

THE OPINIONS OF THE SOCIAL STUDIES TEACHERS ABOUT THE DIGITAL CITIZENSHIP AND ITS SUB-DIMENSIONS (VAN CITY SAMPLE)

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Abstract- The aim of this study is to determine the opinions of the Social Studies teachers' about "digital citizenship and its sub-dimensions". In this qualitative study, interview method was used to gather required data. In the scope of the research, the interviews were conducted with 34 Social Studies teachers working in schools affiliated to the Ministry of Education in Van Province by using Standardized open-ended interview forms developed by the researcher. The questions used in Standardized open-ended interview forms were prepared taking the views of experienced teachers into consideration. The data gathered through the teacher's interviews were analyzed by applying content analysis method. Having evaluated the research results in general, the majority of the Social Studies teachers give "No, I don't know" answer to the questions pertaining to such concepts as digital citizenship, digital literacy, digital etiquette, digital law digital rights and responsibilities, digital health and wellness, digital security; and define the digital access as "access to information via internet and digital tools"; digital commerce concept as "the commerce conducted via internet" and also define the digital communication as "getting contact with the social media tools".

Index terms- Citizenship, Sub-dimensions of the Digital Citizenship, Social Studies Teacher

I. INTRODUCTION

We live in an age that the technological developments affect all areas of our lives very fast. With the developing technology, we see that the concepts such as citizens and citizenship take the form of digital. The qualified citizens who followed technology closely and used it effectively know what to do in digital media so that this case has led to emergence of the concept of digital citizenship.

Digital citizenship is a concept which guides teachers, technology leaders and family in what students or children need to know to use technology properly. Digital citizenship is more than simply teaching how to use a digital machine, it is also a method for preparing the person for a community-based technology [1]. (digitalcitizenship.net, 2016)

It is important for a teacher to take into consideration the modern education conceptions, bring digital citizenships and its sub-dimensions to the students in schools. Another important topic is that the digital knowledge level of the teachers are lower than the students. Prensky (2005) states that the 21st. century educators are dragging into the digital world, especially doing their works with the old methods and after this it is time to remove their heads from the daily tasks and examine the developing views [2]. In this study, by putting forward what the teacher candidates think about digital citizenship and sub-dimensions, we aim to determine the qualification/deficiencies of relevant topics.

The Aim Of The Study

The aim of this study is to determine the opinions of the Social Studies teachers' about "digital citizenship and its sub-dimensions". For this aim, it was sought to find answers to the following questions:

1. Is there any difference between the Social Studies teachers' opinion about what does digital citizenship mean?

2. Is there any difference between the Social Studies teachers' opinion about what the sub-dimensions of the digital citizenship such as

- digital Access,
- digital Commerce,
- digital Communications,
- Digital Literacy,
- Digital Etiquette,
- Digital Law,
- Digital Security,
- Digital Health and Wellness,
- Digital Rights and Responsibilities mean?

II. METHOD

The Model Of Study

This is a qualitative study with a case study design. Yıldırım and Şimşek (2011) describe the qualitative research as "used in qualitative data collection methods like observation, interviews and document analysis and follows a qualitative research process for determination of perception and events in the natural environment in a realistic and holistic form"[3].

In this study, it has been benefited from case study which is one of the designs of qualitative research. Case studies are done in order to describe, explain and evaluate the different social phenomena. Therefore, this study has tried to evaluate the opinions of the Social Studies teacher about the digital citizenship and its sub-dimensions.

Study Group

In this research, the study group is composed of 34 Social Studies teacher working in schools affiliated to the Ministry of Education in Van Province. In the selection of the study group, it has been benefited from homogeneous sample method which is kind of purposive sampling method. The main objective in the homogeneous sample method is to create a small and homogeneous to define a distinct subgroup [3]. (Yıldırım and Şimşek, 2011)

TABLE 1. The Schools and The Number Of The Teachers

Schools	The Number Of The Teachers
Ferit Melen Secondary School	3
Hacı Bekir Secondary School	3
Kahraman Çocuklar Borsası İstanbul Secondary School	2
Turgut Reis Secondary School	2
Vali Ali Cevdet Bey Ortaokulu	2
Toki Memur Sen Mehmet Akif İnan Secondary School	2
Van Kulu Ortaokulu	3
Hüsrev Paşa Secondary School	3
Fevzi Geyik Secondary School	3
Hasan Ali Yücel Secondary School	3
Lütfiye Binnaz Saçlı Secondary School	3
Özgün Coşkun Haydaroğlu Secondary School	3
Hilmi Irak Secondary School	2
Total	34

Data Collection Tool

In this study, standardized open-ended interview (Appendix-1) as a collecting data tool which is a kind of interview method has been used. Standardized open-ended interview consists of a series of questions written carefully and put into a specific row and asked in the same manner to all participants. In the scope of the research, open ended questions form prepared by the researcher was used for the 34 Social Studies teachers.

Data Analysis and Interpretation

The data obtained from teachers' interviews were analyzed using content analysis method. The aim of the content analysis is to reach the concept and relationship which explains the collected data [3]. (Yıldırım & Şimşek, 2011) In this context, it has been trying to define the data and uncover the truth that may be stored in the data through content analysis. When we examine, the following is what has been done in the sections of the content analysis:

Decoding of the data: As a result of interviews with teachers, the acquired codes and themes were given in Appendix-2. In the interview with teachers, it has been reached 31 codes from data when the sub-

problems were considered. Each code was given under the related theme title.

Findings the themes: From the obtained codes, the themes were reached which explain the data in overall level and code collecting in certain categories. In the interview with teachers, 10 themes from data were reached when the sub-problems were considered.

Organizing code and themes: In the interview with teachers, the reached 31 codes were divided into 10 themes.

Interpretation of Results: In this last stage, it has been tried to make extensive comments to give meaning the data which was collected to explain the relationship between the findings, to specify cause and effect relationship to make some deduction from the findings and to illustrate the significance of the obtained results.

III. FINDINGS

In this part of this study, the findings were obtained in accordance with the answers of the participants that were analyzed and interpreted.

1. Results Related To The First Sub-Problem

TABLE 2. Do You Know The Meaning Of The Digital Citizenship? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	15m	16
	1f	
The person who used e-government system frequently	6m	8
	2f	
citizens who are effective in the virtual world	3m	7
	4f	
The person who makes his/her daily tasks via internet	1m	3
	2f	

When Table 2 is examined, it is seen that almost the half of the Social Studies teachers (16) don't know the meaning of "digital citizenship". The others use "The person who used e-government system frequently (8) and citizens who are effective in the virtual world (7)" statements for the meaning of digital citizenship.

2. Results Related To The Second Sub-Problem

TABLE 3. Do You Know The Meaning Of The Digital Access? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	8m	10
	2f	
Getting contact with the internet and digital tools	17m	24
	7f	

When Table 3 is examined, it is seen that the majority of the Social Studies teachers (24) define the digital access as a "Getting contact with the internet and digital tools".

3. Results Related To The Third Sub-Problem

TABLE 4. Do You Know The Meaning Of The Digital Commerce? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	9m 2f	11
The commerce conducted via internet	16m 7f	23

When Table 4 is examined, it is seen that more than half of the Social Studies teachers (23) define the digital commerce as a "the commerce conducted via internet".

4. Results Related To The Fourth Sub-Problem

TABLE 5. Do You Know The Meaning Of The Digital Communications? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	12m 2f	14
Getting contact with the social media tools	13m 7f	20

When Table 5 is examined, it is seen that the majority of the Social Studies teachers (23) define the digital communications as "getting contact with the social media tools" and the others (14) state that we don't know the meaning of it.

5. Results Related To The Fifth Sub-Problem

TABLE 6. Do You Know The Meaning Of The Digital Literacy? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	12m 2f	14
Reading e-books, e-journals and e-newspaper in the virtual environment	7m 3f	10
The people who used the media and digital tools effectively.	1m 3f	4
The distance education applications	4m 1f	5
The people who understand the symbols and signs in media messages	1m -	1

When Table 6 is examined, it is seen that almost the half of the Social Studies teachers (14) don't know the meaning of "digital literacy". The majority of the rest define digital literacy as "Reading e-books, e-journals and e-newspaper in the virtual environment".

6. Results Related To The Fifth Sub-Problem

TABLE 7. Do You Know The Meaning Of The Digital Etiquette? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	13m 5f	18
Behave ethically in virtual environment	9m 4f	13
The all moral values in the virtual environment	3f -	3

When Table 7 is examined, it is seen that the majority of the Social Studies teachers (18) state that we don't know the meaning of digital etiquette and the others

(14) define it as "Behave ethically in virtual environment".

7. Results Related To The Fifth Sub-Problem

TABLE 8. Do You Know The Meaning Of The Digital Law? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	14m 3f	17
Obey the rules in the virtual environment	8m 6f	14
The laws related to cyber crime	2m -	2
The rules prevent the copyright and patents infringement	1m -	1

When Table 8 is examined, it is seen that the half of the Social Studies teachers (17) don't know the meaning of "digital law". The majority of the rest define digital law as "Obey the rules in the virtual environment".

8. Results Related To The Fifth Sub-Problem

TABLE 9. Do You Know The Meaning Of The Digital Rights and Responsibilities? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	17m 3f	20
To know what to do in virtual environment	8m 6f	14

When Table 9 is examined, it is seen that more than half of the Social Studies teachers (20) don't know the meaning of "digital rights and responsibilities". And the rest (14) define it as "To know what to do in virtual environment".

9. Results Related To The Fifth Sub-Problem

TABLE 10. Do You Know The Meaning Of Digital Health and Wellness? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	15m 2f	17
To follow health affairs (e-appointments, e-analysis, etc.) in virtual environment	6m 5f	11
Physical and mental disorders caused by digital tools	4m 2f	6

When Table 10 is examined, it is seen that half of the Social Studies teachers (17) don't know the meaning of "digital health and wellness". And the majority of the rest (11) define it as "To follow health affairs (e-appointments, e-analysis, etc.) in virtual environment".

10. Results Related To The Fifth Sub-Problem

TABLE 11. Do You Know The Meaning Of Digital Security? Can You Explain It Shortly?

Codes	Gender	Total
No, I don't know	16f 2m	18
To take yourself confidence in the digital media	3f 2m	5
Create a strong password in ciphered applications	4f 1m	5
Provide security against cyber attacks	2f 4m	6

When Table 11 is examined, it is seen that the majority of the Social Studies teachers (18) don't know the meaning of "digital security".

IV. RESULTS

In the first sub-problem's results, it is seen that almost the half of the Social Studies teachers don't know the meaning of "digital citizenship". Prensky (2005) mentions that today's students are very different from the teacher in the classroom, the teachers who act upon the 20st. education conception cannot be guide to the students who are defined as digital natives in the 21st century [2]. Lindsey (2015) stated that teachers are very alien to the digital citizenship, to be a good role model these teachers need to take a serious digital citizenship education [4]. (Bakır, 2016). In the second sub-problem's results that it is seen that the majority of the Social Studies teachers define the digital access as a "Getting contact with the internet and digital tools". The fiber internet infrastructure which located 154 thousand subscribers in 2010, has reached 1.28 million subscribers and 22 percent of households coverage ration by March 2014. In Turkey, an increase is seen in the number of mobile phone subscribers between the years 2004-2013 and the number of subscribers has reached 68.9 million. While 10 % of the total population has smart mobile phones, the percentage of smart phones in all mobile phones has increased to 16 percent. Due to the resulting progress and increase in the number of the mobile phones, smart phone and mobile broadband internet subscribers, mobile technology has become one of the important tools that facilitate access to internet service [5]. (BTD, 2015). It said that despite the numerically increased opportunities in digital access, the essence of the digital access were not understood adequately. It is examined in the third sub-problem's results that in general the teachers defined the digital commerce as "the commerce conducted via internet". These, may be a result of the increase in Internet usage rates. The results of the ICT Usage Survey on Households conducted by TÜİK (2014) show that the rate of online ordering and purchasing goods or services is 30,8 %, the previous year, rate of shopping online was % 24,1. It is examined in the fourth sub-problem's results that the majority of Social Studies Teachers define the digital communications as "getting contact with the social media tools [6]. It is examined in the fifth sub-problem's results that almost the half of the Social Studies teachers don't know the meaning of "digital literacy". The majority of the rest define digital literacy as "Reading e-books, e-journals and e-newspaper in the virtual environment". It is examined in the sixth sub-problem's results that the majority of the Social Studies teachers state that we don't know the meaning of digital etiquette and the others define it as "behave ethically in virtual environment". It is examined in the seventh sub-problem's results that the

half of the Social Studies teachers don't know the meaning of "digital law". The majority of the rest define digital law as "Obey the rules in the virtual environment ". It is examined in the eighth sub-problem's results that more than half of the Social Studies teachers don't know the meaning of "digital rights and responsibilities". And the rest define it as "To know what to do in virtual environment ". It is examined in the ninth sub-problem's results that half of the Social Studies teachers don't know the meaning of "digital health and wellness ". And the majority of the rest define it as "To follow health affairs (e-appointments, e-analysis, etc.) in virtual environment". It is examined in the tenth sub-problem's results that the majority of the Social Studies teachers don't know the meaning of "digital security".

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Appendix-1: Standardized Open-Ended Interview Forms

Dear Participants, the aim of this study is to determine of yours consideration about eGovernment applications. In this study, your name will not be used. So that I want you to answer this question in a sincere and an objective way. Thanks in advance for your contributions.

1. Do You Know The Meaning Of The Digital Citizenship? Can You Explain It Shortly?
2. Do You Know The Meaning Of The Digital Access? Can You Explain It Shortly?
3. Do You Know The Meaning Of The Digital Commerce? Can You Explain It Shortly?
4. Do You Know The Meaning Of The Digital Communications? Can You Explain It Shortly?
5. Do You Know The Meaning Of The Digital Literacy? Can You Explain It Shortly?
6. Do You Know The Meaning Of The Digital Etiquette? Can You Explain It Shortly?
7. Do You Know The Meaning Of The Digital Law? Can You Explain It Shortly?
8. Do You Know The Meaning Of The Digital Security? Can You Explain It Shortly?

9. Do You Know The Meaning Of The Digital Health and Wellness? Can You Explain It Shortly? Do You Know The Meaning Of The Digital Rights and Responsibilities? Can You Explain It Shortly?

Appendix-2: The Codes and Themes

1. Digital Citizenship

No, I don't know

The person who used e-government system frequently

Citizens who are effective in the virtual world

The person who makes his/her daily tasks via internet

2. Digital Access

No, I don't know

Getting contact with the internet and digital tools

3. Digital Commerce

No, I don't know

The commerce conducted via internet

4. Digital Communications

No, I don't know

Getting contact with the social media tools

5. Digital Literacy

No, I don't know

Reading e-books, e-journals and e-newspaper in the virtual environment

The people who used the media and digital tools effectively.

The distance education applications

The people who understand the symbols and signs in media messages

6. Digital Etiquette

No, I don't know

Behave ethically in virtual environment

The all moral values in the virtual environment

7. Digital Law

No, I don't know

Obey the rules in the virtual environment

The laws related to cyber crime

The rules prevent the copyright and patents infringement

8. Digital Security

No, I don't know

Provide security against cyber attacks

To take yourself confidence in the digital media

Create a strong password in ciphered applications

9. Digital Health and Wellness

No, I don't know

To follow health affairs (e-appointments, e-analysis, etc.) in virtual environment

Physical and mental disorders caused by digital tools

10. Digital Rights and Responsibilities

No, I don't know

To know what to do in virtual environment

★ ★ ★