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A Gender-Based Examination of the Case Study Method in Primary School Social Studies Courses

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ABSTRACT

The aim of this research is to determine how the answers given by the 4th-grade students in a public school in Istanbul to the questions of the case study texts in the Social Studies course differ based on gender. In this direction, the case study design, one of the qualitative research methods, was used in the research. Data were collected by open-ended survey. The answers given by the students to the intellectual, empathetic, and moral questions, to the case studies prepared based on the visuals, newspaper, and dialogue. In the study, the answers of 86 female students and 84 male students were examined. According to the examination of students' answers, female students answered empathetic and moral questions more often than male students; male students were found to answer intellectual questions more often. In the intellectual and moral questions, it was determined that the answer type of male students was higher than that of female students. In addition, it was determined that the most frequently given answer and the given second answers were generally different between the two genders. The study of the students' answers indicated that female students answered more questions than male students in newspaper-based and visual-based case studies; however, in dialogue-based texts, male students answered more questions than female students. In the newspaper-based and visual-based case studies, the response type of female students was higher than that of male students; If it is a dialogue-based text, it has been determined that the answer type of male students is higher than that of female students. In addition, it has been determined that the number of questions that the most frequently given answer is the same between the two genders is more than the number of questions that are different. In this context, it is thought that the study will shed light on other gender-based studies.

Keywords: Social Studies, case study, gender, primary school.

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İlkokul Sosyal Bilgiler Derslerinde Örnek Olay Yöntemiyle Ders İşlenmesine Yönelik Cinsiyet Temelli Bir İnceleme

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ÖZET

MAKALE BİLGİSİ

Bu araştırmanın amacı İstanbul'da bir devlet okulunda ilkokul 4. sınıf öğrencilerinin Sosyal Bilgiler dersinde işlenen örnek olay metinlerine ait sorulara verdikleri cevapların cinsiyet değişkeni bazında nasıl farklılaştığını tespit etmektir. Bu doğrultuda araştırmada nitel araştırma yöntemlerinden durum çalışması deseni kullanılmıştır. Veriler açık uçlu anket ile toplanmıştır. Görsel, gazete temelli ve diyalog temelli olarak hazırlanan örnek olaylara yönelik sorulara düşünsel, empatik ve ahlaki sorulara verilen öğrenci yanıtları incelenmiştir. Araştırmada 86 kız öğrenci ve 84 erkek öğrencinin yanıtları incelenmiştir. Öğrencilerin yanıtları incelendiğinde gazete temelli ve görsel temelli örnek olaylarda kız öğrencilerin erkek öğrencilerden daha fazla sayıda soruya yanıt verdiği; diyalog temelli metinde ise erkek öğrencilerin kız öğrencilerden daha fazla sayıda soruya yanıt verdiği tespit edilmiştir. Gazete temelli ve görsel temelli örnek olaylarda kız öğrencilerin cevap çeşidinin erkek öğrencilerden fazla olduğu; diyalog temelli metinse ise erkek öğrencilerin cevap çeşidinin kız öğrencilerden fazla olduğu tespit edilmiştir. Ayrıca en sık verilen yanıtın genel olarak iki cinsiyet arasında aynı olduğu soru sayısı, farklı olduğu soru sayısından fazla olduğu tespit edilmiştir. Bu bağlamda çalışmanın cinsiyet temelli yapılacak diğer çalışmalara bir ışık tutacağı düşünülmektedir.

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Introduction

Social Studies is an important primary education course that examines people and their interaction with their environment in time and place. The purpose of the Social Studies course is to prepare the student for life. It is an important course to provide new generations with

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important knowledge and skills regarding social environments within the intertwined, diversified, and difficult-to-solve structure of life and the situations and problems encountered in life, and to enable the individual to solve the situations and problems more effectively he will encounter in life. Because Social Studies teaches children to first recognize their own identity, to notice their immediate environment, the city and country they live in, and then to recognize and follow the world, cultures, systems and problems, natural events, democratic developments, and to be responsible citizens (Doğanay, 2008; Kabapınar, 2004; Kaya, 2022). Social Studies course tries to provide students with a lot of information such as who they are, where and how they live, their individual and social duties and responsibilities, what the values of the society they live in are, how they can communicate with people, how they can take part in society, and how they can benefit from their rights as an individual. In short, Social Studies course contributes to both the individual and social personalities of students. At the same time, Social Studies is a multidisciplinary and interdisciplinary course with a holistic structure. It includes social sciences such as history, geography, economics, sociology, anthropology, psychology, philosophy, political science, and law, as well as many disciplines such as human rights, citizenship, and democracy. These disciplines should be taught. Because people see all kinds of phenomena, not in pieces, and learn and understand them more easily (Sönmez, 2010).

What is meant by Social Studies education cannot be the masses of information that students have to memorize or the ability to explain people and their interactions with their immediate environment in a way that covers the whole world from past to present (Doğanay, 2008). Social Studies education is based on students' real-life problems and contradictory situations, based on events inside and outside the school. It is aimed for students to think about the social problems they encounter and suggest solutions. One of the general aims of the Social Studies course is to raise democratic citizens (Hanaylı et al., 2020). To be a democratic citizen, it is necessary to have critical thinking skills. For this, skills such as listening with respect to different opinions, presenting ideas freely, not worrying about prejudice, logical thinking, holistic thinking, and questioning should be included in the classroom. It has been recommended to use different teaching methods and techniques to acquire these skills (Bulut Atak, 2019). Since learners will have difficulty in acquiring information that they cannot see in their own real life, it is extremely important to first present the information in a way that is meaningful to the student in gaining any desired feature. For this reason, presenting the problems that the student encounters or may encounter with realistic events contributes to the concretization of abstract concepts and facilitates learning (İbrahimoglu and Öztürk, 2013).

Since it is not possible to carry and examine all events in life in their entirety to the classroom, the case study method offers students experiences such as the attitude they will take when faced with an event or problem, the ability to produce different solutions, the ability to consider the effects on their parties, and the ability to develop foresight about what may occur as a result of their behavior (Kabapınar and Özkan, 2012). With the case study method, real or possible events and problems are shown to students as text, visuals, newspaper news and movies. The event and/or problem in the case study should be analyzed and discussed by the students (Topal, 2004; Şimşek and Yaşar, 2006). When preparing a case study text, care should be taken to ensure that the case study is realistic, holistic, logical, and

meaningful, and it should not contain contradictions. The purpose of the case study is to enable students to gain skills, attitudes, and awareness on the subject and to develop problem solving, decision making, finding alternative solutions, evaluating individual right-wrong judgments and critical thinking skills (Bulut Atak, 2019; Pehlivan, 1997; Pehlivan ve Şahin, 2013).

The case study also serves as a bridge between theory and practice. Students can access new information by analyzing their existing knowledge, problems, and events, and proposing solutions (Şimşek and Yaşar, 2006). The case study technique gives students the opportunity to see events from others' perspectives, to recognize the emotions of others, and to be realistic in understanding others. It shows the student the consequences of his actions. In this method, attention is drawn to the positive or negative effects of behaviors on others (Uğur, 2007). In this method, the student is shown the consequences of his/her behavior, and attention is drawn to the positive or negative effects of the behavior on others. In this way, the student gains the skills to take responsibility for his behavior and empathize (Aydemir, 2010). In the case study method, learning becomes much more permanent as students can actively participate in the courses and derive individual meanings (Ütkür, Kabapınar, & Önder, 2016). There are also points to consider when preparing case study texts. The text should be short and concise, contain contradictions, individual meanings should be derived, the character should be empathetic and should not contain clear messages. After the text, there should be questions where students can examine the situation morally, empathetically, and intellectually. The student should be in an environment where he can answer questions knowing that he will not be judged and should form his own value judgments. The student understands the text, realizes the contradiction in it, and learns through the answers he gives to the questions (Kabapınar, 2016). Moral questions are questions that examine whether the behavior of people in the text is ethical or not and enable the student to sense this. Empathetic questions are asked such as "what would you do?" "How would you behave?" Intellectual questions consist of questions that will make it easier to recognize and understand the case study. Questions have an important place in case studies so that students can engage in fun and thinking, develop a perspective on problems and recognize different perspectives, develop multifaceted thinking skills, and realize the problems in life as sensitive citizens.

There are points where girls and boys differ cognitively, emotionally, and socially in situations and problems in life. It is known that female students' reflective thinking skills are higher than male students. In other words, female students think before acting, question and reconsider their actions more than male students. In addition, female students are more creative than male students; Considering that male students dream and take risks more than female students, it is seen that the two genders are cognitively different (Erdoğan and Şirin, 2018). It is known that female students are more empathetic than male students, take more responsibility towards their families and their environment, and have more positive attitudes (Durlanık and Uzman, 2021; Özdemir, Özden and Öztürk, 2019). According to Şimşek and Kara (2018), female students have more universal moral values than male students. Considering all this, it would not be wrong to say that different results can be obtained when students look at these problems from different perspectives because of bringing their life problems to the classroom environment.

When the national literature was examined, it was determined that the case study method was studied more in Life Sciences and Social Studies courses than in other courses. Studies have been found on teachers' perspective on the case study method in the Life Sciences course, the quality and frequency of using the method, its use in values education, and teachers' case study creation processes (Bal and Anulan, 2019; Kabapınar, Özkan and Sargin, 2014; Meydan and Bahçe, 2010; Ütkür, 2018; Ütkür, Kabapınar and Önder, 2016; Ütkür, Kabapınar and Önder, 2017). There are studies on its use in the Social Studies course, its effect on success and attitude, its effect on environmental awareness, the opinions of teachers, students and teacher candidates, its effect on critical and empathetic thinking skills, and its use in value education (Akyürek Tay and Çakmak, 2020; Aydemir, 2010; Deveci, 2005). ; Deveci, 2007; Gedik, 2010; İbrahimoğlu and Öztürk, 2013; Kaymakçı, Turgut and Özalp, 2021; Selanik Ay and Konak, 2019; Uğur, 2007; Ünlüer and Yaşar, 2012). Studies have been found on its use in science classes, its effect on success, and its effect on concept learning, critical thinking and reading comprehension skills (Coştu, Ünal and Ayas, 2007; Horzum and Alper, 2006; Şahin and Çakmak, 2016). A study was found on the effectiveness of the case study method in Turkish courses (Korkmaz and Korkmaz, 2020). When the international literature was examined, studies were found on the use and benefits of the case study method, the elements to be considered, the ability of teacher candidates to use it, its effect on students' communication, critical thinking and problem-solving skills, its effect on student participation, motivation and performance, and the limitations and difficulties of the method (Badger, 2010; Beckisheva, Gasparyan, and Kovalenko, 2015; Farahani and Heidari, 2013; Lengyel and Vernon-Dotson, 2010; Raza, Qazi, and Umer, 2019). However, no study has been found examining the differences in the answers of male and female students to case study text analysis questions at the primary school level. Therefore, it is thought that the study will contribute to the literature.

The aim of the research is "Distinguishes the natural and human elements in the environment in which one lives", which is included in the Social Studies curriculum. The aim of this study is to determine whether there are any differences in the answers of 4th grade male and female students to the questions of case study texts created for learning outcomes. In this regard, the general problem of the research is "What is the difference in the answers of male and female students to the Social Studies course case study text questions?" can be expressed as . The following sub-problems were determined to find the answer to this question:

Student responses differ according to gender,

1. How are the intellectual, empathetic, and moral questions of the newspaper-based case study?
2. How are the intellectual, empathetic, and moral questions of the dialogue-based case study?
3. How are the intellectual, empathetic, and moral questions of the visual-based case study?

Methodology

Research model

This research has qualitative research characteristics and case study research was used. Case study research is an approach in which the researcher examines a situation in depth through multiple information sources within a limited time and place, collects information about the situation, and produces a description of the situation (Creswell, 2014).

Working group

In this research, students studying in the 4th grade at a public school in Istanbul constitute the study group. These students were selected by convenience sampling. The appropriate situation for selecting individuals and groups on which research can be easily conducted is the study group. It is based on items that are available, quick, and easy to access (Baltacı, 2018; Sönmez and Alacapınar, 2019). The appropriate situation determined here is the primary school where one of the researchers works. All 4th grade students in this primary school were selected. Figure 1 below shows the distribution of students by branch and gender.

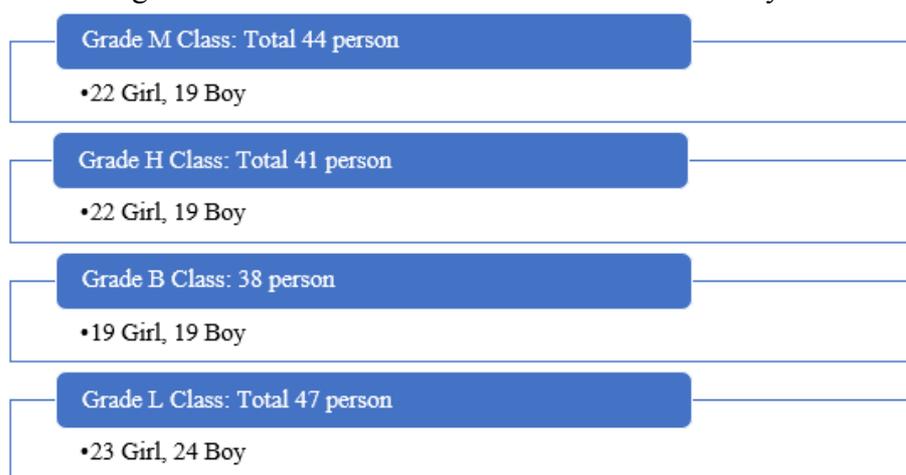


Figure 1. *Distribution Of Students According To Grades*

As seen in Figure 1, there are a total of 170 person, 86 female and 84 male, in 4 grades. Ethical permissions were obtained from Istanbul University- Cerrahpaşa Social and Human Sciences Ethics Committee to conduct the study (2023/80).

Data collection tools

In the study, data was collected with an open-ended survey. In the study, open-ended questions were used as a data collection tool to determine what the students thought about "the protection and importance of natural and human elements". There are 9 questions in total: 3 intellectual, 3 empathetic and 3 moral. The questions were prepared by the researchers and the opinions of 3 classroom teacher experts and 3 field of experts were taken on the subject. Lawshe was subjected to content validity testing (Lawshe, 1975). The content validity index for these questions in the open-ended survey was determined as 0.99. While preparing the

questions, attention was paid to the achievements, and they were prepared to determine the students' perspectives on the problem. The questions are stated below.

Questions in newspaper-based case study

1. In your opinion, why might those who pasted the advertisement of the tour boat in Kekova Port, wrote the names of the companies or wrote the names of their lovers, have written it? (Thoughtful question)
2. If it were you, would you punish those who posted advertisements and wrote on Kekova Port? What kind of punishment would you give? (Empathetic question)
3. Is it right or wrong for people to write the names of their lovers with spray paint on Kekova Port? From where? (Moral question)

Questions in the dialogue-based case study

1. How do you think Kemal responded to Metehan's suggestion of writing Ayça's name on the wall? From where? (Thoughtful question)
2. If you were Kemal, how would you respond to Ayça's offer to write her name on the wall? From where? (Empathetic question)
3. Do you think Metehan's offer to write Ayça's name on the wall is right or wrong? From where? (Moral question)

Questions in visual-based case study

1. What do you see in the sea image? Do you think everything is as it should be? Could something be wrong? (Thoughtful question)
2. How would you feel if you were a sea covered in mucilage? If you had the chance to tell people about your mucilage-covered condition, what would you tell people? (Empathetic question)
3. Is the behavior of people who throw their garbage into the sea because they cannot find garbage right or wrong? From where? (Moral question)

Data collection process

In the study, three case studies, newspaper-based, dialogue-based and visual-based, were prepared by the researchers for the "protection and importance of natural and human elements". While preparing the texts, attention was paid to the age group of the students, the fact that the texts were close to reality, that they could be evaluated from different perspectives, that they contained a problem, and that the problem was current and could be encountered in daily life. At the same time, the end of the texts is left to the students. Example events are listed below. Each case study was studied three hours a week for one week.

1. Case is a report Kekova



study: This newspaper about Port.

Figure 2. Source: www.hurriyet.com.tr/gundem/kekova-vandallari-41921556

2. Case study; It is a part of the dialogue of two people named Kemal and Metehan.

Metehan: Look how magnificent palaces people built 1500 years ago.

Kemal: Fascinating. It's like a miracle that it's come this far.

Metehan: What a different feeling. You do something and you can come and see it even hundreds of years after you did it. This is what I call immortality.

Kemal: Yes, I wish we could do something as permanent as theirs.

Metehan: An idea came to my mind, but I don't know if you can do it.

Kemal: What is it? If there's something to be done, of course I'll do it.

Metehan: Write Ayça's name on the wall of the palace with spray paint.

Kemal: Why would I do such a thing?

Metehan: Why? Both you and Ayça will be immortal. Also, many tourists come here. Everyone who comes will see your love. Ayça is also very happy about this.

Kemal: I need to think a little.

(The text was created by the authors.)

3. Case study 3 is a visual about mucilage.



Figure 3. Source: <https://politikmerkez.com/konular/cevre/musilaj/>

Case studies were read to 86 female and 84 male students, and then open-ended questions were asked, including intellectual, empathic, and moral questions. The data obtained from the questions were analyzed with the help of content analysis.

Data analysis

The main purpose of content analysis, one of the qualitative research methods, is to reach concepts and relationships that will qualify and help explain the existing data (Yıldırım ve Şimşek, 2008). In the analysis of the data, another researcher was also allowed to code the data for coder reliability. The researchers' coding's were compared, and Miles and Huberman's (1994) encoder reliability formula were used. The agreement of the analysis between researchers was calculated according to the formula "Reliability=Amount of Agreement/Number of Agreement + Number of Disagreements". According to Miles and Huberman (1994), when this value is above 0.70, the analysis is considered reliable. The coefficient averages of the researchers analyze of the data obtained from the open-ended questions of the case study texts are 0.92 for the 1st research question, 0.90 for the 2nd research question, 0.90 for the 3rd research question. It was found to be 0.94 for the research question. Accordingly, since the average of the analysis of the data collection tools used in this research is 0.92, it can be said to be reliable. To keep the identities of the students confidential, students are designated as M, H, B and L according to their class branch names. According to their gender, they were given nicknames as Female (F) and Male (M), ME1, MK2.

Findings

How do student responses differ by gender on the intellectual, empathic, and moral questions of the newspaper-based case study?

To determine the differences in the answers given by the students to the intellectual question of the newspaper-based case study text according to their gender, the answers were analyzed, and the data are given in Table 1.

Table 1. Responses of Male and Female Students to Intellectual Questions

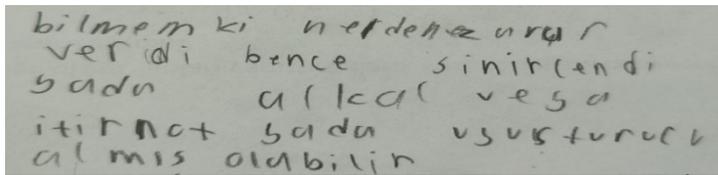
In your opinion, why might those who pasted the advertisement of the tour boat in Kekova Port, wrote the names of the companies or wrote the names of their lovers, write it?	Female	Male
No reason	11	7
Disliking the port/country/ship/work	6	12
To be jealous	6	9
Do it unintentionally	5	-
Being a bad person	5	3
Wanting to be famous	4	4
Being a historical artifact	4	3
To be fun	3	2
Take revenge	3	2
Think there is a treasure	2	-
Make it look bad	2	2
Making your lover/friends happy	2	1
Not to care	2	1
Not trusting Ataturk	1	-

Want to steal	1	-
Wanting to pollute the environment	1	-
Being enemy soldiers	1	-
Be fantastic	1	-
Boredom	1	2
Wanting to be cool	1	2
Want to post an ad	1	2
Thinking they are doing good	1	-
For their own pleasure	1	-
Show themselves	1	1
To leave something of oneself	1	1
Consider yourself a legend	1	-
To enable them to come to their own country	1	-
To make unhappy	1	-
Attract customers	1	1
To earn money	1	1
Because it's dirty	1	1
Want to possess	1	-
Write your lover's name	1	-
To love	1	-
Decorate	1	-
Not wanting historical artifacts	1	-
Not letting boats come	1	1
Be naughty	1	-
Prevent collapse	1	-
Get angry	-	3
Wanting to take over the country	-	2
Be in the black	-	1
Not trusting God	-	1
Others not repairing ships	-	1
Wanting us to get hurt	-	1
Cause it to lose its value	-	1
Being uneducated	-	1
Think old	-	1
Build home	-	1
Make shipbuilding more difficult	-	1
To think unnecessary	-	1
Surprise people	-	1
Mistaking it for a normal structure	-	1
Want to dirty	-	1
Be disrespectful	-	1
Make your lover famous	-	1
To avoid tourists coming	-	1
Having taken harmful substances	-	1
To destroy	-	1
No answer	5	3
Total	86	84

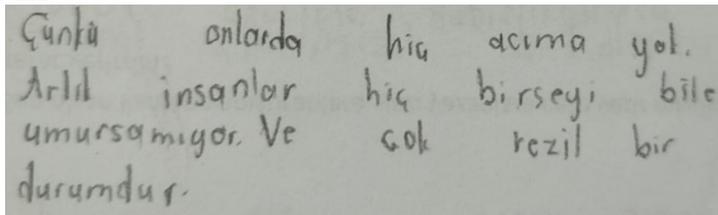
In Table 1, it was determined that the most common answer to the question of why those who damaged the port might have done damage was "not liking and jealous of the port/work/country/ship" for female students, and "not liking the port/work/country/ship" for male students. The other most common answer among male students was "jealous"; It is seen that female students are "bad people". It is seen that 11 female students and 7 male students did not explain the reason for their answer. 5 of the female students and 3 of the male students did not answer the question. It is seen that the answer type of female students is 38, and the

answer type of male students is 40. Unlike girls, male students gave answers similar to the following: "get angry", "want to take over the country", "be a creditor", "not trust God", "others not repairing ships", "cause them to lose their value", "be out of time", "be uneducated", "to think it is old", "to build a house", "to make shipbuilding difficult, etc. A total of 59 answer types were given, 21 of these answers were given only by male students; It was determined that 19 of them were given only by female students. It has been determined that both male and female students have the idea that "the reason for damaging the historical monument is not to like it and to be jealous of it". It was determined that male students gave more answers than female students and explained the reasons for their answers. In addition, there are more answers without explanation than the most common answer given by female students. Below are three examples of male and female students' answers.

ME10



MK3



The students' answers were chosen as examples because they explained them with different situations, such as the effect of a substance, the desensitization of all people, and the hope of finding treasure, compared to the answers of other students. The answers were analyzed to determine the differences in the students' answers to the empathic question of the newspaper-based case study text according to their gender, and the data are given in Table 2.

Table 2. Responses of Male and Female Students to the Empathic Question

If it were you, would you punish those who pasted advertisements and wrote on Kekova Port? What kind of punishment would you give?

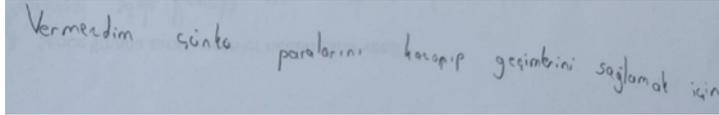
	Yes/No	Female	Male
Prison		11	19
Fine		10	8
Getting it cleaned		6	8
No content		6	7
Exile		4	-
Home detention		3	-
Complaining to the police/municipality		3	3
Helping people		2	-
Cleaning + money		2	-
Show what they do		2	-
Dyeing your clothes		1	2
Penalty for not posting advertisements		1	1
To commit violence		1	1
To warn		1	1

Breaking your paints		1	-
To sue	Yes	1	-
Hang a notice in your house		1	-
Make it to the news		1	-
Prison + starve		1	-
Non-violent punishment		1	-
Protecting historical monuments		1	-
Remove		1	-
To throw on the ground		1	-
Prison + money		-	5
Prison + execution		-	3
Standing on one leg		-	2
Starve		-	1
Tell their families		-	1
Throw into the sea		-	1
Prison + clear		-	1
Execution		-	1
Throwing into the pool with crocodile		-	1
Total		62	66
No content		8	7
To warn		8	2
To prevent damage		2	2
Get angry		2	-
To explain		1	2
Play a game	No	1	-
Make a board		-	1
Total		22	14
No answer		2	4

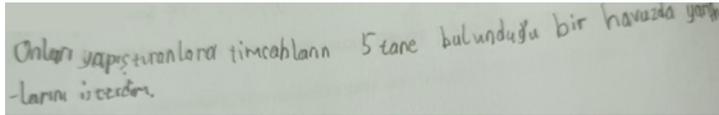
In Table 2, when asked whether they would punish people who damage historical monuments if they had the authority, 72% of 86 female students stated that they could punish, and 26% stated that they would not punish; It is seen that 79% of 84 male students stated that they could punish, while 17% stated that they would not punish. 2 of the female students and 4 of the male students did not respond. It seems that the most common answer given by both male and female students is "prison". The other most common answers appear to be "fine" for female students, and "fine" and "cleaning" for male students. It is seen that 14 female students and 14 male students did not add any content to their answers. It was determined that the answer type of female students was 27 and the answer type of male students was 21. Unlike male students, female students have the following options such as "exile", "house arrest", "helping people", "cleaning + money", "showing what they have done", "breaking their paint", "filing a lawsuit", "hanging an announcement on their house", "being in the news". The answers were "removal", "prison + starvation", "non-violent punishment", "protection of historical artifacts", "removal", "throwing to the ground", "get angry" and "playing games"; Unlike female students, male students also receive "prison + money", "prison + execution", "keep standing alone", "starve", "don't tell their families", "throw them into the sea", "prison + have them cleaned", "execution", It is seen that the answers are "pool with a crocodile" and "making a billboard". A total of 37 answer types were given, 16 of these answers were given only by female students; It was determined that 10 of them were given only by male students.

It has been determined that both male and female students have the idea that "the punishment for damaging historical monuments is prison". It was determined that female students gave more variety of answers than male students. Below are four examples of male and female students' answers.

BE7



HE5



When the students' answers are examined, it is thought that BE6, HK16, HE5 gave imaginative and creative answers as punishment to those who damaged the port; BE7's answer that they put up advertisements to earn money was chosen as an example because it was found to be different from the answers of other male students.

The answers were analyzed to determine the differences in the answers given by the students to the moral question of the newspaper-based case study text according to their gender, and the data are given in Table 3.

Table 3 . Responses of Male and Female Students to the Moral Question

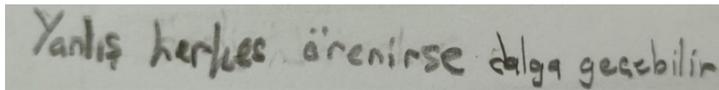
Is it right or wrong for people to write the names of their lovers with spray paint on Kekova Port? From where?

	Female		Male	
	Right	Wrong	Right	Wrong
No reason	1	39	3	43
Damage to historical monuments/nature/ships	-	19	-	11
Contamination of walls/nature	-	5	-	2
It's ridiculous	-	3	-	-
It's a shame	-	2	-	1
Make your lover happy	2	-	-	-
Everyone to learn	-	2	-	3
There is a possibility of separation	-	1	-	-
Being selfish	-	1	-	-
Giving effort	-	1	-	2
Violating people's rights	-	1	-	-
People misunderstanding	-	1	-	-
Not writing on paper/on the wall of the house	-	1	-	2
Not working	-	1	-	1
Being angry with your lover	-	1	-	1
To be sweet	1	-	-	-
Not telling on the phone	-	1	-	1
Not to say it to your face	-	1	-	1
Being a crime	-	-	-	2
To be rude	-	-	-	2
To be a memory	-	-	1	-
Falling in love	-	-	1	-
Embarrass the person	-	-	-	1
Be free	-	-	1	-
His girlfriend doesn't want her	-	-	-	1
Having a girlfriend	-	-	-	1

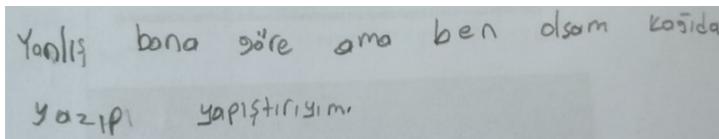
Total	4	80	6	75
No answer		2		3

In Table 3, 93% of 86 female students found the behavior of people who wrote the names of their lovers into history as wrong, while 5% found it right; It can be seen that 89% of 84 male students stated that they found it wrong, while 7% found it correct. 2 of the female students and 3 of the male students did not answer the question. It seems that the most common response given by students who find the behavior wrong is "damaging historical artifacts/nature/ships" for both male and female students. It is seen that the most common answer given by the students who find the behavior correct is "the lover's happiness" among the female students, while it is not the most frequently given answer by the male students. It is seen that 40 female students and 46 male students did not explain the reason for their answer. While the answer type of female students is 18, it is seen that the answer type of male students is 19. Male students, unlike female students, answered "it is a crime", "it is rude", "it is a memory", "it is a crush", "it embarrasses the person", "it is free", "it does not want a boyfriend" and "it is a boyfriend"; It is seen that female students, unlike male students, gave the answers "it's ridiculous", "her boyfriend is happy", "there is a possibility of them breaking up", "they are selfish", "they violate people's rights", "people misunderstand" and "she is cute". It was determined that a total of 26 answer types were given, 8 of these answers were given only by male students and 7 of them were given only by female students. It was determined that both male and female students had the idea that "the behavior of writing on historical works is wrong". It was determined that male students gave more answers than female students, but female students also explained the reasons for their answers more than male students. In addition, there are more unexplained answers than the most common answers given by both male and female students. Below are two examples of male and female students' answers.

BE 8



HK 15



When the students' answers were examined, BE8's answer was chosen as an example because he found the behavior of writing his lover's name on the port wrong because he was different from other students, and HK15's answer was chosen as an example because he found a new solution, unlike other students.

How do student responses differ according to gender in the intellectual, empathic, and moral questions of the dialogue-based case study?

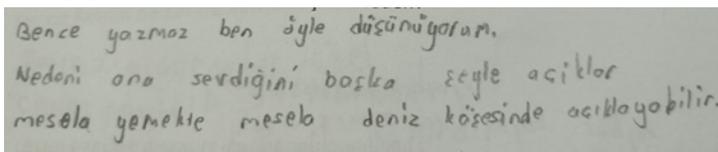
To determine the differences in the answers given by the students to the intellectual question of the dialogue-based case study text according to their gender, the answers were analyzed, and the data are given in Table 4.

Table 4. Responses of Male and Female Students to Intellectual Questions

How do you think Kemal responded to Metehan's suggestion of writing Ayça's name on the wall? From where?			
	Yes/No	Female	Male
Not wanting to cause harm		32	27
Something bad happening		7	1
Why not		2	5
Being a good kid		1	3
Ayça's misunderstanding		1	-
Wanting to show it in other ways		1	-
Not gaining anything		1	-
Want to think		1	-
State that you do not want		1	-
Not taking permission		1	-
Not being immortal		1	-
Not accepting beforehand		1	-
Keeping their love inside	No	1	-
To be bored		1	-
Be ashamed		1	-
To be special		-	2
Find exaggeration		-	1
Ayça does not want		-	1
Not being happy		-	1
To have said why		-	1
Loving the palace		-	1
Enter a poetry contest		-	1
There is something that should not be done		-	1
To be difficult		-	1
Total		53	46
Want to make happy		5	4
Wanting to be immortal		5	2
Show your love		3	2
To love		3	-
Good idea		2	2
Why not		2	9
For everyone to see		1	1
Wanting to own the palace		1	1
Not to offend your friend		1	-
What your friend said		1	-
Wanting to be a historical monument		1	-
It is necessary to do		1	-
Gain love		-	2
Being famous		-	2
To be ostentatious	Yes	-	1
To avoid being offended		-	1
To earn money		-	1
To promise		-	1
Follow the devil		-	1
Impress tourists		-	1
Increasing the number of tourists		-	1
Total		26	32
No answer		7	6

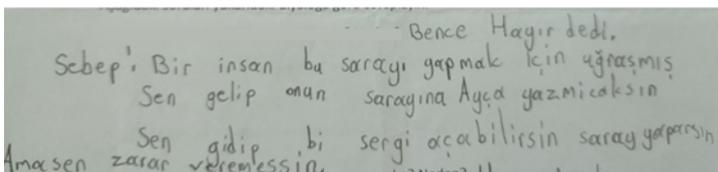
In Table 4, when asked what the person in the text's response might be to the offer, 62% of the 86 female students thought they had decided not to accept the offer, and 31% thought they had decided to accept the offer; It can be seen that 55% of 84 male students decided not to accept the offer, and 38% thought they decided to accept the offer. 7 of the female students and 6 of the male students did not respond. It seems that the most common answer given by both female and male students is "not wanting to cause harm". The other most common answers are "something bad happening" for female students and "wanting to make people happy" for male students. It is seen that 4 female students and 14 male students did not explain the reason for their answers. It was determined that the answer type of female students was 25, and the answer type of male students was 27. Unlike female students, male students "being special", "finding it an exaggeration", "Ayça doesn't want it", "not being happy", "why did I say that", "loving the palace", "entering a poetry competition", "something that should not be done" "to be", "to be difficult", "to win love", "to be famous", "to be ostentatious", "to avoid being offended", "to earn money", "to make a promise", "to follow the devil", "to impress tourists" and "to attract tourists" "to increase the number" he replied; Unlike male students, female students also had problems such as "Ayça's misunderstanding", "wanting to show it in other ways", "not gaining anything", "wanting to think about it", "stating that she does not want it", "not getting permission", "not being immortal", "not being immortal" It is seen that the answers given are "not to accept it", "to keep their love inside", "to be bored", "to be ashamed", "to love", "not to offend one's friend", "because one's friend said so", "to want to be a historical artifact" and "to have to do it". . A total of 43 answer types were given, 18 of these answers were given only by male students; It was determined that 16 of them were given only by female students. It has been determined that both female and male students have the idea that "proposals that may damage historical monuments should not be accepted." It was determined that male students gave more answer types than female students, and female students explained the reasons for their answers more than male students. Below are three examples of male and female students' answers.

HK4



Bence yazmaz ben öyle düşünüyorum.
Nedeni ona sevdiğini başka öyle acıklar
mesela yemekte mesela deniz köşesinde acıklayabilir.

HK7



Bence Hacı dedi.
Sebep: Bir insan bu sarayı girmek için uğraşmış
Sen gelip onun sarayına Ayça yazmıyorsun
Sen gidip bi sergi açabilirsin saray gidersin
Anasın zarar veremessin.

When the students' answers were examined, MK3 was chosen as an example because he was different from other students because he thought writing names on the wall was a bad behavior, and HK4 and HK7 were chosen as examples because they found new alternative solutions to the behavior.

The answers were analyzed to determine the differences in the students' answers to the empathic question of the dialogue-based case study text according to their gender, and the data are given in Table 5.

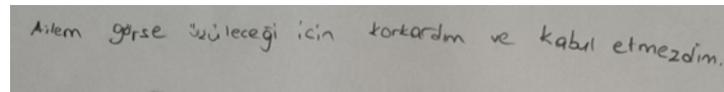
Table 5. Responses of Male and Female Students to the Empathic Question

If you were Kemal, how would you respond to Ayça's offer to write her name on the wall? From where? (Empathetic question)			
	Yes/No	Female	Male
To prevent damage		34	29
No reason		3	3
Not to pollute		3	1
Not taking permission		2	-
Not being immortal		2	-
Dislike		2	1
Being a crime		2	1
Not to ruin the efforts		1	2
Making an Ataturk statue		1	-
Not having done anything		1	-
Not dare		1	-
Walls are immortal		1	-
To spoil the fun of visitors		1	-
Enter into right	No	1	-
Everyone to learn		1	-
Publishing a book		1	-
Feeling small		1	-
Afterwards they delete		1	-
Don't bother		1	-
Be ashamed		1	-
Build a new palace		1	-
Eat punishment		-	3
To be betrayed		-	2
To be rude		-	2
Cycling		-	1
Go to the wizard		-	1
Put on glass		-	1
Not believing in the idea		-	1
Write your own name		-	1
Being a bad example		-	1
Set an example		-	1
Not making money		-	1
To write a poem		-	1
Pollution of the country's name		-	1
To be difficult		-	1
Total		62	55
To be immortal		4	6
Make happy		6	2
No reason		3	2
Not to offend a friend		2	2
Show everyone		1	3
Good idea	Yes	1	1
For those after you to see		1	-
It's like a historical artifact		1	-
Going into the country's history		-	3
Being famous		-	3
Forgive		-	1
Write elsewhere		-	1
To be ostentatious		-	1

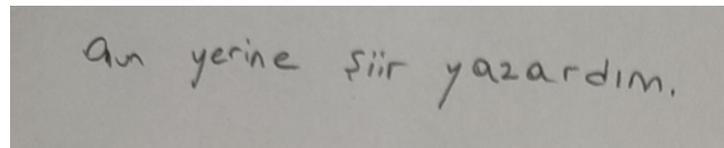
Being permanent	-	1
Win your love	-	1
Total	19	27
No answer	5	2

In Table 5, 72% of 86 female students answered "no" and 22% answered "yes" to the question of what they would do in response to the offer if they were the person in the text; It was observed that 65% of 84 male students answered "no" and 32% answered "yes". 5 of the female students and 2 of the male students did not respond. It seems that the most common answer given by both male and female students is "do no harm". It is seen that the other most frequently given answers are "to make happy" for female students and "to be immortal" for male students. It is seen that 6 female students and 5 male students did not explain the reason for their answers. It was determined that the answer type of female students was 27, and the answer type of male students was 31. Unlike female students, male students had different experiences such as "being punished", "being betrayed", "being rude", "riding a bicycle", "going to a witch doctor", "putting it on the window", "not believing in the idea", "writing one's own name", "being a bad example". "to be an example", "to not make money", "to write a poem", "to not tarnish the name of the country", "to be difficult", "to go down in the history of the country", "to be famous", "to donate", "to write elsewhere", The answers were "to be ostentatious", "to be permanent" and "to win his/her love"; Unlike male students, female students also had problems such as "not getting permission", "not being immortal", "building an Atatürk statue", "not having done anything", "not daring", "walls being immortal", "spoiling the joy of the visitors", "invading the rights". ", "everyone should learn", "publishing a book", "feeling small", "they should delete it afterwards", "not bothering", "being ashamed", "building a new palace", "for those after them to see" and "being like a historical artifact". can be seen. It was determined that a total of 48 answer types were given, 21 of these answers were given by male students and 17 of them were given by female students. It has been determined that both female and male students have the idea that "the offer to write on a historical work will be rejected in order not to damage it". It has been determined that male students give more answers than male students and reveal the reasons for their answers. Below are two examples of male and female students' answers.

HK8



ME4



When the students' answers were examined, it was chosen as an example because HK8 found the behavior of writing on the wall wrong because she considered her family, unlike other students, and ME4 suggested an alternative solution.

The answers were analyzed to determine the differences in the answers given by the students to the moral question of the dialogue-based case study text according to their gender, and the data are given in Table 6.

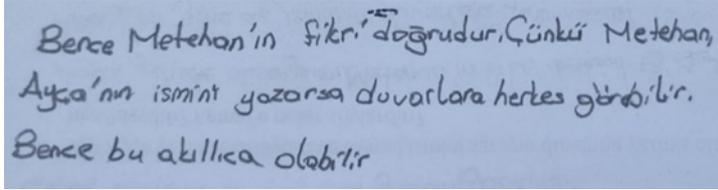
Table 6. Responses of Male and Female Students to the Moral Question

Do you think Metehan's offer to write Ayça's name on the wall is right or wrong? From where?	Female		Male	
	Right	Wrong	Right	Wrong
Damage to the work	-	39	-	28
No reason	4	11	7	6
Pollute	1	3	-	3
Ruin the efforts	-	3	-	1
Not to ask Ayça	-	3	-	-
To be rude	-	1	-	1
Getting into trouble	-	1	-	-
Being cheesy	-	1	-	-
It is impossible	-	1	-	-
Harming humans	-	1	-	-
Being human	-	1	-	-
Be disgraced	-	1	-	-
Not to hide	-	1	-	-
Make your friend happy	3	-	3	1
Everyone knows	3	-	-	-
To be a souvenir	1	-	-	-
To be romantic	1	-	-	-
To have good deeds	1	-	-	-
To be immortal	1	-	4	1
Being famous	-	-	3	-
To be betrayed	-	-	-	2
Being a crime	-	-	-	2
Upsetting ayça	-	-	-	1
To be in vain	-	-	-	1
Get punished	-	-	-	1
People coming	-	-	-	1
Not writing himself	-	-	-	1
Inheritance	-	-	-	1
Not to be immortal	-	-	-	1
It's ridiculous	-	-	-	1
Tourists see	-	-	-	1
Not being able to explain in Turkish	-	-	-	1
Disrespect for the country	-	-	-	1
Be a big event	-	-	1	-
Having a work	-	-	1	-
Want to see the old	-	-	1	-
Go on google	-	-	1	-
Being a toy	-	-	1	-
Total	15	67	22	56
No answer	4		6	

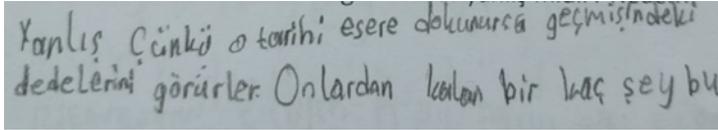
In Table 6, 78% of 86 female students found the character's offer in the text wrong, while 17% found it correct; It can be seen that 67% of 84 male students found it wrong and 26% found it right. 4 of the female students and 6 of the male students did not answer the question. It seems that the most common answer given by students who find the proposal wrong is "damaging the work", both for male and female students. The most common answer given by the students who found the offer correct was "to make their friend happy" among female students; It is seen that male students want to "be immortal". It is seen that 15 female students and 13 male students did not explain the reason for their answer. It is seen that the answer type of female students is 18, while the answer type of male students is 25. Unlike female

students, male students have different issues such as "being famous", "being betrayed", "being a crime", "upsetting Ayça", "being in vain", "getting punished", "people coming", "not writing themselves", "inheritance". "to remain", "not to be immortal", "to be ridiculous", "to be seen by tourists", "to not be able to explain it in Turkish", "disrespect to the country", "to be a big event", "to have a work of art", "to want to see the old", "to go on Google ” and “being a toy” were the answers he gave; Unlike male students, female students also have the following questions: "not asking Ayça", "everyone knows", "getting in trouble", "being crappy", "impossible", "harming people", "being human", "being disgraced". It is seen that the answers are "not to keep", "to be a souvenir", "to be romantic" and "to be a good deed". It was determined that a total of 37 answer types were given, 19 of these answers were given only by male students, and 12 of them were given only by female students. It has been determined that both female and male students have the idea of "not accepting offers that may damage historical monuments". It was determined that male students gave more answer types than female students and explained the reason for their answers. Below are three examples of male and female students' answers.

MK15



HE11



When the students' answers are examined, MK15 evaluates the behavior of writing on the wall differently than other students; HE11 was chosen as an example because he had the idea that people can see the past when they touch the historical artifact and HE11 thought that the person whose name was written on the wall could be happy and considered this as a good deed.

3. How do student responses differ by gender on the intellectual, empathic, and moral questions of the visual-based case study?

To determine the differences in the answers given by the students to the intellectual question of the visual-based case study according to their gender, the answers were analyzed, and the data are given in Table 7.

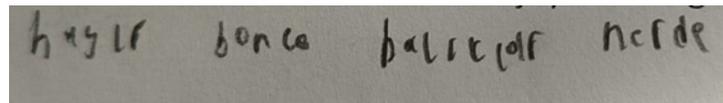
Table 7. Responses of Male and Female Students to Intellectual Questions

What do you see in the sea image? Do you think everything is as it should be? Could something be wrong?	Positive/Negative	Female	Male
Dirty sea		26	21
Having sea saliva		20	29
No content		14	4
Poor condition of life of living beings		6	6
Looks disgusting		3	-
Having a disease		3	1

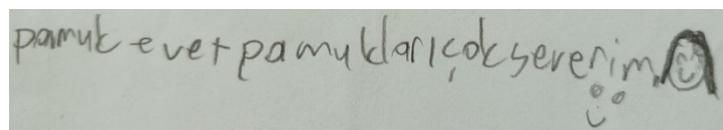
Being damaged		1	4
Having bacteria	Negative	-	1
Absence of fish		-	1
Living things have died		-	1
The sadness of sea flowers		-	1
Being unnecessary		-	1
Overturning of boards		-	1
It's like they're at war		-	1
Total		73	72
The sea is its own saliva		3	2
To look beautiful		3	1
The submarine has always been like this		3	-
Be cotton	Positive	3	-
White and blue color harmony		1	-
No content		-	3
Growth of sea saliva		-	1
To be real		-	3
Total		13	10
No answer		-	2

In Table 7, in response to the question of the view of the sea, 85% of 86 female students gave negative answers and 15% gave positive answers; It is seen that 86% of 84 male students gave negative answers and 12% gave positive answers. 2 of the male students did not answer the question. All female students answered the question. It is seen that 14 female students and 7 male students did not add any content to their answers. The most common answer given by female students was "the sea is dirty"; It seems that the most common answer given by male students is "sea saliva". The other most common answer for female students was "having sea slobber"; For male students, it is seen that "the sea is dirty". It was determined that the answer type of female students was 11, and the answer type of male students was 16. Male students, unlike female students, "have bacteria", "there are no fish", "living things are dead", "sea flowers are sad", "they are unnecessary", "boards are falling over", "they feel like they are at war", "sea saliva is growing" and He answered "it should be like the real thing"; It was determined that female students, unlike male students, answered "it looks disgusting", "under the sea is always like this", "it is cotton" and "the color harmony of white and blue". A total of 20 answer types were given, 9 of these answers were given only by male students; It was determined that 4 of them were given only by female students. Female students thought that the reason for the bad appearance in the photo was "dirty due to garbage thrown into the sea"; It was determined that male students had the idea of "the existence of sea saliva". It was determined that male students put forward more answer types than female students. Below are two examples of male and female students' answers.

HE 7



HK 1



When the students' answers were examined, HE7's evaluation of the absence of sea creatures as bad and HK1's evaluation and interpretation of the sea saliva situation differently from other students were found to be creative and were chosen as examples.

The answers were analyzed to determine the differences in the students' answers to the empathic question of the visual-based case study according to their gender, and the data are given in Table 8.

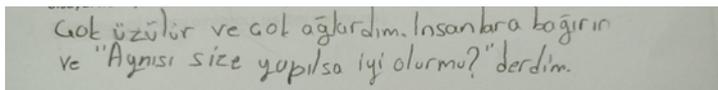
Table 8. Responses of Male and Female Students to the Empathic Question

How would you feel if you were a sea covered in mucilage? If you had the chance to tell people about your mucilage-covered condition, what would you tell people?			
	Positive/Negative	Female	Male
Not to pollute		24	25
Cleanups		12	3
Save them		9	14
No content		5	11
Do not go into the sea		5	5
To empathize		5	-
Explaining the harms		3	3
Rebuke		3	-
Dislike		2	-
To be offended		1	2
The sea is not a bad thing		1	1
That they have a future		1	1
Humanity is over		1	1
They do no harm		1	1
Fish dying		1	-
Making giant waves		1	-
Make them do it like the other sea	Negative	1	-
To go home		1	-
Not looking good		1	-
To produce inventions		1	-
Take good care		1	-
Asking why		1	-
That you want to die		1	-
Explaining that you are not a magician		1	-
Making tubes		1	-
To say you are sorry		-	3
To pay attention		-	3
To curse		-	1
They will miss you		-	1
To dry oneself		-	1
Threaten		-	1
Total		84	77
Want to touch		1	-
Be different		-	1
Not to take it back		-	1
Be like a bridge	Positive	-	1
The power of water		-	1
Total		1	4
No answer		1	3

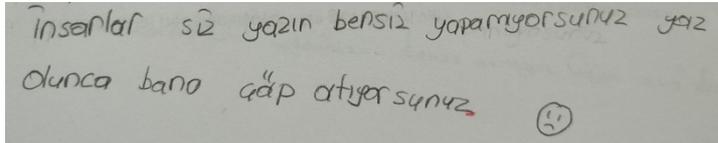
In Table 8, it can be seen that when asked if they were the sea covered with mucilage, 98% of 86 female students stated that they would feel negative emotions and 1% stated that they would feel positive emotions, while 92% of 84 male students stated that they would feel negative emotions and 5% stated that they would feel positive emotions. 1 of the female

students and 3 of the male students did not answer the question. It is seen that 5 female students and 11 male students did not add any content to their answers. It seems that the most common answer given by both male and female students is "not to get dirty". The other most common answer seems to be "rescue" for both male and female students. It was determined that the answer type of female students was 25 and the answer type of male students was 20. Unlike male students, female students should "empathize", "dislike", "scold", "fish die", "make giant waves", "do like the other sea", "go home", "not look beautiful", "create inventions"., "to take a good look at it", "to ask why", "to tell them that he wants to die", "to explain that he is not a magician", "to make a tube" and "to want to touch it". Unlike female students, male students were asked to "be careful", "to say they are sorry", "to curse", "to miss", "to dry themselves", "to threaten", "to be different", "to not take it back", "to be like a bridge". " and " the power of water " are seen to be the answers. A total of 35 answer types were given, 15 of these answers were given only by female students; It was determined that 10 of them were given only by male students. It was determined that both female and male students had the idea that "if people do not pollute the sea, there will be no mucilage". It was determined that female students offered more answers and added content to their answers than male students. Below are three examples of male and female students' answers.

LK7



LE 3



When the students' answers were examined, LK7, LE3 and LE5 were chosen as examples because they invited people to empathy and the fact that this invitation was descriptive was found creative by the researchers compared to other answers.

The answers were analyzed to determine the differences in the students' answers to the moral question of the visual-based case study according to their gender, and the data are given in Table 9.

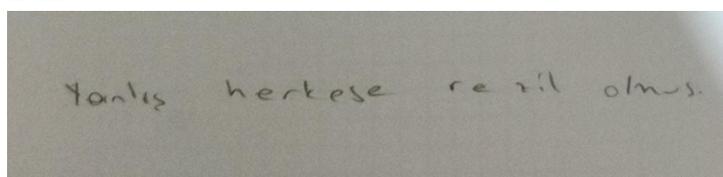
Table 9. Responses of Male and Female Students to the Moral Question

	Female		Male	
	Right	Wrong	Right	Wrong
Polluting the sea/nature/country	-	32	-	28
No reason	-	15	-	16
Being disgusting	-	4	-	4
Kill fish	-	3	-	4
Not liking the sea/country	-	3	-	3
Killing plants	-	3	-	2
Not knowing/not learning	-	2	1	1
Nauseous	-	2	-	1
Not wanting to carry	-	2	-	1
Not being able to swim in the sea	-	2	-	-

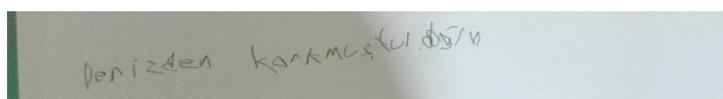
Consuming water	-	2	-	-
Be disgraced	-	1	-	3
Tourists not coming	-	1	-	3
Wanting to look bad/ugly	-	1	-	2
Ruin	-	1	-	-
Children's sadness	-	1	-	-
Get angry	-	1	-	-
Can't find garbage	2	1	3	-
Garbage falling	1	-	-	-
Afraid of the sea	1	-	-	-
Be careless	-	-	1	2
Being a sin	-	-	-	2
Being rude	-	-	-	1
Total	4	77	5	73
No answer		5		6

In Table 9, 90% of the 86 female students found the behavior of people who throw garbage into the sea wrong, while 5% found it right; It is seen that 87% of 84 male students stated that they found it wrong and 6% found it correct. 5 of the female students and 6 of the male students did not answer the question. It is seen that the most common answer given by students who find the behavior wrong is "polluting the sea/nature/country" for both male and female students. It is seen that the most common answer given by the students who found the offer correct was "not being able to find garbage", both among female and male students. It is seen that 15 female students and 16 male students did not add any content to their answers. It is seen that the answer type of female students is 21, while the answer type of male students is 18. Unlike male students, female students gave answers such as "falling garbage", "not being able to swim in the sea", "consuming water", "making a mess", "making children upset", "fearing the sea" and "getting angry"; It is seen that male students, unlike female students, gave the answers "to be careless", "to be a sin", "not to look beautiful" and "to have bad manners". It was determined that a total of 25 answer types were given, 7 of these answers were given only by male students, and 4 of them were given only by female students. It was determined that both female and male students had the idea that "throwing garbage into the sea will pollute the sea". It was determined that female students put forward more answer types than male students, and more males added content to their answers. Below are three examples of male and female students' answers.

LK2



HK7



When the students' answers are examined, LK2's reason for finding the behavior of a person who throws garbage into the sea wrong is different; ME9 and HK7 were chosen as examples because they interpreted the situation differently and attributed a different meaning to the situation.

Results and Discussions

In the study, three problems were investigated in order to differentiate the answers of male and female students to the case study text questions of the Social Studies course. The first problem is how the newspaper responds to personal case studies in thinking, empathic and sharing questions in parts by gender. Distribution open results for this problem questions were asked and the names of the results. It has been determined that the male students' version of the answers to the thinking question of the newspaper's normal case study text is more than the female student's answers. This result is parallel to the results of Buldur's (2009) study. According to Buldur's (2009) study, male students perceive the classroom assessment environment as performance-based, unlike female students. For this reason, it is thought that they tend to respond in greater numbers. At the same time, it was determined that the number of female students who did not explain the reason for their answer was higher than the number of male students who did not explain the reason for their answer. It was determined that the answer type of male students was more than the answer type of female students. It was found that the most common answer was different for female students and male students. It was determined that the number of male students who did not respond to the empathic question of the newspaper-based case study text was higher than the number of female students who did not respond. It was determined that the number of female students who did not explain the reason for their answer and the number of male students who did not explain the reason for their answer were equal. It was determined that the answer type of female students was more than the answer type of male students. It is also parallel to the finding in Özdemir Özden and Öztürk's (2019) study that female students engage in more environmentally responsible citizenship behaviors. It was determined that the most common answer was the same for both female and male students. It was determined that the number of male students who did not answer the moral question of the newspaper-based case study text was higher than the number of female students who did not answer. It was determined that the number of male students who did not explain the reason for their answer was higher than the number of female students who did not explain the reason for their answer. It was determined that the answer type of male students was more than the answer type of female students.

The second problem is how students fare according to their gender in their answers to intellectual, empathic, and moral questions regarding the dialogue-based case study text. Open-ended questions were asked to the students regarding this problem and the answers were examined. It was determined that the number of female students who did not answer the intellectual question of the dialogue-based case study text was higher than the number of male students who did not respond. There is also a parallelism with the study of Turan et al. (2021). In the study of Turan et al., it was determined that the mean values of female students were significantly higher based on need for achievement, and that of male students based on personal benefit. Being a patriarchal society, it can be thought that female students in Turkey have a higher average value due to the need to prove themselves. It is thought that female students did not answer the question rather than answering incorrectly and failing. It was determined that the number of male students who did not explain the reason for their answer was higher than the number of female students who did not explain the reason for their

answer. It was determined that the answer type of male students was more than the answer type of female students. It was determined that the most common answer was the same for both female and male students. It was determined that the number of female students who did not respond to the empathic question of the dialogue-based case study text was higher than the number of male students who did not respond. It was determined that the number of female students who did not explain the reason for their answer was higher than the number of male students who did not explain the reason for their answer. It was determined that the answer type of male students was more than the answer type of female students. This finding is parallel to the research of Erdoğan and Şirin (2018). In this study, it was concluded that male students received higher scores than female students in the fluency dimension of creativity. The fluency dimension of creativity is the ability to provide a large number of appropriate responses. This is a study that supports the finding that male students provide more answer types than female students. It was determined that the most common answer was the same for both female and male students. It was determined that the number of male students who did not answer the moral question of the dialogue-based case study text was higher than the number of female students who did not answer. It was determined that the number of female students who did not explain the reason for their answer was higher than the number of male students who did not explain the reason for their answer. It was determined that the answer type of male students was more than the answer type of female students. The finding also coincides with Öncü's (2003) study. According to Öncü, male students are more successful than female students in the flexibility dimension of creativity. Considering flexibility, that is, the ability to produce multiple and different qualities regarding the same stimulus, it can be said that the fact that male students produced more types of answers supports this finding.

The third problem is how students fare according to their gender in their answers to intellectual, empathic and moral questions regarding the visual-based case study. Open-ended questions were asked to the students regarding this problem and the answers were examined. It was determined that the number of male students who did not answer the intellectual question of the visual-based case study was higher than the number of female students who did not answer. It was determined that the number of female students who did not add content to their answers was higher than the number of male students who did not add content to their answers. It was determined that the answer type of male students was more than the answer type of female students. It was found that the most common answer was different for female students and male students. It was determined that the number of male students who did not respond to the empathic question of the visual-based case study was higher than the number of female students who did not respond. It was determined that the number of male students who did not add content to their answers was higher than the number of male students who did not add content to their answers. It was determined that the answer type of female students was more than the answer type of male students. This is a finding that is parallel to the study of Durlanık and Uzman (2021). According to Durlanık and Uzman (2021), female students have developed more empathy skills than male students. This is a study that supports the finding that female students answer more questions that require empathic thinking skills. It was determined that the most common answer was the same for both female and male

students. It was determined that the number of male students who did not answer the moral question of the visual-based case study text was higher than the number of female students who did not respond. This result coincides with the finding in Şimşek and Kara's (2018) study that female students have higher universal moral value scores. It was determined that the number of male students who did not add content to their answers was higher than the number of female students who did not add content to their answers. It was determined that the answer type of female students was more than the answer type of male students.

Conclusion and Recommendations

It was determined that the number of male students who did not answer the questions of the newspaper-based case study text was higher than the number of female students who did not respond. The number of male students who did not add content or answers to the answer is higher than the number of female students. The answer types of female students outnumber the answer types of male students.

The number of female students who did not answer the questions of the dialogue-based case study text was higher than the number of male students who did not respond. The number of male students who did not add content or answers to the answer was higher than the number of female students. Male students' answer types outnumber female students' answer types.

The number of male students who did not answer the questions of the visual-based case study was higher than the number of female students who did not respond. The number of male students and female students who did not add content or response to the answer is the same. The answer types of female students outnumber the answer types of male students. In addition, it was determined that the number of questions in which the most frequently given answer was generally the same between the two genders was higher than the number of questions in which it was different.

Teaching life sciences and Social Studies courses with the case study method is important in terms of encouraging children to think differently and analytically. Therefore, the general result obtained from this study is that male and female students give different answers to different types of questions asked of them when different case study types are used.

Based on the determined results, it is thought that it is necessary to offer some suggestions regarding the case study method. Firstly, it may be recommended to use the case study method more frequently in Life Sciences and Social Studies courses. Since the source of these courses is life itself, it is thought that resolving the problems that may be encountered in the classroom will contribute to the student's better preparedness in life and the permanence of knowledge. Secondly, qualified preparation of case study texts can be recommended. It may be suggested that there should be no direct messages in the text, there should be no contradictions, it should be easy to empathize with the characters, it should be short and concise, and it should be realistic. Thirdly, it is thought that it would be beneficial to create a classroom environment in which students will not be judged when examining case study texts. Because it is thought that students will not be able to give comfortable answers for fear of being judged, an atmosphere of trust will not be created and they will not be able to benefit from the case study text. It is thought that having students present their own thoughts in a safe environment will have a positive impact on their self-confidence, in-class communication,

value judgment formation processes and empathic thinking skills. Also, implementation strategies can be implemented to minimize the difference between boys and girls.

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