TURJE
www.turje.org
2026
Volume: 15 Issue: 1
Turkish Journal of Education

https://doi.org/10.19128/turje.1787314
Research Article
Received 19.09.2025
Accepted 27.01.2026

Core characteristics of the social studies teacher from stakeholder perspectives: A comparative analysis

Adem Beldağ
Recep Tayyip Erdogan University, Turkish Language and Social Science Education, Rize, Türkiye, adem.beldag@erdogan.edu.tr
Fatih Öztürk*
Recep Tayyip Erdogan University, Turkish Language and Social Science Education, Rize, Türkiye, fatih.ozturk@erdogan.edu.tr
Çiğdem Baki Pala
Recep Tayyip Erdogan University, Turkish Language and Social Science Education, Rize, Türkiye, cigdem.bakipala@erdogan.edu.tr
Yılmaz Geçit
Recep Tayyip Erdogan University, Turkish Language and Social Science Education, Rize, Türkiye, yilmaz.gecit@erdogan.edu.tr
Bayram Tay
Ahi Evran University, Primary School Education, Kırşehir, Türkiye, bayramtay@gmail.com
Ahmet Doğanay
Çukurova University, Curriculum and Instruction, Adana, Türkiye, adoganay@cu.edu.tr

Check for updates

*Corresponding Author

ABSTRACT The primary aim of this study is to identify the core qualities that social studies teachers in Türkiye are expected to possess, based on stakeholder perspectives. Designed as a qualitative case study, the research sought to address the question: "What kind of teacher?" Data were collected from academics, graduate and undergraduate students, and in-service social studies teachers who participated in the International Social Studies Education Symposium held in June 2022. A total of 97 participants contributed their views and experiences during the stakeholder workshops conducted as part of the symposium. The data were analyzed using both deductive and inductive thematic analysis approaches. The findings indicate that, despite notable variations among stakeholder groups, common qualities emphasized for social studies teachers include subject matter knowledge, pedagogical competence, and technological proficiency. A smaller number of participants highlighted qualities such as having a project-oriented mindset and maintaining high motivation. The study offers important implications for the development of undergraduate social studies teacher education programs and highlights the potential role of the Social Studies Educators Association, along with other associations and civil society organizations with similar aims, in collaboratively establishing field-specific standards.

Keywords:Comparative analysis, Social studies education undergraduate program, Stakeholders' perspectives

Paydaş görüşlerine göre sosyal bilgiler öğretmeninde temel nitelikler: Karşılaştırmalı analiz

ÖZ Bu araştırmanın temel amacı Türkiye'deki sosyal bilgiler öğretmenlerinin sahip olması gereken temel nitelikleri paydaş görüşlerini ortaya çıkarmaktır. Nitel bir durum çalışması olarak tasarlanan bu araştırma, "Nasıl bir öğretmen?" sorusuna yanıt aramayı amaçlamaktadır. Veriler, Haziran 2022'de düzenlenen Uluslararası Sosyal Bilgiler Eğitimi Sempozyumu'na katılan akademisyenler, lisansüstü ve lisans öğrencileri ile görev yapmakta olan sosyal bilgiler öğretmenlerinden toplanmıştır. Toplam 97 katılımcı, sempozyum kapsamında gerçekleştirilen paydaş çalıştayları sırasında görüş ve deneyimlerini paylaşmıştır. Veriler, tümdengelimsel ve tümevarımsal tematik analiz yaklaşımları birlikte kullanılarak analiz edilmiştir. Bulgular, paydaşlar arasında bazı farklılıklar bulunmasına rağmen sosyal bilgiler öğretmenlerinde alan bilgisi, pedagojik yeterlik ve teknolojiye hâkimiyet gibi ortak niteliklerin öne çıktığını göstermektedir. Daha az sayıda katılımcı sosyal bilgiler öğretmenlerinin proje kültürüne ve yüksek motivasyona sahip olması gerektiğini ifade etmiştir. Bu çalışma, sosyal bilgiler öğretmenliği lisans programlarının geliştirilmesine yönelik önemli çıkarımlar sunmakta ve Sosyal Bilgiler Eğitimcileri Derneği'nin, benzer amaçlara sahip diğer dernekler ve sivil toplum kuruluşlarıyla birlikte, alana özgü standartların iş birliği içinde oluşturulmasındaki potansiyel rolüne dikkat çekmektedir.

Anahtar Sözcükler:Karşılaştırmalı analiz, Paydaş bakış açıları, Sosyal bilgiler öğretmenliği lisans programı

Citation: Beldağ, A., Öztürk, F., Baki Pala, Ç., Geçit, Y., Tay, B., & Doğanay, A. (2026). Core characteristics of the social studies teacher from stakeholder perspectives: A comparative analysis. *Turkish Journal of Education, 15*(1), 1-23. https://doi.org/10.19128/turje.1787314

INTRODUCTION

As one of the key stakeholders of the education system, teachers occupy a privileged and central position within the system due to the roles and responsibilities they undertake (Tay et al., 2024). The qualities that teachers should possess have long been a subject of debate (Barton, 2024; Cuenca, 2020; Hansen, 2008; Powell, 2017; Segall, 2004; Shulman, 1987). Shulman (1987) advocates for a balanced integration of content knowledge and pedagogy in teacher education. Teachers must be able to transform subject matter into meaningful curricula and effectively employ both knowledge and instructional strategies. The most important in-school factor influencing student achievement is the teacher (Crocco & Livingston, 2017; OECD, 2005). Therefore, improving the quality of teacher education remains a critical issue. The selection of teacher candidates, pre-service and in-service training processes, and undergraduate programs (Cuenca, 2021; Rósa, 2024; Schleicher, 2011) and professional development constitute the core elements of teacher preparation educational institutions are undergoing transformations influenced by cultural diversity, migration, technological developments, and globalization (OECD, 2016). This transformation is reshaping teacher education. Accountability, centralized examinations, and 21st-century skills have emerged as key features of teacher preparation (Cochran-Smith, 2003). Furthermore, national development plans influence teacher education processes, making teacher preparation an issue of high-level policy at times. Teacher competencies (MoNE, 2017b), accreditation studies (EPDAD, 2016), and the Teacher Strategy Document (MoNE, 2017a) serve as fundamental references in structuring teacher education.

Within these discussions on teacher quality and teacher education, social studies teachers are seen as having a key role in fostering democratic citizenship and are therefore expected to position themselves as teachers of democracy (Parker, 2003). Social studies draw on the social and human sciences to support individuals' understanding of social life and their active participation in democratic societies. In an increasingly interconnected and culturally diverse world, it focuses on developing young individuals' civic competencies while fostering democratic values, critical thinking, and a sense of social responsibility. In this respect, social studies stand out as an educational field that aims to enhance individuals' abilities to make informed, rational, and responsible decisions (NCSS, 1993).

Social Studies Teacher Education Undergraduate Programs in the International Context

The knowledge and skills required of teachers to enhance the quality of social studies education have long been a central topic of field of study (Cuenca, 2020; Cuenca, 2021; Dinkelman & Cuenca, 2020; Hansen, 2008; NCSS, 2023; Powell, 2017; Shulman, 1987; Jay, 2025). Adler (2008) underscores the importance of this issue, while Evans (2004) frames the question of "what kind of social studies" within the context of different instructional traditions. The responses to this question vary depending on perspectives regarding the nature of social studies and the desired societal structures (Conklin & Andolina, 2025; Levy et al., 2023). Among stakeholders in the field, there is no consensus on the content of social studies teacher education, as diverse educational values and teacher needs contribute to this plurality. Nevertheless, Hansen (2008) highlights the existence of certain shared principles regarding the design of teacher education programs. In this regard, the Common European Principles for Teacher Competences and Qualifications adopted by the European Commission (2005) emphasize four key dimensions: comprehensive subject knowledge, pedagogical competence, the ability to guide and support learners, and an understanding of the socio-cultural dimensions of education. Similarly, Hansen (2008) stresses the need to consider student behaviors, disciplinary logic, socio-moral interactions, and intra-school relationships when designing teacher education programs.

The search for consensus on teacher qualities and teacher education remains a key issue to be addressed within social studies teacher education (Evans, 2004; Powell, 2017). Fraenkel (1994) sought to identify the attributes and pedagogical skills of effective social studies teachers, emphasizing the importance of integrating these qualities into teacher education. The Council for the Accreditation of Educator Preparation (CAEP) highlights the central question of "how teachers should be prepared" in the context of social studies teacher education practices (Crocco & Livingston, 2017). Similarly, McDonald,

Kazemi, and Kavanagh (2013) shared need for a shared professional language, structured pedagogical practices, and collaboration among stakeholders. Prominent initiatives such as the C3 Framework (Swan & Griffin, 2013), the Inquiry Design Model (IDM) (Cuenca, 2021), and Merryfield's (1992) work on global social studies teacher education exemplify ongoing efforts to establish this common language and shared vision within the field.

Social Studies Teacher Education Undergraduate Programs in the National Context

Research on undergraduate social studies teacher education programs in Türkiye presents a diverse body of literature that examines these programs from various perspectives. Studies focusing on the historical development and transformation of social studies education provide an important background for understanding the formation of current undergraduate programs (Çiydem & Kaymakcı, 2021; Doğanay, 2008; Kaymakcı & Öztürk, 2011; Turan, 2023). A substantial portion of program-related research concentrates on the analysis of course content and program structure (Akarsu et al., 2020; Kaymakcı & Turan, 2019; Küçükahmet, 2007; Tonga, 2012; Yıldırım & Baki Pala, 2024). In addition, some studies examine undergraduate programs in relation to various policy and reference documents (Uslu, 2013).

In Türkiye, Social Studies is taught as a core subject in grades 4, 5, 6, and 7. Through this course, students are expected to acquire fundamental skills and values that contribute to their personal and social development (MoNE, 2024; Ningsih et al., 2025). Social Studies plays a crucial role in fostering individuals' understanding of social life and in cultivating democratic attitudes and behaviors, thereby serving as an essential component in the formation of a democratic society (Conklin & Andolina 2025; Conrad et al., 2023; Schiera & del Calvo 2025). In Türkiye, Social Studies has historically followed global educational trends while being adapted to national priorities (Öztürk, 2015). Within this national framework, the undergraduate program for social studies teacher education was first introduced in 1998 and was centrally designed and implemented. The 2006 revision granted faculties the authority to modify up to 25% of the total credits within the framework of a centrally defined curriculum. However, the 2018 reform significantly restricted this flexibility, allowing changes only in elective courses and requiring the approval of the Council of Higher Education (CHE). With CHE's 2020 decision, faculties were authorized to design their own programs within the categories of Field Education, Pedagogical Knowledge, and General Culture courses, marking a shift from a strictly centralized model to one granting faculties greater autonomy (CHE, 2007; Tonga, 2020).

The Social Studies Teacher Education undergraduate program, which was established as a distinct program in 1998, offered greater disciplinary diversity compared to earlier teacher education programs in social science-related fields, such as history and geography (Turan, 2023). The 2006 revision of the program introduced changes in course titles and content and added new disciplinary courses; however, it simultaneously reduced the weight of subject-area knowledge by removing several social science courses from the list of compulsory requirements (Sağdıç, 2018). In comparison, Undergraduate Social Studies Teacher Education Programs (USSTEP) in the United States display considerably greater disciplinary richness than those implemented in Türkiye (Yetişensoy & Demir, 2023).

Research Context

Following the delegation of authority to faculties in 2021, many education faculties in Türkiye initiated studies to redesign their undergraduate programs. This research aims to contribute to the development of USSTEP. The idea for the study emerged during the preparation process for the 10th International Social Studies Education Symposium (ISSES), held on June 9–11, 2022. Organized by the Association of Social Studies Education (ASSE), a non-governmental organization in Türkiye, ISSES serves as a central forum where members of the social studies education community convene—similar in scope and purpose to the Annual Conference organized by the National Council for the Social Studies (NCSS). For the past 12 years, ISSES has been the only symposium in Türkiye directly dedicated to social studies education, functioning as a vital scientific platform. It offers a critical space for discussions and evaluations that contribute to the advancement of social studies instruction nationwide. At the time of

the 10th ISSES, many education faculties in Türkiye were actively working on revising their teacher education undergraduate curricula. The symposium hosted over 200 participants, including teachers, undergraduate and graduate students, and academics. According to Grossman and McDonald (2008), "[...] bringing researchers and practitioners together in a community enables them to communicate using a shared language. Using the same language allows researchers to build on previous work and convey their findings more effectively to both one another and practitioners" (p. 198). In line with this call, the researchers viewed ISSES as a valuable opportunity to foster a shared professional language within the field.

Furthermore, a review of the literature highlights that research on social studies teacher education remains limited in both "scope and potential" (Adler, 2008; Crocco & Livingston, 2017; Jay, 2025; Shaver, 2001). Specifically, undergraduate curriculum studies in the context of social studies teacher education are scarce (Fitchett & Heafner, 2010), underscoring the significance and necessity of conducting comprehensive investigations in this field. The primary aim of this study is to identify the core qualities that social studies teachers in Türkiye are expected to possess, based on stakeholder perspectives. In this study, ideal teacher qualities are not examined as an end in themselves. Instead, they are used as reference points for evaluating and rethinking the structure and content of undergraduate social studies teacher education programs. To address this, extensive discussions were conducted with various stakeholders involved in social studies education, aiming to conceptualize the profile of the ideal social studies teacher. Accordingly, the research seeks to define the desired teacher characteristics to be targeted in USSTEP. The participants include academics, social studies teachers, and both undergraduate and graduate students. Within this framework, the study is expected to contribute to ongoing debates and reform initiatives regarding the improvement of social studies teacher education. The findings are anticipated to inform policy orientations, organizational contexts, and effective instructional practices that shape social studies teacher education (Forzani, 2014; Grossman & McDonald, 2008; Janssen et al., 2014).

METHODOLOGY

This section presents explanations regarding the research design, data sources and collection process, data analysis, and trustworthiness.

Research Design

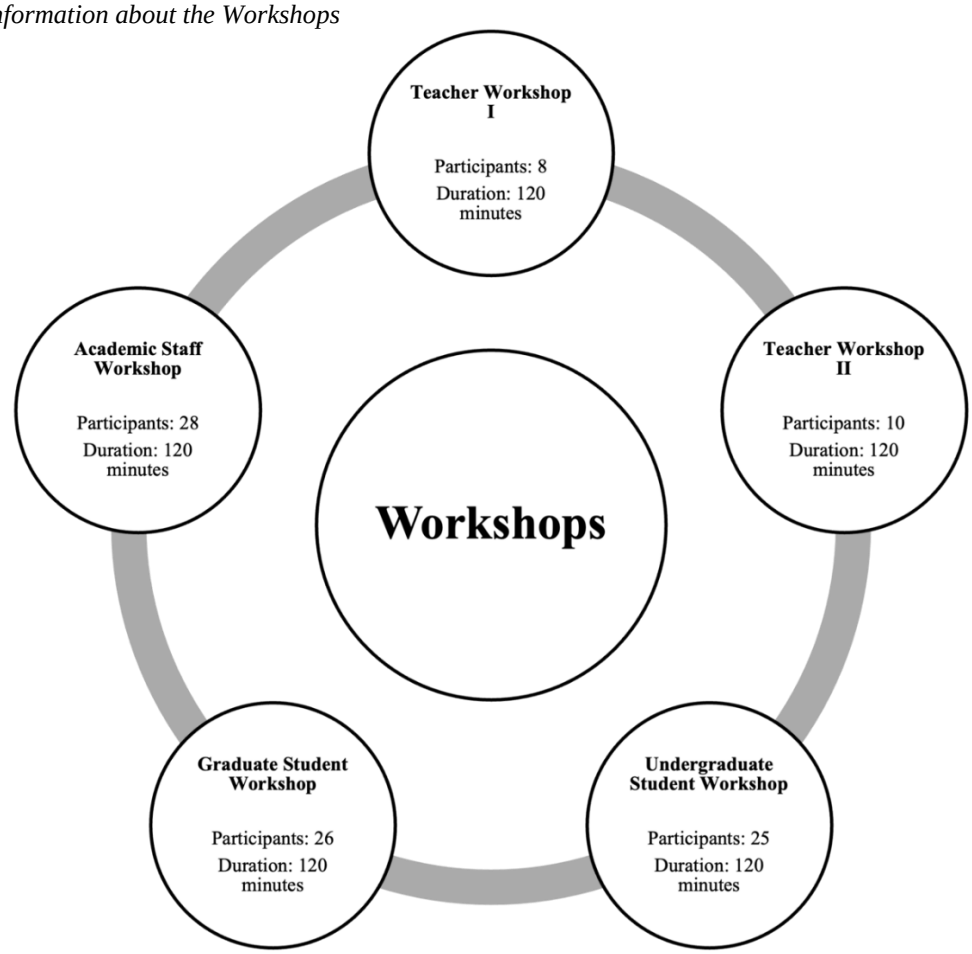
A qualitative research methodology was adopted in both the planning and implementation stages of this study. A qualitative research approach guided the planning stage of this study by shaping the formulation of the research questions, the selection of participants, and the development of data collection tools. Accordingly, the study was designed to capture participants' experiences and meanings through flexible and context-sensitive qualitative procedures. Qualitative research focuses on understanding phenomena from the perspective of participants and evaluating issues within their natural context and framework (Bogdan & Biklen, 2007). In line with this approach, the study explored stakeholders' perspectives on the essential qualities that social studies teachers in Türkiye should possess. A case study design, one of the qualitative research methods, was employed. The workshops conducted on the second day of ISSES were selected as the temporal and spatial setting, while the USSTEP was defined as the case under investigation. The case study approach was chosen because it enables an in-depth analysis of a bounded system within a specific time and place (Hancock & Algozzine, 2006). Furthermore, the study aimed to reveal the perspectives of various stakeholders on the desired qualities of social studies teachers to be targeted in USSTEP, aligning with a responsive evaluation approach. According to this approach, uncovering stakeholders' views on implementation, their information needs, and differing value perspectives is considered a critical dimension of program evaluation studies (Akıncı, 2021; Stake, 2011).

Data Source and Data Collection Process

In this study, a purposeful sampling method was employed, a common approach in qualitative research that involves selecting information-rich individuals, groups, and settings for in-depth analysis (Nyimbili & Nyimbili, 2024; Patton, 1990). Since the study aimed to explore stakeholders' perspectives on implementation, information needs, and differing value orientations, the participants included experts in social studies education, social studies teachers, graduate students, and undergraduate students enrolled in social studies teacher education programs.

Within purposeful sampling, the criterion sampling technique was used to identify participants. Criterion sampling involves selecting participants based on predefined criteria aligned with the research purpose (Patton, 2014). In this context, since the research focuses on identifying the desired teacher qualifications targeted in USSTEP, the inclusion criterion was defined as studying or working in the field of social studies education. Accordingly, 28 academics, 18 teachers, 26 graduate students, and 25 undergraduate students meeting these criteria participated in the workshops and shared their views. For the analysis, participants were coded as academic (WG1), teacher (WG2), graduate student (WG3), and undergraduate student (WG4). The data were collected through stakeholder workshops, which are widely used qualitative data collection settings and serve as an effective means of generating rich, in-depth information through interactive discussions. Workshops were chosen because the participants shared common experiences relevant to the research focus, enabling the exchange of perspectives and collective reflection (Bryman, 2012). Within this framework, views and insights were obtained during five stakeholder workshops (2 Teacher workshops, 1 Academic Staff Workshop, 1 Undergraduate Student Workshop, 1 Graduate Student Workshop). Detailed information regarding the workshops is presented in Figure 1.

Figure 1.
General Information about the Workshops



As shown in Figure 1, a total of 97 participants—academics, teachers, graduate students, and undergraduate students—took part in the workshops held on June 10, 2022, the second day of the symposium. Separate workshops were organized for each stakeholder group: one with academics, two with teachers, one with graduate students, and two with undergraduate students. Each workshop lasted approximately two hours. The researchers ensured that the sessions were conducted under the guidance of a moderator and that participants focused exclusively on the central question: "What kind of social studies teacher is needed in Türkiye?" In this way, academics discussed the question with fellow academics, teachers with teachers, and undergraduate and graduate students with their peers, engaging in two-hour discussions. With the consent of all participants, the workshops were recorded using an audio recorder.

Data Analysis

The data analysis process began with the transcription of the audio recordings obtained from the stakeholder workshops. The transcribed data were then imported into NVivo 10, a qualitative data analysis software, which was also used during the thematization and visualization stages. To analyze the data, both deductive and inductive thematic analysis approaches were employed, enabling a comprehensive explanation of the collected data and the identification of relationships within it (Sığrı, 2021).

An inductive thematic analysis was used to identify recurring themes emerging directly from participants' views, while a deductive thematic analysis was conducted to comparatively examine these themes across participant groups and reveal patterns of similarity. The analysis followed a two-step process: in the first step, themes emerging within a specific participant group were identified and noted; in the second step, the presence of these themes in other groups' data was examined. In this way, similar and divergent perspectives across different stakeholder groups were integrated and compared to finalize the thematic framework (Corbin & Strauss, 2008). To systematically separate and categorize the data, open coding was conducted, followed by axial coding to examine potential relationships and connections among the codes. Finally, comparative analysis was used to refine and clarify potential themes, ensuring a robust thematic structure grounded in the participants' perspectives (Glaser & Strauss, 1967).

Trustworthiness

Ethical approval for this study was obtained from the Recep Tayyip Erdogan University Ethics Committee on Social Sciences and Humanities under approval number 2024/436. In qualitative research, various strategies are employed to ensure credibility, transferability, dependability, and confirmability of findings (Lim et al., 2022). Accordingly, this study was designed in line with the nature of qualitative research and conducted based on the criteria proposed by scholars (Lincoln and Guba, 1985). Each step of the research process has been described in detail to enhance the study's trustworthiness. One of the most effective strategies for ensuring credibility in qualitative research is prolonged engagement (Başkale, 2016). In this study, study attempted to obtain rich data by diversifying participants to by maintaining sustained interaction with participants during the workshops and ensuring researchers' continuous presence in the research setting. Additionally, credibility was strengthened by peer debriefing, whereby research data were shared with experts for feedback (Glesne & Peshkin, 1992). As a result of the peer debriefing process, several adjustments were made to the analysis. Overlapping codes were merged, category labels were refined to better reflect participants' meanings, and the boundaries between closely related themes were clarified. In addition, exemplar quotations were re-examined to ensure alignment with the revised themes, thereby strengthening the analytic rigor and transparency of the findings. To further minimize subjectivity and enhance internal validity, three researchers independently analyzed a portion of the data. Their individual analyses were compared during joint sessions, and a single, consolidated analysis was produced. Any disagreements were resolved through consensus. Transferability was supported through thick description and purposeful sampling (Erlandson et al., 1993). Participants were selected using purposeful sampling, direct

quotations were incorporated to reflect participants' perspectives, and detailed descriptions of participant characteristics, data collection procedures, and analytical processes were provided. The criterion of dependability was addressed by employing a dependability audit, ensuring the transparency and replicability of the research. Detailed explanations of the data analysis process, the use of open coding and axial coding, and the integration of both inductive and deductive thematic analyses provided a comprehensive framework for understanding and validating the findings (Yıldırım & Şimşek, 2021).

Finally, confirmability, which relates to maintaining neutrality in qualitative research, was ensured by separating the research findings from researchers' personal biases or subjective judgments (Arastaman, 2024; Lincoln & Guba, 1985). This was achieved by providing a transparent account of the research process, integrating feedback from other researchers throughout, and presenting the findings in a way that allowed for both within-group and cross-group comparisons. Throughout the implementation and reporting of this study, AI based tools (Chatgpt and Gemini) were used solely for linguistic refinement, improving academic clarity, and reference formatting. AI-based text suggestion and language editing tools were employed in a limited and supportive capacity to simplify the text, maintain narrative coherence, and enhance formal accuracy without influencing the study's content or findings.

FINDINGS AND DISCUSSION

The findings of this study align with the existing literature (Cuenca, 2021; Hansen, 2008; Merryfield, 1992; Russell & Morrow, 2012; Swan & Griffin, 2013), demonstrating consensus around certain core qualities of an ideal social studies teacher education. However, the study also reveals that these shared concepts are constructed and interpreted differently across various contexts.

Across all stakeholder groups, there is broad agreement that social studies teachers should possess pedagogical content knowledge and demonstrate innovative teaching practices. In addition, stakeholders widely emphasized the importance of psychological resilience and adopting a social studies-oriented perspective as essential qualities for effective teaching. Nevertheless, despite this common ground, notable variations emerged across subthemes, suggesting that each stakeholder group draws on its own unique needs, expectations, and professional experiences when envisioning the ideal teacher profile.

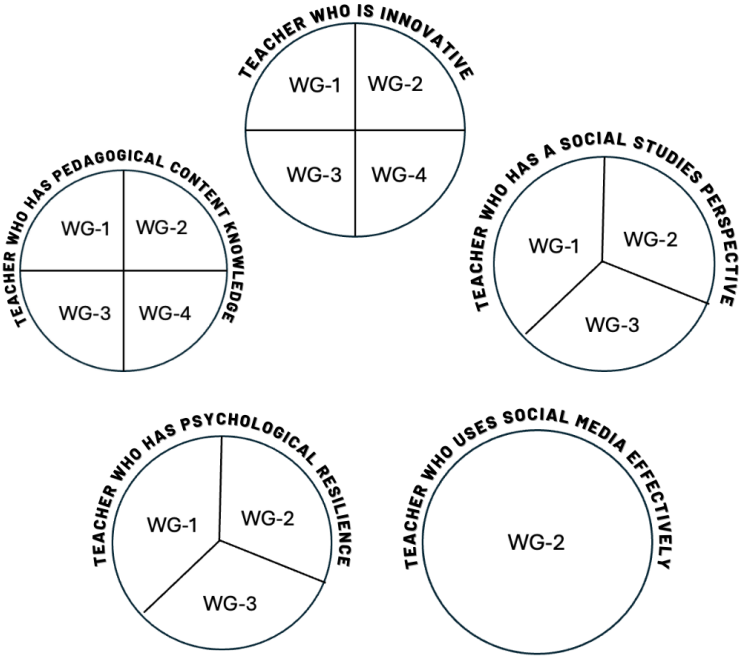
The analysis resulted in the identification of five overarching themes (see Figure 2):
1. Pedagogical Content Knowledge
2. Innovative Teaching Practices
3. Social Studies-Oriented Perspective
4. Psychological Resilience
5. Use of Social Media

Shulman (1986) conceptualizes the knowledge that develops in teachers' minds as consisting of (a) subject matter knowledge, (b) pedagogical content knowledge, and (c) curriculum knowledge, and argues that knowing the concepts, skills, and processes of a discipline alone is insufficient; in addition to subject matter knowledge, teachers must possess pedagogical content knowledge. Emphasizing the characteristics of innovative teachers, Zhu et al., (2013) argue that innovative teachers are expected to enact innovative teaching and that such practice has become a necessity for all teachers in order to meet the educational needs of new generations. In the present study, pedagogical content knowledge and innovativeness are consistently emphasized across all stakeholder groups.

Among these, pedagogical content knowledge and innovation were consistently highlighted across all stakeholder groups, while psychological resilience, a social studies perspective, and social media competency were prioritized by different groups to varying degrees. Interestingly, the ability to use social media effectively was raised exclusively by practicing teachers. These findings are discussed in detail in relation to the existing literature and professional competency frameworks, as presented in

Appendix 1.

Figure 2.
Common and Differing Themes

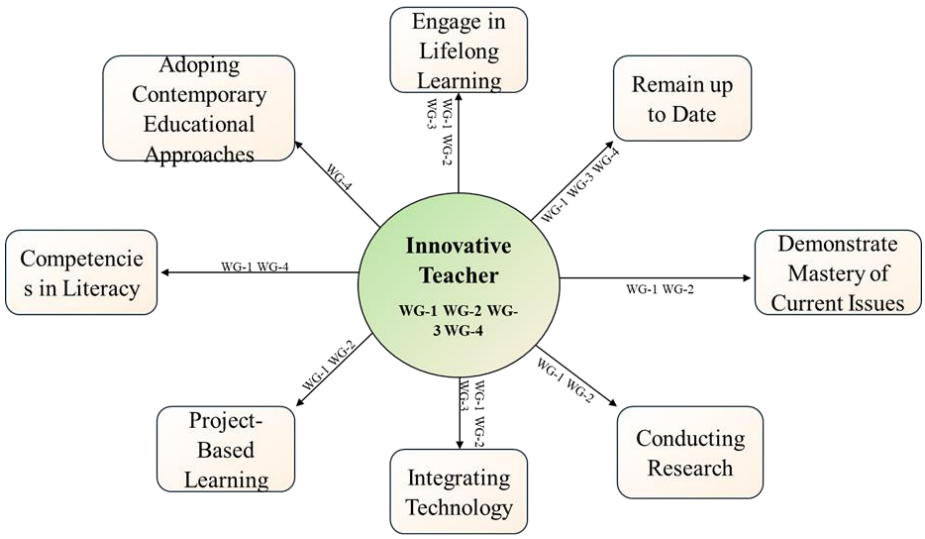


Innovative Teacher

All participant groups converged on the theme of the innovative teacher, reflecting a shared awareness of the need for teaching and learning processes—and thus teachers—to adapt to a rapidly changing and evolving world. Supporting this view, Hansen (2008) emphasizes that teachers should develop perspectives attuned to the economic, social, technological, and environmental challenges of today's dynamic contexts.

Teachers who can adapt to change are better equipped to support their students in leveraging emerging opportunities while also preparing them to navigate future uncertainties and complex problems effectively.

Figure 3.
Innovative Teacher



To better understand how the participant groups conceptualized the notion of an "innovative teacher," it is necessary to examine the subthemes in greater detail (see Figure 3). Academics and teachers defined an innovative teacher as someone who possesses core competencies that support knowledge creation and application processes, such as project-based learning, conducting research, and effectively integrating technology into teaching practices. Academics and teachers also emphasized the importance of continuous professional and personal development, framing innovation as the ability to engage in lifelong learning, remain up to date, and demonstrate mastery of current issues (Kocasaraç & Karataş, 2018).

Graduate students' perceptions of innovative teachers were largely consistent with the definitions provided by academics and social studies teachers. In contrast, undergraduate students placed greater emphasis on the ability to adopt contemporary educational approaches, defining innovation primarily in terms of alignment with current pedagogical paradigms. Their less detailed framing suggests a context-sensitive understanding, reflecting an awareness of the demands and expectations of the current education system. These students highlighted the necessity of integrating modern pedagogical methods into teaching practices to enhance learning processes.

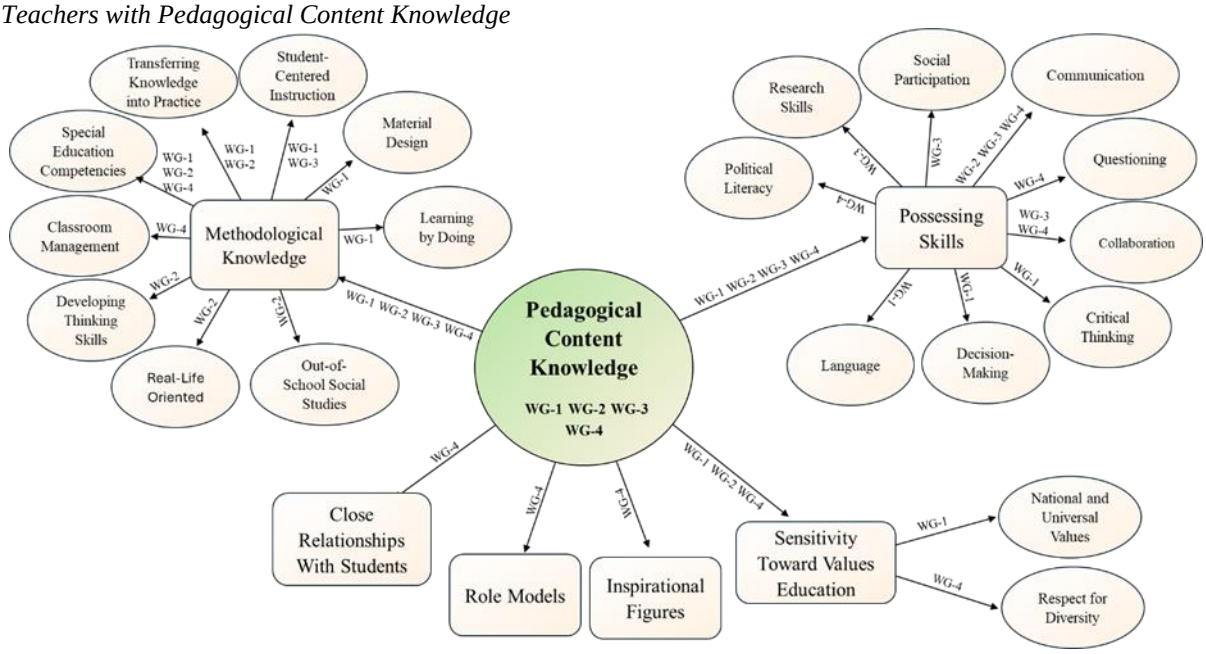
Participants' perspectives on the innovative teacher theme reveal a strong alignment with the professional competency domains defined for social studies teachers. The discussions particularly underscored the teaching and learning process, professional development, and monitoring and assessment as central aspects of innovation in teaching. In contrast, competencies related to planning and organizing instructional processes, as well as collaboration with schools, families, and communities, received comparatively little attention. Overall, the findings indicate that stakeholders primarily associate innovation with the enhancement of classroom practices and the promotion of continuous professional growth (Kartal & Bektaş, 2020).

Teachers with Pedagogical Content Knowledge

Academics, teachers, graduate students, and undergraduate students collectively emphasized that teachers should possess pedagogical content knowledge (see Figure 4). This shared emphasis across all stakeholder groups reflects a common awareness of the essential nature of teaching and aligns closely with findings in the existing literature. As defined by Shulman (1987), Pedagogical Content Knowledge (PCK) refers to teachers' ability not only to master subject matter knowledge but also to understand how to effectively teach that knowledge. According to Shulman, it is insufficient for a teacher to have expertise solely in the content area; they must also know how to adapt instructional strategies to present content meaningfully to students. Consistent with this perspective, all stakeholder groups in this study highlighted the importance of PCK for enabling teachers to conduct lessons effectively and tailor instructional methods to suit the nature of the content being taught. However, subtle variations in emphasis emerged among the groups, which can be attributed to differences in experience, educational background, and professional expectations.

Academics and teachers defined the characteristics of a teacher with pedagogical content knowledge (PCK) as someone who possesses methodological knowledge, practical skills, and sensitivity toward values education. Within this dimension, academics and teachers adopted a more comprehensive and method-oriented perspective, while graduate students, differing from the other groups, emphasized the importance of teachers being inspirational figures. Undergraduate students, taking a more idealistic stance, highlighted the role of teachers as role models and stressed the importance of fostering close relationships with students.

Figure 4.
Teachers with Pedagogical Content Knowledge



Methodological Knowledge

All stakeholder groups agreed on the necessity of methodological knowledge, which constitutes the foundation of pedagogical content knowledge. Among these, academics and teachers provided the most comprehensive evaluations, though their priorities diverged. These differences are interpreted as reflections of their distinct roles and experiences within educational contexts. Despite these differences, a common thread unites their perspectives: teachers should adopt approaches that actively engage students in the learning process and enable them to understand concepts through practice and real-life experiences (Ghousseini et al., 2022; Kavanagh, 2022). This aligns with the student-centered educational philosophy promoted in faculties of education. Unlike findings in the literature (Yaylak, 2020), participants in this study emphasized real-life connections as a key criterion when selecting instructional methods. This suggests that teachers place importance on bridging learning with life, aiming not only to enhance students' academic success but also to equip them with the skills needed to manage real-world situations effectively.

This perspective resonates with Shulman's (1987) model, which underscores that effective teaching should support students with diverse abilities, interests, and motivation levels, relying on a broad repertoire of strategies, practices, and responsive techniques. Graduate students highlighted student-centered instruction as a crucial competency, reflecting its recognition as a significant and effective pedagogical approach within academic discourse. Interestingly, only undergraduate students emphasized the importance of classroom management — a finding that reflects their awareness of the immediate challenges they expect to face as future teachers. Undergraduate students also prioritized special education competencies, expressing concern about being underprepared to address the needs of students with disabilities.

This concern aligns with prior studies indicating that teacher education programs should place greater emphasis on classroom management and special education training (Uçar & Şimşek, 2022). Research shows that many teacher candidates graduate without adequate preparation to address the needs of students requiring special education support (Kargın, 2004). Accordingly, studies highlight the importance of providing both pre-service and in-service training on inclusive education practices for teachers and teacher candidates (Forlin, 2010).

Possessing Skills

According to the findings, participants identified several core skills within the scope of pedagogical content knowledge as fundamental qualities of an ideal teacher. Among these, communication skills were particularly emphasized by teachers, graduate students, and undergraduate students. Rubin and Feezel (1986) highlight the importance of evaluating and developing teachers' communication competencies, noting that strong communication skills positively influence both students' academic achievement and classroom dynamics.

For social studies teachers specifically, effective communication is crucial for fostering meaningful dialogue and engagement with social and societal issues (Payne et al., 2025; Yıldız et al., 2022). Moreover, communication skills underpin other 21st-century competencies, including collaboration, problem-solving, and social participation, situating this finding within the broader framework of contemporary educational demands (Gençtürk et al., 2012). Teachers' emphasis on communication suggests a recognition that student success extends beyond individual achievement to include the development of teamwork, social responsibility, and interpersonal interaction skills.

Interestingly, aside from communication and collaboration, there was little consensus among stakeholder groups regarding other skill sets. For example:
- Graduate students uniquely emphasized research skills and social participation.
- Undergraduate students highlighted questioning skills, focusing on the ability to ask effective and thought-provoking questions.
- Teachers prioritized political literacy, associating it with preparing students to navigate social and civic contexts.
- Academics stressed critical thinking, decision-making, and foreign language proficiency, reflecting a broader and more comprehensive academic perspective on teaching.

When viewed collectively, these skills reflect essential dimensions of democratic citizenship competencies (Council of Europe, 2018). Abilities such as communication, collaboration, decision-making, research, social participation, critical thinking, and political literacy support healthy decision-making in democratic processes while fostering active social and political engagement.

A noteworthy finding is that only undergraduate students underscored the significance of questioning skills. Research shows that social studies teachers' questions tend to focus on lower order thinking skills (Yılmaz & Gazel, 2017). Undergraduate students' emphasis on questioning likely reflects either an awareness of this gap or recognition of its critical role in fostering student engagement and intellectual curiosity. In educational contexts, effective questioning serves not only as an assessment tool but also as a means to stimulate curiosity, encourage participation, and develop critical thinking skills. Similarly, the exclusive emphasis of academics on critical thinking, decision-making, and foreign language proficiency highlights a broader, more comprehensive vision of teaching informed by an academic perspective.

Sensitivity to Values Education

Within the theme of sensitivity to values education, academics, teachers, and undergraduate students expressed similar perspectives, whereas graduate students did not offer any views on this topic. Academics emphasized the importance of upholding both national and universal values, while undergraduate students highlighted respect for diversity as a key value. The focus on national and universal values by academics (Beldağ & Nalçacı, 2021) reflects their belief in education's dual role of strengthening national identity and fostering global citizenship awareness.

Undergraduate students' emphasis on connecting with students, serving as role models, and respecting individual differences suggests that their perspectives are shaped largely by their personal learning experiences. Similarly, graduate students' focus on inspiring students, despite not explicitly mentioning

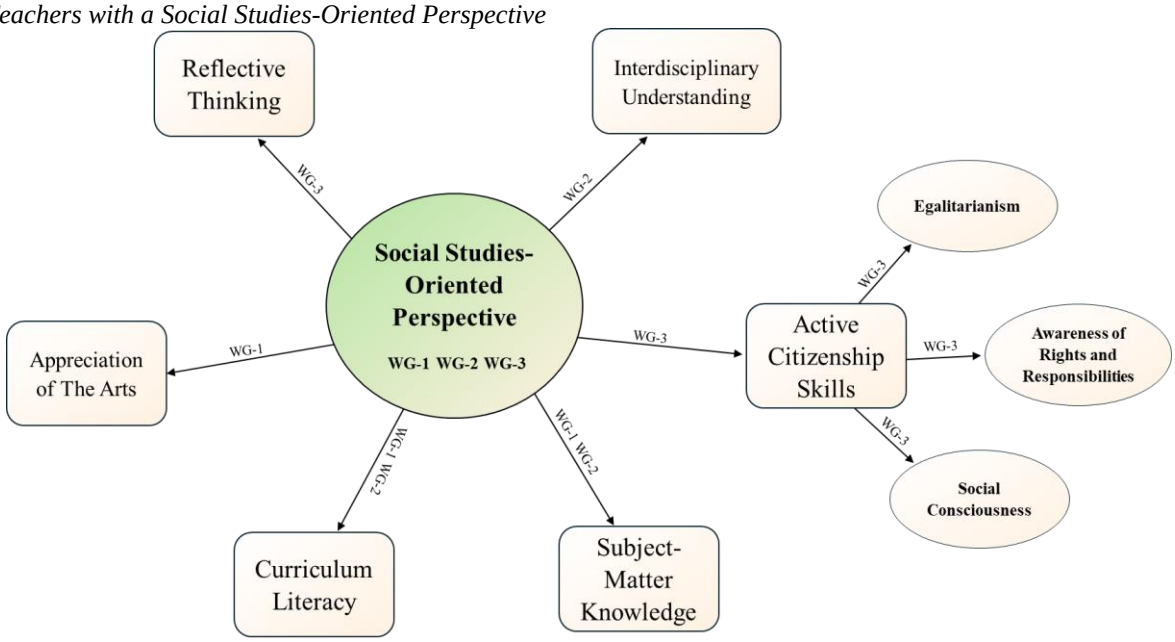
values, also indicates how their educational journeys influence their views on effective teaching practices.

The perspectives articulated under the theme of pedagogical content knowledge align closely with four major professional competency domains for social studies teachers. Stakeholders emphasized the importance of the teaching and learning process, the capacity to collaborate effectively with schools, families, and communities, and the ability to plan and organize instructional practices. Considerably less attention, however, was given to competencies related to professional development. Notably, no direct connections were drawn between pedagogical content knowledge and the domain of assessment and evaluation, suggesting a potential gap in how this aspect of teacher expertise is conceptualized.

Teachers with a Social Studies-Oriented Perspective

Another significant finding highlights the importance of teachers adopting a social studies-oriented perspective (see Figure 5). This aligns with Cuenca's (2021) conceptualization, which views social studies education as fostering students' understanding of social structures, relationships, and issues to support their responsible participation in public life. From this perspective, social studies as a school subject draws upon the knowledge, skills, and methods of the social sciences to cultivate informed, active, and responsible citizens (Cuenca, 2021).

Figure 5.
Teachers with a Social Studies-Oriented Perspective



The scope of having a social studies-oriented perspective includes possessing subject-matter knowledge, interdisciplinary understanding, curriculum literacy, appreciation of the arts, reflective thinking, and active citizenship skills. Stakeholder groups mostly highlighted different aspects within this theme. It was found that academics, teachers, and graduate students shared similar views on only two concepts, while their opinions differed on all other aspects. Among the stakeholder groups, only academics and teachers emphasized curriculum literacy and subject-matter knowledge, which are subthemes of this dimension. Curriculum literacy refers to a teacher's competence in understanding and effectively implementing the curriculum. It enables teachers to comprehend the objectives, content, and approaches of the curriculum and to develop appropriate instructional strategies accordingly. Another significant finding is that undergraduate students did not address any of the features listed under the social studies-oriented perspective theme.

Subject-matter knowledge, one of the most fundamental components of teacher competencies, is a core

focus within this theme. It refers to a teacher's comprehensive understanding of the subject matter they are responsible for teaching. For social studies teachers, this implies having sufficient knowledge of various social science disciplines. The fact that only academics and teachers emphasized subject-matter knowledge is a noteworthy result. Given the interdisciplinary nature of social studies, questions arise regarding the balance and relative weight of different disciplines within teacher education. In this context, adopting a holistic social studies perspective offers a meaningful solution. As Barton and Avery (2016) state:

"One cannot study government meaningfully without understanding the historical development of political institutions; nor can one explore geography without attending to cultural patterns and social relationships."

Indeed, various practices have been observed in Türkiye's social studies teacher education programs to date, particularly regarding the inclusion of social science disciplines in the curriculum (Turan, 2023). Finally, graduate students emphasized the importance of teachers having reflective thinking skills and the qualities of an active citizen. Within active citizenship, they particularly focused on egalitarianism, awareness of rights and responsibilities, and social consciousness. Evans (2004) also argues that social studies should serve the purpose of helping students understand social problems, develop ethical values, and acquire active citizenship skills. Similarly, Çiydem and Kaymakçı (2021) highlighted the importance of fostering active citizenship qualities among graduate students and suggested restructuring programs to reflect the principles of 21st-century education, aiming to raise individuals equipped with democratic life skills.

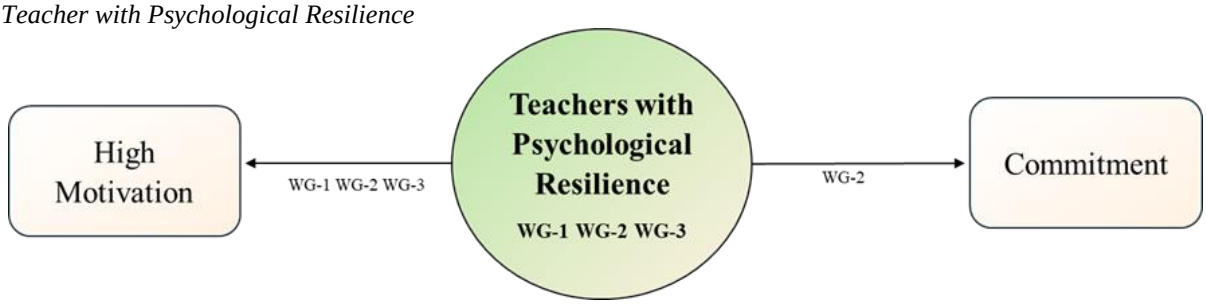
The views expressed under the social studies-oriented perspective theme were found to align with four domains of teacher competency. These views primarily emphasized the teaching and learning process, alongside considerations related to assessment and evaluation, the planning and organization of instructional practices, and the importance of professional development. However, stakeholders did not establish any association between this theme and the competency domain of collaboration with schools, families, and communities, indicating a noteworthy absence in the conceptualization of teacher competencies within this perspective.

Teachers with Psychological Resilience

Academics, teachers, and graduate students among the participant groups agreed that an ideal social studies teacher should possess psychological resilience (see Figure 6). Within this theme, the subtheme of high motivation was particularly emphasized by both academics and teachers. Research has shown that teachers with high motivation are more eager to prepare for lessons and effectively conduct classes (Saputra & Darmawan, 2023; Tünkler, 2021).

While academics focused solely on the importance of maintaining high motivation, teachers highlighted not only motivation but also the significance of commitment to the profession. Indeed, teachers' commitment to the profession is regarded as a key factor influencing their performance and as a cornerstone of educational quality (Siri et al., 2020). Teachers with strong psychological resilience are expected to cope effectively with challenges and stress. Likewise, empirical studies indicate that as teachers' psychological resilience increases, their levels of burnout decrease, thereby enhancing their capacity to cope with difficulties; moreover, high levels of teachers' emotional competence exert strong effects on students' behaviors and learning outcomes, as well as on teachers' own well-being (Bozkurt & Levent, 2021; Savina et al., 2025).

Figure 6.
Teacher with Psychological Resilience



The fact that the commitment subtheme was emphasized only by teachers indicates that this quality plays a more prominent role in their daily practices and professional experiences. Commitment reflects teachers' dedication and devotion to their profession. According to research examining the relationship between teaching motivation and professional commitment, there is a significant positive correlation between teachers' motivation levels and their level of commitment to the teaching profession (Kırbaç & Kaya, 2023).

It is also noteworthy that undergraduate students did not mention motivation at all. This may stem from their limited professional experience, which likely results in less awareness of the importance of these concepts. Therefore, it is reasonable to assume that their understanding of the role of motivation and commitment in teaching practice will develop further as they gain more professional knowledge and classroom experience in later stages of their careers.

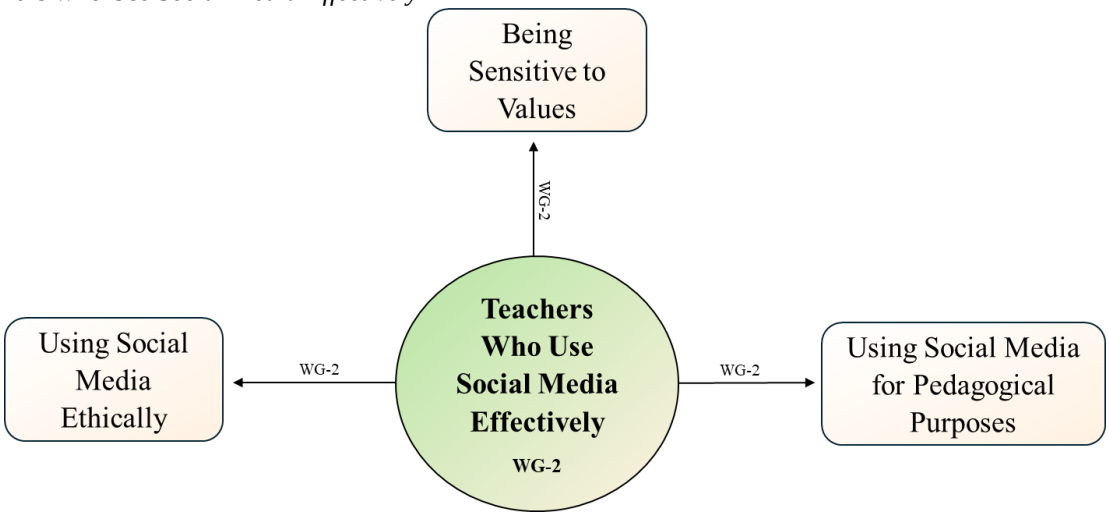
Teachers Who Use Social Media Effectively

According to the findings, only teachers emphasized that an ideal teacher should be able to use social media effectively (see Figure 7). The expanding domain in which individuals involved in education—policymakers, administrators, teachers, students, and parents—need to better understand the influence of social media is the growing social media sphere itself, as it enables them to recognize and make use of the resources, information, and people made available through global social networks (Greenhow et al., 2020). Teachers use social media for a variety of purposes. According to Kent and Leaver (2014), educators benefit from social media both as an instructional tool and as a means of supporting their professional development. Similarly, Summuer (2014) argues that teachers make extensive use of social media not only to support their personal and professional development but also as a space for communication and entertainment. Moreover, through social media use, teachers gain new perspectives, develop insights into which practices are effective across different contexts, and adopt a more analytical approach to school improvement processes (Zhang et al., 2017).

As Kızıltaş (2023) notes, "celebrity teachers" often stand out more for sharing content about their students and interacting with their followers than for their instructional practices. Teachers' active engagement on social media offers certain advantages, such as fostering innovative and effective teaching methods and expanding educational opportunities. However, it also brings potential privacy and security concerns that require careful consideration in professional practice.

The Ministry of National Education (MoNE) has issued a directive regarding the conscious and ethical use of social media by teachers (MoNE, 2017c). Academic studies on the use of social media in classrooms particularly highlight ethical and pedagogical concerns (Kızıltaş, 2023; Perez et al., 2023; Rosenberg et al., 2022; Shelton et al., 2020). Nevertheless, many teachers remain uncertain about how to meaningfully integrate social media–related technologies or how to assess their impacts (Crook, 2012).

Figure 7.
Teachers Who Use Social Media Effectively



CONCLUSION and RECOMMENDATIONS

This study represents the first research to bring together diverse stakeholders in social studies education around a shared discussion platform. Stakeholders collectively addressed a common central question, and their perspectives were analyzed comparatively.

Based on the comparative analysis of stakeholder perspectives, the ideal social studies teacher is conceptualized as a professional who combines strong disciplinary knowledge with pedagogical competence and democratic values. Across all stakeholder groups, core attributes included subject-matter expertise, effective instructional skills, and the ability to relate social studies content to real-life social issues. These attributes largely align with the competencies defined in existing teacher competency frameworks. Beyond these established competencies, stakeholders emphasized several emerging qualities that extend current standards. In particular, psychological resilience, motivation, professional commitment, and the ethical and effective use of social media were identified as essential attributes of the contemporary social studies teacher. These findings suggest that the ideal social studies teacher is not only a knowledgeable and skilled instructor but also a resilient, reflective, and socially responsive professional capable of navigating the emotional and digital dimensions of modern teaching contexts.

The findings indicate that social studies teacher education programs should be designed to move beyond a narrow focus on content knowledge and instructional techniques. Stakeholder perspectives point to the need for field-specific standards that reflect the distinctive aims of social studies education, including democratic citizenship, critical thinking, and social responsibility. In addition, teacher education programs should explicitly address socio-emotional competencies, such as psychological resilience, motivation, and professional identity development, which were strongly emphasized by participants but are not sufficiently represented in current frameworks. The results also highlight the importance of preparing prospective teachers for the ethical and pedagogical use of social media as part of contemporary civic and educational practice. Overall, the study underscores the necessity of developing social studies–specific teacher education frameworks that are responsive to stakeholder expectations and evolving educational contexts.

This study has several limitations that should be considered when interpreting the findings. The data were generated through workshop-based focus group discussions conducted during a single academic symposium, and therefore the findings are bounded by the specific temporal and institutional context of

the International Social Studies Education Symposium. Although the study involved a relatively large number of participants, the focus group format prioritizes collective meaning-making rather than individual depth. As a result, some perspectives may have been influenced by group dynamics, and certain views may have been less visible during group discussions.

Finally, the study focused on stakeholders' perceptions of the ideal social studies teacher and teacher education program rather than observing actual teaching practices or program implementation. Consequently, the findings reflect perceived expectations rather than enacted competencies, and future research incorporating classroom observations, document analysis, or program evaluations would help triangulate and extend the results.

Finally, this study emphasizes the potential role of ASSE in leading collaborative initiatives aimed at establishing field-specific standards. By working alongside relevant stakeholders, ASSE could contribute significantly to the development and implementation of specialized guidelines that better reflect the realities and expectations of social studies education.

Acknowledgement

Preliminary findings of the study were published as a conference abstract at the 11th International Symposium on Social Studies Education in 2023.

REFERENCES

Adler, S. (2008). The education of social studies teachers. In L. S. Levstik & C. A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 329–351). Taylor and Francis e-Library.

Akarsu, A. H., Yılmazer, A., & Geçit, Y. (2020). Structure of social studies teacher training programs: comparison of programs in 2006-2018. *Mehmet Akif Ersoy University Journal of Education Faculty*, 56, 23-60.

Akıncı, M. (2021). *Evaluation of measurement and evaluation in education curriculum* (Unpublished doctoral dissertation). Akdeniz University.

Arastaman, G. (2024). Nitel araştırmalarda güvenirlik ve geçerlilik. In F. Nayır & T. Atmaca (Eds.), *Nitel araştırmalarda tasarım ve uygulama* (pp. 61–71). Anı.

Avrupa Konseyi. (2018). *Demokratik kültür yetkinlikleri referans çerçevesi: 1. cilt*. https://rm.coe.int/rfcdc-1-turkish/1680a1458e

Barton, K. (2024). Knowledge without disciplines: A critique of social realism's disciplinary fixation. *Journal of Curriculum Studies, 56*(3), 235–245. https://doi.org/10.1080/00220272.2024.2328058

Barton, K., & Avery, P. (2016). Research on social studies education: Diverse students, settings, and methods. In D. Gitomer & C. Bell (Eds.), *Handbook of research on teaching* (pp. 985–1038). American Educational Research Association.

Başkale, H. (2016). Determination of validity, reliability, and sample size in qualitative studies. *Dokuz Eylül University School of Nursing Electronic Journal, 9*(1), 23–28.

Beldağ, A., & Nalçacı, A. (2021). Discussion of scholars' views on the concept of value from various aspects. *International Journal of Education Technology and Scientific Researches, 14*, 31–63. https://doi.org/10.35826/ijetsar.288

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. Pearson.

Bozkurt, D., & Levent, F. (2021). The relationship between teachers' psychological resilience and burnout levels. *OPUS International Journal of Society Researches, 18*(44), 7968–8000. https://doi.org/10.26466/opus.937692

Bryman, A. (2012). *Social research methods*. Oxford University Press.

Çiydem, E., & Kaymakçı, S. (2021). An evaluation of the direction of social studies course in Turkey. *Human and Human, 8*(27), 179–207. https://doi.org/10.29224/insanveinsan.818742

Cochran-Smith, M. (2003). Editorial: Assessing assessment in teacher education. *Journal of Teacher Education, 54*(3), 187–191.

Conklin, H. G., & Andolina, M. W. (2025). Toward a more empathic, connected, and humanizing democracy: A civics curriculum centering listening and storytelling. *Theory & Research in Social Education*, 1–34. https://doi.org/10.1080/00933104.2025.2497232

Conrad, J., Reisman, A., Jay, L., Patterson, T., Eisman, J. I., Kaplan, A., & Chan, W. (2023). To whatends? Analyzing teacher candidates' goals and perceptions of student talk in social studies discussions. *The Journal of Social Studies Research, 47*(2), 79–91. https://doi.org/10.1016/j.jssr.2022.01.003

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd ed.). Sage.

Crocco, M. S., & Livingston, E. (2017). Becoming an "expert" social studies teacher. In M. M. Manfra & C. M. Bolick (Eds.), *The Wiley handbook of social studies research* (pp. 360–384). John Wiley & Sons.

Crook, C. (2015). The "digital native" in context: Tensions associated with importing Web 2.0 practices into the school setting. In S. Livingstone & J. Sefton-Green (Eds.), *Digital technologies in the lives of young people* (pp. 63–80). Routledge.

Cuenca, A. (2020). Reforming the idea of social studies teacher education. *Theory & Research in Social Education, 48*(3), 455–459. https://doi.org/10.1080/00933104.2020.1767485

Cuenca, A. (2021). Proposing core practices for social studies teacher education: A qualitative content analysis of inquiry-based lessons. *Journal of Teacher Education, 72*(3), 298–313.

Dinkelman, T., & Cuenca, A. (2020). A turn to practice: Core practices in social studies teacher education. *Theory & Research in Social Education, 48*(4), 583–610. https://doi.org/10.1080/00933104.2020.1757538

Doğanay, A. (2008). Çağdaş sosyal bilgiler anlayışı ışığında yeni sosyal bilgiler programının değerlendirilmesi [Evaluation of the new social studies curriculum in the light of the contemporary social studies approach.]. *Çukurova University Social Sciences Institute Journal, 17*(2), 77-96.

Eğitim Programları ve Öğretim Alanları Değerlendirme ve Akreditasyon Derneği (EPDAD). (2016). *Öğretmen eğitiminde program değerlendirme ve akreditasyon el kitabı [Teacher education program evaluation and accreditation manual]*. İstanbul, Türkiye: EPDAD. https://epdad.org.tr/data/genel/pdf/akr_el_kitabi.pdf

Erlandson, D. A., Harris, E. L., Skipper, B., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods*. Sage Publications.

Evans, R. W. (2004). *The social studies wars: What should we teach the children?* Teachers College Press.

Fitchett, P. G., & Heafner, T. L. (2010). A national perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. *Theory & Research in Social Education, 38*(1), 114–130. https://doi.org/10.1080/00933104.2010.10473418

Forlin, C. (2010). Developing and implementing quality inclusive education in Hong Kong: Implications for teacher education. *Journal of Research in Special Educational Needs, 10*(3), 177–184.

Forzani, F. (2014). Understanding the core practices and practice-based teacher education: Learning from the past. *Journal of Teacher Education, 65*(4), 357–368.

Fraenkel, J. R. (1994). *Characteristics and behaviors of effective social studies teachers in selected countries*. https://files.eric.ed.gov/fulltext/ED388543.pdf

Gençtürk, E., Akbaş, Y., & Kaymakçı, S. (2012). Qualifications of an ideal teacher according to social studies preservice teachers. *Educational Sciences: Theory & Practice, 12*(2), 1559–1572.

Ghousseini, H., Kavanagh, S. S., Dutro, E., & Kazemi, E. (2022). The fourth wall of professional learning and cultures of collaboration. *Educational Researcher, 51*(3), 216–222. https://doi.org/10.3102/0013189X211058751

Glaser B., Strauss A. (1967). *The discovery of grounded theory*. Routledge.

Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. Longman Group Ltd.

Greenhow, C., Galvin, S. M., Brandon, D. L., & Askari, E. (2020). A decade of research on K–12 teaching and teacher learning with social media: Insights on the state of the field. *Teachers College Record, 122*(6), 1–72.

Grossman, P., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal, 45*(1), 184–205. https://doi.org/10.3102/0002831207312906

Hancock, R. D., & Algozzine, B. (2006). *Doing case study research*. Teachers College Press.

Hansen, D. T. (2008). Values and purpose in teacher education. In M. Cochran-Smith, S. Feiman-Nemser, & D. J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 10–26). Routledge.

Janssen, F., Westbroek, H., & Doyle, W. (2014). The practical turn in teacher education: Designing a preparation sequence for core practice framework. *Journal of Teacher Education, 65*, 195–206. https://doi.org/10.1177/0022487113518584

Jay, L. P. (2025). Social Studies Teacher Education and the Legacy of PCK: Exploring Situated Theories of Preservice Teacher Development. *The Teacher Educator, 60*(1), 117-137.

Kargın, T. (2004). Integration: definition, development, and principles. *Ankara University Faculty of Educational Sciences Journal of Special Education, 5*, 1–13.

Kartal, Ş., & Bektaş, Ö. (2020). Being an innovative teacher in 21st century: Studying innovative perception and qualities of social studies pre-service teachers. *International Journal of Education Technology and Scientific Researches, 5*(11), 423–504.

Kavanagh, S. S. (2022). Toward nonbinary theories of practice in teacher education research. *Educational Researcher, 51*(1), 66–71. https://doi.org/10.3102/0013189X211052058

Kaymakcı, S., & Öztürk, T. (2011). The panorama of social studies education in Turkey. *Education Sciences, 6*(2), 1852-1867.

Kırbaç, M., & Kaya, F. (2023). Investigation of the relationship between teachers' teaching motivation and their level of dedication to the teaching profession. *RumeliDE Journal of Language and Literature Studies, 13*, 642–657. https://doi.org/10.29000/rumelide.1379204

Kızıltaş, Y. (2023). A modern problem faced by primary school students in disadvantaged regions: The teacher influencer. *International Online Journal of Primary Education (IOJPE), 12*(2), 152–167. https://doi.org/10.55020/iojpe.1136991

Kocasaraç, H., & Karataş, H. (2018). The innovative teacher characteristics: a scale development study. *Usak University Journal of Educational Research, 4*(1), 34–57.

Küçükahmet, L. (2007). Evaluation of the undergraduate programs of teacher education introduced in 2006-2007 educational year. *The Journal of Turkish Educational Sciences, 5* (2), 203-218.

Levy, B. L. M., Busey, C. L., Cuenca, A., Evans, R. W., Halvorsen, A. L., Ho, L. C., … McGrew, S. (2023). Social studies education research for sustainable democratic societies: Addressing persistent civic challenges. *Theory & Research in Social Education, 51*(1), 1–46. https://doi.org/10.1080/00933104.2022.2158149

Lim, W. M., Gupta, G., Biswas, B., & Gupta, R. (2022). Collaborative consumption continuance: A mixed-methods analysis of the service quality-loyalty relationship in ride-sharing services. *Electronic Markets, 32*(3), 1463–1484.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.

McDonald, M., Kazemi, E., & Kavanagh, S. S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education, 64*(5), 378–386. https://doi.org/10.1177/0022487113493807

Merryfield, M. M. (1992). Preparing social studies teachers for the twenty-first century: Perspectives on program effectiveness from a study of six exemplary teacher education programs in global education. *Theory & Research in Social Education, 20*(1), 17–46. https://doi.org/10.1080/00933104.1992.10505657

National Council for the Social Studies [NCSS]. (1993). *The Social Studies Professional*. National Council for the Social Studies.

National Council for the Social Studies. (2023). *Powerful teaching and learning in social studies*. Author. https://www.socialstudies.org/position-statements/powerful-teaching-and-learning-social-studies

Ningsih, T. Z., Aman, A., Nasrulloh, A., Ofianto, O., Erniwati, E., Asri, Z., … Firza, F. (2025). Enhancing communication and collaboration skills through discovery, cooperative and problem-based learning models in Social Studies education. *Cogent Education, 12*(1). https://doi.org/10.1080/2331186X.2025.2500110

Nyimbili, F., & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative research studies. *British Journal of Multidisciplinary and Advanced Studies: English Language, Teaching, Literature, Linguistics & Communication, 5*(1), 90–99.

OECD. (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. OECD Publishing. https://doi.org/10.1787/9789264018044-en

Öztürk, C. (2015). *Sosyal bilgiler: Toplumsal yaşama disiplinler arası bir bakış* [Social studies: An interdisciplinary perspective on social life]. In C. Öztürk (Ed.), *Sosyal bilgiler öğretimi* [*Social studies education*] (pp. 1–31). Pegem Akademi.

Parker, W. C. (2003). Teaching democracy: Unity and diversity in public life. Teachers' College Press.

Patton, M. Q. (1990). *Qualitative research and education methods* (2nd ed.). Sage.

Payne, K. A., Falkner, A., Adair, J. K., Lee, S., McManus, M. E., Sachdeva, S., & Sánchez Suzuki Colegrove, K. (2025). Child-focused civics: Seeing civic action in young children's everyday interactions. *Theory & Research in Social Education*, 1–32. https://doi.org/10.1080/00933104.2025.2522112

Perez, E., Manca, S., Fernández-Pascual, R., & McGuckin, C. (2023). A systematic review of social media as a teaching and learning tool in higher education: A theoretical grounding perspective. *Education and Information Technologies, 28*, 11921–11950. https://doi.org/10.1007/s10639-023-11647-2

Powell, D. (2018). Brother, can you paradigm? Toward a theory of pedagogical content knowledge in social studies. *Journal of Teacher Education, 69*(3), 252–262. https://doi.org/10.1177/0022487117708553

Rósa, B. (2024). In pursuit of social emotional learning in a Swedish pre-service teacher education programme: A qualitative study of intended curriculum. *Teaching and Teacher Education, 142*, 104527.

Rosenberg, J. M., Borchers, C., Stegenga, S. M., Burchfield, M. A., Anderson, D., & Fischer, C. (2022). How educational institutions reveal students' personally identifiable information on Facebook. *Learning, Media and Technology, 49*(3), 339–355. https://doi.org/10.1080/17439884.2022.2140672

Rubin, R. B., & Feezel, J. D. (1986). Elements of teacher communication competence. *Communication Education, 35*(3), 254–268. https://doi.org/10.1080/03634528609388348

Russell, T. E., & Morrow, J. E. (1986). Reform in teacher education: Perceptions of secondary social studies teachers. *Theory & Research in Social Education, 14*(4), 325–330. https://doi.org/10.1080/00933104.1986.10505530

Sağdıç, M. (2018). The comparison of social studies teaching undergraduate programs applied in 2006 and 2018 in Turkey. *International Journal of Social and Educational Sciences, 5*(10), 308–321. https://doi.org/10.20860/ijoses.488657

Saputra, R. T., & Darmawan, D. (2023). Improving teacher performance through effective leadership, work discipline, and work motivation. *Bulletin of Science, Technology and Society, 2*(2), 31–36.

Savina, E., Fulton, C., & Beaton, C. (2025). Teacher emotional competence: A conceptual model. *Educational Psychology Review, 37*(2), 1–34.

Schiera, A. J., & del Calvo, A. O. (2025). What youth want from discussions: Practice, participation, and democracy in social studies (teacher) education. *Theory & Research in Social Education*, 1–37. https://doi.org/10.1080/00933104.2025.2517327

Schleicher, A. (2011). *Building a high-quality teaching profession: Lessons from around the world*. OECD Publishing. https://doi.org/10.1787/9789264113046-en

Segall, A. (2004). Revisiting pedagogical content knowledge: The pedagogy of content/the content of pedagogy. *Teaching and Teacher Education, 20*(5), 489–504. https://doi.org/10.1016/j.tate.2004.04.006

Shaver, J. (2001). The future of research on social studies—for what purpose? In W. Stanley (Ed.), *Critical issues in social studies research for the twenty-first century* (pp. 231–252). Information Age.

Shelton, C., Schroeder, S., & Curcio, R. (2020). Instagramming their hearts out: What do edu-influencers share on Instagram? *Contemporary Issues in Technology and Teacher Education, 20*(3), 529–554.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4–14.

Shulman, L. S (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1–22.

Sığrı, Ü. (2021). *Nitel araştırma yöntemleri*. Beta.

Siri, A., Supartha, I. W. G., Sukaatmadja, I. P. G., & Rahyuda, A. G. (2020). Does teacher competence and commitment improve teachers' professionalism? *Cogent Business & Management, 7*(1), 1781993. https://doi.org/10.1080/23311975.2020.1781993

Stake, R. E. (2011). Program evaluation particularly responsive evaluation. *Journal of Multidisciplinary Evaluation, 7*(15), 180–201.

Sumuer, E., Esfer, S., & Yildirim, S. (2014). Teachers' Facebook use: Their use habits, intensity, self-disclosure, privacy settings, and activities on Facebook. *Educational Studies, 40*(5), 537–553.

Swan, K., & Griffin, S. (2013). Beating the odds: The College, Career, and Civic Life (C3) Framework for social studies state standards. *Social Education, 77*(6), 317–321.

Tay, B., Ocakcı, E., & Çoban, E. (2024). Life science education during pre-literacy period: Preservice primary school teachers' opinions on the matter. Pamukkale University Journal of Education [PUJE], 61, 266-295. https://doi.org/10.9779/pauefd.1352509

Ministry of National Education [MoNE]. (2017). *Öğretmen strateji belgesi: 2017–2023* [*Teacher strategy document: 2017–2023*]. Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü (*General Directorate of Teacher Training and Development*). Türkiye. http://oygm.meb.gov.tr/meb_iys_dosyalar/2017_07/26174415_Strateji_Belgesi_RG-Ylan-_26.07.2017.pdf

Ministry of National Education [MoNE]. (2017b). *Öğretmenlik mesleği genel yeterlikleri* [*General competencies for the teaching profession*]. Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü [*General Directorate of Teacher Training and Development*]. Türkiye

Ministry of National Education [MoNE]. (2017). *Okullarda sosyal medya kullanımı* [*Use of social media in schools*]. Türkiye. https://mevzuat.meb.gov.tr/dosyalar/1833.pdf

Tonga, D. (2012). Evaluation of social studies education undergraduate program. *The Journal of Turkish Educational Sciences, 10* (4), 780-803.

Tonga, D. (2020). The social studies education undergraduate programs in Turkey over the last twenty years. *Bolu Abant Izzet Baysal University Journal of Faculty of Education, 20*(3), 1547–1564. https://doi.org/10.17240/aibuefd.2020..-542763

Tünkler, V. (2021). Preservice social studies teachers' motivations to teaching: an expectancy-value model. *Turkish Journal of Social Research, 46*(207), 339–354.

Turan, R. (2023). History of social studies teacher training in Turkey. *The Journal of International Turkish Language & Literature Research, 13*, 1282–1312.

Uçar, K., & Şimşek, U. (2022). The impact of authentic materials in the life sciences class on the learning of students at stage with moderate intellectual disability. *Journal for the Education of Gifted Young Scientists, 10*(4), 599–626. http://dx.doi.org/10.17478/jegys.1181680

Uslu, S. (2013). The investigation of social studies education undergraduate program in terms of social studies teachers' special field competencies. *International Journal of Eurasia Social Sciences, 4*(12), 126-139.

Yaylak, E. (2020). Evaluation of teaching methods and practices of social studies teachers. *Ahi Evran University Journal of the Institute of Social Sciences, 6*(1), 187–205. *https://doi.org/10.31592/aeusbed.621664*

Yetişensoy, O., & Demir, M. (2023). Examining the example of the social studies teaching undergraduate program implemented in the United States. *Anatolian Journal of Language and Education, 1*(1), 30–40.

Yıldırım, A., & Şimşek, H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin.

Yıldırım, G., & Baki Pala, Ç. (2024). The status of social studies teacher training programs before the delegation of authority by the Council of Higher Education. *Trakya Journal of Education, 14*(3), 1719-1741. https://doi.org/10.24315/tred.1446713

Yıldız, D., Karaca, Ş., & Bakırcı, Ş. (2022). A review on teachers' communication skills. *Artvin Coruh University International Journal of Social Sciences, 8*(1), 1-17. https://doi.org/10.22466/acusbd.1062068

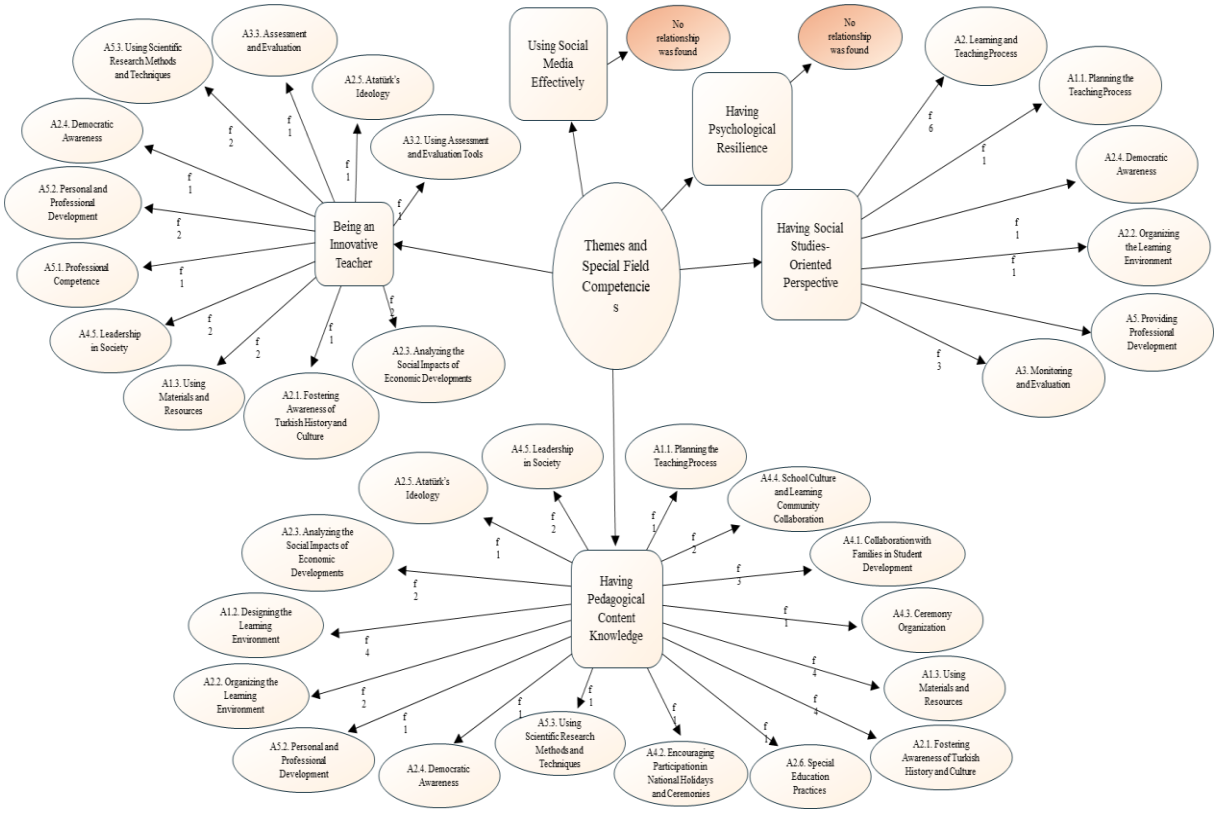
Yılmaz, A., & Gazel, A. A. (2017). The study of teacher's questions asked in 4th and 7th social sciences classes according to bloom taxonomy's cognitive domain. *Afyon Kocatepe University Journal of Social Sciences, 19*(2), 173–186.

Zhang, X., Wen, D., Liang, J., & Lei, J. (2017). How the public uses social media WeChat to obtain health information in China: A survey study. *BMC Medical Informatics and Decision Making, 17*, 72–79.

Zhu, C., Wang, D., Cai, Y., & Engels, N. (2013). What core competencies are related to teachers' innovative teaching? *Asia-Pacific Journal of Teacher Education, 41*(1), 9-27.

APPENDICES

Appendix 1: The Relationship between Findings and Social Studies Teaching Subject-Specific Competencies



TÜRKÇE GENİŞLETİLMİŞ ÖZET

Küresel değişimler, kültürel çeşitlilik, teknolojik dönüşüm ve ekonomik bütünleşme gibi etkenler eğitim programlarını zorlamakta; öğretmen eğitiminin misyonunu dönüştürmektedir. Bu dönüşüm, hesap verebilirlik, merkezi sınavlar ve 21. yüzyıl becerileriyle şekillenmekte; TYYÇ gibi çerçevelerle yapısal olarak yönlendirilmektedir. Sosyal bilgiler öğretmen eğitimi alanında ideal öğretmen nitelikleri konusunda uzlaşı arayışı sürmektedir. Literatürde etkili öğretmenliğin pedagojik beceriler ve etkileşimle ilişkili olduğu; ortak bir dil, yapılandırılmış uygulamalar ve iş birliğiyle öğretmen eğitiminin niteliğinin artırılması gerektiği vurgulanmaktadır. Bu çalışma, Türkiye'de ideal sosyal bilgiler öğretmeninin sahip olması gereken nitelikleri, farklı paydaşların görüşleri doğrultusunda belirlemeyi amaçlamaktadır. Elde edilen bulgular, sosyal bilgiler öğretmenliği lisans programının (SBÖLP) geliştirilmesi sürecine katkı sunarak, öğretmen eğitimi politikaları, örgütsel yapılar ve etkili öğretim uygulamalarını desteklemeyi hedeflemektedir. Sosyal bilgiler öğretiminin niteliğini artırmak için sosyal bilgiler öğretmenlerinin sahip olması gereken bilgi ve beceriler literatürde önemli bir tartışma konusudur (Adler, 2008; Cuenca, 2021). Bu tartışmalar, hem sosyal bilgilerin doğasına hem de toplumsal beklentilere göre şekillenmektedir (Evans, 2004). Ancak öğretmen eğitiminin nasıl olması gerektiği konusunda paydaşlar arasında tam bir uzlaşı bulunmamaktadır. Avrupa Komisyonu ve Hansen (2008) gibi kaynaklar, öğretmenlerin pedagojik bilgi, alan bilgisi, sosyal-kültürel anlayış ve çok yönlü etkileşim becerileriyle donatılması gerektiğini vurgulamaktadır. Bu araştırma, sosyal bilgiler öğretmenliği lisans programlarının geliştirilmesine katkı sunmayı amaçlamaktadır. Araştırma fikri, Türkiye'de alanın tek tematik sempozyumu olan 10. Uluslararası Sosyal Bilgiler Eğitimi Sempozyumu (USBES) hazırlıkları sırasında doğmuştur. USBES, araştırmacılar ve uygulayıcıları buluşturarak ortak bir dil oluşturma imkânı sunmuş; bu yönüyle Grossman ve McDonald'ın (2008) vurguladığı bilimsel topluluk yapısına örnek teşkil etmiştir. Ayrıca literatürde sosyal bilgiler öğretmen eğitimi araştırmalarının sınırlı olması, bu çalışmayı alana yönelik özgün ve önemli bir katkı haline getirmiştir.

Bu araştırma, nitel araştırma yöntemiyle durum çalışması deseninde yürütülmüş; SBÖLP kapsamında ideal sosyal bilgiler öğretmeni nitelikleri, USBES çalıştayında farklı paydaşların katılımıyla derinlemesine incelenmiştir. Çalışma, ihtiyaca cevap verici program değerlendirme yaklaşımıyla paydaş görüşlerini bütüncül biçimde analiz etmeyi amaçlamıştır. Araştırmada, bilgi açısından zengin katılımcıların seçildiği amaçlı örnekleme tekniklerinden ölçüt örnekleme tekniği kullanılmış, görüşmelerle veri toplanmıştır. Katılımcılar, sosyal bilgiler alanında öğrenim gören veya çalışan 28 akademisyen, 18 öğretmen, 26 lisansüstü ve 25 lisans öğrencisinden oluşmakta ve ÇG1-ÇG2 (Çalıştay Grubu-1-2) olarak kodlanmıştır. Veriler, ses kayıtlarının yazıya aktarılmasıyla analiz sürecine alınmış, Nvivo 10 programı kullanılarak açık ve eksen kodlama yapılmıştır. Tümevarımsal ve tümdengelimsel tematik analizle temalar belirlenmiş; katılımcı gruplar arası benzerlik ve farklılıklar karşılaştırmalı analiz yoluyla ortaya konmuştur.

Araştırma bulguları, ideal sosyal bilgiler öğretmeninin niteliklerine dair literatürdeki ortak kavramları desteklemekte; ancak bu kavramların farklı bağlamlarda anlamlandırıldığını göstermektedir. Tüm paydaşlar pedagojik alan bilgisi ve yenilikçiliği temel yeterlikler olarak vurgulamıştır. Psikolojik dayanıklılık ve sosyal bilgiler bakış açısı ise geniş ölçekte kabul görmüştür. Sosyal medya kullanımı yalnızca öğretmenler tarafından belirtilmiştir. Paydaşlar arasında genel bir uzlaşı olsa da alt temalarda farklılaşmalar görülmektedir. Bu durum, katılımcı gruplarının deneyim, beklenti ve ihtiyaçlarının nitelik algılarını etkilediğini göstermektedir. Araştırma, sosyal bilgiler öğretmenlerinin sahip olması gereken niteliklere ilişkin paydaşlar arasında ortak kavramlar bulunduğunu, ancak bu kavramların farklı bağlamlarda anlamlandırıldığını ortaya koymuştur. Tüm paydaşlar pedagojik alan bilgisi ve yenilikçiliği temel yeterlikler olarak görürken, psikolojik dayanıklılık ve sosyal bilgiler bakış açısı da geniş kabul görmüştür. Sosyal medya yeterliği yalnızca öğretmenlerce vurgulanmıştır. Bulgular beş ana tema altında toplanmış, temalar yöntem bilgisi, iletişim, değer eğitimi, program okuryazarlığı, etkin vatandaşlık ve etik medya kullanımı gibi boyutlarla detaylandırılmıştır. Alt temalarda ise grup bazlı farklılıklar gözlenmiştir. Bu araştırma, literatürde vurgulanan sosyal bilgiler öğretmen niteliklerini büyük ölçüde doğrularken bazı yönleriyle genişletmektedir. Yenilikçilik, literatürde genellikle teknolojik yeterlik

üzerinden tanımlanırken, bu çalışmada yaşam boyu öğrenme ve güncel pedagojik yaklaşımlara açıklık da yenilikçiliğin önemli boyutları olarak öne çıkmıştır. Shulman'ın pedagojik alan bilgisi kavramıyla uyumlu şekilde, katılımcılar hem konu hem de yöntem bilgisine vurgu yapmış; ayrıca iletişim becerileri, özel eğitim ve değer eğitimi gibi daha kapsayıcı unsurlar ön plana çıkmıştır. Sosyal bilgiler bakış açısı, literatürde genellikle genel hedef olarak ele alınırken, bu araştırmada disiplinlerarasılık, program okuryazarlığı ve etkin vatandaşlık gibi somut boyutlarla detaylandırılmıştır. Psikolojik dayanıklılık ise literatürde daha çok tükenmişlik bağlamında ele alınırken, bu çalışmada motivasyon ve adanmışlık ekseninde yapıcı biçimde değerlendirilmiştir. Sosyal medya ise ilk kez bağımsız bir yeterlik olarak ele alınmış, öğretmenlerin etik ve pedagojik kullanıma dair farkındalığı vurgulanmıştır. Araştırma bulguları, sosyal bilgiler öğretmenliğinin yalnızca akademik bilgiyle sınırlı olmadığını, pedagojik, duyuşsal, toplumsal ve dijital yeterlikleri de içeren çok boyutlu bir yapıya sahip olduğunu göstermektedir. Pedagojik alan bilgisi ve yenilikçilik tüm paydaşlarca ortak nitelikler olarak görülse de, bu nitelikler farklı gruplar tarafından farklı şekillerde tanımlanmıştır. Demokratik vatandaşlık, sosyal katılım ve etik sorumluluk gibi kamusal becerilere yapılan vurgu, sosyal bilgiler öğretmeninin toplumu dönüştürme rolünü ön plana çıkarmaktadır. Bu durum, öğretmen yetiştirme programlarının çok katmanlı yeterliklerle yeniden yapılandırılması gerekliliğine işaret etmektedir.

Sonuç olarak araştırma bulguları, Sosyal Bilgiler Öğretmenliği Özel Alan Yeterlikleri ile genel olarak örtüşmektedir; ancak psikolojik dayanıklılık ve sosyal medya kullanımı gibi yeni niteliklere belgede yer verilmemiştir. Paydaşlar arası görüş farklılıkları, sosyal bilgiler öğretimi için özgül yeterlik standartlarına duyulan ihtiyacı göstermektedir. Lisans ve lisansüstü öğrenciler, ideal öğretmen niteliklerini öğretmen ve akademisyenlere kıyasla daha sınırlı kavramlarla ifade etmiştir. Bu durum, paydaşların görüş ve uygulamalarının karşılaştırmalı olarak derinlemesine incelenmesine yönelik araştırmalara duyulan ihtiyacı ortaya koymaktadır. Sosyal Bilgiler Eğitimcileri Birliği Derneği, alana özgü standartların belirlenmesi sürecinde paydaş iş birlikleriyle öncülük edebilir.