



An Action Research Study on Developing an Interdisciplinary Curriculum in Inclusive Education

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Abstract

This study, which was designed as an action research study, identifies the problems in terms of the objectives of inclusive education in Social Sciences class and investigates improvements using an interdisciplinary approach. The study group comprised 31 fourth-grade students and a classroom teacher at a school in mid-level socioeconomic settings. The study was conducted in four cycles in total between February and June 2018 – a school semester. The problematic areas that were identified in the current status analysis of the objectives of inclusive education were grouped under three primary themes: (1) communication and social interaction, (2) teamwork, and (3) respect for common rights. Improvement levels of these primary problems in inclusive education were analyzed via observations, interviews, and the Level Identification Checklist. The interdisciplinary approach provided the most improvement in students who were having problems in showing respect for common rights, and improvements in this area had a positive impact on the other two areas. Furthermore, the students acknowledged their negative opinions about students under temporary protection, realized the language-related comprehension issues, and cooperated and expressed that they embraced the refugee students.

Keywords

Social sciences
Inclusive education
Interdisciplinary teaching
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Introduction

The increase in the number of refugees and asylum seekers around the world has required hosting countries to undertake efforts to address their emerging needs, identify solutions to problems, and sustain them in the public order. Refugees encounter, among others, educational problems, such as access to education, language-related problems, socio-cultural adaptation, and exclusion and economic difficulties, in countries where they seek refuge (Boyden, Berry, Feeny, & Hart, 2002; McBrien, 2005; Sezgin & Yolcu, 2016; Sinclair, 2001). It is necessary to address these problems and ensure that all school-age children are given equal opportunities for education. Inclusive education aims at reforming the education system to remove barriers for disadvantaged groups (Eğitim Reformu Girişimi [ERG], 2017). As a concept, inclusion in education has recently been the focus of education policies. The “inclusive education” concept was first used in connection with the integration of students with disabilities to regular classroom settings; however, its area of use has recently expanded to include cultural and

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language diversity in response to increased diversity in school communities (Ainscow, 2005; Pantic, Closs, & Ivošević, 2011). In certain countries, inclusive education is perceived as an approach to provide services for children with disabilities within general education settings. Internationally, however, it is increasingly seen as a broader reform that supports and welcomes diversity among all learners (UNESCO, 2001). Inclusive education aims to eliminate social exclusion, which is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and ability (Vitello & Mithaug, 1998, as cited in UNESCO, 2001). It is based on the belief that education is a fundamental human right and lays the grounds for a fairer society. UNESCO (2016) describes inclusive education as a process in which all learners, cultures, and communities respond to different requirements by increasing learning participation and decreasing discrimination within the education system. Inclusive education is necessary to provide disadvantaged children with the right to education for various reasons. Recently, the international mobility of communities and diversity of national populations have created certain problems for education systems. Unlike the earlier practice of separating the “students at risk” from the mainstream system to meet their needs, education systems and schools now aim at managing student diversity using inclusive education, which is about appreciating diversity, responding to it, and making schools supportive and an interesting place for all students (Education Queensland, 2005).

An analysis of the studies on inclusive education reveals that three different viewpoints exist. Although some studies address inclusive education that should be provided to refugees as a human right (Ainscow, 2005; Arnot & Pinson, 2005; Life Long Learning Platform, 2016; Shani & Hebel, 2016; UNESCO, 2001; Vallee, 2017), others argue that inclusive education is about bringing students with disabilities who require special education closer to their normal peers (Nuth, 2018; Pantic et al., 2011; Pingle & Garg, 2015; Shani & Hebel, 2016; Sinclair, 2001; UNESCO, 2001). Another view is that inclusive education aims to eliminate social exclusion, which is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and ability, and thus addresses the needs of all students (Ainscow, 2005; Arnot & Pinson, 2005; Bačáková & Closs, 2013; Block, Cross, Riggs, & Gibbs, 2014; Carrington & Robinson, 2006; ERG, 2017; Pantic et al., 2011; Pugh, Every, & Hattam, 2012; Robila, 2008; Taylor & Sidhu, 2012; UNESCO, 2001).

Inclusive education means that all students in a school, regardless of their differences, are part of the school community and can feel that they belong there. Reaching out to every student, and encouraging student participation and achievements is important (The Tasmanian Education Department, 2008). Schools play an important role for refugee students in terms of resettlement and facilitation of their transition to citizenship and belonging (Cassity & Gow, 2005; Christie & Sidhu, 2002). If schools play a key role in refugee resettlement, positive and amicable attitudes will develop against refugee students. School-centered change requires leadership, and it should ideally be promoted by educational authorities (Taylor & Sidhu, 2012). Schools that are inclusion-oriented are the most effective way of fighting against discriminating attitudes, building hospitable communities, creating inclusive societies, and providing education for everyone (UNESCO, 2001). Taylor and Sidhu (2012) reported that the most important aspect of inclusive schooling is developing positive and hospitable attitudes. Inclusive schools are schools, learning centers, or education systems that are open to all pupils. To achieve this, it may be necessary that teachers, schools, and systems must change to be able to address the diversity in students’ needs and ensure that students participate in every area of school life. It is also applicable to the process of determining and eliminating barriers in and around the school to minimize or impede learning (UNESCO, 2001).

Arnot and Pinson (2005) described the requirements of refugee students under three main themes: learning, social development, and emotional development. Moreover, to solve these problems, they asserted that a holistic approach should be adopted. In this context, an interdisciplinary approach in inclusive education is one that can be used to meet students’ learning requirements. Inclusive

education means that all students can have access to, and completely participate in, learning alongside their similar-aged peers. Teaching and learning strategies are arranged such that students' individual needs can be satisfied. Inclusive education encompasses all aspects of school life and is supported by cultures, policies, programs, and practices (Education Queensland, 2005).

This study aims to contribute to studies on inclusive education and draw attention toward the ever-increasing refugee problems in Turkey by adopting an interdisciplinary approach to discuss, and suggest local solutions to, the problems encountered by the students under temporary protection as well as other students in a classroom where students with different languages, ethnicity, and culture are schooled.

The Interdisciplinary Curriculum Development Approach and Inclusive Education

Curriculum development is the sum of dynamic relations between the aims/goals/objectives, subject area/content, learning experience/teaching-learning process and evaluation components of curriculum; it is a never-ending cooperative group activity that entails choosing among alternatives (Demirel, 2011; Ornstein & Hunkins, 2016). Interdisciplinary curriculum approach consciously applies the methodology and knowledge from multiple disciplines to examine a central theme, problem, or experience (Jacobs, 1989). Interdisciplinary teaching is the organization of teaching around a common idea that focuses on a concept and theme, problem, or event (Erickson, 1995). Mathison and Freeman (1997) described the interdisciplinary approach as the collective use of processes, concepts, or skills; components of two or more disciplines; as a research model comprising common themes and interdisciplinary connections; research skills; and enrichment of disciplinary content.

In this study, problem areas related to objectives of inclusive education are determinate via needs analysis. Because of this analysis, three fundamental problem areas were identified: "Communication and Social Interaction," "Teamwork," and "Respect for Common Rights". Since the review of the existing curricula revealed that these problem areas applied to several courses, not only to one specific course, these problems were addressed and solutions were implemented using an interdisciplinary approach. However, as the action research and curriculum development was an ongoing process and comprised interrelated stages, the interdisciplinary curriculum development model, developed by Jacobs and Borland (1986) was followed in this study. In this model, an interdisciplinary curriculum development process is composed of four phases:

1. **Selecting topics:** At this stage, a topic (theme, course area, event, issue, concept, or problem) must be selected. The scope of the topic should neither be very broad (such as life) nor very narrow.
2. **Brainstorming associations:** The second stage involves brainstorming to determine the sub-topics or disciplines that could be related to the topic. Students and other teachers may also participate in this stage.
3. **Formulating guiding questions for inquiry:** This stage involves asking questions to determine the relation of the topic to other disciplines and the scope of the interdisciplinary unit. Thus, the selected topic is placed in a relation to other disciplines.
4. **Designing and implementing activities:** At the last stage, the teacher designs activities that fit the specified objectives. Teaching strategies and methodology to be used during these activities are determined, and consequently, the activity is implemented.

Interdisciplinary teaching focuses on a concept (or problem or topic) and integrates knowledge and skills from relevant disciplines that clarify the different aspects of that concept. This integration aims to examine the concept in the content and teach the relevant knowledge and skills in various subject fields that are related to this concept (Yıldırım, 1996). This study sets out the problem areas related to inclusive education goals and applies solutions from an interdisciplinary perspective. Human

skills such as devising a solution to a problem in daily life, communicating with others, or working in groups are not peculiar to a certain discipline (Ulusoy, 2007; Yıldırım, 1996). In addition to these skills, others, such as language, literacy, communication, empathy, and respect for the rights of other children, are interdisciplinary skills that can be developed by students as part of several courses.

Kohl (1984) states that the following skills of students need to be improved through inclusive curriculum and argues that these are basic interdisciplinary skills: using language well; thinking through a problem and experimenting with solutions; understanding scientific and technological ideas and using tools; and using imagination, communicating, and learning how to learn something by oneself (as cited in Grady, 1994). Studies on interdisciplinary teaching approach reported that this approach increases students' interest in the course; contributes to the improvement of social skills and to their cognitive, affective, and social development; improves their creative and critical thinking abilities; improving problem-solving skills; and facilitates practical application of lessons in daily life, and thus ensures permanent learning (Aydın & Balım, 2005; Demirel & Coşkun, 2010; Demir, 2009; Demirel, Tuncel, Demirhan, & Demir, 2008; Doğanay, Karakuş, & Bolat, 2013; Özhamamcı, 2013; Simon, 2015; Trent & Riley, 2009; Tuncel, 2009; Yarımca, 2010; Yolcu, 2013). Interdisciplinary program approaches feature as a good model for developing teaching applications in inclusive education because of these developmental benefits. Inclusive education contributes to not only literacy, mathematics, and social sciences but also to improve communication, social skills, and peer relations (McManis, 2017). The aim of inclusive education is to determine the factors that impede learning; enable diverse teaching; prevent social exclusion; foster sense of belonging to class and school; curb discrimination within the education system; develop positive and hospitable attitudes; address students' individual needs; ensure harmony among students and prevent marginalization and offer students opportunities that fit their social, cultural, and linguistic diversity (Ainscow, 2005; Azorin & Ainscow, 2018; Cassity & Gow, 2005; Education Queensland, 2005; Pantic et al., 2011; Taylor & Sidhu, 2012; UNESCO, 2001, 2005, 2016). These aims can be achieved via detailed and comprehensive studies to be conducted by more than one discipline around a common goal. Generally, in the literature, studies focus on ways to increase effectiveness of schools for everyone; scale development and survey practices in various languages to improve inclusive education; and factors affecting inclusive education and teacher training in the subject (Azorin, 2017; Bourke & Mentis, 2013; González et al., 2013; Kitsantas, 2012; Pegalajar, 2014). However, according to Intxausti, Etxeberria, and Bartau (2017), future studies should analyze how schools apply evidence-based practices to be more effective and inclusive. Therefore, for practical evidence-based solutions, inclusive education should focus on methods for developing curricula and practices to ensure participation and learning for all students. The subject areas selected for this study (Social Sciences, Human Rights, Citizenship and Democracy, and Turkish courses) intensively deal with respect for human rights, communication, socio-affective development, hospitality, linguistic harmony, and social skills, which are related to inclusive education and therefore offer many opportunities to foster it. Therefore, a curriculum development study was planned based on the "interdisciplinary model" to contribute to the aims of inclusive education as well as the local solutions for the problem areas.

In line with this aim, the study sought answers to the following questions:

In a classroom comprising students of different languages, ethnicity, and cultures,

1. What are the problem areas regarding the needs that inclusive education aims to address?
2. In what ways can a curriculum developed with an interdisciplinary approach contribute to addressing these problem areas?

Method

The study adopted action research as a qualitative research design because the goal was to determine the local problem areas regarding requirements that inclusive education aims to address in a classroom comprising students of different languages, ethnicity, and cultures, as well as proposes solutions to these problems based on the interdisciplinary approach. Action research is an evidence-based process comprising cycles that involve defining a group of individuals, trying to recognize the problem, assessing the success level of efforts, and trying new solution proposals if the result was not satisfactory (Kemmis & McTaggart, 2000; Stringer, 2014; Yıldırım & Şimşek, 2016). Furthermore, in the interdisciplinary curriculum development model, the problems were treated as themes and activities were constructed around these themes with the help of Jacobs and Borland's (1986) model. By synthesizing this model and Stringer's (2014) interpretive Action research model, a new model is presented. The model showing the process of curriculum development is shown in Figure 1.

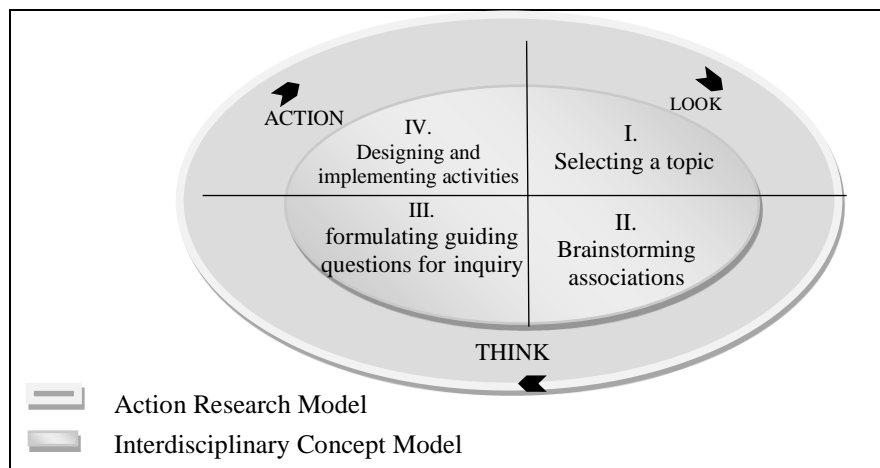


Figure 1. Model of Action Research (Dolapçioğlu, 2019)

The action research model on which this study is based is the interpretive action model by Stringer (2014). This model comprises the Look, Think, and Action steps. These steps were combined with the Jacobs and Borland's Interdisciplinary Concept Model. The Look step was synthesized with selecting a topic; the Think stage with brainstorming associations and formulating guiding questions for inquiry; and lastly, the Act step with designing and implementing activities. The study was conducted in four cycles, where the first cycle was followed by re-look, re-think, and re-action steps for the rest of the study.

The steps taken in the process of curriculum development:

- 1. Look:** In this step, the current state was analyzed. Observations were made in the classroom, and school managers, guidance and counseling specialists, and classroom teacher and specialists from different branches were consulted. Then, the data were analyzed to determine the problem and sub-problem areas (Table 1). Each problem area was regarded as a theme (topic). The problem areas were grouped into four dimensions: "Communication and Social Interaction," "Teamwork," and "Respect for Common Rights I and II."
- 2. Think:** In this step, learning outcomes and course contents of the fourth grade curricula (Social Sciences, Life Sciences, Mathematics, Turkish, and Human Rights, and Citizenship and Democracy) were examined to identify the existing learning outcomes corresponding to the problem areas (themes) that were found during the Look step and which will support the action plan goals (see Annex 1). Finally, action plan goals were created in line with these learning outcomes and contents and planning was made regarding the experts to work with, along with the implementation time and costs.

3. Action: The learning outcomes in the curricula belonging to different disciplines for each problem area were considered while designing interdisciplinary teaching activities. Then, these teaching activities were presented to the assessment board, and after completion of necessary revisions, they were discussed under the guidance of the teacher, and in the final step, they were implemented in the classroom. After completing the implementation, the Look step was repeated to evaluate the improvements in the behaviors of the students with regards to the problem areas, whereas the Think step was repeated to discuss and revise the learning outcomes and contents determined for the second action plan. Based on new questions and brainstorming, necessary changes were introduced to the action plan, the learning outcomes were revised, and new activities were designed and implemented based on the requirements (the Action step). Then, the Look step was repeated again. In this manner, the development and discussions on problems areas and development of action plans were repeated in a total of four cycles.

The Setting and the Study Group

The region where the study was conducted witnessed a great deal of migration in a short period of time. According to the UNHCR (2017), Turkey accommodated the largest number of refugees (3.7 million) around the world after the migration from Syria to Turkey. In Hatay, a province on the Syrian border faced with a high inflow of refugees, where the study was conducted, and the ratio of all primary school students to Syrian primary school students under temporary protection is 15.2%. There were 1,070 students attending the school, including 200 Syrian students under temporary protection and 1 Tunisian guest student. The school also had Syrian students who have obtained Turkish citizenship. Note that 190 four-grade students attended the school. There were 1–5 Syrian students under temporary protection in each class.

Criterion sampling strategy, a type of purposive sampling strategy, was adopted because of the importance of conducting an in-depth investigation in Action Research and the limitations in analyzing behaviors through observations. Student selection was based on the results of the Level Identification Checklist assessment. Seven fourth graders were selected for the study. In terms of their demographic characteristics, these seven students were aged 10 years and came from the families with medium socioeconomic income levels. The criteria that were considered while determining the participants are as follows:

- Receiving training together with Syrian students under temporary protection;
- In the group studies conducted with Syrian students under temporary protection, considering the observations made in accordance with the “Level Identification Checklist” during the stage of determining the problem areas in the need analysis:
 - The frequency of behaviors in the “Communication and Social Interaction” dimension;
 - The frequency of behaviors in the “Teamwork” dimension; and
 - The frequency of behaviors in the “Respect for Common Rights” dimension, should be at least one; and
- Researchers having obtained informed consent of both the students and their families.

The classroom teacher, who conducted the study process and was a member of the assessment board, was a female teacher aged 35 years with 12 years of teaching experience, and she received training on teaching refugees as part of the PICTEC (Integration of Syrian Students to Turkish Education System) project. Two researchers who were in charge of checking the assessment process had doctorate degrees in curricula and teaching. The lead author, one of the researchers in the present study, participated in the whole implementation stage of the curriculum, and was actively involved in the situation analyzes stages of the study as well as the preparation, implementation, and assessment of action plans.

Action Research Assessment Board: Action research requires several specialists to work in cooperation on the problem areas, and therefore, five meetings (before the study and after each cycle) were held during the process and the study was revised each time before proceeding to the next cycle. The assessment board included two specialists (Dr., Faculty Member, Psychological Counseling and Guidance, and Assoc. Prof. Dr., Special Education) to deal with the negative student behaviors; two specialists (Dr., Faculty Member, Curricula and Instruction) to focus on needs analysis and examination of curricula of different disciplines, as well as selection of action-related outcomes and design of teaching activities; one specialist (Prof. Dr., Curricula and Instruction) for action research and curricula development studies; a teacher from the school's counseling unit; two fourth grade teachers; and the school principal.

Data Collection Tools

Data were collected through observation records, interviews, and teacher–researcher journals. Data sources of the study are as follows:

- Level Identification Checklists for Observations:** A level identification checklist specifies the characteristics required from a product or performance and makes it possible for the observer to make comparisons regarding the level of each characteristic (Johnson, 2014). Observation assessments (first assessment before the implementation and separate assessments before each cycle) were performed throughout the study. Moreover, a standard level identification checklist was used. For preparing the checklist, the studies on the provision of equal education for every student, one of the principles of inclusive education, were examined, and the main items were determined. At this stage, a scientist specialized in psychological counseling and guidance, who conducted scientific studies on cognitive distortions and negative behaviors in children, was invited to the assessment board. Finally, the items related to the dimensions and the Ministry of National Education's assessment criteria from the e-school project, which were used to assess the behaviors of primary school students, were also taken as basis in drawing up the checklist. After this stage, the checklist in question was presented to two researchers specialized in psychological counseling and guidance; two experts specialized in curriculum development and thinking education; and one expert specialized in child development for the assessment of content validity and item comprehensibility. In this context, five specialists provided their opinions on both the comprehensibility of items and the comprehensiveness of the relevant dimension by each criterion. In line with the suggestions of the specialists, the checklist was finalized as 11 items in total for three main dimensions, namely, communication and social interaction, teamwork, and respect for common rights. Of these items, five are related to communication and social interaction, three are related to teamwork, and three are related to common rights. Communication and social interaction, teamwork, and respect for common rights are integral parts of education and instruction and constitute the very basis of inclusive education. (Azorin ve Ainscow, 2018; Cassity & Gow, 2005; McManis, 2017; UNESCO, 2001; Taylor & Sidhu, 2012). The frequency of the results was listed from the highest to the lowest at the end of each cycle. According to the ranking, the frequency and level of possible student behaviors were assessed as follows:

Frequency of Behavior	Level	Description
5–6	4	Often
4–3	3	Sometimes
2	2	Rarely
0–1	1	Never

- **Semi-Structured Interview Form:** Interviews were conducted separately with the classroom teacher and students. The interview form was developed by researchers and used after consultation with an expert. Parallel to the main problem areas, the interview form included five questions about the categories of “what changes the in-class activities lead to in the communication with, social relations, and thoughts about Jasmin; reasons of previous negative thoughts, if any, and suggestions for solutions”. Similarly, the classroom teacher was interviewed at the beginning of the process and after each cycle about the positive changes that were brought about by the activities designed with an interdisciplinary approach and implemented during the Social Sciences lesson for the behaviors of the students toward the student named Jasmin in the main dimensions of respect for common rights, teamwork, and communication.
- **Journals:** The journals include examples about student attitudes towards Jasmin during out-of-classroom activities. Since all the courses conducted by the teacher might lead to behaviour changes, the teacher was asked to keep a journal. The data collected from this journal was taken into consideration in the new planning process after each cycle. The researcher observed student interactions about this issue during the time she was at school, and she took notes.

Data Collection and Analysis

Content analysis and descriptive analysis were adopted during the analysis process. Descriptive analysis and content analysis are methods used to analyze qualitative research data (Miles & Huberman, 2015; Patton, 2014; Yıldırım & Şimşek, 2016). In this context, “Communication and Social Interaction,” “Teamwork,” and “Respect for Common Rights” were considered as individual topics (problem areas). The checklist and interview form, presented in the data collection tools, were used for needs analysis. Four action plans set out using the interdisciplinary approach for each problem area were implemented and assessed during the process. Each action lasted for ~4 weeks, including the assessment meetings. Action plans were created in cooperation with the assessment board and separate meetings were held with the classroom teacher to work on the “Action” step.

- **Observation:** The observations were conducted through checklists. Patton (2014) argued that in Action Research, it is important for the researcher to spend time in the work environment and participate in the whole or part of the study. Therefore, two researchers participated in the study as participant observers. Both researchers worked on action research models and data collection tools and participated in the development work. In participant observation, a checklist can be used for the situation, event or object to be observed, and the frequency of the behaviors observed is marked on the checklist (Johnson, 2014). In the same vein, this study employed a level identification checklist. The researcher made observations for 19 h (December 2017 - May 2018). In this process, the student behaviors were examined during the course activities performed with Jasmin before the course implementation, and then the problem areas were determined. The data obtained through observation by focusing on these problem areas were descriptively analyzed using the level identification checklist during the observation. Moreover, the classroom teacher was asked to make an evaluation after the lesson. Descriptive analysis was selected for observation data because the focal points to be observed were based on a form structured according to the problem areas determined in the needs analysis (Yıldırım & Şimşek, 2016).
- **Interviews:** A semi-structured interview form was used during the interviews with the students and the classroom teacher. In semi-structured interviews, the titles and topics are determined in advance. The order of the questions and sentence structures are determined during the interview (Patton, 2014). Each student was interviewed for 22 minutes on average. The interviews were recorded and took place in the room of the counseling teacher at the school.

Interviews with the classroom teacher were conducted in a both structured and unstructured manner throughout the process. Four interviews were conducted with the teacher after each cycle regarding the changes in student behaviours in their communication with Jasmin. As to the students, they were interviewed three times based on the main problem areas identified in the data collection tool at the beginning, in the middle, and at the end of the process. Unstructured interviews were performed twelve times in total following each lesson. The content of the interview questions were similar to semi structured interview questions. Pseudonyms were used in the presentation of the research findings. The interview records were analyzed using content analysis, which was selected because it helped reveal the messages embedded in the interviews.

- Researcher–teacher journals: Behavioral changes in all courses taught by the teacher and the researcher observation notes regarding student behaviours toward Jasmin were reviewed in the reflection meetings after each cycle. All the experts participating in the study, researchers, classroom teachers, and guidance and counseling specialists came together in these meetings.

Validity and Reliability Studies

To ensure validity and reliability, the data were collected with three different methods (methodological triangulation) and analyzed by two people. However,

- Opinions of specialists from different disciplines (investigator triangulation) were obtained at different stages of the study. In addition to the classroom teacher, an expert specialized in teaching thinking was invited to decision-making meetings during the interdisciplinary curriculum development efforts and another expert specialized in psychological counseling and guidance was invited to decision-making meetings for the fourth action plan arrangement stage.
- According to the Level Identification Checklist assessment results, the Cohen's kappa coefficient between the scores of the evaluator and the teacher was calculated as $(k)=.84$.
- All quotes in the findings from the interviews were presented with a "pseudonym" belonging to the students. Categories that were related to each other were inductively determined and models were created that displayed the holistic relationship. The consistency of the coding of the interview data between the two people specialized in special education and curricula was found to be 87%. Furthermore, the improvement was evaluated after implementing each action plan.

Results

What Happened and How (Process for the Identification of the Problem Areas)

Firstly, a current situation analysis was conducted, enabling a curriculum development study that would facilitate the harmonization process between students and the refugee student Jasmin to achieve a common education setting. For this purpose, problem areas for the needs identified during data analysis, sub-problematic behaviors and related lesson objectives, and learning outcomes were determined. Consequently, the learning objectives of the courses to be attended by the students during the academic year (Social Sciences, Life Sciences, Mathematics, Turkish, Human Rights, and Citizenship and Democracy) were determined and compared with the learning objectives required based on the current situation analysis. Consequently, the disciplines and content were determined, relating the learning outcomes in the study guide that was prepared based on the requirements. The problem areas determined and the sub-problem areas on which the required program learning outcomes were based are given in Table 1, together with the disciplines they are related to in terms of content.

Table 1. Findings on the current situation analysis

Action Planning	Problem Areas	Sub-problem Areas	Action Plan and Curriculum Attainments	Related Discipline in terms of content
Cycle 1	Communication and Social Interaction	Having manners during communication Using a positive communication language Asking for the opinion of all members in the decision-making process	Y. Works in cooperation with his/her peers. T. Applies the introduction rules in communication. T.4.1.9. Expresses his/her views about what s/he has heard/seen. SB.4.1.4. Empathizes with the other individuals having different characteristics. * Makes comments about the images in the text.	Turkish Language (T), Social Sciences (SB), Human Rights, and Citizenship and Democracy(Y)
Cycle 2	Teamwork	Fulfilling group responsibilities Cooperating Asking for the opinion of all members in the decision-making process	T.4.1.9. Expresses his/her views about what s/he has heard/seen T4.2.5. Participates in discussions and conversations in the classroom. SB.4.1.4. Empathizes with the other individuals having different characteristics. * Expresses his/her feelings about an event s/he has read. Feels himself/herself and his/her peers as belonging to the class. Works in cooperation with his/her peers.	Turkish Language (T), Social Sciences (SB), Human Rights, and Citizenship and Democracy(Y)
Cycle 3	Respect for common rights (I)	Addressed within three points under the heading "Respecting the rights and liberties of peers in the classroom": *Helping others when necessary *Ignoring the fact that different looks do not constitute a hurdle for child rights	SB.4.6.1. Gives examples to the rights s/he has as a child. SB.4.7.4. Pays respect to diverse cultures. 4.1.1. Identifies the central theme/central feeling of what s/he hears/watches. Y4.2.3. Compares the lives of the children who can and cannot enjoy their rights and freedoms. Y4.3.3. Knows that people are equal in terms of rights and freedoms. * Recognizes that different looks do not constitute a hurdle for the rights of the child.	Turkish (T), Social Sciences (SB), Human Rights, and Citizenship and Democracy(Y)
Cycle 4	Respect for common rights (II)	Ignoring the fact the all children have common feelings and thoughts	Y4.2.4. Expresses feelings in case of violation or restriction of rights and liberties. Y4.3.5. Explains emotions that could be evoked in humans in case of unfair or unequal treatment. SB.4.6.1. Becomes aware of his/her rights as a child. T.4.1.9. Expresses his/her views about what s/he has heard/seen. * Realizes that children may have similar feelings and thoughts.	Turkish (T), Social Sciences (SB), Human Rights, and Citizenship and Democracy(Y)

*The problem areas are restricted to in class group activities in which refugees are educated.

The program learning outcomes with codes such as T.4.1.9. [Turkish], SB.4.7.4. [Social Sciences], or Y4.3.5. [Human Rights, Citizenship and Democracy]) are the learning outcomes given in the current curriculum for the fourth grade. Inclusiveness was improved by benefitting from the existing curriculum. The purpose is to benefit from curriculum studies and bring these curricula together for inclusiveness through an interdisciplinary approach because the inclusive interdisciplinary curriculum is reported to be more successful than a traditional one (Kaukko & Wilkinson, 2018), and the most successful inclusive curricula are the ones that are based on a school-based and holistic model (Block et al., 2014). Group work provided us with the opportunity to observe how students communicated and worked together with the student under temporary protection who came from a different culture. Pair discussions, station, speaking circle, and drama techniques were utilised during the instruction. Classroom observations were conducted during the instruction. Observations were assessed based on the problems that were addressed by the inclusive education and experienced by students with Jasmin, who was under temporary protection. The problem areas that emerged were analyzed from three aspects: communication and social interaction, team work, and respect for common rights. A guide was created by designing the learning outcomes for the sub-problem areas and study activities. An action plan was prepared for each problem area, and the implementation process was initiated.

Implementation

The process to be followed during the study was organized based on the action plan spiral and included: LOOK, gather relevant information, and describe the situation; THINK, explore, analyze, interpret and explain, and ACTION; plan, implement and evaluate steps. Each action plan contained these steps and there were four action plans in total:

Cycle 1

The first cycle focused on investigating the “communication and social interaction” problem that was identified during the current situation analysis from an interdisciplinary perspective and developing solutions to solve the problems. Throughout the process, considering the interaction-related problems within the class that the students experienced with Jasmin, the student under temporary protection, “communication and social interaction” was chosen as the topic (selecting a topic). The contents of the Turkish, Human Rights, Citizenship and Democracy, Visual Arts. and Social Sciences courses were analyzed to determine the sub-topics that each field could contribute to in connection with the problem areas (brainstorming associations). These sub-topics were threefold: having manners during communication, using positive communication language, and including Jasmin in the decision-making process. Afterwards, detailed questions were formulated about these sub-topics to discover what can be achieved through different disciplines (Formulating guiding questions for inquiry: THINK). Finally, sample activities were designed at the designing and implementing activities stage of the interdisciplinary model. These activities comprised performance-based activities, aiming at encouraging cooperation, improving ways of making acquaintance, and communicating and fostering imagination, without diverging from the current situation sub-problem areas. It was decided to implement three activities within this cycle for 5 h across a 2-week period (ACTION). At the end, there was no result indicating an improvement within the group where the refugee student Jasmin was placed in terms of the problems regarding communication manners, positive communication language (RE-LOOK; see Figure 2).

The teacher’s comments on the communication manners are as follows:

... We have barely got any results because we could not eliminate prejudices. No matter what I did in the group where Jasmin was placed, I could not build a healthy communication. I even met the relevant guidance service and parents of two students. The parents told me that they had explained their children that we all may have different ethnicity and their behavior was wrong. Indeed, I observed certain extinction in negative behaviors, but communication problems in the class persisted’ (Classroom Teacher, 23.02.2018).

Consequently, in this cycle no improvement was achieved in addressing the problem areas. Teamwork with field experts resulted in the decision to proceed with activities targeting the sub-problems of the team work main problem. Observational findings regarding the problem areas are given below:

... The classroom was divided into groups to implement the station technique in the class. Enes from Jasmin's group first did not want to work with him. Enes' attitude affected other students in the group. When the bell rang to signal the break everyone walked away and as they came back this time the refugee student did not want to join the group. After the teacher walked up to the students and convinced them to sit together, they played among themselves... The refugee student did not join the game at all... As the group work was still going on, a discussion broke out between Ayça and the refugee student... The teacher intervened immediately, calmed them down and went back (Observation Record, 23.02.2018).

The study was proceeded by making a new action plan for the teamwork problem area. This action plan includes interdisciplinary activities to reach the action plan learning outcomes that include "Expresses his/her views about what s/he has heard/seen; Feels himself/herself and his/her peers as belonging to the class; Works in cooperation with his/her peers".

Cycle 2

Re-look, re-think, and re-action steps were taken depending on the improvement and decisions determined in the first cycle. It was concluded that students had problems with teamwork. At the re-look stage, addressing the "teamwork" problem identified after current situation analysis (selecting a topic) with an interdisciplinary approach and developing activities for solving the problems was the new focus. The contents of the Turkish, Human Rights, Citizenship and Democracy, Visual Arts, and Social Sciences courses were analyzed to determine the sub-topics that each field could contribute to in connection with the problem areas (brainstorming associations). These sub-topics were threefold: including Jasmin in the decision-making process, having manners during communication, using positive communication language, and fulfilling group responsibilities and cooperation. Afterwards, detailed questions were formulated about these sub-topics to discover what can be achieved through different disciplines. Finally, sample activities were designed at the designing and implementing activities stage of the interdisciplinary model. These activities comprised performance-based activities aimed at encouraging students to express their feelings and building a sense of belonging in students, without diverging from the current situation sub-problem areas. It was decided to implement two activities within this cycle for 5 h across a 2-week period.

The behaviors related to the problem areas in the group where Jasmin was placed were assessed. The Level Identification Checklist and teacher–researcher journals were considered during the assessment. At the end, the sub-problems related to teamwork also persisted in the group Jasmin was in (see Figure 2). Observation records from the implementation of the second action plan are given below:

"... Today, we implemented one of the activities in the second action plan. The refugee student Jasmin spent more time to complete the activities than other students did. She was hesitant to join the group work. Then, we went on to the hand drawing activity, after which everyone stood in front of the classroom and shared their thoughts. We clapped out hands to encourage Jasmin as she was supposed to share hers, but she continued to talk quietly. She was annoyed by her classmates' giggles because of the semantic mistakes in her sentences caused by her poor language skills" (Observation Record, 01.03.2018).

The results of the Level Identification Checklist assessment observation reveal that problems such as refusing to work in collaboration and helping one another continued to a large extent. The classroom teacher stressed the persisting problems by saying, "After Jasmin shared her feelings in front of the class and went back to her desk, a classmate made fun of her by saying, "Why did you say you will study? You do not study," and they began to quarrel. They both wanted to go to another group".

It was decided to proceed with the study by making a new action plan for the respect for common rights problem area. This action plan includes interdisciplinary activities to reach the action plan objectives “showing respect for the rights of classmates and recognizing the fact that different looks do not constitute a hurdle for child rights”.

Cycle 3

The sub-problem areas based on the problems about respect for the rights of those under temporary protection were helping others when needed and recognizing the fact that different looks do not constitute a hurdle for child rights. The fourth-grade schedule was checked, and a decision was made for initially studying the child rights that are covered in the Social Sciences, Human Rights, and Citizenship and Democracy disciplines. Two activities were prepared and implemented for 4 hours in total so that students could realize that different looks cannot be a hurdle for child rights. The behaviors related to the problem areas in the group where Jasmin, who was under temporary protection, was included were assessed by focusing on the problem behaviours. For the assessment of the group where Jasmin was present, The Level Identification Checklist, student interviews, and teacher–researcher journals were taken into consideration.

As a result, a positive and important behavioral development was observed in the communication and social interaction problems areas “valuing child rights, showing respect for the rights and liberties of classmates and recognizing the fact that different looks do not constitute a hurdle for child rights”- which demonstrated no improvements in the first two cycles- and the teamwork sub-problem area (see Figure 2). As the study was effective in this problem area, we decided to conduct a more detailed study in the same area. The observation records of the researcher during the implementation of the third action plan are given below:

... Students watched a video in class today. It was about the story of children who were awarded the rising star of the world prize for building a robot in a village of Mardin province... They found it interesting that students at the school regardless of their differences in language, religion or ethnicity came together and received a worldwide recognized prize. The teacher stressed that they were also entitled the entirety of child rights and their clothes were different because of their culture. They continued with activities drawing attention to possible impact of economic conditions on choice of clothes as well as the fact that this does not affect child rights. Afterwards, the teacher asked student what they took away from the video... The answers were as follows: When we work together the next time, we will also let Jasmin into our group, we will exchange opinions with her, etc. As this was happening, another student called out to Jasmin and said “Look, they are talking about you.” Students were now approaching her more gently. Then, the teacher asked if there were another student in the class with Arab origin. The majority of the class was of Arab origin. Other students were surprised to hear this and asked what origin means, and we talked about the meaning of origin... Moreover, the subject of human languages was brought up and the teacher told that we should not outcast Jasmin just because she speaks Arabic and that we actually do not speak real Turkish, and we looked up how we can say mother, father in Azerbaijani on the internet and ended the class (Observation Record, 02.04.2018).

... A lot of students in the classroom were impressed by the activity on child rights, which aimed at getting to know the children of different countries. A student said, “We have child rights in our country. If another country does not have them, I can go there, and introduce them so that the leaders of that country agree on and sign the convention on the rights of the child” (Observation Record, 12.04.2018).

At the end of observation and the Level Identification Checklist Assessment following the implementation of the action plan, it was seen that cooperation within the class, including classmates in the decision-making process, and using positive communication language significantly improved.

The classroom teacher’s comments on the subject were as follows:

... My observations show that Jasmin is getting rid of her shyness every passing day. She has started to answer questions I ask in the class, though rarely. She laughs at the jokes of her classmates. But, she still hesitates to play with them except in the game and physical activities class as we still have not been able to eliminate her linguistic problems completely (Observation Record, 18.04.2018).

The third action plan validity committee concluded that positive developments were achieved in solving the problems. Activities based on the learning outcomes of "raising awareness about the right of refugee children to receive education and play games just like other children" affected the other problem areas. After the third action plan, improvements were observed in all problem areas, namely, communication and social interaction, teamwork, and respect for common rights (see Figure 2). It was decided to proceed with the study by making a new action plan that targets the respect for common rights problem area. This action plan includes interdisciplinary activities to reach the action plan objectives "realizing that children may have similar feelings and thoughts and realizing positive and negative thoughts of classmates about a new student in the classroom".

Cycle 4

One of the sub-problem areas based on the problems about respect for the rights was found to be "ignoring the fact that all students may have common feelings and thoughts". Sub-study areas in this problem area were determined by focusing on the Social Sciences, Human Rights, and Citizenship and Democracy disciplines. The targeted learning objectives were "realizing that children may have similar feelings and thoughts and realizing positive and negative thoughts of classmates about a new student in the classroom" (THINK and brainstorming associations and Formulating guiding questions for inquiry). Activities were prepared and implemented for 5 h (ACTION and designing and implementing activities). Observations on the group where Jasmin was placed, the Level Identification Checklist and interviews with teachers and students were considered during the assessment. At the end, positive behavioral development regarding the problem areas continued to be observed in the students who were in Jasmin's group (see Figure 2). The observation records of the researcher are given below:



... The teacher drew a pair of red glasses on the board. Afterwards, she told student that there was a new student named Leyla in the class and her classmates treated her badly and asked the class to put themselves in the new student's shoes and share how they felt. She wrote the feedback onto the board and went on to draw a pair of blue glasses on the board, and this time told the class that her classmates now treated her nicely and they all got on very well and again asked them to put themselves in the new student's shoes and share their feelings. She wrote the feedback onto the board. Then, she asked which case was more favorable and would make both the new student and the class feel better. We received short comments from the students as one student called out to Jasmin and said, "Look, they are talking about you." The teacher then turned to the class and said that they should not treat their classmates like with the red glasses; instead, they should treat them nicely and be in good terms with them (Observation Record, 02.05.2018).

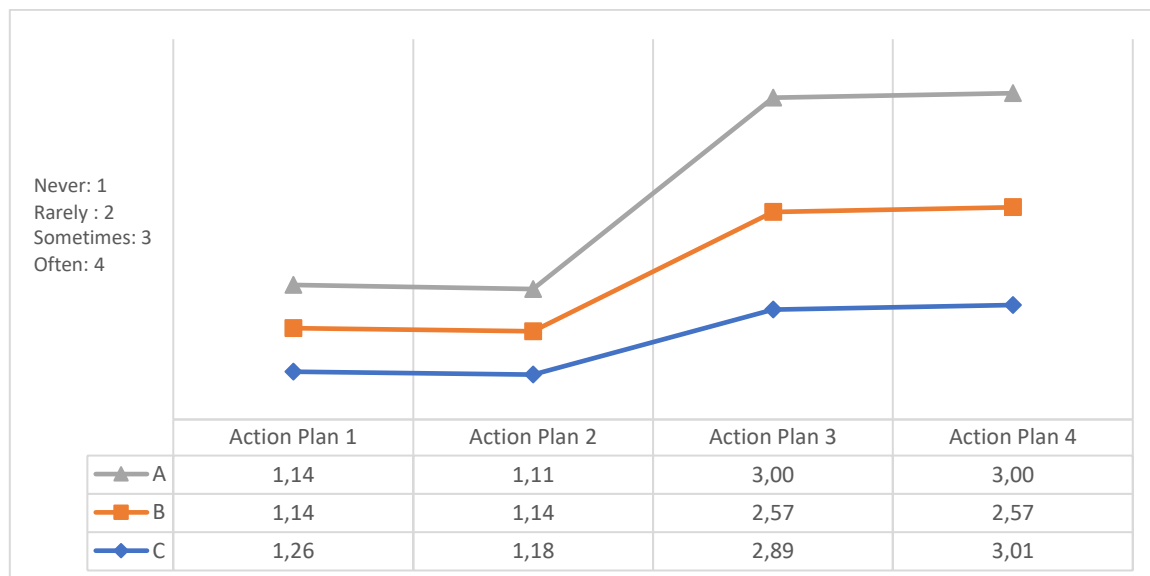
At the end of the Level Identification Checklist assessment following the implementation of the action plan, it was seen that cooperation within the class, including classmates to the decision-making process, using positive communication language improved. The classroom teacher's comments on the subject are given below:

... I was really moved when I saw that my students were more respectful toward the refugee student and one another, and shared their personal items at the end of the study. The prejudices against Jasmin that we saw at the beginning were now almost non-existent. I do not know whether it is because of the integration or the pureness of a child's heart, but the study has yielded really good results. I wish adults did not teach children to be prejudiced (Observation Record, 07.05.2018)

The fourth action plan validity committee concluded that positive developments were achieved in all problem areas. Activities based on the learning objectives of "raising awareness about positive or negative thoughts about the refugee student" positively affected the other problem areas. The improvement was sped up after the students realized their positive and negative thoughts about the refugee student. This brought in positive behavioral changes in communication, social interaction, teamwork, and respect for common rights problem areas.

Level Identification Checklist Development Findings on the Problem Areas

The Level Identification Checklist was used in the monitoring stage after each action plan to monitor student behaviors in connection with communication and social interaction, respect for common rights, and teamwork problem areas. The Level Identification Checklist development findings are shown in Figure 2.



- **A:** Communication and Social Interaction
- **B:** Respect for Common Rights
- **C:** Teamwork

Figure 2. Behavioral changes in problem areas

According to Figure 2, positive behavioral changes were observed in the three problem areas identified in the current situation analysis. This change was first noticeable during the implementation stage of the third action plan that targeted the respect for common rights sub-problem area. Activities to build respect for common rights were organized to teach students that "different looks should not constitute an obstacle for child rights" through empathy. These activities were based on the interdisciplinary approach. Another rapid development was observed in the implementation stage of the fourth action plan after the interdisciplinary cooperation efforts targeting the learning objectives of "realizing that children may have similar feelings" and "realizing the positive and negative thoughts about a new student in the class". These two action plans have affected all problem areas after their implementation. Consequently, it can be argued that interdisciplinary efforts toward sub-problems within the respect for common rights problem area change attitudes, which is reflected in behavior.

Findings on Problem Areas Following Student Interviews

Students' perceptions regarding changes that occurred in their experience with the student under temporary protection were analyzed in two categories parallel to the problem areas. The first category aims at understanding what Jasmin may feel in the new classroom setting she was placed into, whereas the second category concerns realizing that no obstacle stands before Jasmin exercising her rights as a child.

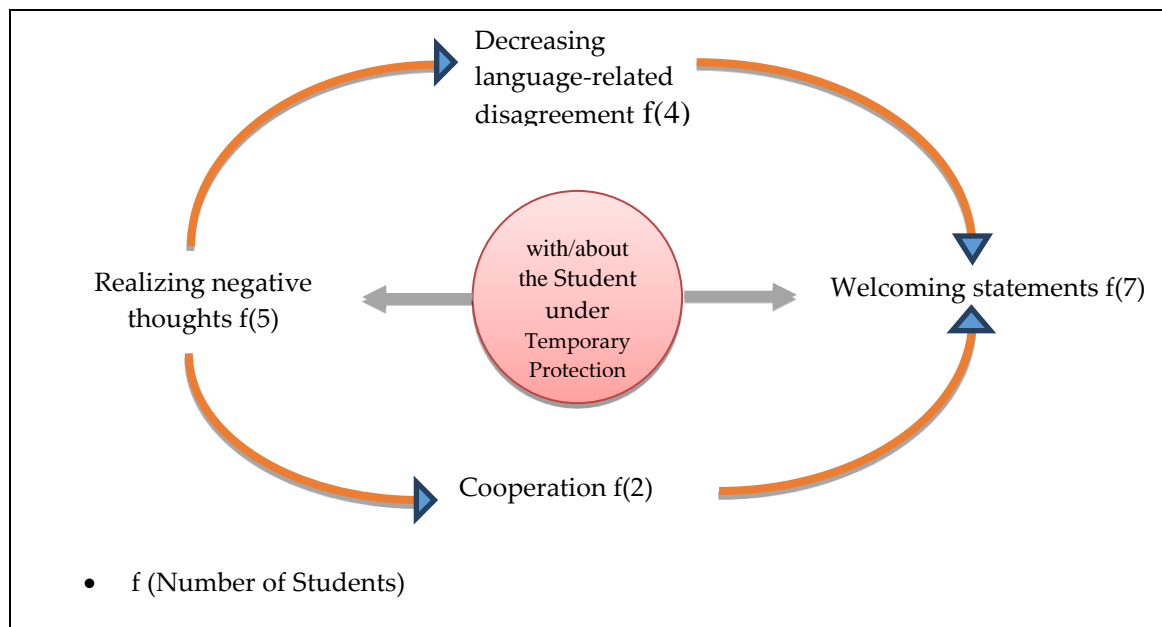


Figure 3. Views concerning the Student under Temporary Protection

Upon analyzing Figure 3, it can be said that teaching activities implemented with an interdisciplinary approach led to a change in students' views about the student under temporary protection. It was determined that the students realized their negative thoughts (f=5), realized the language-related comprehension issues of the student under temporary protection (f=4), helped one another (f=2), and expressed welcoming statements (f=7). Student views in connection with these findings are given below:

... I was very impressed by the child rights activity. All my classmates were impressed. We were acting like the red glasses before you came (see the fourth action implementation stage observation records, 02.04.2018); however, we then started acting like the blue glasses (Ayşe).

... I was sometimes angry at Jasmin because she would take my pen many times without asking. But now she has learned to ask for permission, and we have fewer problems. But she still forgets to ask sometimes (Ayça).

... Sometimes I get tired as I am writing, and Jasmin asks me why I've stopped. I tell her to keep writing her own text and then she gets mad at me... She misunderstands certain words. There are comprehension-related problems between us. Sometimes, she says bad words without knowing the meaning... This does not bother us so much as before, and we approach her more moderately (Ahmet).

... I give Jasmin my personal belongings when she asks. I understand her better now compared to the first days. I treat her like blue glasses. I am new in the class, just like Jasmin. I would not talk to anyone at first; however, that improved as my classmates treated me nicely. Every newcomer may experience this situation. Jasmin also shares her stuff with me. For example, I gave her a pencil when she once did not have any, and she gives me napkins. I don't understand why napkins are given only to Jasmin in the school. (Muhammed).

... I did not trust her at first; I was so afraid that she would take my things without asking. But different looks are not an obstacle for child rights... She also has the right to play games and go to school. She also tries to learn new things at school, just like us. War is not her choice... She must be unhappy because she had to leave her home... I treat her better now after the teacher has told us about it. She also treats us well (İsa).

... I would not want to be in the shoes of the newcomers. In fact, as Jasmin first came to the class, she would misunderstand everything and complain to the teacher. I helped her in the mathematics class during an activity. I realized she was slow to comprehend things. I explained things to her more slowly now, and she has started to understand me (Enes).

... I change the seating plan every week to improve the students' in-class communication skills. As a student objected to sitting next to Jasmin, other students showed their reaction by saying "Do not wear the red glasses, and every child has the right to listen to the course". This reaction made me very happy (Classroom Teacher).

It can be said that teaching activities concerning the respect for common rights theme implemented with an interdisciplinary approach led to a change in the views of the students in the classroom, which, in turn, directly influenced their behaviors.

Conclusion and Discussion

In conclusion, the curriculum prepared with an interdisciplinary approach to inclusive education contributed to solving the problem area that students experienced with the student under temporary protection. The cycle in which this effect was the highest was the one related to the instructional practices for making students recognize the rights of the child and express their feelings in case of violation or restriction of rights and liberties. In this sense, the development of teaching activities that support the existing learning outcomes of the courses, including such themes as equality, rights, and similarities, may be suggested to create an inclusive environment. Inclusive education is based on the principle that every child is entitled to education (UNESCO, 1994) and underlines that all students should be valued as a member of the school community (Ainscow, 2005; Farrell, 2000; Fisher, Roach, & Frey, 2002). Because of these activities, the students improved in terms of realizing that different looks do not constitute an obstacle for child rights, realizing all children may have similar feelings and thoughts, and realizing positive and negative thoughts about a new student in the class. The big leap within this cycle can be attributed to changing students' perception by prompting them to think that child rights belong to all children of the world and external factors can prevent those rights from being exercised. The finding from the observations and interviews was that the perspectives of the children were completely altered by telling them that Jasmin did not come to the country out of her own will (or her family), and the war is a decision taken by country leaders. All children are entitled to certain rights regardless of their ethnicity, religion, language, race, gender, and so on under Article 28 of the Convention on the Rights of the Child. Along the same lines, there are several studies that focused on inclusive curricula and problems of refugee education in the literature. Farrell (2000) examined educational studies on inclusiveness and found that problems resulted primarily from human rights violations. Along the same lines with our study, the researcher concluded that the concept of "rights" relied on the provision of good education to all children ensuring their individual development equally. In their study on the creation of an inclusive school environment, Block et al. (2014) examined the inclusive curricula implemented in the state of Victoria, Australia. They found that the most successful curricula are those that rely on school-based and holistic models. They concluded that emotional-social and learning needs of students should be addressed at the same time. The present study, too, utilized the learning outcomes of the Turkish, Social Sciences, Human Rights, and Citizenship and Democracy courses with an interdisciplinary approach. It was found that the instruction that was holistically designed with this approach resulted in positive changes in peer attitudes toward the inclusion of Jasmin. To this end, teaching techniques were developed in consultation with several specialists. Kaukko and Wilkinson (2018) maintained that inclusive interdisciplinary curriculum is more successful

than the traditional one. They underlined that there was a positive relationship between prior knowledge and science-math knowledge of a refugee student named Kumara, and this integrity should be utilized during the teaching activities. Dumenden and English (2013) emphasized the importance of inclusive curricula and argued that schools should have inclusive curricula that cover multiple cultures. Intxausti et al. (2016) suggested that instructional practices related to inclusiveness should be conducted in the classrooms with heterogeneous groups and rely on intra-group work. Similarly, in the present study, the students participated in inclusive instructional practices through interaction-based activities that were designed with an interdisciplinary approach.

Access to educational facilities is a tool for the social integration of immigrant students (Molla, 2019; Baak, 2018). In the present study, the problem areas in the communication and tolerance themes were solved with emphasis on equality and rights, whereas no change was observed in the students' behaviors concerning the problems in the activities that were based on communication and cooperation (first and second cycles). In conclusion, it can be suggested that inclusive education problems should be primarily tackled with an interdisciplinary approach that incorporates the themes of rights and equality. Similarly, Keddie (2012) focused on the theme of equality, examined it in terms of accepting cultural differences and found that educational problems that resulted from diversity and chaos around the world can be solved with education, which is centered upon equality and inclusiveness. This conclusion is consistent with the results of the present study. The activities that directly prevent exclusion or those that are based on communication are not sufficient to bring about acceptance. This is because one of the major problems that hinder inclusiveness is exclusion because of the presence of a disability or based on ethnic origins (Molla, 2019; Bešić, Paleczek, Rossmann, Krammer, & Gasteiger-Klicpera, 2018). Experiences of exclusion, racism, and prejudice have adverse effects on educational experiences of refugee students (Baak, 2018; Roy & Roxas, 2011). Decreasing prejudice enables students to acquire democratic attitudes and values, and thus have positive judgments regarding different cultures and ethnic groups or individuals (Banks, 1993). In the present study, adoption of more democratic attitudes by the students who were not under temporary protection and the classroom teacher had a positive influence on the inclusion of Jasmin. The classroom teacher attended the meetings by the assessment board and supported this research on inclusiveness during the entire process. This support was crucial in the implementation of the study since practices related to inclusiveness would be meaningful only if they are conducted in cooperation with the teacher. Indeed, in the present study, there were many instances of cooperation with the classroom teacher who was given information on inclusiveness. Boer, Pijl, and Minnaert (2011) investigated the opinions of primary school teachers regarding inclusive education and found that the majority of teachers nurtured negative or neutral attitudes toward it. Note that teacher training programs do not provide sufficient pedagogical training on inclusiveness. As a matter of fact, a teacher training that comprises inclusive education ensures relationships between the school and the community, collaboration among students, teachers, and managers, as well as provides the opportunity to learn about other cultures (Naidoo, 2013). Bačáková and Closs (2013) provided training on inclusive education to teachers and found that a systematic reform should be introduced regarding the development of teachers on the subject. In addition, what matters is not whether students know anything about inclusiveness, but what they do about it in practice. Florian and Linklater (2010) found that the teacher training should focus on how teachers should use their knowledge and skills in the field of inclusiveness. However, such a systematic implementation would require support from national and international policies. McCarthy (2018) indicated that the international education policy is crippled with political problems regarding the solution of educational problems in the Syrian immigration crisis in Turkey.

One of the main reasons for the problem areas with the guest student under temporary protection is the fact that numerous immigrants have come to Turkey in a short time. This migration wave causes adaptation and acceptance issues in the society and therefore in schools (Erol & Ersever, 2014; Hek, 2005; Hopkins, 1996; Kutlu, 2015; McBrien, 2005). In fact, 18.7% of students in the school where the study took place were the students who had come as a result of immigration. Each class had 1–5 guest students under temporary protection. Furthermore, according to the findings during

interviews, UNICEF continuous support for these students in terms of services such as stationery, clothes, and napkins, led other students in the class to question such aids. Similarly, society may display negative attitudes toward refugees because of the rights given to refugees (Karasu, 2016) and the possibility of Syrians under temporary protection being granted citizenship (Erdoğan, 2015). Moreover, the Turkish society may perceive them as eroding their own rights (İslamoğlu, Yıldırım, & İyem, 2017). Analysis of the interviews with the students revealed that the students started to show greater acceptance of Jasmin following the interdisciplinary teaching activities. The students also indicated that they realized their negative thoughts about Jasmin. These statements can be seen as positive developments regarding acceptance attitude. The observation findings revealed that another improvement occurred in terms of asking about Jasmin's opinion in the decision-making process, which is included in the teamwork problem area, fulfilling group responsibilities, and working in cooperation following the activities requiring long-term interdisciplinary collaboration. Banks (1993) suggested that key concepts, principles, and generalizations from different disciplines should be examined and integrated with the content in preparing curriculum for students from different cultures.

In conclusion, we can say that the creation of an inclusive school community and curricula is a considerably complex process that requires collaborative solutions. Carrington and Robinson (2006) maintained that a critical learning community comprising specialists is critical for the solution of these challenges. In the present study, an assessment board was created to act as a critical community, and the process was evaluated after each cycle. Ainscow, Howes, Farrell, and Frankham (2003) argued that the development of inclusive actions can be understood with collaborative action research. Action research locally treats the problem and tries to solve it based on our experiences (Willis & Edwards, 2014). In addition, the process was observed in detail with the action research that sought local solutions to the problem without concerns for generalization. For this process, an interdisciplinary action research model was developed. However, teachers, schools, and systems should be able to address the diversity of students' needs and participate in every area of school life (UNESCO, 2001). In-depth studies should be conducted on the subject because of the new position of Turkey. In this sense, the present study may serve as a national start. Therefore, it can be argued that it is crucial to develop holistic inclusive curricula so that inclusive education in schools with students from different ethnicities, races, religions, languages, and social classes, can encompass students both cognitively and affectively.

Recommendations

This study identified the problem areas concerning the goals of inclusive education of Social Sciences class and monitored the developments in these problem areas through action plans. The following suggestions are proposed according to the study results:

- This study analyzed communication and social interaction, teamwork, and respect for common rights problem areas of inclusive education. Further studies may analyze other problems of inclusive education.
- Problem areas concerning inclusive education goals may be analyzed through different curriculum development models, in addition to the interdisciplinary approach.
- Further activities can be developed for “respect for common rights” theme, which is of key importance to achieve the goals of inclusive education.
- Within the Social Sciences curriculum, studies can be conducted on positive and negative thoughts about students who are refugees/under temporary protection in cooperation with experts from different fields.
- Further studies on students who are refugees/under temporary protection can be conducted in the Social Sciences curriculum with cooperation from experts from different fields.

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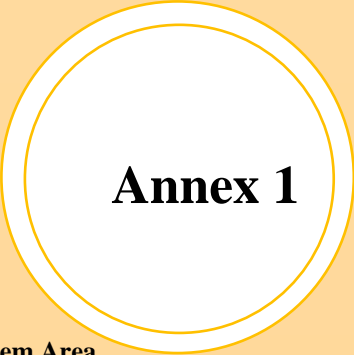
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Appendix 1. Action Cycle 4 Plan



Annex 1

Problem Area
Respect for common rights

Sub Problem Areas
Ignoring the fact that all students have common feelings and thoughts.

Level
4th Grade

Implementation
Activity 1 –Activity 2- Activity 3
Start Date: 07.05.2018
End Date: 25.05.2018
Duration: 5 course hours
Stakeholder Team: Classroom teacher, researcher, students
Funding: There were no expenses.

Action Cycle 4 Plan

Action Plan- Learning Objectives

- Realising that children may have similar feelings and thoughts
- Realising positive and negative thoughts about a new student in the classroom.

Related Courses

- Human Rights, Citizenship and Democracy,
- Social Sciences,
- Turkish,

Current Curriculum Attainments

Human Rights, Citizenship and Democracy

Y4.2.4. Expresses feelings in case of violation or restriction of rights and liberties.

Y4.3.5. Explains emotions that could be evoked in humans in case of unfair or unequal treatment.

Social Sciences

SB.4.6.1. Becomes aware of his/her rights as a child.

Turkish Language

T.4.1.9. Expresses his/her views about something heard/seen.