Education and Science

Original Article

Vol 51 (2026) No 226 265-300

"I think, therefore i draw": an alternative action research study on P4C practices

Seval Çiğdemir [1]

Abstract

This study is structured around the use of drawings by first-grade primary school students to express their thoughts during Philosophy for Children (P4C) practices. For this purpose, preparatory activities were conducted through drama; selected picture books were used as stimuli; themes were identified for each book through community of inquiry sessions; and, finally, all students were enabled to express their ideas through drawings. Designed as an action research study within the framework of qualitative research methods, the research group consisted of 35 first-grade students. Data were collected using a checklist, interview forms, a teacher journal, audio recordings, and field notes. As a result of the practices conducted over two months, it was observed that philosophical inquiry through students' own drawings was feasible for younger learners who experience difficulty in verbal expression. The findings revealed that students who were supported in expressing their thoughts demonstrated not only improved thinking skills but also strengthened social skills and reduced communication difficulties. Moreover, an overall increase in students' capacity to respond and engage in classroom dialogue was observed. Other areas of development observed included generating opposing viewpoints, producing new ideas, and gaining flexibility by changing opinions when necessary. Future studies are recommended to explore alternative ways of including students with limited expressive language skills in P4C activities.

Keywords

P4C

Picture books

Drawing

Action research

Expression of thought

Article Info

Received: 07.18.2024

Accepted: 02.02.2026

Published Online: 04.30.2026

DOI: 10.15390/ES.2026.2510

Introduction

Primary education curricula aim to equip individuals with the capacity for problem-solving, entrepreneurship, and responsibility, and to meet the demands of the contemporary world (Ministry of National Education [MoNE], 2018). The concept of "teaching," which dominated the previous century, has largely been replaced by "learning" (Aydın, 1998). As learners take an active role in knowledge acquisition, they are expected to develop skills such as innovative, critical, and creative thinking (Haywood, 2020; Özlem, 1997). In response to this need, the Turkish Ministry of National Education established goals within the framework of the 2023 Education Vision to support the development of individuals who can solve problems and generate new ideas from an early age (MoNE, 2020). In this

[1] Ministry of National Education, Ankara, Türkiye, sevalcgdmr@gmail.com

context, the in-service "Philosophy for Children Basic Training" provided to teachers can be considered a significant initiative.

Philosophy is defined as the investigation of existence and knowledge, doctrine, worldview, and abstract thinking on a particular subject (Turkish Language Association [TDK], 2021). Etymologically, the word philosophy derives from the Greek words *philia* (love) and *sophia* (wisdom), and can be described as the love of knowledge (Eren et al., 1998). In this context, knowledge refers not to the "positive sciences," which aim to explain the universe through distinct disciplines, but rather to forms of understanding that cannot be fully explained or definitively answered (Dirican & Deniz, 2020). Philosophers and children share several common characteristics, such as a sense of wonder and curiosity, as well as a persistent tendency to ask questions. These shared traits naturally give rise to philosophy, which requires thinking, questioning, and discussion (Çiçek, 2017; Droit, 2017; Kantarcı, 2013; Wartenberg, 2018). Since children can think about concepts such as good and evil independently of social pressures and tend to be more open-minded in critical thinking, critical thinking education should begin at an early age (Droit, 2017).

The fundamental questions posed by early philosophers, particularly those concerning the universe and morality, closely resemble the questions children ask as they try to understand the world. For this reason, the ancient period has often been described metaphorically as the "childhood of philosophy" (Önal, 2017). One of the approaches proposed to prevent the loss of children's innate questioning ability—believed to diminish over time—and to support its development is Philosophy for Children (P4C) (Boyacı et al., 2018; Çiçek, 2017; McCall, 2017; Taşdelen, 2013; Wartenberg, 2018). UNESCO (2007) outlines the objectives of philosophy education for preschool and primary school children in six stages:

- Encouraging independent thinking
- Educating reflective individuals
- Supporting children's personal development
- Developing language and communication skills
- Enabling conceptual thinking
- Designing instructional approaches appropriate to children's developmental levels

To achieve these goals through philosophy education, three widely accepted approaches are commonly employed. The first, P4C, focuses on engaging children and adolescents in philosophical inquiry. The second, the "community of philosophical inquiry," targets young people and adults, while the "Socratic method" is applied exclusively with adults (Boyacı et al., 2018; McCall, 2017). P4C (Philosophy for Children), one of the approaches aimed at developing thinking skills, was developed by Matthew Lipman in the 1960s (Akkocaoğlu Çayır, 2015). The acronym P4C is derived from the initial letters of *creative thinking*, *caring thinking*, *critical thinking*, and *collaborative thinking* (Erdoğan, 2018). As its name implies, this method aims not to teach children theoretical philosophy or philosophical concepts, but rather to develop their thinking skills and engage them in philosophical practices through workshops (Gür, 2010). In P4C, children discuss, defend, or critique questions they have generated themselves within an appropriate inquiry environment. Although the method has gained increasing popularity in recent years, its theoretical foundations are grounded in the ideas of Vygotsky, Dewey, and Mead (Lipman, 2003). Numerous studies have demonstrated that P4C activities contribute to the development of children's thinking skills, including creativity and critical thinking (Bülbül Hüner, 2021; Cassidy et al., 2018; Demirtaş et al., 2018; Jones-Teuben, 2013; Kefeli & Kara, 2008; Lukey, 2006; Mehdizadeh et al., 2019).

A philosophical session typically begins with preparatory and relaxation activities, followed by the presentation of a stimulus (e.g., a book, film, or poem). Children are then given time to reflect on the stimulus and generate questions. In the subsequent inquiry phase, students are expected to formulate

their own questions, which are then organized, related to one another, and narrowed down through a selection process. At this stage, the facilitator (teacher, P4C trainer, etc.) guides the inquiry by employing strategies that encourage staying within the context, sharing new perspectives, and fostering discussion and collaboration. Finally, a general summary is provided, and the session is concluded (Karadağ et al., 2017). As Lipman (2003) emphasizes, when the process ends, students should have more questions than they did at the beginning.

When Philosophy for Children activities are implemented in the classroom, the teacher's role shifts to that of a "facilitator." Teachers who traditionally dominate classroom talk for 70-75% of lesson time—asking questions, managing the class, and often avoiding cognitively demanding activities (Pihlgren, 2013)—become facilitators who organize the environment, support student participation, ask questions that require justification, and enhance students' philosophical awareness (Lipman et al., 1980). Facilitators must attend to several key considerations during the inquiry process, including adhering to the inquiry structure, respecting diverse viewpoints, building trust with children, avoiding suggestion, selecting appropriate stimuli, overcoming impasses, and refocusing discussions when necessary (Lipman et al., 1980; Murris, 2008). In Greek mythology, Theseus escapes the labyrinth by following the thread left by Ariadne. Similarly, during philosophical thinking, the mind may wander into side paths and become lost in a conceptual labyrinth. The facilitator's role, like Ariadne's, is to help participants remain oriented and progress in the right direction (Worley, 2010).

An essential component of Philosophy for Children education is the selection of stimuli. The materials used in discussions may include abstract forms such as stories, short texts, and poems, as well as engaging visuals, artworks, situations, or events (Oktar, 2019). The chosen stimulus should be both significant and debatable, allowing for multiple interpretations and responses. When working with children, it should also be engaging and enjoyable (Matthews, 2000). For this reason, the founders of Philosophy for Children preferred stories as primary stimuli (Lipman et al., 1980). Philosophical activities based on stories enable children to develop a range of skills, including text analysis, comprehension, interpretation, speaking, writing, listening, and self-expression (Direk, 2019; Taş & Dikici Sığırtmaç, 2018). For younger age groups, picture books are frequently used as stimuli. Picture books were first introduced into philosophy education by Murris (1992). However, rather than embedding philosophy explicitly within the text, the aim should be for philosophical thinking to emerge naturally through the interaction between the child, the book, and the reader (Özdemir, 2021). When selecting stories, texts that children can relate to, that capture their attention, and that are concise and clear should be preferred (Lipman et al., 1980). Studies on the use of children's literature in Philosophy for Children practices further support this approach (Akkocaoğlu Çayır, 2015; Fisher, 2001; Karasu, 2018; Mazı, 2008; Murris & Thompson, 2016).

The process of making sense of and expressing intellectual activities such as philosophy, science, and art is mediated through language, which serves as a tool for projecting the structure of the mind onto the external world (Çotuksöken, 1994). In philosophical inquiry, while logical connections between ideas are established through mental activity, these ideas are also communicated to others, thereby fostering social interaction (Lipman, 1998). Because Philosophy for Children activities involve stages such as listening to texts, reading, and verbal questioning, they are fundamentally grounded in linguistic practices (Fisher, 2001; Haynes, 2008; Lipman, 1998). A substantial body of research highlights the impact of P4C practices on children's language development (Cassidy & Christie, 2013; Ferreira, 2004; Jenkins & Lyle, 2010; Jones-Teuben, 2013; Murris & Thompson, 2016; Topping & Trickey, 2014; Ventista, 2019). However, children may experience difficulties in verbal expression due to language delays, autism, hearing impairment, language barriers, or traumatic experiences. Even in the absence of physical impairments, factors such as shyness, lack of self-confidence, or limited opportunities can hinder children's ability to express themselves (Çakmak Tolan & Genç, 2021). Consequently, supportive activities are required, particularly for children who are reluctant to express their thoughts verbally. In such cases, drawings may serve as an alternative means of expression.

In recent years, the use of drawings as a data collection tool in social science research and studies focusing on meaning-making through visual literacy has gained increasing importance (Hopperstad, 2010; Mayers, 2011; Thomson, 2008). According to dual coding theory, information is stored in the mind in both verbal and visual forms, and the presentation of recorded information involves a complex structure (Paivio, 1986, as cited in Akyol, 2006). Therefore, when verbal and visual representations support one another, children can express their thoughts more holistically. Research indicates that children can generate powerful and creative ideas through drawings and use them to understand the world and articulate complex concepts (Kendrick & McKay, 2009; Whitfield, 2009). In philosophical practices, the significance of drawings lies not in what the image literally represents, but in the ideas children generate while explaining their drawings. Due to the cognitive structures characteristic of preschool and primary school children, the use of visuals increases the likelihood of accessing children's ideas through visual representations (Clark & Moss, 2011; Collado, 1999; Thomson, 2008) and for children, drawing functions not only as a means of expressing internal experiences but also as a way of making sense of and organizing their relationships with the environment and society (Malchiodi, 1998).

Although the impact of P4C activities on essential developmental outcomes such as thinking skills, communication, socialization, and critical thinking is well documented, no study has been identified that specifically examines how these activities influence the thinking of students who experience difficulties with self-expression. Studies that focus solely on numbers and words tend to overlook the role of drawings in revealing raw emotions and unarticulated experiences (Cox et al., 2014). Accordingly, this study investigates both the general effects of P4C practices using picture books and their specific impact on students who struggle with self-expression. The study seeks to answer the following research questions:

1. What effect does the use of drawings in P4C activities with picture books have on the thinking skills of first-grade students?
2. What effect does the use of drawings in P4C activities with picture books have on first-grade students who experience difficulties in self-expression?

Method

In this study, which examines the process of expressing thoughts through drawings in P4C practices based on picture books, the action research method was employed, with the researcher serving as both practitioner and researcher. Action research is a research approach in which professionals who are directly involved in the process advance the research through cyclical stages rather than remaining external observers (Calhoun, 1994; Corey, 1949; Hinchey, 2008). This design is commonly used by practitioners to address their own problems or to improve existing practices, and it appears in the literature under various labels such as collaborative, contextual, emancipatory, and participatory action research (Baumfield et al., 2013; O'Brien, 2001).

Structurally, the present study falls within the category of **technical/scientific/collaborative action research** as classified by McKernan (2008). In this classification, the researcher—who possesses a strong command of the theoretical framework—tests a new approach and carries out ongoing evaluation and modifications throughout the process (Yıldırım & Şimşek, 2008, p. 296). The cyclical process followed in the present study is illustrated in Figure 1.

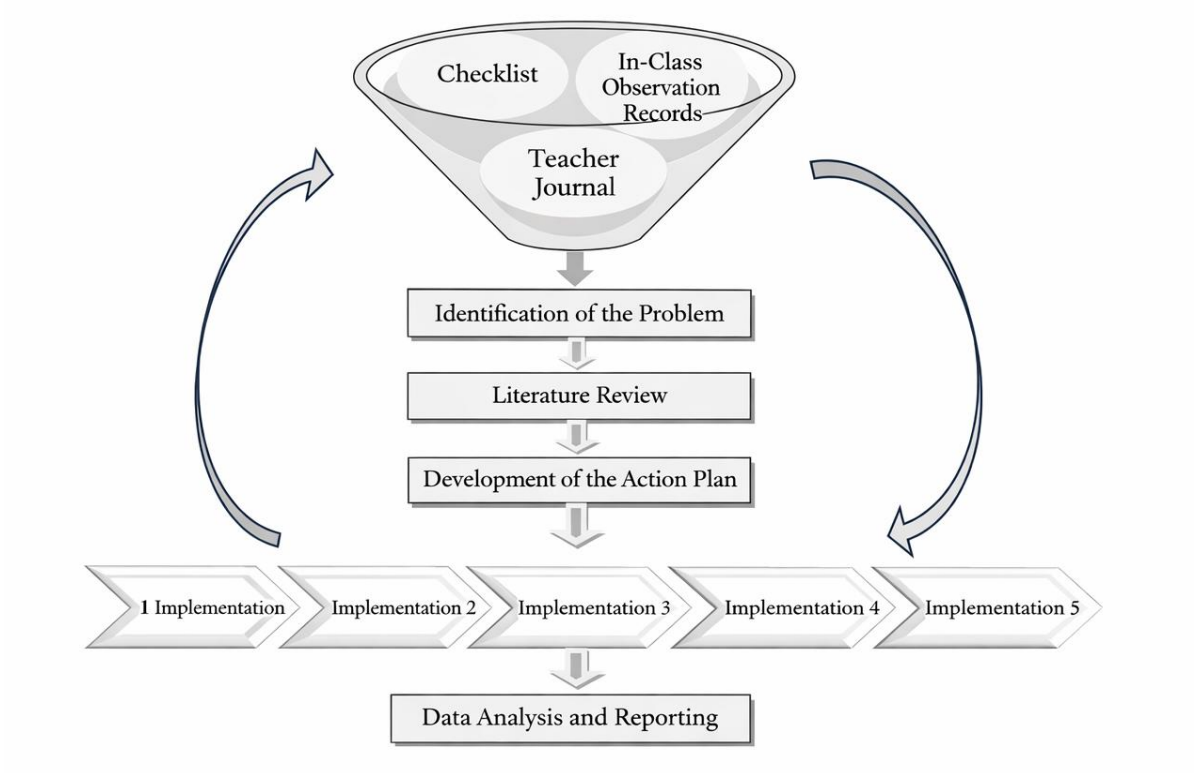

Figure 1. Action research plan

As illustrated in Figure 1, in-class philosophy workshops were designed using P4C practices and picture books. Throughout these workshops, students' participation in the process was examined through teacher journals, audio recordings, and a checklist form. As a result of the analyses, it was identified that some students experienced difficulties in expressing their thoughts. To identify possible solutions to this issue, a literature review was conducted. Subsequently, an action plan was designed to address the identified problem. Observation forms, visual and audio recordings, semi-structured interview forms, and field notes were analyzed progressively throughout the process, enabling shortcomings to be addressed and the implementation to be improved. Finally, all data collected during the research process were organized and reported.

Identification of the Problem

The researcher also served as the classroom teacher in the context where the study was conducted. During implementation, some students were reluctant to participate, and in some cases, only a limited number actively engaged in the inquiry process, while others remained largely passive. To analyze this situation more systematically, the researcher decided to record the final workshop session and to develop a checklist and a teacher journal for data analysis.

The checklist included items related to students' participation, such as taking turns to speak, proposing new ideas, changing opinions during the inquiry process, and developing opposing viewpoints (Appendix 1). Analysis of the checklist revealed that students coded as S4, S8, S18, S21, and S25 demonstrated insufficient participation in the workshops. To both increase participation among the identified students and enhance the effectiveness of P4C workshops for the entire class, a literature review was conducted. Based on the assumption that students might express themselves more comfortably through alternative modes, drawings were adopted as a strategy in subsequent action cycles.

Research Setting and Participants

The participants in the study were 35 first-grade students enrolled in a public primary school. The school reflects the national average of Türkiye in terms of socio-cultural and socio-economic characteristics. According to the Socio-Economic Development Index Report, the province in which the school is located ranks second nationwide, while the district ranks 47th (Republic of Türkiye Ministry of Industry and Technology, 2023). However, due to the neighborhood's heterogeneous structure and exposure to internal migration, the local context shows socio-economic characteristics below the average. Established in 2021, the school currently comprises 32 classrooms and serves 1,033 students. Class sizes range from 30 to 39 students. The school is equipped with a music and art workshop, an indoor sports hall, and a library.

The classroom in which the study was conducted included 35 first-grade students, 18 girls, and 17 boys. Among these students were two mainstreamed students formally diagnosed with *specific learning difficulties* and *mild intellectual disability*, respectively. In addition, two students diagnosed with anxiety disorders and receiving ongoing therapy were present in the classroom. At the time the study commenced, all students except one mainstreamed student had acquired independent reading and writing skills. The classroom was equipped with a smartboard and a classroom library of books that students could access freely at any time.

The study was designed with a dual focus. In addition to monitoring the development of thinking skills across the entire class, the study also examined in depth the progress of five students who experienced difficulties in self-expression. Detailed information regarding these students with self-expression difficulties is presented in the following section.

Table 1. Characteristics of students included in the individual inquiry

Student	Academic Achievement	Social Relationships	Family Background	Participation in Other Lessons
S4	High academic achievement	Socially withdrawn; diagnosed with an anxiety disorder; interacts with a limited number of peers	Supportive family; maintains effective communication with family members	Consistently willing to participate in lessons
S8	Moderate academic achievement	Maintains typical peer relationships	Youngest child in the family; frequently compared with older siblings; experiences familial pressure	Generally willing to participate in lessons
S18	Moderate academic achievement	Limited positive peer interactions; highly active; occasionally displays aggressive behaviors	Family is not open to communication and perceives behaviors as typical	Participates intermittently; becomes silent when explicitly encouraged to speak
S21	Low academic achievement	Maintains positive peer relationships	Family is open to communication	Rarely takes turns to speak; low level of participation
S25	Moderate academic achievement	Harmonious peer relationships; generally quiet	Family is open to communication	Willing to participate when the topic is familiar

According to Table 1, student S4 demonstrates high academic achievement; students S8, S18, and S25 exhibit moderate academic achievement; and student S21 exhibits low academic achievement. Including students from different academic levels broadens the scope of the study. In terms of peer relationships, S8 and S21 display typical social behaviors, whereas S18 occasionally engages in verbal and physical aggression. Students S4 and S25 exhibit a more introverted disposition.

Regarding family background, the families of S4, S21, and S25 are supportive and collaborate effectively with the teacher. In contrast, S8's family demonstrates very high expectations, while S18's family tends to deny the presence of behavioral difficulties and holds views that conflict with the teachers.

When students' participation in lessons other than the P4C workshops was examined, all students except S21 were generally willing to take turns speaking and participate in classroom activities. Student S21, however, participated only when feeling entirely confident about the content.

Role of the Researcher/Practitioner and Ethical Considerations

By design, action research is grounded in collaborative processes in which participants work together to identify a problem, implement an action, reflect, and evaluate (Bargal, 2008; Winter, 2005). In the present study, the classroom teacher conducted the action research, serving as both researcher and practitioner. Prior to the initiation of the action research, throughout the implementation process, and following the completion of the study, the researcher/practitioner held meetings with students and parents, conducted the workshops and classroom practices, and organized the checklists, audio recordings, and visual data. Throughout the action research process, the researcher analyzed the collected data, conducted an extensive literature review, and structured the action cycles by seeking support from families and the school guidance counselor.

From an academic perspective, the researcher/classroom teacher has conducted studies using various research methodologies, with the results published in national and international journals. In addition, the researcher has presented action research-based papers at international symposia and participated in workshops related to qualitative research. Professionally, the researcher has 16 years of teaching experience as a primary school teacher and has worked in schools representing diverse socio-economic and socio-cultural contexts. Furthermore, the researcher holds a *Philosophy for Children (P4C) Trainer Training* certification.

Prior to the study, the school administration was informed, and written informed consent was obtained from parents. Throughout the research process, participants' personal information was kept confidential, and a coding system (e.g., S1, S2, S3) was used to ensure anonymity. In addition, ethical approval was obtained from the Social Sciences Ethics Committee of a public university (Approval No. 2024/88).

Data Collection

Data were collected using a checklist, semi-structured interview forms, field notes, and audio and video recordings. In addition, the researcher/classroom teacher maintained a teacher journal throughout the entire research process.

Checklist

Checklists focus on whether a particular behavior or performance occurs and allow comparisons of a student's performance across different time points (Airasian, 1994). In this study, a checklist was used after each P4C workshop to observe students' thinking skills and levels of self-expression. The criteria used to evaluate performance included taking turns speaking in class, developing opposing viewpoints, changing one's ideas during the process (cognitive flexibility), and proposing new ideas.

These criteria were initially drafted using clear and measurable statements. To ensure content validity, the draft checklist was submitted to two field experts for review. Based on their feedback, necessary revisions were made, and the final version of the checklist was developed. Following each implementation, the researcher analyzed the completed checklists to monitor students' developmental progress. A sample checklist is presented in Appendix 1.

Semi-Structured Interview Forms

Interviews, one of the primary data collection tools in qualitative research, can be classified in various ways according to their format, number of participants, or application techniques (Rubin & Rubin, 2012). In the present study, two different interview forms were designed. In terms of format, the interviews were semi-structured; in terms of participants, they were conducted one-to-one; and in terms

of technique, they were conducted face-to-face. The interview forms used with the school guidance counselor and the parents of the participating students are provided in Appendices 2 and 3, respectively.

Field Notes

During the research process, various challenges may arise in the field, or researchers may encounter noteworthy or unexpected situations (Coffey, 1999). Records the researcher keeps of observed, unsystematic data are referred to as field notes (Fetterman, 2010). Although field notes are often understood as written records, digital recordings, visual materials, and audio documents are also considered forms of field notes (Schensul & LeCompte, 2013).

As the researcher was also the classroom teacher, she had the opportunity to observe the class in its natural setting during both instructional and non-instructional times and accordingly kept field notes. In addition, the workshop processes were documented, and data from photographs and video recordings were integrated to provide a more comprehensive dataset.

Teacher Journal

In crowded environments, it may not always be possible to take notes during observations, which may raise questions among participants about why notes are not being taken (Emerson et al., 2008). In some cases, note-taking or recording activities may negatively influence participants' natural behaviors (Bryman, 2012). Under such circumstances, researchers may record participants' conversations, cues, and observations in the form of a journal after each implementation and observation session (Fetterman, 2010).

In the present study, after conducting the P4C workshops, the researcher/classroom teacher regularly organized field notes and audio and video recordings through a teacher journal, drew necessary inferences, and used these data as a basis for planning subsequent phases of the action research.

Action Plan and Implementation

Initially, an action plan was developed to enhance students' critical, creative, caring, and collaborative thinking skills. While designing the action plan, students' grade level was taken into consideration, and appropriate illustrated children's books were selected. Supplementary materials, drama activities, images, and music for use during the warm-up, preparation, and consolidation stages of the P4C workshops were also planned.

Following the first implementation, it was observed that not all students felt comfortable expressing their thoughts, and some hesitated to do so. To clarify whether this situation was independent of the teacher and the workshops or a reaction to them, another teacher (the school guidance counselor) conducted classroom observations and subsequently met with the researcher. Based on field notes, teacher journals, checklists, and an interview with the guidance counselor, it was determined that five students required additional support. At this stage, meetings were held with the parents of the identified students, and the guidance counselor conducted one-on-one sessions with the students.

To foster the development of thinking skills across the entire class and facilitate self-expression among the identified students, a new action plan was developed, and the cyclical process continued in line with the nature of action research (Curtis et al., 2010).

The stages of the P4C process (warm-up, stimulus, community of inquiry, evaluation, etc.) were implemented simultaneously with the whole class. Similarly, drawing activities were conducted collectively; volunteer students took turns speaking, discussed their drawings, and shared their products with their peers. However, during this process, the five identified students were observed in greater detail and were particularly encouraged, through dialogic interactions, to talk about and reflect on their drawings.

Each workshop addressed different themes using different illustrated children's books. Detailed information regarding the P4C workshops conducted throughout the study is presented in Table 2.

Table 2. Illustrated children's books and themes used in the P4C workshops

Implementation	Book Title	Theme
1st Implementation	The Pigeon's Poop	Problem-solving skills, empathy for animals
2nd Implementation	I Am Not Lazy	Diligence, temperament
3rd Implementation	There Is a Wall in the Middle of This Book	Prejudice, cooperation
4th Implementation	How Does It Begin?	Existence, boundaries
5th Implementation	The Black and White Factory	Respect for differences, prejudice

According to Table 2, five different illustrated children's books were used in the study. The themes addressed in these books include prejudice, cooperation, diligence, temperament, philosophy of existence, the boundaries of matter, problem-solving skills, empathy for animals, and respect for differences. In selecting the books, criteria such as the study's purpose, target age group, thematic depth (openness to philosophical inquiry), linguistic and narrative features, and cultural appropriateness were considered.

In the P4C workshops, the stages of warm-up activities, interactive reading, and community of inquiry, including thinking and question-answer activities, lasted an average of 4 class periods.

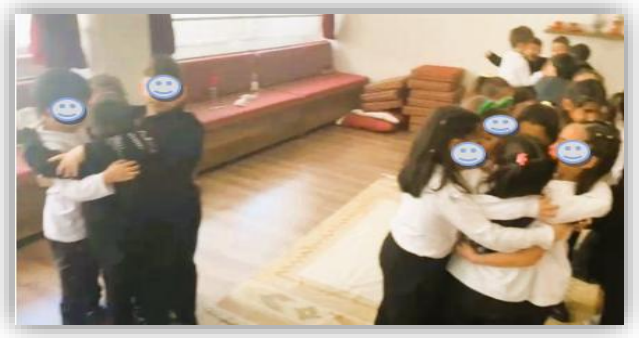

Figure 2. Warm-up activity 1

Figure 2 presents a snapshot from a drama-based warm-up activity focused on cooperation, aligned with the book's theme, *There Is a Wall in the Middle of This Book*.

Figure 3. Warm-Up Activity 2

Figure 3 shows students reenacting Rembrandt's *"The Anatomy Lesson"* as a preparatory activity for the philosophy-of-existence theme addressed in the illustrated children's book *"How Does It Begin?"*

Figure 4. Warm-up activity 3

Figure 4 depicts the dramatization of a Nasreddin Hodja anecdote involving a donkey during the warm-up phase of the P4C workshop, designed to address the theme of empathy for animals associated with the illustrated children's book *The Pigeon's Poop*.

Following the warm-up activities, the illustrated children's book was read aloud as a stimulus. Questions were generated from the text, and a community of inquiry was conducted around them. At specific points, drawings were used either during the book reading or throughout the community of inquiry phase to help students express their thoughts.

Ensuring Validity and Reliability

In qualitative research, the concepts of *credibility* and *transferability* are used as counterparts to validity (Lincoln & Guba, 1985). To enhance credibility, strategies such as data triangulation, prolonged engagement, the inclusion of an external observer for verification purposes, and negative case analysis aimed at improving procedural shortcomings may be employed (Guba, 1981). In the present study, the following steps were taken to ensure validity and reliability.

Triangulation: Triangulation, also referred to in the literature as the use of multiple data sources, is based on the principle of combining different data collection methods within a single study (Silverman, 2013). Accordingly, multiple data sources—including checklists, semi-structured interview forms, field notes, and a teacher journal—were employed in this study.

Prolonged Observation: Prolonged observation enhances the scope validity of qualitative research and allows researchers to identify novel, meaningful, and detailed insights through sustained engagement in the field (Lincoln & Guba, 1985). As the researcher also served as the classroom teacher, opportunities were available to observe students in depth during both instructional and non-instructional contexts.

Peer Debriefing: Peer debriefing refers to the process of sharing research findings with colleagues, field experts, or academics to obtain feedback and ensure objectivity in the research process (Miles & Jozefowicz-Simbeni, 2010). In this study, the school guidance counselor was consulted to identify students for in-depth observation, and the findings were collaboratively compared and evaluated.

Negative Case Analysis: Negative case analysis involves revisiting and revising research procedures in response to unfavorable situations encountered during the study and developing alternative solutions to address inadequacies identified in the data (Erlandson et al., 1993). In the present study, the researcher observed insufficient participation during the initial workshops and responded by developing alternative strategies, ultimately incorporating drawings as a medium for expressing thought.

Member Checking: Member checking is the process by which researchers' analyses are reviewed by participants or individuals closely associated with them, and it is particularly relevant in studies involving young or older participants (Braun & Clarke, 2013). In this study, to verify observations and obtain more detailed insights regarding the five students identified as having difficulty expressing their thoughts, interviews were conducted with their parents.

In qualitative research, reliability is addressed through the concepts of *dependability* and *confirmability* (Lincoln & Guba, 1985). From a qualitative perspective, dependability is achieved when different researchers analyzing the same data reach consistent and coherent conclusions (Franklin et al., 2010). In participatory action research contexts, where the researcher also serves as the classroom teacher and direct comparison across researchers is not feasible, adherence to a step-by-step replication principle is essential. Accordingly, the researcher meticulously documented all stages of the research process, including interviews, implementations, and data analyses, to ensure reliability.

Transferability and credibility represent additional critical considerations for establishing validity and reliability in qualitative research. In line with this approach, data were supported with visual materials, direct quotations from interviews with students, parents, and the school guidance counselor were included, and the findings were reported in rich and detailed descriptions.

Findings

This section presents the findings related to the development of first-grade students' ability to express their thoughts as a result of the P4C workshops implemented in the study.

First Implementation (April 1-12, 2024)

In the first week of the study, the aim was to develop elementary school students' thinking skills, and in line with the action plan, the picture book titled "Güvercin Kakası" (Pigeon Poop) shown in Figure 5 was used.

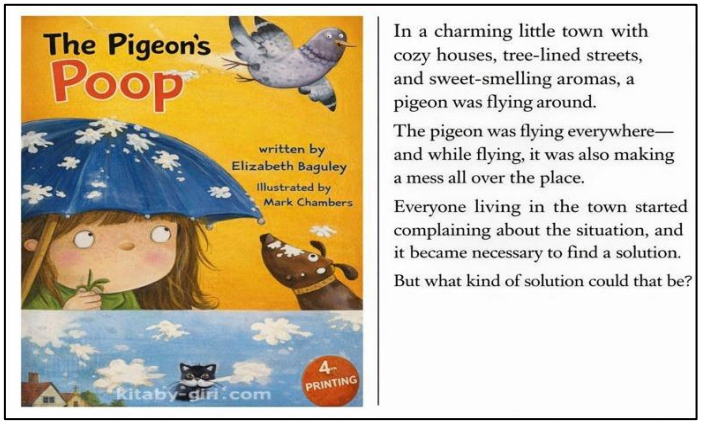

Figure 5. Picture book used in the first implementation

Preparation and relaxation phase: A humorous anecdote emphasizing the bond between Nasreddin Hodja and his donkey was narrated in the classroom. Subsequently, the students were divided into small groups, and each group dramatized the anecdote. This activity aimed to prepare students emotionally and cognitively for the topic.

Community of inquiry phase: The picture book *The Pigeon's Droppings*, which centers on animal compassion, was read using interactive reading strategies, including predicting, questioning, mental imagery, and connecting to prior knowledge and real-life experiences. At the midpoint of the reading process, the following questions were posed to initiate students' thinking:

- What do you think could be done to get rid of the pigeons' droppings?
- If everyone is complaining, is the pigeon to blame?
- Do you think the pigeon is doing this intentionally?

Following the question-and-answer stage, the remaining part of the book was read, and a discussion focused on the solution proposed by the little girl in the story. During this discussion, the theme of animal compassion was further explored. Based on the students' responses, key concepts related to animal compassion were identified, and a concept map was created, as presented in Figure 6.

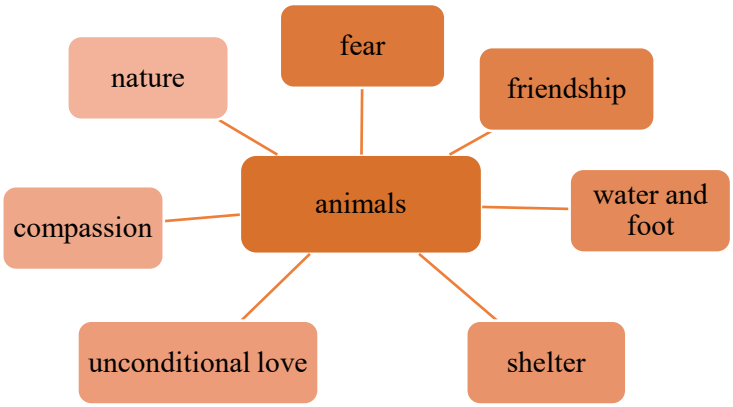

Figure 6. Concept map formed as a result of the first implementation

Results: Following the workshop, observation records, video recordings, and audio recordings were examined, and it was determined that participation across the class was not homogeneous. It was observed that four students consistently wished to participate, nine students participated occasionally, seventeen students raised their hands once, and some students did not express any opinions at all. In addition, based on the data obtained over the one week, the proportions derived from the completed checklists are presented in Figure 7.

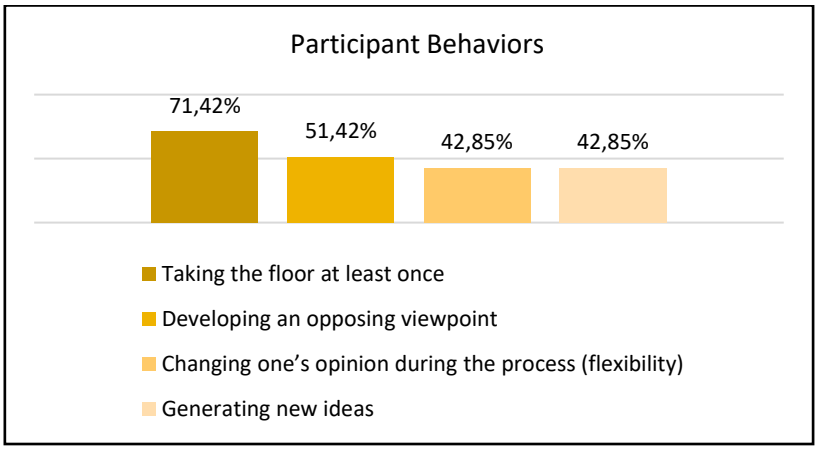

Figure 7. Participant Behaviors in the First Implementation

Figure 7 presents the rates of participants' engagement in the specified behaviors. Of the participants, 71.42% (n = 25) took the floor at least once, and 51.42% (n = 18) demonstrated counter-argument development. The behaviors of changing one's opinion during the process (flexibility) and putting forward a new idea were observed at equal rates (42.85%, n = 15). In addition to the data obtained from the checklist, the following notes from the teacher's journal are presented:

"They listened attentively during the interactive reading phase; however, during the question-answer stage, participation was limited to certain students. Some may genuinely have no ideas, but I think some students are reluctant to express their thoughts." (Classroom teacher, 07.04.2024)

In light of the data obtained, the researcher decided to examine a select group of students more closely to both enhance the thinking skills of all participants in P4C activities and increase the involvement of students who had demonstrated limited participation. After reviewing the checklists and audio and video recordings, the researcher considered that students coded S4, S8, S18, S21, and S25 might be experiencing difficulties expressing themselves. Accordingly, these students were also observed in other lessons to understand the issue better. The teacher's notes include the following:

"Today, we worked on a text in the Turkish lesson. I asked the students to write answers to reading comprehension questions in their notebooks. S18 and S25 were eager to read their answers aloud by raising their hands. However, the other three students did not raise their hands. When I checked their notebooks, one had written an incomplete answer, while the others had answered correctly. Nevertheless, they did not want to speak. When I asked S21 why, the student said that I would not choose them anyway and that it would not be their turn in the classroom." (Classroom teacher, 10.04.2024)

To identify how the five selected students interacted with a different teacher, the researcher sought support from the school guidance counselor, who conducted an activity in the classroom during one lesson and observed the students. The guidance counselor's observations were as follows:

"In general, there are no significant problems in these students' relationships with their peers. S29 was disengaged throughout the lesson and focused on another activity, making it difficult to capture their attention. S18, who is quite active, frequently made remarks to classmates and spoke without permission during the lesson. However, when asked a question related to the activity, the student did not respond—most likely due to fear of being ridiculed. S21 appears to want to raise their hand but does so very subtly. I want to meet with this student individually." (Guidance counselor, 11.04.2024)

Finally, the researcher observed the student mentioned by the guidance counselor and noticed similar patterns in other lessons. As a result, a meeting with the family was planned. With the mother's consent, an audio-recorded interview was conducted at the school. In one part of the interview, the mother stated:

"I have two older daughters. One is in high school, and the other started university this year. Both have had successful academic lives and never caused me any concern. I am striving for my youngest daughter to be the same." (Mother of S21, 12.04.2024)

Based on these and similar statements, it was concluded that the family's expectations of the student were high, which created anxiety in the child. When the child feels that they are not good enough, they hesitate to express their thoughts. As a result, the reasons why the five identified students did not express their thoughts are shown in Figure 8.

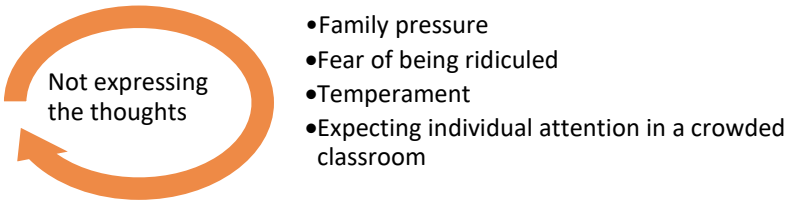

Figure 8. Reasons for Not Expressing Thoughts

When the interviews conducted with the school counselor, parents, and students, together with the data obtained from the researcher's field notes and the checklist, were examined, it was concluded that 5 out of the 35 students in the classroom experienced difficulty expressing their thoughts during the P4C workshops. These difficulties were determined to stem not from physiological problems but from environmental pressure, insufficient opportunities to participate, and individual personality characteristics. In line with these findings, the P4C practices were reviewed and revised for the subsequent implementation.

Second Implementation (15.04.2024-24.04.2024)

To address the problems identified during the first week, the workshop stages shown in Figure 9 were planned.

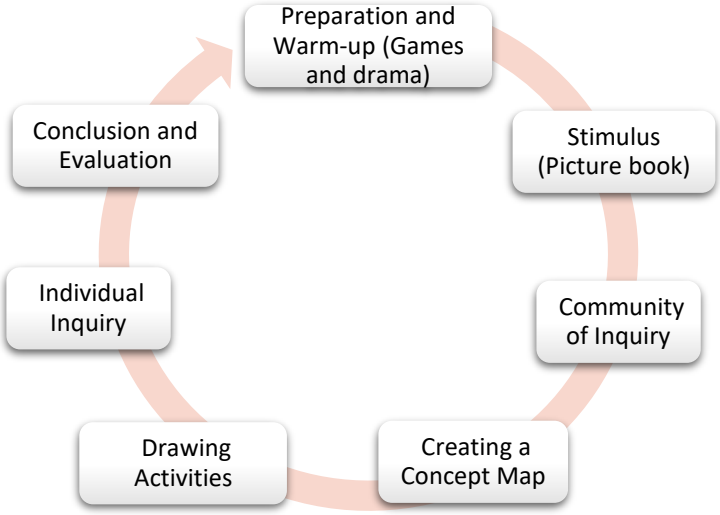

Figure 9. Revised Workshop Process

According to Figure 9, the workshop began with game- and drama-based activities as a warm-up. Subsequently, the selected picture book was read interactively, and the community of inquiry phase was initiated, during which a concept map was created through question-and-answer activities. At this stage, students were additionally asked to produce drawings inspired by the book, and individual interviews were conducted based on these drawings, particularly with students who experienced difficulty expressing their thoughts. Finally, all data were collected, and the workshop was evaluated.

In the second workshop, the picture book titled *"I Am Not Lazy"* was used as the stimulus. Brief information about the book is presented in Figure 10.

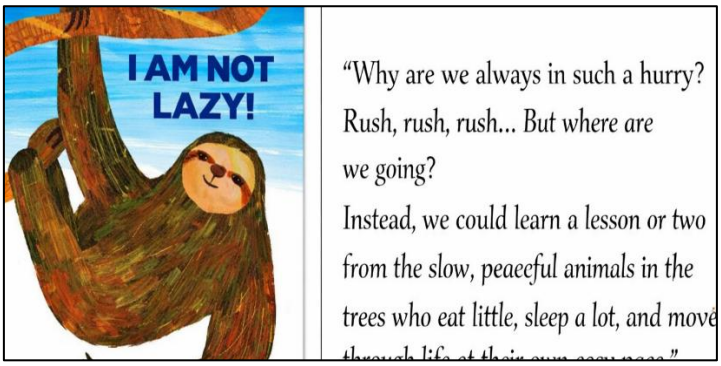

Figure 10. Picture Book Used in the Second Implementation

Preparation and relaxation: During the preparation stage, an ice-breaking activity was conducted through a drama exercise called "statue." Afterwards, the story was read to the students using interactive reading techniques.

Community of inquiry: After observing that the sloth spends the entire day being inactive and that the surrounding animals continuously ask why it is slow, why it speaks slowly, and why it is quiet, the students were asked, *"What do you think laziness is?"* The concept map, formed by writing the students' responses on the board, is shown in Figure 11.

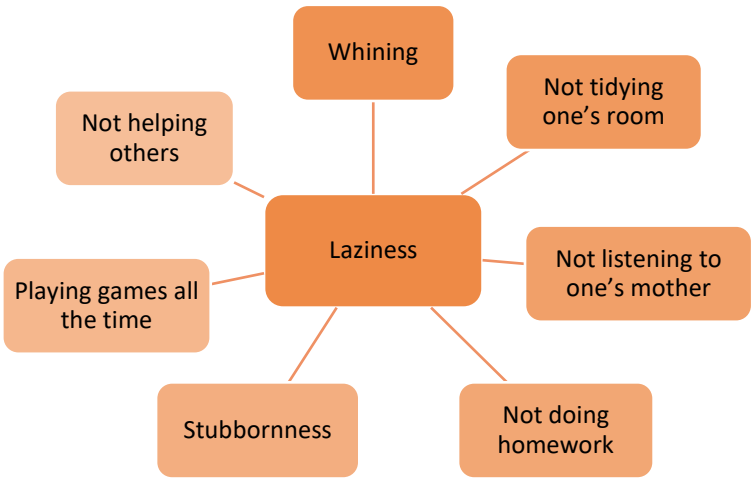

Figure 11. Concept map obtained in the second implementation

Following the continuation of the community of inquiry, the book was completed, and students were asked to describe the sloth's characteristics. At this stage, students used concepts such as *slow*, *speaks little*, and *quiet* when describing the sloth. The inquiry process then continued with the following questions:

- Does doing something quickly and rushing mean being hardworking?
- Is it necessary to always be hardworking?
- Is the sloth sluggish?
- Is the sloth unhappy?
- Do we need to work constantly in order to be happy?
- Does resting make us unsuccessful?

After the inquiries, an attempt was made to develop perspectives on the workshop themes of *hard work* and *temperamental differences*. The community of inquiry phase was concluded with the understanding that some people may behave differently by nature and that this does not mean they are inadequate.

Individual inquiry: It was observed that the five previously identified students again experienced difficulty expressing their thoughts during this workshop, and a new method was implemented as previously planned. Accordingly, all students were asked to draw pictures of what they would say to the sloth if they encountered it. While examining all students' drawings, in-depth interviews were conducted, particularly with the five students who had difficulty expressing their thoughts, and discussions were held based on their drawings. An example of a student's drawing is presented in the figure.

Figure 12. Student drawing from the second implementation (1)

In Figure 12, the student makes a constructive criticism by saying, *"I think you are brilliant, but it would be better if you were not slow,"* and in response, the sloth replies with a happy facial expression, *"You are such a sweet child, I love you very much."* The inquiry then continued as follows:

F (facilitator): Why did you think the sloth was wise?

S4: Because it said that it is happy.

F: Are smart people happy?

S4: They are hardworking; everyone likes them.

F: Do you only like your hardworking friends?

S4: No. Z… has difficulty reading, but she is my closest friend; I love her.

In the continuing dialogue, issues that the student considered when choosing friends were discussed, and it was observed that the student developed a new perspective and was able to express it. Another student in the target group, S8, produced the drawings shown in Figure 13 as a result of the inquiry.

Figure 13. Student drawing from the second implementation (2)

In Figure 13, the child tells the sloth, *"You are very slow, but even this way you do everything very well,"* and the sloth drawn opposite the child is depicted with a happy facial expression. A part of the dialogue between the facilitator and the student is as follows:

F: Why do you think the child wanted to say this to the sloth?

S8: Because everyone calls it lazy, but it is not.

F: Isn't it lazy?

S8: No, it is just slow.

F: Do you think it was upsetting that people did not understand it?

S8: No, it was not upset because the book says, "This is how I am."

F: If it were you, would you be upset?

S8: I do not know. (hesitant silence)

F: For example, how would your friends' behavior make you feel upset?

S8: If they did not include me in the game, if they sulked, or if they laughed at me.

As can be inferred from the student's statements, although hesitation occasionally persisted, S8 showed improvement in expressing thoughts.

Conclusion: After completing the community of inquiry and individual inquiries, the researcher reviewed the collected data. The data regarding the changes in participants' thinking skills after the second implementation are presented in Figure 14.

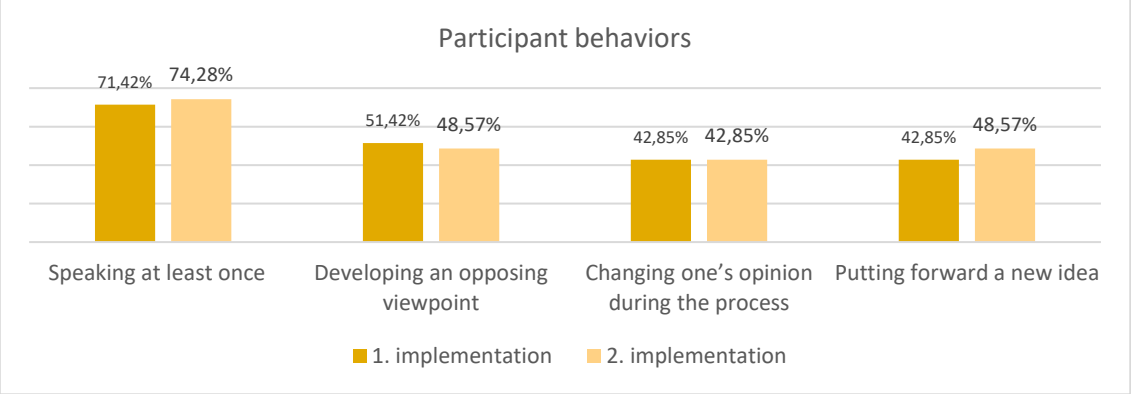

Figure 14. Participant behaviors in the second implementation

The behavior of speaking at least once was observed in 71.42% (26 students) during the first implementation and 74.28% during the second. This rate indicates that the majority of participants actively took part in the discussions.

The behavior of developing an opposing viewpoint remained at a similar level across implementations, occurring at 51.42% (17 students) in the first implementation and 48.57% in the second. This suggests that critical thinking behaviors did not change significantly between the two applications.

The behavior of changing one's opinion during the process remained constant in both implementations at 42.85% (16 students). This indicates that participants were open to revising their ideas to a certain extent, but this openness did not increase.

The behavior of putting forward a new idea was observed at 42.85% (15 students) in the first implementation and increased slightly to 48.57% (17 students) in the second implementation. This finding points to a modest increase in the tendency to make creative contributions.

Based on the checklist data and overall class results, it was determined that three of the five previously identified students participated in dialogue by taking the floor, and two of them generated

new ideas. In particular, Student S4, who has a diagnosed anxiety disorder and minimal interaction with peers, expressing thoughts related to the concept of friendship was considered an indicator of progress. Regarding S4, the following note appears in the teacher's journal:

> *"Since S4 has been raised under strong achievement-oriented pressure from the family, I wanted to engage in a deeper dialogue to explore their thoughts about the concepts of laziness and industriousness. However, I observed that they generally gave short answers and sometimes remained silent, merely nodding. There may be changes in participation across different themes." (Class teacher, 22.04.2024)*

While the teacher expected S4 to participate more actively and generate ideas, given the student's direct connection to the theme, the student responded minimally. The teacher, therefore, decided to continue monitoring the student's development in the subsequent stages of the process.

Third implementation (25.04.2024-05.05.2024)

In the third workshop, a philosophy workshop for children was conducted using the picture book titled "Bu Kitabın Ortasında Duvar Var" (There Is a Wall in the Middle of This Book) shown in Figure 15 as a stimulus.

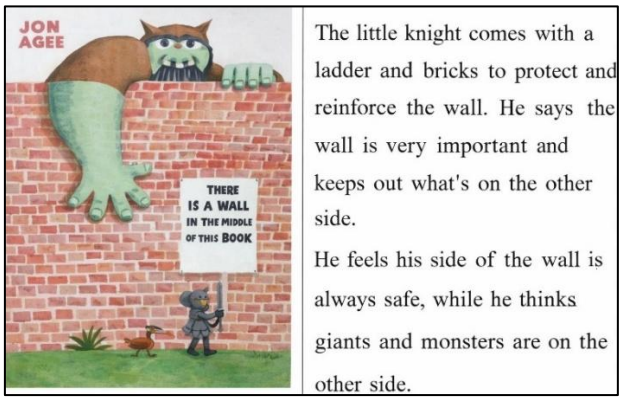

Figure 15. Picture book used in the third implementation

Preparation and relaxation: Based on the central theme of the book, *cooperation*, a drama activity titled "forming molecules from atoms" was carried out during the warm-up phase.

Community of inquiry: After half of the picture book was read, a pause was given and the following questions were posed. Based on the students' responses, the concept map presented in Figure 16 was created.

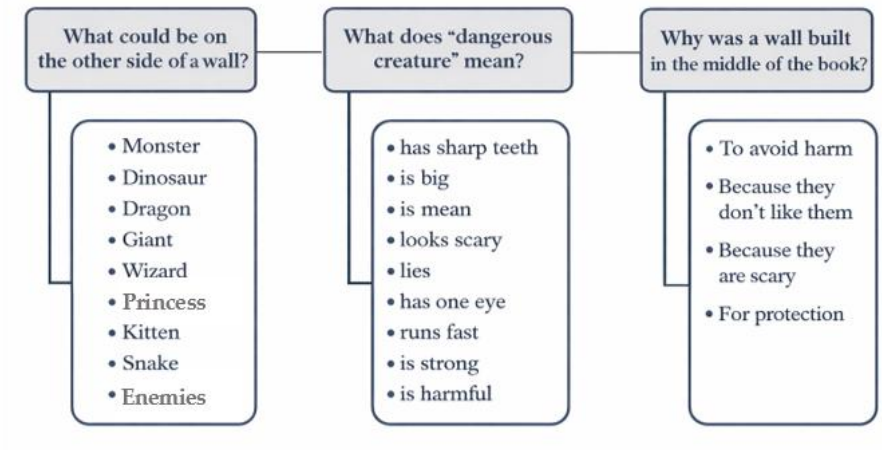

Figure 16. Concept map obtained in the third implementation

According to the concept map, when students were asked to imagine what might be on the other side of the wall, their responses were largely negative and mythical, such as giants, dragons, and wizards. Only two students stated that there might be non-dangerous beings (a kitten and a princess) on the other side of the wall. Views of danger mainly were defined by physical characteristics (teeth, size, eyes), whereas character-based descriptions (e.g., evil-hearted, deceitful) were less frequent. In addition, when students' statements explaining why there should be a wall in the middle of the book were examined, it was found that all emphasized protective reasons. Thus, by the midpoint of the book, the theme of prejudice emerged. At this stage, students were asked to imagine what the other side of the wall might be like.

Individual inquiry: While the community of inquiry began when the book reached its midpoint, it was continued through individual inquiry. After the drawings were completed, individual inquiries were conducted, particularly with the five students who had not actively participated in the inquiry stage. Figure 17 presents a drawing created by student S18.

Figure 17. Student drawing 1 from the third implementation

An excerpt from the dialogue conducted through the drawing with the student coded S18 is as follows:

F (facilitator): Can you describe the picture you drew?

S18: This is a giant.

F: Why are his eyebrows furrowed? Is he angry?

S18: He is evil-hearted and wants to cause harm.

F: How did you understand that he is evil-hearted?

S18: Because he is a giant. Giants are like that.

F: Have you ever seen a giant? How do you know that giants are harmful?

S18: I have not seen one, but I have heard about them.

F: Have you ever heard of a good giant?

S18: No.

The student depicted the giant as large, angry, and evil-hearted based on prior knowledge. After the community inquiry and individual inquiries were completed, the remaining part of the book was read, revealing that the giant on the other side of the wall was actually a good giant who helped and saved the knight, and that the other side of the wall was not as bad as previously assumed. At this stage, the students were asked to draw the giant from the book again on the back of their previous drawings. The drawing belonging to S18 is shown in Figure 18.

Figure 18. Student drawing 2 from the third implementation

A portion of the individual inquiry conducted with the student based on the drawing is as follows:

F: Can you describe what kind of place this is?

S18: On this side of the wall, there are happy animals. Giraffes and monkeys are playing with children.

F: Is there no giant then?

S18: There is a giant, too, but he is a good giant. He took the child out for a walk.

F: How did you understand that he is a good giant?

S18: He saved the child from drowning.

F: If the giant had not been there at that moment and had not seen the child, would he have continued to be a bad giant?

S18: We would not have known him.

F: Are people we do not know bad?

S18: Strangers are bad, but sometimes they can be good too.

In this part of the interview, the student's views on prejudice changed. The student, who did not notice this change or could not express it during the group inquiry, was able to articulate their thoughts more comfortably in the one-on-one interview while discussing their own drawings.

Conclusion: The records related to the community inquiry were examined, and it was determined that participation in the community inquiry increased across the class. In addition, during the reasoning process about what might exist on the other side of the wall, an increase was identified in the rate of developing counter-ideas, such as the possibility of a "princess" or a "kitten," in contrast to peers. Moreover, it was observed that S18 did not exhibit previously observed behaviors, such as laughing at or mocking peers' ideas, during this workshop, and even volunteered to take the floor during the community inquiry stage.

The graph illustrating the development of students' thinking skills after the third implementation is presented in Figure 19.

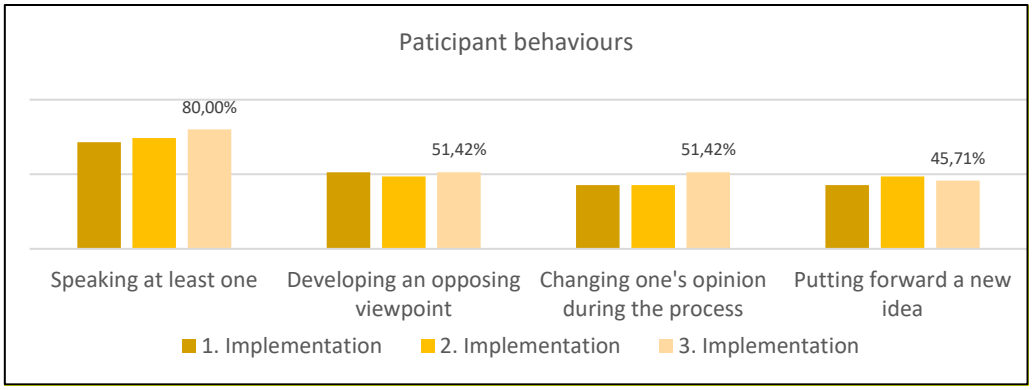

Figure 19. Participant behaviors in the third implementation

An examination of the graph shows that in the third implementation, the greatest increase was observed in the behavior of "taking the floor at least once," while the most notable improvement was in "changing one's opinion during the process." The behavior of "developing counter-arguments" remained relatively stable, whereas the rates of "introducing new ideas" showed slight fluctuations.

Fourth Implementation (06.05.2024-15.05.2024)

In the fourth workshop, the picture book titled *How Does It Begin?* was used. Information related to the book is presented in Figure 20.

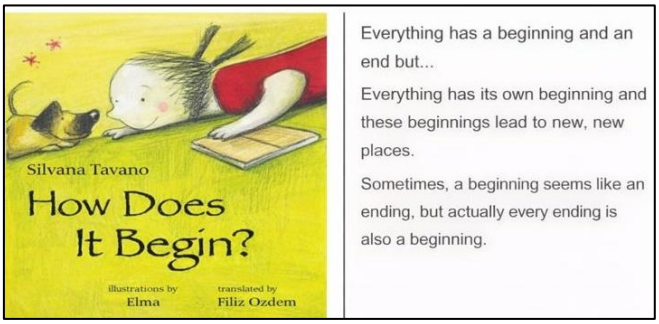

Figure 20. Picture book used in the fourth implementation

Preparation and relaxation: Within the warm-up activities, attention was drawn to human life and living beings through a dramatization of Rembrandt's painting, *The Anatomy Lesson*.

Community inquiry: After the entire book was read interactively, students were asked to provide examples of things that have a beginning and an end. The responses obtained were written on the board, and the concept map shown in Figure 21 was created.

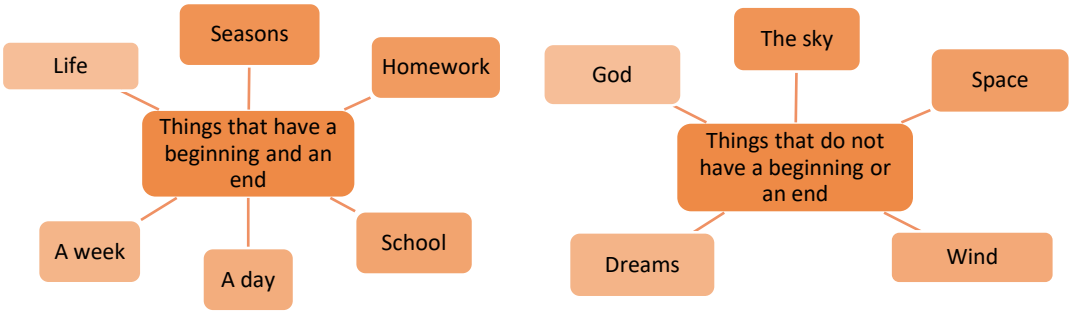

Figure 21. Concept map obtained in the fourth implementation

Subsequently, based on the book stimulus, the following questions were asked:

- Does everything have a beginning?
- Is there something you would like to start?
- Does something that ends begin again?
- What does it mean to have no beginning and no end?

Individual inquiry: After the first stage of the inquiry process was completed, students were asked to draw something that has a beginning and an end. Later, individual interviews were conducted with selected students based on their drawings. Figure 22 presents the drawings of students coded S21 and S4.

Figure 22. Student drawings from the fourth implementation

An excerpt from the dialogue conducted with student S21 is as follows:

F: Would you like to describe your drawing?

S21: There is a baby. First, it is in the mother's womb, then it is born, grows up, gets old, and then dies.

F: Why did you want to draw this?

S21: Because people also have a beginning and an end.

F: In the book, it says that when the seas end, the land begins, and when the land ends, the seas begin. Maybe death is not an end either, but another beginning?

S21: It could be. When my grandfather died, my mother said something like that, too.

In the interview conducted with S21, ontology (the philosophy of being) was discussed through the drawing, based on the book stimulus. In addition, it was observed that the student changed their opinion during the process and moved toward the idea that life is not an end but a beginning for another form of life.

For the second drawing shown in Figure 18, an individual interview was conducted with student S25. A brief excerpt from this interview is as follows:

F: Would you like to describe your drawing?

S25: At the beginning, the world was lush green and ocean blue. However, when the end of the world comes, the greenery will disappear, and environmental pollution will increase.

F: Do you think the end of the world will happen because of environmental pollution?

S25: Yes, because people harm the environment a lot. They pollute the seas and the air.

F: Can something be done to prevent the world from ending like this?

S25: We need to protect the environment and explain this to people.

F: The book says that everything that ends is the beginning of something else. Maybe when the world ends, something else will begin?

S25: But there is no better place for living beings to live.

In the interview with S4, a different perspective emerged: sometimes we need to appreciate what we have, protect nature and the environment, and recognize that the values we lose cannot be replaced.

Conclusion: After the community inquiry and individual inquiries, the researcher analyzed the checklist, video recordings, and audio recordings. The graph obtained from the analysis is shown in Figure 23.

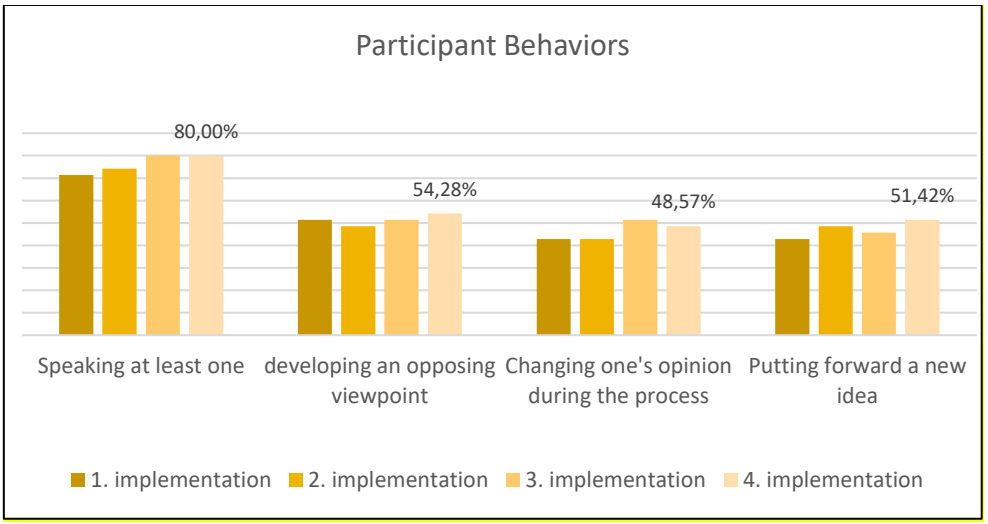

Figure 23. Participant behaviors in the fourth implementation

According to the graph, 80.00% of the participants (n = 28) took the floor at least once. The rate of developing counter-arguments reached the highest level of the study at 54.28% (n = 19). The behavior of changing one's opinion during the process increased compared to previous implementations, reaching 48.57% (n = 17). The rate of introducing new ideas was 51.42% (n = 18), indicating that more than half of the participants made original contributions to the discussion. These findings suggest that participation in the fourth implementation was strengthened both quantitatively and qualitatively.

Regarding the five students who had difficulty expressing their thoughts, an excerpt from the teacher's journal is as follows:

"S21 has always been a student whose thoughts were difficult to identify, as they are usually introverted and quiet. However, when we talked about the drawing they made, I noticed that both the drawing and the explanations were quite in-depth. This process allowed me to conduct a more thorough analysis and to get to know the student more closely."

Fifth Implementation (18.05.2024-29.05.2024)

In the fifth workshop, the picture book titled *The Black and White Factory* was used as a stimulus. An introduction to the book, which is built around the theme that differences, contrary to common belief, enrich our lives and add color, is presented in Figure 24.

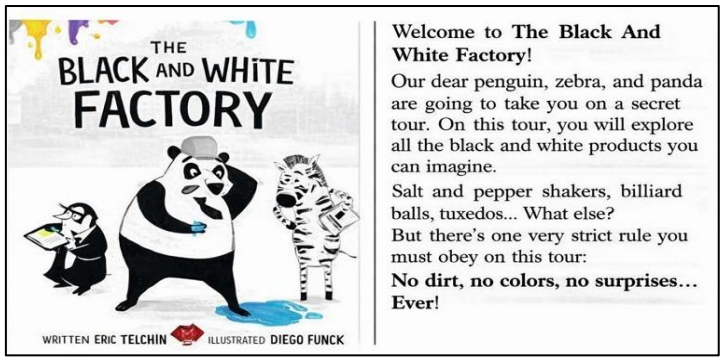

Figure 24. Illustrated children's book used in the fifth implementation.

Preparation and relaxation: A warm-up activity aimed at overcoming a challenge and developing coping skills was conducted through the drama activity called *"Electric Fence."*

Community of inquiry: The entire story was read using interactive read-aloud techniques. As a starting point for the community of inquiry, the question *"What would a world where everything is a single color be like?"* was posed. This was followed by the question *"What would a world with constant change and diversity be like?"* Based on the responses, the concept maps shown in Figure 25 were created, along with the following.

Figure 25. Concept map obtained in the fifth implementation.

As can be inferred from the responses, students generally perceived a monotonous world as ordinary, boring, tiring, frightening, and sad, whereas a diverse world was perceived as fun, adventurous, and easier. Another finding indicated an increase in the rate of generating alternative perspectives within both response groups. In contrast to the dominant view associating a monotonous world with boredom, fatigue, sadness, and ordinariness, some students developed opposing views, suggesting that such a world would be safe.

Similarly, alongside students who believed that a world with diversity would be fun, easy, adventurous, and pleasurable, there was an increase in the number of students who considered that such a world could also be dangerous and tiring and who elaborated on these views through discussion.

The inquiry process was continued with the following questions:

- What would happen if you ate the same food every day?
- What would it be like if all your friends had exactly the same characteristics?
- How would you feel if you suddenly found yourself among people who did not resemble you at all, spoke a completely different language, and whom you had never met before?

Through these questions, students' ways of thinking and their critical thinking skills were aimed to be developed.

Individual inquiry: Following the community of inquiry, all students in the class were asked to choose one color and create a drawing using it. After completing the first drawing, they were then asked to redraw the same picture using any colors they wished. Figure 26 presents the drawings produced by students coded as S4 and S25.

Figure 26. Student drawings from the fifth implementation.

R: Was it more fun to draw using a single color or multiple colors?

S4: Drawing with one color was easier and finished quickly, but I had more fun using many colors.

R: Which one would you prefer in your next drawing?

S4: The multicolored one.

R: Why?

S4: Because I can draw better this way, and it looks more realistic.

The interview with student S4 revealed that the student expressed the view that colors make life more beautiful. In the second drawing presented in Figure 26, part of the interview conducted with the student coded as S25 is as follows:

R: Who is this in the picture?

S25: My friend.

R: Did you like your friend more when they were drawn in one color or when they were multicolored?

S25: Multicolored looks nicer.

R: But the one-color drawing also looks happy. Why might they be happy?

S25: I wanted them to be happy so that they would not feel sad because they are one color.

R: Do you think being one color is something sad?

S25: Yes.

R: If you were made up of only one color and could not be distinguished from your surroundings, what would you do?

S25: I would put a mark on myself so that I could be noticed.

In the individual interview with student S25, the student described monotony as a sad condition and expressed these thoughts comfortably.

Conclusion: When the audio and visual recordings, documents, and checklists related to the philosophical inquiry were examined, it was observed that all five students identified in the community of inquiry dimension actively participated by taking turns to speak. In addition, based on the checklist completed after the final implementation, a graph of the development of all students' thinking skills is presented in Figure 27.

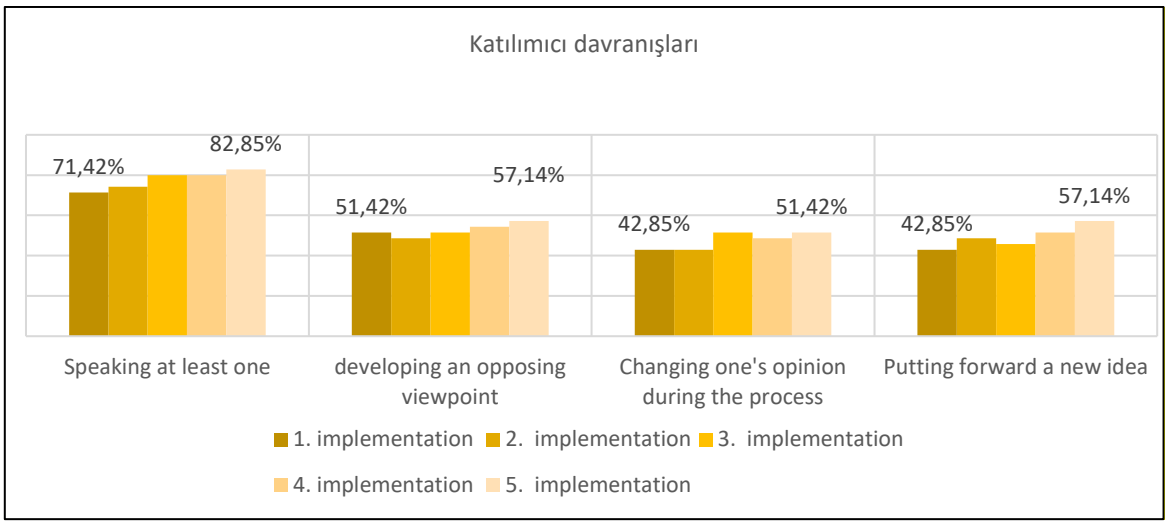

Figure 27. Participant behaviors in the fifth implementation**.**

According to the graph, 82.85% of the participants (n = 29) took the floor at least once during the discussion. The rate of developing opposing viewpoints reached its highest level in the study at 57.14% (n = 20). The behavior of changing one's opinion increased to 51.42% (n = 17) compared to the previous implementations. The rate of introducing new ideas was 57.14% (n = 20), indicating that more than half of the participants made original contributions to the discussion.

When the process from the first to the fifth implementation was examined, it was determined that students demonstrated a clear improvement across all behavioral dimensions.

Discussion

The present study, designed within an action research framework to enhance students' thinking and self-expression skills, was fundamentally structured around Philosophy for Children (P4C) activities. Illustrated children's books were used as stimuli during the workshops, drama techniques were employed in the preparation phase, and drawings were incorporated into the inquiry process to create a multimodal interaction. In this respect, Ferreira (2004) examined the role of stories, dialogue, and activities in teaching basic philosophical skills and found that activities engaging multiple senses also positively influence scientific thinking skills such as observation and inference.

Illustrated children's books were consistently used as stimuli at every stage of the P4C workshops. The first-grade students who constituted the research group had only recently acquired basic literacy skills, and the process was found to significantly enhance their expressive language skills during this critical period, when the foundations of academic achievement are established. The literature also supports the use of children's literature in philosophy workshops, which enriches the thinking environment and enhances student achievement (Çiner & Erginer, 2023; Fisher, 2001; Göksel, 2023; Güvenç & Güney, 2024; Karasu, 2018). In a similar study, Mazı (2008) found that students in the experimental group who participated in thinking activities through stories demonstrated a statistically significant improvement in reading comprehension scores. Likewise, Cassidy and Christie (2013)

reported that philosophical inquiry significantly enhanced children's ability to use meaningful expressions in a study with students aged 5-11. The literature further supports the contribution of thinking education to skills such as providing examples, making connections, and defending ideas (Bülbül Hüner, 2021; Güven, 2019), as well as to the development of reading and writing skills and critical literacy (Pennel, 2012; Ventista, 2019).

Based on the findings obtained from checklists, digital recordings, and field notes, an overall positive development in students' thinking skills was observed at the classroom level. Concept maps were created in line with the themes of the books discussed in each workshop, thereby supporting students' reasoning processes. Gorard et al. (2017) reported that philosophy education for children increases academic achievement and reasoning skills, particularly among students with low academic performance. The effectiveness of P4C activities in terms of comprehension and reasoning, reflective thinking, creativity, and the establishment of relationships between concepts is also supported by the literature (Akkocaoğlu Çayır, 2015; Kefeli & Kara, 2008; Lukey, 2006; Mehdizadeh et al., 2019).

During the research process, particular attention was paid to five students who had difficulty expressing their thoughts. Through verbal dialogues based on students' drawings, efforts were made to facilitate their thinking, and these students showed positive development. Studies in the literature on expressing thoughts through drawings similarly report comparable findings, thus supporting the results of the present study (Atasoy et al., 2007; Murris & Thompson, 2016; Yalçın & Enginer, 2014).

Both the community-of-inquiry and individual-inquiry stages of the study were structured around question-and-answer activities. Analyses revealed increases in both the quantity and quality of responses across each implementation. Similarly, Demirtaş et al. (2018) found that the philosophical inquiry process enhanced preschool students' capacities to ask and answer questions. In terms of dialogue, students who initially preferred to remain silent during the early workshops gradually began to participate actively. In line with this finding, Topping and Trickey (2014) reported an increase in open-ended questions and improvements in classroom dialogue in their study examining the importance of questioning in philosophy for children's workshops.

Another important finding of the study was that P4C activities positively contributed to social relationships and communication skills, both at the classroom level and among the five students who experienced difficulties with self-expression. A student who frequently engaged in teasing toward peers showed a noticeable reduction in this behavior as they began to express their own thoughts more openly. Whitebread et al. (2006) similarly found that philosophy education for children has positive effects not only on cognitive development but also on social skills. Likewise, Gorard et al. (2017) reported that P4C enhances communication skills and supports students' development in respecting different viewpoints, following rules, and solving social problems. The literature also supports the positive impact of philosophy with children's activities for students who experience difficulties in peer relationships, self-regulation, aggressive behaviors, and interpersonal communication (Badri & Vahedi, 2017; Cassidy et al., 2018; Fathi et al., 2020; Jenkins & Lyle, 2010; Jones-Teuben, 2013; Okur, 2008).

Conclusion and Recommendations

This action research study, in which drawings were used to foster thinking in P4C workshops supported by illustrated children's books, yielded the following conclusions.

1. Young students attending the first grade of primary school experience difficulties in expressing their thoughts due to environmental and individual factors, which may prevent P4C activities from fully achieving their intended outcomes. To address this challenge, integrating activities such as drama, music, and drawing into the process helps maintain students' engagement and provides a more comfortable environment for self-expression.
2. Carefully selected illustrated children's books serve as appropriate stimuli for conducting philosophy workshops with young learners. Moreover, applications in which students play with books, dramatize them, and recreate them visually enabled students who had only recently acquired literacy skills to develop positive attitudes toward reading.
3. One-to-one dialogues conducted through drawings revealed that students were able to express themselves more comfortably and that their capacities for asking and answering questions improved. In this respect, the present practice constitutes an effective alternative for supporting the development of expressive language skills.
4. Through the use of drawings as a means of expressing ideas, cognitive activities such as taking turns to speak, generating ideas, developing opposing viewpoints, and openness to new ideas, which were relatively weak in the initial implementation, were observed to increase across the classroom by the final implementation.
5. When students displaying behavioral problems or experiencing communication difficulties were given opportunities for one-to-one interaction and were encouraged to express their thoughts, a reduction in negative behaviors was observed.

Despite these positive outcomes, the study also has certain limitations. While the ideal number of participants in P4C workshops is generally considered to be 15-20, the present study was conducted with a class size of 35 students. To address this limitation, the workshops were not held in a single session but were spread over an extended period.

Based on the findings of the action research, recommendations are presented under three headings.

For researchers: Future studies should examine how the effect of using drawings to support the expression of thinking varies across different grade levels. In addition, longitudinal or follow-up studies may be conducted to assess the sustainability of the gains.

For teachers: Teachers may develop their own strategies to adapt P4C activities for all age groups in order to enhance children's thinking capacities. By carefully analyzing students' needs, teachers can modify and enrich both the process and the content accordingly.

For policymakers: Incorporate thinking education into curricula from an early age, considering its social and cognitive impacts. In line with contemporary educational needs, they should also ensure that in-service training in this field is provided for all classroom teachers.

References

Airasian, P. W. (1994). *Classroom assessment*. McGraw-Hill.

Akkocaoğlu Çayır, N. (2015). *A qualitative study on philosophy education for children* (Doctoral dissertation No. 394850) [Doctoral dissertation, Hacettepe University]. Council of Higher Education National Thesis Center.

Akyol, H. (2006). *Yeni programa uygun Türkçe öğretimi yöntemleri*. Kök Yayıncılık.

Atasoy, B., Kadayıfçı, H., & Akkuş, H. (2007). Öğrencilerin çizimlerinden ve açıklamalarından yaratıcı düşüncelerinin ortaya konulması (Çizimler ve açıklamalar yoluyla yaratıcı düşünceler). *Türk Eğitim Bilimleri Dergisi*, *5*(4), 679-700. https://dergipark.org.tr/tr/pub/tebd/issue/26114/275127

Aydın, A. (1998). *Sınıf yönetimi*. Anı Yayıncılık.

Badri, R., & Vahedi, Z. (2017). The effectiveness of "the philosophy for children program" on the spiritual intelligence of the students. *International Journal of Educational and Psychological Researches, 3*(2), 150-156. https://doi.org/10.4103/2395-2296.204127

Bargal, D. (2008). Action research: A paradigm for achieving social change. *Small Group Research, 39*(1), 17-27. http://doi.org/10.1177/1046496407313407

Baumfield, V., Hall, E., & Wall, K. (2013). *Action research in education*. Sage Publications.

Boyacı, N. P., Karadağ, F., & Gülenç, K. (2018). Çocuklar için felsefe / çocuklarla felsefe: Felsefi metotlar, uygulamalar ve amaçlar. *Kaygı,* (31), 145-173. https://doi.org/10.20981/kaygi.474657

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Sage Publications

Bryman, A. (2012). *Social research methods* (4th ed.). Oxford University Press.

Bülbül Hüner, S. (2021). Effect of Socratic questioning on success and attitude and the compliance of the thoughts produced to intellectual standards. *Ankara University Journal of Faculty of Educational Sciences, 54*(1), 35-68. https://doi.org/10.30964/auebfd.632214

Calhoun, E. F. (1994). *How to use action research in the self-renewing school*. Association for Supervision and Curriculum Development. https://eric.ed.gov/?id=ED370205

Cassidy, C., & Christie, D. (2013). Philosophy with children: Talking, thinking, and learning together. *Early Child Development and Care, 183*(8), 1072-1083. https://doi.org/10.1080/03004430.2013.773509

Cassidy, C., Christie, D., Marwick, H., Deeney, L., McLean, G., & Rogers, K. (2018). Fostering citizenship in marginalised children through participation in a community of philosophical inquiry. *Education, Citizenship and Social Justice, 13*(2), 120-132. https://doi.org/10.1177/1746197917700151

Clark, A., & Moss, P. (2011). *Listening to young children: The Mosaic approach* (2nd ed.). National Children's Bureau.

Coffey, A. (1999). *The ethnographic self: Fieldwork and the representation of identity.* Sage Publications.

Collado, F. Y. (1999). *The role of spontaneous drawing in the development of children in early childhood settings* (Report No. ED438898). https://files.eric.ed.gov/fulltext/ED438898.pdf

Corey, S. M. (1949). Action research, fundamental research, and educational practices. *Teachers College Record*, *50*(8), 509-514. https://doi.org/10.1177/016146814905000802

Cox, S., Drew, S., Guillemin, M., Howell, C., Warr, D., & Waycott, J. (2014). *Guidelines for ethical visual research methods*. Melbourne School of Population and Global Health. https://www.semanticscholar.org/paper/Guidelines-for-Ethical-Visual-Research-Methods-Cox-Drew/d146f6da1847dd370b022bd1ee807672b7247249

Curtis, R., Webb-Dempsey, J., & Shambaugh, N. (2010). Understanding your data. In R. P. Pelton (Ed.), *Action research for teacher candidates: Using classroom data to enhance instruction* (pp. 27-57). Rowman & Littlefield Education. https://doi.org/10.5040/9798216408000.ch-2

Çakmak Tolan, Ö., & Genç, M. (2021). Okul öncesi dönemde sık görülen psikolojik ve gelişimsel bozukluklarda oyun terapisi uygulamaları. *Psikiyatride Güncel Yaklaşımlar, 13*(2), 207-231. https://doi.org/10.18863/pgy.757366

Çiçek, H. (2017). Felsefeyle çocuk çocukla felsefe. *Çocuk ve Medeniyet, 2*(4), 51-59. https://dergipark.org.tr/tr/pub/cm/issue/57210/807865

Çiner, H., & Erginer, E. (2023). Çocuklar için felsefe (P4C) çalışmalarında çocuk edebiyatının kullanımı: Sistematik bir derleme. *Kapadokya Eğitim Dergisi, 13*(1), 16-38. https://doi.org/10.37291/kaped.1365387

Çotuksöken, B. (1994). *Felsefi söylem nedir?*. Kabalcı Yayınevi.

Demirtaş, V. Y., Karadağ, F., & Gülenç, K. (2018). Levels of the questions formulated by preschool children during the philosophical inquiry process and the qualities of their answers: Philosophy with children. *International Online Journal of Educational Sciences, 10*(2), 277-294. https://doi.org/10.15345/iojes.2018.02.019

Direk, N. (2019). *Filozof çocuk, çocuklarla felsefe konuşmaları*. Pan Yayıncılık.

Dirican, R., & Deniz, Ü. (2020). Felsefe etkinliklerinin okul öncesi dönem çocukların felsefi tutum ve davranışlarına etkisinin incelenmesi. *Kastamonu Eğitim Dergisi, 28*(1), 421-430. https://doi.org/10.24106/kefdergi.3625

Droit, R. P. (2017). *Çocuklarla felsefe sohbetleri* (A. Karakış, Trans.). Say Yayınları.

Emerson, R., Shaw, L., & Fretz, R. (2008). *Bütün yönleriyle alan çalışması: Etnografik alan notları yazımı* (E. Koca, Trans.). Birleşik Yayınevi.

Eren, M., Erhan, A., & Uluülke, F. (Eds.). (1998). *Alphabetical school encyclopedia* (Vol. 6, pp. 1714–1716). Görsel Yayınları. https://www.nadirkitap.com/alfabetik-okul-ansiklopedisi-cilt-6-gorsel-yayinlar-kitap31680344.html

Erdoğan, P. (2018). *Çocuklarla felsefe yaklaşımının düşünsel, tarihi ve sosyal temelleri üzerine bir inceleme* (Thesis No. 501662) [Master's thesis, Ankara University]. Council of Higher Education National Thesis Center.

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

Fathi, L., Ahghar, G., & Naaderi, E. (2020). Teaching philosophy for children (P4C) using a community of inquiry method and impact on students' interpersonal relations. *Quarterly Journal of Education, 35*(4), 51-64. https://qjoe.ir/article-1-2088-en.html

Ferreira, L. B. M. (2004). *The role of a science story, activities, and dialogue modeled on Philosophy for Children in teaching basic science process skills to fifth graders* (Publication No. 3135465) [Doctoral dissertation, Montclair State University]. ProQuest Dissertations and Theses Global.

Fetterman, D. (2010). *Ethnography: Step-by-step*. Sage Publications. https://doi.org/10.4135/9781483348858.n17

Fisher, R. (2001). Philosophy in primary schools: Fostering thinking skills and literacy. *Literacy, 35*(2), 67-73. https://doi.org/10.1111/1467-9345.00164

Franklin, C., Cody, P. A., & Ballan, M. (2010). Reliability and validity in qualitative research. In B. A. Thyer (Ed.), *The handbook of social work research methods* (pp. 273-292). Sage Publications. https://doi.org/10.4135/9781544364902.n19

Gorard, S., Siddiqui, N., & See, B. H. (2017). Can philosophy for children improve primary school attainment? *Journal of Philosophy of Education, 51*(1), 5-22. https://doi.org/10.1111/1467-9752.12227

Göksel, A. (2023). Dijital ortamda düşündürücü etkinliklerle düşünme becerilerini geliştirme. *Korkut Ata Türk Dünyası Uygulama ve Araştırma Merkezi Dergisi, 14*(2), 1276-1291. https://doi.org/10.5152/korkutata.1391205

Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology Journal, 29*(2), 75-91. https://doi.org/10.1007/BF02766777

Gür, Ç. (2010). Çocuklarla felsefe. *Sosyal Bilimler Dergisi, 8*(2), 43-55. https://dergipark.org.tr/tr/download/article-file/1335717

Güven, B. (2019). *Çocuklarla yapılan felsefe eğitiminde yaratıcı drama yönteminin kullanılması* (Thesis No. 588332) [Master's thesis, Ankara University]. Council of Higher Education National Thesis Center.

Güvenç, E., & Güney, M. (2024). Erken çocukluk döneminde felsefi düşünme ve değerler eğitimi. *Malatya Eğitim Dergisi, 9*(1), 59-78. https://doi.org/10.29228/makusobed.1482578

Haynes, J. (2008). *Children as philosophers*. Routledge. https://doi.org/10.4324/9780203927595

Haywood, H. C. (2020). *Cognitive early education.* Oxford Research Encyclopedia of Education. https://doi.org/10.1093/acrefore/9780190264093.013.971

Hinchey, P. H. (2008). *Action research primer*. Peter Lang Publishing.

Hopperstad, M. H. (2010). Studying meaning in children's drawings. *Journal of Early Childhood Literacy, 10*(4), 430-452. http://doi.org/10.1177/1468798410383251

Jenkins, P., & Lyle, S. (2010). Enacting dialogue: The impact of promoting philosophy for children on the literate thinking of identified poor readers, aged. *Language and Education, 24*(6), 459-472. 10.1080/09500782.2010.495781

Jones-Teuben, H. M. (2013). *I disagree with myself! Creative thinking in a Key Stage 1 community of enquiry* [Doctoral dissertation, Newcastle University]. https://core.ac.uk/outputs/153778669/?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1

Kantarcı, Z. (2013). Sokrates ve eğitim felsefesi. *Mavi Atlas,* (1), 78-89. https://dergipark.org.tr/tr/pub/gumusmaviatlas/issue/7496/98772

Karadağ, F., Yıldız Demirtaş, V., & Yıldız, T. (2017). 5-6 yaş çocuklar için felsefi sorgulama yoluyla eleştirel düşünmenin değerlendirilmesi ölçeğinin geliştirilmesi. *International Online Journal of Educational Sciences, 9(4),* 1025-1037. https://toad.halileksi.net/sites/default/files/pdf/5-6-yas-cocuklar-icin-felsefi-sorgulama-yoluyla-elestirel-dusunmenin-degerlendirilmesi-olcegi-toad.pdf

Karasu, F. Z. (2018). *İlkokul çocuklarıyla felsefe yapmak üzerine nitel bir çalışma: Dördüncü sınıf örneği* (Thesis No. 537665) [Master's thesis, Hacettepe University]. Council of Higher Education National Thesis Center.

Kefeli, İ., & Kara, U. (2008). Philosophical and critical thought development of the child. *Ankara University Journal of Faculty of Educational Sciences (JFES), 41*(1), 339-357. https://doi.org/10.1501/Egifak_0000000193

Kendrick, M., & McKay, R. (2009). Researching literacy with young children's drawings. In M. Narey (Ed.), *Making meaning* (pp. 53-70). Springer. https://doi.org/10.1007/978-0-387-87539-2_4

Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry: Establishing Trustworthiness.* Beverly Hills. https://doi.org/10.1016/0147-1767(85)90062-8

Lipman, M. (1998). An interview with Matthew Lipman (E. Bosch, Interviewer). *Analytic Teaching*, *18*(1), 1-4. https://journal.viterbo.edu/index.php/at/article/view/666/450

Lipman, M. (2003). *Thinking in education.* Cambridge University Press. https://doi.org/10.1017/CBO9780511840272

Lipman, M., Sharp, A. M., & Oscanyan, F.S. (1980). *Philosophy in the classroom.* Temple University Press.

Lukey, N. L. G. (2006). *Philosophy for Children Hawai'i and its influence on students' reflective thinking in classroom discussions* (Publication No. 545) [Master's thesis, University of Hawai'i]. http://hdl.handle.net/10125/20366

Malchiodi, C. A. (1998). *Çocukların resimlerini anlamak*. Epsilon Yayıncılık.

Matthews, G. B. (2000). *Çocukluk felsefesi* (E. Çakmak, Trans.). Gendaş.

Mavers, D. (2011). *Children's drawing and writing. The remarkable in the unremarkable*. Routledge. https://doi.org/10.4324/9780203844366

Mazı, A. (2008). *Hikayeler yoluyla düşünmenin ilköğretim beşinci sınıf Türkçe dersinde okuduğunu ve dinlediğini anlamaya etkisi* (Thesis No. 215629) [Master's thesis, Mustafa Kemal University]. Council of Higher Education National Thesis Center.

McCall, C. C. (2017). *Transforming thinking: Philosophical inquiry in primary and middle grades* (1st ed., K. Gülenç & N. P. Boyacı, Trans.). Nobel Yayınları.

McKernan, J. (2008). *Curriculum and imagination: Process theory, pedagogy and action research*. Routledge.

Mehdizadeh, A., Araghieh, A., & Heydarieh, H. (2019). The effect of teaching philosophy for children (P4C) on the development of creativity among 5th-grade schoolboy students in the Baharestan education district. *Innovation & Creativity in Human Science, 8*(3), 193-215. https://sanad.iau.ir/en/Journal/ichs/Article/929912

Miles, B. W., & Jozefowicz-Simbeni, D. M. H. (2010). Naturalistic inquiry. In B. A. Thyer (Ed.), *The handbook of social work research methods* (pp. 722-745). Sage Publications. https://doi.org/10.4135/9781544364902.n22

Ministry of National Education. (2018). *İlköğretim programı*. https://mufredat.meb.gov.tr/Programlar.aspx

Ministry of National Education. (2020). *2023 eğitim vizyonu*. http://2023vizyonu.meb.gov.tr/doc/2023_EGITIM_VIZYONU.pdf

Murris, K. (1992). *Teaching philosophy with picture books*. Infonet Publications.

Murris, K. S. (2008). Philosophy with children, the stingray, and the educative value of disequilibrium. *Journal of Philosophy of Education, 42*(3-4), 667-685. https://doi.org/10.1111/j.1467-9752.2008.00640.x

Murris, K. S., & Thompson, R. (2016). Drawings as imaginative expressions of philosophical ideas in a Grade 2 South African literacy classroom. *Reading & Writing, 7*(2), 127. http://doi.org/10.4102/rw.v7i2.127

O'Brien, R. (2001). An overview of the methodological approach of action research. In R. Richardson (Ed.), *Theory and practice of action research*. Universidade Federal da Paraíba.

Oktar, S. Ü. (2019). *Çocuklarla felsefe üzerine bir inceleme*. *Iğdır Üniversitesi Sosyal Bilimler Dergisi*, (17), 45-66. https://dergipark.org.tr/tr/pub/igdirsosbilder/issue/66822/1044951

Okur, M. (2008). *Çocuklar için felsefe eğitim programının altı yaş grubu çocuklarının atılganlık, işbirliği ve kendini kontrol sosyal becerileri üzerindeki etkisi* (Thesis No. 226445) [Master's thesis, Marmara University]. Council of Higher Education National Thesis Center. Malchiodi

Önal, M. (2017). Çocukça felsefe yapmak ya da düşünme ve felsefe dersine hazırlanmak. *Çocuk ve Medeniyet, 2*(4), 61-70. https://dergipark.org.tr/tr/pub/cm/issue/57210/807866

Özdemir, Ö. (2021). *Felsefe sınıfı*. Nobel Yayıncılık.

Özlem, D. (1997). Felsefi hermeneutiğe geçiş yolu olarak tarihselcilik. *Ankara Üniversitesi İlahiyat Fakültesi Dergisi, 40*(2-3), 127-146. https://dergipark.org.tr/tr/pub/auifd/issue/71649/1153439

Pennel, C. (2012). *Epistemic beliefs underpinning discourse within a critical literacy intervention: A multi-case study* [Doctoral dissertation, Cardinal Stritch University]. https://eric.ed.gov/?id=ED552610

Pihlgren, A. S. (2013, May). *Planning for thinking and cognitive development of students* [Paper presentation]. 5th International Conference of Cognitive Science (ICCS), Tehran, Iran.

Republic of Türkiye Ministry of Industry and Technology. (2023). *İlçelerin sosyo-ekonomik gelişmişlik sıralaması araştırması (SEGE-2022)*. Kalkınma Ajansları Genel Müdürlüğü. https://www.kalkinmakutuphanesi.gov.tr/assets/upload/dosyalar/2022-ilce-sege.pdf

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data*. Sage Publications.

Schensul, J. J., & LeCompte, M. D. (2013). *Essential ethnographic methods.* AltaMira Press. https://doi.org/10.5040/9798216409496

Silverman, D. (2013). *Doing qualitative research: A practical handbook* (4th ed.). Sage Publications.

Taş, I., & Dikici Sığırtmaç, A. (2018). Philosophy for children: Fundamental issues and theoretical explanations. In R. Efe, I. Koleva, H. A. Başal, M. Tufan, & E. Atasoy (Eds.), *Educational sciences research in the globalizing world* (pp. 36-52). St. Kliment Ohridski University Press.

Taşdelen, V. (2013). *Felsefeden edebiyata*. Hece Yayınları.

Thomson, P. (2008). *Doing visual research with young children and young people*. Routledge. https://doi.org/10.4324/9780203870525

Topping, K. J., & Trickey, S. (2014). The role of dialogue in philosophy for children. *International Journal of Educational Research,* (63), 69-78. https://doi.org/10.1016/j.ijer.2013.01.002

Turkish Language Association. (2021). *Güncel Türkçe sözlük*. https://sozluk.gov.tr/

UNESCO. (2007). *Philosophy is a school of freedom: Teaching philosophy and learning to philosophize—Status and prospects*. https://unesdoc.unesco.org/ark:/48223/pf0000154173

Taşdelen Wartenberg, T. E. (2018). *Küçük çocuklar için büyük fikirler* (S. Kurtar & A. K. Gülen, Trans.). Sentez Yayıncılık.

Whitebread, D., Linklater, H., Miller, S., Humphreys, K., Glazzard, T., Proudman, S., & Damaskinou, N. (2006). *Teaching thinking: Development of metacognitive abilities in the early years (children aged 3-8) (META)*. University of Cambridge. https://doi.org/10.1007/978-0-387-87539-2_9

Whitfield, P. (2009). The heart of the arts: Fostering young children's ways of knowing. In M. J. Narey (Ed.), *Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education* (pp. 153-165). Springer.

Winter, R. (2005). Some principles and procedures for conducting action research. In O. Zuber-Skerritt (Ed.), *New directions in action research* (pp. 9-22). Falmer Press.

Worley, P. (2010). *Felsefe makinesi* (T. Ebesek Büyükuğurlu, Trans.). Paraşüt Kitap.

Yalçın, M., & Erginer, A. (2014). İlköğretim okulu öğrencilerinin okul müdürü algılarına ilişkin yaptıkları çizimler. *Eğitim ve Bilim*, *39*(171), 270-285. https://doi.org/10.15390/ES.2014.1232

Yıldırım, A., & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri* (7th ed.). Seçkin Yayıncılık.

Appendices

Appendix 1. Checklist

	Taking the floor at least once	Developing opposing viewpoints	Changing one's opinion during the process	Introducing new ideas	
	Etk.1	**Etk.1**	**Etk.1**	**Etk.1**	**Puan1**
S1	1	0	0	1	2
S2	1	1	0	0	2
S3	1	1	1	1	4
S4	0	0	0	0	0
S5	1	0	1	1	3
S6	1	1	0	1	3
S7	1	1	1	0	3
S8	0	0	0	0	0
S9	1	0	0	0	1
S10	1	1	1	0	3
S11	1	1	1	0	3
S12	1	1	0	0	3
S13	1	1	1	1	4
S14	1	1	1	1	4
S15	1	0	0	0	1
S16	1	0	0	0	1
S17	1	1	1	1	4
S18	0	0	0	0	0
S19	1	1	0	0	2
S20	1	0	1	1	3
S21	0	0	0	0	0
S22	1	0	1	1	3
S23	1	1	1	0	3
S24	1	1	0	1	3
S25	1	1	0	0	1
S26	1	0	1	1	3
S27	1	1	1	0	3
S28	1	1	0	1	3
S29	0	0	0	0	0
S30	1	1	1	0	3
S31	1	1	0	0	3
S32	1	0	1	1	3
S33	1	0	0	0	1
S34 (inclusive education)					
S35 (inclusive education)					

Appendix 2. Parent Interview Form

Based on data from the Philosophy for Children (P4C) workshops, which were conducted as a tool for developing thinking skills, we are conducting this interview with you regarding the student coded as S… Your responses are of great importance to the research we are conducting. This interview will take approximately thirty minutes. All information you provide will be kept confidential, and neither your name nor your child's name will be used anywhere in the study. In order to obtain the data more accurately, an audio recording will be used during the interview. Do you consent to participate in this interview and to the use of audio recording?

Before we begin, if there is anything you would like to ask or add, I am happy to listen.

I am now starting the interview.

1. If I asked you to describe **S…** in a few sentences, how would you describe them?
2. Could you provide information about **S…'s** personality characteristics?
   a. Do you experience disagreements or conflicts of opinion with **S…**? If so, what topics do you most frequently disagree on? How does **S…** express their emotions and thoughts during these conflicts?
   b. In which areas do you feel most in harmony with **S…**? When you reach a joint decision, when **S…** is appreciated, or when they achieve success, how do they express their emotions and thoughts?
3. How would you describe **S…'s** communication with you and with other family members? Could you explain each relationship separately?
4. What are your academic and social expectations for **S…**?
5. Are there any points we have not addressed or that you would like to add?

Appendix 3. Interview Form with the School Counselor

Based on data from the Philosophy for Children (P4C) workshops, which were conducted to develop thinking skills, we are holding this interview with you to gather your views on the class as a whole and on the specific students identified in the study. Your responses are of great importance to the research being conducted. This interview will take approximately thirty minutes. All statements you provide will be kept confidential, and your name will not be used in any part of the study. In order to collect the data more accurately, audio recording will be used during the interview. Do you consent to participate in this interview and to the use of audio recording?

Before we begin, if there is anything you would like to ask or add, I am happy to listen.

I am now starting the interview.

Interview Questions (First Interview)

1. What are your views on the overall classroom atmosphere?
2. What observations have you made regarding students' independent and critical thinking within the classroom?
3. Are there any students whom you think engage in bullying behaviors or are exposed to bullying?
4. Are there students in the classroom who hesitate to express their thoughts?
5. Are there any students whose peer relationships have particularly drawn your attention?
6. Are there any students who have stood out positively or negatively in terms of communicating with you?
7. Is there anything else you would like to add?

Interview Questions (Second Interview)

1. What notable points would you like to share regarding the one-to-one interview you conducted with student coded as S…?
2. In your opinion, is there any situation that would require S… to receive psychological or physical support?
3. Do you think S…'s reluctance to express their thoughts is specific to the P4C workshops, or can it be generalized to other contexts?