

Perception of Peace in Students' Drawings*

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Abstract

Problem Statement: Societies are facing several kinds of problems in the world today as chaos among the countries, conflicts between different groups, wars and diseases. It can be claimed that solving these problems is impossible unless societies care about humanistic cooperation, tolerance and peace. Individuals required developing fundamental values as peace, love, respect, tolerance, etc. to be an active and responsible citizen of a democratic society. Peace education can be a part of school program to develop positive peace understanding in students. Students' perception regarding the world can be seen in their drawings. Therefore, it is important to reveal students' perception about peace through their drawings.

Purpose of the Study: This study aims to investigate fifth grade students' perception of peace through their drawings. In direction of this main purpose, the answers of the questions have been looked for "How do the students reflect their perception of peace in their drawings?" and "How do the students reflect their perception of peace in written opinions?"

Method: Phenomenological design was used in this study. The participants of the study were a total of 23 students who attended the fifth grade at a primary school in 2011-2012 spring term in Eskisehir. Data of the study were gathered by students' drawings, semi-structured interviews and students' writings. Inductive analysis was used in the study.

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Findings: Findings of the study showed that students emphasized peace in parents, interpersonal peace, and peace among countries in their drawings. Moreover, they drew peace in sports and nature, and they reflect peace with symbols to their drawings. Students conceptually defined peace as avoiding fight and war, agreement and friendship in their written opinions. Additionally, students compared peace to the dove, bird, butterfly, rope, family, friends, siblings, earth, world and Turkey in their written opinions.

Conclusion and Recommendations: The results of this study reveal that students used some statements in terms of positive peace in their written opinions as agreement and friendship, developing universal values. However, they described peace as a negative peace in their drawings. Suggestions were offered on the basis of the results of the study to develop students' perception about positive peace. For instance, interdisciplinary activities can be organized to develop a positive perception of peace for students. Informative seminars can be organized for teachers, pre-service teachers and parents about peace education. Moreover, applied research can be designed to develop a positive perception of peace for students.

Keywords: Peace, peace education, students' drawings, phenomenology, metaphor.

Introduction

Societies require their citizens be respectful to others, understand each other, contribute to the production for the society, and protect cultural values. Therefore, individuals need to develop values as peace, love, respect, tolerance, equality, and skills as empathy, effective communication, conflict resolution, cooperation, and problem solving. Individuals who gained that values and skills can serve their society for modern and peaceful life. Thus, societies aim at training their citizens through these values and skills. Peace is one of these values which is aimed to create with other values as freedom, equity, and justice.

Peace is an international symbol which includes positive characteristics adopted by humanity. Peace is the fundamental requirement for the survival of human, and generations, and development of nations (Baltork, Mansoori and Azad, 2015; Bar-Tal 2002). "Peace may be defined as the absence of war or violence in a mutually beneficial, harmonious relationship between relevant parties" (Johnson and Johnson, 2006:147). When definitions of peace reviewed in the literature, two features seem to be significant in terms of the literature. First feature of the peace is social dimension, and second one is that peace is accepted in all cultures in the same way (Fogarty 1992 in Asal 2013, p.3). Peace is conceived in two dimensions as positive peace and negative peace. Positive peace means resolving disagreements without violence and including social justice. Negative peace associates peace with the absence of war, the absence of war activities or a decline in conflict (Galtung, 1969; 1996 in Sagkal et al. 2012). It can be claimed that negative peace points out absence of violence, while

positive peace deals with the absence of structural violence often the outcome of social injustices.

Peace is not only a cultural element for societies but also a value for individuals. Thus, peace needs to be internalized and practiced by people in the society. Peace culture can be created by these people in a democratic society (Sezer, 2013). Peace culture supports a creative balance between dependence of people, social proximity, and necessities of freedom. Also, peace culture can be defined as a mosaic of different personalities, attitudes, values, and beliefs. Peace includes harmony of individuals with each other and nature, dealing with differences, and sharing resources in justice (Erkman, 2012).

Peace culture can be created through conducting peace education programs at schools. Moreover, peace education is important to develop positive peace understanding in students. Specific skills and values need to be acquired to children beginning at early ages to provide sustainable peace education at schools (Sağkal et al. 2012). Peace education is one of the fundamental elements of qualified basic education. Peace education should be compulsory task of the schools, because school is a social institute which can supply necessary conditions and resources for peace education. Moreover, school years include the most appropriate term for children when they are strongly open to learning new information and develop various skills (Fountain, 1999; Bar-Tal and Rosen, 2009). Goals of peace education are tried to be achieved via peace education programs, extracurricular activities, textbooks, novels, and various teaching materials at schools. Students learn to solve problems which may cause to violence through peace education (Aslan et al. 2016; Bar-Tal, 2002; De Paul, 2010).

Peace education is included in various courses at schools one of which is the social studies course. Social studies looks for understanding and evaluating nature of the citizenship and different characteristics of societies from local level to the universal (Schmidt, 2007). One of the values which should be taught in the social studies is peace with the other knowledge, skills, attitudes, and values regarding citizenship education (MEB, 2005). Social studies especially play an important role in training active citizens. It helps students develop some skills as communication, cooperation, problem solving, and conflict resolution. Therefore, it can be said that social studies in one of the most suitable course for peace education. Apart from this, peace education is delivered through special programs at schools. Peace education is realized both in other courses and separate programs to create a peace culture.

Peace education is one of the circumstances both intercultural and interreligious learning as well as human rights Peace education has important components as intercultural learning, interreligious learning, and human rights education (Kenan, 2005). Peace education is a multi-dimensional process which includes listening, reflection, problem solving, cooperation, and conflict resolution skills, necessary information, attitudes, skills, and values to live in a safe world. Peace education shows students negative effects of violence to develop non-violent forms of conflict-solving skills. Furthermore, it helps them choose peace when they faced with a

conflict (Harris and Morrison, 2003). This education aims to develop skills that prevents bad consequences of misunderstandings (Bedir, 2008). Peace education has steps as: to prepare a public education involving different members of the community; provide a mutual and positive dependence for a peaceful society, develop necessary competencies and attitudes for cooperation in students; teach students decision making skills; teach them how to be a mediator and reach a compromise; and teach citizenship values (Johnson and Johnson, 2006). Peace education help students develop empathy and conflict resolution skills, be aware of prejudices and have knowledge of self, avoid discrimination, respect to individuals, nature, think critically, listen actively, and control anger (Mardin, 2012).

It is seen that peace education studies deal with various subjects in the literature. There are some studies that examine effect and role of peace education on developing conflict resolution skills (Johnson and Johnson, 2006; Tapan, 2006). Moreover some other studies focus on effect of peace education on aggressive behaviors, violence tendencies and social problem solving skills, empathy, social and emotional learning, opinions and attitudes towards peace, and perception of peace (Shapiro et al. 2002; Biaggio et al. 2004; Spears, 2004; Rosen and Salomon, 2009; Sağkal, 2011, Topçu Kabasakal et al. 2015). Additionally, studies addressing gender differences in peace education are also seen in the literature (Yablon, 2009). However, there is not any study found aimed at investigating perception of students' about peace. It can be claimed that students reflect their understanding regarding the world to their drawings (Belet and Türkkkan, 2007). Therefore, it is important to reveal students' perception about peace through their drawings.

The main purpose of this study is to investigate perceptions of fifth grade students about peace through their drawings. In direction of this main purpose, the answers of the following questions have been looked for:

1. How do the students reflect their perception of peace in their drawings?
2. How do the students reflect their perception of peace in written opinions?

Method

Research Design

Phenomenological design was used in this qualitative study. Phenomenological design aims to reveal and interpret individual perceptions related to a specific phenomenon (Yıldırım and Şimşek, 2005). In the present study, the students' perceptions of peace were analyzed through the pictures they drew about the peace, their explanations during the semi-structured interviews about the pictures, and their written opinions.

Research Sample

The study group included a total of 23 students, of whom 11 were male and 12 were female from a primary school in 2011-2012, spring term in the central city of

Eskişehir. The criteria determined by the researchers included a variety of socio-economic backgrounds of students, and absence of a peace education program in the school which may affect students' perceptions about peace to select the primary school for the study. This information was gathered through an interview with the primary school principal.

Research Instrument and Procedure

Data of the study were collected via different data collection tools. These were explained in this section.

Students' written opinions. Students were given a form consisted of two open-ended questions in the study. Students were asked "What does peace mean to you?" and "Peace is like Because....." in the form. It is explained that there were no right or wrong answers of the questions. The participants were given one class-hour (roughly 45 minutes) to write about a metaphorical image and researchers were stayed at the class during this process.

Students' drawings. Students were given a piece of drawing paper and asked to draw a picture which reflect their emotions and opinions about peace. Students drew pictures with their own crayons on drawing papers. Students were given one class-hour (roughly 45 minutes) to draw their pictures. Students wrote their names and surnames on the back of drawing paper. Researchers were stayed at the class during this process.

Semi-structured interviews. After students completed their pictures semi structured interviews were done to investigate their emotions and opinions they reflected in their drawings. Both of two researchers conducted interviews. Interviews were recorded on tape.

Data Analysis

Inductive analysis was used in the study. Inductive analysis helps discover patterns in the context of the study (Patton 2002). Main aim of inductive analysis is to get concepts and relations which can explain the gathered data. Steps of inductive analysis can be listed as coding the data, defining themes, organizing and identifying themes according to the codes, and interpreting findings (Yıldırım & Şimşek, 2005).

Initially, data obtained from students' drawings and interviews were coded and themes were formed by integrating related codes. For instance, a picture which described a group of fish which were supporting different football teams, were watching a football match was classified under the theme of peace in sports. Additionally, data obtained from open-ended questions were analyzed in the same way. For example, students' comparisons regarding peace were categorized under the theme of symbolic peace.

Validity and Reliability

After this step, coding data were reviewed to see if the data were matched with the right categories. Then, drawings and written opinions of students which were

placed under the themes were related and interpreted by the researchers. Also, a field expert participated in the analysis process with two researchers. Different data collection tools were used in order to strengthen validity. The analyses were done by two different researchers for reliability of the study. Firstly, researchers independently formed themes. Then they compared their thoughts and reached an agreement on the points they had differing thoughts about. Students were assigned code names and their code names were used to cite their written and verbal views in the findings section. Students' drawings were presented under related themes.

Results

Findings of the study are presented in this section. Two main titles are included in the findings section. These titles are defined as "findings regarding perception of peace in students' drawings" and "findings regarding perception of peace in students' written opinions".

Findings Regarding Perception of Peace in Students' Drawings

Six themes were identified in the analysis of the peace drawings: peace in sports, peace in parents, peace in nature, peace symbols, interpersonal peace, and peace between countries. The themes and sub-themes related to perception of peace in the students' drawings were presented in Figure 1.

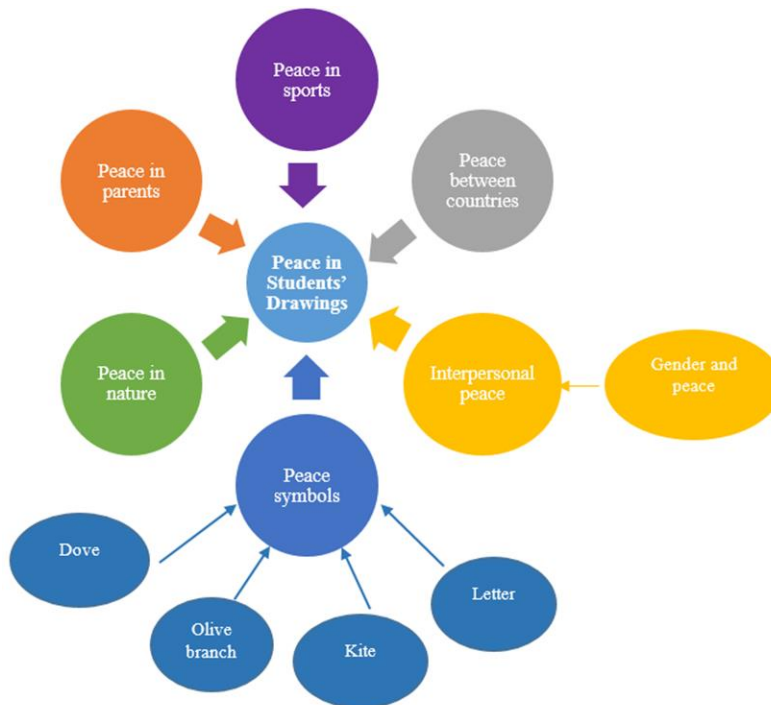


Figure 1. Perception of peace in the students' drawings

Peace in sports. One of the themes students focus on their drawings was peace in sports. In the scope of this theme Hakan described his drawing of peace in this way: "I drew fish for describing peace. They are watching television under the sea. Although they support different teams, they are watching the football match together. They are not fighting, they are watching in friendship" (Fig. 2). Violence in sport is not new and has been an issue that sporting organizations and governments in all over the world have been trying to manage for many years. It can be claimed that students focused on violence in sport and they tried to solve these conflicts through peace in sports.



Figure 2

Peace among countries. Another theme in the students' peace drawings was peace among countries. The following description by Aras epitomizes this finding: "I want to create peace not only on an individual level but also among groups and nations in my drawing" (Fig. 3). According to Aylin, "There are two children on the world. One of them who is smiling lives in a country where there is peace. Sun is happy there and smiling. But the other one live in a country where there is war. People are fighting, she is feeling unhappy and feared" (Fig. 4). Students believed that children and all of the people can be happy only in an environment where peace was created among countries. According to the students conflicts among countries and negative aspects of war were the major issues that should be considered to explain necessity of peace.



Figure 3



Figure 4

Peace symbols. Students used peace symbols as dove, olive branch, kite and letter in their drawings. When a female student named Emel described doves in her picture, she emphasized power of dove as a peace symbol. She stated, "I drew doves in my picture because doves are representing peace. Doves would give letters to each other for peace" (Fig. 5). Another student Beren also used doves to describe peace in her drawings. She explained her drawing as "I drew a dove in my picture which was released at a treaty. The dove flew after the treaty and became free" (Fig. 6). Inci identified peace with kites in her drawing. She stated "Kites are free, they can go everywhere in the sky. Children are flying kites in peace my picture. Both of them are free" (Fig.7). According to findings it can be said that students generally used well known peace symbols in their drawings. They think that they can describe peace easily using these symbols which can be understood by everyone.



Figure 5



Figure 6



Figure 7

Peace in nature. Students described peace using examples from nature in their drawings. They indicated that animals live in peace in the nature. For instance, Sedef described her drawing as "I wanted to present beauty of nature in my picture. I drew animals playing games friendly. They did not fight each other. I made them in groups because I wanted to show their friendship" (Fig. 8). It can be claimed that balance and beauty of nature reminds peace to students. Also, they think that living things create peace to be able to live together in the nature.



Figure 8

Peace in parents. The other theme identified in the children's peace drawings was peace in parents. For example, Oya described her peace drawing as "I drew my mother because my mother treats me very thoughtful, and respectful. She shares

everything with me and protects me. I remember my mother when I am asked about peace.” (Fig. 9). It can be claimed that peace in parents is one of the main indicators of peace for students. Being thoughtful and empathetic, respectful are necessary behaviors for peace in parents.

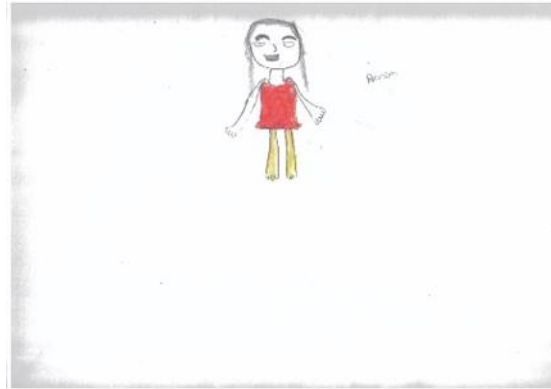


Figure 9

Interpersonal peace. Selin, a 12 year old girl, would like to present relationship between gender and peace. She, describing the figures in her drawing, said: “I would like to explain peace between a girl and boy. Generally, boys are not friendly. They do not treat each other with tolerance. They have always fight each other. I want them behave in a peaceful manner and I drew a boy and girl walking hand in hand” (Fig. 10). Students’ perception regarding interpersonal peace can be explained with importance of peace in the community life. Peace in parents and among people may help live in a peaceful society.



Figure 10.

Findings Regarding Perception of Peace in Students' Written Opinions

Two themes were identified in the analysis of the students' written opinions: definition of peace and peace metaphors. The themes and subthemes related to perception of peace in the students' written opinions were presented in Figure 11.

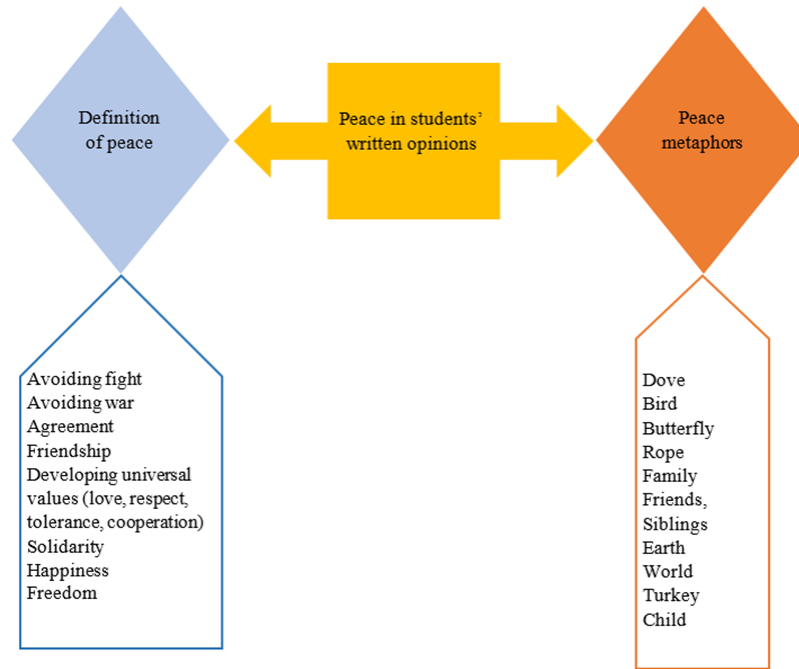


Figure 11. Perception of peace in students' written opinions

Definition of peace. As seen in Figure 11, students identified peace as avoiding fight and war, agreement and friendship, developing universal values (love, respect, tolerance, cooperation etc.), solidarity, happiness and freedom in their written opinions. Sedef described peace as avoiding fight and she claimed, "I think peace is getting along well with people. Peace is avoiding fight". Also, Ela stated "Peace is avoiding war. Peace requires integration and cooperation of all humanity". Berk defined peace as agreement. He said that "Peace is agreement of people. People reach consensus in the peace". Naz described peace as friendship. She stated, "I think peace is established based on friendship. People behave each other in a good manner in a peaceful environment". It can be claimed that students generally identified peace in terms of negative peace, avoiding war or fight or negative situations. On the other hand, they used some explanations as agreement and friendship, developing universal values regarding the positive peace.

Peace metaphors. Students used peace metaphors as dove, bird, butterfly, rope, family, friends, siblings, earth, world, Turkey and child in their written opinions. One of the student Sedef compared peace to a bird. She stated, "Peace is like a bird. Because birds fly free, and peace gives us freedom". Another student Ela used butterfly as a peace metaphor. She explained her views as "Peace is like a butterfly. Because butterflies are free, they can go wherever they want. Also, they are symbols of the peace". It can be said that freedom is the key characteristic that students emphasized in their metaphors regarding the peace.

Discussion and Conclusion

Findings of the study showed that students emphasized peace in parents, interpersonal peace, and peace among countries in their drawings. Moreover, they drew peace in sport and nature, and they reflect peace with symbols to their drawings. In the literature, peace education is defined as "teaching individuals the information, attitudes, values, and behavioral competencies to resolve conflicts without violence and build and maintain mutually beneficial, harmonious relationships" (Johnson and Johnson, 2005). Also, objectives of peace education are expressed as maintaining peace among individuals, groups, countries, societies and cultures. It can be said that students' perceptions of peace are supported with definitions and information from the literature.

Peace in sport is one of the important themes which was found in students' drawings. Sezer (2013) indicated that sporting events are one of the places where violence mostly occurs. Sometimes it occurs between athletes or spectators. However, Sezer (2013) stated that sport is one of the fields which can contribute to the world peace. Also, sport helps people develop friendship with others in a peaceful way (Shahid, 2015). So it is not a surprise that students deal with peace in sports when they are asked about peace. Additionally, games help children acquire values (Aypay, 2016) and contribute to the peace education. Therefore, it can be claimed that sports and games are significant indicators of peace education process.

In this study, students explained peace in nature telling friendship between animals in the nature. However, in the literature peace education and environment education support the development of particular values and behaviors to take personal responsibility for use of natural resources, and connection with the environment (Bajaj and Chiu, 2009). It can be claimed that environment education is one of the dimensions of peace education. Students' adequacy of environment education can effect perception of peace in positive way. Students' perceived peace among countries as absence of war. Similarly, in Demir's (2011) study participants emphasized absence of violence regarding global peace. It can be said that students' perception of international peace generally consisted on absence of war. This perception can be related with negative peace. Therefore, it can be claimed that positive peace education is important in terms of supporting global peace studies.

Students drew pictures about relationship between gender and peace in interpersonal peace theme. Findings of Brock-Utne's (2009) study and Yablon's (2009) study show that when compared with females, male students have a tendency to be violent towards others. In this study, female students indicated that male students had much more fight each other and they should overcome these misbehaviors to maintain peace among genders.

The present study revealed that students perceive peace as a negative peace or absence of war. Also, they included interpersonal peace, friendship and symbolic statements in their drawings. Fifty-six children were asked to draw a picture of peace and a picture of war in Walker et al.'s (2003) study. Two major themes, peace as interpersonal interactions and peace as negative peace, emerged from the qualitative analysis. Students mostly focused on interpersonal interactions in the scope of peace in their drawings. They drew pictures about being friends, shaking or holding hands, and giving to or helping another or playing together. Results Walker et al.'s (2003) study support findings of this study.

Students mostly conceived peace as positive peace in their written opinions. They did not only indicate avoiding war or fight but also they explained their thoughts with international values. Students used peace metaphors as dove, bird, butterfly, rope, family, friends, siblings, earth, world, Turkey and child in their written opinions.

Findings of this study revealed that students mentioned about interpersonal peace, international values related peace when they were asked about peace. These findings were similar to findings of Taşdemir's (2012) study. Findings of his study showed that students described peace through international values. Similarly, primary school students mentioned relationship between love, respect to others' views, and agreement with peace in Bedir and Demir's (2012) study. Happiness, friendship, tolerance, Atatürk, flowers, and emotions were the other concepts which students related with peace. Values are seen as one of the basic elements of peace in this study. Moreover, in Demir's (2011) study, teachers defined peace related with love, respect, absence of violence, tolerance, solidarity, trust, and harmony. It can be claimed that students' perception of peace had similar points with the other definitions made by students and teachers in the literature.

Results of the study revealed that students used definitions as avoiding fight and war, agreement and friendship for explaining peace conceptually. They compared peace to the dove, bird, butterfly, rope, family, friends, siblings, earth, world and Turkey in their written opinions. In the study, it is seen that peace symbols which students used in their drawings support their peace metaphors. It can be said that students express their perception of peace with specific symbols.

Findings of this study show that students used some statements in terms of positive peace in their written opinions as agreement and friendship, developing universal values. However, they described peace as a negative peace in their drawings. It can be suggested that a systematic peace education may be beneficial to develop positive peace perception of students.

Regarding the findings of the study following suggestions can be offered:

- Findings of the study show that mostly negative peace perceptions were seen in students' drawings. Therefore, interdisciplinary activities can be organized to develop a positive perception of peace for students.
- Students mentioned about some values as love, respect, and tolerance to define peace in their written statements. Students need to acquire knowledge and skills which help them reflect their values. For this purpose, as well as these values, knowledge and skills regarding peace education can be emphasized much more in teaching programs.
- Peace education begins at very early ages. Then, it continues in schools with educational programs. Parents and teachers play significant role in peace education. Informative seminars can be organized for teachers, pre-service teachers and parents about peace education.
- Students' perceptions of peace were investigated in this study. Applied research can be designed to develop a positive perception of peace for students.

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Öğrencilerin Resimlerinde Barış Algısı

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Özet

Problem Durumu: Nitelikli toplumların oluşması bireylerin birbirine saygılı olması, birbirlerini anlaması, toplum için üretimde bulunması, kültürel değerlere sahip çıkması ile yakından ilişkilidir. Bunun için bu toplumlarda bireylerin barış, sevgi, saygı, hoşgörü, eşitlik gibi değerlere; empati, etkili iletişim, çatışma çözme, işbirliği yapabilme, problem çözme gibi becerilere sahip olması gerekmektedir. Bu değer ve becerilerle donanık bireyler yaşadıkları toplumun çağdaşlaşmasını, huzur ve barış içerisinde yaşamasını sağlayacaktır. Bu nedenle, toplumlar bireylerini bu yönde yetiştirmek istemektedirler. Özellikle barış tüm toplumlarda istenen bir değerdir. Barış uyum ve karşılıklı anlayışı içeren bir değerdir. Toplumlarda barış kültürünün oluşturulabilmesi için okullarda çocuklara bu eğitimin verilmesi ile olanaklı olacaktır. Barış eğitimi dinleme, yansıtma, problem çözme, işbirliği ve çatışma çözme becerileri ile güvenli bir dünyada yaşamak için gerekli bilgi, tutum ve değerleri kapsayan çok boyutlu bir süreçtir. Alanyazında barış eğitimi ile ilgili yapılan çalışmaların çeşitli konulara odaklandığı görülmektedir. Öğretmenlerin ve öğretmen adaylarının barış ve barış eğitimine ilişkin görüşlerini inceleyen, barış kültürünün nasıl bir eğitim ortamında olması gerektiğini ele alan, öğretim programları ve ders kitaplarını barış eğitimi bakımından değerlendiren, barış eğitimi programlarının öğrencilerin çatışma çözme stratejilerine, kültürlerarası yeterliliğine ve çatışma çözme becerilerine etkisini ele alan çalışmalar barış eğitimine ilişkin çalışılan belli başlı konulardır. Ancak alanyazında öğrencilerin barışa ilişkin algılarını resimler yoluyla belirleyen çalışmaya rastlanmamıştır. Bu nedenle çocukların yaptıkları

resimlerle dünyayı algılayış biçimlerini yorumladıkları düşünüldüğünde barışa ilişkin algılarının bu yolla ortaya konulması önemli görülmüştür.

Araştırmanın Amacı: Araştırmanın amacı, beşinci sınıf öğrencilerinin barış değerine ilişkin algılarını çizdikleri resimler aracılığıyla incelemektir. Bu genel amaç doğrultusunda öğrencilerin barış algılarını resimlerine ve yazılı görüşlerine nasıl yansıttığı incelenmiştir.

Araştırmanın Yöntemi: Araştırma nitel araştırma yöntemi ile gerçekleştirilmiştir. Araştırmada nitel araştırma desenlerinden olgu bilim deseni kullanılmıştır. Araştırmanın katılımcılarını 2011-2012 öğretim yılı bahar döneminde Eskişehir il merkezinde bulunan bir ilköğretim okulunun 5. sınıfına devam eden 11'i erkek 12'si kız toplam 23 öğrenci oluşturmaktadır. Araştırmanın verileri farklı veri toplama araçları bir arada kullanılarak toplanmıştır. Araştırma kapsamında öğrencilere iki açık uçlu sorudan oluşan bir form verilmiş ve bu formu doldurmaları istenmiştir. Formda yer alan sorular "Size göre barış ne anlam ifade etmektedir?" ve "Barış benziyor. Çünkü....." biçimindedir. Öğrencilerden kendilerine verilen resim kâğıdına barışla ilgili duygu ve düşüncelerini ifade eden bir resim çizmeleri istenmiştir. Öğrenciler resimlerini tamamladıktan sonra resimlerinde dile getirmek istedikleri duygu ve düşünceleriyle ilgili görüşlerini öğrenmek amacıyla onlarla yarı yapılandırılmış görüşmeler yapılmıştır. Özetle araştırmanın verileri öğrenci yazıları, öğrenci resimleri ve yarı-yapılandırılmış görüşme yoluyla toplanmıştır. Araştırmanın verileri tümevarım analizi ile analiz edilmiştir. Araştırmada öncelikle öğrenci resimleri ve buna ilişkin yapılan görüşmeler kodlanmış ve bu kodlardan ilgili olanlar bir araya getirilerek temalara ulaşılmıştır. Örneğin resminde farklı takımları tutan balıkların bir arada maç izlemesi sporda barış teması altına alınmıştır. Öğrencilerin açık uçlu sorulara verdikleri yanıtlar da benzer biçimde analiz edilmiştir. Örneğin öğrencilere barışa ilişkin yaptıkları güvercin gibi benzetmeler simgesel olarak barış teması altında ele alınmıştır. Bu işlemde sonra verilerin uygun eşleştirilip eşleştirilmediği kontrol edilmiştir. Daha sonra yapılan bu analizler sonucunda belli temalar altında yer alan resimler ve yazılı görüşler ilişkilendirilerek yorumlanmıştır. Analiz sürecinde iki araştırmacı ile birlikte bir de alan uzmanı görev almıştır. Araştırmanın geçerliliğini sağlamak amacıyla farklı veri toplama araçlarını bir arada kullanılmıştır. Araştırmanın güvenilirliğini sağlamak amacıyla araştırmacılar analizlerini ayrı ayrı yapmışlardır. Araştırmacılar bireysel olarak temalar oluşturduktan sonra temalar üzerinde tartışarak görüş birliği ve görüş ayrılığı olan temaları belirlemişlerdir. Araştırma bulgularının sunumunda öğrencilere verilen kod isimler kullanılmış; öğrencilerin yazılı ve sözlü görüşlerinden doğrudan alıntılar yapılmıştır.

Araştırmanın Bulguları: Araştırmadan elde edilen bulgular "öğrencilerin resimlerinde barış algısına ilişkin bulgular" ile "öğrencilerin yazılı görüşlerinde barış algısına ilişkin bulgular" olmak üzere iki başlık altında sunulmuştur. Öğrencilerin resimleri incelendiğinde sporda barış, ailede barış, doğada barış, sembollerle barış, kişiler arasında barış ve ülkeler arasında barış olmak üzere beş temaya ulaşılmıştır. Öğrencilerin yazılı görüşlerinde barış algısına ilişkin bulgular kavramsal olarak barış ile simgesel olarak barış olmak üzere iki tema altında sunulmuştur. Kavramsal olarak

barış altında öğrenciler yazılı ifadelerinde barışı kavga etmemek, savaşmamak, anlaşma, dostluk, evrensel değerlerin gelişmesi (sevgi, saygı, hoşgörü, yardımlaşma), kardeşlik, dayanışma, mutluluk, huzur, özgürlük ve iyi geçinme olarak ortaya koymuşlardır. Simgesel olarak barış ise güvercin, kuş, kelebek, ip, aile, eldiven, arkadaş, kardeş, toprak, dünya, Türkiye ve çocuk olarak belirtilmiştir.

Araştırmanın Sonuç ve Önerileri: Araştırmada elde edilen sonuçlar öğrencilerin kavramsal olarak olumlu barışla ilgili ifadeler kullandıklarını, ancak resimlerinde ve simgesel ifadelerinde barışı yalnızca «savaşmamak» ya da «şiddetin azalması» biçiminde ele aldıklarını göstermektedir. Bu bağlamda öğrencilerde olumlu barış algısının geliştirilmesi, öğrencilere planlı ve sistemli biçimde barış eğitiminin verilmesi gerekliliğinden söz edilebilir.

Araştırmada elde edilen sonuçlar ışığında şu öneriler getirilebilir: Öğrencilerde olumlu barış algısı geliştirmek için disiplinlerarası etkinlikler düzenlenebilir. Barış eğitimi kapsamında kazandırılması gereken bilgi, beceri ve değerler öğretim programlarında daha fazla vurgulanabilir. Öğretmenlere, öğretmen adaylarına ve ailelere barış eğitimi konusunda bilgilendirici seminerler verilebilir. Öğrencilerin olumlu barış algısını geliştirmek için uygulamalı araştırmalar yapılmalıdır.

Anahtar Sözcükler: Barış, barış eğitimi, öğrenci resimleri, olgu bilim, metafor.