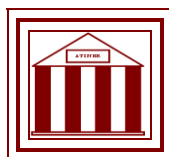# Athens Institute for Education and Research
ATINER

ATINER's Conference Paper Series
EDU2013-0663

High School Students "Other ID Detection Formats: Case of Ankara Eryaman High School

Associate Dr. Assiye Aka
Turkey COMU Biga Faculty of Economics and Administrative Sciences Department of Public Administration
Turkey

Kezban Demir Yazici
High School Guidance and Counseling Specialist
Turkey Ankara Eryaman
Turkey

An Introduction to
ATINER's Conference Paper Series

ATINER started to publish this conference papers series in 2012. It includes only the papers submitted for publication after they were presented at one of the conferences organized by our Institute every year. The papers published in the series have not been refereed and are published as they were submitted by the author. The series serves two purposes. First, we want to disseminate the information as fast as possible. Second, by doing so, the authors can receive comments useful to revise their papers before they are considered for publication in one of ATINER's books, following our standard procedures of a blind review.

Dr. Gregory T. Papanikos
President
Athens Institute for Education and Research

This paper should be cited as follows:

High School Students "Other ID Detection Formats: Case of Ankara Eryaman High School

Associate Dr. Assiye Aka
Turkey COMU Biga Faculty of Economics and Administrative Sciences
Department of Public Administration
Turkey

Kezban Demir Yazici
High School Guidance and Counseling Specialist Turkey Ankara
Eryaman
Turkey

Abstract

Public high schools in the literature on young people there is a lot of scientific studies.. These studies, the basic problems of high school adolescent socialization that are effective in identifying their families, teachers and politicians also produces educational policies and, more generally will benefit society as a whole is no doubt that in the.The subject of this paper is a general high school youth (16-18 age group and 9 female and 10 male students) are different from themselves "other identity / identities" in-individual, physical, gender, socio-economic differences-of how and also other identity / identities and to analyze the phenomenon of alienation of alienation among high school students as well as raising awareness about this concept is not used as a tool to draw attention to the achievement of the social dimension devastating. Method for the study of the "case study" is. The reason for choosing this method is a recent phenomenon in the framework of one's own life, the lack of a sharp boundary. The other identities to create awareness about the problem of prejudices about certain limits owned a non-issue. This problem is a combination of more than one technique in optimizing measured. This final evaluation in the form of data collection techniques, reflective journals, student products, unattended and participant observation reports and video records. The findings of this report will be discussed and how to live with the idea that a path must be followed will be gymnastics.

Key Concept: High School Adolescents, Identity, Other, Social Discrimination

Corresponding Author:

Introduction

The identity topic which is briefly the answer of ''Who Are We'' question is formed on the basis of similarities and differences."Other"conception, what is placed as basis of differences,by one person or more than that ,by culture or society with referenced top ast or current affairs could be defined as decomposed situation as vertical (classes) or horizontal(ethnic etc.). The main factor on determining other / others is the social dimension or in other words, the operational situation, which corresponds to the othering. Othering is to develop a negative attitude against an external group (out-group) about the social representation. In other words,it is to create a number of differentiating attitudes, convictions, beliefs, images and meanings, and to create prejudice and stereotypes. Nowadays, the pressure of globalization,failures or excess in modernization,various reasons such as the destruction of massive ideologies have put forward about increasing the ethnic and religious based primordial communities and community type organisations..Extension of this process,the relationship between the groups has become more conflicted. Because the 'essential' because of allegations of antagonistic positions relative to each other and the resource-poor communities in conflict with the interests of the community or between organizations such reconciliation is extremely problematic. According to real confliction theory, this type of groups in the absence of joint project,will be more tendence to othering each other.In the absence of normative and legale frameworks , to compensate this tends with psycho-social mechanisms which is a way to balance relationships between the people will become action instead of staying as a tendency. Identity among high school students in this study are likely to turn into perception and action in these destructive actions, creating awareness, people who are different from themselves, to live together on the basis of negotiation is to develop various solutions.

Methods and Findings of the Study

Purpose of the Study
There are two related purposes of this research. First purpose is to make high school teenager society understand others who are different from themselves, in other words, the other identity/identities and raising awareness about the devastating effects of othering. The second purpose is to develop solutions over the possibility of living with others.

Methods
To describe the prejudgement of the other identities and in order to give precision to the devastating effects of othering/excluding due to these prejudices, Creative drama has been used. The study has been practised in 10 sessions accompanied by attendant observer(leader) and each session has

consisted of two lesson hours per week.(20 hours=2x10 per week).The area study has taken about two months.(15th April-5th May 2012)

Data Collecting Techniques
The different techniques have been used in a combination which is used in Creative drama. These techniques have been composed from ;neighbour research form ,attendants diaries and products –banner,newspaperclipping,film parts,improvisation,camera records, photograph and poem-self appraisal form,attendants letters,attendent or unattendent observer reports.

Population and Sample
The study was built in 2011-2012 at Eryaman High School in Ankara which is the capital of Turkey. The universe of study was (E) Eryaman High School and the paradigm of study was total of 19 high-school teenagers (9 girls and 10 boys students) who are between 16-18 ages and studying in high school in the eleventh grade. The reason of selecting this school is to decrease economic outgoings and time over one the researchers to be worked at this school as a teacher.The reason of selecting eleventh grade teenagers is that they will not take the university exam(time availability) and their consciousness level is consideringly higher than ninth and tenth grade students.

The Study Group
The study was built with 9 girls and 10 boys students between 16-18 ages. Their mothers' ages are between 36-50;their fathers' ages are between 46-55;most of their life has passed in a big city(Ankara),mostly has two or three siblings(15 teenagers) and their parents are high school graduated ,parents average income is 1000-4000 Turkish Lira($600-2500$), mostly are nonworking mothers and their fathers are civil servant.

Data Analysis Techniques
Research finding were analysed with Case Study (occurrence study), content analyse and observation (attended-unattended) techniques.

Finding
This study was instructed with accompanied observer and total nineteen high school students teenagers attendance. Identity and othering themas were the thema of all the sessions. These themas, communication-interaction, personal differences (identity), physical differences (identity), gender differences (identity), socio-economic-cultural differences (identity), prejudgement and othering, reason of othering and living with differences. These themes were selected because they are the leading determinant of identity and othering. High School teenager identity perception and othering themas are shown and animated in one way table below.

Table 1. *Rates of High School Teenager Distribution of Identity Definitions*

Variant Usage Cycle	Usage Cycle Kullanım Sıklığı
What is identity	
Identity card issued to the person	1
Personal Features (Character,disposition etc.)	8
Physical Features (Beauty-ugliness,lenght-shortness etc.)	4
Corporate Features	1
Cultural Features	1
Living Summary	1
Prejudices	1
Restrictions	1
Physical Disability	2

Table 1 shows the layout of identity definitons rates for High School teenagers. According to this table 8 high school teenagers describe identity with personal features (Character, disposition etc.); but 4 high school teenagers describe identity with pyhsical features (Beauty-ugliness,Lenght-shortness,fatness-slimness etc.)

Table 2. *Rates of High School Teenager Distribution of Identity Types*

Variant Kullanım Sıklığı	Usage Cycle Kullanım Sıklığı
Identity Types	
Physical Appearance Based Identity	12
Social Identity Role (Profession, Mentioned Spesific Situation, Area of expertise	6
Gender Identity	1
Physical Disability Identity	1

Table 2 shows the distrution of identity types rates for high school teenagers. According to this table; from 12 of 20 high school teenagers have stated that physical based identity but 6 of them have stated that social role identity (Profession, Mentioned Spesific Situation, Area of expertise).

Table 3: Range of High School Teenagers Distrution of Identity Perception

Variant	Kullanım Sıklığı	Usage Cycle	Kullanım Sıklığı
Identity Occurrence			
Personal Level (Dissentious, stagnant, physical appearance, pyhsical disability, dressing style etc.)		12	
Collective Level (Profession)		4	
Interactive Level		4	

Table 3 shows the distrution of occurrence levels of identity for for high school teenagers. According to this table 12 of 20 high school teenagers have stated that identity is on the Personal Level (Dissentious, stagnant, physical appearance, pyhsical disability, dressing style etc) but 4 of them have stated that identity is on the Collective Level (Profession) and 4 others have stated identity is on Interactive Level.

It is possible to discuss identity occurrence in three levels. Personal,Collective, and interactive level. According to High school teenagers who are studied with, the identity occurrences on the interactive level.

High school teenagers who participated in the study, at the end of each session, in order to determine the effects of processed leaves on them in relation to the theme, have been asked to keep a personal diary. First session effects distrution on the high school teenagers is shown on Table 4.

Table 4. *Distrution of Person Based Identity Themas Effects on High School Teenagers*

Variant	Usage Cycle
Effects on Person Based Identification	
Self-Confidence Improvement	7
Gaining Group Awareness /Respectful to each other /Harmony	21
Carefulness/Being Sensational /Gaining Awareness	2
Entertainment/Happiness	12
Learning Communication	3

Table 4 shows the distrution of Person Based Identity Themas effect on High School Teenagers. According to table 4 ;"Self-Confidence Improvement" 7 times, "Gaining Group Awareness/Respectful to each other/Harmony" description 21 times, "Carefulness/Being Sensational/Gaining Awareness" expressions two times,"Entertainment/Happiness"expressions 12 times," Learning Communicate"expression have been repeated three times(Usage Cycle).

Also 19 high school teenagers who are attended to study have been separated to three different groups and drawn three different portait on the clear pages which pendant on the wall and written biography to describe those portraits. Three human figüre and biographies are stated below.

First Human Figure: "Satılmış İnce Bacak" originally from Çorum (Is a city in Turkey) and he is a character who lives in Holland. After his father had divorced because of his brother's wife, he came back to TURKEY (Separated or divorced Parent) and he had changed sexual preference (actually he has unclear sexuality).

Figure 1. *Satılmıs İncebacak*

Second Human Figure: "Şukufe Lületek" is a foreign character who is originally Scottish but deceived with marriage promise by somenone and she had come to Turkey. Due to getting through deceiving by someone, she weares man clothes in her daily life. This woman was murdered by holigans while watching football game.

Figure 2. *Şukufe Lületek*

Third Human Figure: "Safiye Topçu" named character; 19 years old lives in Ankara Sincan, originally from Diyarbakır (Diyarbakır is a city which placed on east of Turkey) agamic (only example of the type) anatolian girl who has been oppressed by her mother in law. This created typing young woman, after her father passing away, had moved to her mother's brother with her

mother and had started to work with her at her uncle's minibus then she had been raped by someone and started to work at night club .

Figure 3. *Safiye Topçu*

After surveying these three figures shown above, in lower socio-economic level wrapped to masculine roles and raped victim woman is quite significant. Among High school teenagers, the imagination of lower social-economic level woman general sense is weak, victim and oppressed gender perception is under consideration. This case could be explained by these teenagers' socio-economic level they came from and as a consequence of this level, their interaction patterns(Family Types, High School they are studying at etc.).

In othering after personal features second thema is physical disability (Optical, Hearing, Orthopedically) and negative physical appearance (shortness, blackness). Teenagers perception for this second thema has been evaluated with their recreation for five negative identities. This recreation evaluations are as following:

First Recreated Situation: Physically disability (Unable to walk) has been determined as a problem in a private area. In other words, disability has an effective role for othering/exclusion. Besides with physical abilities, if negative featured factors (lower level socio-economic features) are existing and included at the same time, negative prejudices and excluding have become more visible. However, with realized higher socio-economic level; evaluated that disability has not effected othering. In this case socio-economic status has become deceive in othering. As mentioned and determined that socio-economic status are the decesive of occurence identity in Ms.Aka's "Reading Identity from Different Dimensions" named article, this idea has been supported with this study. In other words, economic status has an effective role for othering/exclusion.

Second Recreated Situation: If a student with visual impairments in the public sphere in the class (class) who are visually impaired individual (student) among high school students has remained neutral against the adult individual (peers) in response to mock encountered. Adolescent high school students with visual impairments have also been found in the more developed a defensive response. Adolescent high school students with visual impairments "My

disability has not prevented me, but you idea greater obstacle" as the expression.

Third Recreated Situation: Despite having the most appropriate cv for the job advertise during the interview after realized hearing disability; not getting the job has also been found. In other words being physically disabled is an effective factor for othering/excluding.

Forth Recreated Situation: For required feature(Being tall) of a sport branch(Basketball),in a case of deprivation that feature has been found an effective factor for othering/excluding.In other words in public work environment negative physical feature is an effective factor for othering/ excluding.

Fifth Recreated Situation: In Public work(recruitment) environments, origin (blackness) is an effective factor for othering/excluding.In other words origin(blackness) is occured a negative effect about recruitments.

According to the data stated above, it is possible to reply third question as follow; Being disable, having negative physical feature and origin difference (blackness) have been evaluated significant effect about othering.

Also in public works, about othering/exclusion, gender discrimination has come across as a determining factor but physically disability has been found less determining factor.

Table 5. *Distribution of Effects on High School Teenagers of Being Physically Disable and Negative Physical AppearanceThemas Distrution of Effect*

Variant	Usage Cycle
Perception for Different identity Holders	
Respect for eachother /Harmony	3
Carefulness /Being Sensational/Gaining Awareness /Learning New Things	4

Table 5 shows that high school teenagers effects on themselves.According to table "Respect for eachother /Harmony"expressions 3 times," Carefulness /Being Sensational/Gaining Awareness /Learning New Things"expressions were repeated for 4 times(Usage Cycle).

About othering third thema is gender discrimination.High School Teenagers social gender perception is as follow:

 A Boy Student: "Women s hould not be a doctor because they can not save enough time for their home"

B Boy Student: "For some illnesses for example urology branch, because of being uncomfortable women should not be a doctor."

X Girl Student: "Women should be a doctor because life is jointly"

Most of attended boy high school teenagers are social sexist and they are believed that women should act in a traditional way(as taking care and sympathy required branch of doctor the women should be). At the same time in their opinion, men should be a gynecologist and this opinion is like a

continuance of this opinion. Some of these high school teenagers are supported that women should be employed in certain sectors.With one of these students expressions as "In communal life women should not work in some type of businesses like driving taxi or when viewed in reverse the men who appeared like women should not be a fashion designer because it is not very nice view when we see them on the TV. It has been determined that high school teenagers community has social sexism and homofobia approaches.

Table 6. *Distrution of Social Sexism Effects on High School Teenagers*

Variant	Usage Cycle
Social Gender	
Positive Attitude Improvement against To Negative Identities	13
Accepting Other Identities With Their Own Differences	10

Table 6 shows that forth sessions effects on students.According to table against to social gender identification (Positive Attitude Improvement against To Negative Identities) expression is repeated 10 times(Usage Cycle).

In othering forth thema is socio-economic-cultural differences in high school teenagers community, when they come across with someone who come from different social-economic-cultural layers, they become more concrete in different codes of conduct. For example White collar layer representative people haven't been excluded lower socio-economic-cultural layer representativs. (Showing sympathy to homeless children).But medium and over medium social layer actors have been displayed negative prejudice approaches against to lower layer associators. (With disguss and insulting behaviour, sending away homeless children). Interestingly at one point, some of lower socio-economic-cultural layer associators, oppressed people improves deceptive behaviour against to elderly women who is trusted to them(By those children stealing elderly women's money who is trusted to them).

In high School society socio=economic-cultural differences are determinative factors about othering/excluding.

Tablo 7. *Distribution of Socio-Economic-Cultural Difference Thema effects on High School Teenagers*

Variant	Usage Cycle
Socio-Cultural-Economic Identity	
Positive Attitude Improvement Against to Different Socio-Cultural-Economic Identities	16
Carefulness /Being Sensational/Gaining Awareness	10
Accepting Other Identities with Their Own Differences	14

Table 7 shows the distrution of fifth sessions subject socio-culutral-economic identity themas effects on students. According to table against to different socio-cultural-economic identity " Positive Attitude Improvement "

expression 16 times," Carefulness /Being Sensational/Gaining Awareness" expression 10 times," Accepting Other Identities with Their Own Differences" expression is repeated 14 time (Usage Cycle).

Fifth thema is prejudice about othering. This thema is recreated in this way: Lower socio-economic-cultural level, which is higher than the middle class lived sixteen years later in a school with a negative identity, an adolescent school girl (which is torn from the family and his father in prison), teacher friend who mixing bag (the authority figure), this negative behavior and discipline referral to the disciplinary board to punish members of the Board (the high school principal and teachers who are in charge of discipline committee) position other representatives of the mechanisms of social control (the same high school teachers and other students) adverse reactions (deprivation of the right to education) among high school students over the reviews are as follows:

A High School Teenager Girl: "I would think if there is not anything missing.If she was rich we would think that she does not need."

B High School Teenager Girl: "I would take her to the guidance teacher.Due to her father's past I would think that We should be careful.".

C High School Teenager Girl: "I would think that she did because she needed it".

D High School Teenager Girl: "I would ask but I would be angry with her".

E High School Teenager Girl: "I would not announce that".

F High School Teenager Girl: "I would not think that it is related with her father or her own story.I would think that it is psycologic".

G High School Teenager Girl: ""Her story would not effect.I would not keep on at her."

H High School Teenager Girl: "Story may effect".

I High School Teenager Girl: "Does not matter who ever does it in my opinion that person becomes a robber to me".

İ High School Teenager Girl: "If she was rich she would not be like this".

J High School Teenager Girl: "I would not think that she is stealing something".

A High School Teenager Boy: "I would not think that she is stealing something.I would try to understand".

B High School Teenager Boy: **"**Knowing her story would make me think that she is stealing something".

C High School Teenager Boy: "I would not be prejudiced.Her story is not my concern."

D High School Teenager Boy: "If I did not know her story I would be more prejudiced".

E High School Teenager Boy: " Her story would not effect.I would try to listen at first.

F High School Teenager Boy: "Story would not effect.I try to listen".

G High School Teenager Boy: "Story would not effect".

On some of High School Teenagers, Negative prejudices (coming from decomposed family and being a daughter of criminal father) has an effective role for othering/excluding but some of them have not been effected by this negative prejudices.

Table 8. *Negative Prejudice Contain Themas Processing Effects Distribution of High School Students Teenagers*

Variant	Usage Cycle
Prejudgement	
Positive Attitude Improvement against to Negative Identities /Gaining Awareness	12
Accepting Other Identities with Their Own Differences	10

Table 8 shows the distrubiton of existing negative prejudices themas effects on themselves against negative identities which are processed in sixth session. According to table against to the negative identity "Positive Attitude Improvement" expression 12 times, "Accepting other identities with their own differences" expression have been 10 times repeated (Usage Cycle).

High School Teenagers have been asked to answer that In Turkey about othering/excluding which criterias are most valid? Their answers have been as follow:

Tablo 9. *According to High School Teenagers Distribution of Othering Criterias*

Variant	Usage Cycle
Othering Criterias	
Living Environment (Center-Environment)	18
Dressing Styles (Clothes)	18
Economic Income Level (Richness-Pooreness)	18
Cultural Level	16
Physical Apperance (Beauty-Ugliness)	20
Political View	6
Skin Colours (Blackness-Whiteness)	2

Attitude Styles (Rudeness-Politeness)	8
Physically Disable –or not	2
Mentality	4
Life Style(Villager-Townman)	10
Speaking Types (Rudeness- Politeness)	6
Owned Features(Talented-Untalented)	4
Could Be Anything	1
Education Level	6

According to Table 9 about othering most used criteria is Physical Appearance expression has been repeated 20 times (Beauty-ugliness etc.) but Living Environment(Center-Environment),Dressing Styles(Clothes),Economic Income Level(Richness-Poorness)expressions has been repeated 18 times.

High School Teenagers have been asked to answer that In Turkey who or what are the most who come accros othering/excluding.According to them these identities have been as follow:

Table 10. *According to Hish School Student Teenagers distribution of Unwanted other Identity List*

Variant	Usage Cycle
Unwanted Other Identity	
Abhorrent Criminality	
Alcoholics and Drug Addicteds	24
Emotionally Unbalanceds (Disrespectful,Egotisticals,Parasitics,Criminals)	15
Criminals	14
Noise Makers	7
Different Religion and Ethnicity Holders	
Romens(Gypsies)	12
Different Religion Believer (Jewish,Christians)	3
Different Political Views	
Extreme Left Political Views	4
Extreme Right Political Views	4
Foreigners	2

Table 10 shows that distribution of unwanted other identity list according to High School Teenagers. According to them unwanted other identity list in society has three categories. Abhorrent criminals, different religion and ethnicity members and different politic views defenders. Teenagers have been expressed as unwanted identities with different recreations and activities as follow and while that 24 times alcoholics and drug addicteds,15 times motional unbalanceds (Disrespectfuls, egoisticals, parasitics),14 times criminals,7 times noise makers have been repeated.

Different religion and ethnicity members;12 times romens, 3 times

different religion members (Jewishs and christians),8 times extreme political views defenders (Left or Right) and 2 times foreigners have been expressed as unwanted identities.

Also high school teenagers have been asked to answer that if they had one of those negative identites stated above what sort of solutions they would improve?Their solutions are as follow:

"I would change my view against to life and try to behave like everyone" (Normalization-Harmony-hiding)

I would hide my negative identity" (Hiding)

"I would act with people who are familiar to me." (Wishes for keeping alive Negative identites).

"I would communicate with people who are familiar to me and organise panels to make an awareness on people according to my peoples views. It is really difficult but worth to try" (Wishes for keeping alive Negative identites).

"I would work for better lifestyle and education rights in society. I believe that there will not be othering in society if this right becomes reality." (Wishes for keeping alive Negative identites).

"I would be in harmony with others.I would hide my original identity.I would make other who makes me other. (Normalization-Harmony-hiding).

"I would fight to impose myself." (Wishes for keeping alive Negative identites).

"If I was a criminal, I would try to prove that I will be a good person from now and I will not harm anyone.I would prove that I am a good person with doing opposite of what I have done before." (Normalization-Harmony)

"I would ask help from goverment" (Wishes for keeping alive Negative identites in Social Goverment Mechanism).

Conclusion

Built on the basis of similarities or differences in identity undoubtedly one of the stages of acquisition training. Compliance or non-compliance of this step in the process acquired identity is seen as a decisive variable. For this reason, the current curriculum issues in the educational process "how can a human type will be created" theme takes place. Has lost its importance and limits of grand narratives of identity in contemporary societies, and a new grip on a new frontier as a means to draw. In this study, different ones aware of this exclusion itself as a high-school adolescents differences "cohabitation" is aimed to acquire, about the sensitivity. Expanding the boundaries of tolerance towards the other high school students will earn their own identity in adolescents in a democratic society is becoming more and more important. Sense of identity among high school students, the differences in size and othering marginalization on the basis of consensus about the main findings of this study stands on the question of how to live, you can say. High school adolescents in two basic steps of socialization such as the family and education of individual perception of identity characteristics (character, temperament and so on.) And

physical characteristics (beauty-ugliness, length-shortening, obesity-weakness, etc.), defines. According to them, the individual level of identity (Brawler, static, physical appearance, physical disabilities being, clothing style, etc.) composed. Marginalization of socio-economic and cultural differences, differences in physical disability and race (black), gender, the decisive factors. Also marginalization / rule out there is a certain ratings. This presence in ranking the top three ordinary criminal act, and of belonging to different religions and ethnicity are to have different political ideas.

Turkish society is a mosaic structure. Another important problem of how to live together in this mosaic structure is a problem. Among high school students "how to live with difference" answers to the question is as follows: Marginalized groups in society, in other words, believe that to live with the differences in the negative identities. Some adolescents believe that normalization of negative identities, storage and these identities. As the last word in Turkish society, the exclusion of those who belong to different religions and ethnicity is not a new situation based on historical prejudices. In the words of Gadamer's understanding of prejudice is not excluded and re-manufacturing exclusion.

As the last word in Turkish society, the exclusion of those who belong to different religions and ethnicity is not a new situation based on historical prejudices. In the words of Gadamer's understanding of prejudice is not excluded and re-manufacturing exclusion.

References

Aka, A. (2012). 'Kimliği Farklı Boyutlar Üzerinden Okuma: Çanakkale İli Örneği'. *H.Ü. Edebiyat Fakültesi Dergisi* 29 (1):1-22.

Aka, A. (2010). Kimliğe Teorik Yaklaşımlar. *C.Ü. Sosyal Bilimler Dergisi* 34(1): 17-24.

Aka, A. (2010). Balkan Göçmen Kimliğinde Benzerlikler ve Farklılıklar: İpsala Örneği. *Sosyoloji Araştırmaları Dergisi.* 12 (2):7-34.

Arar, B. Y, Bilgin, N. (2010). 'Gazetelerde Ötekileştirme Pratikleri: Türk Basını Üzerine Bir İnceleme'. *İletişim Kuram ve Araştırma Dergisi* .30:1-18.

Büyüköztürk, Ş., E. K. Çakmak, Ö. E. Akgün, Ş. Karadeniz, F. Demirel (2008). *Bilimsel Araştırma Yöntemleri*. Ankara: Pegem Akademi.

Karaduman, S., (2010). 'Modernizmden Postmodernizme Kimliğin Yapısal Dönüşümü'. *Journal of Yasar University* 17(5) 2886-2899.

Nahya, Z. N. (2010). Avrupa Birliği Bağlamında İmge ve Ötekileştirme: Bir Grup Ankara Üniversitesi ve Ortadoğu Teknik Üniversitesi Öğrencisi Örneği Yayınlanmamış Doktora Tezi. Ph.D. diss., Ankara Üniversitesi

Türker, B., (2011). MEB Özel Doğaç Yaratıcı Drama Eğitmenliği Programı

Yaratıcı Drama Yöntemi ile Matematik Tarihi Dersinin İncelenmesi Bitirme Projesi. Ankara

Yıldırım, A., H. Şimşek (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayınları.