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A Case Study on the Social Studies Interactive Notebook (SSIN) Practices

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Abstract

This research aimed to reveal the opinions of students on the social studies interactive notebook (SSIN) practices in the education of social studies. It was conducted within the scope of a case study design, among the qualitative research designs, in a public secondary school in the academic year 2017–2018. Of the 267 secondary school students who took social studies lesson, in which the researcher participated, 21 were selected for this research via simple random sampling. Personal and face-to-face interviews with these 21 students were conducted. Content analysis was conducted on the obtained data using the MaxQDA 2020 program. The findings indicated that students defined SSIN practices as an entertaining, instructive, and favoring learning tool. They also stated that their attitudes toward the SSIN practices were quite positive, they appreciated these practices, they enjoyed the lessons, they were able to learn more, and they wanted these practices to be applied in other lessons. Moreover, it was concluded that the SSIN practices helped students in terms of learning and keep in mind the subjects of social studies lesson.

Keywords

Interactive Notebook
Social Studies Education
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Introduction

In recent years, various regulations were implemented in the curricula of numerous developed countries, and constructivist educational approach was used as the basis in these regulations (Yaşar, 2005). After 1998, the Ministry of National Education made changes in the Curriculum of Social Sciences in 2005 and 2017. Furthermore, it increased the number of social science disciplines that constitute the course content of Social Sciences from the curriculum prepared in 2005 and adopted an interdisciplinary approach (Çoban & Akşit, 2018). In addition to this interdisciplinary structure, the constructivist approach, which was employed by most of the developed countries in their curricula, was also adopted. The roles of teachers and students, which are the two main elements of learning activities, also changed in this new educational approach. The students were given the role of learners who can adapt the composed information to their lives by creating new learning conditions, which can be done by benefiting from their pre-learning, instead of students who acquire, keep, and use information when necessary. Conversely, teachers were given the role of learners who direct students, provide new learning conditions, and guide, lead, and learn together with the students instead of being a person who knows everything and passes his/her knowledge to the students (Yaylak, 2018).

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It would be a mistake to devote constructivist learning theory to some pedagogues. Several pedagogies support the educational approach that would be adopted as constructivist learning theory in different years and in different places and time. Dewey, Bruner, Vygotsky, Piaget, Bednar, Cunningham, Duffy, Perry, Von Glasersfeld, etc., are the leading pedagogues of this approach (Olesegun, 2015). Constructivism is "an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner" (Elliott, Kratochwill, Littlefield Cook, & Travers, 2000). Jonassen (1999) stated that characteristics of constructivist learning environments are active, constructivist, purposeful, cooperative, interactive, contextual and reflective (as cited in Bay & Karakaya, 2009). In constructivist education, the teacher must allow students to experience actively. However, leading the students to the experience which would direct them to the aimed acquisition without knowing why it is necessary and even obligatory for them to experience during the education would only happen accidentally (Öztürk & Dikyol, 2013). The constructivist approach predicts a condition in which the student actively participates in the process and the teacher plays a role of helping students structure their knowledge (Evrekli, İnel, Balım, & Kesercioğlu, 2009).

The constructivist educational approach comprises three aspects: cognitive, social, and radical. This research was mainly conducted on the aspect of social constructivist educational approach. For this reason, information on social constructivism is provided in this section. The social constructivist approach emphasizes the idea that the social contexts of learning and knowledge are structured and organized reciprocatively (Santrock, 2011). Since students are exposed to the opinions of other people and try to create a common understanding, the participation of other students would create opportunities for students to evaluate and develop their understanding (Gauvain & Parke, 2010). Therefore, the experiences in social learning environments contribute to students' intellectual development (Johnson & Johnson, 2010). According to the idea that forms the basis of constructivist theory, students should individually discover and transform the complicated information to integrate the information they learn (Anderson, Greeno, Reeder, & Simon, 2000; Fosnot, 2005; Waxman, Padron, & Arnold, 2001). Vygotsky emphasized the social nature of learning (Hall & Greeno, 2008; O'Connor, 1998; Salomon & Perkins, 1998). According to Vygotsky, children learn from their common communication with adults or talented peers (Slavin, 2017). In this research, students experienced learning processes both individually and with their peers with social studies interactive notebook (SSIN).

Interactive notebook is a notebook where students keep various learning activities/products that they perform/prepare on a learning domain for a certain length of time in a learning environment. In a sense, this notebook is a portfolio containing the students' learning products (see Figures 1 and 2). According to Marcarelli (2010), an interactive notebook is a tool used by students to establish connections before learning new subjects, to review their opinions, and to deepen their understanding of their surroundings. It is the climax of a student's performance throughout the year which demonstrates both the learned content (input) and the acquired reflective knowledge (output). Interactive notebook is used to strengthen the curricular learning of a student (input) with increasing student participation (output). It can be used to motivate learning for students and to prove that they are successful. Because they use both right and left-brain hemispheres to creatively organize, classify, and practice the new information (Young, 2003). Weinstein, Husman, and Dierking (2000) note that organizational strategies are used to construct internal connections among pieces of information given in the learning material, in addition, these strategies include sorting or clustering the related information, outlining or diagramming the information and creating spatial relationships (as cited in Soric & Palekcic, 2009).

The right side of the interactive notebook is an area for the notes (texts, words, etc.) given by the teachers or notes that students take themselves. Conversely, the left side is an area used to visualize the information studied on the right side (concept map, chronology, images, drawings, shapes, study sheets, etc.) in various ways (see Appendix 1). With SSIN practices, students can learn both by

themselves and by communicating and exchanging opinions with their classmates. At this point, self-learning, active learning, and collaborative learning conditions, which comprise social constructivist approach, come into prominence with the use of SSIN practices. Self-learning (autonomous learning), in other words, self-directed learning, is both a teaching and a learning approach that actively includes students, allowing them to acquire an advanced level of thinking skill in the learning processes. Self-directed learning/self-learning helps students structure their understanding and expression and reason, solve problems, and think critically (Costa, 2009; Costa & Kallick, 2004). Active learning can be defined as an approach in which students are responsible for the evaluation and development of certain arrangements and practices of the learning–teaching process (Sönmez, 2007). According to Açıkgöz (2014), active learning is a process in which the learner is responsible for the learning process, the opportunities of decision-making and self-regulation of the learning process are provided to the learner with various aspects, and the learner is compelled to use his/her mental abilities during the learning process with complex educational practices (as cited in Yaylak, 2020). Slavin (1995) defined collaborative learning as a process requiring two equal students to work collaboratively in order to achieve something important for both of them. In addition, Johnson and Johnson (1992) stated that it is a situation in which students work together to maximize their self-education and the education of each other. Collaborative learning also means using small groups in terms of educational purposes. The increase in the interaction and solidarity with other students, the increase in the learning motivation, and the development of learning through teaching materials demonstrate the importance of collaborative learning (Johnson & Johnson, 2010; Williams, 2007). With these methods and techniques, students take responsibility for their learning processes. They also acquire, evaluate, and organize their knowledge and then draw a conclusion on what they have learned (Alkan, 2016). The Ministry of National Education defined Learning to Learn in Social Studies Curriculum as follows:

> *"It is the ability to pursue learning and being persistent about it to organize learning activity individually or in groups in a way that it would involve efficient time and information management. This ability includes being aware of the needs and processes of learning by recognizing the existent possibilities of the individual and coping with difficulties for a successful learning activity. It is the ability to seek counseling and benefiting from it as well as acquiring, processing and adapting new information and abilities, Learning to learn motivates learners since it is based on the previous knowledge and experiences to use and practice their knowledge and abilities in various contexts such as home, work, and education environments."* (Ministry of National Education [MoNE], 2018)

With the Social Studies Curriculum, switching to a new approach that is student-centered and thus activity-centered, balances knowledge and ability, and enables students to interact with their surroundings while considering their experiences and individual differences in terms of social studies has been attempted (İnan, 2018).

Researches on the SSIN practices have been conducted, which revealed that practices expose the opinions of students, provide important information on the understanding of students, are used as a formative evaluation tool (Hargrove & Nesbit, 2003), motivate active learning and provide opportunities for students to sustain their interests and cope with real problems (Gilbert & Kotelman, 2005), provide numerous opportunities for students to develop their writing skills (Young, 2003), help all students succeed by providing a structure and support for differentiated learning (Amaral, Garrison, & Klentschy, 2002), and help students develop their organizational skills (Brown, 2018; Madden, 2001). Brown (2018) stated that interactive notebooks are beneficial for students and that more successful results were obtained in quarterly exams. Aschbacher and Alonzo (2011) stated that these notebooks have the potential for use as a formative evaluation tool in the classroom. Jaladanki and Bhattacharya (2015) demonstrated that these notebooks can record both the three-dimensional illustration of students' success and the concepts learned by students and how they learned these concepts. Ruiz-Primo, Li, and Shavelson (2002) stated that if they are used appropriately, they can help students on the subjects of thinking, reasoning, and problem-solving.

In an era in which there is rapid development of technology, it would be a mistake to expect children to remain alienated. However, at this point, children spend more than the necessary amount of time on digital screens (Statista, 2017; We are social, 2017). According to the research conducted by Common Sense Census in the United States, children aged 8–18 spend 42 min more on digital screens in 2019 than in 2015. In addition, 62% of the children who participated in the research spent more than 4 h a day on digital screens, whereas 29% spent more than 8 h a day (Rideout & Robb, 2019). Today's students grow up intimately with technology from the moment they are born and efficiently use technology in every field of their lives. Children acquire the ability to use technology before they learn to speak and walk (Yaylak, 2019). In addition, according to the same research, while the parents who participated in the survey stated that they wanted their children to play more outdoors, they said that bad weather was an excuse (36%), it was unsafe to go out without an adult (34%), and there was no suitable place to play outdoors (Rideout & Robb, 2019). The decrease in the number of playgrounds in the cities and in the amount of time that children spend outside increases children's use of technology (TEMA, 2013). Children now use technology at home, school, etc., in any environment. Since the introduction of technology to the educational environments, students have struggled to learn independently from technology and to find game environments. In this research, social studies education was provided to students with SSIN activities and practices that would help them learn by themselves and with their peers. When the literature was evaluated, it was observed that the number of researches on this subject in Turkey was scarce; however, there were researches on similar subjects, such as active learning, activity-based learning, collaborative learning, and project-based learning. This research is distinct from other researches owing to its characteristics, such as being the first known research on this subject in Turkey, having an application duration of 1 academic year, and using a process-based evaluation method along with the practices. In this context, the aim was to determine students' opinions and attitudes toward the SSIN practices and their effect on learning. Following this purpose, answers for these questions were sought in the process of research:

1. How did students define SSIN?
2. What are the attitudes of students toward SSIN?
3. What are the aspects of the SSIN practices that students liked?
4. What are the aspects of the SSIN practices that students disliked?
5. Do the students want the SSIN practices to be applied in other lessons? If so, in which lessons?
6. Do the students believe that the SSIN practices contributed to their learning process? How?

Method

Research Design

This research used the qualitative research design. Qualitative research uses explanatory and inductive methods, which aims to infer meanings from the participants' point of view (Miles & Huberman, 2016). With the aim of the research, a case study design was preferred among the qualitative research designs to reveal the students' opinions toward the SSIN practices in detail. Case study is a thorough description and examination of a limited system (Glesne, 2014; Merriam, 2013). In a case study, the emphasis is on the comprehension of the complexity, uniqueness of a case, and its connections with the social context it is in (Yin, 2006). The method of case study provides a close examination of the data in a certain context. In essence, exploration and case study as a research method explores the detailed contextual analysis of a limited number of events or conditions, and their relationship, and the contemporary real-life phenomena (Zainal, 2007). The person, student, manager, program, or grade, school, organization, and the group that would be chosen as the research subject can be anything that the researcher is interested in (Creswell, 2013; Rabson, 2017).

Study Group

Basic random sampling was chosen among the probability sampling methods for the study group. In the basic random sampling method, each member of the examined population has an equal chance of being chosen, and the probability of the chosen member is not affected by the selection of other members, that is, each selection is performed completely independent of another one (Cohen, Manion, & Morrison, 2007). Probability samples are based on random selection processes. Random selection requires more precision, time, and effort than non-random sampling (Neuman, 2014). The researcher randomly selected 30 out of a total of 267 students in 5th grade, which consisted of five different classes, and 6th grade, which consisted of four different classes. Students who cannot volunteer, cannot ask permission from their parents, and have insufficient data were excluded. At the end of the process, 21 students were included in the study, which were defined as S1, S2, and S3 according to the analysis order of the data, disregarding their gender and grade variables. The information about the study group is provided in Table 1.

Table 1. Information on the Participating Students

Student	Gender	Grade	Student	Gender	Grade
S1	Girl	6	S12	Boy	6
S2	Girl	6	S13	Girl	6
S3	Girl	6	S14	Boy	5
S4	Girl	6	S15	Girl	5
S5	Boy	5	S16	Boy	5
S6	Girl	5	S17	Boy	5
S7	Boy	5	S18	Boy	6
S8	Boy	5	S19	Boy	6
S9	Girl	5	S20	Boy	6
S10	Boy	5	S21	Boy	6
S11	Girl	6			

SSIN Practice Process

The researcher participated in the social studies lesson of the 5th and 6th grades in a public school located in İzmir in the academic year 2017–2018. The researcher performed the SSIN practices during the course hours as a teacher of social studies. The practice process lasted throughout the academic year. The practices were made after the subjects of social studies lesson learning field is completed. Although the researcher teacher gave an idea about the study to be conducted, he supported the students' ideas about the learning area and gave them the opportunity to realize these ideas as a learning product. Necessary materials (colored paper, glue, scissors, coloring pen, etc.) were provided by the researcher teacher at the beginning of the academic year before commencing the practices. Students utilized their own and their friends' materials throughout the practice process, along with the materials provided by the teacher in the classroom. Examples of social studies interactive notebook practices and activities are presented in Figures 1 and 2.

Figure 1. Image of SSIN Applications

Figure 2. Example of SSIN Activities

Data Collection Tools and Application

The research used a semi-structured interview. The questions included were finalized after reviewing the opinions of two academics and two teachers. In the second semester of the academic year 2017–2018, 5 students, among the students in the study group, were interviewed each week, beginning in April. Before starting the interviews with students, the purpose of the interview was explained, and it was stated that they would not be evaluated in any way. The interviews were conducted in the social studies classroom of a public university when the researcher and the participants were available. The interviews were recorded, and each interview lasted approximately 10 to 20 min. The educational activities of the participants were not negatively affected by the interviews. The interviews with the study group were conducted after the voluntary participation of the students, and written informed consent of the parents was obtained. After the students with insufficient data were removed from the dataset, the interview data of 21 students were analyzed.

Analysis of the Data

Data analysis includes the systematic organization, integration, and examination of data. While performing this, the patterns and relationships between certain details are examined. To analyze, certain data are associated with concepts, generalizations are asserted, and wide inclinations or themes are determined. The analysis provides the development of understanding, expansion of theory, and knowledge advancement (Neuman, 2014). Content analysis was conducted on the research data. Creswell (2013) defined content analysis in qualitative research as the preparation and organization of the data, coding of the data, reduction to themes by association of the codes, and presentation and interpretation of the findings. The code in qualitative research is a word or short statement that usually summarizes a part of a language-based or visual data, is remarkable, and provides the essence and/or carries a stimulant feature (Saldana, 2016). In this research, the process defined by the researcher was utilized in the analysis of the data process. In the preparation of the data phase, first, the voice records collected from the participants were put into writing. Since the questions were pre-determined according to the themes, the themes and codes of each question were interpreted in a suitable purpose for the research by analyzing them. During the phase of data coding, codings were analyzed using the MaxQDA 2020 qualitative data analysis program by carefully reading the texts. For a better reading of the figures presented in the findings of the research, the description of the visuals is provided in Table 2.

Table 2. Expressions Used in Data Visualization

Theme	It is an image expressing the meaningful whole formed by the categories.	Subcode	It is an image expressing the opinions of the participants.
Category	It is an image expressing the structures formed by the codes.		It is an image expressing coexistence (strong) between category, code, or sub-codes.
Code	It is an image expressing the opinions of the participants formed by sub-codes.		It is an image expressing coexistence (weak) between category, code, or sub-codes.
Code with a subcode	The code with the sub-codes is visual.		It is an image referring to the category or code that has a sub-code.

Validity and Reliability

In the research, to ensure the validity and reliability of the themes and codes obtained from the data, different methods were used. To provide the reliability of the content analysis, researcher reliability (Tavşancıl & Aslan, 2001) was used in the research. For this reason, all of the data were coded independently by the aforementioned specialist, and then the codings of the researcher and the specialist were compared. As a result, the reliability value was found to be approximately 94% by applying the formula suggested by Miles and Huberman (2016) and in which the comparisons that have over 70% value are accepted as reliable *(Reliability: Consensus / Consensus + Disagreement X 100).* Reliability in qualitative research can be provided by performing data triangulation, explaining the characteristics of the study group in detail, reporting the data in detail, and citing from the data (Creswell, 2014; Johnson & Christiensen, 2014; Yıldırım & Şimşek, 2018). For this reason, on which statements of the students' codes are based on, code network and code matrix, how frequent and with which percentages they are stated by the students were given as figures. Furthermore, increasing the reliability and validity of the research by clearly stating the codes given in the Findings section and supporting them with direct citations was attempted.

Results

In this part, interview data were first transformed into codes, and then the codes were classified by the six determined dimensions and are presented as figures.

Opinions of Students About the Definition of SSIN

During the interview with the participants, they were asked to define SSIN. The MAXMaps Simultaneous Code Formation Model about the students' *"Definition"* theme of SSIN is presented in Figure 3.

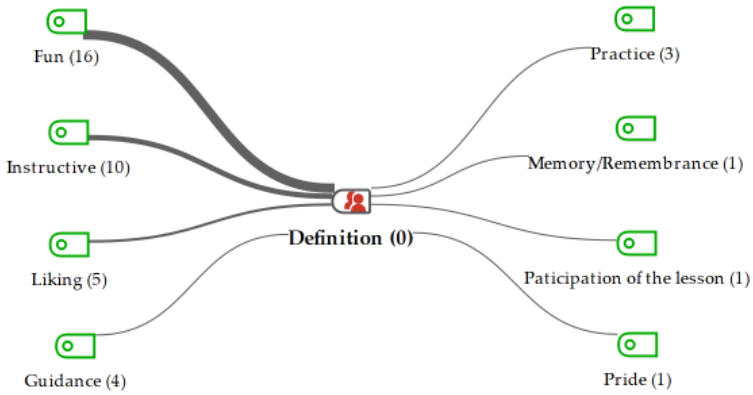

Figure 3. MAXMaps Simultaneous Code Formation Model About the Students' *"Definition"* Theme of SSIN

As can be seen from Figure 3, eight (8) codes were determined in the *"Definition"* theme about the SSIN practices: Fun, Instructive, Liking, Guidance, Practice, Participation in the Lesson, Memory/Remembrance, and Pride. Data about the opinions of students on the *"Definition"* theme of SSIN are provided in Table 3.

Table 3. Data About the Opinions of Students on the *"Definition"* Theme of SSIN

Codes	**Participant Code (n:21)**	***f***	**%**
Fun	S1, S2, S3, S4, S6, S7, S8, S13, S15, S17, S19, S20, S21	13	61,90
Instructive	S6, S7, S8, S9, S11, S13, S15, S18, S20	9	42,86
Liking	S1, S7, S8, S14, S16	5	23,81
Practice	S5, S12, S21	3	14,29
Guidance	S9, S10	2	9,52
Participation in the Lesson	S2	1	4,76
Pride	S3	1	4,76
Memory/Remembrance	S3	1	4,76
Total (Current)		**21**	**100,00**

As can be seen from Table 3, eight codes were determined in the definition statements of students on SSIN: Fun (*f* = 13; 61.90%), Instructive (*f* = 9; 42.86%), Liking (*f* = 5; 23.81%), Practice (*f* = 3; 14.29%), Guidance (*f* = 2; 9.52%), Participation in the Lesson (*f* = 1; 4.76%), Pride (*f* = 1; 4.76%), and Memory (*f* = 1; 4.76%). It can be observed that the most frequently used codes among these codes are *"Fun"* and *"Instructive."* The students stated that, while the SSIN practices provide convenience to the participants when learning the subjects, they also make the lessons more entertaining. The sample statements of students on the *"Entertaining"* code in the *"Definition"* theme are as follows:

> *"I think it is entertaining, I already show it to everybody.* (S1); *This provides me to learn better and in a more fun way. We learn together while having fun.* (S2); *Furthermore, we kind of feel bored from time to time. When I look to the interactive notebook that has highlighters and all, social studies etc. become more fun for me.* (S3); *When you first gave us that paper, initially I thought, are we not going to write anything, this is unnecessary, it would be better if we write. But then I had more fun when I learned without writing. For example, if we had written, we would be tired of other lessons. We wouldn't be able to write or do anything else. But now we both perform 'edutainment' and learn easier when we perform such activities."* (S4)

Students' statements about the *"Instructive"* code in the *"Definition"* theme are as follows:

> *"I think this is a very good program. Because it is both instructive and entertaining.* (S6); *"We can understand better. Visuals are more valuable for us. I can understand better than texts with this. We have visuals on it. Sometimes we do the homework that the teacher gave us to this notebook.* (S7); *It helps us to remember. Because, instead of looking at our notebooks all day in other lessons, at least we can acquire knowledge better when we open up and look at this notebook.* (S8); *For instance, we perform exercises on a unit when we finish that unit. We learn better this way. For example, we wrote information about Karakhanids and Great Hun Empire in the third unite. We understood better.* (S18); *Knowing things is good for me. In every sense. History, for example, I can learn about both cultures and other things about the future. For instance, you said something about applying the meaning, something like a statement that is expressed with a visual, illustration. Or I can say that it may be beneficial both for hand skills and lecturing. I mean it can be good in every sense."* (S11)

The statements of the participants about the *"Liking"* code of the SSIN practices are as follows:

"I mean, it is very beneficial to do this in this notebook. We paint and glue them. I think it is good. It is good for me, it is a nice notebook. (S14); *Social Studies notebook is good for me. It looks nicer since we make them like this.* (S8); *It introduces us to the Social Studies course. I feel excited. It has beauties in it. Has activities. Exciting, pleasing, beautiful."* (S16)

The Attitudes of Students Toward SSIN Practices

The participants were asked questions about how they feel toward the SSIN practices, what they like or dislike, and whether or not they want these practices to be applied in other lessons. The MAXMaps Simultaneous Code Formation Model which reflects the attitudes of students toward interactive notebook practices are presented in Figure 4.

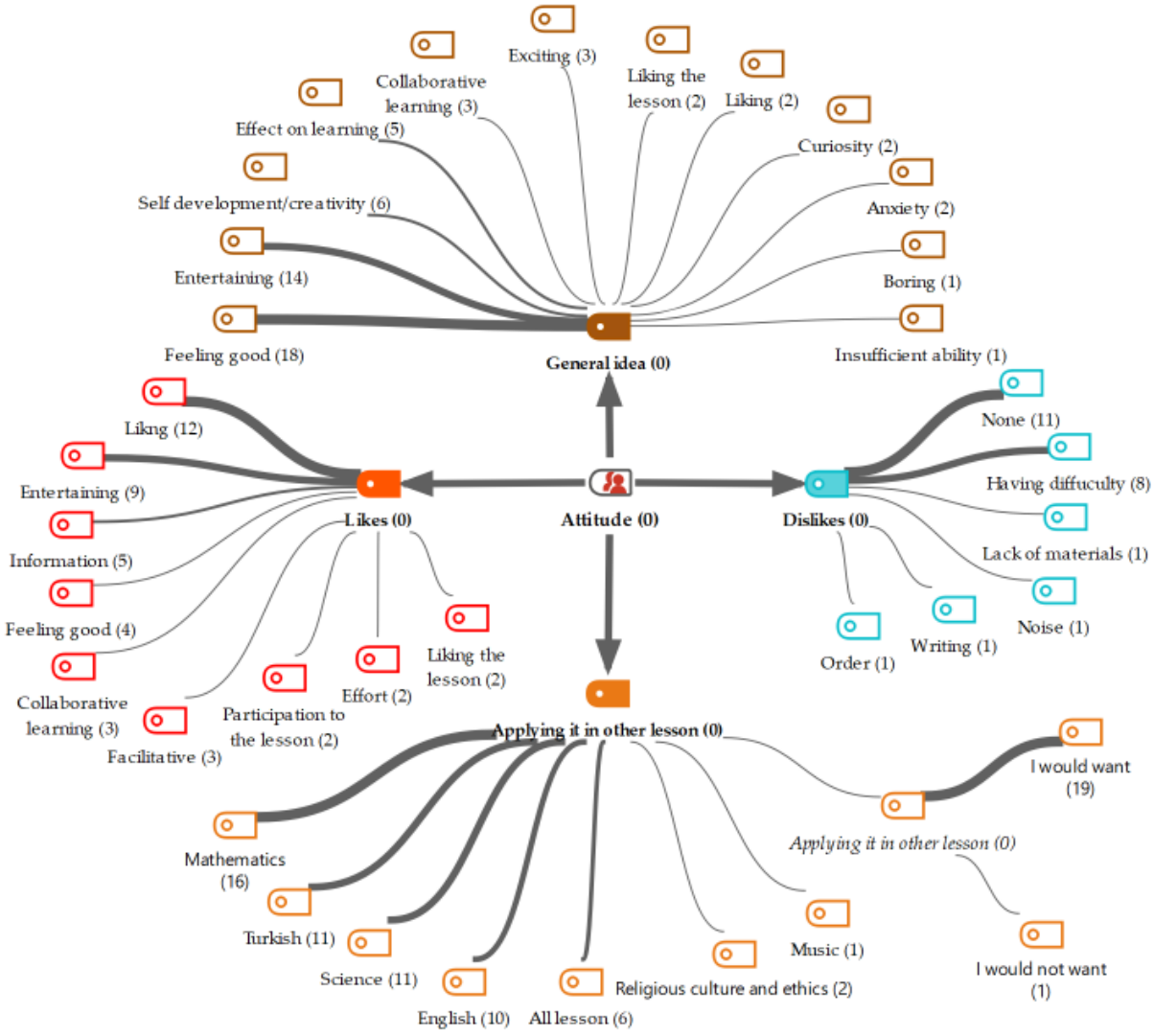

Figure 4. MAXMaps Simultaneous Code Formation Model Which Reflects the Attitudes of Students Toward Interactive Notebook Practices

As can be seen from Figure 4, there are four categories of codes according to the statements of the participants in the *"Attitude"* theme: *"General Idea," "Likes," "Dislikes,"* and *"Applying It in Other Lessons"*. Twelve codes were determined in the *"General Idea"* category: Feeling Good, Entertaining, Self-Development/Creativity, Its Effect on Learning, Collaborative Learning, Exciting, Liking, Liking the Lesson, Insufficient Ability, Anxiety, Boring, and Curiosity. Students' opinions on the *"General Idea"* category of the *"Attitude"* theme on the SSIN practices are provided in Table 4.

Table 4. Opinions of Students About the *"General Idea"* Category of the *"Attitude"* Theme on the SSIN Practices

Codes	Participant Code (n:21)	*f*	%
Feeling Good	S1, S5, S6, S7, S9, S11, S12, S13, S14, S18, S21	12	57,14
Entertaining	S2, S4, S6, S8, S9, S10, S15, S17, S18, S19, S21	11	52,38
Self-Development/Creativity	S9, S15, S18, S21	4	19,05
Effect on Learning	S8, S9, S17, S20	4	19,05
Collaborative Learning	S3, S17, S19	3	14,29
Exciting	S3, S10, S13	3	14,29
Liking	S9, S10	2	9,52
Liking the Lesson	S2, S10	2	9,52
Insufficient Ability	S1	1	4,76
Anxiety	S13	1	4,76
Boring	S11	1	4,76
Curiosity	S16	1	4,76
Total (Current)		21	100,00

As can be seen from Table 4, 12 codes were determined in the definition statements of students about SSIN: Feeling Good (*f* = 12; 57.14%), Entertaining (*f* = 11; 52.38%), Self-Development/Creativity (*f* = 4; 19.05%), Effect on Learning (*f* = 4; 19.05%), Collaborative Learning (*f* = 3; 14.29%), Exciting (*f* = 3; 14.29%), Liking (*f* = 2; 9.52%), Liking the Lesson (*f* = 2; 9.52%), Insufficient Ability (*f* = 1; 4.76%), Anxiety (*f* = 1; 4.76%), Boring (*f* = 1; 4.76%), and Curiosity (*f* = 1; 4.76%). In the general opinions of students about the attitudes toward SSIN practices, it can be observed that *"Feeling Good"* and *"Entertaining"* codes come into prominence. This indicates that students feel better and have fun in the lessons throughout the SSIN practices. The sample statements of students on the *"Feeling Good"* code in the *"General Idea"* category are as follows:

> *"Sharing, cooperating make you feel good.* (S3); *I feel very good and I am very happy. It is like I want to do it all the time. Cutting and making things make me feel happy. I feel very happy and have a lot of fun.* (S6); *I feel happier and better since I had fun and acquired knowledge while performing the activities. For example, we made something like a pocket, bag for Sumerian, Anatolian Civilizations, and Mesopotamia Civilizations on our own. I felt happy. Acquiring knowledge and performing activities at the same time makes me happy.* (S9); *It benefits us. It helps me to eliminate all the stress. We have exams, lessons and rush our homework. These practices make me feel less stressed. I mean occasionally these practices may be good."* (S11)

The sample statements of students on the *"Entertaining"* code in the *"General Idea"* category are as follows:

> *"I have a lot of fun. It is entertaining. I feel happy when I say I feel like this. It is very entertaining this way. I mean it is just fun.* (S2); *The reason why I feel entertained is that I have fun and learn at the same time. People say a lot of things about when you have fun and learn at the same time. Someone says I liked, someone says another thing. But we feel more entertained in this lesson. Nobody is disturbed by it.* (S4); *Our first activity was painting. We wrote a lot and then there was this thing like a pocket which we put Sumerian in it. I liked it a lot. And that hand thing too, we draw hands under them, I liked that a lot too. Painting the map of Turkey was entertaining as well."* (S10)

The sample statements of students' opinions on the *"Likes"* category of the *"Attitude"* theme are as follows:

> *"I am having so much fun. It is fun. I am happy when I say that. It is such a lot of fun. That is nice.* (S2); *The reason I feel funny is that we both enjoy and learn. When you learn to have fun while you are together, there is a lot more to come out of everyone's mouth. Someone says I do not like; someone says something else. However, we are having more fun in this class. Nobody is bothering that.* (S4); *Our first activity consisted of paints. We wrote a little later, such as those*

who are mobile or Sumerians put something. I liked it a lot. You know my teacher, had a hand under them; I liked them too. Moreover, it was fun to paint the map of Turkey." (S10)

Students' opinions about the *"Likes"* category of the *"Attitude"* theme on the SSIN practices are provided in Table 5.

Table 5. Opinions of Students About the *"Likes"* Category of the *"Attitude"* Theme on the SSIN Practices

Codes	**Participant Code (n:19)**	***f***	**%**
Liking	S1, S6, S8, S9, S10, S12, S14, S17, S20	9	42,86
Entertaining	S1, S2, S4, S7, S10, S11, S15, S16	8	38,10
Information	S1, S14, S15, S19	4	19,05
Feeling Good	S1, S7, S18	3	14,29
Facilitative	S9, S16, S20	3	14,29
Collaborative Learning	S2, S13	2	9,52
Effort	S3, S17	2	9,52
Liking the Lesson	S15	1	4,76
Participation in the Lesson	S2	1	4,76
Total (Current)		**19**	**90,48**

As can be seen from Table 5, nine codes were determined in the statements of students about the *"Likes"* category of *"Attitude"* theme: Liking (*f* = 9; 42.86%), Entertaining (*f* = 8; 38.10%), Information (*f* = 4; 19.05%), Feeling Good (*f* = 3; 14.29%), Facilitative (*f* = 3; 14.29%), Collaborative Learning (*f* = 2; 9.52%), Effort (*f* = 2; 9.52%), Liking the Lesson (*f* = 1; 4.76%), and Participation in the Lesson (*f* = 1; 4.76%). In the general opinions of students about the attitudes toward SSIN practices, it can be observed that *"Liking"* and *"Fun"* codes come into prominence. This situation indicates that students liked and had fun in the lessons throughout the SSIN practices. The sample statements of students' opinions on the *"Liking"* code of *"Likes"* category are as follows:

"The thing that I like the most is that we cut and fold papers in every activity. I like them the most. Since I practice origami a lot in my home, these are very easy for me and I like folding. I like cutting a lot. (S6); *I like activities. I like activities that have lots of papers, painting, cutting in it.* (S8); *The thing I like is that it is full of activities. It is a really special notebook for me. Because it is not similar to other notebooks. We glued something once we started. It was obvious at that moment that all the activities would be similar. I am actually a person who likes painting a lot. I doodle something when I'm bored even though it seems like nonsense. Therefore, I like this notebook since it has the aspect of being an activity notebook."* (S10)

The sample statements of students on the *"Entertaining"* code in the *"Likes"* category are as follows:

"We participate more in stuff like papers and activities and it is entertaining. (S2); *I can't perform activities like these because I have siblings in my home. But I feel kind of relaxed when I perform such activities in Social Studies lessons third times a week. I mean, I feel entertained. My whole week becomes better.* (S4); *The things I like is that we feel entertained when performing activities, combine our dreams with the lesson and it enables us to like the lesson more. Natural disasters were very entertaining. The activities we perform are explanatory in a different way, we glued and wrote information by drawing illustrations. It is entertaining, I feel sparkly."* (S15)

The sample statements of students on the *"Information"* code in the *"Likes"* category are as follows:

"I examined the social study branches activity such as history, geography when I had an exam. Except for that, I can examine it when I'm at home because it contains information. (S1); *The activities we perform in the notebook help me to like Social Studies lesson and I want to acquire more knowledge on Social Studies.* (S15); *It reinforces the subjects we learn. For instance, when we can't learn something very well, it helps us to learn better".* (S19)

Students' opinions on the *"Dislikes"* category of *"Attitude"* theme about the SSIN practices are provided in Table 6.

Table 6. Opinions of Students on the *"Dislikes"* Category of *"Attitude" T*heme About the SSIN Practices

Codes	**Participant Code (n:21)**	***f***	**%**
None	S1, S2, S7, S8, S9, S10, S11, S12, S14, S16, S18	11	52,38
Having Difficulty	S3, S5, S13, S15, S19, S20, S21	7	33,33
Writing	S17	1	4,76
Lack of Materials	S5	1	4,76
Noise	S4	1	4,76
Order	S6	1	4,76
Total (Current)		**21**	**100,00**

As can be seen from Table 6, six codes were determined in the statements of students in the *"Dislikes"* category of the *"Attitude"* theme about the SSIN practices: None (*f* = 11; 52.38%), Having Difficulty (*f* = 7; 33.33%), Writing (*f* = 1; 4.76%), Lack of Materials (*f* = 1; 4.76%), Noise (*f* = 1; 4.76%), and Order (*f* = 1; 4.76%). In the general opinions of students toward the SSIN practices, it can be observed that the things they do not like are *"None,"* and the most disliked aspect of these practices is *"Having Difficulty."* Most of the students stated that there are not any aspects of the SSIN practices that they disliked. However, they stated codes such as Having Difficulty, Writing, Lack of Material, Noise, and Order about the disliked aspects. The sample statements of students on the *"None"* code in the *"Dislikes"* category are as follows:

> *"I mean there is nothing.* (S1); *None. It is always entertaining.* (S2); *None. There is nothing that I disliked. Social Studies is my favorite lesson.* (S7); *There aren't any aspects of it that I disliked.* (S8); *I think there is nothing.* (S9); *In Science lesson, we learned that the atmosphere of the moon is almost nonexistent, the negative aspects of this notebook is like that. There is none actually. Because I like it.* (S10); *None, I mean there aren't any aspects of it that I disliked.* (S11); *There is nothing that I disliked or hated.* (S12); *I liked all of it so much that there is nothing that I didn't like."* (S16)

The statements of students about the *"Having Difficulty"* code are as follows:

> *"I don't whether or not only the students in our classroom write the page numbers to the upper corner of the notebook with a red pencil. Maybe it is some kind of laziness but I become tired of writing the page number.* (S3); *We wrote the cities. Or was it countries? I had difficulty while writing them.* (S5); *The thing I disliked is that we made a timeline about the ages. I had difficulty when making it. And also we couldn't complete it without gluing many visuals, therefore I had difficulty. I think there was one more. I think that was all. The more detailed activities become the more difficulty we experience.* (S13); *Sometimes some of the activities seem difficult. Nonsensical things may emerge when I want to realize my dreams and when I see it is difficult. I may not be able to do whatever I want and thus I experience difficulty.* (S15); *The bad thing is that some parts of it can tear. One time, a part of my notebook was torn when I put it in my bag. We made a bag and put some things in it, they were torn as well. I had to do it all over again at my home. It can be damaged."* (S21)

The students stated why they disliked writing, noise, and order during the SSIN practices as follows:

> *"Sometimes it is like, I mean it is kind of difficult and when there is no material, I don't like it.* (S5); *None. I mean only the noise in the classroom but there is nothing else.* (S4); *None. No, actually there is something. When we cut and fold papers, if something that I folded becomes uneven, I become infuriated. Yes, I cut all of it when cutting and glued and all. But when I see an unevenness, I want to do it again."* (S6)

The students' answers to the question *"Do you want it to be applied in other lessons?"* about the SSIN practices are provided in Table 7.

Table 7. The Answers of Students to the Question *"Do you want it to be applied in other lessons?"* About the SSIN Practices

Answers	**Participant Code (n:21)**	***f***	**%**
I would want	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S12, S13, S15, S16, S17, S18, S19, S20, S21	19	90,48
I would not want	S14	1	4,76
Total (Current)		**20**	**95,24**
Lost data	S11	1	4,76
Total		**21**	**100,00**

As can be seen from Table 7, two codes emerged with the students' answers to the question "Do you want it to be applied in other lessons" about the SSIN practices in the *"Applying It in Other Lessons"* category of the *"Attitude"* theme, and one student caused data loss (f = 1; 4.76%) due to an uncertain answer. Students wanted the SSIN practices to be applied in other lessons (f = 19; 90.48%). Only one student wanted these practices to be applied in social studies lesson (f = 1; 4.76%) rather than in other lessons. In this case, it can be understood from the students' statements that they liked the SSIN practices very much and had fun and learned at the same time. The statements of students about applying the SSIN practices in other lessons are as follows:

> *"I would want that, I think it is a good thing.* (S1); *Yes. It would be good.* (S5); *Yes it would be very good indeed.* (S10); *I would want that."* (S12)

The statement of the student who wanted the SSIN practices to be applied only in the social studies lesson rather than in other lessons is as follows:

> *"I would not want that. It is only good in Social Studies lessons"* (S14)

The opinions of students on the *"Applying It in Other Lessons"* category of the *"Attitude"* theme of the SSIN practices are provided in Table 8.

Table 8. The Opinions of Students on the *"Applying It in Other Lessons"* Category of the *"Attitude"* Theme of SSIN Practices

Codes	**Participant Code (n:21)**	***f***	**%**
Mathematics	S1, S2, S3, S5, S6, S7, S9, S10, S11, S12, S13, S15, S16, S18, S19, S21	16	76,19
Turkish	S4, S5, S6, S8, S9, S13, S16, S18, S19, S20, S21	11	52,38
English	S2, S4, S7, S9, S12, S16, S17, S19, S20, S21	10	47,62
Science	S1, S3, S5, S7, S10, S15, S17, S18, S20	10	47,62
All Lessons	S5, S7, S16, S19, S21	5	23,81
Religious Culture and Ethics	S12, S20	2	9,52
Music	S9	1	4,76
Total (Current)		**20**	**95,24**
Lost Data	S11	1	4,76
Total		**21**	**100,00**

As can be seen from Table 8, seven codes were determined in the statements of students on the *"Applying It in Other Lessons"* category of the *"Attitude"* theme of SSIN practices. That is, students stated the lessons in which they want the SSIN practices to be applied other than social studies lessons. These lessons (codes) are Mathematics (*f* = 16; 76.19%), Turkish (*f* = 11; 52.38%), English (*f* = 10; 47.62%), Science (*f* = 10; 47.62%), All Lessons (*f* = 5; 23.81%), Religious Culture and Ethics (*f* = 2; 9.52%), and Music (*f* = 1; 4.76%). Students referred to lessons such as Mathematics, Turkish, English, and Science in their statements about applying SSIN practices in other lessons. The statements of the participants about Mathematics lessons are as follows:

> *"Mathematics, the most. Our minds burst into flames after all those numbers. We barely put it off, ten minutes of break is not enough at all. We rest our heads at lunchtime. We attend class. Is this the Mathematics lesson? Our minds go blank. I would want these practices to be applied the most in Mathematics.* (S10); *I would choose Mathematics. Because I don't like mathematics and I will never be able to understand it. It is not like I can't do mathematics, I can do it but I feel bored. Maybe if we had it in mathematics, it would be more fun. Maybe I wouldn't be bored at all.* (S11); *Could be mathematics. We write a lot of things and solve problems. We feel bored. I would want that to be more entertaining."* (S15)

The statements about the Turkish lesson are as follows:

> *"Turkish in particular.* (S8); *For instance, if we knew on which pages the subjects we studied in Turkish lesson are, we can study better for the exams.* (S9); *And maybe in Turkish."* (S20)

The statements about the English lesson are as follows:

> *"Maybe these practices can be used in English.* (S2); *In English lessons. Because we can write words to better understand English words and to write better.* (S12); *We write a lot of things in English lessons. We don't do many activities. Once every three months.* (S17); *It would be good to apply it in English lessons. We could separate them, you, are, etc. with colors."* (S20)

The statements about the Science lesson are as follows:

> *"Science is too scientific. Therefore, we can visualize information this way.* (S2); *Could be Science. I am a student who gets bored in Science lessons. And I always worry a lot. Science is an important lesson and I should get high marks. But I feel really bored. Because it is like meaningless writing. A snow-white graph notebook. It makes me bored. It would be better to have a notebook that does not bore us while studying.* (S3); *My teacher always makes us write. We feel bored. Our hands get tired. We can practice activities -. There are subjects like a forest fire in science. We can draw pictures of it on each page.* (S7); *And maybe in Science. Because, although we write all the time, Science is an essential lesson like Social Studies. Therefore, it is very difficult for us to go to its roots, and writing makes it even harder. Our teacher says it is almost done, then we write an epic."* (S10)

The statements about all of the lessons are as follows:

> *"It would be good in all of the lessons.* (S5); *Not only in Social Studies lesson, in all of the lessons.* (S16); *In all of the lessons, briefly.* (S19); *I would want these practices in almost all of the lessons.* (S21)

The statement of the student who was registered as lost data is as follows:

"I don't know. It should be specific to Social Studies. Maybe in accordance with the Social Studies. Or maybe in other lessons, it may be better in other lessons." (S11)

Since the statement of this student is not clear, it was not designated in any of the codes.

The Opinions of Students on the Effect of the SSIN Practices on Learning

The students who participated in the study were asked whether or not the SSIN practices contributed to their self-learning and remembering and the development of their hand skills. The opinions of students on the effect of the SSIN practices on learning are presented in Figure 5.

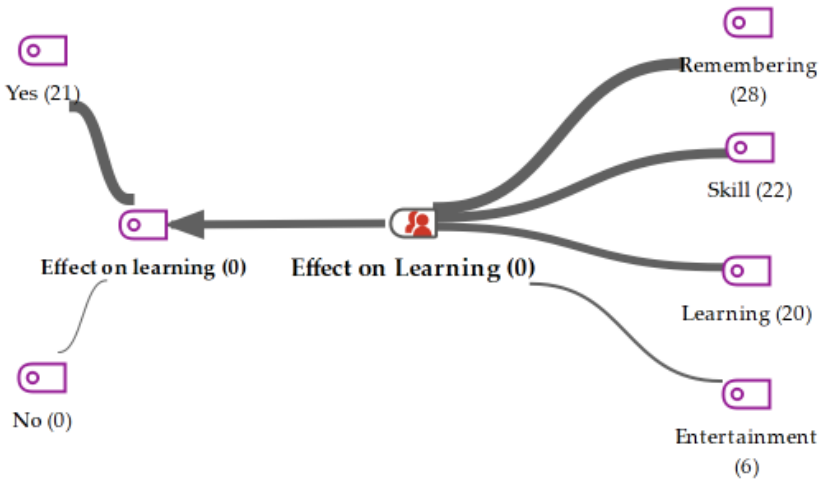

Figure 5. The Opinions of Students on the Effect of the SSIN Practices on Learning

As can be seen from Figure 5, four codes were determined according to the statements of the participants about the *"Its Effect on Learning"* theme: Learning, Remembering, Skill, and Entertainment. Among these codes, students made statements the most about the *"Remembering"* code. This indicates that the SSIN practices enable students to remember social studies subjects rather than learn them. The answers of the students to the question *"Did it contribute to your learning?"* about the SSIN practices are provided in Table 9.

Table 9. The Answers of Students to the Question *"Did it contribute to your learning?"* About SSIN Practices

Codes	**Participant Code (n:21)**	***f***	**%**
Yes, it contributed	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21	21	100,00
No, it did not		0	0,00
Total (Current)		**21**	**100,00**

When the answers of the students to the question *"Did it contribute to your learning?"* in Table 9 were examined, it was found that all of the students who participated (f = 21, 100%) in the research answered that it did. However, some stated that its effect was low. The answers of the participants to the *"Its Effect on Learning"* theme are as follows:

"Yes. (S4); *I mean what can I say, yes it was effective.* (S10); *Yes it was effective.* (S14); *It has effects.* (S15); *It has very positive effects.* (S16); *Yes it affected.* (S21); *I mean yes it is effective but not so much.* (S11); *It is a little bit effective."* (S4)

The opinions of the students on the *"Its Effect on Learning"* theme of the SSIN practices are provided in Table 10.

Table 10. The Opinions of Students on the *"Its Effect on Learning"* Theme of SSIN Practices

Codes	Participant Code (n:21)	*f*	%
Remembering	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21	21	100,00
Skill	S2, S3, S4, S5, S6, S7, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21	19	90,48
Learning	S1, S2, S3, S5, S6, S7, S8, S9, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21	19	90,48
Entertaining	S2, S4, S6, S10, S15	5	23,81
Total (Current)		**21**	**100,00**

As can be seen from Table 10, four codes were determined in the statements of students about the *"Its Effect on Learning"* theme of SSIN practices: Remembering (*f* = 21; 100.00%), Skill (*f* = 19; 90.48%), Learning (*f* = 19; 90.48%), and Entertaining (*f* = 5; 23.81%). Students stated that the SSIN practices were effective for learning, but it helped more in remembering. It can be observed that the SSIN practices developed the hand skills of the students and helped them learn and remember. Conversely, the students stated that they were entertained while performing SSIN practices, the same with the other themes. The statements of the students on the *"Remembering"* code of the *"Its Effect on Learning"* theme about the SSIN practices are as follows:

> *"When I was performing the climates bag activity, I wrote them back to back. This information came to my mind in the exam.* (S1); *There was this one time when I was struggling with a question but not in an exam. I was thinking, how did we solve this? I was thinking, I was thinking... Was it Hittites or was it something else. Then the activity pop into my mind. Yes, yes it was that. Then I marked the answer.* (S2); *I remember. For example, we made a world map. You gave us a paper. I painted that. Then we wrote the countries besides that. Asia, Europe, Africa, etc. We wrote all the countries. Apart from that, we prepared a paper about the climates that are seen in the world. We lifted it up and observed.* (S8); *Yes, it helped me actually; it helped me in this exam and in previous exams as well. I repeat the things I wrote in my notebook before the exam. I can understand the subjects in a much more fun way. Even better, when I'm in my exams, I can't remember the things that I wrote in my other notebooks but the things I wrote and visualized in that social notebook come into my mind and I can quickly and easily find the answer."* (S15)

The statements of the students on the *"Skill"* code of the *"Its Effect on Learning"* theme about the SSIN practices are as follows:

> *"My hand skills improve, I learn and have fun at the same time.* (S2); *Yes it develops my hand skills. My drawing and cutting skills are improved.* (S5); *For instance, I didn't know how to fold papers. I learned it by this. Both you and my friend helped and then I learned. This way, I learned origami as well.* (S6); *At first, I was cutting in a crooked way. Now I can cut better. I can cut, glue, and write better.* (S12); *Yes. Back then, I painted beyond the margins of a line. But since we performed several activities in this notebook and there were lots of painting activities, I can paint better now.* (S14); *Yes. We cut and fold papers, these activities improved my skills. I couldn't cut straight before. Now I can cut very well."* (S16)

The statements of the students on the *"Learning"* code of the *"Its Effect on Learning"* theme about the SSIN practices are as follows:

> "*Especially in Social Studies, observing the climates that are seen in Turkey and the world was very beneficial.* (S3); *For instance, I don't know a subject. I knew nothing about the Sumerian. I knew but a little. How can I learn that from the smartboard, I am just going to forget. When I glue it to my notebook, I look at them whenever I open my notebook.* (S6); *When I first attended the class, I was thinking whether it is difficult or easy. In my previous school, we didn't write*

anything, our teacher was always teaching us through the smartboard. When I started to attend these classes, we started to perform activities. I started to learn better when we perform activities. (S12); *When I look at the activities I can understand the subjects. Some of them have covers and when we open and read them it becomes more fun. We want to read them over and over again and it becomes easier to understand the subject. It is better than reading pages of texts.* (S15); *For example, I didn't know climates very well. But I learned them by performing activities. I learned the characteristics of climates. I could perform all the activities without repeating them."* (S19)

The statements of the students on the *"Entertaining"* code of the *"Its Effect on Learning"* theme about the SSIN practices are as follows:

"Yes. Like I said the first time, we can comprehend better when we learn while having fun. I already looked it up. When people learn while having fun, they can reason better. Because my peers and I struggle to focus on lessons. Therefore, when we learn while having fun, it becomes more beneficial for us. (S4); *"For instance, when I have a Social Studies exam, I go back and examine the activities. It is both fun to do and doing this makes me feel like... I like it a lot."* (S6); *"Yes. Because it is entertaining. When you have a bad memory and a good memory, you can't forget bad memories but you also can't forget good memories. Good memories stick in the mind. We like them because they are fun. I almost didn't forget any of the activities. They are still in my mind. I remember them in my exams."* (S10); *"When we study like this, we can understand the subject. Some of them have covers and when we open and read them it becomes more fun.* (S15)

Discussion, Conclusion and Suggestions

In this research, the aim was to determine the opinions of students toward the effect of the SSIN practices on learning. Following this aim, the SSIN practices were performed on three main dimensions: how the students define SSIN, the attitudes of students toward the SSIN practices in the classroom, and to determine the opinions of students toward the effect of the SSIN practices on learning. There is a limited number of studies in the literature about the results of this research. However, since the SSIN practices include learning conditions, such as being active, activity-based, collaborative, and project-based, researches that were conducted in these fields supported the discussion.

With regard to the *"Definition"* theme of the research, the students stated that they liked the SSIN practices because these practices guided them: they are also proud of the activities they performed and will thus keep this notebook as a memory. In addition, the students mainly stated that the SSIN practices are entertaining and instructive. Soric and Palekcic (2009) demonstrated that students who organize the information they acquire can find their notes and the information they need faster; therefore, they have more time to review the material before the exam and to make some sorts of evaluation instead of memorizing information. Köstereliođlu and Yapıcı (2016) revealed that in a learning process supported by activities, active participation, and reinforcement of the learning environment with activities have positive effects on the learners. The results of the researches (Aydede & Matyar, 2009; Gür & Seyhan, 2006; Hargrove & Nesbit, 2003; Kartal, 2007; Kiras & Akçay, 2015; Sezgin Memnun, 2003; Ünlü & Aydıntan, 2011), which imply that student-centered education contributes to the learning of students, are consistent with the findings of this research. Conversely, according to the research by Tertemiz and Şahinkaya (2010), while project-based education increases the competency perceptions of prospective teachers toward mathematics teaching, activity-based education did not create a significant difference. Mattson (2005) stated that the misuse of active learning by educators may cause students to lose time and get disconnected from the learning process by drawing attention to the negative results that may emerge.

In the *"Attitude"* theme of the research, while the attitudes of students toward SSIN were examined, they were also asked questions about their general opinions, the things they liked and disliked, and practice in other lessons. Based on the findings, it was observed in the general opinion

category that students felt good and had fun while performing SSIN activities and that these activities provided self-development to the students, increased their creativity, and made contributions to the learning. Emotions such as feeling good, having fun, and liking evoke the internal factors of an individual on learning. Ramli, Muljono, and Afendi (2018) proved the relationship between being prepared for self-oriented learning and internal factors (achievement motivation, interest in learning, and academic self-conception, etc.) as in external factors. Camci (2012) found that student-centered education methods increase the interests of students toward the lesson. Aktaş (2013) yielded significant results for student-centered constructivist approaches compared with traditional education. As a result of the research by Gökbayrak and Karışan (2017) which was conducted with applied activities (STEM), the students stated that they had fun and learned at the same time. Sadi and Çakıroğlu (2011) demonstrated that education, which is enriched with applied activities, is more effective than traditional education. In addition, Costa (2003) stated that applied activities are effective for students to learn meaningfully and acquire knowledge. The results of the abovementioned researches are consistent with the results of this current research.

In the category of the likes of the *"Attitude"* theme toward the SSIN in the research, students liked the SSIN practices and had a lot of fun performing such practices. However, they experienced some difficulties while performing these activities due to some reasons, including lack of material, noise in the classroom environment, lack of time, the desire to do the best the most beautiful, etc. can be propounded. As a result of the activity-based research that Murdock (2005) conducted, the students were pleased to learn with activities. In their study, Savaş, Obay, and Duru (2006) revealed that mathematics teaching in which learning activities were used had more effect on the achievement of students when compared with traditional teaching methods. Contrary to these researches, in their research, Uşun and Gökşen (2010) examined the effect of activity-based educational approach on the attitudes of students toward mathematics teaching and thus reached a conclusion that it does not affect the attitudes of students.

The participants strongly suggested the SSIN practices to be applied in other lessons, mainly Mathematics, Turkish, English, and Science. In their study on the effect of student-centered and activity-based learning on mathematics lesson, Grandgenett, Harris, and Hofer (2010) reached a conclusion which is consistent with the conclusion of this research, that is, the activities which were conducted in mathematics lesson positively affected the motivation levels of students. There are researches (Bristow, 2000; Freedman, 1997; Scharfenberg & Bogner, 2010; Stohr-Hunt, 1996; Süğümlü, 2017; Thompson & Soyibo, 2002; Turpin, 2000) etc. conducted on other lessons which have results similar to those of the current research. This indicates that activity-based education practices increase the cognitive success of students.

Regarding the *"Its Effect on Learning"* theme of the research, the SSIN practices positively affected the learning of all the participants. This result; It is similar to the results of similar studies (Amaral et al., 2002; Choo, 2007; Duman & Şahiner, 2008; Paul, 2014; Saygı & Bilen, 2016; Srivastava & Tait, 2012; Ünlü & Aydıntan, 2011). Moreover, the SSIN practices also developed the students' hand skills (cutting with scissors, drawing well, painting something without exceeding the margins, etc.), a finding similar to the research by Brown (2018), Madden (2001), and Young (2003). However, one of the most important results is that these practices helped students remember the information they acquired. When the learning environments of students are organized by the requirements, more successful academic results will emerge, and they will learn better. Conducted researches (Aksu & Keşan, 2011; Arı, Çavuş, & Sağlık, 2010; Aydede & Matyar, 2009; Boztaş, 2012; Corno, 1989; Çiltaş, 2011; Haşlaman & Aşkar, 2007; Henderson, 1986; Oh-Uchi, Nagao, & Sakurai, 2008; Ünlü & Aydıntan, 2011; Üredi & Üredi, 2007) have findings similar to those of the current research. According to the results obtained from this research, the following suggestions can be made:

Using student-centered education methods more such as SSIN to prevent students from being bored in the lessons, to make lessons more entertaining, and to increase the learning of students,

Using student-centered SSIN practices because when a student organizes activities on his/her own and collaboratively throughout the learning process as the responsible person, the student will be able to self-actualize and improve his/her creativity,

Using the SSIN practices because students feel good and happy in the learning environment during the activity preparation process,

Evaluating the portfolio/notebook that emerges as a result of the SSIN practices within the context of contemporary evaluation method as a learning product produced by the student,

Interactive notebook practice/activities were only applied in social studies lessons in this research. Applying them in other lessons,

Applying student-centered education methods such as the SSIN practices since they contribute to the learning, skills, and remembering of students at the end of the activity/practice process.

Faculty members working in education faculties can benefit from SSIN practices in teacher education.

Various workshops and project etc. studies related to SSIN applications can be organized for teachers working in educational institutions.

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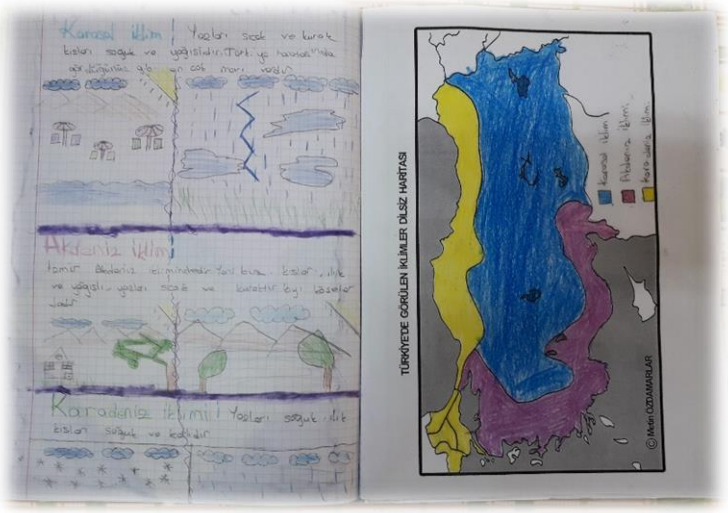
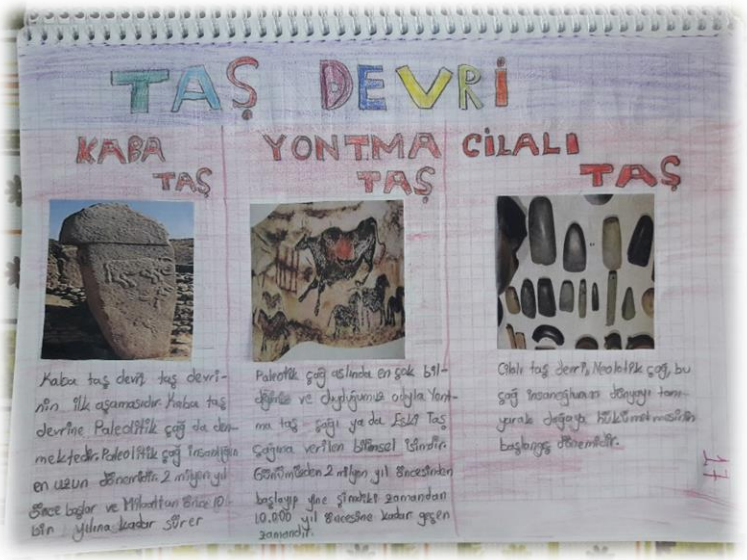
Appendix 1. Social Studies Interactive Notebook Examples



Social Studies Interactive Notebook Example I

Social Studies Interactive Notebook Example II



Social Studies Interactive Notebook Example III