



Use of Evidence-Based Activities within the Scope of Authentic Learning Approach in Primary School Social Studies Lesson

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Abstract

Within the scope of the authentic learning approach, the teaching process can be designed by using various methods and techniques. One of these methods is evidence-based learning. By using evidence in authentic learning, activities and tasks can be created according to the components of authentic learning and the teaching process can be designed. In this study, activities and authentic tasks were created and applications were made by using evidence in the authentic learning process in the primary school Social Studies course. In this context, it is aimed to reveal how authentic learning components are reflected in the teaching process carried out with the use of evidence-based activities within the scope of authentic learning approach in primary school Social Studies course. The working group of the study was designed according to the action research design, which is one of the qualitative research methods, was determined using the typical case sampling technique. Accordingly, the working group of the study consists of 35 primary school 4th grade students in a public school in Diyarbakir. Data in the study were collected from observations, worksheets, student, and researcher diaries. Descriptive analysis technique was used in the analysis of the obtained data. According to the results of the research, it was determined that students' high-level thinking and developing different perspectives skills developed in the learning process, they associate subjects with their own lives, they cooperate to solve life problems and benefit from expert opinions. In this respect, it has been observed that the use of evidence-based activities in the authentic learning process in Social Studies course can be quite functional.

Keywords

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Introduction

Social Studies course is an important lesson in which students gain daily life and citizenship skills. Enabling students to gain these skills, it is vital to create an effective teaching process in the course. In this respect, learning approaches in which life problems are reflected in the learning process and students are active should be used in the course. One of the teaching approaches that aims to compare students with real life problems and provide them with high-level thinking and important life skills is the authentic learning approach. In this sense, detailed information about authentic learning will be included below.

The word authentic is genuine, specific, original, real, non-imitation or non-copy in English; whereas in Turkish, authentic means the real one, the fact that based on the truth or the origin (Karakas Özü & Duman, 2018). Based on these meanings, Köksal (2019) states that the word authentic can be attributed to meanings such as "specific, like in nature, non-artificial, trustworthy, the real one, and the truth". In accordance with these meanings, authentic learning is a learning approach that brings together the reality in the outside world and the classroom, according to Horzum and Bektaş (2012). Cholewinski (2009) states that the concept of authentic has two different definitions and uses in teaching practices. In the first of these, the concept of authentic is used synonymously with "real objects about life used to teach real life in the classroom" and with this concept, emphasis is placed on materials that have not been developed specifically for teaching purposes (such as newspapers, movies, lyrics). In the second, the concept of authentic includes a meaning and use based on constructivist teaching. Here, the complexity of the situation and problem in real life is transferred to the classroom environment. In this context, it can be said that in the authentic learning approach, it is important to benefit from real life problems and life experiences to solve these problems in teaching-learning processes. According to Lombardi (2007), students gain high-level thinking skills in such a student-centered learning process.

In the authentic learning approach, authentic tasks have important functions in providing students with life skills. According to Rule (2006) authentic tasks allow students to use what they learn in school to solve real life problems. In addition, authentic assignments should address a subject, problem or situation that can be encountered in real life, should not be fully defined, be complex, allow collaboration, and enable students to be active (Gündoğan & Gültekin, 2018; Young, 1993). The teaching process, which starts with the assignment of authentic tasks in authentic learning, continues with authentic activities, and these activities allow students to reflect their skills such as problem solving, critical thinking, and synthesizing knowledge in real life. Assessment in authentic learning is process oriented. Accordingly, the assessment focuses on the process that reflects the significant achievements achieved by students in solving real life problems (Knobloch, 2003). In addition to this, according to Herrington and Oliver (2000) and Herrington (2006), authentic learning has nine basic components: authentic context, authentic task, multiple roles and perspectives, collaboration, expert performance, explicit articulation, reflection, structured support, and authentic evaluation. Learning-teaching processes are designed according to these components.

Authentic context is the component of authentic learning that includes features of real-life problems and situations. Authentic tasks are teaching practices in which students are active to gain knowledge and skills in a real-life context. The multiple perspective helps students to address the topic from different points. According to the collaboration component, authentic tasks and activities should enable students to work in harmony with each other. In the expert performance component, students can learn how to use the knowledge they will obtain in authentic learning activities in real life by using the opinions of experts. The component of expressing it clearly is the students presenting or discussing the products or works they have produced to their friends. The reflection component is that the students express and reflect what they have learned about the subject. According to the structured support component, the teacher is not an authority but a consultant in the authentic learning process. It guides

students regarding their studies. In authentic evaluation, the learning process is centered, not the result. Performance evaluation is performed with alternative tools (Bektaş & Horzum, 2014; Caseley, 2004; Herrington, 2006; Herrington & Oliver, 2000; Renzulli, 1997; Şimşek, 2000).

Besides, there are some features and standards of authentic learning. The characteristics of authentic learning is composed of including real-world problems, researching, thinking skills, students' engagement in social learning process and being responsible for their own learning (Rule, 2006), running the process with interesting authentic tasks, development of students' high-level thinking skills, students' exploration and questioning, learning that is related to the real world, being interdisciplinary, students making use of different sources, and carrying their knowledge and products out of the classroom (Mims, 2003). According to Newmann and Wehlage (1993), the standards of authentic learning are high-level thinking, depth of knowledge, connection with the outside world, meaningful dialogues, and social support for student success. Higher-order thinking is the ability of students to analyze, synthesize and evaluate by using information and ideas in new situations and reach new results and interpretations. Depth of knowledge is the level at which students grasp the basic ideas of a discipline, course, or topic. If the students' level of knowledge on a topic is at the level of problem solving, developing arguments, making explanations, or using in a complex situation, it is possible to talk about the depth of knowledge here. The connection with the world outside of the classroom is when students focus on real-life problems, make sense of this problem, connect what they learn with real life and try to solve problems. Meaningful dialogues are related to situations where students discuss the content of a topic, generate ideas, respond to each other, make evaluations, or develop understanding by working collectively on a topic. Social support for student success is that the teacher and all students in the classroom encourage participation in challenging academic work and by rewarding success (p. 8-10).

It is possible to state that the components of authentic learning essentially include many of the characteristics and standards of authentic learning. Because the authentic context component includes the relation of authentic learning with life and the standard of connection with the world outside the classroom. The components of collaboration with expert performance include the social learning process feature. The components of developing multiple perspectives and expressing it openly cover the standards of high-order thinking, depth of knowledge and meaningful dialogues. One-to-one training and structured support component include the social support standard for success. In this respect, it is possible to say that the characteristics and standards of authentic learning can be reflected in the various stages of the learning process created by considering the authentic learning components.

Many methods and techniques can be used in the authentic learning process. These are problem-based, event-based, research-based, scenario-based, collaborative, situational, and evidence-based learning (Bektaş & Horzum, 2014; İneç, 2017; Önger, 2019). Among these methods, it is seen that the use of evidence-based learning in history teaching is discussed primarily in the historical process (Çulha Özbaş, 2010). According to Ata (2002), the use of evidence in history lessons is based on the view that pedagogical history and scientific history are not quite different. According to this understanding, it is aimed to provide students with the skills that historians use while producing knowledge in history teaching (Şekerci, 2018). While generating knowledge, the historian brings out historical information by evaluating the information he/she obtained by making inquiries and comparisons based on evidence from his/her own point of view (Alabaş, 2007). In evidence-based teaching, students can create an individual perspective on the subject by critically evaluating the information contained in the evidence and making inquiries and comparisons between the evidence (Kabapınar, 2012). In this learning process, students can gain high-level cognitive skills such as critical thinking, research, questioning, detecting bias and bias in evidence, verifying information by making comparisons between evidence, and evaluating events with different perspectives (Şekerci & Kabapınar, 2019). The awareness and experiences gained because of the use of evidence in history lessons led to the discussion of the use of

evidence in the Social Studies course. In this context, it is seen that the Social Studies course and the curriculum aim to gain the skills of establishing cause-effect relationship, comparing, researching, questioning and decision-making by using evidence (Doğan, 2007; Ministry of National Education [MoNE], 2018). In addition, according to Kabapınar (2012), social scientists should benefit from evidence in Social Studies teaching for students to be familiar with the process steps in generating knowledge and to gain knowledge generation skills. Because, in the learning process that will be created by using evidence, students can be provided to collect information, form hypotheses, solve daily life problems by doing research, comparison and questioning. Thus, students can gain problem solving and thinking skills. Evidence is thought to be functional in designing authentic tasks and activities in the authentic learning process. Because in the authentic learning process, authentic tasks and activities can be prepared in the context of the life problems of the students in their immediate environment by using evidence such as newspaper news, images, official documents of various institutions and organizations, teaching can be designed according to the characteristics and components of authentic learning, and students can be directed to problem solving, research and application. In this way, students can gain many skills in the context of daily life problems.

It is seen that various studies have been conducted on both authentic and evidence-based learning in the relevant literature. In studies conducted abroad, authentic learning improves students' problem-solving skills (Risko, Osterman, & Schusster, 2002), contributes to effective and cognitive skills (Bolin, Khramtsova, & Saarino, 2005), increases self-confidence and responsibility levels (Loyens, Rikers, & Schmidt, 2009; Ruey, 2010). In addition, it was determined that the authentic learning process was preferred by the students (Fook & Sidhu, 2010). In domestic research, authentic learning contributes to the attitude towards the lesson and increases success (Ayar & Yalvaç, 2010; Gündoğan, 2017; Güner, 2016; Gürgil, 2018; İneç, 2017; Karakuş, 2006; Koçyiğit, 2011; Önger 2019), creativity (Akça & Ata, 2009) and developed critical thinking (Doğan Dolapçoğlu, 2015). In studies conducted on evidence-based learning, it was found that students' ability to perceive change and continuity improved (Harnett, 1993), and critically evaluated a historical event (McCormick, 2004). In addition, it has been determined that evidence-based teaching positively affects student achievement and that students develop positive perspectives on the learning process (Alabaş, 2007; Bakmaz, 2016; Çıdacı, 2015; Doğan, 2007). Besides, the research in which evidence was integrated into the authentic learning process was encountered in the related literature. In the research conducted by İneç (2017), evidence, scenario and research-based activities were integrated into the authentic learning process in the Social Studies course. It was observed that the academic achievement of the students increased in the said learning process and they acquired the knowledge by doing and experiencing. It is seen that authentic learning activities and evidence-based teaching can contribute greatly to the learning process in various aspects in both domestic and international studies. In this study, evidence-based learning activities were used in the authentic learning process to create an effective Social Studies learning process at primary school level. Although there are studies in which many methods such as research, inquiry and event-based learning are used in the authentic learning process in the relevant literature, there is no study that specifically uses evidence-based learning activities within the scope of authentic learning in Social Studies teaching at primary school level. In this respect, the study differs from the studies in domestic and foreign literature. In addition, with the findings and results obtained in the research, it is thought that researchers who work in the field of Social Studies in classroom education, experts who prepare Social Studies course books and classroom teachers will gain important information and perspectives. In this study, an answer to the following question is sought:

- How are the components of authentic learning reflected in the learning process created with evidence-based learning activities within the scope of authentic learning?

Method

In this section, information about the design of the research, the study group, the data collection tools used in the research and the analysis of the collected data will be included.

Research Design

This study has been implemented by using action research design, one of the qualitative research designs. Yıldırım and Şimşek (2011) describe action research as the practice of practitioners alone or with a researcher to understand and solve the problems that arise in practice. At the same time, action research is a research approach that combines research and practice and facilitates the transfer of research results into practice. In this study, the practitioner applied the activities he developed based on the information in the relevant literature as a lesson teacher of the class, thereby intervening in the teaching process and evaluating the results obtained during the application.

In the study, evidence-based learning activities were applied within the scope of authentic learning approach. The components of authentic learning are accepted as a fictionalized framework in which the application will be evaluated. In this respect, the study was carried out according to the technical / scientific / collaborative action research. Yıldırım and Şimşek (2011), state that the purpose of this type of action research is to evaluate the implementation within a structured framework. In this context, the study has tried to evaluate the learning process realized by the application of evidence-based learning activities within the scope of authentic learning according to the components of authentic learning. These evaluations also included descriptions of the teaching process.

Working group

The working group of the research was determined by the typical case sampling technique. According to Patton (2005), typical situations include situations that are considered average. In typical case sampling, the researcher carries out his/her study by choosing the most typical of the many situations in the universe (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2009). In this context, the researcher carried out his study in a school located in the middle-level environment in terms of socioeconomic level, and his students in a class from middle-level families in general socioeconomic terms. In this context, the working group of the research consists of a group of 35 students in the 4th grade of a public school in Diyarbakır. 15 of these students are male and 20 are female students. The average income of the families of the students varies between 1500 TL (minimum wage during the period of study) and 7000 TL. Their fathers are predominantly civil servants and self-employed, and their mothers are predominantly housewives. While the educational status of the father is generally high school, two of the fathers are university graduates. While the education level of the mother is generally high school and below, three of the mothers are university graduates. While the socioeconomic environment where most of the students' houses are located is at a medium level, the houses in the high and low socioeconomic environment are in the minority. While four of the students are the only children of the family, four have more than four siblings. The remaining children have two and three siblings. The school where the application is made is in a medium-economic environment.

Data Collection and Analysis

In this study, data were collected through observations, student-researcher diaries, and worksheets. Applications were recorded with the camera and transcribed on the day of shooting. No changes have been made to the communication sections here. In the diaries they kept, the students included their feelings and thoughts about activities based on authentic learning, the practices they liked and had difficulties. Diaries were tried to be collected from students on the next day of the applications. Thus, it was tried to determine the opinions and thoughts of the students about this application. The real names of the statements of the students regarding the applications were not used in the presentation, instead, each of them was given a code name. Detailed explanation about the activities in the worksheets is given in the application process section below.

The descriptive analysis technique was used in the analysis of the data obtained in the study. According to Yıldırım and Şimşek (2011), data in this technique are summarized and interpreted according to predetermined themes. In this study, the components of authentic learning were accepted as the framework, and the data obtained from observations, worksheets, researcher and student diaries were analyzed line by line in the learning process and analyzed according to the features and standards contained in these components and components.

Validity and Reliability

In qualitative research, four criteria are considered in the validity and reliability of the study. These are credibility, transferability, consistency, and verifiability (Creswell, 2005; Yıldırım & Şimşek, 2011). To ensure credibility in this study, the researcher personally collected the data with different data collection tools over a long period of time. In this context, worksheets, observations, researcher, and student diaries were used in the research. The data obtained from the data collection tools used were analyzed, and it was tried to be presented in a way to ensure the compatibility and integrity of the findings. In addition, the researcher carried out the practices as the teacher of the course and reflected his observations in his diary and received opinions from experts who knew the general lines of the research and had studies on qualitative research. In addition, the researcher has various studies and teaching experience in Social Studies teaching, qualitative research, and action research. It is seen that Lincoln and Guba (1985) suggested making detailed descriptions to ensure transferability in qualitative research, frequently including direct quotations in the research report, and using an understandable language for the reader. In this context, the characteristics of the study group were expressed in detail in the study, and discussions were made regarding the applicability of the obtained results in similar environments. All processes and stages have been explained in detail in the study. In this context, it is clearly stated how data collection tools are developed, how applications are made, how the data are analyzed and interpreted. In addition, the data obtained after the analyses were tried to be described by supporting them with direct quotations. In the findings, the statements in the worksheet, the student and the researcher's diary were scanned and presented, and the communication sections obtained from the observations were included. In the context of consistency studies, different data collection tools were used in the study, the teaching process was recorded by video, all worksheets and diaries were collected to prevent data loss. In addition, the analysis in the research was made by a different expert. The agreement between the two analyses was calculated within the framework of "Reliability = Number of Reconciliations / Number of Reconciliations + Number of Disagreements". According to Miles and Huberman (1994), the agreement between the two analyses should be over 70%. In the comparisons made for the analysis of all data collection tools, the agreement was calculated as 82%. To ensure the verifiability of the research, the researcher took a neutral attitude, the data set was adhered to in the analyses, the results obtained from these data were presented to the reader in an understandable way and compared with the results of another research on the relevant subject.

Action Research Process

The steps followed in this action research process consist of the determination of the research subject, literature review, preparation of the action plan, implementation process, data collection, data analysis and interpretation, reaching the research results and reporting. In the first stage, the subject of the research was determined and then the related literature was scanned. After the literature review, the research questions were created and the class in which the application would be performed was determined and the necessary permissions were obtained. Action plans and teaching materials were prepared by taking the opinions of field experts. It is foreseen that the implementation of the action research will be carried out in 5 weeks and 15 lesson hours. The action plans were applied by the researcher as the teacher of the class and the teaching process was recorded with the camera. The data collected during the implementation process were analyzed by descriptive analysis. In the last stage, results were obtained from the analyzes made and the research was made into a report. The activities carried out during the action research process are explained in detail in the following section.

This research has been carried out considering the acquisitions in the "Production, Distribution and Consumption" learning area of the Social Studies course. For this purpose, authentic learning activities and worksheets were created within the scope of the campaign for helping children with adverse living conditions in Africa. These prepared activities were sent to an expert who has studies on authentic learning and completed his doctoral education in the field of classroom education and his ideas were received. The field expert stated that authentic learning activities should be activities that students can experience in their immediate environment. In this regard, the idea of a campaign to help African children has been changed. Instead, the aid campaign for Syrian war victims, which is frequently encountered in Diyarbakir, was centered. The campaign was expressed as "Let's Send Help to Our Syrian Friends". The story consisting of six chapters was designed within the scope of the campaign. Activities, worksheets, and authentic tasks related to each section have been recreated. These activities and authentic tasks are related to real life problems in the story section and consist of applications to solve the problem in question. In addition, each problem, authentic tasks, and activities in the worksheets are also related to the achievements in the relevant unit. All the authentic learning activities created were shown to two more field experts who completed their doctoral education in the field of classroom education. These experts stated that the activities are appropriate for the student level and that these gains will allow students to realize. The campaign created in the study, the real-life problems in the story sections, the unit gains, the evidence-based process that prepares the authentic tasks, the authentic tasks, and the task to be performed in the whole authentic learning process are presented in Table 1.

Table 1. Real Life Problems, Evidence-Based Process, Authentic Missions and Related Unit Achievements Under Authentic Campaign

Let us Send Aid to Our Syrian Friends Campaign				
Real Life Problems	Acquisition	Evidence-based Process	Authentic Task	Task to be Performed During the Authentic Learning Process
Hasan and his friends do not agree on what needs should be when preparing aid packages for Syrian people in need.	4.5.1. It makes conscious choices between the two by distinguishing its wants and needs.	Presentation of visual evidence about Syrian war victim families and children picnicking, reading, playing, and watching theater. Identifying the basic needs and desires of the students.	Expressing basic needs and requests with cartoons	
Ali does not examine the products he bought while shopping and does not act consciously.	4.5.2. As a responsible individual, it exhibits conscious consumer behavior.	Presentation of receipt and warranty certificate and invoice visuals as evidence with news about food inspection. Students' identification of conscious consumer characteristics.	Creating a slogan about conscious consumption	Cooperative assistance to Syrian war victims
Inadequate allowance of Selin and his friends while buying aid materials.	4.5.3. He creates his own sample budget.	Presentation of sample budgets formed by the family and various institutions and organizations as evidence. Identifying students' budgeting needs.	Creating his and his family's budget	

Table 1. Continued

Let us Send Aid to Our Syrian Friends Campaign				
Real Life Problems	Acquisition	Evidence-based Process	Authentic Task	Task to be Performed During the Authentic Learning Process
Anil is unaware of the economic activities around him.	4.5.4. Recognize the main economic activities in the family and close environment.	Presentation of news about economic areas in Diyarbakır as evidence. The students' determination of the economic activities in their environment and the professions in these fields	Determining the investment (agriculture, industry, entertainment, mining) area for the income of himself and his country as a businessman	Creating songs, poems, flyers, posters, slogans to prevent waste.
Ahmet's careless use and waste of resources.	4.5.5. Uses the resources around it without wasting.	Presentation of news about waste of bread, water, electricity, and clothes as evidence. Students identify the wasted things in their environment, evaluate the negativities that will be experienced because of these wastes.		

The research was carried out in the relevant unit within the period recommended by the Ministry of Education. During the implementation phase of the activities, firstly the relevant part of the story prepared for the authentic learning process was read, discussions were made on the problems, and then the evidence-based activities within the scope of the authentic learning approach were carried out with the students. In this study, due to the high data density, the problems expressed as in '*Hasan and his friends do not agree on what needs should be when preparing aid packages for Syrian people in need*', '*Inadequate allowance of Selin and his friends while buying aid materials.*' and '*Ahmet's careless use and waste of resources*' and the presentation of authentic learning activities related to these problems was made. Extensive information is given below about authentic learning activities related to these problems.

Within the scope of the problem expressed as "*Hasan and his friends do not agree on what needs should be when preparing aid packages for Syrian people in need*", a worksheet called "*Let us Send Aid to Our Syrian Friends*" (Appendix 1) was created. The activities in this worksheet have been prepared considering the outcome of "*It makes conscious choices between the two by distinguishing wants and needs*". Five activities are included in the worksheet called "*Let's Send Aid to Our Syrian Friends*". Before these activities were held, the story section was read, the students discussed the problem in this section, and then carried out the activities in the worksheet. In four of the activities in the worksheet, visual evidence of the situation of Syrian war victim families and children watching theater, having a picnic, playing, and reading books were presented. Based on the visual evidence, the students were aimed to discuss the basic needs and desires and make sense that these are separate things. These activities are sub-tasks for students to perform the fifth activity, the authentic task. In the last activity, as an authentic task,

students were asked to express their basic needs and wishes with a cartoon. The students presented the cartoons they created to their friends. In addition, students agreed on the need to include basic supplies in the aid box to solve the problem in the story. In addition, it was planned for the Young Red Crescent representative to make a presentation about the aid provided by the Turkish Red Crescent to Syrian war victim families, but for some reasons this presentation could not be made. With the recommendation of the action board, the presentation is left to the authentic learning activities in the third part.

To solve the problem expressed as "*Selin and his friends' insufficient allowances while buying aid materials*", a worksheet called "*Small Social Scientists Create a Budget*" (Appendix 2) was created. These activities have been prepared considering the acquisition of "*It creates an exemplary budget of its own*". Three activities are included in the worksheet "*Small Social Scientists Create a Budget*". Before these activities were held, the relevant part of the authentic story was read, and discussions were made on the problem. Then, the activities in the worksheet were carried out. Sample budgets created by families and institutions were presented to students as evidence to realize the first two of these activities. The students worked in collaboration with discussions and activities on why individuals and institutions need to create a budget and what kind of problems can be encountered if the budget is not made. Then the students were given authentic tasks. Accordingly, students should form their own and their families' budgets. The students created a sample budget by performing the authentic task. Thus, in the relevant story section, the idea that Selin and her friends can solve the problems they experience by creating a budget has emerged. In addition, after these activities, the representative of the Young Red Crescent gave information about the aid activities carried out by the Red Crescent to Syrian war victims since 2012. After this information, it was agreed on the idea of a campaign to collect aid with the remaining money after setting a budget with the students and allocating the amount for their basic needs from their own pocket money. In addition, the idea of collecting less used clothes by some students and including them in the aid campaign was proposed and this idea was accepted. Students were asked to participate voluntarily in the entire aid campaign. The duration of the aid campaign is determined as three weeks. The idea of delivering the aids to be collected to a war-torn family with a class-like activity was emphasized. However, this idea was abandoned due to negative team opinions of the school administration, classroom teachers and parents. Instead, it was stated that the aids to be collected would be delivered to the Red Crescent representative.

For the solution of the problem expressed as "*Ahmet's careless use and waste of resources*", the worksheet "*We Consume but We Do Not Waste*" has been created. With these activities, it is aimed to achieve the achievement of "*Using the resources around it without wasting*". In this context, five activities are included in the worksheet created. Newspaper articles about the waste of bread, water, electricity, and clothes were presented to students as evidence for these activities to take place. Based on this evidence, the students discussed the problems that could be caused by wasting bread and water and expressed what was wasted in their immediate environment. It also made evaluations on a municipality's campaign to prevent waste of clothes. After these activities, students were given an authentic task. Accordingly, the students were asked to create posters, flyers, poems, or songs about the things that can be done to prevent waste. Students performed this authentic event. Thus, the things that Ahmet should do to solve the problem of using resources carelessly and wasting them were discussed. After these activities, it was discussed how to use the money saved in the class money box for the aid campaign for the families of Syrian war victims. Accordingly, one group in the class recommended to create a help package and the other group to buy a market card. As a result of the voting, it was decided on the market card. In addition, some students brought usable clothes from their close environment as aid. All aid materials prepared in collaboration with the class were delivered to the Young Red Crescent representative in the classroom to be given to Syrian families. Thus, authentic learning activities called "*Let's Send Help to Our Syrian Friends*" were completed.

Problems Experienced During the Research Process and Developed Solutions

The problems experienced during the implementation of authentic learning activities were determined and tried to be resolved while the practices were continuing. The teaching process was carried out in general in accordance with planning. The first of the problems experienced in the implementation was that the Young Red Crescent representative did not make the presentation to be made in the planned time. To compensate for this situation, the Red Crescent representative made a presentation in the budget formation activities and helped the Syrian war victim families to mature. The second problem occurred when some of the students did not fill in their diaries. To solve this situation, conversations were made with these students about the importance of student diaries for research. The third hitch was experienced when the students got bored and had difficulties especially in the first authentic tasks. Class games were played with students before authentic tasks to solve this problem. Support was provided to overcome the difficulties experienced by the students, and discussions were made on many different and similar activities. However, no activities other than those planned by the students or the action committee were added or removed to the learning process. Structured support was given to students through various examples of creating cartoons and slogans, which were only the first authentic tasks. The fourth problem is that, as mentioned above, the plan to deliver the collected aid to a victim family with an activity attended by the whole class was abandoned due to some negative opinions of the families and the school administration. The aids collected to solve this problem, the Young Red Crescent representative was invited to the class and they were presented to him.

Permission Information of the Study

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions stated under the title "Actions Against Scientific Research and Publication Ethics", which is the second part of the directive, were not taken. In the study, firstly, permission was obtained from the ethics committee from Dicle University and then from the provincial directorate of national education.

Ethics Committee Permission

The permission of the ethics committee of the study was obtained in the second session held by Dicle University Educational Sciences Ethics Committee on 13 February 2019. The ethics assessment document is number 9087115-044.

Provincial National Education Permit

To carry out the research, application permission was obtained from Diyarbakır Provincial Directorate of National Education. The date of this permit document is 27/03/2019 and its number is 30769799-604. E.6280587.

Parental Consent

In addition, permission was obtained from the parents for the use of the data obtained in the study. A permit has been created for this. This document contains information about the research and data collection tools. It was stated in the report of the research that they would like to benefit from these data if they give permission. It has been undertaken that any personal information of students will not be included in the reporting process. It was stated that if they sign the said permit document, it will be deemed to have given this permit. The permit document was delivered to the parents through the students and the teacher gave the necessary information to the parents. Permission documents signed by parents of students were collected from students.

Results

How Are the Authentic Learning Components Reflected in the Learning Process Created by Evidence-Based Activities Used within the Scope of Authentic Learning? Findings Regarding the Question

In the research question, it was aimed to determine how the reflection of authentic learning components to the learning process created with evidence-based activities used within the scope of authentic learning approach in Social Studies course. Authentic learning components, activities and data collection tools reflected in the learning process are presented in Table 2.

Table 2. Authentic Learning Components Reflected in the Learning Process

Authentic Learning Component Reflected in The Learning Process	Activities	Data Collection Tools
Expressing Clearly (High Level Thinking standard)	Activity of expressing basic needs and desires with a cartoon (Authentic mission) Songs, poems, images, slogans, etc. in the name of preventing waste. creation activity (Authentic task)	Worksheets, Observations, Researcher Diary Student Diaries
Developing Different Perspectives (High Level Thinking)	The effectiveness of identifying the problems Syrian war victims may experience Effectiveness of determining the problems that may occur in income and expense imbalance Effectiveness of determining why budget making is needed The effectiveness of determining the problems caused by wasting bread and water	Worksheets, Observations
Authentic Context (Relation of learning to real life)	Effectiveness of determining basic needs and desires	Worksheets, Observations, Researcher Diary Student Diaries
Authentic context (Connection with the outside world)	Effectiveness of determining where electricity is wasted in daily life The effectiveness of identifying the needs and problems of Syrian war victims Individual and family budgeting activity Worksheets for the effectiveness of determining opinions on a campaign carried out to prevent garment waste	Worksheets, Observations, Researcher Diary Student Diaries
Expert Assistance	The effectiveness of the presentation of the aid provided by the Red Crescent to Syrian war victims Observations	Worksheets, Observations, Researcher Diary
Reflection	Activity of identifying the problems faced by Syrian war victims and their needs	Researcher Diary
Structured support, Collaborate (Connection with the outside world)	The process of collecting money and clothes for help	Observations

As seen in Table 2, within the scope of the component of expressing clearly, the high-level thinking standard of authentic learning is the expression of basic needs and requests with a caricature and to prevent waste, songs, poems, slogans, etc. It was reflected in the learning process in the creation activities. These data were obtained from worksheets, observations, researcher, and student diaries. Within the scope of the component of developing different perspectives, again, the high-level thinking standard of authentic learning is reflected in the learning process in the activities of determining the problems Syrian war victims may experience, determining the problems that may be experienced in the income-expense imbalance, and determining the problems caused by the waste of bread and water. These data are obtained from worksheets and observations. The characteristics of the relation of learning with real life within the context of authentic context are reflected in the learning process in the activities of determining the basic needs and desires and determining where electricity is wasted in daily life. The source of this data is worksheets and the researcher's diary. Similarly, within the context of the authentic context component, the standard of connection of authentic learning with the outside world has been reflected in the learning process in the activities of determining the needs and problems of Syrian war victims, determining why a budget is needed, creating an individual and family budget, and determining opinions on a campaign to prevent waste of clothing, data. Worksheets were obtained from observations, researcher and student diaries. The expert assistance component was reflected in the

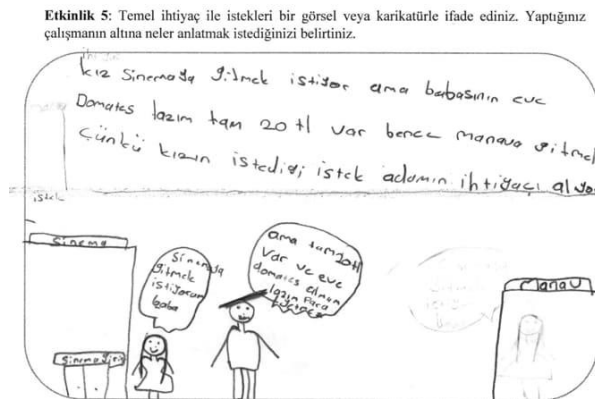
learning process in the presentation of the aid provided by the Red Crescent to Syrian war victims. The data sources here are observations and student diaries. The findings within the reflection component were obtained from the reflection statements in the diaries kept by the students after the activity of determining the problems and needs of Syrian war victims. After the structured support fundraising campaign was formed, in the process of determining the types of aid to be collected, cooperation was reflected in the learning process with the participation of the whole class in the fundraising activity. Findings on how authentic learning components are reflected in the learning process are given below.

Findings Regarding the Reflection of the Explicit Expression Component to the Learning Process

Although the component of expressing authentic learning is reflected in various stages of the learning process, the expression of this component, especially the basic needs and demands, with a cartoon, in the presentation of the activities of creating songs, poems, slogans and cartoons about waste, their reflection on the learning process was observed more clearly. It is also possible to talk about the existence of a high-level thinking standard of authentic learning. The data related to these reflections were obtained from worksheets, student diaries, researcher diaries and communication sections in observations. Some of these are presented below.

Within the scope of the problem that Hasan and his friends could not agree on what the needs should be while preparing aid packages for Syrian people in need, students were asked to express the basic needs and requests as an authentic task with a visual or caricature and present it to the class. Some of the student works related to this activity are presented below.

Student Worksheet



The student with the code S20 expressed his wishes and basic needs with a cartoon in this study. Accordingly, it is seen that in the dialogue between father and daughter, the girl wanted to go to the cinema, but the father said that she would buy necessities with limited resources. In this context, it is possible to say that the student makes sense that priority should be given to basic needs in resource use. In addition, the student expressed this work to his friends. Here, it is possible to say that the expressing component of authentic learning has emerged. In addition, in the study, it is seen that the student creates an original product based on the information about wishes and basic needs. In this respect, the high-level thinking standard of authentic learning is reflected in the learning process in this activity.

Student Worksheet



In S6's study, the dialogue between mother and daughter is observed. Here, the girl asks for the ball she has been thinking about for a long time from her mother. Her mother stated that she would buy necessities first due to insufficient money. Again, she shared her student work with the class. Thus, the expression component of authentic learning was reflected in the learning process. In addition, the student created a new product by synthesizing based on the known elements. In this respect, it can be said that the high-level thinking standard of authentic learning is reflected in the learning process

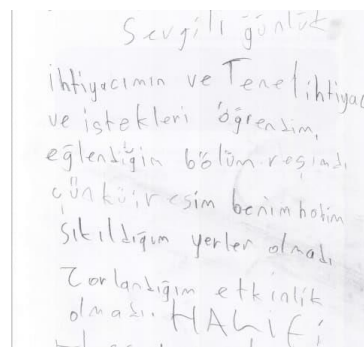
Student Worksheet



In his study S21, he created a cartoon about the communication that developed between two girls. It is seen that one of the girls stated that she would buy the clothes she needed with some money in her budget, and the other one wanted to use her budget in line with her request for a toy although she needed shoes. It is possible to state that the student creates an original learning product based on his knowledge about basic needs and wants. At the same time, the student presented her work to her friends. In this respect, within the scope of the expression component, it can be mentioned that the high-level thinking standard of authentic learning is reflected in the learning process.

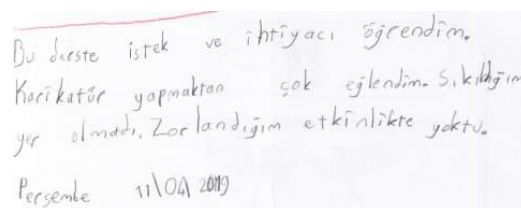
Since expressing basic needs and desires with a cartoon is the first authentic task in the learning process, it has been observed that there are many opinions about this activity in the student diaries. Sample student days regarding this situation are presented below.

Student Diary



In the student diary coded S26, "The part I had fun was painting. Because "painting is my hobby". In this respect, it is understood that the student has fun while performing the authentic task.

Student Diary



The student coded S5 used the expressions "I had more fun than caricatures" in his diary. It is observed that the student has fun while performing the authentic task.

It was observed that some students both had fun and had difficulties while doing the authentic task. For example, the expressions in the diaries of S18 and S35 are examples.

Student Diary

1-ne öğrendim
Bütçe mi zı ve temel ihtiyaçları mı zı ve isteklerimizi zı öğrendim.
Eğlendiğim bölümün karikatür hoşuma gitti.
Karikatüründe biraz zorlandım.

In the student diary coded S18, "I liked the cartoon in the section I had fun. But I had a little difficulty with my cartoon". It is seen that the student has a little difficulty in addition to having fun while doing the authentic task.

Student Diary

Perşembe 11/04/2019
1-) Karikatür çizmeyi öğrendim.
2-) Karikatür çizerken eğlendim.
3-) Sıkıldığım yer olmadı.
4-) Karikatür çizmek biraz zor geldi.

In the student diary coded S35, "I had fun drawing cartoons. It was a little difficult to draw cartoons." expressed his views in the form. It is understood from these expressions that the authentic task is a bit challenging for the student, but fun.

Some students, on the other hand, had great difficulty in creating a cartoon. One of the diaries in which the students stated that they had difficulty is presented below.

Student Diary

İhtiyaç ve istekleri öğrendim.
İstediklerimi yazmak zorlandığım yer karikatür oluşturmak.
Karikatür çizmekte çok zorlanıyorum.

S29 wrote in his diary, "The place where I have difficulty is creating cartoons. I find it difficult to make cartoons". It is seen that the student has difficulty in performing the authentic task.

Findings that students have difficulties in performing authentic tasks can be found in the researcher's diary.

Researcher Diary

11.04.2019
 - Bu gün istek ve ihtiyaçları ayırt eder anlamın öğrencilerde gerçekleştirilmesi için çalışma yaparızda yer alan diğer beşerî etkinlikleri gerçekleştirildi. Öğrenciler genel anlamda istek ve ihtiyaçlarını ayırt edebildiler. Bu durumun anlamı yaparızda yer alan etkinliklere de yansıdı. Bunun yanında karikatür ve görsel anlatım etkinliklerinde öğrencilerin birer zorlandığını hissettim. Bu durumu neden öğrencilerin sorularına kısa yanıt vermelerine neden olan önceki etkinlikler olabilir. Ancak genel anlamda dersin hedefine ulaştığını söyleyebilirim.

It can be understood from the statements in the researcher's diary that "I also felt that the students had a little difficulty in the activities of caricature and visual creation" and that the students had a little difficulty in performing the authentic task. The researcher attributed this situation to authentic tasks being unaccustomed to activities by students.

Expressing the basic needs and desires reflected in the learning process by the high-level thinking standard within the scope of the explicitly expressing component can be regarded as a normal situation for students to both have fun and have difficulty in the authentic task activity. Because expressing a learned subject with cartoons may have been fun for students considering the developmental period. However, producing a meaningful and original learning product by synthesising information requires the use of high-level cognitive skills. It can be considered as a normal situation for students who have just performed such activities to have difficulty.

Within the scope of expressing clearly, the high-level thinking standard has also been observed in the activities carried out in the context of the problem of Ahmet's careless use and waste of resources. The studies created by students in the name of waste prevention and the sections from the presentation of these studies are given below.

Sample Contact Cross:

Researcher: Yes, who wants to present his work?

S28: I made a song; I am a teacher. But I will read your word.

Researcher: ok

S28: Let the waste be over. The waste is over. Come on, not everyone wasted. Do not waste it. Let the taps turn off. Turn the lamps off. Let everyone know the value of water and electricity. Get conscious. Be careful. No more waste. Life goes on.

Researcher: Thank you.

S6: My teacher wrote a poem. The name of my poem is avoiding waste; Don't waste, avoid waste, do not waste water, electricity and many other things, turn off the light when you leave the room, turn off the water while washing your hands, take as much food as you can, don't waste, avoid waste.

Researcher: Incredibly good yes, who else will present his work to his friends?

S23: My teacher, I made a song. I will sing in the form of a song.

Researcher: Okay.

S23: Do not drain the water, do not leave the tap open. If your bill is too much, you spend money in vain, it will be insignificant and then you cannot get what you need. You will be sick and then your mother will be sad. Dad do not leave the light on. Do not waste money. Everyone gets sad then.

Researcher: Who else will present his work?

S15: *I am, teacher. But mine is cartoon.*

Researcher: *Okay, submit.*

S15: *There is a child. His brother comes and says to his brother, my brother, I think turn off the tap. Why does his brother call him brother? His brother says to him; because water is wasted and wasted.*

Researcher: *Who wants to get a good last word?*

S1: *Do not run the water in vain, do not open the water in vain in your home life or school life. You know that Turkey might have problems regarding water sufficiency. Close the water you see open. Do not leave the water open while brushing your teeth and we will win. Turkey wins as well.*

As can be seen in the sample communication section, it is seen that students write songs, poems, articles, create cartoons and present them to their friends to prevent waste. It can be said that the students created an original product based on what they knew. In this respect, the high-level thinking standard of authentic learning within the scope of the expression component is reflected in the learning process. Some examples of cartoons that students present to their friends are presented below.

Student Worksheet



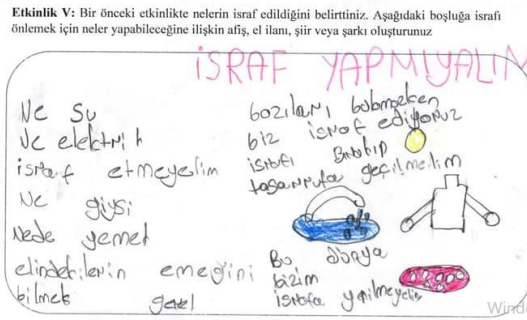
As can be seen in the study, the student with the nickname S5 addressed the issue of wasting water in the slogan and image he created. Accordingly, it was stated by the student in the slogan that excessive water waste would cause destruction of the world. In addition, it is seen in the image that the world's water resources are depleted due to wasted water. Based on what he knows about waste, the student has created a new and original product and presented his work. Thus, it can be mentioned that the high-level thinking standard is reflected in the learning process within the scope of the expression component of authentic learning.

Student Worksheet



S13 drew a picture to prevent waste of electricity and wrote a slogan under it. In the picture made by the student, it is seen that there is a communication process between mother and child. Accordingly, the mother rewards the child who does not waste electricity with verbal expressions. It is seen that the student has developed an original product and slogan regarding waste of electricity. At the same time, the student presented his work to his friends. Therefore, within the scope of the expression component, it can be mentioned that the high-level thinking standard of authentic learning is reflected in the learning process.

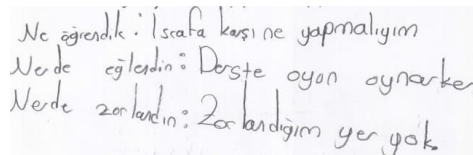
Student Worksheet



S4 wrote a poem on waste. In his student poetry, he dealt with all the waste of water, electricity, clothes, and food. At the same time, the student shared his poetry with his friends. Due to the poem created here and the sharing of this poem, it can be said that the high-level thinking standard of authentic learning is reflected in the learning process within the scope of the expression component.

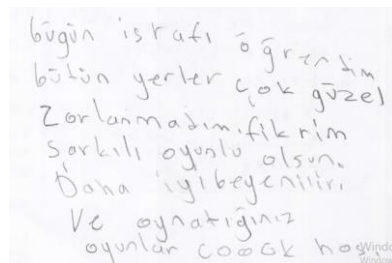
In the authentic task activity, no findings were encountered in the student diaries regarding the activity in which the reflection of the high-level thinking standard to the learning environment was carried out within the scope of the component of expressing clearly. This can be regarded as a remarkable situation. Because it was observed that the students had relatively difficulty in the authentic tasks performed before, and many expressions were found in the student diaries regarding these activities. The reason for not finding any findings regarding this activity may be that the students get used to the authentic learning process, the students are presented with many alternatives related to the authentic task and the students choose one or the game is played before the authentic task activities. In the expressions reflected in the student diaries related to this situation, many findings about classroom games were found. Some of these are presented below.

Student Diary



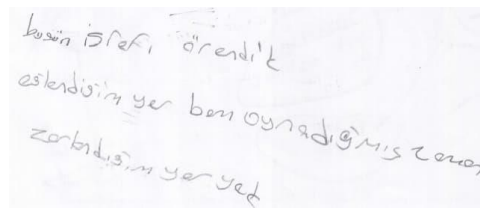
S35 chose to express his views in the student diary as "Where did I have fun: while I was playing in the lesson". From this expression, it is seen that the student has fun while playing games rather than activities.

Student Diary



In the student diary coded S26, "I have a better opinion with songs and games. And the games you play are nice". It is understood that the student looks positively on the use of games in the learning process.

Student Diary



S34 used the expressions "we learned about waste today, when I had fun, when we played the boom game" in his diary. In this respect, it is understood that game activities add fun to the learning process.

Performing game-play activities before authentic tasks may add fun to the lesson, allowing students to relax and perform authentic task activities without getting bored with the lesson. Therefore, it can be said that the students did not need to write their opinions about this task in their diaries.

Findings Regarding the Reflection of the Developing Different Perspectives Component on the Learning Process

Within the scope of the component of developing different perspectives on various stages of the learning process, the reflection of the high-level thinking standard of authentic learning has been realized. These reflections were observed in the communication sections formed during the classroom discussions and student worksheets. Some of these are presented below. The first communication section presented was obtained from the discussions on identifying the problems Syrian war victims experience within the scope of the problem expressed as Hasan and his friends' inability to agree on what the necessities should be when preparing aid packages for Syrian people in need. The communication process between students was observed as follows:

Sample Contact Cross:

Researcher: Yes, guys, just imagine that there is a war like this, and you had to leave your country and come to another country. What kind of problems may you encounter?

S16: If the place we go to is cold, we will be cold there and we will be sick.

Researcher: Why do we get sick?

S16: There is no place to stay.

S34: My teacher, for example, may not have any food. They can starve to death.

S23: My teacher may be a small child because they do not have a place to stay. That little child may encounter dangerous animals and be hurt.

S31: My teacher may be kidnapped elsewhere and beg for them.

P33: My teacher, our clothes may not be as beautiful as they used to be, they may be torn and old. Dressing may be needed.

Researcher: So, returning to the problem in the story, they couldn't agree on what to send, what should the students in the class post now?

S9: My teacher, for example, we have a place to stay, we have food, clothes, and toys. They do not have to send them help like that.

Researcher: What should they send in the first place, do you think toys? What do they need most basically?

S25: Food. S30: Housing. S19: Dress.

As can be seen in the sample communication section, it is seen that the students think in the context of the relevant problem and express their problems as "being cold and sick, being deprived of food and needing clothing because they do not have a place to stay where they go". It can be stated that students make sense of the fact that they cannot meet the basic needs of war victims by establishing cause and effect relationships. In addition, as the students do not have a place to stay, a small child among them may encounter dangerous animals and be harmed. It can be said that he developed different perspectives on the problem by expressing them as "they can miss them and make them beg". Here, it is seen that students can justify, infer, and associate the event with different situations regarding the problems experienced by those who had to leave the region where they lived because of the war. These refer to higher order thinking skills. It can be said that the high-level thinking standard of authentic learning is reflected in the learning process within the scope of developing different perspectives.

The second communication section was also observed in budgeting activities within the scope of the problem of "Selin and his friends' lack of allowance while buying aid materials". The communication section that emerged during the activity to determine the problems that may occur in case of an income and expense imbalance within the scope of the said problem is presented below.

Sample Contact Cross:

Researcher: Incoming money is less than outgoing money. Our expenses are too much. Our budget is deficit. What kind of problems can there be? Discuss it amongst yourself, then answer.

S9: My teacher, for example, we cannot pay our debts at home. The landlord comes and throws us. We may have to stay in a cheaper house.

S25: Our debt will increase. Foreclosure comes to our house. We cannot do anything. We stay out.

S21: If it is a business and uses its own brand. The brand value of this business may decrease.

As can be seen in the sample communication section, the students used expressions such as "the landlord income will throw us out of our house, we can stay at home cheaper, our debt will increase, we will be foreclosure, we will stay outside, the brand value of the workplace decreases" regarding the problem of income less than expenses. Here, some problems that can be experienced by developing different perspectives on the problem have been identified. It is observed that students also make inferences about the problem and the negative consequences that the problem may cause. In this respect, it can be said that the high-level thinking standard reflects on the learning process within the scope of the component of developing different perspectives of authentic learning in this communication section. The students also included examples of the problems that may occur in the event of an income-expense imbalance in the activity in their worksheets. Some of the sample student works are as follows.

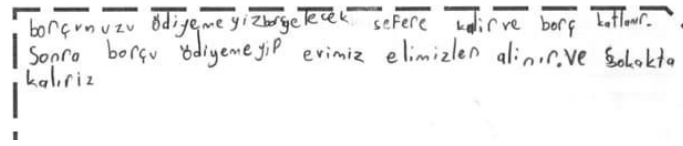
Student Worksheet

Etkinlik II: Sizce gelirin giderden az olması durumunda ne gibi sorunlarla karşılaşılabilir?
Örnekler vererek açıklayınız.

1- Borcumuzu ödeye mayız.
2- Borç katlanır.
3- Bir şeyler alamayız ve isteklerimize para harçmaya mayız.
4- Sağlığımız tehlikeye girer.

It is seen that S24 stated that the income-expense imbalance would cause "inability to pay debts, enduring debts, not getting the desired things, endangering health". In this context, it is possible to say that the student developed different perspectives on the problem in the study. In addition, it is seen that assumptions regarding the problems that may arise when an income-expense imbalance occurs are also made here. In the study in question, it is observed that the high-level thinking standard is reflected in the learning process within the scope of the component of developing different perspectives of authentic learning.

Student Worksheet



S11 also stated that the income and expense imbalance will cause "the doubling of debts". Therefore, it was stated by the student that people could lose their homes or even stay on the street. In this respect, it is seen that the student formed assumptions by giving different examples on the subject in the study. In the study, within the scope of the development of different perspectives component, it can be mentioned that the high-level thinking standard of authentic learning is reflected in the learning process.

The component of developing different perspectives was observed in the activities of determining why there is a need for budgeting within the scope of the problem of "Inadequate allowance of Selin and his friends while buying aid materials". Examples of this situation are presented below.

Sample Contact Cross:

Researcher: Who will tell children why we need to budget.

S11: My teacher, if we do not create a budget, we cannot know where to spend what. We can forget about house rent or something by spending it in the wrong places. Then maybe a lien may come to us.

P33: We can forget what we need, what we must pay. We cannot spend correctly. We make a budget to prevent these.

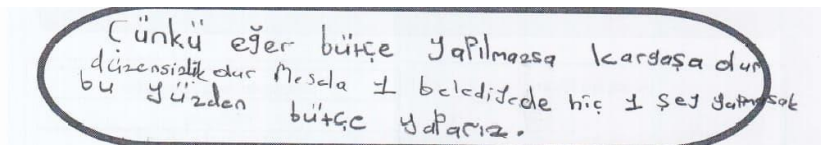
Researcher: Think of a municipality, what will happen if that municipality does not make a budget?

S28: The mayor is dismissed.

S32: He loses the next election.

As can be seen in the sample communication section, the students stated the necessity of making a budget to make correct expenses in terms of individual and institutional aspects and to avoid adversities. On the other hand, it has drawn conclusions and made assumptions regarding the problems that can be experienced if the budget is not made. Revealing results and assumptions about situations indicates high-level thinking. In this respect, it is possible to talk about the reflection of the high-level thinking standard of authentic learning on the learning process within the scope of the component of developing different perspectives. It has been determined that the component of developing different perspectives is reflected in the worksheets. One of them is presented below.

Student Worksheet



S20 stated the necessity of making a budget with the expressions "if the budget is not made, there will be chaos and disorder". It is seen that he expresses the problem that an institution will experience when it does not form its budget as "nothing can be done in a municipality". It can be said here that the student has developed different perspectives and put forward assumptions and results regarding a problem. In this respect, it can be said that the high-level thinking standard of authentic learning is reflected in the learning process within the scope of the component of developing different perspectives.

In the activities carried out in the context of Ahmet's careless use and waste of resources, the high-level thinking standard of authentic learning within the scope of developing different perspectives was reflected in the learning process. Some examples of this situation are presented below.

Student Worksheet

Etkinlik 1: Kanıt I ve II'yi inceleyiniz. Sizce ekme ve su israfı ne tür sıkıntılara sebep olabilir? Örneklerle anlatınız.

Su kıtlığı yaşanır
Ekmek kıtlığı yaşanır
Ekmek siz bir dünya olmaz.
kıtlık olur ölebiliriz
Ağaçlar yok olur tüm canlılar ölür.
Ekosistem çöker.

It is seen that the student coded as S28 stated that there will be a shortage of bread due to the waste of bread and that life will be exceedingly difficult in a world without bread. In addition, the student stated that water scarcity may occur due to water waste. It also revealed that water scarcity will bring about a collapse in the ecosystem. In this context, it is possible to say that different perspectives are developed, assumptions are put forward by establishing cause-effect relationships and various inferences are made. Therefore, it can be mentioned that the high-level thinking standard of authentic learning is reflected in the learning process.

Student Worksheet

ekmek küflerir besulus pazmiz
basuna gider ekşisiz toketisi olur
sarıta biz desijente yapıyoruz
ağaçlardan oksijen alırız ağaçlar
suyla yosun su olmasa ağaç olmaz
ağaç olmasa oksijen olmaz
tıssaa su olmasa hayat olmaz

S4, on the other hand, stated that wasting bread was an unconscious consumer behavior and stated that this would cause the resources not to be used correctly. In addition, it is seen that the student demonstrates that water waste can endanger the lives of living things. In the study, the factors affecting the continuity of life are revealed and inferences are made from specific to general. In this context, the reflection of the high-level thinking standard of authentic learning can be mentioned within the scope of the component of developing different perspectives on the learning process.

Student Worksheet

Su olmasa ölebiliriz ülke ekonomisi zarar sağın
ekmek olmasa enerjimiz tükenebilir
Sağlık sorunlarıyla karşılaşılabılırız btl.k olur

It is seen that S18 addresses the problems caused by the bread and water scarcity from different points such as "running out of energy, encountering health problems, famine, death and damage to the national economy". It can be said that various inferences and assumptions have been created by the student. In this respect, it is possible to talk about the reflection of the high-level thinking standard of authentic learning on the learning process within the scope of the component of developing different perspectives.

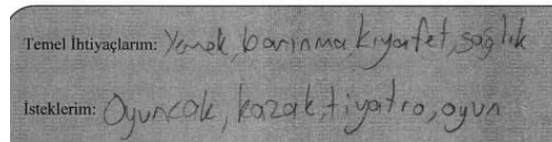
Findings Regarding the Reflection of the Authentic Context Component on the Learning Process

Authentic context can be considered as the relationship of learning to life. At various stages of the learning process, the students associated the information they learned with the life problems, made sense of the problem, and formed the elements that could be used for its solution. Hence, within the context of the authentic context component, the "relation of learning with the real world" feature of authentic learning and the standard of "connection with the outside world" are reflected in various stages of the learning process. Data on these reflections were obtained from student worksheets, communication sections in observations, and the researcher and student diary. Various examples of this situation are presented below. First of all, various examples regarding the reflection of the relation of learning with the real world to the learning process are given below.

In the fourth activity, which was held within the scope of the problem that Hasan and his friends could not agree on what needs should be when preparing aid packages for Syrian people in need, students were asked to consider their own lives and determine their basic needs and wishes. Sample student studies regarding this situation are presented below.

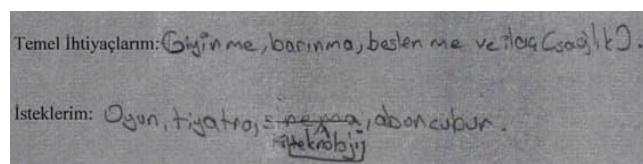
Student Worksheet

Etkinlik 4: Aşağıya isteklerinizi ve ihtiyaçlarınızı yazınız:



S13 evaluated her basic needs in daily life as food, shelter, clothing, and health. The student expressed some of his requests as toys, sweaters, going to the theater and playing games. At this point, while clothing is a need for the student, the request of the sweater reveals that he has a sweater and does not need a sweater. It is possible to say that the student expressed his / her wishes and needs in the activity based on his / her own life. In this respect, the student established a relationship between what he learned in the classroom and life. On the other hand, authentic learning is seen to be reflected in the "relation of learning to real life" feature in the learning process.

Student Worksheet



S22, on the other hand, covered his basic needs for clothing, shelter, nutrition and health; He expressed his wishes as playing games, going to the theater, having fun with technological devices and eating junk food. It is possible to say that this student also expresses his wishes and needs in his own life. As can be seen in the sample student studies, it can be said that authentic learning "relation of learning with real life" is reflected in the learning process in this activity. Because the students established a relationship between what they learned in the classroom and their lives. It is also observed in the researcher's diary that the relation of learning with real life is reflected in the learning process in the activities of distinguishing basic needs and desires.

Student Worksheet

Giderlerimiz	
Gider adı	Gider miktarı
Kira	500 TL
Mutfak	500 TL
Yakıt	300 TL
Elektrik	100 TL
Su	50 TL
İnternet	200 TL
Doğal gaz	300 TL
Okul	1450 TL
ev kiradisi	3500 TL
	4500 TL
	3500 TL
	1000 TL

The student with the nickname S30 formed the budget of his family. Accordingly, the income and expenditure items of the family were written and the budget was created by revealing the difference between income and expenditure.

Student Worksheet

GİDİRLERİMİZ	
GİDERİN ADI	GİDERİN MİKTARI
KİRA	X
MUTFAK	800
YAKIT	100
ELEKTRİK	150
SU	50
ULAŞIM	250
EĞLENCE	X
GİYİM	100
Okul Harçlığı	25
SAYILIK	50
Gazete Dergi	X
TAKSİT	940
Diğer giderler	100
TOPLAM 3.500	2.565
	500
	2500
	2335

In the study that the S26 family formed the budget, he calculated the items of expenses. The amount of income is also written in the budget. It is seen that the difference between income and expenses is calculated.

In the individual and family budgeting activity, a relationship was established between the information learned at school and life, and the students learned to create an item such as budget to be used to balance income and expenditure. In this respect, authentic learning's "relationship of learning with life" is reflected in the learning process in this activity. This situation is observed in the statements in the researcher and student diary.

Researcher Diary

24/04/2021
 Bugünkü ortak öğrenme sürecinde öncelikle bütçe yapmanın gerekliliği konusunda tartışmalar yaptık. Öğretmenlerin ve banyoların neden bütçe oluşturması gerektiği üzerine farklı fikirler ortaya koydular. Bunun yanında gelir gider dengesiyle devamında yaşanacak sorunlara ilişkin farklı bakış açıları tartıştık. Akşam ve dışarıya gidenler, Arzu'dan ortaklık projesi olarak öğrencilere ailelerinin ve kendilerinin bütçelerini oluşturmalarını önerdim. Öğretmenler her şeyi bütçeyle yapmak da aile bütçelerini oluşturduklarını. Böylece okulda öğrenilen bilgiler günlük yaşamın bir alanında istenilince kullanılacak bir durumun geldi.

The statement “the information learned at school has become functional in a field of life” in the researcher's diary regarding budgeting reveals that authentic learning reflects the “relation of learning with life” feature on the learning process.

As stated above, budgeting is an authentic task in the learning process. It has been observed that there are many opinions about the authentic task in the student diaries. As a result of the analysis of the expressions in the diaries, although it was seen that the students had quite positive opinions about the authentic task, some negative opinions were also found. Sample diaries regarding this situation are given below.

Student Diary

Bugün ben sosyal bil. dersinde bütçeyi gelir ve giderleri öğrendim öğrendim yer: kendi gelir ve giderlerini yazarak çok eğlendim ve bizim sınıfta sorularla yardım verdiğimiz.

In the student diary coded S20, he used the expression “where I had fun: I had a lot of fun writing my own income”. Here, it is understood that the student has fun while doing the task of creating an individual budget.

Student Diary

Bugün bütçe yapmayı öğrendik çok eğlendik çok eğlendik.

In the S2 coded student diary, “today we learned how to budget. It was very nice; I had a lot of fun. It can be said that the student found the authentic task beautiful and fun.

Student Diary

Bugün bütçe yapmayı öğrendik. kendi gelir ve giderlerimi yazdık. benim hoşlandığım yer 3. etkililiği ve de 1. az zorlandım verdi.

About the authentic task, S6 said, "Today we learned how to budget. The activity I liked was the 3rd Activity and it was the place where I had a little difficulty" in his diary. In this respect, it can be understood that the student has fun while performing the authentic task, although it is a little difficult.

Some of the students also expressed negative opinions about the authentic task in their diary. One of them is presented below.

Student Diary

herseyde öğrendim çünkü etkinlikte sıkıldım çok kötüydü benim için öğrendim

The student with the code of S25 said, "I enjoyed everything. I was bored in the 3rd activity because it was bad" he wrote in his diary. It is understood that the student found the authentic task boring.

In the authentic task activity, where the relationship between learning and life is reflected in the learning process, it is possible for students to learn and create an item that can be used to solve life problems. At the same time, it is possible to express that the students are active in order not to have life problems. It is an expected situation that students will be forced and bored in the process of thinking on the solution of a problem, understanding it and taking action to solve it. However, negative opinions about the said situation are relatively less than positive opinions. In this respect, it is possible to say that although the authentic tasks are a bit difficult for students, performing them has a positive effect on student views in general.

"The relationship of learning with life" is also reflected in the activities carried out within the scope of "Ahmet's careless use of resources and waste". Examples are given below.

Student Worksheet

Etkinlik II: Kanıt III'de elektrik israfına yönelik bir haber bulunmaktadır. Sizin çevresinde elektrik israfı oluyor mu? Bu konuda neler söylemek istersiniz?

	Evet elektrik israfı çevremde oluyor. Başlıca:
	1) İnternet her zaman açık.
	2) Odadan odaya ışık açıyorum.
	3) Annemlerin iş yerinde sabah her zaman açık.

The student coded as S31 established a relationship between the authentic context and his own life by stating where he wasted electricity in his close environment and where he wasted. Here, it can be mentioned that authentic learning has the feature of "learning is related to life".

Student Worksheet

KİŞİLER	Örnekler
Toyze	Elden çıkarken ışığı ve televizyonu aşık.
Yenge	Odadan odaya giderken ışığı açmıyor.
Kuzen	Telefonun şarjı varken şarja takıyor.
Amca	Arabası etektirlikli ve farları hep açık.
Yiğen	Uyutken ışığı açık bırakıyor.
Abim	Bilgisayarla oynarken şarjı varken şarja takıyor.

The student coded as S3, on the other hand, established a relationship between the authentic context and his own life experiences by presenting examples of how people in his immediate vicinity waste electricity. In this respect, it is possible to say that the feature of the relationship between learning and real life is reflected in the learning process.

Within the context of the authentic context component, the standard of “connection with the outside world” of authentic learning means that students think about a life problem, make meaning or act based on their knowledge and experience. Within the scope of the authentic context, the standard of “connection with the outside world” is reflected in the learning process, mostly in the form of thinking and making sense of real-life problems, based on what students have learned. In addition, the students were given the task of preventing waste in their environment. With this task, the students applied the knowledge they learned outside of the classroom and took part in activities. Some of the examples in which the standard of connection with the outside world is reflected in the learning process are presented below.

The standard of connection with the outside world was reflected in the learning process when the students were asked what materials they would like to send to the refugees if there was a campaign within the scope of the problem that Hasan and his friends could not agree on what the supplies should be while preparing aid packages for Syrian people in need. Sample communication section is presented below.

Sample Contact Cross:

Researcher: Yes guys, let us imagine we are doing a charity campaign. Who will tell you what would you like to send to Syrians now?

S28: I would send money, food, medicine, caravan, clothes and love, teacher.

Researcher: Yes, incredibly good. Any other idea.

S27: Blanket, food, drink, warm clothes, first aid box.

Researcher: Okay.

S20: Clothes, food, stove, money, house.

As can be seen in this communication section, it can be observed that, based on the discussions and visual evidence, students express the needs of Syrian war victims as money food, medicine, caravan, clothes, blankets, drinks, and love. Although those other than love and money are considered as necessities, it is possible to say that these two elements are considered by students as basic needs in the situation. Based on what they learned about basic needs, it can be said that students express their views on what can be done to solve a problem and infer certain meanings. In this respect, it is possible to say that the standard of authentic learning “connected with the outside world” is reflected in the learning process. This situation was also seen in student worksheets.

Student Worksheet

Etkinlik 1: Sevgili çocuklar yukarıdaki görsel kanıtları inceleyiniz ve size göre Suriyeli çocukların yaşadıkları sorunlar neler olabilir?

Yasadıkları sorun: Yemek yiyemiyorlar, ev alamıyorlar, kıyafet alamıyorlar, Suriyeli lece yardım göndermemiz gerekir.
Suriyelilerin ihtiyaçları: Yemek, kıyafet ve ev gerekir.

Based on the evidence, it is possible to see that the student coded as S31 interpreted the problems of Syrian children victims of war as feeding, not being able to shelter, and not being able to find clothes, and that he inferred a meaning about this situation by using the phrase “we need to send aid to Syrians” regarding these problems. The student's individual understanding of a life problem based on what he learned at school shows us that the standard of authentic learning “connection with the outside world” is reflected in the learning process.

The standard of connection with the outside world was observed in the activity of determining what to say to the mayor about the aid campaign carried out by a municipality to prevent waste of clothes within the scope of Ahmet's careless use of resources and waste. The communication section regarding this situation is presented below.

Sample Contact Cross:

Researcher: Look guys, what would you like to say to the mayor about this campaign by a municipality where an aid campaign was organized? Discuss it between you. Let us talk later.

S20: Firstly, I thank the mayor. Quite useful for people. But this is an event that only happened in Antalya. It should be in all our cities.

Researcher: So why do you think it is useful?

S20: For example, there are too many dresses that we do not wear. We don't use it. But some need it. It is delivered to them this way. So, it is nice.

Researcher: Yes, different.

S28: The activity is good; I would say I liked it very much. Because not everyone can buy clothes. If I had it, I would give you a plaque.

S35: Your activity is nice. Because it prevents waste of clothes. I think I need to spread all over the world not only in Turkey.

In the communication section presented, regarding the campaign carried out for the purpose of preventing waste of students, "It should be very useful for people and in all our cities, the excessive clothes that we do not wear are delivered to those who need it", "The activity you do is nice. I think it should be not only in Turkey but all over the world "" Everybody cannot get clothes; I'd give him a plaque if I could "learn from authentic expression of connection with the outside world standards may be mentioned reflection of the learning process. Because the students have made a connection with the world outside the classroom by expressing their opinions about the necessity, importance and benefit of the campaign carried out to solve the problem that can be considered as a social problem such as garment waste.

After this discussion, the students expressed their opinions on the worksheets. Sample student work related to this is given below.

Student Worksheet

ETKİNLİK III: Kamit IV 'de giysi israfını önlemek için bir belediye etkinliğine yer vermiştir. Belediye başkanına bu etkinlikle ilgili neler söylemek istersin?

Ben bu fikrine kahkaha söyledim. Ve bu uygulamanın her yerde yapılması gerektiğini belirttim. Ve bu fikri için ona teşekkür ederim. Çünkü bu fikri sayesinde aile ekonomisine, ülke ekonomisine katkıda bulunuyoruz.

The student with the pseudonym S33 stated that he agreed with the campaign idea in question and that he would express to the mayor that such campaigns should be carried out everywhere. The student also emphasized that such campaigns contribute to the family and the economy of the country. It can be mentioned here that there is a standard of connection of authentic learning with the outside world. Because, based on the information he learned in the classroom, the student made sense of a social problem such as waste and revealed his views on the aid campaign carried out on this problem.

After the activities related to the clothing campaign, the students expressed what was wasted in their immediate surroundings in the fourth activity. In addition, after this activity was done, the students were given the task of determining the wasted things in their environment and preventing this waste. The students shared their practices regarding this task with their next classmates. The sample communication section for this is as follows:

Sample Contact Cross:

Researcher: Yes, children! Who did do something to prevent waste and what have they done to prevent waste? Who would like to share what they have done with us?

S26: *My teacher, the taps were open five times, I turned them off.*

Researcher: *Where were these?*

S26: *My teacher, two at our home, one at my friend, and the other two at the restaurant. My teacher, I also noticed that the electricity was turned on too much in our house. For example, let me give an example, my uncle will come too late. For example, he always leaves the light on. Guests come, for example, there are two lights in our corridor, two of them stay on because they are afraid. I shut one up.*

S2: *My teacher, I always turned off the taps in the washbasins in the school.*

In this activity, it was observed that the standard of authentic learning and connection with the outside world is reflected in the learning process. Because the students took action to solve a problem that exists in life with what they learned at school to solve a social problem such as electricity waste. This situation was reflected in the researcher's diary.

Researcher Diary

Öğrencilerde 09/05/2019
Bu dersle öğrencilere ~~avustralya~~ imat olan şeyleri
önlene adına neler yaptıklarını ibtilin
önceki dersle verdiğimiz görevleri öğrenciler
onlattılar. Bunları evlerinde nelerin israf olduğunu
ve bunları önleme adına neler yaptığını
okullarda israfı önleme adına neler yaptığını
anlattı. Bunun yanında öğrencilere şantiye çalışmaları
olarak ~~israf~~ israf önleme adına çizmeler, sığınaklar
afis vb. gibi çalışmalar verdim. Öğrenciler
bu görevi yaptılar. Okullarda pisual çizim, zander,
görseller ve afisler oluşturdular.

It is understood from the statements in the researcher's diary that "some of them talked about what wasted in their homes and what they did to prevent them, and some of them told what they did to prevent waste at school." It is possible to state that the standard of connection of authentic learning with the outside world is observed in various stages of the learning process in the communication sections in classroom discussions, researcher diary and student worksheets.

Findings Regarding the Reflection of the Expert Assistance Component on the Learning Process

The activity carried out within the scope of the expert assistance component is the presentation of the aid activities of the Red Crescent to Syrian war victims. During this presentation, an interactive dialogue process between the expert who made the presentation of the aid activities of the Red Crescent and the students took place. Related sections are presented below.

Sample Contact Cross:

Expert: *Children are people who did not just buy a house with this collected money. With this collected money, they met the basic needs of people. They gave education to poor children and they tried to meet all their needs, from clothes to shelter, to eating and drinking, with this collected money.*

S15: *How much money has been donated*

Expert: *Right? A lot of money. So, guys, why do you think more money might have been spent in the southern provinces?*

S11: *Because there are more Syrians there.*

Expert: *Yes, there are more Syrians in the southern regions. Therefore, most of the money lying on the Red Crescent card was spent in these provinces.*

S17: My teacher, Syria is close to there, so more money was spent on Syrians in those provinces.

Expert: Yes, Syrians stayed there longer because our border is between Syria and those provinces.

In the sample communication section, it is seen that there was an interactive dialogue process with the students, where the Red Crescent representative gave information about the aid provided to the war victim refugees, and the students tried to answer the questions asked about the aid. In the continuation of the presentation, another example of the communication process between the students and the Red Crescent representative is presented below.

Sample Contact Cross:

Expert: Children, as you can see, 60% of the donations were spent on children which means more than half. It is spent on their education, shelter, food, drinking and adaptation to our country.

S23: My teacher, what is the donation number of the Red Crescent?

Expert: 168. Those who want to donate can call these places. He can make donations and donations from his own means.

S3: Donating is a good thing.

Expert: Yes children, aid to these children is carried out in partnership with UNICEF.

In this communication section, it can be said that children want to learn the number used by the Red Crescent for donation and they see it as a good thing to donate. After this discussion, the idea of helping Syrian refugees started to mature gradually among students. In this respect, it can be stated that the expert presentation was quite effective in the aid campaign activity in the authentic learning process. This situation can also be seen in the expressions in the student diary.

Student Diary

yeni alınan bilgisayar yeni beni eğlendirdi. Türk kızıl ayı konusunda eğlendim ama onlara bende bağış yapmak istiyorum.

It is understood from the statement "I also want to donate to them" in the diary of S11 that he was affected by the aid activities carried out by the Turkish Red Crescent regarding Syrian refugees. In addition, some students expressed their thoughts on the activities of the Red Crescent in their diaries.

Student Diary

Bugün ne öğrendik?
Kızıl ayın nasıl çalıştığını.
Hani ti öğretmenimizin anlattıkları çok sevdim.
den öğrendi.
Türk kızıl ayını öğretmenimizin anlatarak yapılan bağışları çok sevdim.
anlatıyor. jordan göze eşit olarak yapılan bağışları çok sevdim.

With the presentation made by the Red Crescent representative, S22 stated that she learned how the Red Crescent works and evaluated the donations made as good.

Student Diary

Bugün tüm etkinliklerde eğlendim. Kızıl ay hakkında da bilgi edindim. Kızıl ay çok önemli. Hocaya teşekkürle bitir.

It is seen that S28 learned about the Red Crescent after the presentation and stated that the Red Crescent is an important institution. It is understood from the statements in the diary that the student cares about the aid activities provided by the Red Crescent to Syrian refugees.

Based on the findings in the in-class communication sections and student diaries, the expert's contribution to the authentic learning process has been in the form of learning about the activities of the Red Crescent, giving importance to the donation and aid campaigns made by the Red Crescent, and providing the idea of helping Syrian refugees in students.

Findings Regarding the Reflection of the Reflection Component on the Learning Process

The reflection component of authentic learning was observed more clearly in the statements in the students' diaries after authentic learning activities on the issue of identifying the problems and needs of Syrian war victims were conducted. The reflection examples of the students based on what they have learned are given below.

Student Diary

Bugün Suriyeliğin durumuna üzüldüm.
Bugün Sosyal B dersinde Suriyelilerin yaşamını öğrendim. Ve çok üzüldüm. Suriyelilere yardım kampanyası olursa o kampanyaya katılıırım. Burak arkadaşımın şikri çok güzel. Bu konuda his zorlanıyorum ama.

S13 stated in her diary that she learned about the problems Syrian war victims experienced and was sorry. Besides, he stated that if there is a campaign, he will help them. Here, it is seen that the student makes emotional reflections based on what he has learned.

Student Diary

Ben bugün sosyal bilgiler dersinde çok üzüldüm çünkü Suriyeli çocukların öyle halleri insanı çok üzüyor evsiz, emsalsiz, elbisesiz, mesela biri hastalansa ilaçları yok. Biz istersek her istediğimiz şeyleri ama onların hali dedi başka şeyler. Aclar gidilerini çok bir çaba ile bulamazlar ama biz restoranlara gidilerince ucuz olan şeyleri keske benim bir imkan olsaydı ve onlara donan, yastık, battaniye, uykü, talana, demek, çiyisi verebilsem. Ashula Teim insanlar birleşip bir kampanya hazırlasaydı onlara verebilir.

In his diary, S20 expressed the distress of Syrian war victims as "homeless, without food, without clothes, and if they get sick, they do not have medicines", and compared their situation with their problems as "we do whatever we want, but their situation is different" In addition, the student stated that he wanted to help them with the expressions "I wish I had a chance and I could give them a duvet, pillow, blanket, sleeping bag, food and clothing" but his situation was not suitable. However, he stated that people can help them by organizing a campaign. In this respect, it can be said that the student wants to make an aid campaign for Syrians by reflecting on what he has learned.

Student Diary

Neler öğrendik?
 Suriyelilerin yardıma ihtiyacı duyduklarını öğrendik.
 Öğretmenimizin anlatığına göre surlular ihtiyacıları vardır.
 İhtiyaçları; barınma, beslenme ve giyecek olduğunu öğrendik.
 En sevdiğim etkinlik onların barınma vb.
 Biraz da onları üzelmiz olabiliriz.
 Ama başta yaptığımızda sevecenliklerini unutmuyoruz.

S22 stated in his diary that “We learned that Syrian children need help, they need shelter, nutrition and food” and stated that children who are victims of war are not able to meet their basic needs. It is understood from the statement “but I hope that they will love it if we donate” in the student's diary makes sense that war victims need help. Based on the statement “I may be upset for them a little bit”, it can be said that he understands that people who are not able to meet the needs of the student have a lot of difficulties and therefore makes emotional reflections on their situation.

Student Diary

Tüm etkinlikleri beğendim ve surlulara çok üzeldim onlara yardım edelim yardım etme ihtiyacı duyuyorlarmış empati kurmam gerek ki

S27 expresses “I am very sorry for Syrian children, let's help them” and his feelings and thoughts about Syrian children deprived of basic needs are included in his diary. It is seen that the Syrians who are not able to meet the basic needs of the student make sense that they need help and want to help them. In this respect, it can be said that the student made reflections on the solution of a problem based on what he knew.

Student Diary

Suriyelilerle ilgili görseli beğendim
 Suriyelilerin kıyafeti yoksul barınacak
 yerleri yok yemeleri yok
 Bizler yemek buluyoruz beğeniyoruz
 Onlar yemek bulamıyorlar

S9, on the other hand, expresses the needs of Syrian victims of war for necessities with the expressions “Syrians have no clothes, no shelter, no food”, and the statements “we find food, we do not like it” compare the situation of Syrians with their situation. Here, it is possible to say that the student made a comparison between his own situation and the Syrian war victims based on the information about basic needs.

Findings Regarding the Reflection of Structured Support and Cooperation Components on the Learning Process

At various stages of the learning process of the authentic learning process, the teacher provided the necessary support to the students when needed and the students worked in cooperation. However, the reflection of the two components on the learning process was observed in the campaign to help Syrian war victims. Sample communication sections and images regarding this situation are presented below.

Sample Contact Cross:

Researcher: Children, the Red Crescent is helping Syrians, or should we organize an aid campaign? We give the money we collect for evening dresses from the Red Crescent. Say what?

Whole class: Yes teacher.

Researcher: So how do we raise aid? Who has an opinion on this?

S31: We can bring it from our house.

S6: We can collect it from our pocket money.

S7: We throw it in the class money box.

S9: We can give our less used items.

S26: Basic need. We take the materials and make parcels.

Researcher: So, what does it take to create this parcel?

The whole class: Money, money ...

Researcher: So how do we collect the money?

S26: Let us save from our pocket money and put it in the class money box.

Researcher: So, for three weeks from now on, let us take some from our pocket money and put it in the piggy bank? So, let us make a budget, get our basic needs, let us put the rest into the moneybox.

S32: Teacher, should I assign it now?

Researcher: No, not now. Let us put our coins in the piggy bank at the end of each day. Let us save it for three weeks, then no matter how much. Let us create a help package.

S32: Is it like a Ramadan package?

Researcher: Yes, like him.

S26: Teacher, can we bring it in clothes?

Researcher: I think let us create a food parcel. What do you guys say?

Whole class: Let us collect it in clothing. We make parcels that too.

Researcher: Then it could be in the outfit.

As can be seen in the communication section, the teacher assumed the role of a guide in the development of the idea of helping Syrian war victims and in the process of determining the types of aid to be collected by the students, and even though his own idea was only food aid, he also respected the idea of providing clothing aid to the class. Thus, a food and clothing aid campaign was launched, in which the whole class would work together. During the fundraising period, the researcher also tried to contribute to the campaign and participated in the money saving activity for the students in the money box. The communication section regarding this situation is as follows:

Sample Contact Cross:

Researcher: Where are the kids piggy bank? Can I put the remaining money from my budget into the piggy bank? Are you guys beating too?

Whole class: We're throwing, teacher. Piggy bank in the green closet.

S17: My teacher, let us count how much money we have saved?

Researcher: No, we will open the piggy bank in three weeks. Children! do not push yourself too hard so that we will save money. We will take the basic needs from your pocket money and put the remaining money into the money box.

S6: My teacher has increased my three liras today. I threw it.

As can be seen in the sample communication section, the students used some of their pocket money for their basic needs during the fundraising campaign, increased the remaining amount and contributed financially to the campaign. In this respect, the standard of connection of authentic learning with the outside world was reflected in the learning process during the aid campaign. In addition, as stated above and understood from the communication sections, this campaign has been a fundraising activity carried out in cooperation with the whole class. In this respect, the reflection of the collaborative working component of authentic learning can also be mentioned in the learning process. A help card was created from the money collected for three weeks, and the clothes were packed and delivered to the Red Crescent representative. The image regarding this situation is presented below.

Presentation of Aids Collected



As seen in the photo, the students handed over the aid cards and clothes collected to the Red Crescent representative to be given to the Syrian families who were victims of the war. The Red Crescent representative took note of the aid received and took them to the relevant center of the Red Crescent to be given to a victim Syrian family.

Conclusion and Discussion

According to the findings of the study, it was seen that the high-level thinking standard reflected in the learning process within the component of developing different perspectives and expressing them clearly. Here, it was determined that the students reasoned from the evidence, made meaning and conclusions by establishing cause-effect relationships, developed various assumptions, reasoned from specific to general, and synthesized the available data about a situation and produced original products. Elder and Paul (2007) state that analytical thinking is based on assumptions and deductions. Synthesis skill corresponds to the creation step in the renewed Bloom taxonomy (Tutkun & Okay, 2012). In this respect, it is possible to say that authentic tasks and evidence-based activities encourage students to think at higher levels. It can also be seen in the results of various studies that authentic learning can activate higher-order thinking skills. For example, Kearney and Schuck (2006) found that authentic learning improves primary school students' higher-order thinking skills, and Doğan Dolapçioğlu (2015) found that authentic learning scenarios improve the critical thinking skills of fifth grade students. Flanagan (2014) found in his study that problem solving, and critical thinking skills were acquired by students through authentic learning. Similarly, in the study conducted by Yeen-Ju, Mai, and Selvaretnam (2015), it was observed that authentic learning improved students' critical thinking, problem solving, and creative thinking skills. Baştürk (2019) found that authentic learning

approach in the Social Studies course contributed positively to students' critical thinking skills. In addition, various studies have shown that students' higher-order thinking skills are also improved in evidence-based teaching practices. In a report published by the National Archives and Records Administration (NARA, 2005), it is stated that evidence-based teaching improves students' critical thinking skills in the process of learning history subjects. Patterson, Lucas, and Kithinji (2012) and VanSledright (2011) similarly revealed that processes such as evaluation, justification, and inference that occur in evidence-based activities improve students' critical thinking skills. In addition, Güngör Akıncı and Dilek (2012) observed in their research that evidence-based activities improve students' analysis and creative thinking skills. In this context, it can be said that there is consistency between the findings of this study and the findings obtained separately in authentic learning and evidence-based learning studies. In addition, according to the research findings, evidence-based activities used within the scope of authentic learning improved students' skills of looking at problems from different perspectives. In the studies conducted by Gürdoğan (2014) and Gündoğan (2017), it was determined that authentic learning developed different perspectives of the participants. According to Sağlam and Bilgiç (2018), the use of evidence in the learning process enables students to work on different evidence and develop different perspectives. In this context, it is possible to say that there is a similarity between the findings of the research and the results of the studies conducted in the related literature.

In this study, it was observed that the expert performance component was reflected in the learning process. The expert presented the information contained in the evidence-based reports on the assistance of the Red Crescent to Syrian refugees. This presentation provided the idea of help for the students and the students took action to realize this help. In the research carried out by Yıldırım (2020), students benefited from the expert as a different source in defining life problems in the Social Studies course. In Gündoğan's (2017) study, the expert performance was reflected in the learning process and the students had various knowledge and experiences about the reflection of the knowledge they learned at school on life.

The use of evidence-based activities in the authentic learning process has enabled students to notice the problems in their immediate environment and to take some steps to solve the problem. In the given authentic tasks, the students worked on solving the problems. Thus, within the context of the authentic context component, the "connection standard with the outside world" and "learning related to life" feature of authentic learning was reflected in the learning process. At this point, the students shared their experiences about life problems and used the knowledge they learned to solve the problems. Similarly, in the study conducted by Palm (2008), it was determined that primary school students use real life experiences in solving life problems in an authentic context. Gregory (2013) observed in his study that authentic tasks enable participants to have real-life experiences. Yıldırım (2020) determined that in the authentic learning process, students use the information they have learned in the classroom to solve real life problems and engage in activities. Doğan (2007) states that the use of evidence-based activities in Social Studies course will provide students with skills for solving daily life problems. In this respect, it is possible to state that the evidence can be used functionally in planning activities according to the authentic context.

In the study, it is also seen that the students work in collaboration, carry out the aid campaign activity in the authentic learning process, and express their ideas and studies openly by presenting them to the class. In the studies conducted by Hamurcu (2016) and Gündoğan (2017), it was determined that students work in cooperation and discuss their ideas clearly while performing authentic tasks. In addition, in the studies conducted by Bekret (2019) and Sağlamgöncü (2016), it was determined that the use of evidence-based activities in the Social Studies course improved the expression skills of students. The discussion environment formed in the classroom with the use of evidence in the authentic learning process contributed to the development of students' expression skills. In this respect, there is consistency between the results obtained from different studies and research findings.

After the idea of the aid campaign was formed among the students in the study, structured support was given to this idea by the teacher. Accordingly, at the beginning of the aid campaign, the

students were given an idea about how the aid would be collected and where it would be covered. Students carried out the continuation of the fundraising process. This support has been carried out in accordance with the stages of the structured support process introduced by Larkin (2008). The teacher contributed to the creation of the idea of help, and fundraising activities were left to the students.

It has been determined that there is a general consistency between the findings of the research and the results of the studies conducted on authentic learning and evidence-based learning. It was observed that the components and characteristics of authentic learning were reflected in the learning process with evidence-based activities used within the scope of authentic learning. In these reflections, students were encouraged to think at a higher level, developed different ideas, presented their ideas, presented original learning products, used the knowledge they learned in collaboration with structured support and expert experiences in solving life problems, established a relationship between what they learned and their lives, reflections about what they learned. In this respect, it can be said that evidence-based learning activities can be used harmoniously and functionally in learning environments with similar work group characteristics, especially in the authentic learning process in Social Studies teaching.

Suggestions and Limitations

In the study, it was observed that the use of evidence-based activities within the scope of authentic learning in Social Studies course can be quite functional. In this respect, teachers and curriculum developers can design such activities in different learning areas of the Social Studies course in learning environments with similar characteristics to the study group. In addition, researchers can work in different learning areas of the primary school Social Studies course by developing evidence-based activities within the scope of authentic learning. The effect of using evidence-based activities on student achievement and learning motivation within the scope of authentic learning can be investigated. In addition, studies can be made for the use of case-based activities, which are shown in different studies, in which the use of Social Studies course is quite functional, in the authentic learning process. Thus, the authentic learning process to be created can be evaluated.

In addition to the important strengths of this research, there are some limitations and shortcomings. The characteristics of the school and study group selected in the study can be considered as the limitation of the study. Since the study group of the study consists of middle-level primary school students in terms of socioeconomic level, it is difficult to say that the results obtained can reflect the schools and students at different socioeconomic levels. Researchers can compare the results obtained by doing research in different working groups in terms of socioeconomic level. In the study, the problems encountered in the action research process and the deficiencies related to the work carried out in the solution section were mentioned. Considering these deficiencies, education plans can be realized. In addition, parents did not participate in the authentic learning process, and students did not make any presentations about their work in the aid campaign, due to the understanding that aid is not clearly provided in our culture. Researchers can make plans considering the problems experienced.

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