

Inclusive education for refugee children: Preservice social studies teachers and their critical thinking skills

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The purpose of this study carried out with preservice social studies teachers in the final stage of transition to professional life was to investigate the sources they used for information about recent refugee mobility in Turkey, and their way of questioning the reliability of these sources. The study also analysed their views on the subject, within the context of critical thinking competencies and their views related to the approaches to be followed with refugee students in their future roles as teachers. This qualitative study used "criterion sampling", a purposive sampling method based on holistic single case design. Within this context, 43 students attending the social studies education program of a university in Central Anatolia in the fall semester of 2019/2020 academic year created the study group. The data were obtained with observation, interview and document analysis methods. According to the findings, preservice teachers' information sources about recent refugee mobility included their social environment, especially their teachers and friends. The majority of preservice teachers did not question the reliability of the information sources they used. It was determined that the preservice teachers had discriminatory attitudes towards Syrian refugees, although nationalist ideology and prejudiced perspectives were dominant.

Introduction

Turkey has become an immigration receiving country as result of conflicts in the geographical region, on the one hand, and the open-door policy it has adopted, on the other (Castles, Haas & Miller, 2014). According to the data of the United Nations High Commissioner for Refugees (UNHCR), Turkey is the country hosting the highest number of refugees in the world (UNHCR, 2022). According to the international literature, the type of protection Turkey has provided to the Syrians that have migrated with the mass influx is *Temporary Protection* (General Directorate of Migration Management, GDMM, 2022). According to current data, the population of Syrians under Temporary Protection in Turkey is 3,500,964 (GDMM, 2023).

Turkey provides temporary protection to Syrians on the basis of three main elements. The first of these is "admission to the territory of the country with an open border policy" the second is "the principle of non-refoulement" and the third is "meeting the basic and urgent needs of incoming individuals" (GDMM, 2022). Turkey's admission policy towards Syrian refugees has depended initially on assuming the conflict would end quickly and the Syrian "guests" would return to their homes (İçduygu, 2015). This has delayed the need for planning the long-term and permanent stay of Syrian refugees in Turkey.

According to the data announced by the Ministry of National Education (MNE), there are 1,124,353 (aged between 5 and 17) Syrian population at educational age under temporary protection between 2021 and 2022 (MNE, 2022). 730,806 of the population at this age

group could be admitted in education (MNE, 2022). In terms of this fact, 393,547 children have been determined to be not officially attending schools. The reasons for Syrian children not attend school included the language barrier, economic deficiencies highlighting child labour, Syrian education system being 6+3+3, noncompulsory high school education, and their being out of school for a long time (Aydın & Kaya, 2017; MNE, 2022).

Refugee students (Stubbs, 2008) in the vulnerable groups have experienced significant interruptions in their formal education before coming to their country of residence, lacked literacy in the language they have just learned and struggled with the effects of trauma associated with forced migration (Block, Cross, Riggs & Gibbs, 2014; World Bank & UNHCR, 2021). The studies carried out on the integration of Syrian children into education have revealed that the main problem of children is language difference (Atalay, Kilic, Anilan & Anagun, 2022; Özmen, 2020), the children have negatively been affected in terms of communication, social and emotional development due to language problems, they have experienced cultural adaptation problems and they cannot develop a sense of belonging (Şanlı, 2019). Previous researches have indicated that Syrian children in Turkey are exposed to multiple exclusions (Çelik & İçduygu, 2019; Özel, 2018; Pehlivan-Yılmaz, 2019; Saklan & Karakütük, 2022).

An inclusive and qualified education process is the way for children under temporary protection to participate effectively in social, cultural and economic structure of the society. UNHCR has used the term of “inclusiveness” when discussing the process of bringing refugees and host country citizens together within national education systems (UNHCR, 2012). The concept of “inclusive” has been noticed to be used in UNHCR's latest policy framework of *Refugee education 2030: Inclusive strategy for refugees*, (UNHCR, 2019). Inclusive education practices are two-dimensional. The first is “structural” inclusion referring to access to national public schools, institutions and services, and the second is “relational” inclusion referring to ensure socio-cultural belonging of refugees to their community and their integrity at the community level (Dryden-Peterson, 2020). Structural inclusiveness that expresses access to education of Syrian students under temporary protection in Turkey is not enough, and relational inclusiveness that increases identity development and sense of belonging in students is necessary to be developed (Çayır, 2022).

The need for an inclusive education system in Turkey has become prominent when considering that educational institutions functioning with both structural and relational inclusion are able to play a critical role in Syrian children's long-term adoption of citizenship identity and establishing a sense of social belonging (Block, Cross, Riggs & Gibbs, 2014; Taylor & Sidhu, 2012; World Bank & UNHCR, 2021). Inclusive education means that all students in a school are a part of the school community with the sense of belonging to school community regardless of their differences (Taylor & Sidhu, 2012). Inclusive education, in the most basic sense, is an expression of every individual's right to education and no one can be deprived of this right (Stubbs, 2008). The role of inclusive education is extremely important in preventing content and practices that may cause serious human rights violations, especially in basic education, shaping the individuals and

designing an education in a way that develops an understanding of equal citizenship. Focusing on inclusive education practices for Syrian students who are vulnerable to exclusion is of particular importance in creating an inclusive and equal society.

The purpose of this study was to deeply investigate the sources preservice teachers used for acquiring information on recent refugee mobility in Turkey and how they questioned the reliability of these information sources, the content of their views on the subject within the context of critical thinking competencies, and their views related to the approaches to be followed on refugee students in their future teacher roles.

Theoretical framework

Teacher training for inclusive education

The representation and acts of teachers in classroom are the leading among the most decisive factors for students. According to Touraine (2015, p.213), teachers have the position of an intermediary as well as having a function that helps students create their own identity like their fathers and mothers; an intermediary that teaches one to know the other. Recognising the other as a subject in increasingly diversifying societies, ensuring efficient and constructive participation of individuals into social and business life, and equipping them with features to overcome conflicts when necessary are under the responsibility of teachers. At this point, the position of social studies teachers is of particular importance as they contribute to raising young individuals who may have chances of influencing a society depending on human rights and democratic culture.

Inclusive understanding does not only focus on the barriers students experience, but also on improving the details in educational practices in order to respond to learning diversity (Booth, Nes & Stromsted, 2003). This point related to inclusion concerns the ways of organising educational programs and learning. An inclusive approach focuses on expanding existing opportunities as a way of responding to differences among all students, instead of personalising existing educational practices for some (Florian & Linklater, 2010; UNESCO, 2005), and beliefs and attitudes of teachers are remarkable at this point (Rouse & Florian, 2012). The studies discussing competencies of preservice teachers related to adopting inclusive understanding in their future teacher roles have revealed that preservice teachers are not competent in meeting different learning needs of students (Haug, 2003). When considered in terms of Turkey, it is challenging to improve inclusive education regarding language, religion, gender or ethnic origin, although educational arrangements for children in need of special education are being progressed (Akbulut, Yılmaz, Karakoç, Erciyas & Akşin-Yavuz, 2021). When studies on inclusive education practices of teachers and preservice teachers are analysed, it becomes apparent that more comprehensive education planning is needed for improved attainment of inclusive education in schools (Fırat, 2021; İlter-Erten, 2021). Syrian students under temporary protection are exposed to negative attitudes of administrators, teachers and students at schools (Uysal, 2019), and preservice teachers have a partially negative attitude towards refugees (Topkaya & Akdağ, 2016).

The intersectionality of inclusive education and critical thinking

It is considered that teacher training has an important role in developing critical thinking skills as well as positive attitudes and beliefs of teachers. Rouse and Florian (2012) have stated that the research on attitudes towards inclusion is complex and problematic, and critical thinking skills encourage inclusive education practices. According to this view, preservice teachers should discuss the approach they adopt against potentially challenging professional situations. While this competence requires working with different individuals, on the one hand, it is also correlated with developing reflective thinking, critical thinking and evidence-using skills, on the other (Rouse & Florian, 2012). Ennis (1991, p. 6) defined critical thinking as “reasonable reflective thinking that is focused on deciding what to believe or do”. According to Bailin and Battersby (2015), the purpose for critical thinking education is enabling students to have the understanding and skills necessary to think critically in real contexts. Such critical thinking includes making rational decisions about complex issues. Critical thinking requires the interrelationship of skills related to evaluating the reliability of information sources, analysing the quality of arguments, making inferences using reasoning, making decisions or solving problems (Lai & Viering, 2012).

The intersectionality of critical thinking skills with inclusive pedagogy is not just about reflecting, using evidence, and making decisions. Inclusive pedagogy is a teaching-learning approach related to creating a rich learning environment for all students in the classroom to participate efficiently in learning experiences (Florian & Linklater, 2010). Critical thinking skills are also associated with equitable and quality education in terms of activating discussion and interaction among students and providing a rich learning environment (Latorre-Coscolluela, Sierra-Sánchez, Vázquez-Toledo & Royo-Ardid, 2021; Norman, Chang & Prieto, 2017; Rouse & Florian, 2012). Quality education is one of *Sustainable Development Goals* of the United Nations (UN, 2017) and is concerned with providing lifelong learning opportunities with inclusive-equitable education practices. Access to quality education for refugees is critical for security, social adaptation, peacebuilding and stability beyond being a fundamental human right. Quality education helps refugee students cope and overcome the trauma they are possible to experience as result of displacement and violence (World Bank & UNHCR, 2021). Developing some certain skills within the scope of quality education plays an important role for future employment opportunities and self-sufficiency of refugee students.

It is important for teachers to have an inclusive education paradigm at the beginning of skills and competencies in terms of Turkish students' adopting refugee students and ensuring integration, as well as the development of skills such as critical thinking, empathy and communication and having the ability of reflecting these to their students. In this respect, enabling preservice teachers to have critical thinking competencies seems to be an efficient way both for future citizenship education and inclusive education. Since education directly affects all members of the society, an inclusive education system is at the centre of building a high-quality education experience and a society without discrimination (ERG, 2016).

International studies supporting Turkey in the Syrian refugee crisis

The prolongation of the Syrian refugee crisis and narrowing of opportunities for permanent solutions have necessitated the continuity of the international responsibility division (Regional Refugee & Resilience Plan (3RP), 2022). Especially in terms of education and the protection of children, the burden upon Turkey's fundamental services and infrastructure has become heavier. Member states of the European Union have managed projects to provide humanitarian aid, education, health, and socio-economic support for refugees in the country through the *Facility for Refugees in Turkey* (FRIT) agreement (European Neighborhood Policy and Enlargement Negotiations, 2022). The FRIT agreement has managed a total of €6 billion financial support collected in two installments. One of the projects financed with this grant method within the scope of this agreement is the *Promoting Integration of Syrian Kids Into Turkish Education System* (PIKTES) project. This project has been carried out by the Ministry of National Education to meet the educational needs of Syrian children and solve the language problem encountered in schools (PIKTES, 2022). Within the scope of the project, Syrian teachers have been employed in public schools to facilitate the Arabic-Turkish language transition.

In addition to the language support, Syrian teachers have been asked to assist in developing a qualified education in schools including Syrian children (UNICEF, 2015). In this context, the German Development Bank (Kreditanstalt für Wiederaufbau, KfW) has financially supported Syrian teachers in teaching refugee children since 2016. After taking specific preparatory training, Syrian teachers help Turkish teachers with lessons and support the integration of Syrian children socially and psychologically. It has been recorded that 12,000 Syrian teachers have been working in Turkey and these teachers have met the needs of 300,000 Syrian children studying at schools (KfW, 2020).

Another ongoing project to use the capacity of Syrian teachers is the project *Support For Syrian Voluntary Teachers in Turkey*. The purpose of the project is to provide access of Syrian children to school education and create inclusive learning opportunities. For this purpose, 4700 Syrian support personnel have been employed in the public education system and other social institutions within the scope of the project (KfW, 2022). The project is funded by the Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by UNICEF (2022).

Turkey has also been supported by 3RP on the Syrian refugee crisis. The 3RP is a platform maintaining the coordination, planning, advocacy, and programming for UNHCR and UNDP partners providing humanitarian aid and development to the Syrian crisis (3RP, 2022). It is a single regional plan covering five independent countries including Turkey, Lebanon, Jordan, Iraq, and Egypt. Since 2015, 3RP has used a fund of more than 4.8 billion dollars in Turkey (Regional Refugee & Resilience Plan, 2022). A significant portion of the financial support is for meeting the need for public services in areas where Syrians under temporary protection have become concentrated.

Method

Study design

This study was, in general, carried out within the framework of case study model as one of the qualitative research models. Case study requires in-depth questioning of how individuals regard themselves based on their experiences, their perceptions and emotions according to the context and underlying reasons (Gillham, 2000). In a special sense, this study was based on a holistic single case design in which there is a single unit of analysis. According to Yıldırım and Şimşek (2016, p.301), the holistic single case design is appropriate in the study of extreme, contradictory or idiosyncratic cases not complying with general standards.

Data collection method

In-depth data were obtained from the participants using observation, interview and document analysis methods.

Table 1: Data collection methods used for each study question

Study questions	Data collection method
1 What are the sources of information for preservice social sciences teachers about Turkey's recent refugee movement?	Interview
2 How do preservice social sciences teachers question the reliability of information sources on Turkey's recent refugee mobility?	Interview Document analysis
3 What are the views of preservice social sciences teachers on recent refugee mobility in Turkey within the context of critical thinking competencies?	Interview Document analysis Observation
4 What kind of content do the approaches preservice social sciences teachers intend to include, for refugee students in their classrooms in their future teacher roles?	Interview

Data collection process

The data collection process of the study was carried out during a compulsory undergraduate course, *Contemporary World Problems*, conducted in the fall semester of 2019/2020 academic year. The content and pedagogical practices of this course were designed in line with the perspective of human rights; and with classes in which participants could freely express their opinions. In the first stage, students discussed the conceptual framework related to the subject, with video recording of the session titled "Refugee problem." In the second stage, an open-ended question was put to students in the format of a written essay expressing their views on "the results of recent refugee mobility for Turkey" (Appendix 1). In the third stage, 10 students in the study group were interviewed using a semi-structured format (Appendix 2).

Participants

Forty-three preservice teachers studying in the Social Studies Education program of a university in Central Anatolia in the fall semester of 2019/2020 academic year created the study group. The “Social Studies Education” program is an undergraduate level program that provides education in Turkish language. The graduates of this program teach courses on citizenship and democracy education as well as social studies courses at the secondary school level. Therefore, these preservice teachers can be in a very active position in maintaining citizenship education in the future.

Criterion sampling was used as a purposive sampling method. According to Yıldırım and Şimşek (2016), the main purpose of the criterion sampling method is to study all cases that met a predetermined set of criteria. In this study, the basic criteria in selecting the sample was taking the *Contemporary World Problems* undergraduate course within the Social Studies Education program in 2019/2020 academic year and participating voluntarily in the study.

Demographic information for the preservice teachers in the study is presented in Table 2.

Table 2: Demographic information for preservice teachers in the study (N=43)

		f
Gender	Female	31
	Male	12
Age	20	3
	21	19
	22	14
	23	2
	24	2
	26	1
	29	1
	32	1
Year level	Third	7
	Fourth	36

Participants in the study included the third and fourth year undergraduate students taking *Contemporary World Problems*. A total of 43 students took this course and all volunteered to participate in the study. All students were of Turkish origin and there were no participants from other nationalities.

Data collection tools

Observation data

Preservice teachers' discussing the theoretical framework of the "Refugee problem" session of *Contemporary World Problems* were video recorded. The camera recordings including oral opinions of the preservice teachers were transcribed by the researchers and prepared for content analysis.

Document analysis

The form used for document analysis included “Student essays” (Appendix 1) Students interpreted the consequences of Turkey's refugee movement through a written essay in a single session (60 minutes).

Interview data

A “semi-structured interview form” (Appendix 2) was used in order to discuss the views of the preservice teachers on the subject in depth and to check the consistency between the findings.

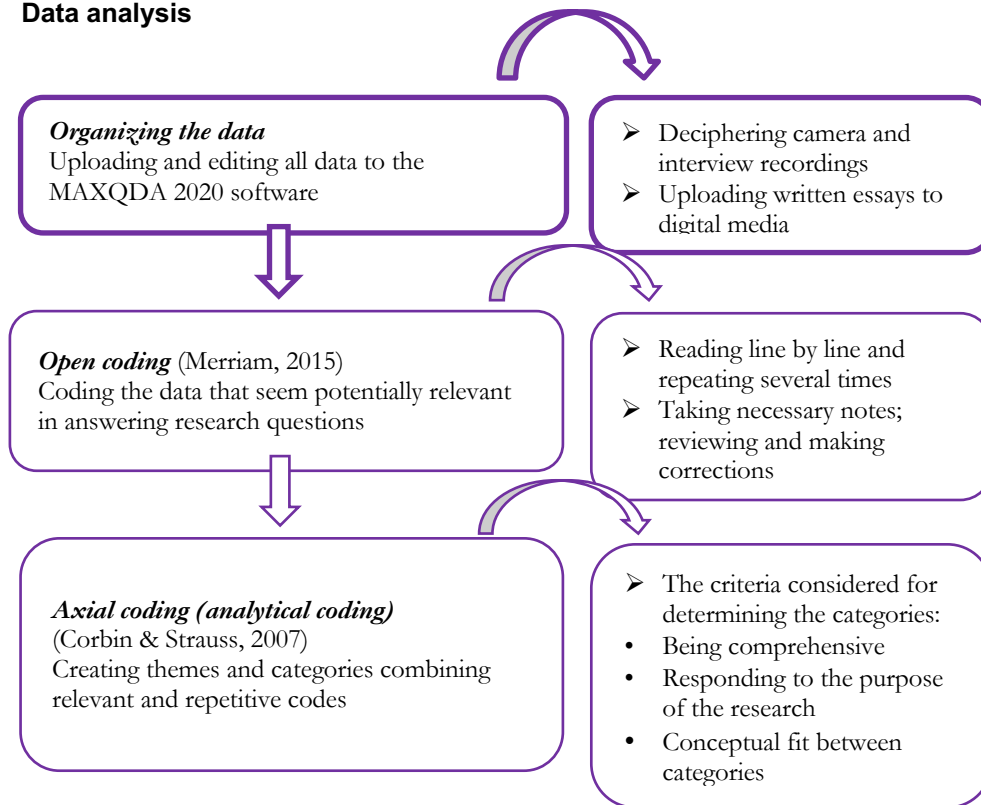
Data analysis

Figure 1: The process followed in content analysis

All the data obtained with observation, document analysis and interview methods were organised with *MAXQDA 2020 Pro* computer-assisted qualitative data analysis software and analysed with content analysis by the researchers (MAXQDA, 2021). Bogdan and Biklen (2007) indicated that the word “assisted” was operational here because “the computer program only helped in organising and categorising the tool, it did not do the analysis instead of the researchers (p.187).

The analysis process that started with an inductive approach continued with a deductive approach subsequent to clarifying the fixed categories. While performing the content analysis, all data obtained with observation, interview and document analysis methods were analysed in a holistic approach. A coding example of the data is given in Appendix 3.

Findings

The findings obtained from the content analysis are presented in Tables 3 to 6. The themes and categories in the tables are illustrated with direct quotations. For presenting direct quotations, the participant was coded as a "P" number accompanied by an identification of data collection tool for the quotation. Direct quotations were translated from Turkish into English by the researchers.

Sources of information

Findings related to the sources of information for preservice teachers about Turkey's recent refugee mobility were based on the data of individual interviews with 10 preservice teachers. The findings indicated that information sources were in two themes, "social surrounding" and "different platform and resources" (Table 3).

Table 3: Content analysis findings related to preservice teachers' sources of obtaining information

Themes	Categories	f
Social surrounding	Teacher as a source of information authority	49
	Circle of friends	
	Home environment	
	Internship school	
	Workplace experience	
	Relatives	
Different platform and sources	Websites	48
	News	
	Written documents	
	Social media	
	Not using sources such as library and encyclopedia	

Social surrounding

Within the scope of the "Social surrounding" theme, pre-service teachers were noticed to consider "teacher as a source of information authority", and they also used "friends and home environment" in the process of obtaining information.

I heard it from our geography teacher, he said that they revived factories and stuff. He said he was researching. Our teacher from Arts and Sciences department... As I said, he likes reading. (Interview data, (P4).

Different platform and sources

Under the theme of "Different platforms and resources", preservice teachers stated that they used different sources of information such as "news", "websites" and "social media". The preservice teachers expressed that they did not use resources such as "library and encyclopedia".

In fact, we have seen many examples of this in the news. Syrians clashed in a neighborhood, their neighborhood clashed, they could not get along, we have seen many examples of this. (Interview data, P6).

Reliability of information source

Findings on how preservice teachers questioned the sources of information about Turkey's recent refugee mobility (Table 4) were based on individual interviews and written essay data. The theme "Not questioning the reliability of information source" was observed to be much more frequent than the theme "Questioning the reliability of information source".

Table 4: Content analysis findings related to how preservice teachers questioned the reliability of information source

Themes	Categories	Subcategories	f
Not questioning the reliability of information source (f:275)	Expressing thoughts without evidence or source	The economic burden of refugee mobility	110
		Refugee mobility increasing the incidence of harassment and rape	
		Refugee mobility increasing diseases	
	Accepting information to be true without researching and questioning	Disinformation	78
Accepting knowledge authority of the lecturer			
Responsiveness to European countries	Accepting the information obtained from the social environment without questioning	European countries leaving Turkey alone	41
		European countries selecting the qualified refugees	
		Failing in human rights	
Including missing/inaccurate information	Having economic expectations	Incorrect rate information	21
		Establishing wrong relationships	
		Lack of knowledge	
		Inaccurate history knowledge	
Questioning the reliability of information source (f:112)	Criteria used in questioning the source of information	Reliability validity	19
		Impartiality	
		Accuracy	
		Official authority	
		Author	
		Actuality	
Consistency			

Themes	Categories	Subcategories	f
	Questioning and doubting information and source of information	Doubting Questioning	18
	Comparing acquired information with observations and experiences	Comparing information acquired from sources with personal observations Comparing what is heard from the social environment with personal experiences Doing research when feeling a conflict between the sources	15
	Positivist approach	Trusting on the scientific nature of academic studies Trusting of numerical data Prioritising the rationality criterion	14
	Requiring different perspectives	Comparing sources from different perspectives Obtaining information from sources with different perspectives	13

Not questioning the reliability of information source

When the categories related to the theme were analysed, the preservice teachers were noticed to "express thoughts without evidence or source", "accept information to be true without researching and questioning", and "feel responsive towards European countries". It was revealed that they "included missing/ inaccurate information" while expressing their views on the subject.

I think this should be the case for us, for example, we are currently giving tax cuts to Syrians. I don't know if we get tax or not, I haven't searched much, but we do tax deductions, we provide convenience. (Interview data, P1).

The fact that Syrians establish their own neighborhoods and open their own shops indicate them to be permanent here. The fact that they go during the holidays, visit their country and return, spend their days on the beaches during the summer, this means that they have a comfortable life here. (Essay data, P28).

They said that we will support you financially, they said as the European Union, but they did not provide the necessary support. They provided some, but this was not enough to meet Turkey's needs. After all, it wasn't just Turkey's responsibility. (Interview data, P7).

Many university graduates were unemployed and many were dismissed under the guise of employment. Unfortunately, this number has increased three and a half (3.5) times after the arrival of Syrian refugees. (Essay data, P21).

Questioning the reliability of information source

It was noticed when the categories related to the theme were analysed that the preservice teachers had "criteria used in questioning the source of information", they "questioned and doubted the source of information", and "compared the acquired information with observations and experiences".

Well, first I consider the media, is it biased or unbiased? You know, there are multilateral neutral and unbiased supporters as the media. So I regard it to be unbiased. But I can't tell which one is biased and which one unbiased. It certainly has inclination to one side. (Interview data, P8).

I don't, no. I do not believe any information from the internet. I act all information with suspicion. So I can't say it's 100% true. I can't say it's 100% fake. I'm not saying it's wrong. So I rate 50% 50%. But that's what I'm trying to comment on. But my own observations are more important for me. (Interview data, P8).

Let me first say that I prefer my own observations. Of course, I always search on the internet, I try to look at the right resources, I try to find the right websites. Of course I am wrong on it to be true. Actually, I can't decide if it's true or not. I don't know if it's true or not, I don't know from the Internet (Interview data, P8).

Content of preservice teachers' views upon refugee mobility

The findings on the content of preservice teachers' views upon refugee mobility within the context of critical thinking competencies were based on observation, interview and written essay data.

Perspectives/ reasons and offers

According to the category of "perspectives" within the scope of this theme, it was noticed that "nationalist ideology", "human rights-based", "biased", "critical", "historical", "religious" and "political" perspectives were dominant among the views of the students.

That person (meaning the refugee) was not deported by the state in vain. He either disrupted the unitary structure of the state, or sowed discord between that state and nation... damaged the national and moral values of the nation... that is, deported due to completely damaging the country... I do what the state says (Observation data, P27).

It was noticed when considering the "solution offers" category that the preservice teachers emphasized "integration" and "call of peace and cooperation".

The solution should be for everyone. For the Turkish and for the Syrian. Can't all these negativities be overcome returning to the old order? Wars must end, everyone must return to their homeland and create their own system. The ceasefires have been signed throughout the history, and peace treaties have been made. What good does war do to anyone. (Essay data, P28).

When the category of "Discussed reasons" was analysed, it was determined that the preservice teachers discussed "cultural conflicts", "policies", "health" and "economic" dimensions".

Culturally, the Arab culture and extreme Islamist understanding among Syrians does not fully comply with our Turkish and secular understanding, and this creates cultural conflicts. Our Turkish citizens no longer want to see signs in Arabic. (Essay data, P30).

Table 5: Findings related to the content of preservice teachers' views on refugee mobility within the context of critical thinking competencies

Themes	Categories	Subcategories	f
Perspectives/ reasons and offers	Perspectives of students	Nationalist ideology	118
		Human rights based approach	
		Biased approach	
		Critical approach	
		Historical approach	
		Religious approach	
		Political approach	
	Solution offers	Integration	98
		Call of peace and cooperation	
		Politics	
	Supervision		
Discussed reasons	Cultural conflicts	37	
	Policies		
	Health dimension		
	Economic dimension		
Cognitive skills	Perspective development	Clearly reflecting one's perspective on the subject	117
		Defining and summarising the problem related to the subject	
		Incorporating different perspectives	
		Expressing the argument clearly and predicating it on evidence	
		Presenting main reasons and key concepts clearly	
		Making explanations and inferences	
		Making judgments based on facts	
	Not being able to develop perspective	Inability in identifying reasons	101
		Noncomprehensive approach	
		Weakness in reasoning	
		Inability of claiming arguments	
		Contradiction of concept	
		Inability in distinguishing between fact and opinion	
Avoiding simplifications and refinement of generalisations	Clearly reflecting one's perspective on the subject	30	
	Defining and summarising the problem related to the topic		
	Incorporating different perspectives		
Affective skills	Prejudice and discrimination	Using discriminatory statements	95
		Prejudice and discrimination in personal experience	
	Actualising impartiality	Mindset open to criticism	39
		Attempt to understand Attempt to understand the underlying causes of the viewpoint	

Cognitive skills

Considering the "Perspective development" category within the scope of this theme, the preservice teachers were noticed to fulfill the criteria of "clearly reflecting their perspective on the subject", "defining and summarising the problem related to the subject", "incorporating different perspectives" and "expressing the argument clearly and basing it on evidence".

You may have heard some of our citizens saying that "Can't the young people war? Let them go and fight". When I asked this question to my friend who participated in the conflicts in Syria, and when he said, "The person I shoot is either my relative or my neighbor," I understood who is not fighting for what. (Essay data, P30).

Considering the category of "Not being able to develop perspective", it was found that deficiencies such as "inability in identifying reasons", "noncomprehensive approach", "weakness in reasoning", and "inability of claiming arguments", were revealed.

The fact that we provided 40 billion dollars of aid to the Syrians and this large amount negatively affected our country's economy. The money of the Syrians was provided by the heavy taxes imposed on us. The young people like us can barely afford to live on a basic level, let alone invest in producing science. Many examples can be given, such as 6 TL of sugar being 10 TL, 25 TL of oil being 35 TL, 1 litre of gasoline being 7 TL. These examples are proof that we can no longer bear the burden of Syrians. (Essay data, P30).

When the category of "Avoiding simplifications and refinement of generalisations" was analysed, it was noticed that the preservice teachers were competent in terms of criteria such as "avoiding simplifications", "comprehensive understanding" and "including critical vocabulary."

Sending back is not something that will happen only at our request. I think that both the Syrian state and the states can be sent there after the end of the war with the decisions taken on the international platform under the control of Russia, the USA, the European Union states, and under the control of the United Nations. (Interview data, P7).

Affective skills

The "Prejudice and discrimination" category within the context of this theme indicated that the preservice teachers "used discriminatory statements" and "had prejudice and discrimination in their personal experience".

There was also a Syrian greengrocer in my own neighborhood. I've never bought anything even though he's selling cheap. Since our state offered many conveniences to these refugees, they have misused them. Prostitution has increased. (Essay data, P32).

The category of "Actualising impartiality" indicated that the preservice teachers "had mindset open to criticism", and "attempted to understand the reasons underlying causes of the perspective".

I don't know if I behave too emotionally, my teacher. Okay, it's a difficult situation; it's not easy at all. The same thing could happen to us. Maybe they won't accept us, it is

possible too, I think about that too. But I don't know... After all, I mean a life, I don't know... (Essay data, P8).

Approaches that preservice teachers may adopt for refugee students

The findings regarding the approaches that preservice teachers considered adopting towards refugee students in their classrooms in their future teacher roles (Table 6) were based on the interview data. This revealed that preservice teachers emphasised inclusive education practices and emotional competencies, and expressed certain points of need.

Table 6: Approaches that preservice teachers considered following for refugee students in their classes

Themes	Categories	Subcategories	f
Emphasising inclusive education practices (f:18)	Equity pedagogy	Conscientious and equitable	18
		Precaution against exclusion	
		Special attention and inclusion	
	Content integration	Language barrier	
		Literacy competence	
	Reinforcing classroom culture		
Emphasising emotional competencies (f:16)	Emotional Intensity		16
	Creating a special bond with students		
	Motherhood approach to refugee children		
	Taking extra time out of school		
	Effort to understand refugee students		
Need points	Unfamiliarity with inclusive education practices		14
	Desire to participate in refugee related activities		
	Desire to contact refugees		

Emphasising inclusive education practices

When the categories within the scope of this theme were analysed, the preservice teachers were revealed to discuss "equity pedagogy" and "content integration", and expressed their views on "reinforcing classroom culture".

I try to behave equally. Whatever happens, I am a conscientious person, I must be conscientious. If I'm going to be a teacher, I have to be conscientious. I must behave equally; I must not succumb to my feelings (Interview data, P1).

If s/he knows and understands Turkish, of course, I will treat everyone like I do. What can I do if s/he doesn't know? Maybe I'll give him/her something written so s/he can understand. It can be visual or written, I want him/her to understand that. (Interview data, P5).

Emphasising emotional competencies

When categories within the scope of this theme were considered, the preservice teachers were determined to feel "emotional intensity" towards refugee students and expressed actions such as "creating a special bond" and being in a "motherhood approach" with them.

I'm a bit of an emotional person. The parents of a Syrian child at the school where I went to do my internship died. I don't know what I can do under these circumstances, I never forget it... When I see that child, I always want to go and hug him and be a mother to him. (Interview data, P2).

Otherwise, I will do my best. Believe me, I will provide financial support as well. Maybe I don't want them right now, but I'll succumb to my mercy. So I believe I will be defeated. (Interview data, P1).

Need points

When the categories within the scope of this theme were analysed, preservice teachers were noticed to state that they were "unfamiliar with inclusive education practices" and they had "desire to participate in refugee-related activities". It was also found that they had "desire to contact refugees."

It is lectured in some courses. We have to do it this way, we need to do it that way, but they are a bit cursory. So not very detailed. (Interview data, P7).

No, I did not participate. I would like to (participate)... Maybe my prejudices would be broken a little more because I feel very uncomfortable about this. For example, when asked, I always say "I don't want them." Maybe I could understand them a little more. (Interview data, P1).

(If contacted more) maybe our chains would be broken a little bit. If we had seen their devastated state closer... Yes, part of me is strict with them, but the other part of me is frankly aware that they are in a difficult situation, we cannot deny it. (Interview data, P2).

Discussion

The purpose of this research was to deeply investigate the perceptions of preservice social studies teachers related to Turkey's recent refugee mobility, the sources of information and how they questioned the reliability of these sources, and to analyse the content of their views on the subject, within the context of critical thinking competencies, and the approaches they intended to follow in their classrooms for refugee students in their future teacher roles. Considering the findings obtained in this context, it was noticed that "prejudice and hatred" were prominent among the perceptions of preservice teachers, and "they felt uneasy with the existence of refugees." It was determined that there were also preservice teachers who were in a "humanistic approach" besides the feelings of "pain and fear". It was noticed that the preservice teachers did not have many contact points with refugees, they lived in an "*isolated life from the Syrians*", and the people in contact managed this with their social environment. It could be said that the findings were compatible with previous studies (Allport, 1989; Taştan, Haklı & Osmanoğlu, 2017).

According to the findings of this study aimed at identifying the problems encountered in providing cultural understanding and interaction in a social studies course and to solve these problems through action plans, healthy communication could not be established between teachers and students. There was a lack of empathy and there was prejudice

against refugee students (Pehlivan-Yılmaz, 2019). The reason for the perceptions of preservice social studies teachers based on prejudice and hatred, could be due to information that was far outside their experiences and real life, and not based on factual judgments. A mass perception based on prejudices and not based on facts about Syrians under temporary protection in Turkey being created (Taştan, Haklı & Osmanoğlu, 2017). According to Taştan et al., increasing communication and contact with Syrians caused diminution of misperceptions and prejudices. Therefore, as the research findings here reveal preservice teachers' "having a life isolated from Syrians" and not having many contact points with refugees could be the main reason for the negative perception based on hatred.

The findings here reveal that preservice social studies teachers' information sources about recent refugee mobility were based on "social surrounding", "different platforms and sources", "personal observations" and "personal experiences". It was noteworthy that when preservice teachers referred to their social surrounding as a source of information, they referred to their "lecturer as a source of information authority" and their "friend circle". The findings support the discussion by Wilson (1991) about the concept of cognitive authority. According to Wilson (1991) who stated that authority was a social phenomenon from beginning to end, the competence given to a person was not about what s/he actually knows, but what s/he was assumed to know. According to Wilson (1991), it was possible for you to gain cognitive authority, making others think you knew something. Therefore, the position of university professors as producers of scientific knowledge based on their status could cause preservice teachers accept them as the source of "cognitive authority". Preservice teachers who referred to their "friend circle" as the source of information supported the findings of Meyers (2010). According to Meyers (2010), adolescents trusted their peers more than authorities such as parents or teachers when seeking information on issues regarded as important or sensitive, although they knew that authorised persons could to provide more accurate information.

Students' accepting their teachers as the primary source of information could be related to the hidden curriculum of higher education institutions. The reason for this was that views and expectations of teachers were an important part of the hidden curriculum (Yüksel, 2004). Teachers transferred their views, beliefs, values and expectations to their students, either explicitly or implicitly, during the learning processes. On the other hand, the hidden curriculum could be shaped also by student characteristics, in contrast to teachers' influences. Students' habits in memorising every piece of information and the implied understanding that "the teacher knows everything" may lead to their acceptance of teachers being the "information authority".

Considering the findings about how they questioned the reliability of information sources, it was noticed that preservice teachers "did not question the reliability of information sources" within the scope of the categories of "stating what passed through their minds without evidence or source", "accepting information as true without researching and questioning", "including missing/inaccurate information," and "reporting judgments with suspicious accuracy in quantity". Our findings supported the research findings by Özel (2016) who sought to determine the skills of undergraduate students in the stages of

seeking, accessing, evaluating, using, and transmitting/ presenting information. Students encountered difficulties in subjects requiring advanced and more detailed information, did not receive any education in information literacy skills, and required educational activities to be organised on these problems. Questioning the reliability of an information source has been identified as one of the critical thinking skills (Ennis, 1991; Paul, Binker, Martin & Adamson, 1989). Individuals with critical thinking skills were required to be able to know the importance of reliable information sources and distinguish information correctly when expressing opinions. However, our findings revealed that students did not adequately "question the reliability of information sources".

Considering the prominent findings related to the content of preservice teachers views upon refugee mobility within the context of their critical thinking competencies, it was determined that the students' views on the subject were on the axis of "nationalist ideology" and "prejudice", but there were also participants who adopted a "human rights-based approach". Our findings support the research findings by Çayır and Gürkaynak (2007) who discussed the breaking points of citizenship education curriculum since 1923. According to their study, Turkish citizenship education encouraged a passive citizenship understanding, full of nationalist and militaristic principles responsible for protecting national unity and indivisibility of the country. Although human rights themes were included in citizenship education with the amendment in 1998, the current program promoted a nationalist, passive and authoritarian understanding of citizenship on the one hand, whilst on the other hand, including detailed human rights content.

The fact that future preservice civic education teachers adopted democratic education principles and had critical thinking skills within this context indicated an important competence in terms of putting inclusive education into practice. According to Lau (2015), one of the main reasons for teaching critical thinking was to help individuals develop their decisions about what to believe or do. Preservice teachers' learning to find their own way about how to approach difficult professional conditions and questioning the decisions to be made were critical for inclusive education (Rouse & Florian, 2012). The intersection of critical thinking skills with inclusive education was not just about decision-making competence. Critical thinking skills were also associated with equitable and qualified education in terms of activating discussion and interaction among students (Latorre-Coscolluela et al., 2021). Our findings revealed that preservice teachers had difficulties in terms of critical thinking skills and there were points needed to be developed in terms of "expressing what was in their minds without providing evidence or source", and "accepting information as accurate without researching and questioning". When considering the improving effect of critical thinking in implementation of inclusive education, it was possible to mention that preservice teachers' critical thinking skills were required to be developed as revealed in various studies (Latorre-Coscolluela et al., 2021; Norman, Chang & Prieto, 2017; Rouse & Florian, 2012).

Considering the prominent findings about the approaches that preservice teachers considered adopting towards refugee students in their classrooms, they were determined to emphasise emotional competencies such as "emotional intensity", "creating special bonds", "motherhood approach to refugee children", although being "unfamiliar with

inclusive education practices" and expressing points of need such as "contacting with refugees". It was noticed that points of need such as "desire to establish" were indicated, in accord with the literature (Lambe & Bones, 2006; Rouse, 2008). Rouse (2008) emphasised the role of teacher education in developing teachers' knowledge, skills, attitudes and beliefs in inclusive education. Most of the teachers who participated in our study stated a motivation based on a desire to help vulnerable children and a belief that they could make a difference in their lives.

Conclusion

The results of this research reveals that preservice teachers' information sources about recent refugee mobility were on the axis of the social environment, especially their teachers and friends, whom they considered as the information authority, and the majority of preservice teachers did not question the reliability of information sources they used on this subject. The findings regarding critical thinking competencies indicated that nationalist ideologies and prejudiced viewpoints were prominent among the perspectives of preservice teachers. They had discriminatory attitudes within the affective perspective of skills for critical thinking. Preservice teachers emphasised emotional competencies for refugee students; they were unfamiliar with inclusive education practices as an undergraduate education topic; and they wanted to contact refugee students.

Considering the possibility for preservice teachers to start teaching in near future and encountering Syrian children in educational environments, the suggestions below are offered:

- The teacher training program should be improved in terms of seminars, workshops and social responsibility activities on migration and refugees.
- Preservice teachers should be provided to participate in education practices on migration and refugees actively.
- Preservice teachers should be strengthened in terms of critical thinking competencies related to their fields.

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Appendices

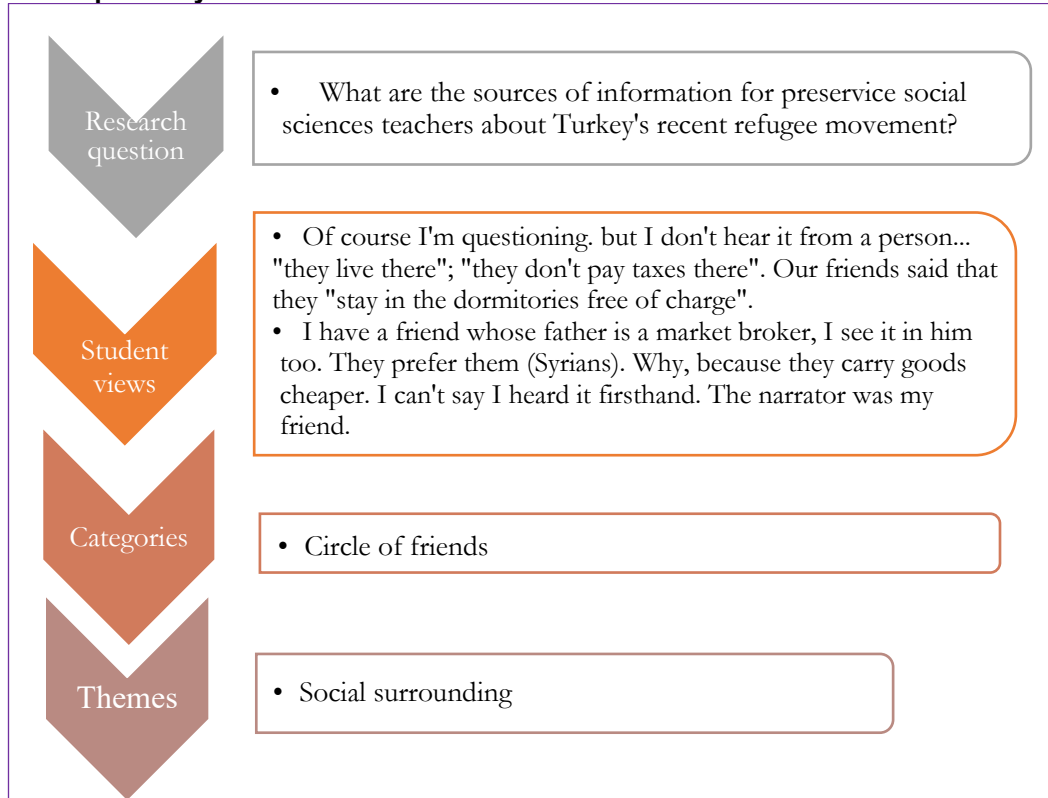
1. Open-ended question in student essays

What are the positive and negative consequences of recent refugee mobility for Turkey? What do you think should be change? Write an essay.

2. Semi-structured interview form

1. Have you ever had immigration experience in any part of your life? Have you witnessed any migration events in your area?
2. Could you give some information about what comes to your mind when someone says recent refugee mobility?
3. In your opinion, what kind of positive or negative results has the refugee movement brought with it for Turkey?
4. What kind of results can be obtained when considering refugee mobility from different perspectives such as refugees, local people, international public opinion, and countries they migrate to?
5. In the essays written about recent refugee mobility, there are opinions that refugees revive the textile sector. Do you agree with these views? Why?
6. What do you think might be the reason for students to include this example (the revival of the textile industry) in their composition? What can you say about the source of this information?
7. What sources do you use to obtain information? How do you decide the source have correct information? In what respects do you question the source of information?
8. Have you ever attended in any activity on migration and refugee issues in your previous term courses? If you attended, what are your impressions?
9. What kind of policy do you intend to follow if you have refugee students in your class when you start your career?
10. What would you suggest about the policy that Turkey should follow regarding the near-term refugee mobility?

3. Sample analysis of the data



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