

Research article

A Study on Developing a Teaching Technique (A Sample of Learning-Teaching Process)

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Abstract: The aim of this study is to develop a teaching technique or pedagogical model that allows the teacher to clearly demonstrate his/her compatibility to organize and direct their learners in a pedagogical model in which the student is at the center of learning, enjoys while learning, and a pedagogical approach through which important cognitive and democratic skills are acquired. The Colored Street Microphone technique, as a form, was developed by being inspired by the performance of the reporters who took to the streets to get people's opinions on a certain subject, but it was built on the philosophical thinking structure of the teaching techniques (Six Hats Thinking technique, Six Shoe Application technique, Buzz technique, Aquarium technique) that make the student active in the learning process as logic. The technique consists of five stages: sharing the activity rules, yellow microphone stage, red microphone stage, blue microphone stage and general evaluation. The functionality of this technique has been tried to be demonstrated with an educational case study.

Keywords: instruction; teaching technique; learning-teaching process

1. Introduction

Recent developments in educational sciences have paved the way for an array of revolutionary changes and innovations in the roles of teachers and students to be assumed in the teaching and learning environments. In the past, the teacher, who had a role at the center of teaching, directing and constantly conveying the in-class interaction, has now come to assume a role to share with his/her students, and become more of an observer and guide in this process facilitating a constructivist approach. The fact that teaching is both an artistic and a scientific activity has made the change of these roles inevitable. The artistic aspect of teaching is related to the creative aspect of the teacher. The teacher should create a remarkable and exciting environment for students to become effective learners. The scientific aspect of the teaching also refers to the methodology to be followed in order to achieve the goals. The teacher tries to teach the subjects and achievements that need to be taught with a logical and systematic understanding. The fact that teaching has different dimensions related with artistic talents and scientific notions makes it difficult to reach an agreement for a single definition. The above-mentioned premise can be more clearly understood from the definitions made by educators who have conducted research on teaching. Bennion (2015) defines teaching as the formation of habits, acquiring knowledge and indoctrination of ideals (as cited in Aısyah, 2022). According to Edmund Amidon (1967), teaching includes classroom discussions between the teacher and the student that occur during identifiable activities (as cited in Suresh & Srinivasan, 2014).

Brown (2000) defines teaching as helping or showing someone how to do something, instructing, guiding the research of a subject, providing information, causing knowing and understanding. Fidan and Erden (1998) defined teaching as a controlled activity in educational institutions within a plan. Morrison (1934) and Dewey (1934) explained the concept of teaching as "what selling is for buying, teaching is for learning" (as cited in Rajagopalan, 2019). Teaching is an internal process. In this process, events that support and enable learning are planned, implemented and evaluated (Aykaç and Aydın 2006).

In the definitions made about teaching, it can be seen that this activity is generally planned and done by the teacher. In order to carry out the teaching in an effective framework,

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the teacher plays a very important role. The work of the teacher, who is a guide in learning, is very different from negative situations such as conditioning and brainwashing. Brazilian educator Paulo Freire expressed his teaching approach with “Banking Model of Education”. Freire describes this type of education as “fundamentally narrative character”. This model clearly reveals the negative aspects of the traditional education system and the position of the teacher and the student. Instead of this model, Freire proposes the “Problem Descriptive Education Model”, which includes an understanding based on effective communication, in which people are seen as conscious beings, the skills of identifying and overcoming problems are taught (Freire, 2019). Education in Freire is based on the teacher-student contradiction. A libertarian education should ensure that this contradiction is overcome. This can only be resolved if there are students and teachers on both sides at the same time (Bingöl & Aybar, 2020).

The teacher, who can make an effort to liberate, transform or change the behavior of the learner, cannot make these changes only with dictation or narration methods. In the teaching activity that takes place in interaction, both the teacher and the student are in the position of learners.

The newly postulated pedagogical interaction starts with the previous levels of knowledge manifested by the student, which is an approach associated with the constructivist learning and which is considered to be an important theory of learning in global educational philosophies. In constructivist pedagogical systems, “everyone can reconstruct knowledge by taking into account their previously acquired cognitive reserves in their personal lives” (Hein, 1991). A person creates his/her own cognitive competence in the mental world about the event, phenomenon and object that he/she perceives from the outside world through his interactions with environment (Deryakulu, 2001). In this context, the pre-experiences of the person have a very important place in interpreting the information. In a classroom where the constructivist approach is preferred, the teacher is not a direct transmitter of knowledge. In a classroom environment, the teacher creates a learning environment in which knowledge is reconstructed by the students.

The classroom is considered as an environment which functions as a place for “learning community that builds shared understanding”. Teaching methods and techniques that will help students be responsible for their own learning and change their behavior in the desired direction should be known by teachers and applied effectively. Student-centered education has a rich variety of teaching methods, techniques and strategies. Collaborative learning, preparing presentation-poster-video, panels, benefiting from expert opinions, brainstorming, discussion, working in small groups, case study, jigsaw, creating learning centers, experiments, role-playing, simulation, learning in the laboratory, demonstration, inquiry-based learning, learning with 5E model, multiple intelligence applications, differentiated instruction, project-based learning, problem-based learning, discovery, question-answer, station technique, six thinking hats technique, using social media, concept mapping, active learning, peer learning, team building, game-based learning and competitions are some of the student-centered methods, techniques and strategies (as cited in Yağan, 2022, p. 296).

The aim of this study is to present a teaching technique or a pedagogical model in which the student is at the center of teaching, or learning processes in the classroom environment; taking into account the pre-learning leads to new learning and trying to cultivate in students’ important democratic skills such as skills or competences for discussion, speaking, listening, and criticism. When the previous literature related with this topic is examined, It has been determined that many student-centered and creative teaching techniques such as the Buzz technique (Brewer, 1997) developed by J. Donald Phillips; the Jigsaw technique developed by Elliot Aronson (Aronson & Patnoe, 2011); Think-Pair-Share technique developed by Lyman (1981); Project Based Learning developed by Barrows (1983); Six Hats Thinking technique and Six Shoe Practice technique (1998), developed by De Bono (1985) were developed by foreign educators. The lack of sufficient number of studies on the development of creative teaching techniques in our country and the perception that such activities are only the work of western educators are the most important reasons for the emergence of this study. In this context, the study for developing an exemplary teaching technique or pedagogical model is important in terms of eliminating this deficiency in the national literature and being a guide for researchers interested in such issues.

2. Materials and Methods

This study, drawing from an urge to introduce democratically characterized interpersonal dialectics and literacy in the teaching and learning environments, aimed to develop a teaching technique that can be considered preliminary, characterized by a qualitative research methodology. At the core of analyzes based on qualitative methods, the insight and conceptual abilities of the person doing the analysis come to the fore (Patton, 2018). Therefore, it is important that the researcher himself assumes a role as a participant in qualitative research. The researcher plays a dynamic or active role throughout the process of the research as he collects and evaluates various information, findings or data and analyzes and reveals them using certain methods. In addition, qualitative data obtained in such studies are tried to be described and interpreted with a realistic, detailed and holistic approach (Yıldırım & Şimşek, 2018). This study, which aims to develop a teaching technique, was carried out by constructing a descriptive survey model or pattern. According to Karasar (2005), descriptive survey models are research approaches that aim to describe a past or present event, phenomenon or situation as it exists. The event, individual or object that is the subject of the research is tried to be defined as it is, in accordance with the conditions in which it exists. All stages of the teaching technique that was tried to be developed were explained in detail, and how the technique could be reflected and adapted to the classroom environment and in what situations it could be used was tried to be described with a sample educational situation activity.

2.1 Data Collection and Analysis

In congruence with the objective to conduct the study, the data, evaluated by using various means and modes in the process, were collected by documentary analysis method. Document review includes written analysis or evaluation that includes necessary information or findings about the conditions or phenomena intended to be investigated (Yıldırım & Şimşek, 2018). During the process of conducting this study, educators who developed models for different teaching techniques ("Jigsaw technique developed by Elliot Aronson (Aronson & Patnoe, 2011); Think-Pair-Share technique developed by Lyman (1981); Project-Based Learning developed by Barrows (1983); De Bono (1985) Six Thinking Hats technique and Six Shoes Application technique developed by J. Donald Phillips (1998); Buzz technique developed by J. Donald Phillips (Brewer, 1997) were examined.

These studies generally reveal "student-centered understanding or postulates, providing individuals with some important metacognitive and democratic skills, collaborative working skills, etc." Some important features or characteristics such as these have been discussed from an integrative perspective and tried to be synthesized and adapted to the teaching technique that is at the focal point of the study. Descriptive analysis technique was used to analyze and evaluate the obtained data. Descriptive analysis is mostly used in research where the conceptual structure of the research is clearly determined in advance. The aim of this type of analysis is to present the findings to the reader in an organized and interpreted form (Yıldırım & Şimşek, 2018).

In this research, the features and process steps of the Colored Street Microphone technique are explained in detail; in order to make the technique more understandable, its contributions to both the student and the teacher in the classroom environment have been tried to be described with an educational situation activity outline. In the educational status activity, the learning outcome "Analyzes the problems encountered in the implementation processes of democracy", which is included in the "Active Citizenship" learning area of the 7th grade social studies course, was tried to be taught through this technique.

2.2 Validity and Reliability

In qualitative research, validity means that the researcher observes the phenomenon he is researching as it is and from as objective a perspective as possible (Yıldırım & Şimşek, 2018). In such studies, reporting the data obtained in detail, explaining how the results were reached, and peer confirmation are ways to check validity (Yıldırım & Şimşek, 2018). Especially in cases where the need for external credibility is quite high, experts can be consulted to measure the quality of the analysis (Patton, 2018). In the confirmation review, an external expert makes an evaluation as to whether the judgments, comments and suggestions reached in the research are confirmed when going back to the raw data (Yıldırım & Şimşek, 2018). In this study, in order to check the validity, the structuring process of the Colored Street Microphone technique is shared with the reader in detail and the process steps are explained. Apart from this, peer confirmation was sought regarding the educational status activity draft both during and at the end of the process. For this purpose, help was received from two academicians who

had the title of associate professor working in educational sciences. Within the framework of the expert's feedback and criticism, the activity draft was revised and given its final form.

First of all, it should be noted that the issue of reliability in qualitative research has a different meaning than in quantitative research. Nevertheless, some precautions can be taken to ensure reliability in such studies. For this purpose, among the steps to be taken by the researcher is to convey in detail and clearly the basic stages of the research process, his own position and approach adopted in this process. Thus, the reader is convinced that the results obtained were reached regardless of the researcher's biases (Yıldırım & Şimşek, 2018). LeCompte and Goetz (as cited in Yıldırım & Şimşek, 2018) suggest some strategies for checking reliability. In the first strategy, there is a direct transfer of the collected data in a descriptive form. In the second strategy, it is recommended that different researchers participate in the study. The third strategy is based on confirming the findings obtained through observation as well as interviews. In the fourth strategy, a different researcher is consulted to analyze the data obtained and confirm the results. The last strategy involves analyzing the data based on a pre-established and thoroughly defined conceptual framework. In this study, in order to check the reliability, the entire process was first explained in detail and clearly, and the structuring of the technique was explained with all its stages through descriptive analysis. The researcher tried to keep his position in the background so that his subjective views were not reflected in the study. For example; The opinions and feedback of field experts were consulted in determining the outcome of "Analyzes the problems encountered in the implementation processes of democracy" to be used in the educational background activity draft.

2.3 What about Development Process of Colored Street Microphone Technique?

This technique has been conceptualized and developed by taking into account and inspired from the strategy followed by journalists/reporters who hand out microphones to people on the streets for any purpose in any situation. This instructive technique can be applied outside as well as inside the classroom. It is effective in gaining important democratic skills and higher-level thinking skills (listening, criticizing, evaluating, developing an argument, conveying or manifesting an idea or opinion, developing an argument, persuading the others). In this technique, the microphone in the hand of the person who will lead the discussion (teacher/student announcer) consists of three intertwined colors (yellow, red, blue). This person is responsible for asking questions according to the microphone color, managing the discussion with a democratic understanding, giving equal words to each speaker, participating in the general evaluation process and being impartial.

Yellow: The reason the microphone color is yellow is because it is the color signifying communication. Yellow is the color that attracts the first attention of the person among the colors. It is the color of reason and logic (Erim, 2000). For these reasons, first of all, the yellow microphone will be used to attract the attention of the people who will be consulted and it will create the feeling of being in contact with them. In this technique, in which the yellow microphone is handed out to the participants, the conceptual competencies of the participants and their pre-learning on the subject will be determined.

Red: This color is a stimulating color. It causes the secretion of adrenaline and stimulates the nerves (Erim, 2000). When the red microphone is handed out to students, the question that leads to the formation of distinct groups is raised. The groups which are formed getting fierce in line with this conflicting question and trying to convey their arguments to the counter-group, discussing and persuading the undecided group.

Blue: This color signifies clarity, coolness and calmness. It has a meaning to contribute to people's thinking, decision making and creative ideas (Erim, 2000). Conflicting groups calm down on the blue microphone. For the last time, each group calmly share their views in a persuasive and creative manner.

2.4 Stages of Colored Street Microphone Technique

2.4.1 Sharing the Rules of Activity

After the current topic to be discussed within the scope of the lesson is determined, the teacher invites the speaker and volunteer students that he/she has previously assigned to the board. The number of students invited to the board varies from a minimum of 10 to a maximum of 15. This number changes according to the suitability of the class to do the activity.

The rules to be followed by the students making the evaluation:

- In the evaluation, the performances of the groups are evaluated by taking notes.
- Emotions, personal affinities (friends, relatives, etc.) should not be taken into account in the evaluation.

- While evaluating, it is examined how consistently the groups defend an argument or claim (Providing documents, benefiting from statistical data, etc.).
- In the evaluation, attention is paid to the superiority of the transitions between the groups.
- Negative, hurtful, inconsistent words and actions of individuals in the group are evaluated as negative points.
- Situations such as harmony within the group and supporting the group representative are important in the evaluation.

The rules to be followed by the undecided include:

- Undecided students are in the position of attentive listeners at first.
- Students who are undecided cannot intervene in the discussions of the groups, cannot speak for or against a group.
- While the discussions are going on, they can be included in a group that they see close to them.
- The undecided students who join a group are now a member of that group and do not have the chance to change groups for the second time.

The rules to be followed by an announcer (teacher/student) are related to:

- The person who will lead the discussion must be neutral.
- When the person who will lead the discussion handed the yellow microphone to the participants, he/she should have prepared questions that measure the readiness of the group members in advance.
- When the red microphone is handed, the controversial question that leads to the formation of groups should have been prepared.
- The controversial question should be clear and have a nature to cause grouping.
- After the controversial question is asked, the announcer leading the discussion gives the groups 2-3 minutes of thinking and evaluation time to appoint a representative from among themselves.
- After the groups determine their representatives, the announcer starts the discussion by giving words to a group.
- The announcer gives the groups 10 minutes to present their arguments.
- Students who break the rules during the discussion are warned.
- Students who have a hurtful and negative attitude during the discussion and continue to do so can be removed from the group.
- At the end of 10 minutes, the announcer who handed the blue microphone gives the groups 2 minutes to express themselves for the last time and make a general evaluation. During this period, groups can elect a representative again or continue with their former representatives.
- In the general evaluation, the groups listen to each other and never interfere.

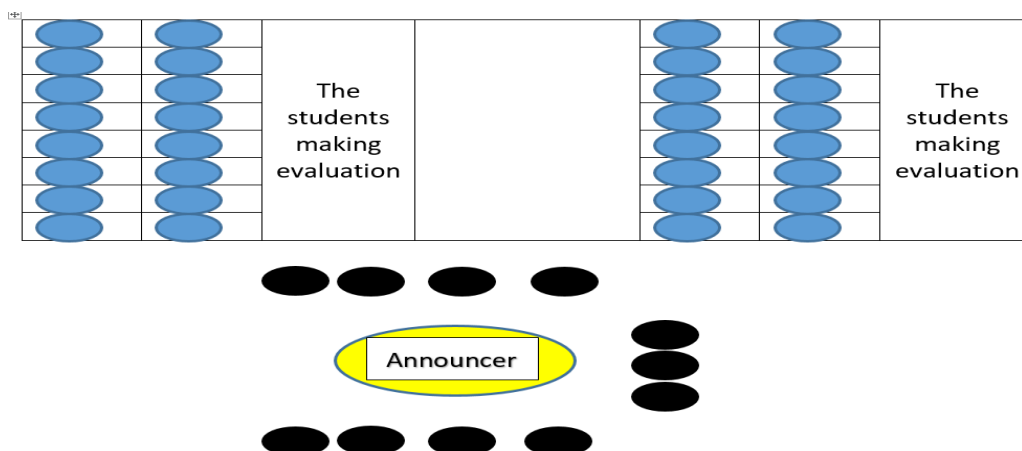


Figure 1. Yellow microphone stage.

2.4.2 Inquiry Conceptual Knowledge (Yellow Microphone)

First of all, the yellow microphone (yellow covered) is handed to the students who come to the board and stand dispersed. In line with this color, students' pre-learning, readiness levels

and misconceptions about the subject to be discussed are determined. (These determinations will be made at the end of the activity together with the sitting students and the teacher who are in the evaluation position). Students who come to the board express what they know about the subject without interfering with each other (verification, correction, reversal, etc.). Figure 1 shows yellow microphone stage.

2.4.3 Formation of Groups-Boiling Pot (Red Microphone)

After all the students have expressed their opinions in the yellow microphone, the person holding the microphone changes the color of the microphone to red and starts asking questions that will start the discussion for the formation of groups. In line with the answer given by students, they begin grouping (supporters of the view, oppose to the view, undecided) in the corners that have been determined before in the classroom. Figure 2 demonstrates red microphone stage.

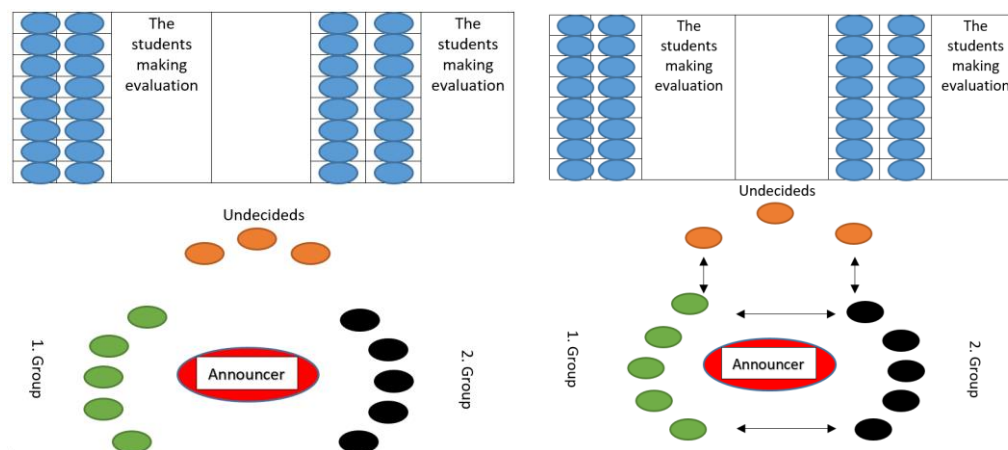


Figure 2. Red microphone stage.

The groups formed make an evaluation within themselves for 3-5 minutes, share their views and choose someone to represent the group. Then the representatives from the group convey the group's view on the subject to each other. In this stage, maximum 10 minutes are given groups to explain themselves. Groups have to use the given time carefully. During the sharing of opinions, groups can perform activities such as interfering with each other, refuting opinions, asking questions under the control of the person holding the microphone. Since the groups are ongoing negotiation (Boiling Pot) among themselves, they can openly support the group representative in order to contribute (information support to refute the opposing opinion, etc.). Undecideds or individuals in the group may be affected by the views of the other group during the boiling pot, and change their views and move on to the other group. These transitions are also an important criterion for determining the result of the discussion by other students who will make the assessment.

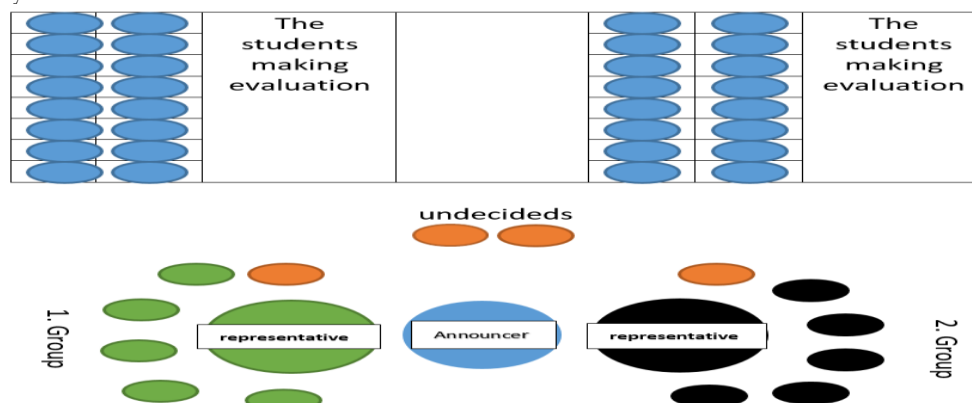


Figure 3. Blue microphone stage.

2.4.4 Making General Evaluation (Blue Microphone)

After groups present their own arguments and opinions by discussing at the stage of the red microphone, the announcer changes the microphone color from red to blue and asks the

groups to make a final evaluation through the new representatives they have or those will be announced. The time given to each group does not exceed 2 minutes. Figure 3 shows blue microphone stage.

In this stage, the groups do not interfere with each other. Each group calmly shares their latest trump card in a persuasive and creative manner. This last defense is carefully noted and recorded by the students who make the evaluation.

2.4.5 Evaluation of the Groups and Announcement of the Winner to the Class

After each group makes their evaluation, the students sit down. In this stage, first of all, the teacher tries to eliminate the inadequacies and deficiencies of the students on the board about the concepts asked to them in the first activity of the yellow microphone. The teacher makes the necessary explanations. Then the general evaluation process is started. Figure 4 refers to the evaluation stage.

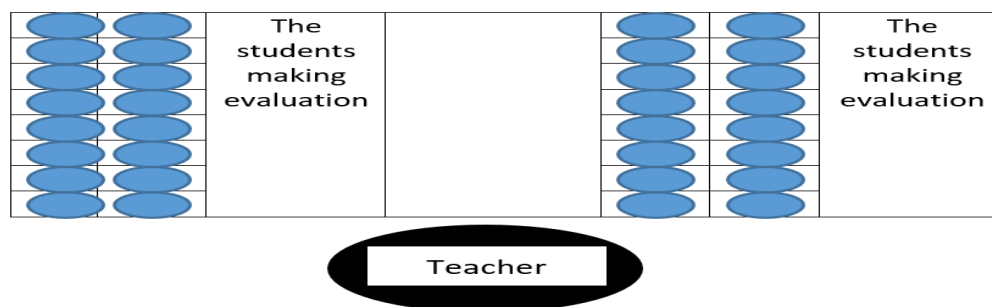


Figure 4. Evaluation stage.

3. The Concretization of The Colored Street Microphone Technique Through a Learning-Teaching Process

3.1 Formal Section

Course Title: Social Studies

Grade: 7th Grade

Learning Area: Active Citizenship

Achievement: SB.7.6.4. Analyzes the problems encountered in the implementation processes of democracy.

Duration: 2 lesson hours (Ministry of National Education, 2018).

Understanding of Learning and Teaching: Discovery Learning, Color Street Microphone technique.

Tools and Materials: Textbook, Encyclopedias, Pictures, Videos.

3.2 Introduction Section

Attracting Attention: The teacher starts the lesson by asking this question: "What does the image on the right remind you, remembering what you learned in the previous lessons?"

Then the teacher tells to the students, "Now, I will open a video called "Democratic news with puppet" please watch it carefully".

After the video is over, the teacher asks the students:

- 1) What is democracy?
- 2) What are the principles of democracy?

And tells to the students: "Children don't forget your answers to these questions, I will ask you once again at the conclusion of the lesson"

Motivation: Teacher asks the students this question: "How does it benefit us in our daily life to know what democracy and its principles are?"

Review: Teacher says that "This course will focus on current problems related to anti-democratic practices that may arise in our country and other democratic countries."

Figure 5 shows the use of visual materials during the attracting attention stage.



Figure 5. Visual materials used in the attracting attention stage.

3.3 Progress Section

The teacher makes this statement to the students: “Democracy is a form of government in which all citizens are considered equal regardless of their social and economic status. In democratic countries, the people are governed by those freely chosen by the majority. Today in societies governed by democracy, sometimes we can see anti-democratic (non-democratic) practices in these societies, too”.

After making this statement, the teacher says: “Dear children, due to war and natural disasters around the world, citizens of many countries have to take refuge or shelter in other countries. The most recent example of this is the Syrian Civil War in March 2011. Due to this war, many Syrians had to leave their homeland and seek refuge in other countries, especially our country. Now we’re going to watch some videos on this topic. I want you to watch the videos carefully and take notes. I will ask you questions about the subject”. Figure 6 shows the news-based materials used in the progress stage.



News-1: Refugees whose boats were sunk in the Aegean Sea (Aydinlık Haber, 2022)



News-2: Refugee who tripped on the Hungarian border (NTV, 2020)

Figure 6. News used in the progress stage.

Teacher asks these questions to the students: 1) What are the inhuman practices that people are exposed to in these videos? 2) How do you evaluate these implementations in democratic countries?

Based on the answers from the students, the teacher tries to make the students find out what anti-democratic practices (contempt, exclusion, exposure to ill-treatment, deportation, physical violence, etc.) can occur in democratic countries.

After the students’ answers, the teacher says: “Children, we’re going to do an activity with you now. The name of our activity is Colored Street Microphone technique. Dear children, you have recently come across interviews with street reporters, especially on the screens. These reporters hand a microphone to the public on an important issue and get the public’s views. The activity we will make is inspired by the interviews holding microphones on the street. Now I will inform you about the content and rules of the event”.

After the necessary information is given, at least 10 volunteer students and the speaker (announcer) who was assigned before and who will lead the discussion also come to the board. Figure 7 shows the rules to be followed at the activity.



Figure 7. Rules to be followed at the activity

Inquiry, Conceptual Knowledge (Yellow Microphone): The yellow microphone is first handed out to the students gathered around the announcer. Respectively, asked these questions to students: 1) What is democracy? 2) What are the principles of democracy?

Each student shares the knowledge they have learned in previous lessons about the concept. In the meantime, the other students have to listen to the speaker without intervening. While the views are being conveyed, the rest of the class (sitting students) and the teacher following the activity note any deficiencies, errors or conceptual inadequacies in the information conveyed. Necessary corrections and notifications are made after the activity ends. Figure 8 is related to the inquiry students' conceptual knowledge and pre-learning.

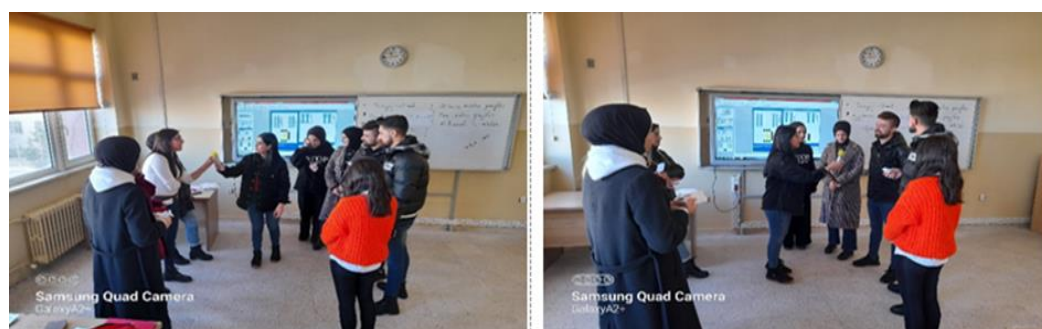


Figure 8. Inquiry students' conceptual knowledge and pre-learning.

Formation of Groups-Boiling Pot (Red Microphone): After all the students have expressed their opinions in the yellow microphone, the announcer changes the color of the microphone to red and starts asking these questions: 1) What do you think about the policies of Turkey, which is a democratic country, towards immigrants?

After questions, students who see Turkey's policy as positive or negative and who are indecisive about this issue, group themselves in the corners reserved for them in the classroom. Before the discussion begins, the announcer gives a minimum of 3 and a maximum of 5 minutes to prepare for the groups that will express their positive and negative views and to determine the person who will represent the group. The representative of the group that gets the right to speak has to convey the opinion of the group, produce arguments, and convince the opponents/undecideds within a maximum of 10 minutes. Figure 9 demonstrates the students' asking questions to start the discussion for the formation of groups.

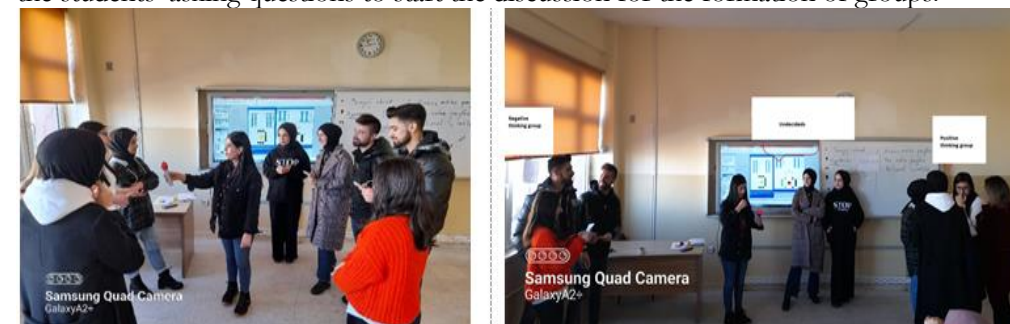


Figure 9. Asking questions that will start the discussion for the formation of groups.

After the announcer gives words right to the representative, they convey the common view of the group. The group, which does not consider Turkey's policy towards immigrants sufficient and argues that anti-democratic practices are excessive, touches on the following issues:

- 1) More than 3 million Syrian immigrants who immigrated to our country have not sufficiently benefited from humane living conditions or opportunities.
- 2) Uncontrolled passages in the refugee camps were tolerated.
- 3) Irregular immigrants have caused problems in bordering cities.
- 4) Immigrants experience economic, political, social and security problems.

Figure 10 concerns the students sharing the opinions of the negative thinking.



Figure 10. Sharing the opinions of the negative thinking group and intervention of the other group to the negative thinking group.

While these arguments are aroused, the representative person tries to convince the opposite group and the indecisive people. When groups are mutually sharing their views, group members also provide constant support to their representatives and help them produce arguments. In groups expressed with the metaphor of a boiling pot, there is a constant movement to refute the opinion of the opposing group.



Figure 11. Sharing the opinions of the positive thinking group and intervention of the other group to the positive thinking group

The right to speak and give comprehensive answers to the other group passes the group that considers Turkey's policy towards immigrants sufficient.

This group also transfers the following arguments to the opposing group:

- 1) Our country has opened its border to immigrants, mostly Syrian refugees, who migrated to our country due to the war.
- 2) The state provided all kinds of humanitarian and material assistance to immigrants.
- 3) Turkish government has carried out activities that allow refugee children to receive education.
- 4) The western democratic countries impose the anti-democratic practices on to the immigrants who want to migrate to the West. But Turkey has helped as much as it can.

Figure 12 shows the procedure of opinion transfer.



Figure 12. During opinion transfer, changing group of the undecideds who are convinced

Undecided students and some other students in the Negative Thinking Group are affected by the opinions of the positive thinking group and pass to that group. These transitions were noted by the teacher and the sitting students who will make the evaluation. Convincing the undecided or someone from within the group is also an important criterion in determining the winner of the discussion.

Making General Evaluation (Blue Microphone): At the end of 10 minutes, the announcer who handed the blue microphone gives the groups 2 minutes to express themselves for the last time and makes a general evaluation. During this period, groups can elect a representative again or continue with their former representatives. Representatives should make a general and summative assessment. Only representatives speak during this evaluation. Other members of the groups do not interfere. This last defense is carefully noted and recorded by the students who make the assessment (Figure 13).



Figure 13. Final defenses of the groups

Evaluation of the groups and announcement of the winner to the class: After each group makes their evaluation, everybody takes their place. Firstly, the teacher corrects the information about democracy and its principles, if any, which is inaccurate or incomplete, when the yellow microphone is handed out in the first stage (Figures 14 and 15).



Figure 14. Evaluation of sitting students and writing the notes taken by the students on the board by the teacher.

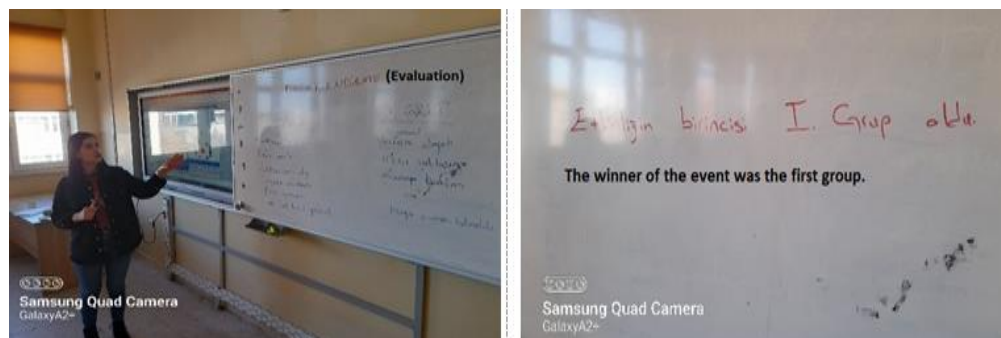


Figure 15. Sharing and discussing the notes taken in the evaluation with the class and announcement of the event winner.

4. Findings Emerging from the Concretization of the Colored Street Microphone Technique Through Educational Situation Activity

Concretization of the Colored Street Microphone technique through educational situation activity enabled us to reveal the following findings:

1. Finding of the importance of prior experiences: Students realized how important the experiences they had before in their learning activities were when learning new subjects and becoming success. The idea that the learning process is not independent of people's experiences is an important finding.

2. Finding of how an opinion should be defended: Students tried to learn how to defend an opinion they have and adopted (by producing arguments, making inferences, discussing, listening, speaking). Another finding is that having an opinion as well as defending that opinion with democratic attitudes and behaviors.

3. Finding of respect for different opinions: Students learned to listen to different opinions and value them. Every person may have different opinions on a subject. No one can be excluded or marginalized because of their different views. Accepting that every opinion is valuable, respecting it, and listening to those who express their opinions are important findings at the core of this technique.

4. Finding that opinions can be criticized and changed: Through this technique, students understood that persuasion is as normal a process as being convinced, and that changing opinions is a civilized behavior if it is logical; that is to say, people may have opinions on any subject. With this technique, students had the opportunity to see that their own and others' views could be criticized or changed. With this practice, students realized that defending erroneous ideas with an obsessive mindset is not beneficial to anyone and they began to appreciate the importance of being open to innovations.

5. Finding related with discussion etiquette: Students realized that following a democratic way (listening, speaking, discussing, producing arguments, etc.) in resolving controversial issues is the most befitting attitude towards personal dignity. An important finding is that students understand that unnecessary raising of voice and slang speech when expressing opinions are ineffective in solving problems.

5. Results

It is worth noting that an effective teaching-learning activity that can be carried out in the classroom environment is primarily related to the competence of the teacher. The teacher's ability to create a learning environment where everyone enjoys learning is related to how he/she will convey this knowledge as well as his/her field knowledge. In this respect, teachers need the competence to use different teaching methods and techniques and comfortable environments where they can reflect this competence. When the literature is examined (Yıldırım & Demir, 2003; Öztürk, 2004; Önen et al., 2009; Saracaloğlu & Karasakaloğlu, 2011; Covill, 2011; Demirkan & Saraçoğlu, 2016), it is revealed that the teaching method most preferred by teachers in the classroom environment is lecturing. In a learning environment where the traditional teaching approach is preferred and the lecture method is frequently used, students

become pacified and tend to memorize fact sheets rather than making creative interpretations. Effective learning can take place in a learning environment where the student does not get bored and can express himself. In this regard, it is important to adopt and put into consideration on active teaching methods (Yelişyurt, 2013). This study is to develop a student-centered teaching technique. With this technique, it is aimed that students be active in the classroom environment and gain important democratic skills (participated listening, speaking, making arguments, discussing, respecting, producing solutions, criticizing, acting in cooperation, etc.).

6. Discussion

Traditional classrooms can be characterized as environments where students are passive listeners and teachers are active transmitters. In order for students to become aware of their cognitive, affective and psychomotor competencies, teaching techniques that will enable them to be effective in these aspects are needed. Colored Street Microphone Technique is a technique in which students add their emotions to the learning process, activate their cognitive competencies, and try to combine their physical movements with cognitive processes. In the educational situation activity, which is the concretization phase of the technique, students tried to analyze the problem situation presented to them by understanding, discussing, producing arguments, persuading or manifesting, and using body language effectively. In this way, students tried to understand the importance of being active individuals. Students' effectiveness in the classroom is deeply linked to their involvement in research, interacting with their knowledge, and seeking new ways to express it. Dewey (1938), who still sheds light on contemporary educational theories, sees the classroom environment as a social entity in which children can learn and solve problems together as a community. In these classroom environments, children are seen as unique individuals (as cited in Williams, 2017). Students are engaged in creating their own knowledge through personal meaning, rather than teacher-imposed knowledge and teacher-directed activities (Schiro, 2013).

One of the important features of this technique is the determination of students' pre-qualifications regarding the subject under discussion at the yellow microphone stage. The prior experiences that an individual carries into the classroom environment are a very important factor affecting learning and student success (Tobias, 1994). The quality of the individual's prior learning positively affects both knowledge acquisition and the capacity to apply high-level cognitive problem-solving skills. In the Colored Street Microphone technique, students' preliminary learning is evaluated by both the teacher and the students. Through this evaluation, an attempt is made to eliminate the incompatibility that may arise between the knowledge that students already have and the new information transferred. Otherwise, learning built on incomplete and faulty learning leads to rote learning (Hailikari et al., 2008). In this technique, the student as well as the teacher will play an active role in the process of evaluating students' prior learning. Peers' evaluation of each other is more important and effective than classical and single-person (teacher) evaluation approaches. Lu and Law (2011) emphasized the fact that in the peer evaluation process, students act collaboratively, are a part of the process, and are in constant communication. In this activity, the entire class contributed to the execution and success of the process in line with the tasks given to each student. In the training event held to better understand the technique, students in the evaluation position evaluated their peers with a transparent understanding and shared their feedback. Colored Street Microphone technique is a technique in which the whole class is involved in the process and each student does his or her part in a planned manner in order to create a qualified learning environment.

Based on the above premises conceptualizations, what stands out is that learning takes place in a democratic environment at almost all stages of the Colored Street Microphone technique. A democratic classroom environment is not a place to focus on the views of political parties with a partisan mentality. On the contrary, it is an environment where students can learn and solve problems together as a community that encourages to live democratically by caring about values such as the right to speak, listening, criticizing, producing different arguments, representation and participation (Marschall, 2021). Effective use of this technique in classroom environments will enable teachers to turn the learning process into an artistic and scientific activity, and students to understand the learning process as an activity in which they are excited and develop their own cognitive and affective competencies.

7. Suggestions

Adding a course such as “Developing Creative Teaching Techniques” to the curriculum in addition to the “Teaching Principles and Methods” course in teacher-training faculties. Encouraging educators who have scientific studies on Teaching Principles and Methods to develop teaching method models that take into account our historical background and cultural texture.

Giving in-service training to teachers working in schools affiliated to the Ministry of National Education in order to develop teaching method models. Transferring the developed creative teaching models to a digital portal and making them available to all teachers.

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