



## Teaching Children's Rights by Problem-based Learning (PBL) Approach: An Action Research

### Çocuk Haklarının Probleme Dayalı Öğrenme (PDÖ) Yöntemiyle Öğretimi: Bir Eylem Araştırması

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**ABSTRACT:** The purpose of this action research was to enable university students to learn about children's rights with the scenarios developed based on the problem-based learning (PBL) approach. In this context, three scenarios related to daily life have been developed on the right to participate, the right to education, the right to rest, leisure, play, and participate in cultural and artistic life and the legal basis of these rights. The study group consists of students studying in the Child Development associate degree program of a state university in Türkiye. Pre-post application questions, structured interview form, and researcher diary were used as data collection tools. The obtained data were subjected to content analysis with the NVivo qualitative analysis program. As a result of the analysis, it was determined that the students' knowledge about children's rights increased, they could make more accurate and explanatory definitions, and they could explain national and international legal bases. In addition, students expressed positive opinions about the scenarios developed for the application.

**Keywords:** Action research, children's rights, problem-based learning, the right to education.

**ÖZ:** Bu eylem araştırmasının amacı, üniversite öğrencilerinin probleme dayalı öğrenme (PDÖ) yaklaşımına dayalı olarak geliştirilen senaryolar ile çocuk haklarını öğrenmelerini sağlamaktır. Bu kapsamda katılım hakkı, eğitim hakkı, dinlenme, boş zaman değerlendirme, oyun oynama, kültürel ve sanatsal yaşama katılma hakkı ve bu hakların yasal dayanağı üzerinde gündelik hayata ilişkin üç senaryo geliştirilmiştir. Çalışma grubunu Türkiye'de bir devlet üniversitesinin Çocuk Gelişimi ön lisans programında öğrenim gören öğrenciler oluşturmaktadır. Veri toplama aracı olarak öncesi uygulama soruları, yapılandırılmış görüşme formu ve araştırmacı günlüğü kullanılmıştır. Elde edilen veriler NVivo nitel analiz programı ile içerik analizine tabi tutulmuştur. Yapılan analizler sonucunda, PDÖ yaklaşımına dayalı uygulanan senaryolar neticesinde öğrencilerin çocuk hakları konusundaki bilgilerinin arttığı, daha doğru ve açıklayıcı tanımlamalar yapabildikleri, ulusal ve uluslararası yasal dayanakları açıklayabildikleri tespit edilmiştir. Ayrıca öğrenciler uygulamaya yönelik geliştirilen senaryolar hakkında olumlu görüşler belirtmiştir.

**Anahtar kelimeler:** Eylem araştırması, çocuk hakları, probleme dayalı öğrenme, eğitim hakkı.

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Children's rights consist of rights regulated by the rules concerning children's law that have been provided with the means of protection carried out by the judicial organs. These rights ensure the children's protection, safety, and development in terms of physical, mental, emotional, social, moral, and economic aspects (Akyüz, 2013). Today, a generally accepted definition of a child is stated in the United Nations Convention on the Rights of the Child (CRC). According to CRC, every individual under the age of 18 is considered to be a child. According to this article, anyone under the age of 18 is considered to be a child unless an earlier age is determined by national law.

There are international and national bases for protecting children's rights. The basic legal text regulating children's rights in international law is "The United Nations CRC," dated 20 November 1989. For example, article 12 of the United Nations CRC includes "the right to participate," article 23 "rights of individuals with special needs," article 28 "right to education," article 31 "resting, leisure time, playing and having age-appropriate entertainment and cultural activities and participate freely in artistic life" (UNICEF, 1989). In addition, the Council of Europe, the International Labor Organization, and the Hague Conference on Private International Law have put efforts into protecting children's rights. Türkiye has also signed many international conventions and put them into practice in their laws.

Many studies are carried out by the State of the Republic of Türkiye to increase participation in education. For this purpose, increasing the compulsory education period to eight years in 1997 and 12 years in 2012 and the dissemination of education support projects are among the indicators of efforts to increase participation in education. A study was conducted by the Ministry of National Education (MoNE) (2001) to determine the problems of family participation in children's education at school, and an alternative model was developed to ensure participation. MoNE (2021) has developed safe schooling and distance education projects to meet the increasing demand for education services delivered to all students by providing equal e-learning opportunities to school-age children during the Covid-19 pandemic. With such projects, it has been tried to increase children's participation in education by raising the awareness of their families.

In the literature, various methods and techniques have been used in children's rights education. For example, Çelik and İlhan (2021) conducted a study aiming to raise awareness among adults and children about children's rights using Web 2.0 technology. In the study conducted by Balcı and Şeren (2021), it was determined that children's rights education which is delivered through the game method, increased the students' knowledge and awareness about children's rights. At the end of the creative drama-based children's rights education conducted by Topçu (2019), it was observed that the students' average scores of awareness and attitude toward children's rights increased. In their meta-analysis study, Hareket and Kartal (2021) show that most of the research on children's rights in primary schools deals with the right to participation, but there are also some studies that focus on raising students' awareness of the right to education and children's rights.

As can be seen in the literature, although games, activities and applications such as the ones that involve web use and creativity are used for teaching the subject of children's rights, there is a limited number of studies utilizing Problem-Based Learning (hereinafter PBL), which is one of the active learning methods (Angelina et al., 2022; Thapalad & Intasena, 2022). PBL is a pedagogical method successfully applied in many disciplines

based on constructivism, enabling students to use their meta-cognitive skills while solving problems related to daily life. Students work collaboratively to clarify and define the problem, propose solutions based on what they know, and identify learning gaps related to the problem. Students try to fill these gaps by participating in self-directed learning. They complete the learning process by sharing their newly acquired knowledge and collaboratively coming to the conclusion and presenting the solution (Simons & Ertmer, 2005). In the PBL process, learners determine their learning needs while working collaboratively on a complex problem, create hypotheses aiming to find solutions, and evaluate and do research on their hypotheses in the light of new information (Barrows, 1986; Barrows & Tamblyn, 1980; Evensen & Hmelo, 2000; Fogarty, 1998; Gamjost & Brown, 2018; Schmidt, 1983). In the problem-solving process, learners acquire self-learning and meta-cognitive skills (Davis & Harden, 1999; Hmelo-Silver, 2004; Norman, 1988). There are studies in which PBL is used for various topics in different disciplines and this approach increases academic achievement and learning (Afolabi & Akinbobola, 2009; Araz & Sungur, 2007; Günter, 2020; Khoiriyah & Husamah, 2018; Polanco et al., 2004); develops meta-cognitive skills of the students (Sutarto et al., 2022; Festiawan et al., 2021) in the literature.

Children's rights is a very comprehensive and abstract concept. This concept concerns both children and adults in daily life. For this reason, PBL was preferred in teaching children's rights, which is an effective method for students to think, research, and embody the subject while working on a current problem (Angelina et al., 2022; Ermawati et al., 2022; Rowland, 2022). In this research, it is aimed to teach students the right to participate, the right to education, the right to rest, leisure time, play, freely participate in cultural and artistic life, and the legal basis of these rights, through some scenarios (research articles, newspaper news, etc.) which are prepared with the PBL method. The most important factor in addressing these rights has been the impact of the COVID-19 pandemic. Among these effects are problems in accessing the right to education, students staying away from school life, and difficulties in accessing many rights due to spending a long time at home (Ghanizade Bafghi, 2020; Haleemunissa et al., 2021). Within the scope of these rights, students were given sample problem situations and asked to produce solutions to these problems. In this way, it is aimed to develop the students' ability to produce solutions to the problems they may encounter in their professional lives.

Within this context, it is thought that this research will contribute to the literature, and the students will be informed about the legal bases of children's rights thanks to this implementation process. The problem statement of the research was determined as "How is the reflection of the children's rights education given based on PBL on the knowledge of university students and their views on the scenarios developed?" Accordingly, answers to the following questions were sought:

1. How did the practices made with the PBL method affect the students' knowledge of the right to education?
2. How did the practices made with the PBL method affect the students' knowledge of the right to participate?
3. How did the applications made with the PBL method affect the students' knowledge of the right to rest, leisure, play, and participate in cultural and artistic life freely?
4. What are the students' views on the scenarios, suitable for the scope of the subject, related to daily life, sufficient, the name of the scenarios?

5. What are the students' views on different scenario titles, scenarios, and method suggestions about the right to education, participation, free time, and play?

## Method

### The Research Design

Within the scope of the “Children's Rights and Protection” course, questions were asked to the second-grade students studying in the Child Development program in the spring term of the 2020-2021 academic year. Students are asked "What is the right to education?, What are the national and international legal bases of the right to education?, How can a children's right to participate be ensured?, What are the legal bases for providing the right to leisure and play?" such questions were asked. Some of these topics are included in the content of some courses in the previous academic year and term. Despite this, the researcher determined that the students' prior knowledge was insufficient. As a result, it was found that the students did not have sufficient knowledge about legal bases, or could not associate their prior knowledge with legal bases. Learning these subjects is important for these students' professional development and knowledge.

Due to the Covid-19 pandemic, all classes were conducted via Perculus and Zoom. The researcher wanted to conduct the course with an active learning approach. The researcher explained this situation to the researchers. Researchers have reviewed the literature on active learning approaches. One of the researchers stated that he did many studies based on PBL and that it had a positive effect on students' learning. The researchers planned that students could associate the subjects with daily life and actively participate in the learning process through the scenarios developed with PBL within the scope of this course. In this direction, the researchers decided to conduct action research to find solutions to the problems identified in the first week of the course and to increase the students' knowledge on children's rights. Action research practice is a very common research style in educational research, especially among researchers interested in classroom teaching practices and teacher training (Berg, 2001; Creswell, 2005; Mills, 2014). All three researchers are experienced in qualitative research and have many published studies. A researcher has a scientific publication on action research. This researcher gave various information about action research to the other researchers. Likewise, the researcher who had experience in PBL practice informed other researchers about the PBL practice process and explained in detail how to write the scenarios. Researchers also shared their experiences on children's rights and education. This interaction among researchers continued at all stages of the action research process.

When the literature is examined, various definitions of action research are reached. In action research, decisions are taken to improve a situation. These decisions are determined and put into practice by making a critical evaluation of the existing practice with the participation of practitioners and those who are parties to the problem under the supervision of expert researchers (Karasar, 2016). Action research in education aims to develop practice rather than produce knowledge (Elliot, 1991). Applied action research is a type of research that teachers design to find a solution to a problem that they encounter in their classrooms, to improve the knowledge of their students in any subject, and increase

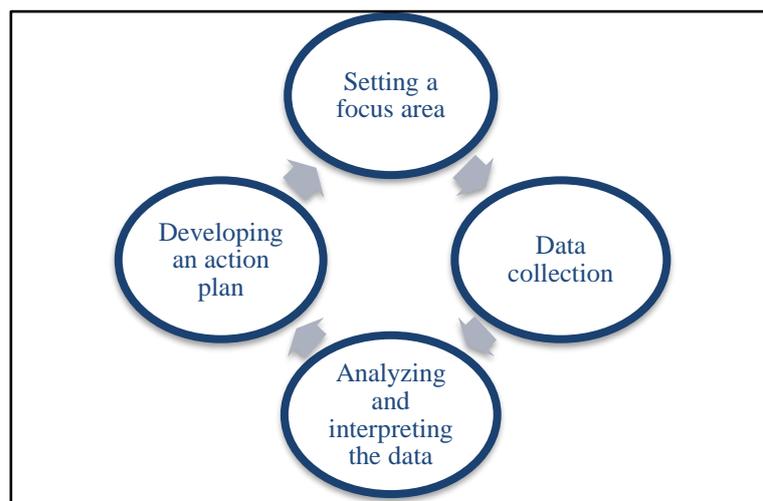
their professional performance (Creswell, 2005). Berg (2001) explained the characteristics of action research as follows:

- A highly rigorous yet reflective or interpretive approach to empirical research
- Active participation of individuals traditionally known as subjects as participants and contributors in the research organization
- Integration of some practical results related to the real lives of the participants in this research project
- Spiral steps, each consisting of some form of planning, action, and evaluation

In this study, the action plans were made with the classical action research type in the course of the instructor who conducted this research. From the planning process to the writing of the final report, researchers synthesized new information by performing the cycle of collaborative planning, action, and action evaluation (Coghlan & Brannick, 2010). In addition, researchers followed a collaborative process throughout the implementation process (Berg, 2001). The four-stage process of action research can be seen in Figure 1 (Mills, 2014):

Figure 1

*The Process of Action Research*



Scenarios suitable for PBL were developed and implemented by the researchers in order to eliminate the deficiencies of the students regarding the subject and legal basis. In this approach, students encounter a problem that is based on scenario-based situations. Scenarios play an important role in the learning process. They should be simple, clear, and well-structured in a way that students can encounter in daily life (Hmelo-Silver, 2004). The scenarios developed for this research were used as action plans. The implementation of each scenario took 4 hours, and the process related to the scenarios was completed in 6 weeks.

Table 1

*The Application Date, Processes, and Durations of the Stages of Action Research*

Application Date	Action Taken	Time
26.02.2021	Due diligence	2 lesson hours
02.03.2021	Sharing of researchers on active learning approaches	1 hour
03.03.2021	Sharing of the researchers about the method of the study	1 hour
04.03.2021	Deciding on the active learning approach to be applied and the method of the study	1 hour
05.03.2021	Performing pre-application via zoom	2 lesson hours
08.03.2021	Meeting about the prepared scenario, reviewing the scenario, and giving the final shape for the implementation process	1 hour
12.03.2021	Conducting the 1st Training Session on the right to participate	2 lesson hours
15.03.2021	Researchers' Evaluation of the 1st Training Session	30 min
19.03.2021	Conducting the 2nd Training Session on the right to participate	2 lesson hours
22.03.2021	Researchers' evaluation of the implemented scenario, reviewing the scenario prepared for the next child right, making necessary corrections, and finalizing the scenario	1 hour
26.03.2021	1st session on the right to education	2 lesson hours
29.03.2021	Researchers' Evaluation of the 1st Training Session	30 min
02.04.2021	2nd session on the right to education	2 lesson hours
05.04.2021	Researchers' evaluation of the implemented scenario, reviewing the scenario prepared for the next child right, making necessary corrections, and finalizing the scenario	1 hour
09.04.2021	1st session on the right to participate in play, leisure, cultural and artistic life	2 lesson hours
12.04.2021	Researchers' Evaluation of the 1st Training Session	30 min
16.04.2021	2nd session on the right to play, leisure, participation in cultural and artistic life	2 lesson hours
19.04.2021	Researchers' evaluation of the applied scenario and planning of the final application	30 min
22.04.2021	Making the final application Analyzing data Writing the final report	2 lesson hours

In this process, scenarios were created before each application by the researcher with previous PBL application experience. Short meetings were held about the scenarios created and the aspects such as the compatibility of the scenario within the scope of the subject, its relationship with daily life skills were discussed. After the discussion, the scenarios were thoroughly revised. These revisions were sometimes related to the parts of the session and sometimes to the educational guiding questions. In addition, the researchers always held meetings after the sessions on the children's rights and the implementation

process was completed that week. Measures to increase students' participation in the implementation process were discussed. Especially in the first session of the first application, it was observed that the students were not capable enough to form hypotheses. The researcher who had this observation gave examples to the students so that they could form hypotheses at a sufficient level during the application process and made changes in the action plan of the implementation process. The researcher supported the students in forming hypotheses during the session. The students both verbally expressed their hypotheses and wrote them in a message in the virtual environment. All these application experiences were shared at the meeting. Information was shared on how to guide students with educational guiding questions. It was also discussed how to encourage students to reach children's rights discussed in the session through scenarios and to do research to expand their knowledge of legal bases. After this exchange of experience, necessary updates were made to the new action plans to be implemented. The implementation process for each children's right was continuously discussed in this way. Thus, it can be said that a circular action research model was followed. The steps in this model are to watch, reflect, act, review, and move in new directions (McNiff, 2000). The application dates of the stages for this action research, the processes, and the durations are given in Table 1.

### **The Material**

In the study, three scenarios that are titled "Eray's Situation," "Mert and His Brothers," and "Ela's Experiences" are developed, which are meant to reflect "the right to participate," "the right to education," "the right to rest, leisure, play, free participation in cultural and artistic life" and the legal basis of these rights. Each scenario consists of two training sessions. In the sessions, there are educational guiding questions (EGQ) that will enable students to do research. In order to reinforce their knowledge, the students were asked to draw a flowchart for each scenario. An example of the developed scenarios is presented in Appendix 1.

The example scenario given in the appendix was made under the steps of the PBL as follows. In understanding the problem, which is the first step of PBL, students encounter the problem given in the scenario and try to understand what they know and what other information they need about the given information. In this direction, they form a hypothesis that will define the problem statement.

In the second step of the PBL, in which the aim is to discover the subjects to be learned, the students collected information about the scenario, shared it, and produced possible suggestions to solve the problem, both individually and in groups.

In the problem-solving step, which is the last stage of PBL, the students decided on the most appropriate solution, presented it, and re-examined the problem.

### **The Study Group**

The application was initiated on the problem that was experienced by one of the researchers in his lecture. Action plans were also applied to the students in this class. For this reason, the research participants were determined by convenience sampling method, which is one of the purposeful sampling methods. Convenience sampling is to do what is fast and useful (Patton, 2018). The researcher chooses a situation that is close and easy to

access. It is used when it is not possible to use other sampling methods (Yıldırım & Şimşek, 2018). The study group of this research consists of 40 second-year students studying in the Child Development associate degree program of a state university in Türkiye. All participants are female students. In the formation process of the groups, the students' answers to the questions that the researchers asked about the subject in the preliminary implementation were taken into account. This way, the groups were formed randomly and heterogeneously (8 groups of 5). Before the implementation process, the students were informed about the PBL approach and the implementation process, that the study was voluntary-based, and that they could leave it whenever they wanted.

### **Working Environment and the Atmosphere**

Due to the COVID-19 pandemic, the spring semester courses of the 2020-2021 academic year were done via distance education, so virtual classroom environments such as Perculus and Zoom were used during the implementation process. During the COVID-19 pandemic, different simultaneous tools were preferred for distance education. Virtual classes are one of them. Teachers and students can simultaneously share text, audio, images, screens, and whiteboards in online classrooms (Aslan, 2021). Student interaction can be seen as one of the limitations of distance education which is widely used during the pandemic (Cheng & Chau, 2016).

### Figure 2

*Image of the Hypotheses Produced in the Second Education Session Concerning the Right to Education*

<p>Group 7: As students had to receive education in the form of distance education, the resources were insufficient and they could not focus on the lessons.</p>
<p>Group 6: Due to the fact that not all children receiving online education during the COVID-19 pandemic have equal opportunities, and because of the internet shortage in some areas, disadvantaged students have fallen behind and the efficiency was low for them.</p>
<p>Group 2: In our hypothesis, we talked about the effect of the COVID virus on education life. In this situation, along with the virus, the inadequacy of technological opportunities has made education life even more difficult.</p>
<p>Group 3: Measures taken to minimize the effects of COVID-19 affected social life and educational activities. Decisions that were not on equal terms, but were taken as if they were on equal terms have victimized the students.</p>
<p>Group 9: During the COVID-19 process, reasons such as family's financial situation, weather conditions, and the internet connection problems adversely affected the education life of students.</p>
<p>Group 8: With the outbreak of the virus, the way students receive education has changed. For this reason, they were exposed to difficult conditions. They had problems adapting to the new situations.</p>

Owusu-Agyeman and Larbi-Siaw (2018) stated that there is a need for studies to increase interaction in distance education; therefore, scenarios and group work in PBL activities are important for students to interact with both their teachers and other students. In addition, it is seen in the literature that PBL is frequently used with various technologies (Lajoie et al., 2014; Virtanen & Rasi, 2017). In order to successfully implement PBL in the distance education process, plans regarding the learner, the instructor, and the content were made beforehand and the students were informed regularly during the implementation process. In PBL, the groups were formed in a heterogeneous structure. Due to the Covid-19 pandemic, students could not meet face-to-face with the members of their groups. For this reason, Telegram groups have been created for situations where groups needed to work together (Figure 2, 3). Researchers were also added to each Telegram group.

Figure 3

*Image of the Problem Situations Defined in the First Education Session Concerning the Right to Leisure and Play*

Group 9: Ela wants to spend time with her friends to reduce her exam stress. However, her family imposes restrictions on this desire of hers. Ela is not happy with these restrictions.

Group 3: During Ela's exam period, her family has restricted her a lot. They have taken away her right to play. As a result, Ela developed aggressive attitudes.

Group 1: Problem situation: Stress, pressure, and restriction in her actions resulted in psychological pressure on Ela. This is reflected in Ela's attitude.

Group 2: Ela is experiencing exam stress and when family pressure is added to it, her right to play is taken away.

Group 7: Ela is experiencing exam stress and she is in depression because her family restricts her at the same time.

Group 6: The oppressive and rigid attitudes of the family negatively affected Ela.

The scenario was explained to the groups in the first training session regarding the right to participate in Zoom. Afterward, each group was given 10 minutes to form their hypotheses regarding the scenario on the Telegram group. Each group member created a sample hypothesis in their telegram group, and everyone in the group discussed them and finalized their hypothesis for the presentation. When the time given to the groups was over, the teams shared their hypotheses with the other groups through a spokesperson from each team in the Zoom lesson. In addition, each group wrote the hypothesis they created in the message section on Zoom. After all the groups expressed their hypotheses, the researcher summarized them. Telegram was used for each question at the end of the training session and the educational guiding questions. During this step, the groups were given different amount of time to discuss the questions and research the legal basis and solutions to the problem. The implementation process for the three children's rights chosen for this research lasted six weeks. Each scenario that is created about those three rights also constitutes the action plans of the research. Each action plan consists of two training

sessions. In the research, practices such as real-life scenarios related to children's rights, training sessions, heterogeneous groups, hypotheses about the problem, searching for solutions, and educational guiding questions are all related to the PBL method.

### **Data Collection Tools**

In order to collect data during the action research process, a pre-post questionnaire, structured interview form, researcher diary, group Telegram correspondence, application flow charts, and lesson videos prepared by the groups after a completed session on each right of the child were used. Various data collection tools were used in accordance with the nature of action research. Since action research was planned to solve a situation in the classroom, the data were collected from all participants. This situation is expressed as group action research when the literature is examined (Johnson, 2012). In each paragraph, information on data collection tools is presented.

For the pre-post questionnaire (Appendix 2), the questions prepared by the researcher who conducted the course in the past years were examined and a literature review was done. Researchers have made adjustments to the form. After the questionnaire was created, the opinion of an academician in the field of primary education was also asked. The experts evaluated the items according to the criteria of suitability and adequacy. Afterwards, some corrections were made regarding the questions.

In the structured interview form, 7 open-ended questions were developed by the researchers for each scenario. During the development of the structured interview form, three experts in the field of educational sciences were consulted. With these questions, it was aimed to get the positive and negative opinions of the students about the scenarios developed, the suitability of the scenarios to the scope of the subject, their relationship with daily life, and the adequacy of the scenarios. The reason for using this data collection tool is to get students' opinions on the evaluation of the scenarios developed for the PBL application.

A researcher's diary was kept at every stage of the implementation process. The researcher's diary included issues such as the problems encountered, how the problems were solved, the students' performance in the application process, the sample applications done, and the participation of the groups in each application process.

In-group interaction at certain stages of the action plans was carried out via Telegram. The fact that the researchers were included in these groups was an important clue to see how the implementation process progressed. In addition, the researchers were able to produce instant solutions to the problems faced by the students. Researchers first saw how each group summarized the information they had obtained regarding hypothesis formation, research, and legal basis in the correspondence in the Telegram group. In the next process, each group shared the knowledge they gained from the Zoom lesson. The experiences of the researchers in the Telegram group were also taken into consideration while updating the scenarios.

Important information about the learning processes of the groups was collected through the creation of the flowchart, which is the last stage of the PBL method. In the flow chart prepared by each group, information such as how the group followed the scenario, what they learned, for what they needed more knowledge, and what kind of research process they followed were obtained. Thus, researchers had an idea about how the

groups progressed in the process. Information on how students share ideas in groups could also be seen in those flow charts.

In the research, every lesson conducted through Zoom and Perculus was recorded. After each training session, course videos were uploaded to the university's distance education system. Thus, students could watch each training session again at any time. It is strongly believed that this application will contribute to the learning process of these students.

### **Data Analysis**

The analysis of the qualitative data was done via the NVivo qualitative analysis program. First of all, after the data collection process, the data reduction process was carried out. This process was also applied before data collection as we made data reduction in choosing which conceptual framework, which situations, which research questions to work with, and which data collection tools to use. As data collection continued, further stages of the data reduction process were carried out (summary writing, coding, identifying themes, creating clusters, segmenting data, and writing mnemonics). The data reduction process continued until the final report was written (Miles & Huberman, 1994). The next step in data analysis is the display of the data. One of the main conditions for ensuring the validity of qualitative analysis is the preferred way of displaying data. In order to ensure validity in this research, figures showing the relationship between the theme and sub-themes are included. In addition, the opinions of the students were directly expressed under the codes. The final stage in data analysis is to present and validate the results. A consensus was reached among the researchers in terms of the credibility, robustness, and confirmability of the data obtained as a result of the research. Afterwards, the data were coded by other researchers.

Since the outlines were clear in the minds of the researchers at the beginning of the analysis process, the raw data were coded without being converted into reviews. The coded data were reviewed by the researchers. Data is transferred directly to presentations, and conclusions are drawn. Data collection can be done in cases where the data is incomplete, incomprehensible or does not answer the research questions. This process is repeated until the data collection, and finalized state is finished. Therefore, data collection, analysis, and report writing processes are reduced to one operational process. With the researchers' experience in the qualitative analysis process, he now has the feeling that he has enough of the data. Afterwards, the findings are checked and expanded (Miles & Huberman, 1994).

Content analysis was carried out on the raw data obtained from the answers given to the pre-post application and structured interview questions applied to the students. Content analysis can be defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content categories via coding based on certain rules (Drisko & Maschi, 2016; Stemler, 2015). Within this framework, with an inductive approach, data sets were first read and coded. After the coding, themes were created, and reliability and validity were tried to be increased by verifying the codes and themes. Studies using content analysis generally include the following six steps (Prasad, 2008):

- Formulate the research question or objectives
- Communication content and sample selection
- Developing content categories

- Finalization of analysis units
- Preparing a coding program, conducting pilot tests, and checking intercoder reliability
- Analyzing the collected data

The conceptual framework, research questions, problem areas, and key variables that researchers contributed to the study were taken into account in creating the codes in the study. As the analysis process continued, the codes were constantly reviewed. In the analysis, the expressions below the code were constantly checked in the NVivo program. In cases where the code and the expression did not match each other during the control, the expression was assigned to the appropriate code. The statements of students who did not see the research questions were not given a code. In the research, the codes were developed in the process. A code is given the name closest to the concept it describes. Here, it is aimed that other researchers in the research or another researcher doing the analysis can access the code appropriately. These steps followed in the coding process are important for the validity and reliability of the research.

In order to ensure the accuracy and reliability of the coding, the researchers did the content analysis by spreading out the process of the content analysis and repeating this process in the meantime. Researchers have tried to increase code and theme accuracy by constantly checking codes and themes within themselves. Along with this, 4 pre-post application examples and 2 structured interview examples of the students were randomly selected and presented to the expert opinion (lecturers in the field of classroom education). Expert opinion showed that the percentages of correspondence were calculated as 85.96% in the pre-post application and 92.45% in the structured interview. In light of these data, it was seen that the reliability between the encoders was at a valid level. It is stated that the correspondence of the coders is expected to be at least 80% (Miles & Huberman, 1994).

### **Ethical Procedures**

A consent form was filled out by the students, and ethics committee approval for the study was obtained from the local ethics committee with protocol number: 127. The researchers guaranteed anonymity and data confidentiality.

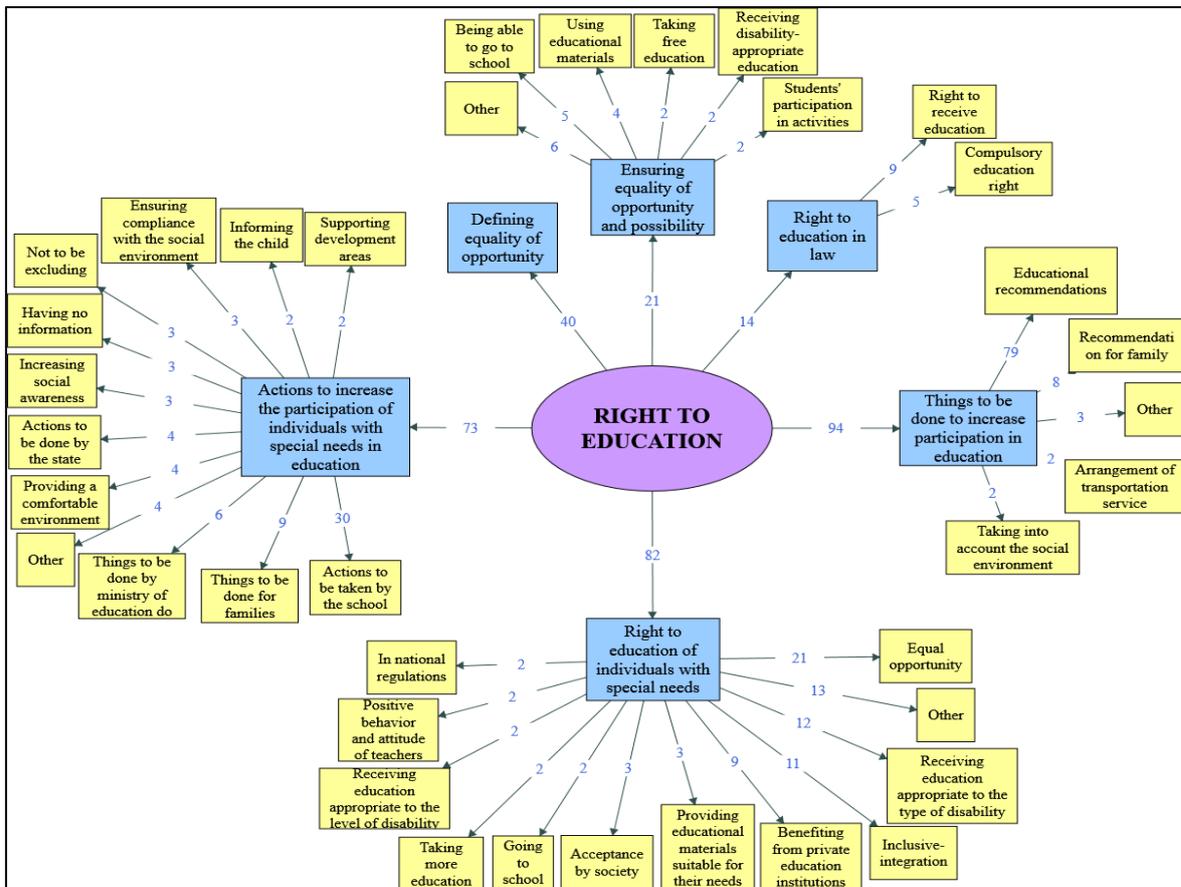
## **Results**

### **The Right to Education**

Analyses were done on the answers given by the students to the questions about the right to education in the pre-application process. As a result of the analysis, as data can be seen in Figure 4, they are grouped under six sub-themes: “right to education in laws; ensuring equality of opportunity and possibility; defining equality of opportunity; actions to increase the participation of individuals with special needs in education; right to education of individuals with special needs; things to be done to increase participation in education.”

Figure 4

*Themes and Sub-Themes that Emerged in the Pre-Application Process for the Right to Education*



In the sub-theme of the right to education in laws, the students stated that every child has the right to receive education and go to school. It has been stated that children of school age are obliged to go to school according to Turkish laws, and it is a crime to prevent this.

In the sub-theme of ensuring equality of opportunity and possibility, the students stated the necessity of every child's going to school and receiving education under equal conditions, equal access to educational materials and resources, every child's benefitting from free and compulsory education, disabled people's receiving education in an appropriately designed way for their disability, students' equal participation in educational activities, girls' access to education, receiving education in a reliable environment, providing transportation services, and a suitable physical environment.

In the sub-theme of actions to increase the participation of individuals with special needs in education, the students stated that the Republic of Türkiye Ministry of National Education (MoNE) and schools have some duties on this subject. The MoNE is requested to increase the prevalence of private education institutions, inclusion-integration practices, and home schooling opportunities. In order to increase the participation of individuals with special needs in education, it is expected that education should be given in schools according to their disability, educational activities, and physical environment; activities should be adapted to children with special needs. In addition, the students emphasized the

necessity of ensuring family participation, providing social awareness, and supporting their developmental areas. On the other hand, some students stated that they had no knowledge or ideas about the subject.

In the sub-theme of the right to education of individuals with special needs, students stated that they have the right to have equal opportunities in education, receive an education appropriate for the type of disability, benefit from mainstreaming-integration education and special education institutions, meet their needs, be accepted by the society, go to school and receive more education, make legal arrangements regarding the education of people with special needs, see positive behaviors and attitudes from teachers, and ensure that they receive an education that is appropriate to their level of disability.

In the sub-theme of things to be done to increase participation in education, students made suggestions for families and the education community to increase the participation of students in education. They stated that it is necessary to strengthen family-school interaction and families' positive view of education. The students stated that the education administrators should make the lessons, activities, educational environments, and materials more attractive and effective. It is stated to be important to treat students equally, respect their ideas, and ensure their active participation in the lesson. They stated that the social environment should be taken into account, and transportation services should be arranged in order to increase participation in education.

Table 2

*Student Statements on the Right to Education in Pre-Application*

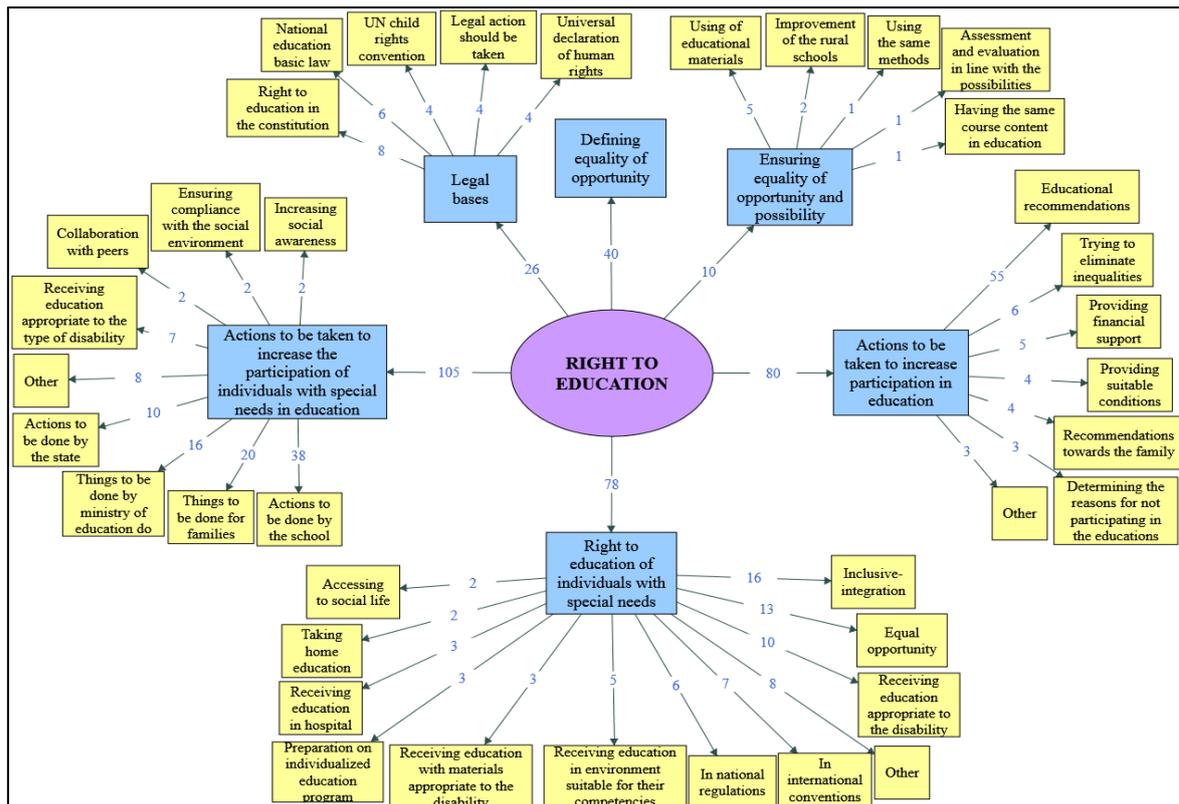
Theme	Sub-Theme	Code	Students Statements
Right to Education	Right to education in law	Right to receive education	S2: Every child has the right to education.
	Right to education of individuals with special needs	Equal opportunity	S5: They have rights such as equal opportunity in education.
	Things to be done to increase participation in education	Educational recommendations	S10: The teacher should present the lessons with attractive content.
	Things to be done to increase participation in education	Educational recommendations	S15: Active participation of students can be ensured.
	Ensuring equality of opportunity and possibility	Other	S25: They have the right to have access to educational institutions.
	Things to be done to increase participation in education	Recommendation for family	S39: Communication with the family and arrangements can be made.

Analyzes were done on the answers given by the students to the questions about the right to education in the post-application process. As a result of the analysis, as the data can be seen in Figure 4, it has been grouped under six sub-themes: “ensuring equality of

opportunity and possibility; legal bases; defining equality of opportunity; right to education of individuals with special needs; actions to be taken to increase participation in education; actions to be taken to increase the participation of individuals with special needs in education.” In the pre-application, some statements of the students concerning the right to education were given Table 2.

Figure 5

*Themes and Sub-Themes that Emerged in the Post-Application Process Regarding the Right to Education*



In the sub-theme of ensuring equality of opportunity and possibility, students stated that students should be provided with equal opportunities in terms of access to course content, teaching methods, educational materials, and assessment-evaluation opportunities. It was stated that it is important to improve the education and school opportunities of the children who live in the village.

In the sub-theme of legal bases, the students stated that there are legal regulations regarding the right to education in the universal declaration of human rights, the United Nations CRC, the Constitution of the Republic of Türkiye, and the principal law of national education and that every individual has the right to education. It has been stated that in cases where these rights of individuals are not granted or partially restricted, legal punishments should be applied.

In the sub-theme of defining equality of opportunity, the students stated that there should be equality among students in terms of course content, educational materials, method-technique, and assessment-evaluation. At the same time, students stated that village schools should be improved and the differences between the schools in the city and the ones in the countryside should be minimized.

In the sub-theme of the right to education of individuals with special needs, the students stated that individuals with special needs should benefit from mainstreaming-integration education and education from home or hospital. At the same time, it was stated that individuals with special needs should receive individualized education, education appropriate to their disability level, and competencies to be improved. It is also stated in national and international conventions that individuals with disabilities have the right to education and equality of opportunity.

Students put forward suggestions about families and education-teaching processes in the sub-theme of actions to be taken to increase participation in education. It was stated that in order to increase participation in education, it is necessary to raise awareness of families and increase family participation. It was stated that education should be attractive, motivating, and student-centered, and the schools' educational materials and physical facilities should be improved. Tracking the attendance of the students, ensuring their participation in the lessons, making the lessons understandable, and respecting the students' ideas are listed as the factors that will possibly increase participation in the lesson. Eliminating inequalities and determining the reasons for not participating in education, providing financial support to these students, and preventing school-age children from working were stated as other measures.

Table 3

*Student Statements on the Right to Education in Post-Application*

Theme	Sub-Theme	Code	Students Statements
Right to Education	Legal bases	Right to education in the Constitution	S3: In the lesson, we talked about the 24th and 42nd articles of our Constitution.
	Right to education of individuals with special needs	Inclusive-integration	S11: Integration education should be provided for these children.
	Actions to be taken to increase the participation of individuals with special needs in education	Actions to be done by the school	S15: The physical conditions of the classroom can be rearranged.
	Right to education of individuals with special needs	Receiving education in hospital	S23: There are hospital classes for children with special needs or long-term diseases.
	Legal bases	UN child rights convention	S32: It is stated in article 28 of the CRC.

In the sub-theme of actions to be taken to increase the participation of individuals with special needs in education, the students stated that some duties fall on families, schools, MoNE, and the state to increase the participation of individuals with special needs in education. It was stated that families should support, encourage and help their children socialize. It is considered to be important for schools to make the physical environment, activities, materials, and approaches more attractive. The students suggest that MoNE and the state increase the number and qualifications of special education institutions and special education teachers, identify and train disabled individuals, and provide them with

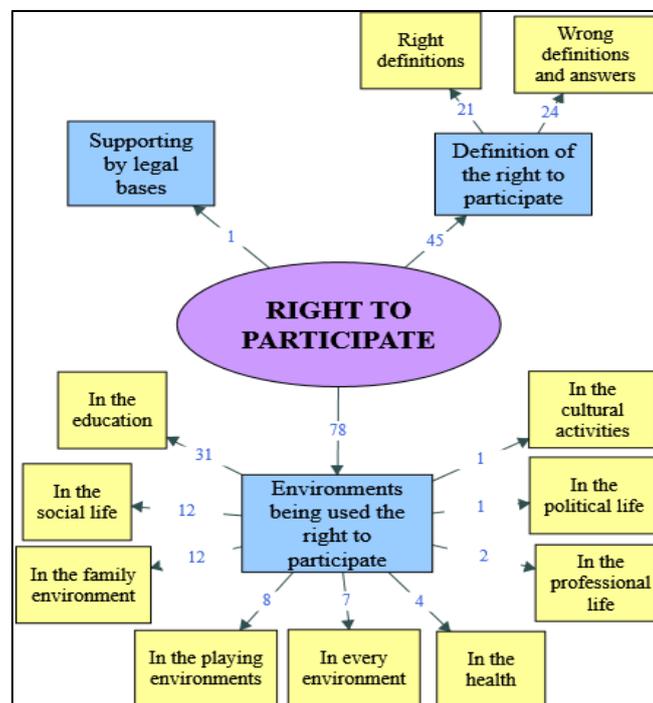
financial support by ensuring equal opportunities. In the post-application process, some statements of the students concerning the right to education can be seen in Table 3.

### Findings on the Right to Participate

As a result of the analyzes done on the answers given by the students to the questions about the right to participate in the pre-application process, as the data can be seen in Figure 6, it has been grouped under three sub-themes: "supporting by legal bases; defining the right to participate, and the environments being used for the right to participate":

Figure 6

*Themes and Sub-Themes that Emerged in the Pre-Application Process for the Right to Participation*



In the sub-theme of supporting by legal bases, only one of the students stated that the acceptance of a person in his/her place of residence should be ensured by legal bases. Other students did not express their opinions on this subject.

Students made both correct and incorrect definitions of the sub-theme of defining the right to participate. Some of the students correctly defined the right to participate with expressions such as the ability of people to express their opinions in any environment. On the other hand, more students than the ones who made correct definitions either made wrong definitions or left related questions unanswered.

In the sub-theme of the environments being used for the right to participate, the students stated that the right to participate could be used by children in education, social life, family environment, play environments, health, working life, political life, and cultural activities. In the pre-application, some statements of the students concerning the right to participation were given Table 4.

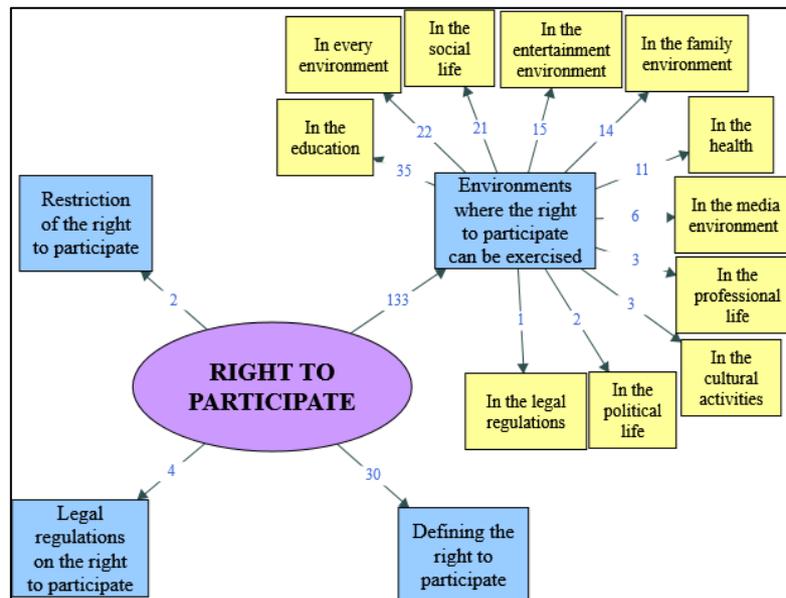
Table 4

*Student Statements on the Right to Participation in Pre-Application*

Theme	Sub-Theme	Code	Students Statements
Right to Participation	Definition of the right to participate	Right definitions	S11: The right to participate can mean that everyone is equally involved in the event or has the right to speak.
	Environments being used the right to participate	In the family environment	S18: He can use his right to participate in a situation that takes place at home.

Analyzes were done on the answers given by the students to the questions about the right to participate in the post-application process. As a result of the analysis, as the data can be seen in Figure 7, they are grouped under four sub-themes: “restriction of the right to participate; legal regulations on the right to participate; defining the right to participate; environments where the right to participate can be exercised.”

Figure 7

*Themes and Sub-Themes that Emerged in the Post-Application Process Regarding the Right to Participation*

In the sub-theme of restriction of the right to participate, students stated that children's participation rights should not be restricted. In the sub-theme of legal regulations on the right to participate, the students stated that there are articles protecting children's participation rights in the United Nations CRC.

Table 5  
*Student Statements on the Right to Participation in Post-Application*

Theme	Sub-Theme	Students Statements
	Legal regulations on the right to participate	S3: This issue has been addressed in the United Nations CRC.
Right to Participation	Defining the right to participate	S16: Right to participate, individuals have the right to have a say in matters that concern them and to express their opinions frankly.
	Restriction of the right to participate	S20: Children should not be restricted in this process.

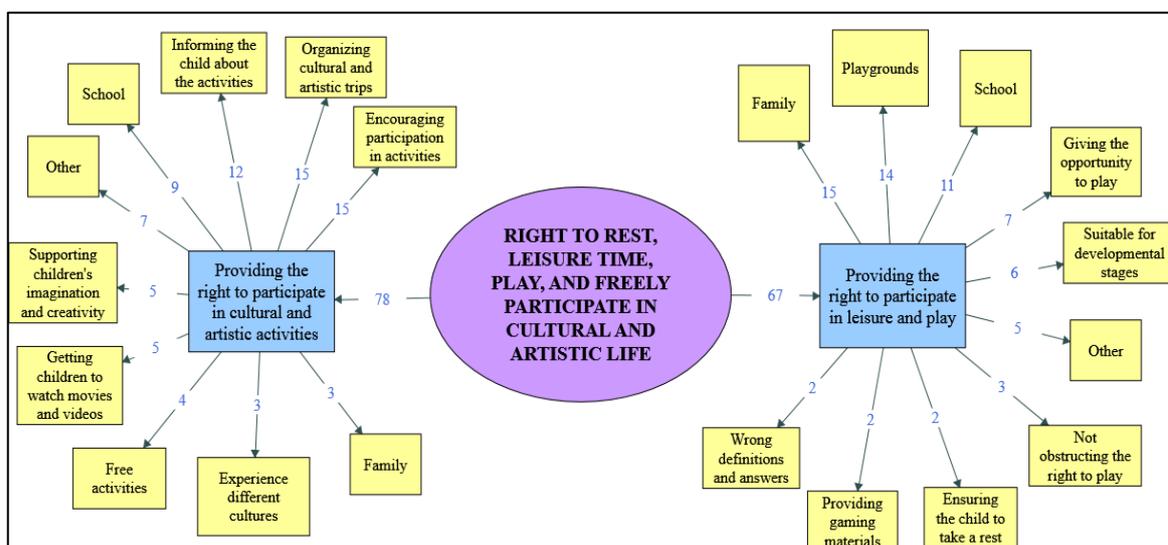
In the sub-theme of defining the right to participate, the students correctly defined this right as people's ability to freely express their opinions in any environment. In the sub-theme of environments where the right to participate can be exercised, the students stated that the right to participate could be used by children in education, social life, play areas, family environment, health, cultural activities, working life, political life, and legal regulations. In the post-application process, students' statements concerning the right to participation are given in Table 5.

**The Right to Rest, Leisure Time, Play, and Freely Participate in Cultural and Artistic Life**

As can be seen in Figure 8, as a result of the analyzes done on the answers given by the students to the questions about the right to rest, leisure time, play, and freely participate in cultural and artistic life in the pre-application process, it has been grouped under two sub-themes: “providing the right to participate in leisure time and play activities; providing the right to participate in cultural and artistic activities.”

Figure 8

*Themes and Sub-Themes that Emerged in the Pre-Application Process Regarding the Right to Rest, Leisure Time, Play, and Freely Participate in Cultural and Artistic Life*



In the sub-theme of providing the right to participate in leisure time and play activities, the students stated that children should be given the opportunity to play, the games should be suitable for their developmental stage, the children's right to play should not be hindered, children should rest, materials to play with should be provided to them, and the children should be given the opportunity to play with their peers. It was also stated that it is important for families to be role models for their children, to spend quality time with their children, to keep them away from social media, and to direct them to games regarding the provision of the right to leisure time and play. It was stated that the right to leisure time and play could be provided to students more by increasing the play time and areas in schools and teachers encouraging the games. On the other hand, some students stated that they did not have any knowledge or ideas on this subject.

In the sub-theme of providing the right to participate in cultural and artistic activities, students stated that it is necessary to encourage participation in cultural and artistic activities, to organize cultural and artistic trips, to inform the child about these activities, to watch movies and videos, to support children's imagination and creativity, and to experience different cultures. At the same time, they stated that families should direct their children to activities and not hinder them. It was emphasized that cultural and artistic activities should be organized at schools, these types of activities carried out at schools should be exhibited, and strengthening school-family cooperation is a necessity. In the pre-application process, students' statements concerning the right to rest, leisure time, play, and freely participate in cultural and artistic life are given in Table 6.

Table 6

*Student Statements on the Right to Rest, Leisure Time, Play, and Freely Participate in cultural and artistic life Pre-Application*

Theme	Sub-Theme	Code	Students Statements
Right to Rest, Leisure Time, Play, and Freely Participate in cultural and artistic life	Providing the right to participate in leisure and play	Not obstructing the right to play	S4: These rights should not be hindered, a suitable environment should be provided.
	Providing the right to participate in leisure and play	Giving the opportunity to play	S38: Children should be encouraged to play educational games in their spare time.
	Providing the right to participate in cultural and artistic activities	Informing the child about the activities	S40: Children should be given culture and art education. Children can be informed.

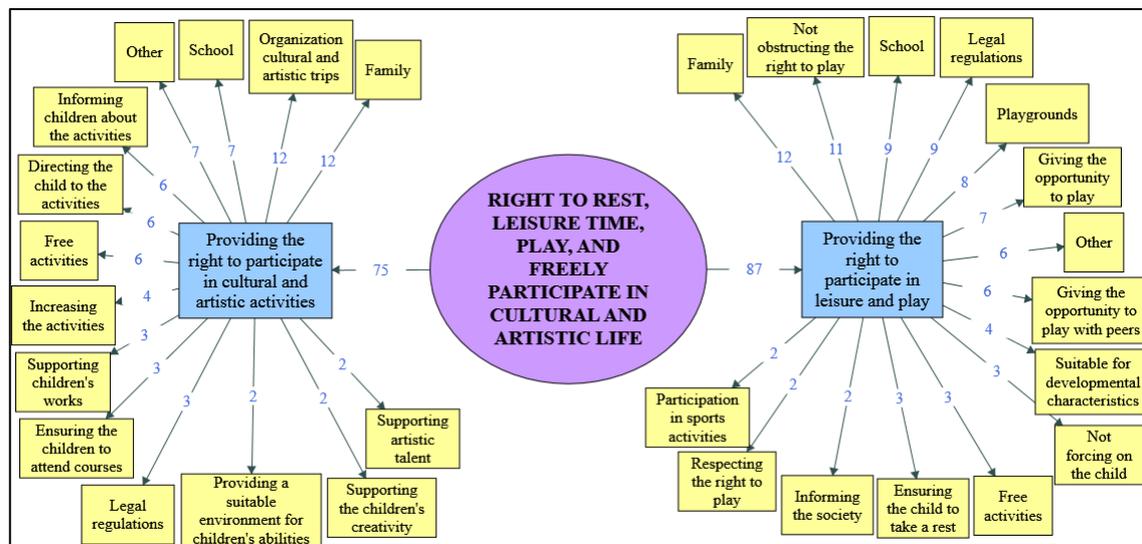
As can be seen in Figure 9, as a result of the analyzes made on the answers given by the students to the questions about the right to rest, leisure time, play, and the right to freely participate in cultural and artistic life in the post-application process, this right of the child was grouped under two sub-themes: “providing the right to participate in cultural and artistic activities and ensuring the right to leisure time and play.”

In the sub-theme of providing the right to participate in cultural and artistic activities, the students stated that organizing cultural and artistic trips, informing children

about activities and directing them to activities, free participation in activities, increasing the number of activities, ensuring that children attend courses, supporting children's studies and creative and cultural activities, legal regulations regarding participation in activities should be made available. The students stated that families should encourage and guide their children in these activities, that families should participate in these activities with their children, and that families should be informed about these types of activities. At the same time, the importance of organizing activities at schools and encouraging the teacher to participate in such activities was also emphasized.

Figure 9

*Themes and Sub-Themes that Emerged in the Post-Application Process Regarding the Right to Rest, Leisure time, Play, and Freely Participate in Cultural and Artistic Life*



In the sub-theme of providing the right to participate in leisure time and play activities, students stated that children's right to play should not be prevented, legal arrangements to ensure their rights to play games and play with their peers, play games that are suitable for their developmental characteristics should be done, the game activities should be free, the right to play should be respected, and national and international policies should be produced. Students suggested that families provide a play environment for their children, be sensitive to their children's right to play, and spend time with them in order to ensure the right to free time and play activities. It has been stated that by giving breaks to play at schools, creating playgrounds, and teaching lessons with fun activities, students can have more access to the right to free time and play. At the same time, the creation of playgrounds by municipalities and other institutions and organizations and ensuring the safety of these areas are considered important by the students. In the post-application process, students' statements concerning the right to rest, leisure time, play, and freely participate in cultural and artistic life are given in Table 7:

Table 7

*Student Statements on the Right to Rest, Leisure Time, Play, and Freely Participate in Cultural and Artistic Life Post-Application*

Theme	Sub-Theme	Code	Students Statements
Right to Rest, Leisure Time, Play, and Freely Participate in cultural and artistic life	Providing the right to participate in cultural and artistic activities	Supporting the children's creativity	S1: Children's involvement in artistic activities by using their own creativity should be supported in the school environment.
	Providing the right to participate in leisure and play	School	S2: The duration of game activities in schools can be extended.
	Providing the right to participate in cultural and artistic activities	Organization cultural and artistic trips	S20: Children can participate in field trips, museum tours, environmental tours, painting exhibitions, concerts, theater, cinema etc.

**Structured Interview Results**

Table 8 presents the findings obtained from the semi-structured interviews with the students about the scenarios presented in the PBL method. When the first part of Table 8 is examined, it can be seen that the students have mostly positive opinions about the scenarios prepared about “the right to education, the right to participate and right to rest, leisure time, play, and freely participate in cultural and artistic life.”

When the table is examined in detail, the general setup of the scenarios, the suitability of the scenarios with the scope of the subject, the relatedness of the scenarios with daily life, and the sufficiency of the scenarios are mostly thought to be positive by the students. However, there are also negative opinions on the same subject.

When the second part of Table 8 is examined, in the scenarios prepared about “the right to education, the right to participate and right to rest, leisure time, play, and freely participate in cultural and artistic life,” the students' commented on choosing the same scenario names, the same scenario contents, and the same method. On the other hand, students have many suggestions for the names and contents of the scenarios regarding the right to participate, the right to education, and the right to leisure time and play. There are also participants who say that they would use a different method other than the scenario method. Here, methods such as video-assisted teaching, teaching through games, question-answer, research papers, lectures, slides, teaching through stories, and so on., come to the fore. Some of the participants' opinions are given as follows:

S2: I would prepare a scenario about children who are not sent to school at all. (Scenario suggestion)

S8: I would also go through a case study. (Method suggestion)

S10: The title of the scenario that is developed here is very appropriate. (Suggestion for the title of the scenario)

S29: I would gather information and prepare a presentation. (Method suggestion)

S34: I would assist scenarios with some videos. (Method suggestion)

Table 8  
*Findings on Structured Interviews*

	Positive Views		Negative Views	
	N	%	N	%
<b>Right to Education</b>				
Scenario	32	88.89	4	11.11
Relevance of the scenario to the topic	36	100	0	0
Relationship of the scenario to daily life	36	100	0	0
Adequacy of the scenario	36	100	0	0
Total	140	97.22	4	2.78
<b>Right to Participate</b>				
Scenario	29	72.5	11	27.5
Relevance of the scenario to the topic	37	100	0	0
Relationship of the scenario to daily life	36	100	0	0
Adequacy of the scenario	28	96.5	1	3.5
Total	130	96.55	12	3.45
<b>Right to Rest, Leisure Time, Play, and Freely Participate in Cultural and Artistic Life</b>				
Scenario	35	71.4	14	28.6
Relevance of the scenario to the topic	36	100	0	0
Relationship of the scenario to daily life	37	100	0	0
Adequacy of the scenario	27	96.4	1	3.6
Total	137	90.13	15	9.87
Same Name/Scenario/Method		Name/Scenario/ Method Suggestions		
<b>Right to Education</b>				
Name of the scenario	21	42.85	28	57.15
Scenario suggestions	6	17.1	29	82.9
Method suggestions	6	13.95	37	88.05
Total	33	25.98	94	74.02
<b>Right to Participate</b>				
Name of the scenario	24	43.6	31	56.4
Scenario suggestions	10	35.7	18	64.3
Method suggestions	6	12	44	88
Total	40	30.08	93	69.92
<b>Right to Rest, Leisure Time, Play, and Freely Participate in Cultural and Artistic Life</b>				
Name of the scenario	22	41.5	31	58.5
Scenario suggestions	6	16.7	30	83.3
Method suggestions	4	8.3	44	91.7
Total	32	23.36	105	76.64

## Discussion

In this study, the reflections of online courses structured with the PBL approach on students' knowledge of children's rights were examined. In this context, it was determined that after the scenarios based on the PBL approach were applied, the students increased their knowledge of children's rights, and they were able to make more accurate and explanatory definitions and explain national and international legal bases. Although there are numerous studies in the literature that PBL was applied on various subjects increased students' understanding and success (Günter, 2020; Hursen, 2021; Khoiriyah & Husamah, 2018; McParland et al., 2004; Wilder, 2015), there are a limited number of studies in

which PBL has been applied on children's rights and citizenship. For instance, Thapalad & Intasena (2022) developed a scenario on the democratic lifestyle of citizens based on the PBL approach and applied it in their study. As a result of the research, it was found that the scenario developed based on the PBL approach increased the students' success. As a result of their study, Angelina et al. (2022) concluded that the PBL approach they applied in the citizenship education lesson improved the anti-corruption attitudes of the students. In the same way, there is a study in the literature that PBL was applied for the citizenship course motivated students to think critically and made them more sensitive to social inequalities (Rowland, 2022). On the other hand, Khanitchharongkul et al. (2020) concluded that PBL developed students' citizenship and analytical thinking skills and increased their success. In addition, there are studies in the literature on citizenship education where PBL increased the motivation and success of students (Darmawati et al., 2020; Pratiwi & Wuryandani, 2020).

In addition, when the answers given by the students to the pre-and post-application questions were examined, researchers identified six similar sub-themes in the main theme of the right to education. In the pre-application process, it was stated that every child has the right to receive education and go to school in the sub-theme of the right to education in the laws, while in the post-application process, it was seen that the students expressed mostly national and international legal bases. These legal bases are the basic law of national education, the right to education according to the Constitution, the United Nations CRC, and the Universal Declaration of Human Rights.

Dunphy (2012) stated in his study that children's perspectives should be revealed in order to ensure the participation of children in education in early childhood education. In order to increase participation in education, students suggested strengthening family-school interaction and increasing families' positive views of education. In the study of Becerra-Murillo (2022), it was stated that educators depend on the parents to work in school-family cooperation and the children's education in a comprehensive environment in order to eliminate the drawbacks related to participation in education. Many implementations have been carried out by the State of the Republic of Türkiye to increase participation in education. Increasing compulsory education to eight years in 1997 and to 12 years in 2012 and the dissemination of education support projects are among some of the indicators of the state's efforts to increase participation in education. A study was conducted by MoNE (2001) to determine the problems of family participation in the children's education at school, and an alternative model was developed to ensure more participation. MoNE (2021) has developed safe schooling and distance education projects to meet the increasing demand for education services to be delivered to all students by providing equal e-learning opportunities to school-age children during the COVID-19 pandemic. With such projects, it has been tried to increase children's participation in education by raising the awareness of their families.

It has been determined that the students have a common opinion in both applications about the right to education of individuals with special needs and what can be done to increase their participation in education. On the other hand, while the majority of the students wrote statements about equal opportunities in education in the pre-application process, they produced more opinions on the mainstreaming-integrating practices on the right to education in the post-application process. In the pre-application process, only 2

students emphasized the national regulations regarding the right to education of individuals with special needs, while in the post-application process, 13 students mentioned both national and international conventions. This finding is similar to the results of Alborno's (2022) study. In the study, postgraduate teachers and teacher candidates were given training on private education institutions, types of disabilities, the history, philosophy, and models of inclusion, the United Nations Convention on the Rights of Persons with Disabilities, and the legal framework for inclusion education. At the end of the training, the teachers expressed positive opinions about various obstacles and the need to have a deeper understanding of inclusive education and that every child should have the right to receive an equal education.

When the answers given by the students about the main theme of the right to participate in the pre-and post-application were examined, three similar sub-themes were identified: defining the right to participate, supporting the grounds where the right to participate can be exercised, and legal bases. In the post-application process, in addition to these sub-themes, it was determined that the students made statements regarding the restriction of the right to participate. It was seen that student expressions regarding the determined sub-themes and codes were higher in the post-application process when compared to the pre-application process.

Although there are incomplete and incorrect statements about the definition of the right to participate in the pre-application process, it is seen that the majority of the students correctly defined the right to participate in the post-application process and supported it with examples. Similarly, in the post-application process, it was found that students' statements about the grounds on which children can exercise their right to participate were more accurate, explanatory, and multidimensional than those in the pre-application process. Anderson et al. (2022) examined the relationship between student participation in education and students' well-being in the school environment and being noticed. The findings of the study showed that children's participation in education depends on the positive correlation with their well-being and recognition. These findings support the views expressed by the student samples of this study. In his study, Gür (2019) revealed that teachers, administrators, and families focus more on children's right to development and participation but have superficial knowledge about the right to life and being protected. In his study, Dinç (2015) expressed an opinion on the right of parents to express their children's thoughts, to choose and make decisions on their behalf, and to do whatever they want as long as it does not harm their children or others. On the other hand, the research revealed that families do not have much information about children's rights, and need support to raise their awareness about it. All these research results show that parents, teachers, school administrators, and undergraduate students are aware of children's right to participate.

In the pre-application process, only one student used a general statement about the legal bases for the right to participate, while in the post-application process, more students referred to the article on the right to participation in the United Nations CRC.

In the post-application process, the students stated that families should be sensitive about providing a play environment for their children, their right to play should not be hindered, certain times should be allocated for games at schools, and appropriate playgrounds should be constructed, the child should be given the opportunity to play and

spend time with their peers. These findings are similar to the results of the study conducted by Tuğrul et al. (2019). In the aforementioned study, they examined the opinions of teachers about preschool children playing games. In the study, the teachers stated that children like to play in the garden the most and that the most suitable areas for playing are sand, water pools, and soil areas. On the other hand, there are findings in the literature that children are prevented from using their right to play; natural playgrounds are reduced, parents want teachers to teach academic subjects more by shortening the play time of children, school administrators want children not to play noisy games, and so on. (Dereli & Uludağ, 2013; Guddemi et al., 1998; Tuğrul et al., 2019).

While the students did not specify any legal bases regarding the right to rest, leisure time and play in the pre-application process, it was seen that they referred to the United Nations CRC and the relevant articles in the Constitution in the post-application process. With the scenario applied, it was found that the students' opinions about preserving the right to play increased.

When the students' statements about the participation in cultural and artistic activities in the pre-and post-application process were evaluated, it was seen that the children put more responsibility on the family. Unlike the pre-application process, they mentioned the legal regulations in the post-application process. A Culture and Art Cooperation Protocol was signed between MoNE and the Republic of Türkiye Ministry of Culture and Tourism (MCT) in order to ensure the participation of students in cultural and artistic activities. In the protocol, it is aimed to inform students and teachers about the branches of art, to raise awareness of art, and to participate in art activities (MCT, 2004; 2016).

As a result of the analyzes done on the structured interviews, the positive opinions of the majority of the students regarding the scenarios were found. Among these positive opinions are that the scenarios are instructive, catchy, suitable for the subject, interesting, relevant to daily life, effective in developing a different perspective, comprehensive, and sufficient. Students also expressed negative views that the scenarios were long, complex, and inadequate. In addition, some students stated that before starting the scenarios, as in the traditional way of teaching, direct information about the subject should be given, and lecturing and question-answer techniques should be used. In general, the majority of the students stated that the names of the scenarios, their contents, and the method used were appropriate.

There are some studies in the literature that support the findings obtained from the interviews. For instance, in the literature, there are studies in which students express positive opinions that they learn better when scenarios based on the PBL approach are used (Alkhuwaiter et al., 2016; Hmelo Silver, 2004). Studies also show that when teachers and students accustomed to traditional teaching encounter the PBL approach for the first time, the method is unusual, and the approach is long and complex (Vahidi et al., 2007; Yuan et al., 2011).

## Conclusion and Implications

In summary, in this action research, with the scenarios developed and implemented based on the PBL approach, students made more accurate, descriptive and multidimensional definitions of their right to education, right to participation, right to rest, leisure time, play, and freely participate in cultural and artistic life and that these rights were national and international. It has been determined that they refer to legal regulations. In addition, the majority of the students in the study expressed positive opinions about the scenarios applied.

Although there are studies in the literature in which some active learning methods and techniques are applied to the teaching of children's rights (Balcı & Şeren, 2021; Çelik & İlhan, 2021; Topçu, 2019), it is thought that this research is within the scope of a pilot study and may shed light on future research, since there is no such study in which the PBL approach is applied. Considering that students use more accurate and descriptive expressions thanks to the PBL approach, it is very important for teachers to receive training on children's rights in order for children to learn and practice their rights. Teachers should fully understand these rights and reflect them in their practices (Banko Bal & Güler Yıldız, 2021). In this context, it is thought that the PBL approach can be used to raise awareness of teachers about children's rights.

Considering the results of this research, the PBL approach can be used effectively in children's rights education at the university level. Scenarios for other rights of children can be developed by expanding the scope of those scenarios. Different active learning approaches can be used for children's rights to education. In addition, pre-service and in-service children's rights training based on PBL can be given to teachers. By increasing the size of the study group, its effect can also be examined in further experimental studies. Scenarios for other rights of children can be developed by expanding the scope of the scenarios. Different active learning approaches can be used for children's education rights. In addition, pre-service and in-service children's rights training based on PBL can be given to teachers. By increasing the size of the study group, its effect can also be examined in further experimental studies.

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Esra Sever Serezli; Conceptualization, methodology, application, validation, analysis, investigation, resources, data curation, and writing-original draft. Ahmet Akif Erbaş; Conceptualization, methodology, validation, analysis, investigation, resources, data curation, writing-original draft, visualization, and supervision. Tuğçe Günter; Conceptualization, methodology, analysis, data curation, writing- review & editing, and writing-original draft.

## Conflicts of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship and/or publication of this article.

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## Appendices

## Appendix 1. Scenarios and Education Sessions

### *Eray's Situation*

#### **Education Session I:**

Eray was a very successful 3rd grade primary school student. His views were respected by his family, teacher and friends. He was an exemplary student who was appreciated for his behavior. One day, he had a traffic accident while crossing the street after school. He couldn't understand what was happening. The people around immediately took him to the nearest hospital. Eray was operated on quickly, as he had lost a lot of blood. He survived after about two hours of surgery, but he may have had speech difficulties as a result of a head trauma. Eray was away from his school for about a month during his recovery. He missed his friends and teacher very much. The day he had been waiting for finally came. He entered his class with the same self-confidence, and his friends and teacher welcomed him very well. Before the accident, Eray was the class president. He had three weeks left to leave this position but when he came to the class that day, her teacher had already appointed another friend of his as class president. Eray was a little upset about this situation. His teacher told Eray that it would be better if this situation stayed as it was because he thought he would have difficulties completing the tasks of a class president. His teacher also decided instead of Eray to help him in the selection of activities related to the lesson. In fact, Eray was not very happy to be involved in these activities. A few weeks after Eray started school, his family realized that their son was becoming more withdrawn, not wanting to talk, and was starting to stutter.

1. What do you think the problem is?
2. Discuss by hypothesizing what the problem is.
3. What new information do you think is needed to solve this problem?

#### **Education Session II:**

His family immediately took Eray to his doctor who performed his surgery. The doctor said that Eray was physically healthy according to the result of the scans. However, he asked Eray to visit his friend, Psychologist Ms. Emel. Ms. Emel has a conversation with Eray for about an hour. He talks to him, tries to understand what the problem is that is upsetting him. Ms. Emel realizes that what Eray always talks about is the good memories he had before the accident. It was as if the days after the accident did not exist. Ms. Emel asks Eray to talk about what he went through at school or in her family environment after the accident. Eray first stays silent, then begins to explain:

“Actually, after the accident, my family was the same as they were before but they wrap me up in cotton wool. They make many decisions about me without even asking me. It is the same at school too. It's like no one ever listens to me, asks my opinions or asks me questions at home or at school. It can be difficult for me to explain something or talk about a subject because I hesitate while talking and stutter from time to time. That's why they usually act like I don't exist at all. They make their own decisions about me. I see their point; they don't want to wait for me. It's all because of me.” Eray's words were very upsetting. Ms. Emel thought that Eray felt inadequate, perhaps because his speech was problematic after the accident. She had to meet with his family and his class teacher because Eray was deprived of some of his legal rights in order to become an individual

who is not afraid to know and promote himself in the future, and who can express his thoughts freely.

1. What do you think the problem is?
2. Review your hypotheses in the light of new information.
3. What do you think Eray's family, teacher and Psychologist Ms. Emel should do to solve this problem?
4. What do you think is the right of children mentioned by Psychologist Ms. Emel?

EGQ-1: An article (scientific data) can be shown here on the right to participate.

EGQ-2: We talked about the right to participate in the home and school environment.

EGQ-3: In what other areas should children have the right to participate?

EGQ-4: What are the legal bases for the right to participate? Create the flow chart and present it as a report (Explanation: "Write down the hypotheses you created in the 1st and 2nd sessions, and the answers you gave to the questions, respectively. In the last section, write what you learned on the subject).

## **Appendix-2. Pre-Post Application Questions**

1. What is equal opportunity in education? In this context, what are the rights of children?
2. What should be done to increase student participation and attendance in education?
3. What are the education rights of children with special needs (disabled children)?
4. In which areas should studies be carried out in order to increase the participation of children with special needs (disabled children) in education?
5. What is the right to participate?
6. On what grounds should children exercise their right to participate?
7. How can children's right to rest, leisure time, play, and freely participate in cultural and artistic life be ensured?
8. What can be done about the participation of children in cultural and artistic life?

## **Appendix-3. Structured Interview Form**

### **A. Scenarios Titled "Mert and His Brothers" – Regarding children's right to education**

1. What are your positive and negative comments on the scenarios developed?
2. Are these scenarios suitable for the scope of the subject?
3. Are these scenarios related to daily life?
4. Are these scenarios sufficient? How do you think they could be improved?
5. What do you think about the name of the scenarios? If it were you, what would you name them?
6. What kind of scenario would you prepare about "children's right to education"?

### **B. Scenarios Titled "Eray's Situation" – Regarding children's right to participate**

1. What are your positive and negative comments on the scenarios developed?
2. Are these scenarios suitable for the scope of the subject?

3. Are these scenarios related to daily life?
4. Are these scenarios sufficient? How do you think they could be improved?
5. What do you think about the name of the scenarios? If it were you, what would you name them?
6. What kind of scenario would you prepare about “children’s right to participate”?

**C. Scenarios Titled “Ela’s Experiences” – Regarding children’s right to rest, leisure time, play, and freely participate in cultural and artistic life**

1. What are your positive and negative comments on the scenarios developed?
2. Are these scenarios suitable for the scope of the subject?
3. Are these scenarios related to daily life?
4. Are these scenarios sufficient? How do you think they could be improved?
5. What do you think about the name of the scenarios? If it were you, what would you name them?
6. What kind of scenario would you prepare about “the right to rest, leisure time, play, and freely participate in cultural and artistic life be ensured”?



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