



## Designing the Learning and Teaching Process of Religious Culture and Moral Knowledge Course According to Student-Centered Approach \*

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### Abstract

The purpose of this study is forming an example case about how can the Religious Culture and Moral Knowledge courses be arranged according to student-centered approach. The study was applied on to the 4th grade of a secondary school in Düzce which is located in the western Black Sea region of Turkey with a population of 390,000 during 2014-2015 academic year. The researcher was working as a teacher at this school. The study was carried out with the 'action research' technique. Reflective diaries and activity evaluation forms were used as the data collection tools. Data analysis was done simultaneously with data collection. Content analysis method was used while data were analyzed. Student-centered education performed for 12 class hours, and missing aspects of the education were determined and corrected. After that, another lecture series was performed for 8 class hours. Results of the course applications were evaluated and some suggestions were developed at the end of the research.

### Keywords

Student-centered education  
Student-centered approach  
Religious Culture and Moral  
Knowledge course  
Theory of multiple intelligences  
Action research

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### Introduction

No matter its origin is divine or not, human beings have always believed in a religion and have been in need to introduce the facts of the religion they believe in to the growing generation through education. Since it is thought that individuals may adopt social values through religious education, numerous societies regard the religious education as a component of national education.

Achieving the desired successful result in education depends on skills of the input and the successfully conducting process. One of the inputs of education is a teacher (Ev, 2011). In a student-centered education environment, teachers are the individuals who create facilitating environments for the students to take responsibility for learning and help them gain learning experiences for the real world (İncik & Tanrıseven, 2012). The current curriculum of the Religious Culture and Moral Knowledge course organized according to student-centered approach expects teachers to fulfill those objectives.

Some conducted researches show that the teachers of Religious Culture and Moral Knowledge course don't have qualifications enough to be aware of the curriculum and use it effectively (Ev, 2011; Koç, 2010; Zengin, 2013), use the student-centered assessments and evaluation methods (Asrı, 2005;

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Çakmak, 2011; Gündoğdu, 2011, 2012; Koç, 2010; Zengin, 2013), manage the class effectively (Bağcı, 2012; Şimşek, 2012), prepare and use student-centered materials (Demir, 2007; Karacelil, 2010; Özdemir, 2010; Zengin, 2013).

However, it is thought that meaningful learning and consistent behavioral changes could be obtained if methods and techniques which center the students, draw the attention of the students and activate the students are preferred instead of the teacher-centered methods and techniques which don't draw the attention of the students. Thus, the religious doctrines will be analyzed and internalized by the individual rather than memorizing some patterns in religious education (Kılıç, 2010).

### *Student-Centered Education*

Student-centered education which has been promoted as an alternative to the traditional approaches is a learning approach tied to the existing theories, not an educational theory or philosophy (Megwalu, 2014). Student-centered education is defined as the configuration of education so that the participation of the students is obtained throughout all the stages (Educational Research and Development Association [EARGED], 2007; Ocak & Ocak, 2003).

Today, one of the greatest tasks for education is to prepare students who can solve problems, apply knowledge, work collaboratively and keep learning throughout life (Hains & Smith, 2012). With traditional methods, researchers and teachers have observed persistent deficiencies in students' learning and large amount of passive information transferred across all stages of education including the university (Perkins, 1999). It is a fact that the educational environments where the students sitting quietly in their seats and watching, while the teacher is acting as an only player don't draw the attention of the students. In such environments, it seems impossible to learn effectively and deeply (Valls & Ponce, 2013). The results of researches conducted on neuro-science, biology, and cognitive psychology related to the learning of human beings may be summarized as 'The person who does the job, is the learner.'. It means that our students need more than being a passive listener to learn effectively (Doyle, 2011). Complaints such as "Why are we learning this?", "Is this topic going to be on the test?", "I will never use it in my real life" and "I'm bored" reflect disengagement, passivity and boredom of students towards the lessons (Turner, 2011).

The power of student-centered approach comes from enabling students to learn from their own experiences, to configure the knowledge and to think reflectively (Daley, 2003). Scientific researches support the student-centered education. The conducted researches indicate that student-centered education increases learning motivations of the students, increases the levels of remembering knowledge, and provides deeper learning (Maden, Durukan, & Akbaş, 2011; Smart & Csapo, 2007). Cornelius-White (2007), analyzed the most comprehensive 119 researches related to the student-centered education, published during the last 56 years and determined that the student-centered education provided positive contributions to cognitive and affective learning of students (as cited in Freiberg & Lamb, 2009). Student-centered environments were found more effective than traditional environments in increasing school performance including creativity, critical thinking, achievement, participation, satisfaction, self-esteem, and learning motivation; also more effective in reducing school absenteeism, school dropouts, and disruptive student behaviors (Freiberg & Lamb, 2009; Salinas, Kane-Johnson, & Vasil-Miller, 2008).

In a teacher-centered classroom environment, the teacher is the only person who has all necessary knowledges. The teacher aims to transfer this information directly to students employing his own previous experiences, generally through traditional teaching methods in compliance with school tests (Brackenbury, 2012). In a traditional classroom, the teacher talks a lot. Unfortunately, those speeches generally give instructions. In order to make students more active and make their voices heard, the teacher should be consciously quiet. Students learn better and are happier when they are engaged with their learning throughout the entire lesson (McLean, 2012).

Student-centered education leads us from telling something to students (teaching), to cooperatively do something with students (teaching and learning), and to be with students (learning) (Wohlfarth et al., 2008). Brain researches indicate that students should be busy with each of the following activities; speaking, listening, reading, observing, acting and appreciating. For that reason, the primary objective of a teacher should be increasing the quality and quantity of the ways leading to the content and the context which students will encounter (Caine & Caine, 1991). In student-centered education, the teacher is the person who organizes the content masterfully and guides the students properly when mislearning occurs (Barrett & Long, 2012). The learners interact with the learning content, interpret all the parts of it and form the meaningful knowledge from them (Mengi & Schreglman, 2013). The learners actively involve in the learning tasks intellectually, emotionally, socially, and physically (Herman, 1995).

To cooperate with students effectively, it is not enough for teachers only to know the subject area they teach. In the same time, teachers also should know how students learn (Turner, 2011). The learning characteristics of students have been gathered under three items as follows:

1. When they are allowed to join decisions about learning activities, home works, and classroom policies, students were seen to join learning activities more actively (Harris & Cullen, 2008).
2. When students are away from the anxiety of learning problems, when the information is given by somebody they love and when they think that the information to be learned have a value for them, they participate learning more ambitiously and actively (Barron, 2014; Duncan & Buskirk-Cohen, 2011; Maryellen, 2013).
3. Students desire to be cared and appreciated by the teachers. The researches indicate that students, who form close relationships with their teachers, enjoy school and courses more (Daniels & Perry, 2003).

One of the changes from the traditional classrooms where teachers talk and students listen is collaborative learning. One way to increase the amount of student engagement is to organize groups of students so that they work together (Gash, 2014). Through collaborative activities, it is aimed to provide students to perform reflective thinking and to share their ideas through conversation with other learners (Brown & King, 2000). The conducted researches reveal that, the collaborative learning develops the ability of students for problem solving (Maryellen, 2013). Although the student-centered classrooms probably would have been considered out of control and noisy environments, they are the environments where students feel excited about learning; reflect their energy to the environment and participate the learning process actively (Paris & Combs, 2000).

Engaging students in taking greater responsibility for their own learning can be a significant challenge to instructors, particularly if they have relied for years on using the same pedagogical approach to teaching that they experienced as students (Howell, 2006). It is really difficult for teachers to develop a student-centered perception and quit dominance in the classrooms (Wohlfarth et al., 2008). A large number of teachers prefer teacher-centered teaching style to student-centered teaching style since they worry about declining students' achievements on standardized tests (Daigle, 2000). Students who have been indoctrinated with teacher-centered pedagogy initially resist the shift to student-centered pedagogy because it requires them to take personal responsibility for their learning (Hains & Smith, 2012).

The purpose of this study is forming an example case about how can the Religious Culture and Moral Knowledge courses be arranged according to student-centered approach. For this purpose, this study was applied on to the 4th grade of a secondary school in Düzce which is located in the western Black Sea region of Turkey with a population of 390,000 during 2014-2015 academic year. During the 20 hours application, student-centered activities were organized, missing aspects of the applications were determined and some suggestions were developed. The researcher was working as a teacher at this school.

## Method

### *Research Model*

One of the qualitative research methods, the 'action research' method was used in this research. Action research can be examined in two parts. The first part is the 'action' part. Everything teachers do in the classroom including creating learning environments, interacting with students actively, creating daily plans, organizing assignments is located in the action section. The other part is the 'research' part. The research part is concerned with methods like data collection and data analysis (Pelton, 2010). Because it is thought that action research provide new insights into school-based problems and improvement in education, action research has begun to be accepted as a part of professional development (Taylor, Wilkie, & Baser, 2006). Action research helps teachers to evaluate the effectiveness of their education, to create solutions to everyday school problems and to improve the quality of education (Dick & Greenwood, 2015; Sagor, 2000; Vaughna, Parsons, Kologia, & Saulc, 2014). With action researchs, researchers give up seeing the education as a routine job that everyone can do and seek answers to questions like 'How can I improve my practice?', 'How can I improve the education process?' (Tillapaugh & Haber-Curran, 2013). In this research, the researcher has actively involved in the process as a Religious Culture and Moral Knowledge Course teacher and has taken a reflective role.

### *Data Collection*

*Participatory Observation (Reflective Diaries):* In participatory observation, researchers enter the research environment to collect the data by first-hand and to contribute to the data sources. Reflective diaries provide support to organize thoughts, feelings, attitudes and hypotheses; to take notes about the practical details about teaching; and to make assessments by establishing connection to relevant literature (Taylor et al., 2006). In this research, classroom environment has been observed by the researcher throughout the implementation process by participatory observation and the researcher's impressions about the process was recorded regularly by using reflective diaries after each course.

*Activity Evaluation Forms:* After the implementation of the first action plan, "activity evaluation form-1" and after the implementation of the second action plan, "activity evaluation form-2" were filled out by the students in order to evaluate the effects of the teaching and learning activities on students' affective and cognitive learning. With activity evaluation forms, it was aimed to find out student's thoughts about the activities carried out in the classroom throughout the process. Students were prompted to write descriptions about satisfying and unsatisfying aspects of the events and what events they would prefer instead of these events.

### *Data Analysis*

In this research, the content analysis method was used to analyse and interpret the data. After the first action plan process, activity evaluation forms filled out by students and reflective diaries filled out by the researcher after each course were analyzed separately and analysis results were evaluated together. For this purpose; the data were coded, common themes have been created, and the findings were interpreted. According to interpretation of the data obtained from analysis, second action plan were created and applied. And again, after the second action plan process, activity evaluation forms filled out by students and reflective diaries filled out by the researcher were analyzed separately and analysis results were evaluated together.

### *Validity and Reliability*

Internal validity, external validity, reliability and objectivity can not be directly applied to action researchs. Action researchs are conducted at the local level and its data are unique. Credibility, dependability, transferability and confirmability are the criteria for action researchs' validity and reliability (Yuladır & Doğan, 2009).

In order to ensure the validity and reliability of research;

- ✓ Every week, expert opinion is taken for the activities applied during the learning and teaching process and for the collected data. Necessary changes were made in accordance with expert opinions.
- ✓ The data gathered during the study, repeatedly coded by the researcher. Findings were compared with each other and consistency of findings have been checked. Almost 100% compliance was observed between the codings.
- ✓ The research process has been described in detail and reported.
- ✓ The data obtained under the research were stored in order to examine if necessary.
- ✓ The researcher acted objectively for the identification and interpretation of the data.
- ✓ The researcher was found in the research environment sufficient time (12 weeks) and made deep observation. Observations were recorded to reflective diaries after each course.

### Findings

Action research is a cyclical application which is consisted of following steps; planning actions, implementing the plan, collecting and analysing the data, and reflecting the process. The following is the list of steps taken during the course of this study:

1. Forming a work plan
2. Reviewing the literature for determining the problem
3. Determination of the problem
4. Preparation of the first action plan
5. Application of the first action plan
6. Analyzing data collected through the application of the first action plan
7. Evaluation of the results and preparation of the second action plan
8. Application of the second action plan
9. Analyzing data collected through the application of the second action plan
10. Evaluation of the results

The study was applied to the 4th grade of a secondary school in Düzce during 1st semester of 2014-2015 academic year. Before starting the research, school work calendar and the annual plan has been prepared for the academic year of 2014-2015. This annual plan prepared by the researcher forms the 'General Action Plan' of the research. Then, the work plan for the research has been established. In the research process, student-centered methods and techniques suitable to the attainments in curriculum have been selected. Methods and techniques used in the research process are as follows:

1. Lectures
2. Question-answer
3. Brainstorming
4. Case study
5. Demonstration
6. Educational games
7. Dramatization
8. Station technique
9. Contemplation technique
10. Six thinking hats technique
11. Snowball technique
12. Poster preparation

***First Action Plan Process***

The first action plan was designed and applied as twelve hours. Detailed daily lesson plans were prepared and they have been applied in the courses. Thus, the twelve daily lesson plans have been prepared by the researcher during the first action plan process. Subjects, attainments, methods-techniques, and tools-materials used during first action plan are shown in Table 1.

**Table 1.** First Action Plan

<b>Date</b>	<b>Subjects</b>	<b>Attainments</b>	<b>Methods and Techniques</b>	<b>Tools and Materials</b>
OCTOBER 2, 2014	1. Religious Expressions On Our Everyday Speech 1.1. 'In The Name of Allah, Most Gracious, Most Merciful.'	1. Realizes where and how religious expressions are used in our daily speech.	Lectures Question-answer Brainstorming Case study	Textbook Blackboard
OCTOBER 3, 2014	1.1. 'In The Name of Allah, Most Gracious, Most Merciful.'	1. Realizes where and how religious expressions are used in our daily speech.	Lectures Question-answer Brainstorming Demonstration	Textbook Blackboard Worksheet-1 'In The Name of Allah' divine words
OCTOBER 9, 2014	1.2. 'Thanks God'	1. Realizes where and how religious expressions are used in our daily speech.	Lectures Question-answer Brainstorming Case study	Textbook Blackboard
OCTOBER 10, 2014	1.3. Merit and Sin	1. Realizes where and how religious expressions are used in our daily speech.	Lectures Question-answer Brainstorming Educational games	Textbook Blackboard Worksheet-2
OCTOBER 16, 2014	1.4. Religious Expression In Our Wish And Prayer	1. Realizes where and how religious expressions are used in our daily speech.	Lectures Question-answer Brainstorming Dramatization	Textbook Blackboard Worksheet-3 'I Hope It's Me' drama text
OCTOBER 17, 2014	1.5. We Greet Eachother	2. Realizes the importance of greetings in communication.	Lectures Question-answer Brainstorming Educational games Dramatization	Textbook Blackboard
OCTOBER 23, 2014	1.6. We Learn 'The Word of Tewhid' and 'The Word of Shahada'	3. Explains the meaning of 'The Word of Tewhid' and 'The Word of Shahada'.	Lectures Question-answer Brainstorming Demonstration	Computer Projection Textbook 'The Key of Islam' poetry text Worksheet-4
OCTOBER 24, 2014	1.6. We Learn 'The Word of Tewhid' and 'The Word of Shahada'	3. Explains the meaning of 'The Word of Tewhid' and 'The Word of Shahada'.	Lectures Question-answer Demonstration Educational games	Computer Textbook 'There Is No God But Allah' divine words Worksheet-5

**Table 1.** Continue

Date	Subjects	Attainments	Methods and Techniques	Tools and Materials
NOVEMBER 6, 2014	2. The Importance of Learning Religion	4. Realizes the importance of having knowledge about the religion.	Lectures Question-answer Educational games Dramatization	Projection Textbook Worksheet-6 'Who is Sukriye' drama text
NOVEMBER 7, 2014	3. 'Religion Is Good Moral.' 3.1. Let's Say Good Words 3.2. Let's Behave Well	5. Defines the concepts of religion and moral. 6. Realizes that religion requires being moral. 7. Wants to say good words and to behave well.	Lectures Question-answer Brainstorming Station technique (acrostic, picture, composition)	Textbook Blackboard Worksheet-7 Worksheet-8 Worksheet-9 Good behavior chart
NOVEMBER 13, 2014	4. The Prayer of 'Subhaneke' and The Meaning of It.	8. Memorizes the prayer of 'Subhaneke' and explains the meaning.	Lectures Question-answer Brainstorming Demonstration Contemplation technique	Projection Textbook Worksheet-10
NOVEMBER 14, 2014	4. The Prayer of 'Subhaneke' And The Meaning of It.	8. Memorizes the prayer of 'Subhaneke' and explains the meaning.	Lectures Question-answer Demonstration Educational games	Projection Textbook Ball Memorizing follow-up chart Smiling face stickers

The activities planned during the first action plan was tried to be organized according to the theory of multiple intelligences. Equal importance given to all intelligences and tried to prepare activities for using different intelligence areas. The relationship between the activities developed during the first action plan process and the multiple intelligences areas are shown in Table 2.

**Table 2.** The Relationship Between the Activities Developed During the First Action Plan Process and the Multiple Intelligences Areas

Types of Intelligence	Method and Techniques	Activities
<b>Linguistic Intelligence</b>	Educational games	Playing 'Don't Pass Without Saying Hi' (saying rhymes)
		Creating a sentence with the mixed words
	Case study	Listening story, telling story
		Listening jokes, telling jokes
		Listening poem, reading poem
	Station technique	Writing poetry (acrostic)
Writing composition		
Contemplation technique	Creating right behaviours from prayers (surah)	
Dramatization		

Table 2. Continue

Types of Intelligence	Method and Techniques	Activities	
<b>Logical-Mathematical Intelligence</b>	Educational games	Puzzle-solving Creating a sentence with the mixed words	
	Brainstorming		
	Contemplation technique	Creating right behaviours from prayers (surah)	
<b>Spatial Intelligence</b>	Station technique	Painting	
<b>Musical Intelligence</b>	Demonstration	Listening divine, singing divine Reading prayers (surah) Playing 'Don't Pass Without Saying Hi' (saying rhymes)	
<b>Bodily-Kinesthetic Intelligence</b>	Educational games	Playing 'Stopping game' (a children's game played with a ball) Playing 'Don't Pass Without Saying Hi'	
	Dramatization		
<b>Interpersonal Intelligence</b>	Station technique	Writing poem (group activity) Writing composition (group activity) Painting (group activity)	
		Educational games	Playing 'Don't Pass Without Saying Hi' (group activity) Playing 'Stopping game' (a children's game played with a ball) (group activity)
			Dramatization

The reflective diaries were filled out by the researcher at the end of every lesson. Thus, 12 reflective diaries were prepared within the first action plan process. After the first action plan process, the students filled out the activity evaluation forms prepared by the researcher. Within the context of the first action plan process, the findings obtained from the analysis of the reflective diaries and activity evaluation forms are as follows:

- ✓ Students have gladly applied the brainstorming technique and been eager to express their ideas. Through this technique, the active participation of the students was obtained. This technique was employed in almost every lesson and no problem was encountered.
- ✓ It was observed that, drama was most loved activity by the students. Students enjoyed the drama activities and almost all of them expressed a desire to participate. However, some problems were encountered while applying this technique. All the students enthusiastically stated they wanted to participate in drama but it was impossible for all of them. Some of them were so sorry and even some of them were offended but all of them couldn't participate in drama within an hour of lesson. The teacher had difficulty in distributing the roles and some students complained of the unequal distribution of roles. The students who weren't given roles couldn't actively participate in drama activities and they had to stay passively.
- ✓ The researcher conducted activities such as reading story, telling story, telling jokes and reading poems throughout the first action plan process, especially during the transitions to the lesson. However, it was seen that the students prefer reading poems, telling stories and telling jokes themselves.
- ✓ Students were so much interested in learning and singing hymns and they were seen to memorize the lyrics of the hymns easily. During the hymn activities, all of them were able to participate in the lesson and they had fun.



- ✓ In the activity of 'creating a sentence with the mixed words', all of the students were able to participate and they had fun. Since, it was an activity they performed for the first time and they had to complete this activity within the determined time, some students were seen to have difficulty while forming the sentences.
- ✓ The students liked puzzle-solving activities and were able to participate actively. During puzzle-solving activities, no problem was encountered.
- ✓ It was seen that the students liked the game 'don't pass without saying hi' and they were very eager to play it. It was also observed that they liked the rhymes (rigmarole) of the game and memorized it immediately. Each of the students was able to participate the game actively.
- ✓ It was also observed that the students liked the station technique, they were very active during the activity and they had too much fun. The students worked in groups and produced numerous fine works. However, some problems were encountered while applying the technique. The teacher established three groups and he had difficulty in establishing the groups. Some students objected to their groups. There were 6-7 students in each group and the participation of the students weren't achieved enough since the groups were too crowded. Some students became prominent in the stations and some others had to stay back. In the picture station, It was impossible to draw the same picture and some students had to wait while some others worked.
- ✓ The students actively participated to the activity of 'creating right behaviours from prayers (surah)' using the contemplation technique and produced nice works. However, the activity was difficult for some of the students.
- ✓ Playing 'stopping game' (a children's game played with a ball) was very entertaining and the students enjoyed it much. Through this game, majority of students were seen to memorize the praying and its meaning. But, three students, who didn't memorize the prayer, couldn't attend the game.

According to those findings obtained within the first action plan process, following decisions were made related to the second action plan process:

- ✓ The students were active through the applications within the first action plan process. They will be made more active during the second action plan process.
- ✓ The brainstorming technique will be frequently employed also within the second action plan process.
- ✓ Drama will be employed within the second action plan process too. During the application, all the students will be actively participated drama activities. For this purpose, a drama activity will be located in a station at station technique activity and thus each group will participate in turn.
- ✓ Within the second action plan process, the teacher won't tell stories. Instead, the beginning of the story will be given to the students and they will be asked to complete the story in groups. Then, they will be asked to animate the story they wrote in groups.
- ✓ Within the second action plan process, the poems will be read by the students not by the teachers.

- ✓ It was seen that the students like learning and singing hymns and they desire to learn more. Within the second action plan process, students will keep on learning and singing hymns too.
- ✓ Various educational games will be employed within the second action plan process too. The activity of 'creating a sentence with the mixed words' will be re-applied in a different topic and the activity will be conducted in groups of three considering the students having difficulty in this activity.
- ✓ The station technique will be employed within the second action plan process too. Four stations will be established instead of three stations. It is thought that fewer people in groups will decrease the chaos and each student will participate in the group activities more effectively. Group formation will be organized according to students' criticism. For this purpose, some criteria will be determined for the establishment of the groups before the course.
- ✓ The activity of 'creating right behaviors from prayers (surah)' using the contemplation technique will be employed within the second action plan process too. Some students stated within the first action plan process that the activity was difficult for them. However, student-centered education supports compelling learning activities even though they are difficult for students (Ünver & Demirel, 2004). Considering the students who experienced difficulty with the activity, contemplation technique will be conducted in groups in the second action plan process.
- ✓ The stopping game (a children's game played with a ball) will also be played while learning the prayer of 'Fatiha'. This time, the students who can't memorize the prayer (surah) will be considered and the game will be organized so that everybody in the class may participate.
- ✓ In the second action plan process, the amount of group activities will be increased through the techniques such as snowball technique and six thinking hats technique which weren't employed in the first action plan process.

### ***Second Action Plan Process***

In the student-centered educational approach; planning, application, and evaluation stages of teaching and learning process should be designed according to student's opinion and their views should be able to give direction to their education. Participate students in the decision making process about what to learn, how to learn, and how to evaluate is one of the most important requirements of the student-centered educational approach (Kılıç, 2010; Ocak & Ocak, 2003).

While creating the first action plan, it wasn't possible to get student's opinions; so, students couldn't have been included the planning stage of the teaching and learning processes, but they actively participated in the application and evaluation stages. In the planning stage of education, student-centered activities were established on the basis of relevant literature.

In the second action plan process, it was aimed to make active participation of students in the planning process of the education. For this, after the implementation of the first action plan, activity evaluation forms filled out by students and reflective diaries were analyzed and according to the data obtained from analysis, second action plan has been created. The second action plan was designed and applied as eight hours. Detailed daily lesson plans were prepared and they have been applied in the courses. Thus, the eight daily lesson plans have been prepared by the researcher during the second action plan process. Subjects, attainments, methods-techniques, and tools-materials used during second action plan are shown in Table 3.

**Table 3.** Second Action Plan

Date	Subjects	Attainments	Methods and Techniques	Tools and Materials
NOVEMBER 28, 2014	1. My Religion Want Me To Be Clean.	1. Be aware of the importance of cleanliness in Islam.. 2. Establishes a relationship between cleanliness and worship. 7. Comments on the importance of cleanliness in obtaining the love of God.	Lectures Question-answer Demonstration Snowball technique	Textbook Blackboard 'Clean Children' divine words Worksheet-11
DECEMBER 4, 2014	1.3. Cleaning Is Important For My Health .	5. Explains the importance of body and environment cleaning for health.	Lectures Question-answer Dramatization	Textbook Blackboard Worksheet-12
DECEMBER 5, 2014	1.1. I Keep My Body and My Clothes Clean.	3. Pays attention for cleaning of body and clothes.	Lectures Question-answer Brainstorming Educational games	Textbook Blackboard Projection Worksheet-13
DECEMBER 11, 2014	1.2. I Keep My Environment Clean and Protect It.	4. Pays attention for keeping environment clean and protected.	Lectures Brainstorming Station technique (acrostic, picture, drama, slogan)	Textbook Blackboard Worksheet-14 Worksheet-15 Drawing papers 'Polluted World' drama text
DECEMBER 12, 2014	1.2. I Keep My Environment Clean and Protect It.	4. Pays attention for keeping environment clean and protected.	Lectures Question-answer Demonstration Poster preparation	Textbook Blackboard Projection Poster papers Scissors Glue Colored papers Colored pencils
DECEMBER 18, 2014	2. Keeping Promise, Being Honest and Trusted.	6. Understands what is spiritual cleanliness.	Lectures Question-answer Six thinking hats technique	Textbook Blackboard Colored hats (white, black, blue, green, yellow, red)
DECEMBER 19, 2014	3. The Prayer of 'Fatiha' And The Meaning of It.	8. Memorizes the prayer of 'Fatiha' and explains the meaning.	Lectures Question-answer Demonstration Brainstorming Contemplation technique	Textbook Blackboard Projection Worksheet-16
DECEMBER 25, 2014	3. The Prayer of 'Fatiha' And The Meaning of It.	8. Memorizes the prayer of 'Fatiha' and explains the meaning.	Demonstration Educational games	Ball Memorizing follow-up chart Stickers

The activities planned during the second action plan was also tried to be organized according to the theory of multiple intelligences. The relationship between the activities developed during the second action plan process and the multiple intelligences areas are shown in Table 4:

**Table 4.** The Relationship Between the Activities Developed During the Second Action Plan Process and the Multiple Intelligences Areas

<b>Types of Intelligence</b>	<b>Method and Techniques</b>	<b>Activities</b>
<b>Linguistic Intelligence</b>	Educational games	Creating a sentence with the mixed words
		Writing story
		Listening jokes
		Reading poem
		Summarizing
	Station technique	Writing poem (acrostic) Creating slogan
	Dramatization	
	Contemplation technique	Creating right behaviours from prayers (surah)
	Snowball technique	
<b>Logical-Mathematical Intelligence</b>	Educational games	Creating a sentence with the mixed words Asking riddle
	Brainstorming	
	Contemplation technique	Creating right behaviours from prayers (surah)
<b>Spatial Intelligence</b>	Station technique	Painting Poster preparing
<b>Musical Intelligence</b>	Demonstration	Listening divine, singing divine Reading prayers (surah)
<b>Bodily-Kinesthetic Intelligence</b>	Educational games	Playing 'Stopping game' (a children's game played with a ball)
	Dramatization	
<b>Interpersonal Intelligence</b>		Writing poem (group activity) Painting (group activity) Creating slogan (group activity)
		Poster preparing (group activity)
	Educational games	Playing 'Stopping game' (a children's game played with a ball) (group activity)
	Dramatization	Rol playing (group activity)
		Snowball technique

The reflective diaries were filled out by the researcher at the end of every lesson. Thus, eight reflective diaries were prepared within the second action plan process. After the second action plan process, the students filled out the activity evaluation forms prepared by the researcher. Within the context of the second action plan process, the findings obtained from the analysis of the reflective diaries and activity evaluation forms are as follows:

1. Throughout the second action plan process, the teacher took less part while teaching than the first action plan process. Students become more active participants in their education and the engagement of the students was increased. Students' interest to the lessons also increased.
2. The entire classroom participated activities at the same time. Thus, there was no passive student in the class.

3. During the second action plan process, collaborative learning activities were increased. The students were able to share their ideas with other students throughout the group activities and they enjoyed working and learning in groups. By means of group activities, the guidance of peers was provided for the students having difficulty in activities. Peer guidance is provided for students who have difficulty in activities through group works.
4. In the group works, the groups were formed prior to the lesson according to some criteria and the students were included in the formation process. Thus, the motivation of the students was seen to increase within the group.
5. It was thought that some students could enjoy working individually, during a specific activity, the students who wanted to work individually were allowed and positive effects of it were determined.
6. All of classroom activities within the second action plan process have been appreciated by the majority of the students. Contrary to the first action plan, the students had no critics and suggestions related to the activities and the teaching method. In that case, a third action plan wasn't necessary and the research was ended.

### **Discussion, Conclusion and Suggestions**

*Students wanted to involve all activities in the learning teaching process of Religious Culture and Moral Knowledge Course actively. Joining the lessons actively pleased the students and increased their interests in the lesson.*

In student-centered educational approach, the learners actively involve in the learning tasks intellectually, emotionally, socially, and physically (Herman, 1995). Students learn better and are happier when they are engaged with their learning throughout the entire lesson (McClean, 2012). It is a fact that the educational environments where the students sitting quietly in their seats and watching while the teacher is acting as an only player don't draw the attention of the students (Valls & Ponce, 2013). The teacher should quit the thoughts such as 'What will I do in the classroom?', 'What will I teach?', 'How will I transfer my knowledge to students?', and adopt the student-centered approach focused on the thoughts such as 'What will students do in the classroom', 'How can I keep them active and occupied', and 'How can I make them think, criticize, and ask questions' (Artvinli, 2010).

*During the learning and teaching process of the Religious Culture and Moral Knowledge course, the use of student-centered methods and techniques supporting the different intelligence areas such as question-answer, brainstorming, case study, demonstration, educational games, dramatization, station technique, contemplation technique, six thinking hats technique, snowball technique, poster preparation increased their interest in courses and contributed their learning positively.*

The primary objective of a teacher should be increasing the quality and quantity of the ways leading to the content and the context which students will encounter (Caine & Caine, 1991). Teachers should consider that all the students have all the intelligence areas and should diversify the teaching activities to attract the attention of all the students (Nolen, 2003). While organizing the activities, it shouldn't be ignored that linguistic intelligence or spatial intelligence don't have facilitative characteristics for learning alone and the permanent learning can be provided through the learning environments consist of combinations of two or more intelligence areas (Talu, 1999).

*Ensuring student involvement to the planning, application, and evaluation parts of the teaching and learning process, and offering options to the students about what they will learn both helped the teacher in planning the process easily and made students feel valuable.*

In the student-centered educational approach; planning, application, and evaluation stages of teaching and learning process should be designed according to student's opinion and their views should be able to give direction to their education. Participate students in the decision making process about what to learn, how to learn, and how to evaluate is one of the most important requirements of the student-centered educational approach (Kılıç, 2010; Ocak & Ocak, 2003).

*With collaborative learning activities, during the learning and teaching process of Religious Culture and Moral Knowledge course, the students were able to share their ideas with other students and they enjoyed working and learning in groups. Group activities provided peer guidance for the students who experience difficulties in learning. It was also seen that participation of all the students to the activities at the same time was so important.*

Through collaborative activities, it is aimed to provide students to perform reflective thinking and to share their ideas through conversation with other learners (Brown & King, 2000). Group activities prompt students to share their ideas with other students, improve their discernment skills, and make them open to different opinions (Demir, 2009). It was also seen that group activities provided to low success level students guidance, opportunity to push their limits and opportunity to improve themselves (Ministry of National Education [MNE], 2010, p. 26).

*When group events are performed too much, some students felt uncomfortable and preferred working individually.*

Çelebi (2006) also states that some individuals may enjoy working in groups during the activities while some others may enjoy working individually and configuring their knowledge. Teachers should make activity plans without ignoring the preference of the students.

*In the Religious Culture and Moral Knowledge course, determination of some criteria for group formation facilitated the group formation process and the students were included in the formation process. Making students included in group formation process increased the motivation of the students in group works. Putting the appropriate number of students in groups (4-5), positively influenced the quality of the group works.*

When they are allowed to join decisions about learning activities, home works, and classroom policies, students were seen to join learning activities more actively (Harris & Cullen, 2008). Şimsek, Doymuş, and Şimşek (2008) think that the efforts of the students and their participation to the lesson will increase in the small groups collaborative learning environments. They will state that the bigger the groups are, the more effort and ability will be needed to reach a common decision, to learn the materials in detail and to sustain of the working relationships.

Following suggestions were developed based on the results obtained at the end of the research and the basic principles of the student-centered education.

1. Teachers should use student-centered methods and techniques and should organize student-centered activities which may attract the attention of the students during the learning and teaching process.
2. Teachers should analyze the impact of the process on students' learning continuously. Throughout the process, teachers should ask students to express their impressions and re-organize the teaching process in accordance to those opinions.
3. Teachers should be able to use technology actively in learning environments and should try to use rich learning materials in the lessons.
4. Throughout the collaborative group activities, teachers should try to develop students' reflective thinking and should prompt students to share their ideas with other students.
5. In-service training opportunities should be provided to teachers to help them learn and use student-centered education methods and techniques.
6. Teachers should be supported financially and be provided maximum opportunities to use authentic materials for student-centered educational activities.
7. Researchers/teachers should do action researches which help them to evaluate the effectiveness of their education, create solutions to everyday school problems and improve the quality of their education. For this reason, teachers should be supported to learn using action research technics.
8. Researches should be done in order to determine teachers' perception and application levels of student centered education in different branches.

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