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An Investigation of Teachers' Attitudes towards the Utility of Digital Games in the Social Studies Courses

Ayşe ALTUN[1]
Erhan GÖRMEZ[2]

Abstract

The aim of this study was to determine the attitudes of teachers towards using digital games in social studies courses. The sample of the study was consisted of social studies teachers and primary school teachers who attend social studies course in secondary schools affiliated to Van District National Education Directorate. Total 192 teachers voluntarily participated in the study. In the study, the Digital Games Utilization Scale (DGUS) was used to collect quantitative data. The data was analyzed using the SPSS 21.0 package program. For the analysis of quantitative data, arithmetic mean, standard deviation, independent sample t-test and One Way ANOVA tests were performed. As a result of the research and based on the findings obtained by using DGUS, it has been determined that there is no significant difference in terms of sub-dimensions of DGUS (attitudes related to the use of digital games in the courses, attitudes related to the negative aspects of digital games, attitudes related to the positive aspects of digital games, attitudes related to the impact of digital games on learning in the classroom on the part of students) and variables such as teachers' age groups, professional seniority, educational status and gender.

Keywords: *digital games, social studies, teachers, attitude*

[1] *Master's Degree Student, Department of Social Studies Education, Van, Turkey. E-mail: aysecan65@hotmail.com*

[2] *Associate Professor, Department of Social Studies Education, Faculty of Education, Van Yüzüncü Yıl University, Van, Turkey. E-mail: erhangormez@hotmail.com; https://orcid.org/ 0000-0003-0752-802X*

Introduction

This century we live in, is generally defined as the age of technology. Technology is present in almost every area of life and its use is becoming more and more common. Education is one of the chief areas where technology makes its impact felt. Effective use of technology in the classroom is very important for interactive learning. In a classroom environment where technological products are used effectively, today's children, who are expressed as digital natives, learn by having fun and have the opportunity to reveal their personal experiences. One of the technological elements that attract the attention of students and make them effective learners in the classroom is digital games.

The use of digital games for educational purposes, which has become such an interesting preoccupation in the lives of children, has been on the agenda of scientific scrutiny, recently. Researchers who are studying on games (Egenfeldt-Nielsen, 2007; Imhof, Vollmeyer ve Beierlein, 2007; Kafai, Heeter, Denner ve Sun, 2008;Lacasa, 2013; Lowrie and Jorgensen, 2015; Peterson, 2013;Squire ve Jenkins, 2003; Squire, 2004; Whitton, 2009;) have drawn attention to the potential of computer games as educational tools. Crawford (1984) put forward that some computer games contain elements that support learning. Felicia (2009) pointed that commercial digital games are considered a safe and satisfying activity when played within the framework of good gaming habits (For example, available time, environment, control of online games, etc.). Recently, Juul (2005) has argued that playing computer games is a learning experience. The research of contemporary game theorists who are trying to discover the connections between computer games and learning has been influential in Prensky's work (2001, 2002, 2006a, 2006b).

Prensky (2006b) argues that today's young people who grew up in the age of the Internet and advanced computer technologies are “digital natives” who learn most effectively while using new computer and communication technologies. In addition, Prensky (2001) argues that computer games with new technological features not only attract attention during play, but also become effective tools for learning. Prensky (2001) emphasized that the games, which are closely related to learning, have deeply biological, evolutionarily important functions. According to this view, the pleasure and fun that comes with playing games can result not only in a high level of participation, but also in learning. Prensky (2002) also mentioned that play and entertainment are interdependent and play a central role in human learning.

Teacher competencies gain more importance in the use of digital games, which are played by children allocating serious time, as an educational material in courses. First of all, it is necessary to reveal the attitudes of teachers towards the utility of digital games, and then, digital games that are of interest to children should be started to be used in the courses.

In this context, the aim of this study is to reveal the attitude of teachers in transferring the topics of social studies course to students by using digital games in the classroom. When the domestic literature is examined, hundreds of academic studies on digital games can be found. However, no study has been found that reveals teachers' attitudes towards the use of commercial digital games in social studies courses. Apart from this, it has been observed that the studies on the use of educational digital games in courses are not at a sufficient level. These studies (Bakar, Tüzün, Çağıltay, 2008; Doğan, 2017; İşçi, 2018; Erkan, 2019) have generally tried to reveal the effect of using educational digital games in social studies course on academic achievement. So that it is hoped that this study will contribute to the literature by revealing the attitudes of teachers towards the utility of from commercial digital games in social studies course. It is thought that this study will fill an important gap in the literature because it was conducted to reveal the teachers' attitudes towards the utility of digital games prepared for commercial purposes.

Literature Review

Games were being played by people when they imitated the movements of the existences around them in the early periods of history (Terlemez, 2019). These games, which contain the phenomenon of entertainment, are activities that have always been observed in the life of human beings. Games, which are indispensable activities in the life of people of almost all ages, especially children, make a serious contribution to the education and development of the person (Malta, 2010).

Because in games, similar events and experiences that we can encounter in real life can be simulated or produced. This contributes to the adaptation of individuals to real life situations, gaining experience and learning from their own mistakes, and educating and developing themselves by being aware of all positive or negative features about themselves. This vital function of games is seen in both digitalized and street games.

In the present times, the digital games may be used for enriching the teaching-learning process. İt can provide better learning experiences to the students and can motivate them for learning. Nowadays, digital

games are used as educational tools to improve the teaching-learning processes. It can also develop the problem-solving skills of children because they are applying the concepts while learning it. As the students are engaged with the course concepts, they have an improved functioning of their memory, both long-term and short-term, for the course concepts. The students, in digital games, are involved in solving the problems, so it helps to develop their higher order thinking skills. They can also improve their critical thinking skills for making a decision. Therefore, the use of digital games can help to develop the critical thinking, problem-solving, and planning skills of the students. So, we can say that the use of digital games can enhance the effectiveness of teaching-learning process (Haşlaman, 2018). But it is important to open a separate parenthesis to the educational dimension of digital games.

The relationship between digital games and academic success has become an important issue that many researchers work on (Ural, 2009; Malta, 2010; Frozen, 2012; Weather, 2012; Aksoy, 2014; Şahin, 2016; Dogan, 2017; Uluay, 2017; Chestnut, 2019; Rich,2019). Considering the subject of this study, It has been determined that there are very limited number of studies (Bakar, Tüzün ve Çağıltay, 2008; Doğan, 2017; İşçi, 2018; Erkan, 2019) on the use of digital games in social studies course. When the literature is examined, it has been concluded that there is no scientific study that reveals the attitudes and opinions of teachers about the use of digital games in social studies courses. It is thought that this study is important in terms of filling this gap in the literature.

Methodology

In this section; the model and method of the research, the universe and sample of the research, the tools used in data collection and the techniques used in the analysis of the data were explained.

Research Design

This study is a descriptive study which should be considered to be one of the quantitative research designs. In descriptive studies, which are widely used in educational fields, the current situation of a subject is investigated and tried to be revealed (Gurbetoğlu, 2018). In this study, the attitudes of social studies teachers towards the use of digital games and the relationship of these attitudes with some variables (age, seniority, educational status, etc.) were examined.

Sample and Sampling Technique

The universe of this research consisted of teachers who give lectures within the framework of social studies in the schools of primary and secondary education in the province of Van and its districts. The universe of the study consists of approximately 1126 primary school teachers and social studies teachers. The sample of the study was composed of social studies teachers and classroom teachers working in secondary schools affiliated to İpekyolu, Tusba, Edremit, Gevaş and Erciş District National Education Directorates. Total 192 teachers participated in the study. In this study, the purposeful sampling method was preferred because the focus of the research problem was on teachers who directly give lectures in social studies courses. In this technique, the sample consists of people whom the researcher believes will find answers to his/her research problems (Yıldız, 2017).

Table 1
Teachers' demographic features

Demographic variables	Groups	N	%
Gender	Woman	70	36,5
	Man	122	63,5
Age	Between 23-25	13	6,8
	Between 26-30	90	46,9
	Between 31-35	44	22,9
	Between 36-40	33	17,2
	Between 41-45	6	3,1
	Between 46-50	6	3,1
Branch	Social studies	167	87,0
	Primary school	25	13,0
Graduation	Undergraduate	178	92,7
	Master	14	7,3
Professional seniority	1-5 years	90	46,9
	6-10 years	77	40,1
	11-20 years	19	9,9
	21 years and above	6	3,1

According to Table 12, 36.5% of 192, teachers are women and 63.5% are men participating in the study. 6.8% of teachers are between 23-25 years of age, 46.9% are between 26-30 years of age, 22.9% are between 31-35 years of age, 17.2% are between 36-40 years of age, 3.1% between 41-45 years of age, and 3.1% are between 46-50 years of age.

87.0% of the teachers' are in the branch of social studies and 13.0% of teachers' are primary school teachers. 92.7% of the teachers' graduation level are undergraduate and 7.3% of the teachers' are master's level. In terms of professional seniority, 46.9% of the teachers are 1-5 years, 40.1% 6-10 years, 9.9% 11-20 years, 3.1% 21 years and above.

Data Collection Tools

In order to reveal the attitudes of social studies teachers towards using digital games, Digital Games Utilization Scale (DGUS) and Personal Information Form (PIF) were used.

When these data collection methods are briefly examined?

In the study, the Digital Games Utilization Scale (DGUS) developed by Görmez (2020) was used to reveal teachers' attitudes towards using digital games in the courses of social studies (Appendix-B). The scale consists of 17 items and 4 dimensions. The first dimension consisting of 7 items is named as "Attitudes towards the use of digital games in the courses"; The second dimension consisting of 3 items is named as "attitudes towards negative aspects of digital games"; The third dimension consisting of 3 items is named as "attitudes towards the positive aspects of digital games"; The fourth dimension consisting of 4 items is named as "Attitudes towards learning in the classroom and the effect of digital games on students".

Cronbach's Alpha reliability coefficient of the scale consisting of 17 items was determined .916; in terms of sub-dimensions, the first sub-dimension was .903; the second subdimension was .855; the third subdimension was .755; the fourth sub-dimension was .838. These results proved that the items that constitute the scale were consistent with each other, and that it was a highly reliable scale that reflects the attitude desired to be measured. In the study in which 192 teachers participated, the Cronbach's Alpha value of the scale was examined again. It was determined that the α value obtained for all items was .869. This result proved once again that the scale was a highly reliable scale. Model fit indexes were checked by Confirmatory Factor Analysis (CFA) to verify the analysis determined by Exploratory Factor Analysis. It has been determined that the widely accepted values (X2 / df (2.467≤3), RMSEA (0.76≤ .08), AGFI (.855≤ .90), NFI (9055 .95), TLI (.92≤ .95) are among the acceptable values.

DGUS is a scale prepared in 5-point score Likert format. The scale consists of options such as Strongly Disagree (1), Disagree (2), Moderately Agree (3), Agree (4), Strongly Agree (5). Arithmetic mean

ranges obtained as a result of the findings; 1.00-1.80: "Strongly disagree", 1.81-2.60; "Disagree", 2.61-3.40; "Moderately Agree", 3.41-4.20; "Agree" and 4.21-5.00; " Strongly Agree".

The other data collection tool is Personal Information Form (PIF). PIF includes information such as the gender, age, professional seniority of teachers, the schools where they worked in, the programs where they graduated from, and whether they took a course on digital games.

Data Analysis

PIF was applied together with DGUS, and quantitative analysis techniques were used in the analysis of the data obtained. SPSS 21.0 programs were applied in the analysis of the data. The scale and its sub-dimensions showed a normal distribution. Therefore, independent samples t test was used to compare the sub-dimensions of the scale with the variables such as gender, graduation department and educational status; One-way analysis of variance (ANOVA) was used to compare according to age groups and professional seniority variables.

Findings

In this part of the research, the scores obtained as a result of independent samples t-test and one-way variance (One Way Anova) analysis are tabulated. In addition, the data obtained from PIF were stated in percentage scores.

Table 2
Descriptive statistics of scale and sub-dimensions scores

Sub-dimensions	N	x̄	SS	Skewness	Kurtosis
Attitudes towards the use of digital games in the courses	192	3.47	0.796	-.393	.124
Attitudes towards the negative aspects of digital games	192	2.99	.727	-.125	.353
Attitudes towards the positive aspects of digital games	192	3.213	.774	-.045	.598
Attitudes towards the effects of digital games on learning and students in the classroom	192	3.199	.769	-.116	-.230
General attitudes towards the utility of digital games	192	3.27	.569	-.280	.088

When Table 2 has been examined, it is seen that the teachers' scores related to general attitudes towards the utility of digital games are "Moderately Agree" range. Also, the all sub-dimensions of the scale are in the "Moderately Agree" range. In the table, it is seen that teachers generally have a positive opinion about using digital games in their lessons.

Table 3
Comparison of scale and sub-dimension scores according to demographic variables

Variable (sub dimensions)	Gender	n	x̄	SS	T	P
Attitudes towards the use of digital games in the courses	Female	70	3.43	0.79	-.531	.772
	Male	122	349	0.79		
Attitudes towards the negative aspects of digital games	Female	70	2.87	0.66	-1.740	.214
	Male	122	3.06	0.75		
Attitudes towards the positive aspects of digital games	Female	70	3.18	0.75	-.376	.708
	Male	122	3.22	0.78		
Attitudes towards the effects of digital games on learning and students in the classroom	Female	70	3.18	0.79	-.232	.882
	Male	122	3.20	0.75		
General attitudes towards the utility of digital games	Female	70	3.23	0.55	.095	.759
	Male	122	3.30	0.57		

When Table 3 has been examined, which includes the results of the independent samples t test for the comparison of the scale's general attitude score and its sub-dimension scores in terms of the gender of the teachers, it has been determined that there is no significant difference ($p > 0.05$) in terms of general scores of attitudes towards the utility of digital games and in terms of sub-dimensions scores according to gender of the teachers. Similarly it can be seen in the table that the arithmetic mean of female teachers is 3.43 and that of male teachers is 3.49 in the first sub-dimension; the arithmetic mean of female teachers is 2.87 and that of male teachers is 3.06 in second sub-dimension; the arithmetic mean of female teachers is 3.18 and that of male teachers is 3.22 in the third sub-dimension; the arithmetic mean of female teachers is 3.18 and that of male teachers is 3.20 in the fourth sub-dimension. Although the number of male teachers is higher than the number of female teachers, the averages are very close to each other, and this result reveals that attitudes towards the utility of digital games do not differ in terms of gender.

Table 4
Independent two-sample t-test results for the comparison of scale and sub-dimension scores according to the educational status of teachers

Variable (sub dimensions)	Graduation	n	x̄	SS	T	p
Attitudes towards the use of digital games in the courses	Undergraduate	178	3.46	.803	-.241	.288
	Master	14	3.52	.718		
Attitudes towards the negative aspects of digital games	Undergraduate	178	2.98	.735	-.300	.405
	Master	14	3.04	.638		
Attitudes towards the positive aspects of digital games	Undergraduate	178	3.20	.785	-.361	.335
	Master	14	3.28	.625		
Attitudes towards the effects of digital games on learning and students in the classroom	Undergraduate	178	3.18	.770	-.706	.748
	Master	14	3.33	.769		
General attitudes towards the utility of digital games	Undergraduate	178	3.27	.575	-.518	.361
	Master	14	3.35	.498		

When Table 4 has been examined, It has been determined that there is no significant difference ($p > 0.05$) in terms of general scores of attitudes towards the utility of digital games and in terms of sub-dimensions scores according to teachers' educational status. It is seen that in the first sub-dimension, the arithmetic mean of the teachers with undergraduate degree is 3.46; teachers with master's degree is 3.52; in the second sub-dimension, the arithmetic mean of the teachers with undergraduate degree is 2.98; teachers with master's degree is 3.04; in the third sub-dimension, the arithmetic mean of the teachers with undergraduate degree is 3.20; teachers with master's degree is 3.28; in the fourth sub-dimension, the arithmetic mean of the teachers with undergraduate degree is 3.18; teachers with master's degree is 3.33.It is seen that teachers with different education levels have a similar attitude towards using digital games

Table 5
Independent two-sample t-test results for the comparison of scale and sub-dimension scores according to the branches of the teachers

Variable (sub dimensions)	Branch	n	x̄	SS	T	p
Attitudes towards the use of digital games in the courses	Social studies	167	3.48	.765	.554	.006
	Primary school	25	3.38	.990		
Attitudes towards the negative aspects of digital games	Social studies	167	3.01	.741	.919	.265
	Primary school	25	2.86	.623		
Attitudes towards the positive aspects of digital games	Social studies	167	3.20	.767	-.183	.572
	Primary school	25	3.24	.830		
Attitudes towards the effects of digital games on learning and students	Social studies	167	3.21	.741	.551	.039
	Primary school	25	3.12	.949		
General attitudes towards the utility of digital games	Social studies	167	3.28	.545	.657	.007
	Primary school	25	3.20	.719		

According to Table 5, which includes the results of the independent two-sample t-test results for the comparison of scale and sub-dimension scores according to the branches of the teachers, It has been determined that there is a significant difference between the first dimension, fourth dimension and general attitude of the scale. And there is no significant difference in the other dimensions of the scale (2nd and 3rd dimensions) according to the branches of the teachers. It is seen that in the first sub-dimension, the arithmetic mean of social studies teachers are 3.48 and that of primary school teachers are 3.38; in the second sub-dimension, the arithmetic mean of social studies teachers are 3.01 and primary school teachers are 2.86; in the third sub-dimension, the arithmetic mean of social studies teachers are 3.20 and primary school teachers are 3.24; in the fourth sub-dimension, the arithmetic mean of social studies

teachers are 3.21 and primary school teachers are 3.12. It is seen that the attitudes of classroom teachers and social studies teachers differ from each other about using digital games in their classes.

Table 6
Comparison of scale and sub-dimension scores according to professional seniority

Variable (sub dimensions)	Professional seniority	n	x̄	SS	F	p
Attitudes towards the use of digital games in the courses	1-5 yıl	99	3.51	0.80	.444	.642
	5-10 yıl	65	3.39	0.71		
	10-20 yıl	28	3.49	0.95		
Attitudes towards the negative aspects of digital games	1-5 yıl	99	2.94	0.73	.875	.419
	5-10 yıl	65	3.08	0.69		
	10-20 yıl	28	2.91	0.76		
Attitudes towards the positive aspects of digital games	1-5 yıl	99	3.20	0.80	.852	.428
	5-10 yıl	65	3.15	0.70		
	10-20 yıl	28	3.38	0.82		
Attitudes towards the effects of digital games on learning and students	1-5 yıl	99	3.24	0.77	.429	.652
	5-10 yıl	65	3.13	0.71		
	10-20 yıl	28	3.19	0.90		
General attitudes towards the utility of digital games	1-5 yıl	99	3.29	0.05	.251	.778
	5-10 yıl	65	3.23	0.06		
	10-20 yıl	28	3.30	0.12		

According to Table 6, which includes the one-way analysis of variance (ANOVA) results of the comparison of scale and sub-dimension scores according to professional seniority, it has been determined that the general attitude scale towards using digital games and its sub-dimensions do not differ significantly according to the professional seniority of the teachers ($p > 0.05$). When the table is examined, it is seen that in the first sub-dimension, the arithmetic mean of the participants with 1-5 years of professional seniority is 3.51, 5-10 years of professional seniority is 3.39 and 10-20 years of professional seniority is 3.49; in the second sub-dimension, the arithmetic mean of the participants with 1-5 years of professional seniority is 2.94, 5-10 years of professional seniority is 3.08 and 10-20 years of professional seniority is 2.91; in the third sub-dimension, the arithmetic mean of the participants with 1-5 years of

professional seniority is 3.20, 5-10 years of professional seniority is 3.15 and 10-20 years of professional seniority is 3.38; in the fourth sub-dimension, the arithmetic mean of the participants with 1-5 years of professional seniority is 3.24, 5-10 years of professional seniority is 3.13, and 10-20 years of professional seniority is 3.19. 4. This result reveals that new and experienced teachers in the profession have similar attitudes towards using digital games in their lessons.

Result and Discussion

When the first finding is examined, it is concluded that the teachers' general attitudes towards the utility of digital games are in the range of "Moderately agree" scores. At the same time, it is seen that the attitude scores of the teachers regarding all sub-dimensions of the scale are in the "Moderately agree" scores range. In the study, on "Three Learning Potentials In Digital Games: Perception Of Malaysian University Teachers", conducted by Noraddin (2015) it has been determined that teachers have a positive attitude towards the use of digital games. Also the results of the same study showed no relationships between respondents' demographic characteristics such as gender and age and favorable or unfavorable attitudes towards digital game usage in learning and teaching. The findings of this study support the first finding of this research. Some studies also reveal that teachers are prejudiced towards digital games and using these games in the class. The Final Report of the Digital Games in Education Workshop (2017) reveals that teachers do not have an idea about digital games and the digital games that their students play. This study shows that teachers do not use digital games as a teaching tool but as a reward (last 5 minutes) and motivation tool; also it reveals that teachers make suggestion to the students' families to restrict the use of digital games even during extracurricular times.

When the second finding is examined, it is found that there is no significant difference according to the gender of the teachers in terms of the general attitude dimension and sub-dimensions of the scale towards using digital games. The study of Noraddin (2015) mentioned above supports this finding. However, studies based on gender (Imhof, Vollmeyer, ve Beierlein, 2007; Kafai, Heeter, Denner, ve Sun, 2008) reveal that the performance of males in the use of digital games is better than females generally. Researches show that the higher level of spatial skills compared to women has an effect on the good use of computers and digital technology in men (Baron-Cohen, 2004; Lawton & Hatcher, 2005).

When the third finding is examined, it is found that there is no significant difference according to the graduation level of the teachers in terms of the general attitude dimension and sub-dimensions of the scale towards using digital games. This result also reveals the necessity of putting a course in the teacher training programs of universities related to effective use of digital games.

The Final Report of the Digital Games in Education Workshop (2017) reveals that there are not any game-based courses in universities that train teachers, the academic staff specialized in this field are insufficient, studies on digital games within the scope of Lifelong Learning are insufficient, in-service training to improve teachers' skills in creating, selecting, using and updating digital games is insufficient, the courses in schools for teachers to educate their students on digital games are insufficient, in order to diversify the games and adapt them to student characteristics, there are almost no platforms / software where teachers can develop their games with simple skills (such as drag-and-drop).

When another finding is examined, it is found that there is a significant difference between the first dimension, fourth dimension and general attitude dimension of the scale depending on the teachers' branches. And there is no significant difference in other dimensions of the scale (2nd and 3rd dimensions) according to the branches.

Digital games, regardless of the branch, are one of the applications that enable teachers to concretize the subjects with effective and rich visuals and provide learning with fun.

In the literature, there are studies (Squire & Jenkins, 2003; Squire, 2004; Egenfeldt-Nielsen, 2007; Imhof, Vollmeyer & Beierlein, 2007; Kafai, Heeter, Denner & Sun, 2008) revealing that digital games are used in the teaching of disciplines such as history, geography, mathematics, language teaching, chemistry and physics in developed countries (USA, Japan, Denmark, Germany, etc.). These studies reveal that teachers working in different branches tend to the utility ofdigital games in line with the opportunities they have, and that they make applications frequently. Studies conducted in our country also directly attribute the lack of utilization of digital games in teachers' courses to insufficiency of resources and opportunities or insufficient knowledge of teachers on the subject. Seferoğlu (2015) stated that teachers have problems with the use of many basic tools and programs such as word processing and presentation programs in schools, and they have serious deficiencies or incompetencies in the use of ICT. Teachers are keen to use technology in their courses and they do not find this subject complicated. In addition,

teachers find themselves sufficient in the use of technology, and students do not see the use of technology as harmful in terms of communication or health. Contrary to this study, in the study titled "Difficulties Encountered by Teachers in Using Educational Technology in Classrooms" Sarımanoğlu (2019) concluded that teachers were keen on using technology in their courses, and that they do not find technology use in the classroom complicated, that they find themselves competent in using technology, and that they do not see the use of technology harmful for students in terms of communication or health.

Based on the last findings and data obtained, it was concluded that the general attitude scale towards using digital games and their sub-dimensions does not differ significantly according to the professional seniority of the teachers. Education is one of the areas in which developing technology feels its impact. There is a process in which the classical education approach is left behind, where the learner is in the center and the teacher is the guide, and teaching activities are carried out in technology equipped classrooms. In this respect, teachers have important responsibilities in order not to fall behind students who are competent in using technology in the classroom environment. Prensky (2005) stated that the digital knowledge level of students in the classroom environment is higher level than teachers, that teachers do their work with old methods, and now teachers should remove their minds from their daily work and follow the new ideas. In this respect, it is very important for teachers to have a high level of technological competence in order to address a generation that uses technology effectively at every stage of their lives.

Conclusion

Today, digital or technology-based games are not only played to get away from the stress of daily life and have fun, they are also played for educational purposes, because they contribute to the learning of many subjects by making them enjoyable and intelligible. It can be said that the most important reason for using digital games in education is that children's interests, wishes and habits are compatible with many qualities of digital games. The integration of digital games, which are played by children in daily life by spending a lot of time, into the curriculum will contribute to the activation of students who are in a passive position in the learning process. The aim of this study is to give an idea to the teachers about the use of digital games in the teaching of many subjects in the social studies curriculum. The general result reached in the study

reveals that teachers are actually willing to the utility of digital games in social studies courses. When the results of the study are examined in detail, It seen that there is no significant difference in terms of sub-dimensions of DGUS (attitudes related to the use of digital games in the courses, attitudes related to the negative aspects of digital games, attitudes related to the positive aspects of digital games, attitudes related to the impact of digital games on learning in the classroom and on students) and variables such as teacher age groups, professional seniority, educational status and gender variables.

Based on the findings, some suggestions were made, Carrying out scientific studies on the use of digital games in teaching the subjects in the social studies course and sharing the obtained data especially with teachers, families and students, Informing teachers and pre-service teachers about how digital games created for commercial purposes, whose main purpose is to entertain and give pleasure, Adding programming courses to create educational digital games in the curriculum of teacher-training faculties, Doing research by the teachers on digital games played by students frequently and informing students and families about the harmful and pedagogical aspects of these games.

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