

Reflections of Digital Citizenship on Social Studies Course: Teachers' Perceptions

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Abstract

The social studies course is an effective course regarding raising citizens and is expected to become effective in raising digital citizens. In this direction, teachers' views on the relationship between digital citizenship and social studies course may be important since they are the practitioners of social studies course. For this reason, this study aims to determine the views of social studies teachers on the relationship between digital citizenship and social studies course. In the research, the qualitative basic design was conducted to the study group that consist of 25 social studies teachers working under the Ministry of National Education in the 2022-2023 academic year in Erzincan, Turkey. The data obtained were analyzed using both content analysis and descriptive analysis. As a result of the study, it was found that teachers established a relationship between digital citizenship and social studies course in general philosophy, content, measurement and evaluation, awareness, and daily life. Teachers stated that all sub-dimensions of digital citizenship should be included in the social studies course. However, teachers stated that digital rights and responsibilities and digital literacy should be included in the social studies course the most, while digital health and digital commerce should be included the least. In addition, teachers stated that studies should be carried out by means of curriculum, learning-teaching process, tools and materials, awareness, technological infrastructure, teacher training and cooperation in order to make students acquire digital citizenship more effectively in the social studies course.

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Introduction

Technology, as a rapidly developing and changing field today, has become an important factor affecting human life. This impact has started to change people's lifestyles, habits, and social dynamics by covering many areas from communication to business, from education to health. With the developments in digital technologies, the way people view, and access information has changed, and the concept of time and distance has lost its importance in accessing information due to digital technologies (Georgina & Hosford, 2009). Many concepts in our daily lives have either changed or have emerged. One of the changing concepts is undoubtedly the concept of citizenship (Görmez, 2017). With the changes experienced, individuals have necessarily become indispensable citizens of the digital world (Kara & Atasoy, 2019), and citizenship has taken on a digital structure. The need for citizens to know what they should or should not do in digital environments has led to the concept of digital citizenship (Görmez, 2016). With the increasing penetration of digital technologies into everyday activities, it has become important to understand what digital citizenship is and how it is changing in order to educate citizens better (Choi, 2016). Digital citizenship is an increasingly important issue today. Therefore, learning digital citizenship skills and awareness is an important need, especially for young generations.

There are many definitions of digital citizenship. Digital citizenship is the ability to use technology in a responsible, safe, productive, critical, and social way (Farmer, 2011). It is the ability to master and use the competencies necessary for an individual to actively participate in the culture of online democracy (Richardson & Milovidov, 2017, p. 11). Digital citizenship is a concept that enables individuals to understand what they need to know in order to use technology properly. It is the authorized, responsible, and appropriate use of technology (Digital Citizenship, 2022). It is to know their rights and responsibilities in the digital world, to be able to follow technology, and to use this skill in the citizenship process (Turan & Karasu-Avcı, 2018). Digital citizenship describes the characteristics of individuals' behavior when using digital tools, especially in collaborative digital environments (Searson et al., 2015). This concept emphasizes raising digital citizens who can criticize information sources, act ethically, use technology for the benefit of society, communicate in a healthy way, and encourage correct behavior while online (Karasu-Avcı et al., 2021). Digital citizenship is the ability to use digital technologies to access information, buy and sell goods, communicate, know, and apply health, safety, ethical, and legal rules, fulfill responsibilities, and participate in society in digital environments. As can be understood from all these definitions, it is possible to say that digital citizenship consists of different components and constitutes a whole (Metin & Cin, 2021). Digital citizenship has nine sub-dimensions: digital access, digital communication, digital rights and responsibilities, digital commerce, digital literacy, digital law, digital etiquette, digital health, and digital security (Ribble, 2011).

The most important tool for digital citizenship and its sub-dimensions to become a way of life for today's individuals is education. Educational institutions convey all kinds of information needed about life to the individual through curricula (Görmez, 2017). In this respect, science and technology issues have started to be included in education programs. In Turkey, as in the whole world, technology subjects are included in various course contents at all levels of education. It is important to introduce science and technology topics to students at an early stage (Akgün & Akgün, 2021). Therefore, providing digital citizenship education to individuals

in primary and secondary schools will be an important gain for the future of society (Turan & Karasu-Avcı, 2018).

One of the curricula that undertakes digital citizenship education is the Social Studies Curriculum [SSC] (Görmez, 2017). The Social Studies course is one of the most appropriate courses that can offer change to students due to its multidisciplinary structure and is a course that includes current issues (Kara & Atasoy, 2019). One of the main objectives of this course is to transfer the citizenship skills needed by society to individuals (Görmez, 2017). A social studies course can also be considered a citizenship course because it prepares individuals for life (Karasu-Avcı et al., 2021). The social studies course, including the achievements, skills, and values of different social science disciplines given together in order to provide citizenship to students in every dimension, also has achievements for digital citizenship (Turan & Karasu-Avcı, 2018). For this reason, the social studies course is capable of providing students with the necessary awareness about digital citizenship at the primary school level and meeting their needs (Karasu-Avcı et al., 2021; Metin & Cin, 2021). Therefore, this course is important for raising digital citizens. In this direction, the SSC was updated by the Ministry of National Education in 2018 and was directly affected by the rapid changes in science and technology, the differentiating needs of the individual and society, and innovations and developments in learning and teaching theories and approaches (Dere & Yavuzay, 2019). However, in every period, it is important to make SSC more effective in terms of gaining acquisitions, competencies, skills, and values related to digital citizenship (Aydemir, 2018).

The number of studies on citizenship in digital environments has started to increase rapidly in recent years (Kuş et al., 2017), and many studies have been conducted on the relationship between SSC and digital citizenship (Altun & Bangir-Alpan, 2021; Aydemir, 2019; Görmez, 2017; Kara & Atasoy, 2019; Karaduman & Öztürk, 2014; Turan & Karasu-Avcı, 2018). However, when the studies on social studies and digital citizenship for prospective teachers are examined, Metin and Cin (2021) developed a digital citizenship competency scale for prospective social studies teachers. Ezer and Aksüt (2021) determined the perceptions of pre-service social studies teachers towards the concept of digital citizenship. Çakmak and Aslan (2018) found that pre-service social studies teachers' attitudes towards digital citizenship were more positive as the time spent online increased. Karasu Avcı et al. (2021) determined that pre-service social studies teachers' perceptions of digital citizenship were above the middle level. Zer et al. (2017) found that pre-service social studies teachers perceived digital citizenship as the realization of citizenship work and transactions in digital environments. Aslan (2016) concluded that pre-service social studies teachers' perceptions of digital citizenship were similar. Dere and Yavuzay (2019) stated that pre-service social studies teachers' frequency of e-government use affected their digital citizenship, but the universities they attended, and the average daily internet usage time did not significantly affect their digital citizenship. Yaman (2019) found that pre-service social studies teachers' digital literacy levels, one of the sub-dimensions of digital citizenship, differed in terms of various variables.

When the studies conducted with teachers on digital citizenship are examined Sari (2019) found that the training provided for digital citizenship was effective in improving the digital citizenship skill levels of social studies teachers. Aygün (2019) found that the digital citizenship status of social studies teachers differed according to digital citizenship sub-dimensions. Kilci (2019) found that social studies teachers do not have enough knowledge about digital

citizenship; most of them have not heard of digital citizenship sub-dimensions, and teachers consider the social studies course as insufficient in digital citizenship education. In his study, Görmez (2017) found that nearly half of the teachers did not know the meaning of the concept of digital citizenship. Despite all these studies, more research is needed to better understand the idea of digital citizenship in the literature (Ortega-Gabriel, 2015).

The expectation that the findings obtained in the studies enable researchers to address digital citizenship from a broad perspective and guide researchers in this regard was emphasized (Sari & Taşer, 2018). In the digitalizing world, educators assume the responsibility of developing different skills in students from pre-school to postgraduate education is at an important point with regard to raise generations in accordance with the needs of the age, thus having great responsibilities. It is thought that the description of the concept of digital citizenship has become an indispensable phenomenon of individual life and thus contributes to the literature (Arcagök, 2020). Teachers' awareness of digital citizenship contributes to raise students as conscious and responsible individuals. In regard to how teachers approach their students about digital citizenship, they consider important skills, their thoughts about teaching methods, and tools that can enable different aspects of the subject to be addressed and discussed. This may contribute to the formation of a more comprehensive and rich literature on digital citizenship education. Therefore, the opinions of teachers, as the practitioners of the course, on this issue are important. For this reason, this study aims to examine the relationship between social studies courses and digital citizenship according to the views of social studies teachers. In this direction, the following questions were sought in the study:

1. What are the views of social studies teachers on the relationship between digital citizenship and social studies courses?
2. What are the opinions of social studies teachers about which of the sub-dimensions of digital citizenship should be included in the social studies course?
3. What are the views of social studies teachers on how to help students acquire digital citizenship more effectively in the social studies course?

Method

Research Model

Qualitative basic design was applied in the study. Qualitative studies are about how people make sense of their lives and their world. The primary purpose of qualitative basic design is to reveal and interpret these meanings (Merriam, 2013). The reason for using this design in the study is to examine how social studies teachers make sense of their observations, opinions, and experiences regarding the relationship between the social studies course and digital citizenship. In the study, the experiences of social studies teachers were examined in order to reveal a more holistic perspective of the relationship between social studies courses and digital citizenship, and the opinions of teachers on this issue were revealed and interpreted.

In qualitative research, interviews are one of the most frequently used data collection tools (Yıldırım & Şimşek, 2021). Through interviews, unobservable elements such as experiences, thoughts, attitudes, interpretations, intentions, reactions, and mental perceptions are tried to be understood (Yıldırım & Şimşek, 2021). The main purpose of qualitative interviews is to

address the research topic from the participants' perspectives and to explain why and how the participants form these perspectives. In the study, data were collected through face-to-face interviews using a semi-structured interview form (Gürbüz & Şahin, 2018). In the semi-structured interview form, the interviewer can ask both pre-prepared questions and additional questions to get more detailed information about the subject (Yıldırım & Şimşek, 2021).

Study Group

The study group consisted of 25 social studies teachers working in schools affiliated with the Ministry of National Education in Erzincan province, Turkey, in the 2022–2023 academic year. Descriptive information about the study group is presented in Table 1. Criterion sampling, one of the purposeful sampling techniques, was used to determine the study group. As a criterion for determining the participants in the study, it was accepted that the participants had knowledge about digital citizenship. For this purpose, a form was applied to 65 social studies teachers working in Erzincan province to determine their knowledge about digital citizenship. Afterwards, 25 social studies teachers who had knowledge about digital citizenship were included in the study.

Table 1

Descriptive Information About the Participant Teachers

Gender	(%)	Graduation degree	(%)	Years of seniority	(%)	Place of duty	(%)
Female	48	Undergraduate	84.00	1-10	20.00	Provincial centre	60.00
				11-20	56.00	District centre	28.00
Male	52	Postgraduate degree	16.00	21 and more	24.00	Municipalities	4.00
						Village	8.00
Total	100		100		100		100

In Table 1, descriptive information is presented to introduce the study group. As seen in Table 1, 52% of the participants are male, while 48% are female. While 84% of the teachers have a bachelor's degree, 16% have a master's degree. The seniority of 56% of the participating teachers is between 11-20 years and 60% of them work in the city center.

Data Collection Tools

In the study, a semi-structured interview form was used as a data collection tool. For the semi-structured interview form, five questions about the relationship between digital citizenship and social studies courses were developed by the researcher. Before the questions were prepared, a literature review on the subject was conducted, and necessary preparations were made for the creation of the interview questions. While preparing the questions, it was given importance to ensure that they were suitable for the purpose of the interview and could be easily understood by the participants. An expert (associate professor) in the field of social studies education, an expert (associate professor) with qualitative research experience in the field of measurement and evaluation, and an expert (associate professor) in the field of educational sciences were consulted to evaluate the quality of the questions in the prepared semi-structured interview form and to ensure content validity. In addition, semantic and structural corrections were made to these three questions after the expert opinion. The

interview form was applied to five social studies teachers as a pilot study. The questions were asked for clarity, comprehensibility, serving the purpose, and teachers' suggestions, if any. Simple formal corrections were made in line with the teachers' feedback, and the form was finalized. The following questions were included in the semi-structured interview form:

1. What are your thoughts on the relationship between digital citizenship and social studies course?

2. Which sub-steps of digital citizenship should be included in the social studies curriculum and textbooks?

3. What are your suggestions for students to acquire digital citizenship more effectively in the social studies course?

Data Collection

The required permissions were obtained from the Erzincan Provincial Directorate of National Education and the Erzincan Binali Yıldırım University Educational Sciences Ethics Committee (30.12.2021, Protocol No. 12/08). Before the interview, the participants were informed about the purpose and importance of the study. The participants were informed that the data to be collected would be used only for scientific purposes and that the necessary permissions had been received for the study. An appointment was made with the participants by stating that the interview was based on volunteerism.

At the beginning of the interview, information about digital citizenship and its sub-steps was presented, and the participants were provided with information on this subject. In order to prevent data loss, the interview was recorded with a voice recorder with the permission of the interviewees. During the interview, attention was paid to create an interview environment where the participants could feel comfortable, explain their views sincerely, and establish an appropriate interaction. The questions were to the participants in turn, and no limitations were imposed on their answers. In this way, it was ensured that the participants explained their thoughts on what they deemed important about the subject. The duration of the interview varied between 20 and 30 minutes. The records taken during the interview were transcribed completely and verbatim into a Word document.

Data Analysis

For the analysis of the data collected in the study, the stages of preparing and organizing the data for analysis, reading the entire data, coding the data, creating theme descriptions, linking the themes, and interpreting the meaning of the themes were followed, respectively (Creswell, 2017). In this direction, descriptive analysis was conducted on which sub-steps of digital citizenship should be included in the social studies course. Content analysis was applied on the relationship of digital citizenship with the social studies course and how to teach digital citizenship to students more effectively in the social studies course.

Content analysis is a systematic technique, and the data are summarized through content categories by coding (Büyüköztürk et al., 2018). The aim of content analysis is to identify concepts and relationships that can best explain the data. In this analysis, data with similar characteristics is gathered and interpreted around some concepts, categories, and themes (Yıldırım & Şimşek 2016). In this direction, the relationship between the social studies course and digital citizenship and teachers' views on how digital citizenship can be taught to students

in a better way in the social studies course were analyzed by the descriptive analysis method. After creating a code list from the data collected in the study, categories were formed the codes and themes were formed the categories with an inductive perspective while conducting content analysis by considering the similarities and differences of the codes.

In descriptive analysis, the collected data are interpreted in line with predetermined themes (Yıldırım & Şimşek, 2021). In the descriptive analysis, sub-dimensions of digital citizenship determined by Ribble (2011) were considered as the themes. In this direction, the opinions of social studies teachers about which sub-step of digital citizenship should be included in the social studies course were analyzed by descriptive analysis method. After the analysis, the findings were defined. Analyses were presented and interpreted through tables and figures.

Validity and Reliability Studies

In qualitative research, coding by two or more researchers ensures the reliability of the research (Creswell, 2017). For this reason, the data were presented to two social studies education experts (associate professors) at the stage of determining codes, categories, and themes, and their opinions were taken. The internal consistency between the coding created by the researcher and the coding created by the experts was examined. In order to ensure internal consistency, there should be at least 80% agreement between the coders (Miles & Huberman, 1994; Patton, 2002). The coding process performed by the researcher and two social studies education experts was done twice with a fifteen-day interval. It was determined that the consensus rate between the coding created by the researcher and the coding created by the experts was 89%, and it was seen that the coding was created in a largely similar way. In the coding process, two different field experts were consulted again for 11% of the undecided issues (issues such as which theme and category to include, naming the themes and categories, and shortening the codes in an understandable way). In line with the opinions received, necessary arrangements were made in the coding, and the analysis was finalized.

For the validity studies, the data analysis process was explained in detail, and the examples that were thought to best represent the theme for each of the themes reached in the study were presented in the findings section. Thus, direct quotations were made from the teachers' statements in order to reflect their views. In the examples presented, the names of the participants were coded (T1, T2, T3, etc.), and their names were kept confidential. In the study, the opinions of independent researchers were taken on issues such as the writing of the design and results (Yıldırım & Şimşek, 2021), the accuracy of the description, the relationships between the research questions and the data, and data analysis and interpretation. In order to ensure the external validity of the study, the procedures were explained in detail (Creswell, 2017).

Findings

This section presents findings that reflect social studies teachers' opinions on the relationship between digital citizenship and social studies, which sub-steps of digital citizenship should be included in social studies, and how digital citizenship can be acquired more effectively in social studies.

Teachers' Perceptions Regarding the Relationship Between Digital Citizenship and Social Studies

The themes and categories related to the relationship between social studies course and digital citizenship are presented in Figure 1.

Figure 1

Themes and Categories Related to the Relationship between Social Studies Course and Digital Citizenship

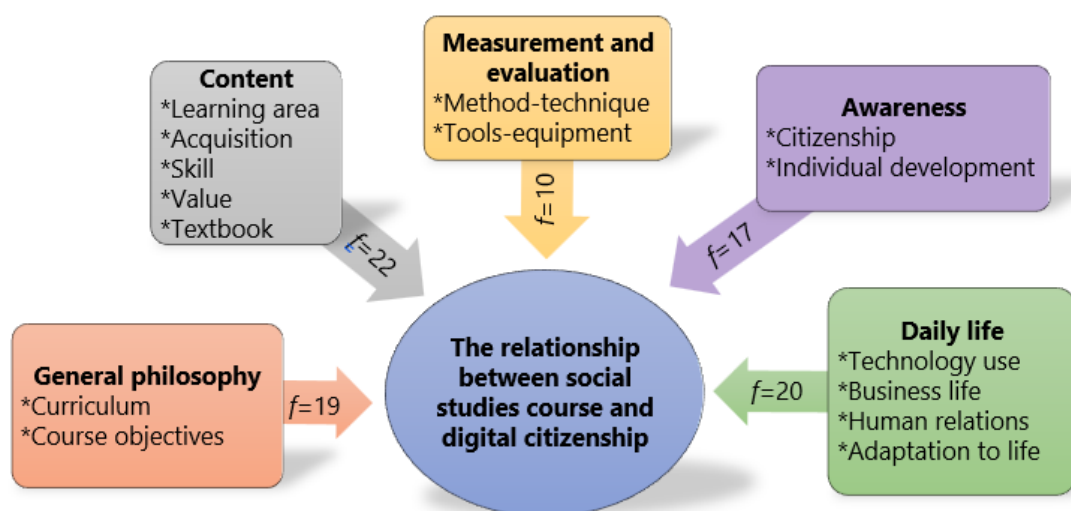


Figure 1 shows the themes and categories of the relationship between digital citizenship and social studies courses according to teachers' views. Teachers established a relationship between digital citizenship and social studies courses, mostly in content ($f=22$) and least in measurement and evaluation ($f=10$). The codes belonging to the themes and categories formed according to teachers' views are presented in Table 2.

Table 2

Teachers' Views on the Relationship between Digital Citizenship and Social Studies Course

Theme	Category	Code
General philosophy	Curriculum	General approach, scope, being in life, adaptation to today's world, concern for human and society, citizenship knowledge, human rights, technology, digital contents and applications
	Course objectives	Adaptation to developments, community participation, socialization, preparation for life, strong society, effective citizenship, rights, responsibilities, and freedoms, raising digital citizens, technology, society and science, using digital platforms
Content	Learning area	Science, Technology and Society; Individual and Society; People, Places and Environments; Culture and Heritage; Production, Distribution and Consumption; Active Citizenship; Global Connections
	Acquisition	Scientific and technological developments, adaptation to the changing world, participation in society, socialization, rights and responsibilities, raising citizens, raising digital citizens, digital literacy, digital and virtual environment, digital applications and tools, public network, digital ethics and security, communication tools

Tablo 2. (Cont.)		
	Skill	Individual development skills, 21st century skills, digital age adaptation skills, online communication, using technology correctly, digital literacy, media literacy, legal literacy, social participation, political literacy, research, financial literacy, entrepreneurship, innovative thinking, decision making, self-control, communication, empathy, critical thinking, problem solving, perceiving change and continuity, using Turkish correctly, beautifully, and effectively
	Value	Diligence, thrift, justice, equity, equality, responsibility, equality, freedom, independence, respect, sensitivity, honesty, scientificity
	Textbook	Everything about human, human and society, socialization, culture, citizenship, digital citizenship, law, democracy, rights and freedoms, children's rights, technology and digital issues, digital concepts, digital literacy, virtual security, cyber security, communication, access to information, invention, scientific ethics, economy, production, and consumption
Measurement and evaluation	Method-technique	Project, homework, performance task, online activities, blog posts, online interviews (EBA, ZOOM), video recording, wiki activity, poster preparation, use of digital platforms
	Tools and equipment	Online assessment tools, web 2.0 tools (Kahoot, Nearpod, Mentimeter), video
Awareness	Citizenship	Active citizenship, digital citizenship, convenience in citizenship transactions, utilization of technology in individual-state relations, conscious use of technology, rights and responsibilities, communication and communication tools, strong society, national unity and solidarity, the basis of social life
	Individual development	Life adaptation skills, well-equipped and resourceful individual profile, proper use of technology, social benefit, looking to the future with confidence
Daily life	Technology use	Digitalizing world, recognizing the digital environment, and using it in line with ethical principles, use of digital tools, responsible and safe internet use, access to information
	Business life	Digitalization, convenience, trade, shopping
	Human relations	Social life, socialization/socialization, socialization in virtual environment, respect, communication, empathy
	Adaptation to life	Effects on human life, everything in daily life, preparation for life, globalizing world, adaptation to the changing world, technological life today and in the future, citizenship in the new age, convenience in citizenship procedures, active participation

Table 2 shows teacher views on the relationship between digital citizenship and social studies courses. All social studies teachers who participated in the study stated that digital citizenship and social studies courses are related. According to teachers' views, there was a relationship between digital citizenship and social studies courses in the themes of general philosophy, content, measurement and evaluation, awareness, and daily life.

When the views of social studies teachers on the relationship between digital citizenship and social studies course are analyzed; in the general philosophy theme, the categories of curriculum and course objectives were included. In this theme, T7: "*Citizenship naturally appears as an area that is evaluated within the scope of the social studies course. Consequently, the concept of digital citizenship is directly related to the philosophy of the social studies course*".

In the content theme, the categories of learning domain, outcome, skill, value, and textbook were emphasized. Regarding this relationship, T17 stated, *"Digital citizenship is very closely related to some of the learning outcomes and topics of the social studies course"*. In the measurement and evaluation theme, method-technique and tools and materials categories were formed. In this theme, T2 stated, *"The use of online assessment and evaluation tools shows that the social studies course is related to digital citizenship. In the awareness theme, citizenship and individual development categories were included."* Within the scope of this theme, T22: *"Social Studies Course is of great importance in raising effective citizens who can use the digital environment. A social studies course creates awareness in students about digital citizenship."* In the daily life theme, the categories of technology use, business life, human relations, and adaptation to life came to the fore. This theme was emphasized by T19: *"Social studies is a course in life. Digital citizenship is related to the social studies course because digital environments are now part of our daily lives."*

Teacher Perceptions About the Relationship between The Sub-Dimensions of Digital Citizenship and Social Studies Course

The findings of social studies teachers on the relationship between the sub-dimensions of digital citizenship and the social studies course are shown in Figure 2.

Figure 2

Teachers' Views on the Relationship between Digital Citizenship Sub-Dimensions and Social Studies Course

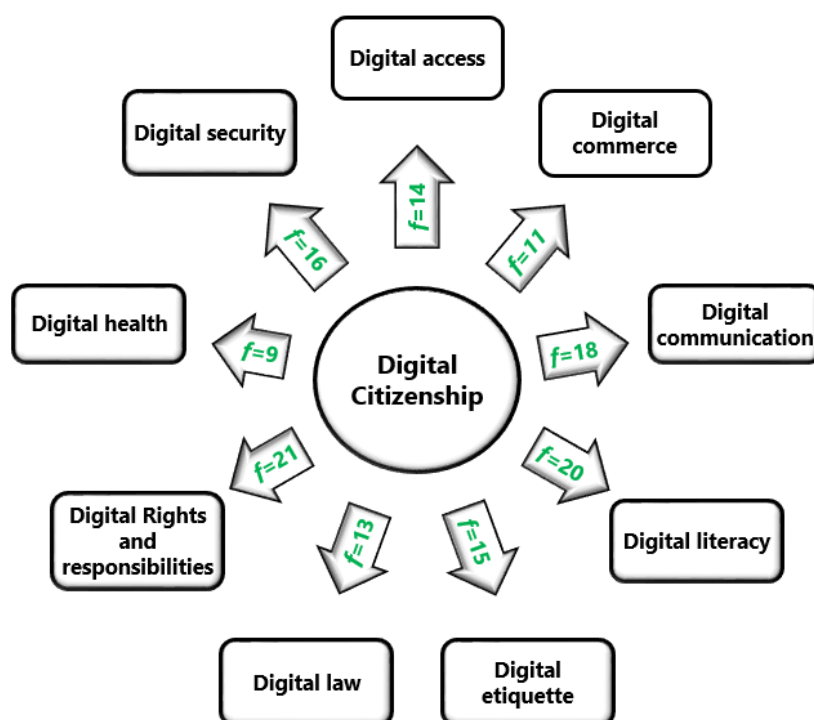


Figure 2 shows the frequency values of the opinions of social studies teachers regarding which sub-dimensions of digital citizenship should be included in the social studies course. Teachers stated that all the sub-dimensions of digital citizenship should be included in the social studies course. They stated that digital rights and responsibilities and digital literacy

should be included the most, and digital health and digital commerce should be included the least.

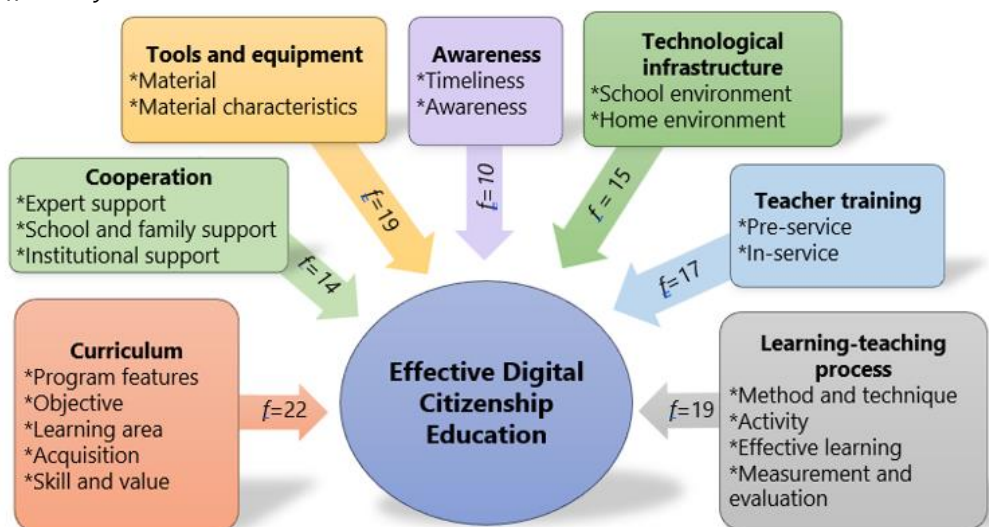
In the sub-dimension of digital rights and responsibilities, T8, "*Citizenship rights and responsibilities are already included in many elements of the social studies course. For this reason, your rights and responsibilities as a digital citizen should also be included.*" In the digital literacy sub-dimension, T14, "*Digital literacy is included in the current curriculum as content and skills. In today's world where everything is digitalized, this skill should be provided to students through the social studies course. emphasized the skills training in the social studies course.*" In the digital communication sub-dimension, T4 stated, "*One of the important tasks of the social studies course is to provide individuals with communication skills, which are among the 21st century skills. Therefore, this sub-dimension should be included in the course.*" In the digital security sub-dimension, T13, "*In the social studies course, which aims to raise effective citizens, citizens who are aware of how to ensure their safety in the digital environment should be raised.*" In the digital etiquette sub-dimension, T24 emphasized values education by saying, "*The social studies course, which has adopted the mission of gaining many values, should also provide students with digital etiquette as a value.*" In the digital access sub-dimension, T9, "*Students' digital access skills should be improved, especially in research, for this purpose, students should be provided with equal digital access opportunities in the social studies course.*" In the digital commerce sub-dimension, T23 emphasized the issue of conscious consumers by saying, "*Digital commerce should be included in the social studies course so as to raise conscious consumers.*" In the digital health sub-dimension, T21 stated his opinion as follows: "*Students should be made aware of digital health in order to prevent health problems in the digital world, where we have started to spend too much time.*"

Teacher Recommendations for More Effective Teaching of Digital Citizenship in Social Studies Course

The themes and categories for teachers' views on how they can help students gain digital citizenship more effectively in the social studies course are given in Figure 3.

Figure 3

Themes and Categories of Teachers' Views on How to Make Students Acquire Digital Citizenship More Effectively in the Social Studies Course



The themes and categories consisting of teachers' views on the more effective acquisition of digital citizenship in the social studies course are given in Figure 3. Teachers emphasized the themes of curriculum ($f = 22$) and awareness ($f = 10$), respectively, in terms of making students acquire digital citizenship more effectively in the social studies course. The codes belonging to the themes and categories formed from teachers' opinions are presented in Table 3.

Table 3

Teachers' Views on How to Help Students Acquire Digital Citizenship More Effectively in the Social Studies Course

Theme	Category	Code
Curriculum	Program features	In life, up to date, integrated with technology, critical and questioning
	Objective	Conscious use of information and communication technologies
	Learning area	Addition of new learning areas, association with learning areas, balanced distribution to learning areas
	Acquisition	Addition of new acquisitions, association with acquisitions, balanced distribution of acquisitions, global acquisitions
	Skill and value	Adding new skills and values, associating with skills and values
Learning-teaching process	Method and Technique	Learning models, various methods and techniques, active learning-teaching methods, and techniques, choosing the right method and technique, project (e-twinning, Erasmus, TÜBİTAK, international, national and local projects, project assignments), case studies
	Activity	Activity-based, digital, multifaceted, diverse, applied, product and process-oriented, active participation, material-supported, collaborative, use of online facilities, creation of activity areas
	Effective learning	Impact on education-teaching life, facilitating education-teaching, permanent, effective, concrete, critical, computer-aided, active student participation, teacher guidance, differentiation-enrichment, presenting case studies, correct use of digital technologies, benefiting from digital platforms, digital citizenship sub-dimensions
	Measurement and evaluation	Alternative assessment and evaluation, web 2.0 tools, online supported, digital assessment tools
Tools and equipment	Material	Videos, modules, e-applications, visuals, animations, simulations, web 2.0 tools, digital content, digital tools, digital programs, interactive whiteboards, social media platforms, banners/posters, newsletters, podcasts, e-books, flashcards, infographics
	Material characteristics	Simple, clear, understandable, interactive, interactive, age and interest appropriate, up-to-date, versatile, digital, increase in subject content, balanced subject distribution, digital citizenship content
Awareness	Timeliness	Preparation for the changing world, adaptation to the conditions of the time, catching up with what is current, associating with daily life, the importance of the digital world in today's world, social media issues
	Awareness	Digital citizenship, sub-dimensions, importance, usage areas, benefits and harms, generalizability
Technological infrastructure	School environment	Technology-supported classrooms and workshops, internet access, interactive digital environments, appropriate physical facilities, simulation areas, practice areas, equal opportunities, increasing technological opportunities
	Home environment	Internet access, interactive digital environments, appropriate physical facilities, environments for practice, equal opportunities, increasing technological opportunities
Teacher training	Pre-service	Equipped, competent, digital savvy, academically trained, qualified education, taking relevant courses
	In-service	Receiving training on self-updating, digital citizenship education and training, digital tools, and methods-techniques

Table 3 (Cont.)

Cooperation	Expert support	Expert companies, expert people, expert training
	School and family support	Parent-school administration cooperation, parent-teacher cooperation, teacher-administration cooperation, cooperation between teachers

Table 3 presents teachers' views on how to help students acquire digital citizenship more effectively in the social studies course. According to teachers' opinions, the categories of curriculum, learning-teaching process, tools and materials, awareness, technological infrastructure, teacher training, and cooperation were formed. Under these themes, various categories and codes have been formed.

In the curriculum theme, curriculum features, purpose, learning domain, outcome, skill, and value categories were included. In this context, T1: *"The outcomes of the course should be associated with digital citizenship, and outcomes directly related to each of the digital citizenship steps should be included. Digital citizenship topics should be included in the content."* In the learning-teaching process theme, method and technique, activity, effective learning, measurement, and evaluation categories emerged. In this theme, T12: *"Activity-based digital applications should be included in the learning and teaching process of the course. Sample applications such as voting in a digital environment can be done."* In the equipment theme, material and material features categories were included. In this direction, T3 states, *"The course should be supported by digital tools such as visuals, animations, and videos and should be taught interactively."* On the theme of awareness, the categories of topicality and consciousness were formed. In this direction, T25 stated, *"The awareness that digital citizenship is an important need in the changing world should be given to students in the social studies course."* In the technological infrastructure theme, school environment and home environment categories were included. Regarding this theme, T9 stated, *"The technological infrastructure of schools should be supported. I think social studies workshops should be established and equipped with appropriate technology."* In the theme of teacher training, pre-service and in-service categories came to the fore. As an example of this theme, T8 stated, *"First of all, teacher candidates should take courses about digital citizenship at universities. After they start teaching, they should constantly update themselves on this subject."* In the cooperation theme, expert support, school and family support, and institutional support categories were included. T18: *"People who are experts in digital citizenship can be invited to the classroom, and support can be received from them. In addition, family trainings should be organized, and the subject should be handled in a multidimensional way."*

Discussion

When the results regarding the relationship between digital citizenship and the social studies course were analyzed, teachers stated that the social studies course is related to digital citizenship in terms of general philosophy, content, assessment and evaluation, awareness raising, and daily life themes. In the 21st century, since technology is an indispensable part of our daily lives and one of the main objectives of the social studies course is to ensure that the individual is socialized and becomes an active citizen, the relationship between digital citizenship and the social studies course emerges as a need. Therefore, it can be said that digital citizenship is reflected in the general philosophy, content, and education process of the social

studies course, at least to raise awareness. Similar to the results of the study, Kilci (2019) also stated that teachers consider the social studies course has an association digital citizenship. In his study, he stated that teachers conceive the social studies course and digital citizenship as related because the subjects of the social studies course are from real life and are important in terms of citizenship education.

Teachers think that digital citizenship is connected to the general philosophy of the social studies course. In this direction, teachers emphasized the curriculum and objectives of the course. The social studies course has a mission and vision to raise good citizens. For digital citizenship, the social studies curriculum (MoNE, 2018, p. 8) aims to raise individuals as citizens of the Republic of Turkey who love their homeland and nation, know and use their rights, fulfill their responsibilities, and have national consciousness and use information and communication technologies consciously by comprehending the development process of science and technology and its effects on social life. Altun and Bangir-Alpan (2021) stated that innovations in education should be implemented in curricula in order to raise individuals who can play an effective role in the conditions of their age. Considering that we live in a digital age, it has become a necessity for the social studies course, which is about what happens in life, to include digital citizenship elements in the philosophy and objectives of the course. Karaduman and Öztürk (2014) also emphasized that shifting citizenship competencies to the online environment can contribute to raising digital citizens by including them in the social studies curriculum. In parallel with the results of the study, Kilci (2019) also stated that teachers specified that the social studies curriculum should be organized in a way to meet the needs of the information society and that the curriculum should include more topics related to digital citizenship.

The teachers participating in the study mentioned that the content of the social studies course is related to digital citizenship. It was found that learning domains, outcomes, skills, values, and textbooks are related to digital citizenship. In this direction, Çakmak and Aslan (2018) also suggested that digital citizenship should be integrated into the curriculum of the social studies course. Pala (2023) found that 4th, 5th, 6th, and 7th grade social studies textbooks include all sub-dimensions of digital citizenship. In the study, it was explained that although many learning areas of the social studies course are related to digital citizenship, especially "Science, Technology, and Society" and "Active Citizenship" learning areas are directly related to digital citizenship. It was also stated that many pieces of content reflecting digital citizenship and its sub-dimensions were included in the achievements that constitute the objectives and contents of the learning areas. Similarly, it can be said that some of the skills and values that students are expected to acquire, develop, and transfer to their lives during the learning process are directly related to digital citizenship and its sub-dimensions. Teachers expressed that skills such as digital literacy (this skill is directly included in the curriculum as a sub-dimension of digital citizenship), media literacy, legal literacy, social participation, political literacy, and research, and values such as justice, equality, responsibility, equity, equality, respect, sensitivity, and science are related to digital citizenship. Aydın (2015) also stated that individuals should acquire and develop 21st century skills in line with digital citizenship education.

In the study, teachers stated that digital citizenship is related to the measurement and evaluation dimension of the social studies course. Teachers stated that the methods,

techniques, and tools used in measurement and evaluation are related to digital citizenship. Methods and techniques that can be used in digital areas in measurement and evaluation have come to the fore. Examples of this include online activities, blog posts, online interviews, video recording, wiki activity, poster creation, and the methods and techniques that are built into the digital world. Similarly, teachers have stated that online measuring tools, web 2.0 tools (such as Kahoot, Nearpod, Mentimeter, etc.), and tools and materials for measuring and assessing devices such as video are associated with digital citizenship. Learning and assessing digital citizenship skills can allow teachers to measure and evaluate how well students do in the digital world. In addition, digital content tools, methods, and techniques for measuring and evaluating it offer opportunities for students to develop digital citizenship skills.

Teachers have stated that digital citizenship is associated with the course of social studies in terms of raising awareness of citizenship and individual development. In the social studies course, one of the great lessons of citizen cultivation is how citizenship can integrate the concept into the digital world. In particular, many forms of citizenship are now available digitally, and many of the benefits of the digital world to citizens have helped teachers develop the association. The emphasis has been placed on the role of the lesson in social knowledge as an awareness-raising level of the need for individuals to use informed technology, know their rights, and fulfill their responsibilities to conduct their citizenship in a digital setting. Bird et al. (2017) expressed that the process of integrating technology into the education system encountered a number of problems with rights and responsibilities in digital environments. With the new generation's emphasis on digital media, educators are starting to move beyond current civic education. However, there are significant gaps between the traditionally taught civil rights and responsibilities and the rights and responsibilities of young people in digital media. Therefore, it is important that individuals become active digital citizens to close these gaps. The role of social knowledge is crucial in ensuring young people are able to develop individually and build awareness of these issues.

The lesson in social studies needs to be intertwined with popular culture in everyday life, as it is a course that contributes to the socialization of students and enables them to be socialized. As such, the social studies course can benefit from popular culture by both bringing in active citizens and promoting socialization (Kan, 2011). Digital citizenship can also be considered as a part of popular culture. In this study, teachers draw a relationship between digital citizenship and everyday life, including the use of technology, business, human relationships, and the course of social knowledge in life harmony. In the study, aspects of the use of technology were highlighted, including the recognition and use of digital media and tools in the digitized world; ease of shopping and trade; ease of human relations; socializing and communicating in the virtual environment; convergence and convergence to life; preparation for life today and in the future; harmony with the changing world; technological life; and new citizenship. Erdoğan and Tonga (2020) stated that individuals should demonstrate their behavior in their daily lives online as well. In this way, individuals will be engaged in the process of becoming digital citizens. So, when we use technological tools, we'll grow individuals who are conscious and responsible. In this context, Deveci and Bayır (2011) stated that the course of social studies is a subject that aims to give students life-related knowledge, skills, values, attitudes, and behaviors to actively participate in life as citizens.

When examining the results of the lower dimensions of digital citizenship that should be included in the social studies course, teachers stated that all digital citizenship sub-dimensions must be included in the course of social studies. In support of this result, Kilci (2019) also mentioned that all digital citizenship sub-dimensions are associated with the course of social studies. In this direction, Ribble (2012) suggested that the sub-dimensions of digital citizenship help educators explain digital citizenship to their students. According to teachers in the study, social information should be included in the maximum digital rights and responsibilities and the digital literacy sub-dimension. Rights and liability are incorporated into many aspects of the social studies course curriculum, such as objectives and achievements. In fact, the social studies course is outlined directly in the course of its curriculum (MoNE, 2018), where a number of issues have arisen over citizenship rights and responsibilities, including digital citizenship, e-government, virtual trade, and so on, in recent years. The fact that similar expressions are included in many elements of the curriculum suggests that the sub-dimension of digital rights and responsibilities is directly related to the topics covered in social studies. Digital literacy, a sub-dimension of digital citizenship, has been included in many elements of the curriculum, and even in the social studies course curriculum, digital literacy is a fundamental skill set that must be made available to students.

In the course of social studies, teachers said that digital citizenship should be included in at least digital health and digital commerce as sub-dimensions. While these sub-dimensions may also be related to the social studies course, they may be less relevant to the social studies class than other sub-dimensions. Suppo (2013) stated that teachers should have a better understanding of digital health and trade. Kilci (2019) determined that digital health and digital access were the least associated sub-dimensions of the teacher's social knowledge with digital citizenship. It has reached the point where teachers view communication, law, rights and responsibilities, and privacy and security sub-dimensions as more important for the social studies course. On the other hand, according to Ribble (2011), educators should discuss which sub-dimensions of digital citizenship should have priority. However, the underlying dimensions, which seem less important today, still need to be defined and understood. Because new technologies can create problems that educators can't anticipate. For this reason, educators must remain vigilant about new uses of technology as they arise and have a complete understanding of the nine sub-dimensions of digital citizenship. Some studies have also shown that children experience problems with certain sub-dimensions of digital citizenship online (Deniz, 2010; Kabakçı & Can, 2009; Kadli et al., 2010).

When studying the results of a more effective integration of digital citizenship into the social studies course, teachers felt that a number of regulations had to be made in the course in order to better integrate digital citizenship skills with students. They argue that the curriculum should have critical and inquisitive features built into it that are up-to-date and technology-integrated. In the curriculum, they stated that the interconnectedness of digital citizenship, learning areas, acquisition, skills, and values must be balanced across learning areas, acquisition, skills, and values of digital citizenship. They have told the program that new learning areas, acquisitions, skills, and values associated with digital citizenship should be added. Similarly, Aydemir (2019) stated that knowledge, skills, attitudes, and values associated with digital citizenship and its sub-dimensions must be incorporated into the SSC in order for digital citizenship education to be delivered more effectively in the social studies course. In fact, Pala and Başbüyük (2023)

found that digital literacy, one of the sub-dimensions of digital citizenship, influenced students' academic achievements in social studies. Kilci (2019) stated that while the teacher's course on social information was fairly well suited for taking on digital citizenship, the curriculum did not include a learning area with the name of digital citizenship. Kilci thought that digital citizenship was not covered by technology-related issues. However, Pala (2023) determined that many elements of the SSC include all the sub-dimensions of digital citizenship. The social studies course curriculum is very important for civic education and can play an important role in providing knowledge, skills, values, and attitudes in digital citizenship education. The social studies course can be used functionally to raise future digital citizens (Karaduman & Öztürk, 2014). According to Ribble (2006), the curriculum for digital citizenship issues and skills must be included in the curriculum for students to increase their awareness of the digital world and learn the necessary skills and knowledge to demonstrate responsible, informed, and ethical behavior in the digital world. Digital citizenship education must be integrated into the curriculums.

In the learning-teaching process, teachers are encouraged to better integrate digital citizenship into students' lives. They believe that effective learning and understanding appropriate measuring-and-evaluating techniques and tools will be achieved through using several learning-teaching methods and techniques and, various activities. In their studies, Karaduman and Öztürk (2014) argued that the implementation of activities based on digital citizenship during teaching social studies positively affected the attitudes of students toward the digital medium. In their study, they stated that after the application of digital citizenship-based activities in the social studies class, students identified digital citizens as individuals who effectively used the Internet and technology. They have also stated that digital citizens are individuals who have rights and responsibilities, follow ethical guidelines, participate on the internet, communicate on the internet, pursue the agenda, comment, criticize, shop, and contribute to the environment. According to Demiraslan and Usluel (2005), although the majority of teachers are able to use computers, they are not sufficiently active in integrating digital technologies into the learning process. This has become a major issue due to the frequent use of digital technology by schoolchildren (Karaduman & Öztürk, 2014). For digital citizenship skills to be acquired by students, a variety of activities are expected to be held using a variety of methods and techniques in the teaching and learning process for teachers.

According to teachers, the materials used for digital citizenship education are important in social studies. Using the right materials can help students develop their digital citizenship skills, move safely and responsibly in the digital environment, and experience effective learning. For students in elementary education to acquire digital citizenship skills, students, and educators, according to Çubukçu and Bayzan (2013), must use technology and other digital platforms specifically, with an understanding of online technologies and other digital platforms within the context of their technological needs. Öztürk (2021) also stated that students should be able to distinguish between right and wrong situations using digital technologies. In his opinion, students should be given the opportunity to use different applications while knowing the risks of their digital media. Digital citizenship involves individuals using digital technologies correctly and appropriately. The use of digital materials will contribute to the development of digital citizenship. In this study, teachers also stated that many digital materials must be used to help students gain digital citizenship.

Teachers have emphasized that in social studies, mindfulness needs to be created in students in terms of currency and consciousness in order to study digital citizenship. This can help students act safely and responsibly in a digital environment and improve their digital citizenship skills. Keeping students' knowledge and skills about the digital world updated could lead to effective learning about digital citizenship. Because the digital world is rapidly evolving and changing, students are familiar with the current use of the digital world and can adapt to the present, allowing them to be prepared for the kinds of issues they face in the digital world. It is therefore important to teach digital citizenship in the social studies class while teachers keep up with current events to share these updated skills with students, bringing up-to-date skills to students about the digital world. In addition, they must be aware of the risks they could face in digital media, know the steps they can take to protect themselves and their environment, and be conscious of their digital citizenship. In this direction, according to Kilci (2019), social studies course contributes to the upbringing of digital citizens. Because the course of social studies is modeled around the concept of citizenship, it also informs students about these concepts in digital citizenship training, raising awareness of how to become a better citizen in the digital world.

Teachers feel that a technology infrastructure in the home and school environment is necessary for students to receive better digital citizenship training in social studies. For students to develop digital citizenship skills using technology accurately and effectively, it is important to have an appropriate technology environment at home and in school. In effect, Pala and Başbüyük (2020) found that students differed from their digital literacy levels and had the lowest dimensions of digital citizenship in the case of computers, tablets, and the internet in their homes. For this reason, schools require students to have access to a source such as computers, interactive boards, and an Internet connection, and at home they must have the appropriate internet connection, computers, and tablets. Students can safely apply the skills they have learned to use the digital world healthily. To this end, projects are underway in schools that boost the use of educational technologies, provide students with access to the digital world more easily, access to lecture materials and resources, and provide access to tablets, computers, and the internet for students to move through education more effectively (Çakmak and Aslan, 2018). Through technological infrastructure, individuals will become digital citizens who effectively use technology and the Internet, know their rights and responsibilities online, and can take advantage of economic, political, and social opportunities online (Erdogan & Tonga, 2020). According to Ribble (2011), when technology becomes more accessible than ever and students use these technologies more often (both at school and outside of school), educators may continually evaluate the course for digital citizenship and prioritize their priorities.

For digital citizenship training, it is important that teachers are up-to-date and equipped with the right information so they can provide this knowledge to students. In the study, teachers stated that they should receive both pre-service and in-service training in digital citizenship. With these trainings, teachers will guide their students to access the right information and help them demonstrate an example of digital citizenship. In studying this, Kilci (2019) found that social teachers did not know enough about digital citizenship and that most did not even hear about the digital citizenship sub-dimensions. Arcagök (2020) found that teachers' perceptions of digital citizenship were moderate. According to Özer et al. (2017),

social studies has revealed that teacher candidates for are not qualified for digital citizenship. Thus, he stated, the practice of developing digital citizenship competencies should be undertaken since prospective teachers will take on the task of raising the digital citizens of the future. The results of these studies support that teachers in the current study should receive training on digital citizenship. Çakmak and Aslan (2018), on the other hand, emphasized that social studies teacher candidates are qualified to train new generations of teachers who know technology, use it, and digitize it. He also stated that the universities' social studies teacher education undergraduate programs should include a wide range of digital citizenship courses. Karaduman and Öztürk (2014) emphasized that it is now becoming a necessity for teachers to provide and model various insights into the appropriate use of technology and the internet. On the other hand, Kadli et al. (2010) stated that students learned by themselves and through their friends the vast majority of their Internet use skills. Children are unable to adapt to changing online environments as they are not models for the proper use of digital technology. A major difference in how teachers and students view technology may be one of the reasons (Karaduman & Öztürk, 2014). That said, according to Ribble (2011), students already use these technologies, while teachers must fund students to use them appropriately. On the other hand, Kabakçı and Can (2009) supported the results of the current study by stating that although most of the teachers received training on computer and internet security in undergraduate education, they did not consider themselves sufficient in this subject.

In social studies, teachers state that collaboration is important for digital citizenship education and that there should be expert, school, family, and corporate support. Digital citizenship training may require expert assistance from cooperative institutions and stakeholders. Collaborating with technologists, psychologists, and other experts to teach students about digital literacy skills, internet security, cyberbullying, etc. Schools and families can guide students through proper digital citizenship behaviors, such as setting rules and limits on the use of digital devices, teaching control of internet use, and raising awareness. Similar to the results of the study, Kilci (2019) stated that digital citizenship skills should be earned by children's parents and teachers. Aydin (2015) stated that in the case of digital citizenship education, families and educational institutions must produce policies and design educational programs. Karaduman and Öztürk (2014) stated that in school, teachers and families should support the children in terms of digital citizenship. Enterprise support, on the other hand, is also important in digital citizenship education. By developing policies and strategies in this area, schools can help students develop digital citizenship skills, and funding can be provided for teacher training in digital citizenship. All this support can help students demonstrate effective civic behavior in the digital world. Again, it supports the results of the present study, according to Özden and Yılmaz (2008), parents expect teachers to inform students of the proper usage and benefits of the internet. On the other hand, Demiraslan and Usluel (2005) recommended that teachers should receive in-service training on their technology skills, that school management should be supportive of them, and that teachers should provide the necessary resources. Demiraslan and Usluel also stated that all organizations, such as the MoNE, which is responsible for teaching teachers, and universities, need to cooperate to integrate their technology skills into the learning and teaching process.

Conclusion

In the study, social studies teachers explained that social studies is associated with general philosophy, content, measuring and assessing, awareness building, and digital citizenship in terms of everyday life. This conclusion highlights how the integration of social studies education and digital citizenship intertwines in various aspects. Moreover, this finding underscores that social studies serve as a platform for cultivating conscientious digital citizenship skills among students, further indicating an inherent connection between social studies and digital citizenship.

The teachers also stated that all digital citizenship sub-dimensions must be included in the social studies course. This suggests that the social studies course and the digital citizenship sub-dimensions are closely related to the social studies course. This result underscores that the social studies curriculum not only reflects social sciences such as history and geography but also highlights the necessity of cultivating prepared individuals, equipped to navigate the digital world conscientiously in the modern era.

Teachers noted that in order to better integrate digital citizenship into social studies, a number of changes are needed in SSC curriculum in terms of learning and teaching processes, teaching materials, awareness, technological infrastructure, teacher training, and collaboration. In general, teachers believe that digital citizenship is related to the social studies course. However, this shows that there are a number of shortcomings in the social studies course regarding the acquisition of digital citizenship by students. This result reveals that a number of studies are necessary to make digital citizenship better suited for students in social studies.

Recommendations

The study found that digital citizenship was associated with social studies. In this relationship, the emphasis was placed on the curriculum. However, despite the belief that digital citizenship is related to the SSC, the curriculum has been able to make arrangements. In this way, the SSC update efforts could further consider the issue of digital citizenship, allowing a greater and more balanced coverage of digital citizenship and its sub-dimensions.

It's now inevitable to spend time in the digital world. But what's important about this is how much time you spend in the digital world, how much quality time you spend in the digital world, or how you use the digital world correctly and how you benefit from it. The study shows that teachers are emphasizing such issues as raising awareness, collaboration, and teacher training in the field of digital citizenship. To achieve better digital citizenship status for students, school administrators, teachers, students, and parents must have various trainings in collaboration with digital citizenship. In this way, the SSC can provide more meaningful, and effective digital citizenship education.

The study highlighted the use of technological infrastructure, digital materials, and methods and techniques considered to be at the forefront of growing digital citizens more effectively in social studies. However, it is thought that situations such as including digital citizenship in various elements of SSC and providing teacher training will not be sufficient. In this context, in order to create equality of opportunity and to enable teachers to implement their suggestions, technological infrastructure should be created in social studies classrooms/workshops in

schools and environments that can create opportunities for students to learn by doing and experiencing should be created.

Limitations

The study was conducted for digital citizenship education in social studies course. In this context, the study is limited to the data obtained from the semi-structured interview form including the research questions created by the researcher.

Different studies of digital citizenship have been conducted, and different classifications of their subgroups have been made. Similar sub-dimensions have been identified in studies, but differences exist. This study is limited to the sub-dimensions of digital citizenship established by Ribble (2011).

The study group is limited to 25 social studies teachers in the Turkish province of Erzincan in the 2022–2023 school year. In the fourth grade, the social studies class is taught by class teachers, and in the 5th, 6th, and 7th grades by social studies teachers. For this reason, in order to obtain more valid results, social studies teachers were consulted in the study, while classroom teachers were not consulted because they only teach the course in the 4th grade.

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TÜRKÇE GENİŞ ÖZET

Dijital Vatandaşlığın Sosyal Bilgiler Dersine Yansımaları: Öğretmen Görüşleri

Giriş

Teknoloji, günümüzde hızla gelişen ve değişen bir alan olarak, insan hayatını etkileyen önemli bir unsur hâline gelmiştir. Bu etki, iletişimden iş dünyasına, eğitimden sağlığa kadar birçok alanı kapsayarak insanların yaşam tarzlarını, alışkanlıklarını ve toplumsal dinamiklerini değiştirmeye başlamıştır. Bu nedenle günlük hayatımızda yer alan birçok kavram ya değişmiş ya da yeni kavramlar ortaya çıkmıştır. Değişen kavramların biri de vatandaşlık kavramıdır (Görmez, 2017). Yaşanan değişimlerle birlikte bireyler zorunlu olarak dijital dünyanın vazgeçilmez bir vatandaşı hâline gelmiş (Kara ve Atasoy, 2019) ve vatandaşlık, dijital bir yapıya bürünmüştür (Aslan, 2016). Vatandaşların dijital ortamlarda neleri yapması ya da yapmaması gerektiğini bilmeleri ihtiyacı ise dijital vatandaşlık kavramını ortaya çıkarmıştır (Görmez, 2016).

Dijitalleşen dünyada okul öncesinden lisansüstü eğitime kadar geçen sürede öğrencilerin farklı yetilerini geliştirme ve çağın ihtiyaçlarına uygun nesiller yetiştirme konularında eğitimcilere büyük sorumluluklar düşmektedir. Güncelliği gittikçe artan ve bireysel yaşamın vazgeçilmez bir olgusu hâline dönüşen dijital vatandaşlık kavramı öğretmenlerin bakış açılarına göre betimlenmelidir. Öğrencilerin dijital vatandaşlık becerilerini öğrenmeleri, öğretmenlerinin dijital vatandaşlık konusundaki anlayışlarıyla yakından ilişkilidir. Öğretmenlerin, öğrencilerine dijital vatandaşlık konusunda nasıl yaklaştıkları, hangi beceriyi önemli gördükleri, öğretim yöntemleri ve araçları hakkındaki düşünceleri, konunun farklı yönlerinin ele alınmasını ve tartışılmasını sağlayabilir. Bu da dijital vatandaşlık eğitimi konusunda daha kapsamlı ve zengin bir literatürün oluşmasına katkı sağlayabilir. Dolayısıyla dersin uygulayıcısı olan öğretmenlerin bu konudaki görüşleri önemlidir. Bu nedenle çalışmada sosyal bilgiler öğretmenlerinin görüşlerine göre sosyal bilgiler dersi ile dijital vatandaşlık ilişkisinin incelenmesi amaçlanmıştır.

Yöntem

Çalışmada nitel temel desen kullanılmıştır. Nitel çalışmalar insanların yaşamlarını nasıl anlamlandırdıklarıyla ilgilidir. Nitel temel desenin amacı da bu anlamları ortaya çıkarmak ve yorumlamaktır (Merriam, 2013). Çalışmada bu desenin kullanılmasının sebebi sosyal bilgiler dersi ile dijital vatandaşlığın ilişkisine yönelik olarak sosyal bilgiler öğretmenlerinin gözlemlerini, görüşlerini, deneyimlerini nasıl anlamlandırdıklarının incelenmesidir. Çalışma grubunu, 2022-2023 eğitim-öğretim yılında Erzincan ilinde görev yapan 25 sosyal bilgiler öğretmeni oluşturmaktadır. Çalışma grubu belirlenirken amaçlı örnekleme tekniklerinden ölçüt

örnekleme kullanılmıştır. Veriler, yarı yapılandırılmış görüşme yoluyla toplanmıştır. Veriler içerik analizi ve betimsel analiz yapılarak çözümlenmiştir.

Bulgular

Çalışmada elde edilen veriler analiz edildiğinde, sosyal bilgiler öğretmenleri dijital vatandaşlık ve sosyal bilgiler dersinin ilişkili olduğunu belirtmişlerdir. Genel felsefe, içerik, ölçme ve değerlendirme, farkındalık ve günlük yaşam temalarında dijital vatandaşlık ve sosyal bilgiler dersi arasında ilişki görülmüştür. Öğretmenler dijital vatandaşlık alt boyutlarının hepsine sosyal bilgiler dersinde yer verilmesi gerektiğini belirtmişlerdir. En fazla dijital haklar ve sorumluluklar ile dijital okuryazarlık, en az ise dijital sağlık ve dijital ticaret alt boyutuna yer verilmesi gerektiğini ifade etmişlerdir. Ayrıca öğretmenlere göre sosyal bilgiler dersinde dijital vatandaşlığın öğrencilere daha etkili bir şekilde kazandırılması için; öğretim programı, öğrenme-öğretme süreci, araç-gereç, farkındalık, teknolojik altyapı, öğretmen eğitimi ve iş birliği kategorilerinde çalışmalar yapılmalıdır.

Tartışma

Öğretmenler sosyal bilgiler dersinin genel felsefe, içerik, ölçme ve değerlendirme, farkındalık oluşturma ve günlük yaşam temaları açısından dijital vatandaşlık ile ilişkili olduğunu belirtmişlerdir. Kilci (2019) de öğretmenlerin sosyal bilgiler dersini dijital vatandaşlık ile ilişkili gördüklerini ifade etmiştir. Sosyal bilgiler dersinin temel amaçları arasında bireyin toplumsallaşmasını ve etkin vatandaş olmasını sağlamak olduğu için dijital vatandaşlık ile sosyal bilgiler dersi arasındaki ilişki bir ihtiyaç olarak ortaya çıkmaktadır. Bu doğrultuda öğretmenler de dijital vatandaşlığın sosyal bilgiler dersinin genel felsefesine, içeriğine, eğitim öğretim sürecine yansıtıldığını ifade etmişlerdir.

Sosyal bilgiler öğretmenleri dijital vatandaşlık alt boyutlarının hepsine sosyal bilgiler dersinde yer verilmesi gerektiğini ifade etmişlerdir. Bu durum sosyal bilgiler dersi ile dijital vatandaşlığın ve alt boyutlarının yakından ilişkili olduğunu göstermektedir. Ribble (2012) ise dijital vatandaşlığın alt boyutlarının, eğitimcilerin dijital vatandaşlığı öğrencilerine açıklamalarına yardımcı olduğunu belirtmiştir. Çalışmada çıkan sonuca göre öğretmenler en fazla dijital haklar ve sorumluluklar ile dijital okuryazarlık alt boyutuna sosyal bilgiler dersinde yer verilmesi gerektiğini düşünmektedir. 2018 Sosyal Bilgiler Dersi Öğretim Programı'nda [SBDÖP] da vatandaşlık hak ve sorumluluklarıyla ilgili olarak son yıllarda dijital vatandaşlık, e-Devlet, sanal ticaret gibi durumlar ve birtakım sorunların ortaya çıktığı doğrudan belirtilmiştir (MEB, 2018). Dijital vatandaşlığın alt boyutlarından birisi olan dijital okuryazarlığa da öğretim programının pek çok ögesinde yer verilmiş, hatta SBDÖP'de dijital okuryazarlık öğrencilere kazandırılması gereken temel beceriler arasında yer almıştır. Öğretmenler sosyal bilgiler dersinde dijital vatandaşlığın alt boyutlarından en az dijital sağlık ve dijital ticarete yer verilmesi gerektiğini ifade etmişlerdir. Bu alt boyutların da sosyal bilgiler dersiyle ilişkili olabileceği söylenmekle birlikte diğer alt boyutlara göre sosyal bilgiler dersiyle daha az ilişkili olduğu ifade edilmiştir.

Öğretmenler dijital vatandaşlığın sosyal bilgiler dersinde öğrencilere daha iyi kazandırılabilmesi için; öğretim programı, öğrenme-öğretme süreci, araç gereç, farkındalık, teknolojik altyapı, öğretmen eğitimi ve iş birliği konularında birtakım değişiklikler yapılması

gerektiğini belirtmişlerdir. Aydemir (2019) de dijital vatandaşlık ve alt boyutlarıyla ilişkili bilgi, beceri, tutum ve değerlere SBDÖP’de yer verilmesi gerektiğini belirtmiştir. Çubukcu ve Bayzan’a (2013) göre ilköğretim kademesindeki öğrencilerin dijital vatandaşlık becerilerini kazanmaları için öğrencilerin ve eğitimcilerin teknolojik ihtiyaçlar çerçevesinde özellikle çevrimiçi teknolojileri ve diğer dijital platformları bilinçli ve doğru kullanması gerekmektedir.

Sonuç

Çalışmada sosyal bilgiler öğretmenleri birçok açıdan sosyal bilgiler dersi ile dijital vatandaşlığın ilişkili olduğunu düşünmektedirler. Bu sonuç sosyal bilgiler dersinin, öğrencilerin dijital dünyada bilinçli vatandaşlık becerilerinin geliştirildiği bir platform olarak görüldüğünü işaret etmektedir. Dolayısıyla sosyal bilgiler dersi ile dijital vatandaşlık arasında organik bir bağ olduğu görülmektedir.

Öğretmenler dijital vatandaşlık alt boyutlarının hepsine sosyal bilgiler dersinde yer verilmesi gerektiğini ifade etmişlerdir. Bu durum dijital vatandaşlığın ve alt boyutlarının sosyal bilgiler dersiyle yakından ilişkili olduğunu göstermektedir. Bu sonuç sosyal bilgiler dersinin, tarih ve coğrafya gibi sosyal bilimleri yansıtmakla kalmayıp aynı zamanda modern dünyanın dijital dünyanın bilinçli kullanılması açısından hazırlıklı bireylerin yetiştirmesi gerektiğini ortaya koymaktadır.

Öğretmenler dijital vatandaşlığın sosyal bilgiler dersinde öğrencilere daha iyi kazandırılabilmesi için bu süreçte etkili olabilecek bazı konularda birtakım değişiklikler yapılması gerektiğini belirtmişlerdir. Genel olarak öğretmenler dijital vatandaşlığın sosyal bilgiler dersiyle ilişkili olduğu düşünse de bu durum sosyal bilgiler dersinde dijital vatandaşlığın öğrencilere kazandırılması konusunda birtakım eksikliklerin olduğunu göstermektedir. Bu sonuç dijital vatandaşlığın sosyal bilgiler dersinde öğrencilere daha iyi kazandırılması için birtakım çalışmaların yapılması gerektiğini ortaya çıkarmaktadır.

Öneriler

SBDÖP için güncelleme çalışmalarında dijital vatandaşlık ve alt boyutlarına SBDÖP’nin çeşitli bölümlerinde daha fazla ve daha dengeli bir şekilde yer verilebilir. Öğrencilerin daha iyi dijital vatandaş olarak yetişebilmeleri için okul yöneticisi, öğretmen, öğrenci ve velilere dijital vatandaşlık konusunda iş birliği içerisinde çeşitli eğitimler verilmelidir. Böylece sosyal bilgiler dersinde verilen dijital vatandaşlık eğitimi daha bilinçli, anlamlı ve etkili olabilecektir. Fırsat eşitliği oluşturmak ve öğretmenlerin önerilerini uygulayabilmelerine imkân verme amacıyla okullarda sosyal bilgiler dersliklerinde teknolojik altyapı oluşturularak öğrencilerin yaparak yaşayarak öğrenmelerine fırsat verebilecek ortamlar oluşturulmalıdır.