte yaşamak temalarında daha belirgin olduğu görülmekle birlikte vatandaşlık dersinin ilköğretim ve ortaöğretim düzeyinde bütüncül bir programlama yaklaşımıyla oluşturulmadığı tespit edilmiştir. Bu sonuçlara dayalı olarak, Türkiye’deki farklı kademelerde verilen vatandaşlık kazanımlarının bütüncül bir program yaklaşımıyla hazırlanması önerilmiştir.

**Anahtar Kelimeler:** İnsan hakları, öğretim programı, sarmal programlama, sosyal bilgiler, vatandaşlık.

#### ABSTRACT

The study, aimed at evaluating the alignment of citizenship education outcomes in primary and secondary school curricula with the spiral programming approach, was conducted using the document analysis method. The 2018 Human Rights and Citizenship Education Curriculum, 2018 Social Studies Curriculum, and 2024 Ethics and Civic Education Curriculum were examined and the data, collected using the Citizenship Education Outcomes Programming Approach Assessment Chart and Bloom's Taxonomy Assessment Chart, were analyzed through content analysis. The findings revealed that some citizenship education outcomes were repeated at the same or different grade levels. This indicates that the curricula were not developed with a comprehensive programming approach at the primary and secondary levels. Based on these results, it is recommended that the citizenship education outcomes across different levels in Türkiye be designed with a holistic curriculum approach.

**Keywords:** Citizenship, curricula, human rights, social studies, spiral programming.

## INTRODUCTION

Since education is a broad and life-encompassing process, it can be approached and defined in various ways. Plato described education as "giving the best maturity to man," while Spencer saw it as "preparation for complete living." Durkheim, on the other hand, emphasized the role of socialization, defining education as "the process of socializing the unsocial generation" (cited in Çelikkaya, 1991). Countries view education as a powerful tool for cultivating patriotic, socially, and politically aware individuals. Citizenship courses play a key role in the education process, where these objectives are communicated clearly and directly. These courses aim to develop individuals with a strong understanding of citizenship, fostering good citizens who are aware of their rights and responsibilities and their role as active citizens (Haçat, Önlén, Tatan & Demir, 2018). Furthermore, citizenship courses are crucial in shaping individuals who can embrace democracy as a way of life and reflect it in their thoughts and values (Kondu & Sakar, 2014). Since democracy promotes a way of life that respects people and embraces differences, it is closely linked to human rights. In this regard, the citizenship course plays a significant role in fostering individuals who respect diversity and value it as a principle (Akçeşme & Kurtderé Fidan, 2021). The course aims to develop individuals who not only respect human rights and understand their rights and responsibilities but also act as democratic citizens sensitive to the issues around them (Kondu & Sakar, 2014). While these outcomes are the goals of citizenship education, the most crucial aspect is how effectively individuals apply these skills in their daily lives (Som & Karataş, 2015).

In his work "The Social Contract", Jean-Jacques Rousseau links the concept of citizenship to the collective pursuit of the common good and loyalty to the state, arguing that citizens unite around a shared will and live in fidelity to the state (Rousseau, 2019). However, in today's globalized world, this traditional understanding of citizenship appears incomplete, necessitating a new conceptual framework. In this context, the term "global citizen" can be defined as an individual who views the world as a whole, beyond the confines of their own country, and recognizes their responsibilities on a global scale (Kan, 2009).

The concept of citizenship has evolved with globalization, expanding in both meaning and scope. As a result, today's understanding of education aims not only to impart knowledge but also to cultivate world citizens who embrace universal values. Global citizenship skills are defined as ideal citizenship and encompass three dimensions: knowledge, skills, and values. The social studies course plays a vital role in fostering these outcomes. Citizenship outcomes in the social studies curriculum (SSTP) are crucial for developing individuals equipped with global citizenship skills (Türk & Atasoy, 2021).

Although some citizenship issues and skills are addressed in social studies courses, Human Rights and Citizenship (HRC) has been introduced as a separate subject to cultivate individuals who are aware of their rights and responsibilities and possess the skills to contribute to solving social problems. In this context, the Human Rights, Citizenship, and Democracy course has been mandatory for fourth-grade primary school students since the 2015-2016 academic year. The curriculum for this course was revised in 2018, incorporating additional sub-objectives to promote the acquisition of citizenship skills as a way of life, thereby enhancing the permanence and meaningfulness of learning (MoNE, 2018b). An examination of the curriculum, which aims for comprehensive learning, reveals that while the cognitive domain is predominantly emphasized, the kinaesthetic and affective domains are included to a lesser extent (Burak & Topkaya, 2021; Tonga, Keçe, & Kılıçoğlu, 2013). Nevertheless, it can be stated that these changes are positive.

In the 2005 Citizenship Education curriculum, moral education has evolved in accordance with society's moral understanding and is integrated into various curricula. As the concept of citizenship has shifted towards universality, the emphasis on peace—both at home and in the world—has become more prominent (Kesgin, 2011). Conversely, there are also indications of a

focus on cultivating a society with a national character within the course curricula (Bektaş & Zabun, 2019). For instance, a comparison of citizenship education in Türkiye and France reveals that both programs aim to foster a society with a national character, even though the number of outcomes and their content may differ. Additionally, Önal, Öztürk, and Kenan (2017) emphasize that the foundations of the citizenship education course are rooted in social events and society, a perspective also reflected in the citizenship education provided in England.

While the concept of global citizenship varies from country to country and across different program contents, it fundamentally represents an understanding of citizenship that encompasses common goals and skills. In fostering individuals with an ideal understanding of citizenship, the content of the citizenship course curriculum plays a crucial role in creating and conveying citizenship awareness (Ministry of National Education of the Republic of Türkiye [MoNE], 2018b). The concept of ideal citizenship and the significance of the social studies course in promoting this understanding have been emphasized in numerous studies (Çetiner & Şimşir, 2021; Kan, 2009; Yiğen & Dünder, 2020). Additionally, some research addresses the conceptual transformation resulting from the broadened scope of citizenship in a globalized world (Balcı & Tuncel, 2012; Türk & Atasoy, 2021), while other studies evaluate citizenship from a different perspective within the context of digital citizenship (Çolak & Öztürk, 2022; Turan & Karasu-Avcı, 2018). Collectively, these studies are significant for understanding the impact of globalization and societal changes on the evolution of the concept of citizenship.

When reviewing the literature on citizenship education, studies that compare its conceptual foundations, transfer, and curriculum content across countries are frequently encountered (Akhan & Çiçek, 2019; Bektaş & Zabun, 2019; Kara, 2023; Kenan, 2017; Önal & Öztürk, 2017). Additionally, some studies include content analysis (Aydemir, 2018; Burak & Topkaya, 2021; Bozkaya, 2021; Büyükalın & Baysal, 2019; Eker, 2020) and comparative analyses (Çoban & Akşit, 2018; Gültekin, Bayır & Göz, 2013). However, most of these studies address curricula through specific themes or evaluate them solely in terms of content. No study has been found that provides a comprehensive analysis of the extent to which learning outcomes related to citizenship education at the primary and secondary school levels are structured within the curriculum framework using a spiral programming approach.

This study aims to determine if learning outcomes in citizenship education are structured with horizontal and vertical integrity between grade levels. Thus, the study intends to provide a structural evaluation of teaching program achievement structures and contribute to program development efforts, both theoretically and practically. Additionally, the data collection and analysis tables and process descriptions used in this study have the potential to guide academics and practitioners conducting similar research. The study examines the compatibility of learning outcomes related to citizenship in the 2018 Human Rights, Citizenship, and Democracy Curriculum (HRCDC), the 2018 Social Studies Curriculum (SSC), and the 2024 Ethics and Citizenship Education Curriculum (ECEC) with the spiral programming approach.

The research question has been defined as follows:

To what extent are the citizenship learning outcomes in the 2018 HRCDC, SSC, and ECEC compatible with the spiral programming approach?

## **METHOD**

### **2.1. Research Design**

The research, which aimed to examine citizenship outcomes in primary and secondary school curricula through the lens of the spiral programming approach, was conducted using the document analysis method. Document analysis (Karasar, 2022), which involves accessing,

reviewing, and evaluating sources, is a systematic process for examining and assessing printed and/or electronic materials (Bowen, 2009). In this study, the document analysis process followed several steps: accessing the documents, verifying their authenticity, analyzing the data (through content analysis), and evaluating the findings (Merriam, 2009). Document analysis is a commonly used method for reviewing educational programs and course content (Sak, Şahin Sak, Öneren Şendil, & Nas, 2021), so it was deemed appropriate for this research. Furthermore, the document analysis method was chosen for its functionality and sufficiency in collecting the data needed to address the research question.

## **2.2.Data Collection**

The 2018 HRCDC, the 2018 SSC, and the 2024 ECEC were analyzed within the scope of the research. The document review process followed the systematic approach outlined by Merriam (2009). First, the documents were accessed and verified for authenticity. Afterward, themes were developed for the content analysis of the collected data. The essential components of the programs under review—such as learning areas, units, and outcomes—were utilized in creating these themes. Once the themes were established, the units of analysis (i.e., outcomes) were assigned to the relevant themes. Finally, the data were interpreted and evaluated.

## **2.3.Data Collection Instruments**

The data in this study were collected using the "Bloom's Taxonomy Assessment Chart" and the "Citizenship Outcomes Programming Approach Assessment Chart" developed by the researchers based on the literature (Çopur & Önal, 2023). During the development phase of these charts, expert opinions were sought regarding language (1) and content (2). The forms were revised in light of the feedback received. For instance, learning areas and units were added to the assessment chart based on the suggestion to include them in the evaluation of citizenship outcomes. Additionally, to better visualize the spiral structure, all outcomes related to citizenship were presented in a chart utilizing a color-coding method. After these revisions, the final version of the Citizenship Education Outcomes Programming Approach Assessment Chart was completed. The data collection tool was organized into three main categories: progression, gradual expansion, and repetition. Progression was further divided into three subcategories: moving from concrete to abstract, from simple to complex, and from near to far concepts. Expansion and repetition were categorized into two subcategories: outcomes at the same grade level and outcomes at different grade levels.

## **2.4.Data Analysis**

The content analysis method was employed in this research, with the outcomes serving as the unit of analysis. To analyze the data, specific criteria were established based on a review of studies on the spiral programming model (e.g., Bloom, 1976; Çopur & Önal, 2023; Güzel & Şahin, 2019; Harden & Stamper, 1999; Tüzel Gülkaya, 2022). These criteria focused on progression (moving from simple to complex, concrete to abstract, and near to far), expansion in cognitive skill levels, and repetition. Additionally, an "Evaluation Table for Compliance with the Spiral Programming Approach" (Table 1) was created to facilitate a general evaluation and analyze multiple outcomes simultaneously. This table was used to evaluate the data, which were analyzed twice by the researchers at different times, along with one curriculum expert and two field experts. The researcher and the experts then compared the analysis results, identifying points of agreement and disagreement. A consensus analysis table was developed after this step, finalizing the analysis process.

## **2.5.Reliability and Validity**

In qualitative research, validity refers to the accuracy of the findings, while reliability pertains to the consistency of the researcher's approach (Gibbs, 2007). Reliability in this study was ensured by reviewing the analyzed data, continuously comparing the data during the coding

process, and having the data cross-checked by a different researcher (Gibbs, 2007). To enhance reliability, the data were re-examined at different times. Additionally, the analyzed data were cross-checked by an educational programs expert and a field expert. These experts were asked to analyze half of the data. As a result, the alignment of the learning outcomes with the spiral structure was calculated to be 88% (Miles & Huberman, 2016).

**RESULTS**

Using the spiral programming approach, the study examined citizenship outcomes in primary and secondary school curricula. Specifically, the 2018 Human Rights, Citizenship, and Democracy (C) Curriculum, the 2018 Social Studies (SS) Curriculum, and the 2024 Ethics and Civic Education (ECE) Curriculum were analyzed. The criteria for assessing the suitability of the spiral structure included gradual expansion, progression, and repetition. The findings from the data analysis are presented in Table 1. To enhance the readability of the table, acquisition codes were used (\*SS: Social Studies course code, \*ECE: Ethics and Citizenship Education course code, \*C: Human Rights, Citizenship, and Democracy course code).

**Table 1**

*Alignment with Spiral Programming Approach*

Outcome showing the spiral structure						The reason for assessing it as a spiral								
	2018 Human Rights, Citizenship, and Democracy	2018 Social Studies			2024 Ethics and Civic Education	Gradual Progress					Expansion		Repetition	
						<i>Fro m conc rete to abst ract</i>	<i>Fro m simp le to com plex</i>	<i>Fro m near to far</i>	<i>Fro m part to who le</i>	<i>Fro m whol e to part</i>	<i>Sam e gra de</i>	<i>Diff eren t grad e</i>	<i>Sam e gra de</i>	<i>Diff eren t gra de</i>
Respect for Differences	C.4.3.1	SS.4.1 .5 SS.4.7 .4	SS.6.1 .3	SS.7.7 .3			✓	✓				✓	✓	
Rights, Freedom, and Responsibility	C.4.1.2, C.4.1.3, C.4.2.3, C.4.2.4, C.4.2.5, C.4.2.6, C.4.2.7, C.4.3.3,		SS.5.6 .3	SS.6.1 .5	SS.7.3 .4		✓					✓		✓
	C.4.2.1, C.4.2.2, C.4.6.3, C4.6.4	SB.4.6 .2		SS.6.5 .4	SS.7.1 .4	ECE.1.5.1 ECE.1.5.2 ECE.1.5.3, ECE.2.5.4 ECE.2.6.4	✓					✓		
Justice and Equality	C4.3.2, C.4.3.4, C4.3.5					ECE.1.1.6 ECE. 2.1.3	✓				✓			✓
Consensus	C4.4.1 C.4.4.2, C.4.4.3, C.4.4.4													
Rules	C.4.5.1, C.4.5.2, C.4.5.3, C.4.5.4					ECE.1.3.1, ECE.2.5.1 ECE.2.5.2, ECE.2.5.3 ECE.1.6.1, ECE.2.6.1 ECE.1.3.2, ECE.1.3.4 ECE.2.3.1 ECE.2.3.2 ECE.2.3.4, ECE.1.3.3 ECE.1.5.4	✓		✓		✓	✓		
Living Together	C.4.6.1, C4.6.2, C4.6.5	SS.4.6 .4	SS5.6. 4				✓			✓				✓
Individual and Roles	C.4.1.4	SS.5.6 .1 SS.5.6 .2	SS.5.1 .3	SS.6.1 .1	SS.7.7 .4	ECE.1.6.2, ECE.2.6.2 ECE.1.6.3	✓	✓		✓				
Social Studies and Citizenship			SS.5.1 .1	SS.6.1 .2				✓				✓		
Children's Rights		SS.4.6 .1	SS.5.1 .4				✓			✓				
Conscious Consumer		SS.4.5 .3	SS.5.5 .5											✓
Democracy and Our Country				SS.6.6 .1SS.6 .6.2SS .6.6.3S S.6.6.4 SB.6.7 .1SS6. 7.2SS. 6.7.3	SS.7.6 .1SS.7 .6.2SS .7.6.3S S.7.6.4		✓			✓				
Türkiye and its Neighbours		SS.4.7 .2		SS.7.7 .1			✓	✓						
Social Welfare			SS.6.1 .4			ECE.1.3.5, ECE.2.6.3 ECE.2.3.3	✓							

**DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

When analyzing Table 1, the learning outcome "Y.4.3.1 Respects people's differences" in the Human Rights, Citizenship, and Democracy Curriculum (HRCDC), located under the theme of "Respect for Differences," shows a spiral relationship with four corresponding learning outcomes (SS.4.1.5, SS.4.7.4, SS.6.1.3, SS.7.7.3) in the 2018 Social Studies Curriculum (SSC)

across grades 4, 6, and 7. These learning outcomes for spirality were found to align with the criteria for progressive development, moving from simple to complex concepts and from near to far contexts. At the same time, the gradual expansion of the related outcomes across different grades is also evident. However, it was also observed that the outcome "SS.4.7.4 Respects different cultures" was repeated at the same grade level.

The findings in Table 1 under the theme of "Rights, Freedom, and Responsibility" include the following outcomes in the HRCDC: "C.4.1.2. Knows that humans have basic and inalienable rights from birth," "C.4.1.3. Gives examples from their own life regarding their rights," "C.4.2.1. Recognizes the relationship between rights, freedoms, and responsibilities," "C.4.2.3. Compares the lives of children who can and cannot exercise their rights and freedoms," "C.4.2.4. Expresses their feelings in situations where their rights and freedoms are violated or restricted," "C.4.2.5. Provides examples of the responsibilities they can assume in resolving situations where rights and freedoms are violated or restricted," "C.4.2.6. Respects rights and freedoms," "C.4.2.7. Evaluates the impact of exercising rights and freedoms on the culture of living together," and "Y.4.3.3. Knows that all people are equal in terms of rights and freedoms." These outcomes show a spiral structure with three corresponding outcomes (SS.5.6.3, SS.6.1., SS.7.3.4) in the 2018 SSC across grades 5, 6, and 7.

Examination of these outcomes showed that they met the progression criterion from simple to complex (gradual progression). At the same time, a noticeable expansion was observed across different grade levels among the related outcomes. However, it was also seen that the relevant outcome was repeated at a different grade level with the outcome "SS.5.6.3. Knows what their basic rights are and knows how to exercise their basic rights." Additionally, under the theme of rights, freedoms, and responsibilities in the HRCDC, the outcomes "Y.4.2.1. Recognizes the relationship between rights, freedoms, and responsibilities," "Y.4.2.2. Explains ways of bearing the responsibility of being human," "Y.4.6.3. Explains the responsibilities of the state towards its citizens," and "Y.4.6.4. Explains the responsibilities of being a citizen" show a spiral structure with a total of three outcomes (SS.4.6.2, SS.6.5.4, SS.7.1.4) in the 2018 SSC across grades 4, 6, and 7, as well as with five outcomes from the 2024 ECEC (ECE.1.5.1, ECE.1.5.2, ECE.1.5.3, ECE.2.5.4, ECE.2.6.4). When these outcomes are examined, it can be seen that they align with the criteria of gradual progression from simple to complex and gradual expansion across different grade levels.

Table 1 shows that under the theme of "Justice and Equality," the HRCD course includes the outcomes "Y.4.3.2. Explains the concepts of justice and equality about each other," "Y.4.3.4. Explains the concepts of justice and equality about each other," and "Y.4.3.5. Describes the emotions that may arise in people when they are treated unfairly or unequally." These outcomes exhibited a spiral structure with two outcomes (ECE.1.1.6, ECE.2.1.3) found in the 2024 ECEC. Upon examining the spiral structure, it was found that the outcomes meet the criteria of progression from simple to complex (gradual progression), gradual expansion (same grade), and repetition (different grade).

As seen in Table 1, the "Rules" theme within the HRCDC includes the outcomes "Y.4.5.1. Questions the concept of rules," "Y.4.5.2. Evaluates the effect of rules on the relationship between freedom and rights," "Y.4.5.3. Assesses the contribution of rule-following to social harmony and coexistence," and "Y.4.5.4. Contributes to the enforcement of rules." These outcomes exhibit a spiral structure with a total of five outcomes in the ECEC (ECE.1.3.1, ECE.2.5.1, ECE.2.5.2, ECE.1.6.1, ECE.2.6.1). When examining these outcomes, it was evident that they met the criteria for gradual progression from simple to complex and from parts to the whole. A noticeable gradual expansion was found among the relevant outcomes within the same grade and across different grades.

The theme of "Living Together" includes the HRCDC outcomes "Y.4.6.1. Recognizes the need for a homeland to live together," "Y.4.6.2. Understands the need for a regulatory institution to coexist," and "Y.4.6.5. Provides examples of the reflections of the culture of coexistence in daily life". These outcomes exhibit a spiral structure with two outcomes (SS.4.6.4 and SS.5.6.4) found in grades 4 and 5 of the 2018 SSC, as well as seven outcomes from the ECEC (ECE.1.3.2, ECE.1.3.4, ECE.2.3.1, ECE.2.3.2, ECE.2.3.4, ECE.1.3.3, ECE.1.5.4). When these outcomes were examined, it was evident that they met the criteria for gradual progression from simple to complex and from the whole to the parts. Additionally, the spiral evaluation criteria identified a repetition situation in different grades with the outcomes "1.3.2. Fulfills responsibilities in shared living" and "1.3.3. Explains shared living skills."

As seen in Table 1, under the theme of "Social Studies and Citizenship," the outcomes in the SSC include "SS.5.1.1. Recognizes the contribution of the Social Studies course to his/her development as an effective citizen of the Republic of Türkiye" and "SS.6.1.2. Analyzes the place and role of social, cultural, and historical ties in the formation of social unity." These outcomes met the criteria of gradual progression from simple to complex and increasing expansion across different grades.

The theme of "Children's Rights" within the SSC, Table 1 presents the outcomes "SS.4.5.3. Exhibits conscious consumer behaviors as a responsible individual" and "SS.5.5.5. Develops new ideas based on cooperation in production, distribution, and consumption" which align with the outcome "SS.5.1.4. Provides examples of benefiting from rights as a child and situations where these rights are violated" in terms of the spiral evaluation criteria of gradual progression from simple to complex and from whole to part. In the content of the theme "Conscious Consumer," it is observed that the outcomes "SS.4.5.3. Exhibits conscious consumer behaviors as a responsible individual" and "SS.5.5.5. Uses rights as a conscious consumer" are repeated at different grade levels.

When examining Table 1, it was noted that within the SSC, under the theme "Democracy and Our Country," the outcomes "SS.6.6.1. Compares different forms of governance in terms of the fundamental principles of democracy," "SS.6.6.2. Explains the relationship between the legislative, executive, and judicial powers in the Republic of Türkiye," "SS.6.6.3. Analyzes the factors influencing the decision-making process of governance," and "SS.6.6.4. Explains the importance of democracy in our social life" demonstrated spiral structure with the outcomes "SS.7.6.1. Explains the emergence of democracy, its stages of development, and the meanings it holds today," "SS.7.6.2. Explains Atatürk's contributions to the development of Turkish democracy," "SS.7.6.3. Relates the fundamental qualities of the Republic of Türkiye to their applications in social life," and "SS.7.6.4. Analyzes the problems encountered in the processes of implementing democracy" according to the principle of gradual progression; they showed spirality from simple to complex and from whole to part.

As can be seen from Table 1, when examining the theme "Türkiye and its Neighbors," the outcome in the SSC, "SS.4.7.2. Understands Türkiye's relations with its neighbors and other Turkish Republics," aligned with the outcomes "SS.6.7.1. Analyzes the cultural, social, political, and economic relations of our country with Turkish Republics and neighboring states," "SS.6.7.2. Analyzes our country's economic relations with other countries," "SS.6.7.3. Analyzes the roles our country assumes in the international arena based on its political, military, economic, and cultural characteristics," and "SS.7.7.1. Provides examples of international organizations of which Türkiye is a member," demonstrating a spiral structure from simple to complex and from near to far (gradual progression).

In the theme of "Social Welfare," the outcome "SS.6.1.4. Participates in activities that support social assistance and solidarity in the formation of social unity" in the SSC showed spirality according to the gradual progression criterion with the outcomes "ECE.1.3.5. Shows



willingness to participate in social club activities at school and in the community,” “ECE.2.6.3. Compares the activities of non-governmental organizations,” and “ECE.2.3.3. Interprets the place and importance of citizens in community service efforts.”

The research examining the alignment of citizenship outcomes in primary and secondary school curricula to the spiral programming approach determined that the citizenship outcomes in the 2018 HRCDC, 2018 SSC, and 2024 ECEC demonstrated spirality to a great extent. This finding corroborates the findings related to the spiral structure in the Ministry of National Education's curriculum evaluation report (MoNE, 2020). The high level of agreement among teachers reported in this report with the statement, “Repeated outcomes and explanations with a spiral approach are free from unnecessary repetitions and complement each other,” indicates gradual progression and expansion in cognitive skill levels. However, the findings section of the study regarding the social studies curriculum indicated that some outcomes presented unclear limitations and that attention was not paid to the priority-sequence relationship (MoNE, 2020). This can be interpreted as indicating that while the findings generally showed spirality in the program, some outcomes within the program did not progress by the spiral structure, which can be presented as evidence paralleling the current research findings. Additionally, in their study examining the 2018 SSC for compliance with the spiral programming approach, Çopur and Seyhan (2022) found that the program demonstrated spirality within a framework expanding by the principles of cognitive skill levels and gradual progression (from concrete to abstract, from near to far), thus supporting the current research findings. Furthermore, Kılıç (2019) identified issues regarding the spiral progression of topics such as earthquakes, avalanches, and landslides in the life science and social studies textbooks. Although Kılıç (2019) examined the spiral structure in more limited topics, it can be stated that these findings support the results of our research, as the textbooks are prepared based on the curriculum.

Identifying repetitions at the same or different class levels in some outcomes of the 2018 HRCDC, 2018 SSC, and 2024 ECEC has emerged as another noteworthy finding from the research. The Ministry of National Education, in its updated curricula, published in 2018 and subsequently in the elective course curricula under the title "MoNE Curriculum Structures," has generally pointed out the spiral content approach by stating, "On the one hand, there are repeated outcomes and explanations with a spiral approach across different topics and grade levels; on the other hand, there are learning outputs that are aimed to be achieved holistically and at once" (MoNE, 2024). When evaluating the findings from the study, it is evident that this approach is primarily reflected in the programs containing citizenship outcomes. However, it also reveals instances of repetition at the same class level. This issue of repetition is thought to arise from the lack of design for the citizenship outcomes at the mentioned educational stages to be sequential to one another. In his study, Kara (2023) found that the moral and citizenship education curricula taught in secondary schools in France have a sequential and consistent structure, thus presenting it as a whole, avoiding repetition. In this case, it can be suggested that a holistic approach should also be utilized to prepare citizenship outcomes at different levels in Türkiye.

It was observed that despite the implementation of differentiated programs in schools in England, citizenship education curricula are structured around four dimensions (rights and responsibilities, social participation, government and democracy, identities, and differences). Since this structure is maintained while preparing outcomes at different levels, instances of repetition have not occurred (Önal et al., 2017).

In the current study, implementing the spiral content approach in citizenship education outcomes was found to be more pronounced in the themes of rights, freedoms and responsibilities, rules, individuals and roles, respect for differences, and living together. However, it was determined that the citizenship curriculum was not developed with a holistic programming approach at the elementary and secondary education levels. While the outcomes generally met the criteria for progression from simple to complex, part to whole, and near to far (progressive

advancement), as well as gradual expansion in the same or different classes, it was also observed that there was no sequential holistic structure. The citizenship course was taught as a compulsory subject in the fourth grade of primary school since the 2014-2015 academic year and was updated in 2018. In addition to being a separate citizenship education course, the topics covered in the citizenship course are integrated with other subjects, especially the social studies curriculum, with the rationale that the targeted citizenship outcomes are more easily transformed into behavior (Sağlam and Hayal, 2015; Som & Karataş, 2015). In this context, it can be stated that planning the citizenship outcomes by the developmental characteristics and needs of students at each educational stage with a holistic approach would be beneficial.

The study found that the citizenship education course was not developed with a holistic programming approach at the elementary and secondary education levels. When evaluating the findings obtained from the study, evidence is provided that this approach is primarily reflected in the programs containing citizenship education outcomes while also revealing instances of repetition at the same grade level. This repetition is believed to arise because the citizenship outcomes and course content in these educational stages were not designed to be sequential and complementary. In this context, it is recommended that the citizenship outcomes provided at different levels in Türkiye be prepared with a holistic programming approach.

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## GENİŞLETİLMİŞ ÖZET

### Giriş

Eğitim, bireylerin hayatın her alanında gelişimini hedefleyen çok yönlü bir süreçtir. Filozoflar ve eğitim bilimciler, eğitimi farklı bakış açılarıyla tanımlamışlardır. Eflatun eğitimi "İnsana en iyi olgunluğu vermektir" olarak ifade ederken, Spencer "Tam bir yaşayışa hazırlıktır" demiştir. Durkheim ise eğitimi, "Sosyal olmayan nesli sosyalleştirmektir" şeklinde tanımlayarak sosyalleşme boyutuna vurgu yapmıştır (Akt. Çelikkaya, 1991). Ülkeler, eğitim sürecini vatansever, sosyal, siyasal açıdan uyumlu ve bilinçli bireyler yetiştirmek için önemli bir araç olarak görmektedir. Bu hedeflerin doğrudan aktarıldığı temel derslerden biri de vatandaşlık dersleridir. Vatandaşlık derslerinin temel amacı, bireyleri hak ve sorumluluklarını bilen, vatandaşlık rolünün bilincinde, iyi birer vatandaş olarak yetiştirmektir (Haçat, Önlen, Tatan &

Demir, 2018). Ayrıca, vatandaşlık dersi, bireylerin demokrasiyi bir yaşam biçimi olarak benimsemelerini ve düşünce ve değer yargılarına yansıtabilmelerini sağlaması açısından da kritik bir role sahiptir (Kondu & Sakar, 2014).

Literatürde vatandaşlık kavramının ülkeler arası karşılaştırmalı incelendiği çalışmaların (Akhan & Çiçek, 2019; Bektaş & Zabun, 2019; Kara, 2023; Kenan, 2017; Önal, Öztürk, 2017) yanı sıra, 2018 Sosyal Bilgiler Dersi Öğretim Programı (SBDÖP) içeriğini (Aydemir, 2018; Burak & Topkaya, 2021; Bozkaya, 2021; Büyükalan & Baysal, 2019; Eker, 2020) ve SBDÖP'yi karşılaştırmalı olarak ele alan çalışmalara da (Çoban & Akşit, 2018; Gültekin, Bayır, Göz, 2013) rastlanmaktadır. Ancak, ilk ve ortaokul düzeyindeki vatandaşlıkla ilgili kazanımları ve öğretim programlarını programlama yaklaşımı açısından bütüncül bir bakış açısıyla inceleyen bir çalışmaya rastlanmamıştır. Bu çalışma, vatandaşlık dersi öğretim programlarının yapısının incelenmesine ve kazanımlarının değerlendirilmesine yönelik çalışmalara temel teşkil etmesi açısından literatüre katkı sağlayacaktır. Ayrıca, çalışmada kullanılan veri toplama ve veri analizi çizelgeleri araştırmacılara rehberlik edebilir. Bu doğrultuda, çalışmada ilkökul ve ortaokul ders programlarında yer alan vatandaşlık kazanımlarının sarmal programlama yaklaşımı açısından incelenmesi amaçlanmıştır. Bu amaç doğrultusunda araştırmanın problem cümlesi şu şekilde belirlenmiştir: “2018 İnsan Hakları, Yurttaşlık ve Demokrasi Dersi Öğretim Programı (İHYDÖP), 2018 SBDÖP ve 2024 Ahlak ve Değerler Eğitimi Dersi Öğretim Programı’nda (AYEDÖP) yer alan vatandaşlık kazanımları sarmal programlama yaklaşımına ne düzeyde uygundur?”

## **Yöntem**

### **2.1.Araştırma Deseni**

Bu araştırma, ilkökul ve ortaokul ders programlarında yer alan vatandaşlık kazanımlarının sarmal programlama yaklaşımı açısından incelenmesi amacıyla doküman incelemesi yöntemiyle gerçekleştirilmiştir.

### **2.2.Çalışma Grubu**

Araştırma kapsamında, Türkiye Cumhuriyeti Milli Eğitim Bakanlığı tarafından yayımlanan 2018 İlkokul Hayat Bilgisi Dersi Öğretim Programı (İHYDÖP), 2018 Sosyal Bilgiler Dersi Öğretim Programı (SBDÖP) ve 2024 Ahlak ve Değerler Eğitimi Dersi Öğretim Programı (AYEDÖP) incelenmiştir.

### **2.3.Verİ Toplama Süreci**

Doküman inceleme sürecinde Merriam (2009) tarafından ortaya konulan sistematik yaklaşım takip edilmiştir. Çalışmada veriler, araştırmacılar tarafından literatürden (Çopur & Önal, 2023) yararlanılarak geliştirilen "Vatandaşlık Kazanımları Programlama Yaklaşımı Değerlendirme Çizelgesi" ve "Bloom Taksonomisi Değerlendirme Çizelgesi" aracılığıyla toplanmıştır. Çizelgelerin geliştirme aşamasında dil (1) ve içerik (2) açılarından uzman görüşlerine başvurulmuştur.

### **2.4.Verİ Analizi**

Bu çalışmada içerik analizi yöntemi kullanılmıştır. Analiz birimi olarak kazanımlar belirlenmiştir. Elde edilen verilerin analizi için sarmal programlama modelini konu edinen çalışmalar (örneğin, Bloom, 1976; Çopur & Önal, 2023; Güzel & Şahin, 2019; Harden & Stamper, 1999; Tüzel Gülkaya, 2022) incelenerek analiz ölçütleri belirlenmiştir. Belirlenen ölçütler, aşamalı olarak ilerleme (basitten karmaşığa, somuttan soyuta, yakından uzağa), bilişsel beceri basamaklarında genişleme ve tekrar olarak belirlenmiştir.

## 2.5.Geçerlik ve Güvenirlik

Araştırmanın güvenilirliğini artırmak amacıyla kodlayıcılar arası uyum hesaplanmış, %90 üzerinde bir görüş birliği sağlanmıştır. Verilerin geçerliğini temin etmek için analiz süreci boyunca **veri ve kaynak çeşitliliği** gözetilmiş; doğrudan alıntılar ve örnek kazanımlar raporlamaya dahil edilmiştir. Temalar ve kategoriler, alan uzmanlarının görüşleri doğrultusunda şekillendirilmiştir..

### Bulgular

Araştırma bulguları özet olarak verilmiştir:

Farklılıklara Saygı Teması: İHYDÖP'deki "Y.4.3.1. İnsanların farklılıklarına saygı gösterir" kazanımı, SBDÖP'de 4, 6 ve 7. sınıflarda olmak üzere toplam dört kazanımla (SB.4.1.5, SB.4.7.4, SB.6.1.3, SB.7.7.3) sarmallık göstermektedir.

Hak, Özgürlük ve Sorumluluk Teması: İHYDÖP'deki dokuz farklı kazanım (Y.4.1.2, Y.4.1.3, Y.4.2.1, Y.4.2.3, Y.4.2.4, Y.4.2.5, Y.4.2.6, Y.4.2.7, Y.4.3.3) SBDÖP'de 5, 6 ve 7. sınıflarda olmak üzere toplam üç kazanımla (SB.5.6.3, SB.6.1., SB.7.3.4) sarmallık sergilemektedir.

Adalet ve Eşitlik Teması: İHYD dersi içerisindeki üç kazanım (Y.4.3.2, Y.4.3.4, Y.4.3.5) AYEDÖP'de bulunan iki kazanım (AYE.1.1.6, AYE.2.1.3) ile sarmallık göstermektedir.

Kurallar Teması: İHYDÖP'deki dört kazanım (Y.4.5.1, Y.4.5.2, Y.4.5.3, Y.4.5.4) AYEDÖP'de toplam altı kazanımla (AYE.1.3.1, AYE.2.5.1, AYE.2.5.2, AYE.1.6.1, AYE.2.6.1) sarmallık göstermektedir.

Birlikte Yaşamak Teması: İHYDÖP'deki üç kazanım (Y.4.6.1, Y.4.6.2, Y.4.6.5) SBDÖP'de 4. ve 5. sınıflarda bulunan iki kazanım (SB.4.6.4 ve SB.5.6.4) ile AYEDÖP'de bulunan yedi kazanım (AYE.1.3.2, AYE.1.3.4, AYE.2.3.1, AYE.2.3.2, AYE.2.3.4, AYE.1.3.3, AYE.1.5.4) ile sarmallık göstermektedir.

Sosyal Bilgiler ve Vatandaşlık Teması: SBDÖP'de yer alan "SB.5.1.1. Sosyal Bilgiler dersinin, Türkiye Cumhuriyeti'nin etkin bir vatandaşı olarak kendi gelişimine katkısını fark eder" ve "SB.6.1.2. Sosyal, kültürel ve tarihî bağların toplumsal birlikteliğin oluşmasındaki yerini ve rolünü analiz eder" kazanımları ile basitten karmaşığa (aşamalı ilerleme) ve farklı sınıf (giderek genişleme) kriterleri sağlanmıştır.

Çocuk Hakları Teması: SBDÖP içerisindeki "SB.4.5.3. Sorumluluk sahibi bir birey olarak bilinçli tüketici davranışları sergiler" ve "SB.5.5.5. İş birliği yaparak üretim, dağıtım ve tüketime dayalı yeni fikirler geliştirir" kazanımları, "SB. 5.1.4. Çocuk olarak haklarından yararlanmaya ve bu hakların ihlal edildiği durumlara örnekler verir" kazanımları ile aşamalı ilerleme sarmallık değerlendirme kriterinde basitten karmaşığa ve bütünden parçaya özellikleri ile uyum göstermektedir.

### Tartışma, Sonuç ve Öneriler

Bu araştırmada, 2018 İHYDÖP, 2018 SBDÖP ve 2024 AYEDÖP'de yer alan vatandaşlık kazanımlarının büyük ölçüde sarmallık gösterdiği belirlenmiştir. Bu bulgu, MEB'in öğretim programlarını değerlendirme raporundaki sarmal yapıya yönelik bulgularını doğrulamaktadır (MEB, 2020). Öğretmenlerin sarmal yaklaşıma yüksek oranda katılımı, aşamalı ve bilişsel beceri genişlemesini işaret etmektedir. Ancak, raporda sosyal bilgiler dersi programındaki bazı kazanımların net olmadığı ve öncelik-sonralık ilişkisine dikkat edilmediği belirtilmiştir (MEB, 2020). Bu durum, programın genel sarmallığına rağmen bazı kazanımların sarmal yapıya uygun ilerlemediğini düşündürmektedir. Bu sonuçlar, Çopur ve Seyhan'ın (2022) 2018 SBDÖP'de bilişsel beceri basamaklarında ve aşamalı ilkelerinde sarmallık tespit etmeleriyle ve Kılıç'ın

(2019) hayat bilgisi ve sosyal bilgiler ders kitaplarında bazı konularda sarmal ilerleme sorunları bulunmasıyla desteklenmektedir.

Araştırmadan elde edilen bir diğer bulgu, belirtilen programlarda yer alan bazı kazanımlarda aynı veya farklı sınıf seviyesinde tekrara düşülmesidir. MEB'in öğretim programlarında sarmal yaklaşımın benimsendiği belirtilse de (MEB, 2024), çalışmamız, vatandaşlık kazanımlarında bu yaklaşımın büyük ölçüde yansıdığını doğrulamakla birlikte, yer yer tekrarların da olduğunu ortaya koymuştur.

Mevcut çalışmada, vatandaşlık kazanımlarındaki sarmal içerik yaklaşımı uygulamasının; hak, özgürlük ve sorumluluk, kurallar, bireyler ve roller, farklılıklara saygı ve birlikte yaşamak temalarında daha belirgin olduğu görülmüştür. Ancak, vatandaşlık dersinin ilköğretim ve ortaöğretim düzeyinde bütüncül bir programlama yaklaşımıyla oluşturulmadığı tespit edilmiştir. Kazanımlar genel olarak basitten karmaşığa, parçadan bütüne, yakından uzağa (aşamalı ilerleme) ve aynı veya farklı sınıflarda giderek genişleme kriterlerini karşılarsa da, birbirinin devamı niteliğinde bütüncül bir yapıya sahip değildir. Vatandaşlık dersi, 2014-2015 eğitim-öğretim yılından itibaren ilkokul dördüncü sınıfta zorunlu olarak okutulmakta ve 2018'de güncellenmiştir. Aynı bir ders olmasının yanı sıra, vatandaşlık konuları diğer derslerle, özellikle sosyal bilgiler dersi programıyla tümleşik olarak verilmektedir (Sağlam ve Hayal, 2015; Som & Karataş, 2015). Bu bağlamda, vatandaşlık kapsamındaki kazanımların, her öğretim kademesindeki öğrencilerin gelişim özellikleri ve ihtiyaçları doğrultusunda bütüncül bir yaklaşımla planlanmasının yararlı olacağı ifade edilebilir.

Sonuç olarak, vatandaşlık kazanımlarının büyük ölçüde sarmallık gösterdiği, ancak bazı kazanımlarda aynı veya farklı sınıf seviyesinde tekrara düşüldüğü belirlenmiştir. Ayrıca, vatandaşlık dersinin ilköğretim ve ortaöğretim düzeyinde bütüncül bir programlama yaklaşımıyla oluşturulmadığı tespit edilmiştir. Bu tekrarların, öğretim programlarının birbirinin devamı olacak şekilde tasarlanmamasından kaynaklandığı düşünülmektedir. Bu bağlamda, Türkiye'deki farklı kademelerde verilen vatandaşlık kazanımlarının bütüncül bir program yaklaşımıyla hazırlanması önerilmiştir. Bu bütüncül yaklaşım, kazanımların tekrarlarını azaltırken, öğrencilerin vatandaşlık becerilerini daha etkin bir şekilde geliştirmelerine katkı sağlayacaktır.