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# P4C Education in Primary School 2nd Grade Turkish Course within the Scope of Distance Education*

Münevver Kayaalp** Şerife Dilek Boyacı***

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## Abstract

This study aimed to determine how the philosophy for children (P4C) practices integrated into the 2nd grade Turkish course within the scope of distance education in the Covid-19 were carried out, the problems encountered and solutions to the problems, and teacher/student opinions. This research designed as a holistic single case study in the case study model, one of the qualitative research methods, was conducted in a primary school in the 2020-2021 academic year. Participants were determined by criterion sampling from purposeful sampling methods. Data was collected from 13 students and the classroom teacher. The research data were collected through the diaries of the researcher/teacher, video recordings, participant and systematic observations, semi-structured interviews with the participants, and student products. The data were analysed through descriptive analysis. As a result of research, it was seen that the implementation was carried out in six stages: attention gathering, stimulus presentation, determination of the main question to be discussed, questioning group, evaluation and reinforcement activities. Problems related to distance education, language skills, P4C and other fields were identified during the applications. Solution suggestions for the problems were presented and student/teacher opinions were shared. It is suggested that P4C should be studied with different disciplines.

**Keywords:** P4C practices, Turkish education, Covid-19.

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** Corresponding Author: MEB, Bilecik, kayaalpmunevver@gmail.com.

*** Anadolu University, sdbelet@anadolu.edu.tr.

## Introduction

Philosophy, one of the disciplines that enable individuals to think independently, both provides theoretical knowledge and enables individuals to practice on their own or with the community. Philosophy is man's endeavour to understand and explain the universe based on the entirety of scientific studies. The meaning of this word, which is a combination of the words "philia" (love) and "sophia" (knowledge), can be considered "love for knowledge" (Dirican & Deniz, 2020; Eren et al., 1998). The aim is not to reach somewhere but to travel, to feel the pleasure of thinking (Droit, 2017; Kefeli & Kara, 2008).

The relationship of philosophy with all areas of life, such as daily life, human, and education, is undeniable. Within this network of relationships, philosophy and children are also interconnected. Children are natural philosophers due to their innate sense of curiosity and desire for research. One of the approaches based on children and philosophy is the P4C approach (Çiçek, 2017; Taşdelen, 2017; Wartenberg, 2018). The human endeavour to understand what he/she is curious about leads to asking questions and answering these questions. The desire to explore the world and find meaning is an action that is common to both philosophers and children and requires courage (Özkan, 2020). The innate sense of curiosity and the desire to know, understand and make sense of the world make philosophy a vital and vital action. The fact that these feelings and desires have not yet atrophied during childhood is a factor that makes it easier to philosophise with children.

In 1969, Matthew Lipman, who taught logic and philosophy at Columbia University, realised that university students had weak skills, such as reasoning, inference and philosophical thinking. He conducted various studies with his students. However, he realised that the university period was late in the acquisition of thinking skills and argued that these skills could be acquired during childhood. Lipman expanded the scope of his studies with his colleague Ann Margareth Sharp to find a solution to the current problem and conducted studies with fifth-grade elementary school students. In 1974, "The Institute for the Advancement of Philosophy for Children - IAPC" was established at Montclair State University to make the studies more comprehensive. The researchers, who started their studies by reading stories, asking questions and creating dialogues with children, tried to enable children to produce solutions and stated that being focused on producing solutions would improve logical thinking (Juuso, 2007; Karakaya, 2006; Soysal & Pullu, 2020). It is seen that the P4C approach supports various thinking skills; critical, creative, caring and collaborative thinking skills come to the fore. The phrase "Philosophy for Children" is abbreviated as "P4C" and refers to these four thinking skills that begin with the letter "C" in English (N. Peker Antepe, personal interview, 3 May 2018).

The P4C approach enables children to construct their own thinking processes with the help of pedagogically appropriate material, such as a story, news, visual, video or a

situation/event that can be encountered daily. The main aim is to create an environment for philosophical discussion on a specific topic with the help of stimuli that can attract children's attention and accompany children in building their independent thinking processes. P4C activities conducted with the help of texts develop children's ability to analyse, comprehend, infer and interpret texts, as well as their self-expression, speaking, writing, and listening skills (Direk, 2019; Lipman et al., 1980; Taş & Dikici Sığırtmaç, 2018). Children's imagination, creativity and sense of curiosity are supported by the skills of asking questions, problem solving, careful thinking, detailed analysis skills, justifying ideas with facts and establishing cause and effect relationships (Altunsöz, 2021; Kefeli et al., 2021). While philosophising with children, deepening in concepts, the development of thinking skills, the development of individuals who listen to each other can be achieved.

When the studies conducted in our country are examined, it is seen that the number of studies on the subject has increased in recent years. To give an example of the studies conducted before the 2020-2021 academic year in which this research was conducted, Okur (2008) examined the relationship between assertiveness, cooperation, self-control social skills of 6-year-old children and P4C with a pretest-posttest control group experimental model. Kurşunlu (2014) worked with preschool children and teachers in a mixed-method study and examined the preschool education programme in terms of teaching thinking skills. Şavşet (2016), who worked with 51-70-month-old children, examined the effects of various inquiry-based approaches, such as P4C education, on preschool education activities. Taş (2017), working with 48-72-month-old children, examined the relationship between P4C education and theory of mind and creativity. Işıklar (2019) worked with 5-6-year-old children and examined the effect of P4C on critical thinking and problem solving.

Looking at the studies conducted with primary school children, Mazı (2008) examined the effect of thinking through stories activities on children's reading and listening comprehension in a quasi-experimental design study with 5th grade students. Akkocaoğlu Çayır's (2015) case study research aimed to explain how P4C education affected the cognitive, affective, and social development of 3rd-grade students. Karasu's (2018) study conducted with 4th-grade students in accordance with action research, examined the works of children's literature by philosophising with children and presented examples in accordance with Bloom's taxonomy. Güven (2019), who integrated the creative drama method with P4C education as a case study, worked with 9-11 age range.

Looking at the studies conducted in 2020 and later, Yüceer (2020) conducted applications on the basis of social studies and P4C activities with 5–6-year-old children in action research and aimed to find out which thinking skills were affected by the process. Pekkarakaş (2020) structured study, whose participants were 48-72-month-old children, according to the pretest-posttest control group model and investigated the effect of P4C education on creativity. Kaya (2020) worked with 2nd

and 4th-grade students in her action research and integrated P4C education with social studies and life science courses. Türksoy (2020) examined the effect of P4C education on the scientific inquiry and critical thinking skills of 5th-grade students in his mixed research model study. Korla Öztürk (2022) examined the effect of P4C education on critical thinking skills in a convergent parallel mixed design study in which the participant group consisted of 10th-grade students.

One of the international studies, Zulkifli and Hashim (2020), examined the effect of P4C education on the development of critical thinking in their research conducted with secondary school students. Ghaedi et al. (2015) studied the relationship between P4C and creative thinking skills in preschool children. Lam (2012) investigated the relationship between P4C and critical thinking skills and worked with secondary school students. Marashi (2008) examined the effect of the community of enquiry on thinking skills.

As can be seen, P4C is a field suitable for working with different age groups and integrating with different disciplines. Although it is seen that studies with primary school children have increased in recent years, it is noteworthy that they generally work with fourth and fifth graders. The studies focus on the relationship between P4C and thinking skills. Studies on teachers' views are relatively few in the primary school period. This study was conducted to address these points, which are seen to be missing in the studies conducted in the field of P4C in our country. The research is important in terms of including teachers' opinions; implementing the application at the second-grade level, which can be considered the foundation of primary school; integrating it with the Turkish course, which is one of the most basic disciplines; conducting the applications through distance education tools due to the coronavirus; and including the difficulties experienced in practice and suggestions for solving these difficulties. Language skills, which are at the core of the discipline, have been the most important factor in the selection of the Turkish course. The fact that reading, writing, listening and speaking skills directly contribute to developing P4C skills has made the lessons both easier and more efficient. Language skills and philosophy skills have shown a development that supports each other in the process. The fact that the materials to be used were books also influenced the preference of the Turkish course. The books and texts selected for philosophical enquiries provided advantages for the Turkish course.

The focus on the problems encountered in P4C education practices and solutions, the implementation of the application within the scope of distance education, and the explanation of the relationship between language skills and P4C distinguish the research from the studies in the literature. The present study was designed in accordance with qualitative research methods due to both the dominance of qualitative evaluation in the educational activities of second-grade primary school students and the qualitative characteristics of P4C. In this context, the aim of the study is to determine how P4C education practices are realised in the second-grade Turkish

course within the scope of distance education. In line with this general purpose, answers to the following questions were sought:

1. How is P4C education in primary school second-grade Turkish course carried out within the scope of distance education?

2. What are the problems experienced in P4C education practices in primary school second-grade Turkish course within the scope of distance education and what are the solution suggestions for the problems?

3. What are the opinions of teachers and students about P4C education practices in second-grade Turkish course within the scope of distance education?

## Method

### Pattern

This study was conducted in accordance with the holistic single case design within the scope of the qualitative research approach. Qualitative research designs are aimed at searching for meaning and offer the opportunity to look at social problems from the perspective of individuals and groups. Its basic stages can be listed as developing research questions, collecting data from participants in their natural environments, analysing data, and interpreting findings (Creswell, 2016). This case study aims to investigate the factors related to situations, such as environment, individual, event, process by following a holistic approach. The focus is on how the factors affect the relevant situation and how they are affected by the situation (Yıldırım & Şimşek, 2018). In this study, a case study was preferred since it was aimed to evaluate the relationship between P4C education and various factors in a holistic framework. The reason for choosing the holistic single case design from the case study model is that the unit of analysis consists of a single class, there is no comparison between groups, and P4C has its own qualitative structure for the process and result.

### Working Group

The participants of the study consisted of 13 students (7 female, 6 male) who were studying in one of the second-grade branches of a primary school in the Pazaryeri district of Bilecik province in the 2020-2021 academic year through distance education due to the Covid-19 outbreak and who volunteered to participate in study, and the classroom teacher of this branch. Participants were selected through criterion sampling from purposeful sampling methods. The main criteria in determining the participants were that the teacher who would carry out the application had knowledge and experience in the field of P4C, and that the teacher and students voluntarily participated in this study.

The first of the points considered in the selection of the teacher was that the teacher had received P4C training. The classroom teacher who received theoretical training in this field within the scope of in-service training is a teacher who applies P4C education in his classroom from time to time, although not at regular intervals, is willing, open to learning, and has a professional seniority of fifteen years. In addition to having theoretical knowledge, the fact that he integrated P4C in Turkish and Life Science lessons in her classroom, made applications and experienced the role of facilitator (P4C practitioner) was also effective in choosing the teacher. It is an important factor that the teacher has knowledge about the field in the process of being involved in the research, is willing to volunteer in the distance education process due to the Covid-19 outbreak and has the self-sacrificing and patient working discipline required by the research process. The teacher took part in writing the activity plans before the research, updating the activity plans as a result of expert opinions, as a facilitator in carrying out the applications, providing researcher-student-parent coordination during the research, filling in the data collection tools (teacher diary and observation form), and in the interviews at the end of the research.

The researcher was a teacher with eight years of professional seniority who has received P4C education trainer training and practitioner training. In the introductory lesson held before starting the practices, she explained the activities to be carried out to the children, explained why she participated in the lessons and explained who she was. She helped the teacher prepare and update the activity plans and templates to be used in reinforcement activities. She prepared the data collection tools together with her supervisor and presented them to the expert opinions. Updated the data collection tools according to the feedback received. Written permissions were obtained from the publishers of the works used. The researcher, who was involved in the research process as a participant observer, did not intervene in the natural flow of the process. She regularly kept records of the data collection tools and ensured data organisation. At the end of the applications, semi-structured interviews were conducted with the students and the teacher. As a result of data organisation, she worked with an expert for consistency analysis and held a confirmation meeting with the teacher.

## Data Collection Process

While explaining the data collection process, a basic categorisation was made as before in-class practices, in-class practices and after in-class practices. Thus, it is aimed for the reader to look at the process from a broad perspective. The data collection process of the research is presented in Table 1:

**Table 1.**

*Data Collection Process*

| Application Time | Data Collection Process |
|---|---|
| Before in-class practices | Selection of good examples that can be used as stimuli.<br>Elimination of the works used in previous research.<br>Writing activity plans by integrating them with the Turkish lesson.<br>Obtaining written permission from the publishers of the selected works. |
| | Preparation of data collection tools forms:<br>Researcher Diary, Teacher Diary, Observation Record, Video Recording Transcript, Teacher Interview, Student Interview, Student Products (writing work templates within the scope of reinforcing philosophical activities) |
| | Obtaining expert opinions for data collection tools and lesson plans:<br>- Two experts from the P4C field,<br>- An expert in the field of Turkish,<br>- Two experts in the field of research methods. |
| | Updating data collection tools and activity plans in line with expert opinions. |
| Classroom practices | Meeting with the students, informing them about the work to be done. |
| | Conducting P4C sessions on 12 different stimuli in 25 lesson hours. Keeping records of data collection tools regularly. |
| | Conducting student interviews, keeping relevant records. |
| | Conducting teacher interviews, keeping relevant records. |
| After in-class practices | Analysing the data with descriptive analysis:<br>Sorting out the irrelevant data from the collected data.<br>Creating a framework for descriptive analysis (sub-questions of the research were used as the main theme).<br>Defining the findings (processing the data according to the sub-questions).<br>Interpretation of the findings. |
| | Obtaining an expert opinion for the consistency review and consensus. |
| | Confirmation meeting with the class teacher and consensus. |

## Data Collection Tools

The activity plans were prepared in collaboration with the researcher and the classroom teacher who carried out the implementation. Firstly, the works that could be used as stimuli in the sessions were selected. In the selection of the works, various publications, series, sets and good examples on the subject were examined. Approximately seventy artefacts were selected among the artefacts that could be used with second-grade students that could attract children's interest and attention, that were appropriate to the themes of the Turkish lesson and that had not been used in previous studies in this field. The general structure of the plans was shaped based on the P4C trainer training received by the researcher and the P4C practitioner training received by the teacher. While preparing the activity plans, the 2019 Turkish Curriculum, selected works of children's literature and the book "The If Machine" written by Worley (2019) were used. Nearly all the grade 2 outcomes and

explanations in the 2019 Turkish Curriculum were included in the plans. These outcomes were categorised according to listening/watching, speaking, reading, and writing skills. Themes of rights and freedoms, individual and society, communication, virtues, emotions, nature and the universe, personal development, science and technology, children's world were selected from the themes of the Turkish lessons.

Necessary written permissions were obtained from the publishers of the selected works. From the book The If Machine (Worley, 2019), Prince and Piggy, Golden Finger, Yaman Fist, Frog and Scorpion, Sibi Stories Friends and Republic Island texts were selected for this study. From the works of children's literature, six works titled Farklı Ama Aynı (Oral, 2019), What Happens if I Fight (Labbe & Gaste, 2019), Talk to Me Little Cat (Piquemal & Baas, 2018), What Do You Do with a Problem (Yamada, 2020), Roko Puffing Little Dinosaur (Bedford, 2019), My Alien Friend (Bonilla, 2019) were selected. In the reinforcement activities of the lessons, the book titled "Felsefeyle Tanışıyorum" by Sinan (2019) and the book titled "Çocuklarla Felsefe Sohbetleri" by Droit (2017) were used. While preparing the lesson plans before implementation, templates were prepared for children to do writing work after each session. These templates were turned into workbooks for each child and delivered to all children before implementation.

Data collection tools were prepared before the in-class applications. The forms were prepared in a comprehensive way that would allow semi-structured study and could be supplemented when necessary. Lesson plans and data collection tools were updated in line with expert opinions. In this context, three experts working in the field of P4C education were consulted and feedback was received from two of them. Two experts working in the field of Turkish teaching were consulted and feedback was received from one of them. Two experts working in the field of research methods were consulted and feedback was received from both of them. The observation-based data of the study were obtained through the researcher and teacher diaries and the observation record forms kept by the teacher and the researcher for the problems and solutions stage of the research. Through the diaries, notes were taken from every area of the process, and through the observation record forms, only the problems and solutions were focused. The fact that the teacher and the researcher kept diaries and observation records throughout the process made it easier to look at the practice from multiple perspectives. The researcher was involved in the process as a participant observer. Observations were made systematically. Video recordings of the live lessons with the students were taken and it was aimed to reach objective data. After each lesson, the video recordings were transcribed. After the end of the applications, these transcripts were analysed several times, and the data were classified. Interviews were conducted with both the students and the teacher at the end of the lessons and followed up with semi-structured interview forms. The items in the interview forms were organised according to the sub-purposes of the research. The interviews were conducted through the online interview platform, where the lessons were also held.

The teacher implemented the activity plans in the Turkish lesson with the distance education tool for 25 lesson hours. P4C sessions were organised over 12 different stimuli. Before the implementation, a live lesson was also organised to introduce the researcher to the students and to inform the students. Data were obtained through observation, interview and document analysis methods. Document analysis, a supportive method, was used to analyse student products and examine activity plans, video recordings, teacher diary and researcher diary to maintain systematicity.

## Data Analysis and Interpretation

A descriptive analysis technique was used to analyse the research data. In descriptive analysis, data are grouped and interpreted according to predetermined categories or themes. The aim is to present the findings to the reader in an organised and interpreted manner. The data obtained through observation and interviews in this research can be presented according to the research questions, according to the questions used in interviews and observations, or according to the dimensions of the process (Yıldırım & Şimşek, 2018). In this study, the data obtained from interviews, observations and document analyses were presented in accordance with the research sub-questions. The defined findings were interpreted with the researcher's notes. During the process of collecting and analysing the data, the researcher was in constant communication with the teacher who carried out the application. The features that characterise the case study were tried to be described. The teacher-student and student-student conversations during the implementation lessons, the observation notes kept by the teacher and the researcher during the process, and the student and teacher interviews at the end of the implementation were read and re-read during the analysis process. The irrelevant data was eliminated and the data were classified. The data obtained from the readings were divided into themes in accordance with the research questions and causal associations were made. During the analysis process, a field expert was consulted for consistency analysis and a consensus was reached. Similarly, a confirmation meeting was held with the teacher and a consensus was reached with her about the findings as defined and interpreted.

The implementations started on 15.02.2021 with the introductory lesson and ended with the teacher interview on 30.04.2021. Observations were made during the introduction lesson lasting 32 minutes and the philosophy sessions lasting 667 minutes. The student interviews lasted 157 minutes and the teacher interviews lasted 28 minutes. 52 pages of the researcher diary, 26 pages of the teacher diary and 21 pages of the observation form were kept. 26 pages of macro and 97 pages of micro transcripts of the video recordings were made.

## Credibility and Ethics

The necessary ethics committee and application permissions were obtained. Written permissions were obtained from the students, their families and teachers. Written

permissions were obtained from the publishers of the utilised works and the publishers were informed about the research. In addition, the names of the participants were changed and used in this study.

Credibility can be expressed as the suitability of the methods followed to the subject under investigation and whether they serve the purpose. Research results should represent reality. Findings should be consistent and meaningful and should not contain contradictory or unexplained situations (Baltacı, 2019; Yıldırım & Şimşek, 2018). In this study, a detailed description, and expert review at the beginning of the application were used to ensure credibility. The data were described in detail in accordance with reality, the data were collected on different days to ensure triangulation, and the perspectives of all individuals were included in the research. For the prepared lesson activity plans and data collection forms, the opinions of seven field experts were requested before the implementation and feedback was received from five of them. The fields of study of the experts are explained in the data collection process section of the study. To ensure the applicability, generalisability and transferability of the findings, detailed descriptions and purposive sampling techniques were used.

Consistency can be expressed as other researchers reaching the same or similar results with the same data or data collection tools. Since research in the field of social sciences shows dynamic and variable characteristics, they cannot be replicated exactly, but similar studies can be conducted when the necessary environment is provided (Baltacı, 2019; Yıldırım & Şimşek, 2018). To ensure consistency in this research, different data collection tools, systematic and detailed expression styles, and expert review techniques at the end of the application were used. At the end of the application, an opinion was obtained for consistency review from a field expert who followed the research and had a good command of scientific research methods. The researcher and the relevant expert independently carried out the thematisation study through descriptive analysis of the raw data. In descriptive analysis, data are summarised and interpreted through previously determined themes. The themes in the presentation of the findings were formed according to the research questions. After the evaluations were made, the themes created by coming together with the experts were compared. As a result of the comparisons, it was determined that there was a consensus in the evaluations of the researcher and the expert. To ensure confirmability, which is related to objectivity and impartiality, participant confirmation, direct quotation sharing and record-keeping techniques were used. After completing the application, the data were organised systematically and a confirmation meeting was held with the teacher. A consensus was reached on all of the findings.

# Findings

## Findings and Comments on How P4C Practices are Realised

There are various implementation steps recommended by different experts in P4C education practices. In this study, the process was integrated with P4C in accordance with the second-grade Turkish lesson and themes. Literature studies were analysed and lessons were planned in the most comprehensive way to include all stages of a lesson process. While planning, the SAPERE approach (Mccall, 2017), the implementation steps suggested by Direk (2002), the implementation steps suggested by Gür (2011) and the implementation steps suggested by Gregory (2008) were considered and the basic stages of the lesson plans were developed based on these approaches. These approaches are detailed in the conclusion and discussion section of the study. The lessons were conducted in six phases during two class hours per day. Throughout the whole process, children were reminded of the session rules necessary for a healthy discussion environment and developing a community of enquiry culture in children was ensured. The phases did not have a specific duration. On some days, the questioning group including the enquiry activities lasted longer, while on another day the reinforcement activity took more time. Despite the variations in the durations, it was noteworthy that there were constant phases in each lesson. These stages were attention gathering, stimulus presentation, determination of the main question to be discussed, inquiry group, evaluation, and reinforcement of philosophical activity practices.

In face-to-face sessions, in the first stage called circle time, all participants sit in the "O" seating arrangement. This arrangement symbolises that the participants are in an equal, democratic environment and that no one is superior to the other. Since it enables the participants to see each other, it ensures that the communication channels remain open. Although the distance education tool enabled the children to see each other, it was not sufficient to monitor nonverbal communication and instant reactions as in face-to-face sessions. For this reason, circle time which is the characteristic phase of P4C conducted with the distance education tool, could not be fully implemented in this study. Before the application, each storybook was turned into a PowerPoint presentation with its visuals so that all children could easily see the stimulus text. The presentations were shared with the students by screen sharing at the beginning of the lesson. Attention-gathering activities were carried out on the cover or visuals of the story. Below, an example of the questions to draw attention to the story in each session is shared in Image 1:

Image 1.

*Example of Story Attention Drawing Questions (Oral, 2019)*


The first stage, attention gathering corresponds to the preparatory activities of the Turkish lesson. The aim is to draw children's attention to the activity, mobilise prior knowledge, create interest in the lesson, and prepare children for the thinking process by making preliminary preparations. The attention-gathering stage was realised in the sub-themes of asking the question to draw attention to the story, questioning whether the text had been read before, taking students' predictions based on the visual, sharing students' ideas, and questioning the words whose meaning was unknown.

Stimulus presentation, which is the second stage in the application, corresponds to the listening comprehension and visual reading skills of the Turkish lesson. It is the stage where comprehension, text recognition/examination, learning through text and self-expression skills occur in Turkish lessons. The stimulus presentation stage was realised in the sub-themes of sharing the text with its visuals (reading and listening), questioning the text with open questions, and sharing students' ideas.

The third stage of the application, the stage of determining the main question to be discussed, was carried out for listening comprehension and speaking skills in the Turkish lesson. The stage of determining the main question to be discussed took place in the sub-themes of children creating their own questions, sharing the questions on the screen, guiding the teacher to create philosophical questions, associating hidden questions with the main question, and selecting the main question to be discussed.

In the fourth stage of the application, the questioning group was carried out for listening comprehension and speaking skills of the Turkish lesson. The main questions selected to be discussed analysed in depth by the participants. The philosophical dimension of the topic is emphasized, and a more philosophical questioning process is built. The discussion of the selected questions (philosophical enquiry process) took place in the sub-theme of utilising facilitating strategies in justifying ideas.

The fifth stage of the application, the evaluation stage, corresponds to the listening comprehension and speaking skills of the Turkish course. This stage, which took place

in the sub-theme of asking and answering formative self-evaluation questions, is a section in which children actively participated with hand signals (thumbs up/down). The formative self-assessment questions mentioned by Gregory (2008) were utilised.

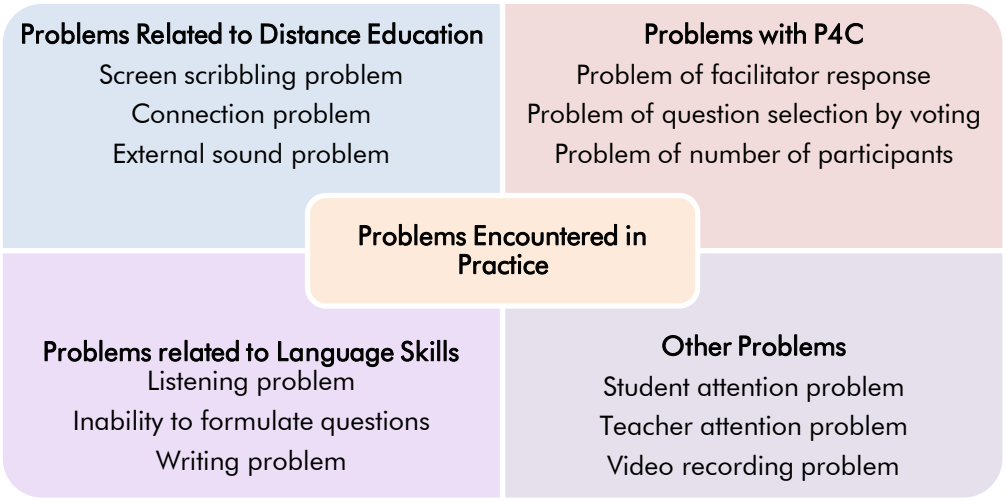
The sixth and final stage in the implementation, reinforcing philosophical activities, is not a compulsory part, but it serves a supportive function. Philosophically based reading and writing activities were carried out individually and silently due to the distance education process. They were carried out for the reading and listening comprehension, writing, and speaking skills of the Turkish course. It was realised in the sub-themes of individual silent reading activities with different texts, students' writing activities through the work file, and the sharing process of questioning answers.

## Findings and Comments Related to Problems and Solution Suggestions

The problems in the practices were monitored daily with observation record forms and at the end of the process, it was determined that they were concentrated in four areas. These problems were not caused by the specified areas but were related to these areas. The problems encountered in practice are shown in Figure 1:

### Figure 1.

*Problems Encountered in Practice*




## Problems and solution suggestions related to distance education

Screen sharing was done in the applications. Students scribbling on the screen was a problem observed in every lesson. In the lesson (19.02.2021) in which the story "Little Dinosaur Puffing Roko" was used as a stimulus, an example on the subject was shared in Image 2:

Image 2.

*Stimulus Presentation Phase Screen Scribbling Problem*


As a result of scribbling on the screen, the teacher warned the students, cleaned the screen and continued to work and removed the students who ignored the warnings from the lesson. However, the students were re-engaged in the lesson. Removing the students from the lesson was not effective because they continued to doodle. The teacher expressed the screen scribbling problem in her diary as follows; "The most difficult thing for me today was the scribbling on the screen. I warned my student, but it was not effective. There were open questions on the slide show, and I missed the first question because of the scribbling (Teacher's diary. 19.02.2021)."

Another problem was the technical problems experienced in the internet connection. Due to the connection problem, the participants could not access the live lesson, there were breaks during the lesson and there were problems with audio/video transmission. Özge, one of the students who had a problem with this issue, expressed her problem by saying, "Teacher, your voice was echoing a lot; I thought it would never end for a while. Eventually, it got better (Video recording, 26.02.2021)." When this problem was experienced, the problem was tried to be solved by contacting customer service.

Regarding distance education, it was noticed that various sounds coming from students' homes caused noise and that these ambient sounds disrupted the flow of the course. There are students with and without their own rooms. However, this situation was not a definite factor for ambient sounds. Both students who have their own rooms and students who do not have their own rooms can make noise and this situation is reflected as noise in the lesson. The teacher warned the students with intense ambient noises. If the problem continued, the teacher muted the student. At the end of the lesson, the teacher contacted the parents and asked them to be more sensitive.

## Problems related to P4C and solution suggestions

In philosophical enquiries, the facilitator (class teacher) should approach the ideas of the participants impartially. Feedback should be given to the ideas with reflective expressions. However, this situation was sometimes not realised. In this case, the

teacher said, "I want to thank you all. It is not right for me to make such comments but thank you all very much. I didn't think about what you said while I was reading this story. It was really nice that you said 'I won't run away; I will face it' (Video recording, 26.02.2021)." When the teacher realised that he was praising ideas, he was self-critical and stated that this was not correct. When he gave praise feedback to one student, he used similar congratulatory expressions for other students. At other times, it was observed that he used humour and continued the lesson by joking.

A series of difficulties encountered by the students during the voting process in the stage of determining the question to be discussed about the P4C area were observed. To create a democratic environment and for everyone to have a say, it was suggested that the group choose the question to be discussed by voting. However, it was noticed that children tended to choose the question they asked themselves during the voting process. The teacher tried various approaches in the face of this situation. Among these, there are various applications, such as not voting for the question they ask themselves, taking the opinion of each student, the right to use only two votes, and one student choosing the question. However, the most valid solution, "not voting for one's own question," was presented by a student named Özge. Upon the teacher's suggestion: "Let those who say let's answer the first question raise their hands." Özge said: "I think we should not raise our hands for our own question. Let this be a rule (Video recording, 29.03.2021)."

Another problem with P4C is that the large number of participants negatively affects the sessions. Regarding this issue, the researcher's note is as follows; "In crowded groups, problems, such as not listening to the speaker, wanting to talk in off-topic areas, screen scribbling, and distraction, were observed more frequently (Researcher's diary. 05.03.2021). While making an enquiry in a crowded group, children started to forget their own statements and became impatient. The teacher gave the children time to think again and remembered that they could take notes in order not to forget their ideas.

### Problems and solutions related to language skills

The existence of a series of problems related to listening, speaking, reading and writing skills, which are the basic language skills, drew attention. Within the scope of the listening problem, situations, such as students trying to speak at the same time, always wanting to speak themselves, singing loudly, and not being able to understand what the speaker said, were observed. When the students had difficulties listening, the teacher warned the students with positive expressions about speaking in turn and respecting the speaker. The teacher muted the students who insisted on not listening despite the warnings. As the culture of philosophical enquiry developed over time, students warned their friends who deliberately caused the noise. Regarding the teacher's warnings, "I will ask questions to all of you, please let's talk when it is your

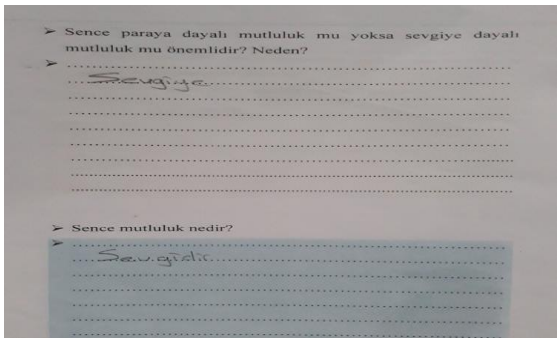
turn, have a pen and paper with you and write down what comes to your mind. Let's not interrupt while listening to our friend (Video recording, 08.03.2021)."

In addition to the listening problem, it was noteworthy that the students could not form a question sentence at the stage of creating a question proposal to be discussed. The children stated the question they wanted to ask as a statement sentence. The teacher helped the children turn the expressions into question sentences.

Difficulties were encountered in individual reading and writing activities in reinforcing philosophical activity practices. Some students did not want to do the writing activities. Some students completed the activities ahead of time. Students who did not want to do the writing work were not forced, and it was stated that they could complete the work whenever they wanted. The work of a student in this situation is shared in Image 3:

## Image 3.

*An Example from the File of a Student Who Doesn't Want to Do Writing Work*




Students in this situation were encouraged, and when they still did not want to write, they were not challenged. The second type of difficulty was that some students were too eager and did all the writing work before the lesson. The students who completed the writing work before the lesson could not reflect their changing ideas in their work during the philosophical enquiry process. Students were reminded that they could rewrite if they wished.

## Other problems and solution suggestions

The teacher and the students had attention problems and the students were hesitant due to the video recording. The problems, such as screen scribbling, connection problems, and students not listening to the speaker at the same time, distracted the teacher's attention. The solution to the teacher's attention problem is to take precautions and start each lesson prepared. The teacher's entering each lesson prepared, exchanging ideas with the researcher, and doing additional readings on the philosophical topic contributed to the problem's solution.

Students, on the other hand, had difficulty in focusing on the lesson due to various reasons. In addition to the mentioned problems, students had difficulty in focusing on live lessons due to their home environment. The teacher reminded the students who were distracted about the situation. In cases where the children started to have difficulties during the investigations and their attention was distracted, the evaluation phase was started. One-to-one dialogue with the children helped them to refocus.

The last type of problem emphasised was the hesitation of the students during the video recording. A sincere dialogue was established with the students before and after each lesson. However, as soon as the video recording started, the children left their lively and cheerful moods aside and displayed a quieter and more serious attitude. It was observed that the students were more relaxed and happier when there was no video recording. Although video recording did not affect the flow and content of the lessons, it was noticed that some students were afraid of the video. Regarding this issue, the teacher noted in his diary; "Today, we chatted with the children before the lesson. The children love the free conversations before and after the lesson (Teacher's diary. 08.03.2021)." Similarly, the researcher recorded her observations on this issue on another day; "While waiting for all the children to attend the lesson, we had the chance to chat with the children who came. I can say those 5-10 minutes of free conversations before the lesson increases the students' interest in the lesson (Researcher's diary. 22.02.2021)."

## Findings and Comments on Teacher and Student Opinions

When the teacher's general views on P4C were analysed, it was seen that he had a prejudice against its implementation in the second grade at first. In the process, his perspective changed in a positive direction:

> "Philosophy itself is a scary word. When we say philosophy, I think of Descartes/Socrates but P4C is not like that. In P4C, to develop inquisitive, critical, and creative thinking, the aim is to give children a topic, a picture, or a story and to enable them to think critically, discuss and generate questions among themselves. About the second class, when you came to me with this proposal, I was actually not very sure. I had an approach like 'I can't do philosophy, so how can children do it!' but I realised that children think better than me. The children had sentences and thoughts that made me say, 'Oh yes, it is like this' (Teacher Interview, 30.04.2021)."

It was determined that the students' general views on P4C were positive. It was observed that the children characterised the investigations as very nice, fun, good, effective, and useful. In this regard, Çisem said; "I think it was very nice, I had a lot of fun. Because when we do such lessons, our reading accelerates. So, I was happy, I had a lot of fun (Student Interview, 24.04.2021)."

Regarding the implementation of P4C in Turkish lessons, the teacher stated that Turkish lessons changed after the applications. He emphasised that only grammar subjects cannot be taught with P4C. The answers given by the students to this question are as follows: Mert; "I liked the story listening activity and our teacher reading the

story. I had fun asking the questions I was curious about (Student Interview, 26.04.2021)." Deniz; "I could not forget the activity of completing the story with an uncertain ending (Student Interview, 27.04.2021)." Nuray; "I liked the reading and poetry writing activities; my reading accelerated (Student Interview, 29.04.2021)." Berkay; "I liked discussion times, expressing my ideas (Student Interview, 27.04.2021)."

The teacher stated that students developed attentive attitudes in thinking and expression skills. He stated that P4C supports students' basic language skills. Students' expressing themselves orally and in writing, listening to each other and the teacher, developing opinions, respecting others' opinions, developing attentive thinking and behaviour have changed positively.

The students stated that they were happy to see their friends, the teacher and the researcher during the lessons and that they liked attending the lessons. In the formative self-evaluation questions, they found the hand signals in the form of 'agree-disagree' entertaining. The students stated that the stories, poems, and pictures in the lessons were different and that their reading and writing habits changed. In this regard, Mert said, "I learnt how to learn. Then I listened to everything well (Student Interview, 26.04.2021)." Çisem; "I learnt a lot, I shared my thoughts while asking questions (Student Interview, 24.04.2021)."

All the students expressed that they experienced positive emotions throughout the process. Most students said that they felt "good and beautiful." Although the word "nice" is not exactly an expression of emotion, it was understood from the students' explanations that they wanted to describe the state of being pleasant. Some students explained that they felt happy, excited, and curious. These moods, in the classification of positive and vivid emotions, were frequently observed throughout the lessons. Deniz; "I was happy; I was never bored (Student Interview, 27.04.2021)." Nuray; "I felt happy because we are learning new things (Student Interview, 29.04.2021)."

## Conclusion and Discussion

In relation to the first question of this research, which was conducted to reveal the way P4C practices were carried out in the second-grade Turkish course within the scope of distance education, it was seen that the practice was carried out in six stages: attention gathering study, stimulus presentation, determination of the main problem to be discussed, questioning group, evaluation and reinforcing philosophical activities. This result is similar to the stages of presenting the stimulus, determining the crucial points, questioning group, evaluation and reinforcement studies suggested by Gür (2011) and the stages of presenting the stimulus, determining the subject/concept/questions to be discussed, questioning community, evaluation and reinforcing philosophical activities and practices suggested by Gregory (2008). The contents of the stages are also mostly overlapping. Gür (2011) recommends activities, such as games, drawing, and discussions with family members regarding the philosophical topic addressed as

reinforcement activities. Since this research was integrated with the Turkish course, writing activities specific to this field were preferred in reinforcement activities.

The application steps suggested by Direk (2002) are categorised under two headings. The first part is reading and discussion of the text, the second part is exercises/discussion topics/writing topics. The first part, reading and discussion of the text, develops based on a Socratic dialogue led by the students. First the teacher reads the text, then the students take turns reading a sentence or a paragraph from the text. Then the students act out the text as much as they can remember. The students generate questions about the read passage, which are written on the board with the name of the questioner. The questions are voted on and a discussion is initiated with the question that receives the most votes. The process is continued by building new ideas on the answers received. In this study, students were not allowed to read and act out the text; other practices were carried out. The second section, exercises/discussion topics/writing topics, allows children to work both individually and in groups. With the exercises, a new discussion can be developed based on the answers given by the children to the questions. It is not aimed to agree on a point in the discussion. It may be necessary to prioritise timid students and praise them to encourage them. In writing activities, the teacher can share and evaluate the work of at least one child. In this study, the stages mentioned above were carried out. Although it was aimed not to include expressions of praise and criticism by the teacher in the practices, the teacher used expressions of praise from time to time during the process. Writing activities were evaluated not only by the teacher but also by all participants.

Ten steps are suggested for practitioners to follow in the SAPERE approach (Mccall, 2017). These ten steps are listed as preparation, presentation, reflection time, conversation, formulation/identifying questions, posing questions, selection/voting, first words, construction, final words. The preparation phase includes circle time, sharing session rules, warm-up games. In the presentation phase, the material determined as stimulus is shared with the group. During the thinking time, children develop their own thoughts about the stimulus and if they wish, they can write them down with various techniques (concept map, mind map, keyword listing etc.). In the conversation phase, children can share their thoughts with large and small groups. In the formulation step, children's questions are written on the board with their names. In the formulation stage, each question is briefly explained without making a choice and new questions can be added if any. After the selection/voting phase, in which the question to be discussed is chosen with various strategies, the first words are spoken. Here, the selected question is discussed. In the construction phase, the questioning is deepened in the teacher's presence. In the last word stage, everyone first thinks silently and then shares their last thoughts they want to explain. This approach allows children to practice thinking both individually and in small groups. However, within the scope of the research, discussions were held with large groups and discussions with small groups were not possible. The concept map was applied in two sessions. This

technique, which facilitates the concretisation and association of ideas from children, was appreciated by both teachers and students.

The works used were associated with the themes of rights and freedoms, individual and society, communication, virtues, emotions, nature and universe, personal development, science and technology, and children's world, among the themes of the second-grade Turkish course. Dumanlı Kadızade and Aslan (2019) stated that inquiries can be made through basic concepts for children to make sense of life. Among these basic concepts, concepts, such as justice/injustice, girl/boy, free/not free, nature/pollution, courage/fear and truth/lie were among the concepts discussed with children within the scope of this study. In this way, it was ensured to develop the ability to think bilaterally, to talk about a concept with its opposite, and to develop opinions on issues that do not have a single answer, which Droit (2019) emphasises.

In relation to the second aim of the research, problems related to distance education, P4C, language skills and other areas were identified and solutions to these problems were tried to be put forward. Problems related to distance education include children's scribbling on the screen while the teacher is sharing the screen, connection problems and external voices interfering with the environment. Among the solutions to these problems, determining who will intervene on the screen during screen sharing in the distance education tool and making authorisation restrictions were determined. When there was a connection problem, customer service was contacted. When the external noise problem was experienced, it was aimed to communicate with the families and to raise awareness of the families about the effect of noise on student attention in the distance education process. As Demir (2014) and Elcil and Şahiner (2014) stated in their studies, students take full responsibility for learning in the distance education process and therefore may experience a loss of motivation from time to time. Within the scope of the lessons carried out, it was observed that there were students who had internal difficulties in motivation and participation in the course.

Among the problems associated with P4C are the facilitator's response, difficulties voting and question selection, and the number of participants negatively affecting the investigation. Among the solutions to these problems, it was observed that in the facilitator's reaction, the teacher used self-criticism and directed praise to all participants. Scholl et al. (2009) stated that P4C investigations change teachers pedagogically and positively affect the perception of teaching and student participation. Within the scope of the research, the change was observed in the teacher who carried out the application as stated. Bolat (2021) stated that social rewards, such as praise and appreciation, create addiction in children and create a need for approval. Every person wants to be accepted, but this acceptance should take place in a non-judgemental and impartial manner. Healthy communication and interaction can be created with non-judgemental and unconditional feedback. Regarding the problems encountered during the selection of questions by voting, the students suggested the condition of not voting for the question they asked themselves.

In cases where the number of participants negatively affected the process, the session rules were frequently reminded, and warnings were given to the participants to respect each other. Wartenberg (2018) states that the number of participants in philosophical discussions at the primary school level can vary between 6-12 people. Direk (2002) emphasises that the number of participants should be between 10-15 people. This number varies according to the researchers and the nature of the group. Basic rules, such as giving clear answers to questions, listening carefully and quietly to what is said, thinking about what is said, deciding whether to agree or disagree with the ideas and thinking about the reasons for this, respecting everyone's opinion, knowing that everyone has valuable contributions; thinking and having fun together should be present in investigations. These rules were observed in practice within the scope of the research. However, despite the existence of the rules, the reason why the number of participants negatively affected the sessions is thought to be the fact that the application was carried out through distance education rather than face-to-face. Because in face-to-face studies, it is easier and faster to respond to different participants at the same time with verbal and non-verbal expressions. Since this situation is more limited in distance applications, the situation has become more difficult.

Problems related to language skills include not listening to the speaker, difficulty forming questions and reluctance to write. Belet (2008) describes the act of writing as "the illustrated form of the word." Writing is a concrete expression of language and thinking. By writing, children can contribute to the development of their skills of establishing cause-effect relationships, thinking logically, observation and imagination. This has been effective in the preference of writing activities at the reinforcement stage. Gasparatou and Kampeza (2012) stated that P4C activities improve children's language skills, increase the number of words, and improve their expression skills in agreeing or disagreeing with the ideas presented. Youssef et al. (2016) stated that P4C activities positively affected reading comprehension skills. Within the scope of the research, it was observed that students' expression skills and the ability to analyse and understand the concept from different perspectives developed throughout the process. However, despite the development of reading, comprehension and speaking skills, problems were encountered in listening skills. For this problem, warnings were frequently given positively. Students who had difficulty in forming questions were helped to express themselves. Örs (2019) suggested that problems arising in the reading and writing processes may arise from different reasons. Family problems, an unfavourable social environment, the student's learned prophecy and being educated in a class that is unsuitable for his/her level can cause problems in the reading and writing processes. Within the scope of this study, it was not possible to reach family problems, but the effect of unfavourable environmental conditions was observed. There are environmental factors that do not allow the student to participate regularly in the distance education process.

When the results of the last question of this research, which is the opinions of teachers and students, were examined, it was found that the participants expressed positive opinions about the philosophical enquiries in Turkish lessons. This situation is similar to Turhan's (2021) study, in which students enjoyed P4C activities and teacher and parent opinions were also positive. In addition, when student opinions are approached from a critical perspective, it can be inferred that children are not aware that they are practicing philosophy. However, this was not considered a problem in the process. Although there were philosophy sessions in the children's past, this was the first time the children carried out regular and systematic practices within the scope of this study. Children who had just started doing philosophy were not expected to base their views on the whole process on detailed arguments.

One of the limitations of the present study is that the implementation has been carried out in the second semester of the 2020-2021 academic year in a primary school in Pazaryeri district of Bilecik province, with 13 students (7 girls & 6 boys), who were studying through distance education due to the Covid-19 outbreak and the teacher of the selected branch. Not all of the themes of the Turkish lesson were included in the application; nine themes were selected, and the plans were limited.

## Recommendations

The first recommendation is to work with different disciplines and age groups in P4C education.

Both in face-to-face and distance education, the environment and content should be suitable for children. Students' interests, wishes and needs should be considered in investigations.

Students should be included in the solution process when various problems are encountered.

At the end of the investigation, discipline-specific reinforcement can be made.

Interactive reading techniques can be used to increase the interest of children in young age groups.

P4C activities can be carried out to develop caring and collaborative thinking skills.

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# Genişletilmiş Türkçe Özet

Çocuklar için felsefe eğitimi (ÇİFE), özünde felsefi bir durum barındıran uyaran yardımıyla düşünme süreçlerinde çocuklara eşlik etmeyi sağlayan bir yaklaşımdır. Konuyla ilgili yapılan çalışmalar incelendiğinde genellikle ÇİFE ve düşünme becerileri arasındaki ilişkinin sorgulandığı, çalışma grubunu okul öncesi dönem katılımcılarının oluşturduğu görülmektedir. ÇİFE temelinde gerçekleştirilen bu araştırmada, Covid-19 salgını sürecinde uzaktan eğitim kapsamında ilkokul ikinci sınıf Türkçe dersiyle bütünleştirilen ÇİFE uygulamalarının nasıl gerçekleştirildiğini; karşılaşılan sorunları ve sorunların çözümlerini; uygulamaya dair öğretmen/öğrenci görüşlerini belirlemek amaçlanmıştır. Temel dil becerilerine odaklanılması, uygulamalarda karşılaşılan sorun ve çözümlere yer verilmesi, uzaktan eğitim kapsamında gerçekleştirilmesi sebebiyle bu araştırma literatürdeki diğer çalışmalardan ayrılmaktadır.

Nitel araştırma yöntemlerinden durum çalışması modelinde, bütüncül tek durum çalışması olarak desenlenen araştırma, 2020-2021 eğitim öğretim yılında Bilecik ili Pazaryeri ilçesindeki bir ilkokulda gerçekleştirilmiştir. Katılımcılar amaçlı örnekleme yöntemlerinden ölçüt örneklemeyle belirlenmiştir. Veriler 7 kız, 6 erkek toplam 13 öğrenciden ve sınıf öğretmeninden toplanmıştır. Ölçüt örneklemedeki en önemli etken uygulamayı gerçekleştirecek olan öğretmenin ÇİFE alanında eğitim almış olmasıdır. Araştırmanın verileri araştırmacı ve öğretmen günlükleri, video kayıtları, katılımlı ve sistemli gözlemler, öğrencilerle ve sınıf öğretmeniyle yapılan yarı yapılandırılmış görüşmeler ve öğrenci ürünleriyle toplanmıştır. Veriler betimsel analiz yoluyla çözümlenmiş olup araştırma sorularına uygun temalaştırma yapılarak sunulmuştur.

Sınıf içi uygulamalar öncesinde araştırmacı ve uygulamayı gerçekleştiren sınıf öğretmeni işbirliğiyle uyaran olarak kullanılabilecek iyi örnekler seçilmiştir. Örnekler arasından daha önce yapılan araştırmalarda kullanılan eserler elenmiş ve seçilen eserlerin yayınevlerinden yazılı izin alınmıştır. Etkinlik planları Türkçe dersiyle bütünleştirilerek yazılmıştır. Veri toplama araçları hazırlanmıştır. Ders planları ile veri toplama araçları için beş uzmandan görüş alınmış ve gerekli güncellemeler yapılmıştır. Öğrencilerin yapılacak çalışma hakkında bilgilendirilmesiyle sınıf içi uygulamalara başlanmıştır. 12 farklı uyaran üzerinden 25 ders saatinde çocuklar için felsefe oturumları gerçekleştirilmiştir. Öğrenci ve öğretmen görüşmeleri yapılarak sınıf içi uygulamalar tamamlanmıştır. Ulaşılan veriler betimsel analiz yoluyla incelenmiştir. Veriler arasından ilgili olmayanlar ayıklanmış, analiz için bir çerçeve oluşturulmuştur. Araştırmanın alt soruları ana tema olarak kullanılmıştır. Bulgular tanımlanmış, yorumlanmıştır. Bir alan uzmanından tutarlılık incelemesi için görüş alınmış, sınıf öğretmeniyle teyit toplantısı yapılmıştır. İkisiyle de görüş birliği sağlanmıştır.

Analiz sonucunda ilkokul ikinci sınıf Türkçe dersinde ÇİFE uygulamaları; dikkat toplama, uyaran sunumu, tartışılacak ana sorunun belirlenmesi, sorgulama grubu, değerlendirme ve pekiştirici etkinlikler olmak üzere altı aşamada gerçekleşmiştir. Bu aşamaların temel dil becerileri ve Türkçe dersiyle olan ilgisi bulgular kısmında

açıklanmıştır. Uygulamaları sırasında uzaktan eğitimle, dil becerileriyle, çocuklar için felsefe eğitimiyle ve diğer alanlarla ilişkili sorunlar gözlenmiştir. Uzaktan eğitimle ilgili sorunlar arasında ekranın karalanması, bağlantı sorunu ve dış seslerin derste gürültüye yol açması vardır. Dil becerileriyle ilgili sorunlar arasında konuşan kişiyi dinlememe, soru cümlesi oluşturamama ve yazma çalışmalarında isteksizlik gözlenmiştir. ÇİFE ile ilgili sorunlar arasında kolaylaştırıcının tepkisi, oylama ile soru seçiminde zorlanma, katılımcı sayısının uygulamayı zorlaştırması gibi güçlükler vardır. Diğer sorunlar ise öğretmen ve öğrencilerin dikkatinin dağılması ve video kaydı sırasında öğrencilerin çekinmesi olmuştur. Sorunlar için işe dönük ve pratik çözüm önerileri paylaşılmıştır. Öğretmenin ÇİFE uygulamalarına yönelik ilk başlarda önyargısının olduğu ancak bakış açısının olumlu yönde değiştiği gözlenmiştir. Öğrenci görüşlerinin ise tüm süreç boyunca olumlu olduğu fark edilmiştir.

ÇİFE uygulamalarının farklı yaş ve farklı disiplinler ile çalışılması çeşitlilik açısından iyi olacaktır. Sorunların çözümüne çocukları dâhil etmek hem ÇİFE hem de pratiklik açısından önemli görülmektedir. Uygulamalarda kavram haritası, etkileşimli okuma gibi farklı teknikler kullanılırsa çocukların ilgisini kazanmak kolaylaşacaktır.

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| Authors | Contact |
| --- | --- |
| Münevver Kayaalp | MEB, Bilecik.<br>E-mail: kayaalpmunevver@gmail.com. |
| Şerife Dilek Boyacı | Anadolu University.<br>E-mail: sdbelet@anadolu.edu.tr. |