



## Scenario-Based Case Study Method and the Functionality of the Section Called 'from Production to Consumption' from the Perspective of Primary School Students

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### Abstract

In this research, the aim was showing the evaluation of students on scenario-based case study method and showing the functionality of the studied section called 'from production to consumption'. Qualitative research method and content analysis were used to reveal participants' experiences and reveal meaningful relations regarding problems of the research. The study consisted of 28 fourth grade students from the same classroom, in a public school of Central District of Ankara. The study group was selected by neutral assignment. Lesson plans and forms developed by the researcher were used to obtain qualitative data in the research, which was carried out as a doctoral thesis study. Four lesson plans have been developed in order to be able to achieve advances in the field of learning 'production, distribution and consumption' in the social studies course. Each lesson plan includes a case study associated with the achievement but not finalized, a finalized scenario script covering the case study, open-ended questions, and digital and printed resources. The evaluation form that has been prepared to assess the functionality of the used method, includes the open-ended questions prepared for evaluating the function of the unit in terms of the students and thus, forms the basic data collection tool of this research. According to qualitative results of students answers, using scenario-based case study method is a positive experience. Students are more active in the learning process, they are more caring and they pay more attention to the lessons. They want to use this method in other lessons in which they struggle to concentrate and by using this method they are more able to keep their focus. The results of this study show that scenario-based case study methods have been well received by the students, the learning process with this method is more functional and the learned information continues to be used in non-school settings.

**Keywords:** Social studies education, Scenario-based case study method, Consumption awareness.

**Citation** | Ahu TANERİ (2018). Scenario-Based Case Study Method and the Functionality of the Section Called 'from Production to Consumption' from the Perspective of Primary School Students. Asian Journal of Education and Training, 4(1): 56-61.

#### History:


Received: 11 January 2018

Revised: 9 February 2018

Accepted: 12 February 2018

Published: 14 February 2018

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**Publisher:** Asian Online Journal Publishing Group

**Funding:** This study received no specific financial support.

**Competing Interests:** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Transparency:** The author confirms that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

**Ethical:** This study follows all ethical practices during writing.

### Contents

1. Introduction .....	57
2. Method .....	58
3. Findings .....	58
4. Conclusion .....	60
References .....	60

## 1. Introduction

While examining the social characteristics of humans; the paradigms and doctrines were used that were developed by humans and communities to reveal every prospect of relationship network of humans, their behavioral characteristics as a whole and its origins and to make sense of the phenomenon.

The being of the society as an action system brings up the regulative function of these actions. This allows different events to be sorted in reality systems and sets their functions (Richter, 2012). The functionalist paradigm, which recognizes human's motives and behaviors as essentially a function of the social values they internalize, argues that the main purpose of humans doesn't exist by itself and is only created through the society they are born into. The functionalist paradigm also accepts the basic needs or functional necessities that are common to humanity and must be received by all societies (Wallace and Wolf, 2012).

The function of education in a societal way is defined by the structure of the society, the needs of the society and the purpose of the society. The function of education in class, school and family, is its micro-function. And its relationship with social institutions such as language, religion, morals, economy, politics and its function in these areas create its macro function. Having these both macro and micro functions create education's social functions. The contribution and influence of education on the activities that the child has in the small groups such as family, friends, school, the individual development line of the child and on the activities that include bigger part of the society, is quite large (Celkan, 2014).

Bandura's social cognitive learning theory explains how learning takes place through modelling. They argue that students can gain important knowledge, skills, and manners by observing the model and that these skills, social behaviors, strategies, and manners are mostly learned directly or indirectly through the model. Since the perceptions of the students lead them in their behaviors and learning, a rich learning environment should be provided to the students in terms of the model. According to social learning theory, the self-efficacy value and the expectation of outcome represent the students' key perceptions of themselves. Self-sufficiency, which regulates human life through cognitive, motivational, emotional and decision-making processes; is especially effective on the level and variety of students' effort to learn in class (Alpan, 2015).

Learning, in social learning theory, is carried out before the performance. It does not need an external reinforcement to show the individual's behavior. Knowing the positive and negative consequences of the model's behavior has an impact on the individuals follow through of this behavior. When students' preferences, interests, needs and internal performance criteria are taken into consideration, the learned things become easier to perform (Erdamar, 2011).

Scenario-based learning is a method in which the purpose of the problem can be grasped better, and the students can take ownership of the learning subjects. In scenario-based learning approach, different scenarios are designed to provide sensible learning by creating a constructivist approach in the classroom environment (Çubukçu, 2012).

In order for the scenario-based learning to be used effectively, it is necessary to prepare the scenario content suitable for students' level of knowledge and create a scenario which will make students act, and provide a content that is in line with the teaching objectives and provides concepts that are integrated with the knowledge.

It is necessary to create appropriate environments that direct students to self-study and have suitable questions for their research, suggest solutions for the current problem and provide alternatives (Özerbaş and Somuncuoğlu, 2015). By applying previously learned concepts and principles, the case study method that brings students together with real-life problems contributes to filling the gap between theory and practice in the learning and teaching environment.

The most distinct property of the case study method is that it allows students to create a relationship between facts and principles, acquiring problem-solving skills, getting the chance to work with others, and a consistent example allows them to reach their targets by making the students go through a case that happened or can happen in real life and therefore reinforce the teaching with these examples (Sonmez, 2010).

The social studies lesson taught in schools, which is one of the leading social communities of the individuals after the family, ensures the individual's reconciliation with the society while preserving the individuality of the person in society and aims to keep society as a whole with the other individuals. Social studies education has an important role in creating the social and scientific knowledge, manners and behaviors of the individuals. Many social issues which are included in the content of the course and have scientific aspects begin to be transferred through this course to the individual during early ages. The 'from Production to Consumption' section in the social studies course is revealed as a both social and a scientific topic. The informed consumer behavior, which is one of the main topics of 'from Production to Consumption' section, is a feature that every citizen should possess. Elements of life such as time, knowledge, technology, nutrients, natural resources gain qualification thanks to informed producers and consumers.

The 'from Production to Consumption' section of the fourth-grade social studies class is closely related to the functional paradigm and the social learning theory because it is functional from societal aspect and can be taught by model behaviors.

The 'from Production to Consumption' section of the social studies class aims to give children the skills of determining consumer behaviors, demands and needs, choosing the right products, evaluating said products and knowledge of what rights they have as a consumer.

### 1.1. The Purpose of the Research

In this research, the aim was showing the evaluation of students on scenario-based case study method and the functionality of the studied section called 'from production to consumption'.

Below are the problems that were determined to achieve the purpose of the research. These are:

1. What are the opinions of the students participating in the research regarding the scenario-based case method used in the research process?
2. What are the similarities and differences between students' consumeristic behaviors prior to the course and informed consumer behaviors they learned in class?

## **2. Method**

### **2.1. Research Design**

In this research, qualitative research method and content analysis were used to reveal participants' experiences and reveal meaningful relations regarding problems of the research.

### **2.2. Study Group**

The study consisted of 28 fourth grade students from the same classroom, in a public school of Central District of Ankara, consist of 18 boys and 10 girls. The study group was selected by neutral assignment.

### **2.3. Data Collection Tool**

Lesson plan and forms developed by [Taneri \(2017\)](#) were used in the study. While the forms were being developed, 2 surveying specialists, 4 Turkish experts and 5 Social Sciences experts were consulted. In this research 'Have you used the teaching methods of the section called 'from Production to Consumption' in another course? If your answer is yes, in what course did you use this method and what are the similarities and differences with this course? If your answer is no, what is the difference between the teaching of this course and the other courses?' questions were used to answer researched problems.

### **2.4. Process**

This research was carried out within the scope of the doctorate thesis titled 'The effect of the scenario-based case method in social studies education in gaining production and consumption awareness'. The main aim of this doctoral thesis completed by [Taneri \(2017\)](#) was determining the effect of scenario-based case study method on acquiring information on the production and consumption awareness. In this context, mixed methods research was used as an appropriate model for the purpose of obtaining reliable and comprehensive answers to the questions of the researchers and making the necessary measurement evaluations.

In the study, quantitative data is collected by an experimental pattern model with the pre-test-post-test control group. In order to obtain quantitative data in the research, 'Consumer awareness scale' is developed by the researcher. Lesson plans, activities and questions were prepared by the researcher to state quantitative data and qualitative data of the research have been gathered. While the 'Consumerism Awareness Scale' used in the research constitutes the dependent variable of the research; scenario-based case study method used to teach the students in the experimental group 'from Production to Consumption' section, and scenario-based case study method used to teach the students in the control group 'from Production to Consumption' section consisted the independent variable of the research. The research consisted of 28 students in the experimental group and 22 students in the control group. The experimental and control group in which the study was conducted were selected with a neutral assignment. In this study, the evaluation form prepared by the researcher was used to evaluate the function of scenario-based case method used in the above-mentioned research process. Also, in order to be able to evaluate the functionality of the unit, the 'I am self-evaluating as a consumer' form was used to explain the similarities and differences between the students' behaviors before they participated to the study and the consumer behaviors they learned throughout the study.

### **2.5. Analysis of Data**

The content analysis method is used in the analysis of the data obtained from the research. It is important to create a proper label system with note-taking that can collect all data such as dates, places, interviewees, information description and it is important that the field notes in the inventory held in the stage of preparation of the analysis are complete ([Patton, 2014](#)). Content analysis is a process that involves identifying, coding, categorizing, and labelling the first patterns on the data. It also means to analyze what is important in the main content ([Patton, 2014](#)). Content analysis is used as a systematic and reproducible method to identify the presence of certain words or concepts in text or text groups and code texts in certain categories ([Stemler, 2001](#)). Content analysis helps the researchers in making an inference about the message in the texts by being a technique used in the social sciences field to define certain features of a message objectively and systematically with certain rules based coding ([Büyüköztürk et al., 2016](#)). When the qualitative data was analyzed, the students were coded as S1, S2, S3, ..., S28 according to the numbers in the class list and the data from the students have been analyzed by naming these numbers in the findings

## **3. Findings**

Students have been asked to evaluate the methods used, the teaching of the lesson and the activities. The questions on the evaluation form are as follows:

1. Have you used the teaching methods of the section called 'from Production to Consumption' in another course? If your answer is yes, in what course did you use this method and what are the similarities and differences with this course? If your answer is no, what is the difference between the teaching of this course and the other courses?
2. What are the aspects you liked and disliked of the methods used in the course?
3. Did the things you learned through the course had any contribution to your daily life? If so, what did it change in your life?
4. Describe your thoughts and experiences about the methods used in the course. Would you like to use this method in other courses too? Please write it with your reasons included.

The themes, codes, and categories determined according to the answers given by the students are as follows:

**Table-1.** The theme, code, and categories about teaching methods.

Theme	Code	Category
General Evaluation	Evaluation of the teaching methods	Expressing that the lesson is fun, liking the teaching independent from the books, recommending the use of the same methods in other courses, expressing that having fun while learning and enjoying getting less homework.

The answers that students have given for the question; 'Have you used the teaching methods of the section called 'from Production to Consumption' in another course? If your answer is yes, in what course did you use this method and what are the similarities and differences with this course? If your answer is no, what is the difference between the teaching of this course and the other courses?' are below;

'No we haven't. Normally we study lessons through books and watch from computers. But in this social study class, we are learning the content with games and activities. In short, this lesson is fun.' (S9).

'No we didn't use this in other courses. In this course, we have never studied a lesson by using a book. But in other courses we always use books. We prefer to do lessons without using books. ' (S20).

'No, I never used a method like this before. We go through the other lessons with a book, and boringly, while we are having fun with especially Ahu teacher in this social studies course.' (S22).

'No it's more fun, we are not getting bored. I understand more. We learned by having fun with the scenarios and with the games. ' (S25).

The students answered the 'What are the aspects you liked and disliked of the methods used in the course?' question like this;

'What I like is not having a book, not having too much homework, and having fun during the class.' (S1).

'There is nothing I don't like. And the things I like are not going through a book and learning through scenarios.' (S14).

When asked 'Did the things you learned through the course had any contribution to your daily life? If so, what did it change in your life?' and 'Describe your thoughts and experiences about the methods used in the course. Would you like to use this method in other courses too? Please write it with your reasons included.' the students gave these answers;

'I learned to be an informed consumer. I have a right to return the damaged products. I have a right to ask for the invoice, receipt, warranty document of the product I bought. And I know if I give priority to my needs instead of my desires, I would be an informed customer.' (S1).

'Yes. I now make plans. I know my rights. I know my basic needs.' (S3).

'Yes, it did have contributions. Now when I buy a product I always get its receipt and bill. Now I shop more comfortably and I avoid spending unnecessary money.' (S21).

'Yes. Now I make a shopping list.' (S27).

When the students are asked 'Describe your thoughts and experiences about the methods used in the course. Would you like to use this method in other courses too? Please write it with your reasons included.', they gave these answers;

'I think it is fun and educational. I think this should be used in all courses because we are having more fun.' (S1).

'I very much agreed with the methods used and I understood much more quickly. The scenario was good and can be used in other courses too'. (S11).

'The method is great! We are having a lot of fun while learning. I would like this method to be used in math class most.' (S22).

'It was fun and informative. Yes, because then we would have learned easier.' (S25).

'Yes, I would. We have learned to become an informed consumer in this class. But in a fun way. I would like other classes to be like this.' (S28)

Some of the explanations in the form of 'I am self-evaluating as a consumer', which were used to explain the similarities and differences between the students' behaviors before they participated to the study and the consumer behaviors they learned throughout the study, are given below.

'For example, before I left the water running while washing my hands but after reading this text I stopped, it was a very informative text. No, I don't waste water or electricity, I'm very careful.' (S9).

'I thought we could only get our needs. But now I realize depending on our family budget we can both get our needs and our desires. Identifying our needs and desires is the first step. I didn't know this before. Information and behavior in shopping are as important as money. "The time left for shopping should be sufficient to inspect the goods and services." I didn't know that. I knew how to make a shopping list, but I did not do it.' (S12).

'I used to not use water efficiently in the past, like for example when I was brushing my teeth, I left it open. But now I do not do this, I understand how valuable the water is.' (S15).

'I cared about the brand before but now I learned that the really important thing is that product being healthy and having a certain quality. I believed everything I saw in commercials but I now know that a research before buying is required. I buy the products in line with our budget. My mom usually plans for shopping. After the shopping, we do a case assessment. I check what I could have saved more. And it seems that at first we need to get our needs, and I did not do that.' (S21).

'Instead of relying on the seller, we are investigating ourselves. We did not know about service net, now we do. We did not check the CE symbol, now we do. We check that the scales work correctly and we were already getting the packaged products. We only sign contracts after reading them carefully. We do not believe door-to-door vendors. We try to not to buy defective products. We keep documents like bills. I have learned I can go to arbitration board in 15 days. Before this, I did not know how to apply to an arbitration board, or about Call 175 line, or about consumer courts. I did not know the Ministry of Industry and Commerce, the advertising board, the non-governmental organizations. ' (S23).

## 4. Conclusion

The results obtained from the findings of the research are given below:

All of the students who were taught with the scenario-based case study method on the subject of 'from Production to Consumption', have enjoyed the process. No previous case scenario-based event method has ever been used in another course. The method used allowed students to learn while having fun. The students were pleased to be able to go through the course without books. Students recommended the use of the method in other courses. Teaching using scenario-based case method became functional for students. They are pleased that there was less homework.

### 4.1. Also Students

Continued to apply what they learned in non-school settings. Started to exhibit informed consumer behaviors. Come to be able to analyze whether their behavior is an informed consumer behavior. Learned their rights as consumers. Learned how to use consumer rights when they need it.

When the results of the research were examined, it was seen that scenario-based case study method had left major positive impressions on the students. The results of the research revealed that the functionalist paradigm that constitutes the theoretical basis of the research, support the possible outcomes of education in terms of the social learning theory, the scenario-based learning and the case study method that are used.

The functional paradigm draws attention to the functional links between educational institutions and other social institutions. It argues that education fulfills the social roles of individuals effectively through socialization and selection functions (Tezcan, 2005). This feature of the functionalist paradigm supports the conclusion that students apply what they learn in out-of-school settings and begin to exhibit conscious consumer behavior. The functionalist paradigm also accepts the basic necessities or functional necessities that are common to humanity and that all societies must meet (Wallace and Wolf, 2012). This aspect of the functionalist paradigm supports students to learn when can they use their rights as consumers and how can they use them when they need.

According to Vygotsky, cognitive development gets developed from the society to the individual. Children watch the interactions between people in the outside world in order to form their own development and they interact with others (Koç and Demirel, 2004). Vygotsky's understanding of social learning can be viewed as the way in which students follow the behaviors of the model person and they evaluate the incidents through the behaviors of this person.

Behavioral patterns observed in the social environment emerge as a direct and indirect reflection of the compromising or conflicting expectations of people. This principle, which is referred to by Bandura as mutual determination principle (Aydin, 2014) and can be summarized as influencing the behavior of the model and getting influenced by the behavior of the model, supports the results obtained from the sample event completion studies used in the research process. The fact that the students learn by taking the main characters behaviors of the case studies as a reference and by creating new results with making changes on these behaviors, and the model field and the environment getting affected by this, shows that the social learning theory can be successfully used in the research process.

Learners of social cognitive learning should be aware of their existing response-outcome prospects because they have established the belief that they can put forward various behaviors and anticipations about the likelihood of response-outcomes for the future (Ormrod, 2013). Knowing the positive and negative consequences of the model's behavior has an effect on the individual's realization of this behavior (Erdamar, 2011). Students being able to play an active role in the learning environment while being aware of the events and without encountering any adverse situation, show that the scenario-based case method used in the research accomplishes the goals of social cognitive learning.

Observation and listening from live, symbolic or nonhuman (video or cartoon characters) electronic or printed models are the common sources of indirect learning in social cognitive learning (Shunk, 2011). The symbolic characters in the case study which are used as a data collection tool can be shown as an indirect learning source for the students. Moreover, it can be said that the students can observe the model from the printed sources through the newspaper news which is placed in the case study.

Scenario-based learning is the task of turning the situation into a script so that the purpose of the problem can be grasped better and the students can embrace the learning content (Çubukçu, 2012). The fact that the scenario-based learning approach has brought the real world into the classroom environment has facilitated the transformation of the theoretical basis of the research into practice made it easy for students' to adapt to the life after school, and allowed students' to see the practical use of the theoretical knowledge (Özerbaş and Somuncuoğlu, 2015). Through the case study method used, the students were able to see in the classroom that the same event can have different outcomes, without them being directly affected by the event and without being harmed, and they had the opportunity to compare these different outcomes.

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