

Ekrem Ziya Duman

Prof. Dr. Gazi University,
Gazi Education Faculty, Department of
Philosophy and Related Sciences
Education, Ankara, Türkiye

Aytekin Demircioğlu

Prof. Dr. Kastamonu University, Faculty of
Humanities and Social Sciences,
Department of Philosophy, Kastamonu, Türkiye

Digital skills elements in the curriculum of human rights, citizenship and democracy course

Abstract

The study aims to determine the digital skill elements in the 2024 Human Rights, Citizenship, and Democracy Course Curriculum at the 4th-grade level prepared within the scope of the Türkiye Century Education Model. In this context, the distribution of the relevant skill elements according to the subjects and units was determined. In addition, determining the distribution of these skill elements according to the dimensions of awareness, functionality, and action in the program is among the objectives that must be set forth.

Introduction

Four learning areas and 13 learning outcomes are in the 2024 Human Rights, Citizenship, and Democracy Course Curriculum. There are three learning outcomes in the “I Exist with My Rights as a Child” learning area, 3 in the “Equality and Justice in My Life” learning area, 4 in the “I Am an Active Citizen” learning area, and 3 in the “Democracy in My Life” learning area. The sections in the curriculum where green and digital skill elements are examined are learning outcomes and process components, learning evidence, learning-teacher experiences, and differentiation sections.

Findings

The findings determined in the curriculum within the framework of the purpose of the study are as follows:

1. LEARNING AREA: I EXIST WITH MY RIGHTS AS A CHILD

The statement “A discussion environment is provided regarding why children’s rights are needed by presenting visual or digital evidence” in the learning and teaching practices section corresponds to the awareness dimension of the ability to access and recognize digital information.

The statement “They may be asked to create a “Digital World Children’s Rights Violations Map” regarding children who cannot benefit from their basic rights such as education, health, nutrition, shelter, and who have problems because they have to migrate in the enrichment area of the differentiation section. They may be asked to prepare a public service announcement on the subject. They may be expected to create public service announcements in a short film or a simpler recording.” this corresponds to the functionality dimension of the ability to create and share content for digital environments.

LEARNING AREA 2: EQUALITY AND JUSTICE IN MY LIFE

The statement “After the solution suggestions are presented, students are presented with visual resources such as cartoons, photographs, etc. related to equality.” in the learning and teaching practices section corresponds to the functionality dimension of the skill of making sense of digital information.

The statement “A story is read, or an animation is watched that reflects an unfair situation where equal opportunities are offered to students.” corresponds to the action dimension of the skill of communicating and sharing.

“During the discussion, students are presented with examples from Turkish folk tales, memories, idioms, proverbs, or visual resources that reflect the relationship between equality and justice.” corresponds to the awareness dimension of the skill of accessing and recognizing digital information.

“Through written, visual, or digital resources brought to the classroom by the teacher, students are made to think about equality of opportunity.” is included in the action dimension of critical thinking skills using digital information.

“They may be asked to prepare a digital comic book on the concept of equality” in the enrichment area of the differentiation section. The expression corresponds to the functionality dimension of the ability to Create and Share Content for Digital Environments.

LEARNING AREA 3: I AM AN EFFECTIVE CITIZEN

The statement “Students are shown written, visual or digital sources such as newspaper articles and cartoons related to the rights and freedoms of being a citizen and asked to interpret these sources.” in the bridging section is included in the functionality dimension of the skill of making sense of digital information.

“The teacher presents visuals that can be examples of social interaction and discusses them. The other areas in which we interact with people are briefly discussed, and the subject of interaction in online environments is transitioned.” The statement corresponds to the awareness dimension of the skill of understanding digital communication.

The statement “The teacher shows the class visuals of students who do not waste water, protect natural and historical assets, and fulfill their responsibilities by keeping the environment clean.” in the learning and teaching practices section corresponds to the awareness dimension of the skill of accessing and recognizing digital information.

“Students are asked to write down which applications they use on the internet on papers, crumple the papers, and throw them into the basket brought by the teacher.” The statement is included in the awareness dimension of the skill of understanding digital communication.

“Digital applications such as EBA, e-School, e-Government, e-Pulse and CİMER are mentioned. The concept of digital citizenship is written on the board.” The statement is in the awareness dimension of the skill of understanding digital communication.

“Short case studies are presented by the teacher regarding the situations that need to be considered within the scope of digital citizenship. The case studies should include protecting personal data such as identity information and contact information of oneself and one’s family in the online environment, not

sharing photos, not communicating with people one does not know, informing family elders or teachers when encountering cyberbullying or inappropriate content, checking the accuracy of information accessed on the public network, paying attention to communications established in online environments and not using inappropriate expressions, and content indicating that sites with gov and edu extensions are safe sites.” The statement corresponds to the action dimension of the skill of taking e-security measures.

“As a performance task, students are asked to choose one of the following headings: “My responsibilities to myself in online environments” or “My responsibilities to others in online environments” and to determine these responsibilities by discussing them as a group.” The statement is in the action dimension of the ability to act with knowledge of intellectual property rights.

LEARNING AREA 4: DEMOCRACY IN MY LIFE

The statements in the learning and teaching practices section, “The rules determined by the groups are expressed in written, verbal or visual form.” and “Students are asked to produce a written or visual study that includes their thoughts about Atatürk, who gave the Turkish nation the right to vote and be elected, which is a requirement of democracy, and how having this right makes them feel.” correspond to the awareness dimension of the ability to access and recognize digital information.

Table 1

Distribution of Digital Competencies (DigComp) Reflection Dimensions of the 2024 Human Rights, Citizenship and Democracy Course Curriculum

Grade	Awareness	Functionality	Actionability	Total
4	8	4	4	16

When the findings in terms of digital skills were examined, a total of 16 findings were found in four units. Eight of these skills are in the awareness dimension, 4 in the functionality dimension, and 4 in the action dimension. In this respect, most of the curriculum reflects digital skills in the awareness dimension. Considering the age level, it seems natural that the awareness dimension is included in more programs. When interpreted in terms of learning areas, it is striking that most reflection occurred in the 3rd “I am an Active Citizen” learning area. A total of 7 reflections took place in this learning area. Four correspond to awareness, 1 to functionality, and 2 to action dimension. The learning area in which digital skills are reflected the least in the program is the fourth learning area called “Democracy in My Life.”

Table 2

Distribution of Reflection Situations of Digital Competencies (DigComp) in the Curriculum According to the Components in the Program

Grade	Learning and teaching applications	Differentiation	In the bridge-building section	Evidence of learning
4	12	2	2	0

When the table is examined, it is seen that digital skills are reflected mainly in the learning and teaching practices area in the components included in the curriculum. While it is noteworthy that the number of reflections in the differentiation and bridging areas is two times each, it is understood that there is no reflection in terms of digital skills in the learning evidence. The curriculum's learning and teaching practices component is the section where the learning outcomes are explained in detail and put into practice. Therefore, the high number of reflections here is an expected situation.

Table 3

Distribution of Reflection Situations of Digital Competencies (DigComp) of Philosophy Course Curriculum According to Integrated Skills

Grade	Information and Data Literacy	Communication and Collaboration	Digital Content Development	Security	Problem-Solving
4	9	1	2	2	2

When the table is examined, it is striking that the integrated skill that reflects the most according to the integrated skills of digital competencies is in the information and data literacy section. It is understood that the distribution reflected in other integrated skills is balanced. This distribution is also an expected situation when the class level is considered. At this level, the aim is to provide students with simple digital information and data literacy instead of high-level skills.

Conclusion

As a result, it was understood that the Digital Skills elements were included in the 2024 Human Rights, Citizenship, and Democracy Course Curriculum, mainly in the awareness dimension and by reflecting more on learning and teaching practices. It was also seen that the integrated skill of Information and Data Literacy was used more. Considering these three situations, the student's age levels were taken into account in the program, and reflections were carried out by paying attention to the principles of simple to complex, easy to difficult, and near to far in teaching.

The curriculums prepared within the scope of the Türkiye Century Education Model have a complex structure containing many components. The programs include many skills, values, tendencies, learning outcomes, etc. It is possible to see that specific skills are directly or indirectly reflected in the program. It is possible to say that one of these skills, Digital Skills, is significantly reflected in the curriculum of the "2024 Human Rights, Citizenship and Democracy Course Curriculum". These skills prepare the ground that will make it easier for students to adapt to the changing world more quickly.

REFERENCES:

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