PRE-SERVICE TEACHERS' GAINING CRITICAL CONSCIOUSNESS THROUGH CASE METHOD: A CHILD MARRIAGE CASE

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Abstract

This study explores the effectiveness of case method which is a teaching method in teacher education to develop consciousness about child marriage. This research was designed as a mixed method research including both qualitative and quantitative data. Forty-four students participated in the study to analyse a real life case which aimed to develop critical consciousness about child marriage. The case, Ayşe's story, which involved controversies between tradition, child abuse and legal sanction. Data were collected through a questionnaire, students' written answers and an opinion form. Quantitative data were analysed using SPSS and qualitative data were analysed using descriptive analysis. Findings showed that students acquired knowledge on children's rights and legal duties and responsibilities of teachers. They stated that they understood child marriage is related with the violation of children's rights. Case method as a teaching method was effective to develop understanding but not critical positioning about children's rights and critical positioning against child abuse. It is recommended the case method be integrated into overall curriculum and used insistently.

Key Words: Case method in teacher education, critical thinking, children's rights, teacher education programs

INTRODUCTION

Use of Case Method in Teacher Education

In teacher education programs, case method is an appropriate teaching method for developing critical consciousness and deeper understanding of social complexities and teachers' professional responsibilities. Cases narrating reality are used to start the process as there is no problematization without reality. Using cases in teacher education helps students to develop their teaching profession identity as they become social leaders in a school context. Schools are embedded in society where particularities of the culture are reflected and teachers directly become a member of it. With critical consciousness students are better able to see any subject as a thing in itself whose parts influence each other, as something related to and conditioned by other dimensions in the curriculum. "…Any subject matter examined in a critical classroom belongs to a larger context of history and society and has a relationship to the students' context" (Shor, 2012: 126-128).

Calderhead and Shorrock (1997), stated the orientation of teacher education can be academic, critical or technical orientation. Among these emphases, the critical inquiry orientation views schooling as a process of social reform and emphasizes the role of schools in promoting democratic values and reducing social inequities. It is also parallel with the idea that curriculum of teacher education should move from 'routine cognitive skills for lifetime jobs to learning to learn, complex ways of thinking and ways of working' (Schleicher, 2011: 12). According to Giroux, Freire and McLaren, teacher education should be "…a political project that defines student teachers as intellectuals whose will establish public spaces where students can debate, appropriate and learn the knowledge and skills necessary to achieve that individual freedom and social justice" (1998: 167). Therefore, such teacher education is seen as enabling prospective teachers to become aware of the social context of schools and of the social consequences of their own actions as teachers. According to this

categorization, the main orientation of teacher education programs is technical in Turkey (Bümen, 2019; Öztürk, 2011; Kaya et al., 2012). It is reflected in National Teacher Education Curriculum which is developed in a straightjacket way and legitimatized by a higher authority (YÖK, 2018). This kind of orientation provides student teachers with more of the technical skills and theoretical knowledge about teaching and learning. Teaching is based on transferring knowledge with little focus on practice. As the field of teacher education is an applied field, teaching and learning procedures require an emphasis on the development of problem posing, critical consciousness and social skills. These aspects include knowledge based critical inquiry learning and teaching processes. Within such contexts, i.e. highly technical oriented teacher education programs, in order to develop socially constructivist teachers, problem posing over cases can be thorough instructional strategy. This makes the integration of problem posing into case method conceivable. (Herreid, 1997, 2004, 2011; Williams, 1992; Calderhead & Shorrock, 1997; Hunter, 2015). According to Herreid, 'case method is among the best studied of all of the active learning approaches. Their greatest strength seems to be that they put learning into a context that is memorable' (2011: 36). Using case method in teacher education has provided evidence that it supports achieving critical inquiry skills and problem solving skills (Strangeways & Papatraianou, 2016; Levin, 1995; Kim et al., 2006; Lundeberg & Yadav, 2006; Andersen and Schiano, 2014; Wilson, 1996; Sudzina, 1999). Levin (1995) pointed out in teacher education, more evidence-based research would support the systematic use of cases, especially in context-sensitive cases such as child marriage, children's rights and teachers' legal duties.

It should also be noted that there are limitations of case method, for example in real life, cases often occur with uncertainties, and may include ambiguity. However, in instructional context these uncertainties and ambiguities of the real life may be artificially interpreted. Moreover, there are challenges for the instructors teaching in a technically oriented teacher education programs that students have difficulty to go into deeper analysis as they tend to seek for certain single answers to the problems (Rybak & Król, 2018; McFarlane, 2015). Thus, this study was designed to create a powerful learning activity for the students' deeper understanding of and critical consciousness about child marriage which involves child abuse crime.

Background to the Study

Parsons et al., (2015: 12) consider child marriage as 'an impediment to social and economic development, and it is rooted in gender inequality' within the context of violation of human rights. In some cultures, child marriage is an acceptable practice while in others it is strictly disapproved. The term of early marriage refers to the marriage of children under the age of 18 and who have not completed their biological, psychological and social development and are unaware of the seriousness of their decision and thus might be open to forced marriage (Çakır, 2013). This definition is in accordance with rights-based approaches of human rights institutions such as UNICEF and Committee on the Elimination of Discrimination against Women (CEDAW) in which early marriage is defined as a human rights violation (Bunting, 2005; Bunting, Lawrance & Roberts, 2016). Individuals under 18 are considered unable to give consent for their future (Stark, 2018), however, minimum marriage age for women and men set by Turkish Civil Code (TCC) is possible at the age of 17 on the condition of parental consent (Article 124). Minors who are 16 years old may get married with the permission of their legal guardian and the decision of a judge (Articles 126-128). This provision of TCC stands against the principle of human rights which recognizes marriage before 18 year-olds as 'a widespread violation of human rights' (Parsons et al., 2015: 12).

In spite of the provisions of TCC about official procedures of legal marriages, in Turkey marriage only with religious wedding (*Imam Wed*) without official procedures is a common practice in rural areas. *Imam Wed* is forced on the girls younger than 18 years old. Yüksel-Kaptanoğlu and Ergöçmen state: "In most marriage statistics, only registered civil marriages are taken into consideration, and this causes underestimation of child marriages due to the exclusion of religious marriages or partnerships before age 18 years" (2014: 1714). According to the results of the report *Research on Population and Health in Turkey* the rate of religious-only[1] marriages is 6% (Koç, 2004). Generally, Imams in local communities cooperate with the parents to wed children with religious procedures: even though these marriages are not recognized legally there is no sanction or enforcement on the act (and doer) of religious marriage. This results in girls at the age of 15 or 14 or even younger being forced to

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[1] There are also cases of marriage with both official (legal) and religious (illegal) procedures. If the girl's age is lower than 18 religious-only marriages is common in traditional communities.

get "religiously" married without their consent. As religious marriages are illegal and unofficial women may claim no legal rights (i.e. allocation of marriage gains in case of dispute) stemming from such marriage. Studies showed there is a positive relationship between educational attainment and marriage age (Kırdar, Dayıoğlu & Koç, 2018; Raj, 2010; Parsons et al., 2015). Dropout rates among young girls at earlier stages of education are higher than boys at the same age and education level (Cemalcilar & Gökşen, 2014; Caner, Güven, Ökten & Sakallı Orcan, 2016; Rankin & Aytaç, 2006). Consequently, these child marriages are religious, illegal and false but recognized traditionally by the communities in rural areas resulting in problems of education rights, education for all principles and risks for social capital. Within this context, there are human rights organizations and national non-governmental organizations fighting against child marriages, yet, many remain ineffective.

Teachers and school principals often become involved in child marriage cases. If a public school teacher witnessed a child abuse case such as child marriage, she/he has to report the case to the authorities such as the police, the prosecutor and the officials of Ministry of Family, Labour and Social Services (Penal Code and Child Protection Code). Otherwise she/he shall be sentenced to imprisonment from six months to two years. Other than this, educators have social and intellectual responsibilities for the emancipation of children and transformation of society for the good. Educators should be willing to take a stand for the good of individual and society. Thus it can obviously be stated that teacher education programs should include the two dimensions of teachers' responsibility. First is the theoretical knowledge and skills about society, law, pedagogy and values; second, there is a need for a strong base for teaching civic values and children's emancipation, and resistance against misconduct and ignorance in society.

However, in Turkey, teacher education programs have little focus on the development of aforementioned aspects of children's rights, teachers' legal duties and social responsibilities especially when it comes to its multidimensional reflections on individual and society. In technically oriented teacher education, technical skills and theoretical knowledge are in the centre of the programs. In a study it was revealed teaching of children's rights remains as an individual effort of only a few teachers and mostly teachers are not eager to take responsibilities in teaching children's rights in Turkey (Ersoy, 2012). However, in teacher education courses "core knowledge about laws, job duties, and professional practice emerged from the case discussions and creations" (Carlson, Quintero & Karp, 1998: 74). Under these conditions, teachers do not know how to act within a legal framework, especially in cases where the parents violate their children's rights in the name of tradition.

This study, therefore, aimed to explore the effectiveness of using a case to problematize child marriage in a collaborative learning environment. For this aim we designed a learning activity in groups where students would pose questions and discuss the case critically. Thus, tradition, religion and child abuse would be discussed in a critical context (Shor, 2012). Further we asked the following research questions:

- How does the case method serve the students in applying theories from their coursework?
- How does the case method serve in raising critical consciousness about children's rights and teachers' legal duties and responsibilities?

METHODOLOGY

This research was designed as a mixed-method research as it collected both qualitative and quantitative data and then integrated these two forms of data (Creswell, 2014). The mixed-method provides a more rounded understanding to achieve the research questions. In this study among the mixed-method designs "dominant-less dominant mixed-method design" was used as the qualitative data was less dominantly used while qualitative data were dominant (Creswell, 2002, 243). For this aim, we collected qualitative data to understand the students' views of the problem-posing over a case and the processes of interaction in group work. Quantitative data were collected to describe how and in what domains of learning the problem-posing over a case was effective. Results of both qualitative and quantitative data analyses were combined for a deeper understanding of the research questions.

Participants of the Study

Forty-four fourth grade students (24 female, 20 male), studying at Teacher Education Program at Ankara University participated in this study. All participants volunteered to take part in the study. They were the

registered four-year students in *Turkish Education System and School Administration* course, a compulsory theory course with a content of basic concepts of education law, the relationship between law and education, rights and responsibilities of education representatives such as teachers and students.

Implementation of the Case Method

The study was conducted in 2019 in spring semester and the implementation took two weeks. In the first week, the instructor used direct instruction to teach the content knowledge on the children's rights and teachers' legal responsibilities in relation with child protection and Turkish education legal system i.e. according to Penal Code.

In the second week, after a review of the previous content, a case material entitled *Ayşe's Story* was introduced by the instructor. The story involved violation of a law code on children's rights and a teacher's dealing with the case:

> *Ayşe is a 14-year old student in a small town school where the traditional norms would allow religious marriage at an early age, especially for girls. Ayşe's teacher faced with Ayşe's drop out of school. Thus the teacher has to approach the issue appropriately and solve it within the complexity of tradition, society, child abuse crime, children's right to education, teachers' responsibility, regulations and law as well as social and personal conscience.*

Data Collection Instruments

Three data collection instruments were developed by the researchers. The first instrument was "Student Discussion Form" which contained six open ended questions about Ayşe's Story. This was developed on the base of the themes included in Ayşe's story i.e. the problems a novice teacher faces, children's rights, the basic principles of Turkish Education System, decision making, consequences of no-act position, teachers' responsibility and child marriage. The second instrument was developed to find out students' opinions on case method. Three open ended questions were asked about learning experiences during case method: (1) what knowledge did you acquire? (2) What skills did you learn? (3) Did you build a bridge between theory and practice? The third instrument was a 31-statement Likert scale questionnaire inquiring how the case method was effective in learning.

Data Analysis

The first instrument which contained six open ended questions asked about Ayşe's story were structured as a two- stage student work each having three tasks. Each group task required cognitive skills such as constructive reasoning with reference to theoretical knowledge. To analyse the data a four level rubric with "very good (4)" for complete answers, "good (3)" for partly correct answers, "fair (2)" for moderate answers, "poor (1)" for insufficient answers. Hafner and Hafner (2003: 1510) define rubric as 'a description of various quantitative levels of performance for a performance task and describes what mastery (and varying degrees of mastery) of a performance task should look like'.

Data collected from the second instrument were analysed using qualitative content analysis (Prasad 2019; Elliot 2018). First the text was read by the researchers highlighting the words to capture key thoughts and concepts. Overall key thoughts and concepts derived from the content analysis fell into three main themes and sub themes: (1) teachers and teaching profession, (2) learning through the case and (3) impact of the case method. Each theme had subthemes and these were interpreted accordingly in discussion.

The third instrument was reviewed by eight experts on the fields of measurement and evaluation, curriculum and instruction and educational administration for its appropriateness. On the basis of the expert's review, minor adjustments were made in the wording and meaning of the items. Data gathered from the questionnaire were analysed using IBM SPSS 22.0. Cronbach's Alpha for reliability test was .92. The data collected from the third instrument were analysed into four themes: (1) Active learning in group work, (2) Constructing knowledge about children's rights and teacher's legal responsibilities, (3) Developing conscience about students, community and teaching/organization and valuing, (4) Effectiveness of case method.

During the implementation of the case method, students worked in seven groups to discuss and answer the questions about *Ayşe's Story.* At the end of the activity, students answered an opinion form and a questionnaire.

RESULTS

Results of the Group Work

Students worked in groups when they were answering six open ended questions in the first data instrument. Thus, when analysing group work answers, the term group work was used. Results of group work were shown in Table 1 below.

Table 1: Results of Data Analysis from Group Work

Student tasks	Groups									Total scores
	A	B	C	D	E	F	G	H	I	
identifying the problems a novice teacher faced	2	1	1	2	2	1	3	2	3	17
associating children's rights with the basic principles of Turkish Education System	4	4	4	4	4	4	3	4	3	34
associating Ayşe's teacher's responsibilities with appropriate law codes	4	4	3	3	4	3	4	4	3	26
creating alternative approaches to solving problems in Ayşe's story	2	1	1	2	2	1	3	2	3	17
decisions about taking appropriate action	4	3	1	4	3	1	1	2	2	21
consequences of no-act position i.e. teachers' responsibility, child marriage and neglect	1	2	1	4	4	2	1	4	1	20

Legend: "very good (4)" for complete answers, "good (3)" for partly correct answers, "fair (2)" for moderate answers, "poor (1)" for insufficient answer.

Total score of this theme was 34 out of 36 for all groups identifying the top level of the rubric. This is addressed as 'what exemplary work should look like as in constructive learning' (Hafner & Hafner 2003: 1510) Again all groups showed a moderate performance in connecting teachers' responsibilities with appropriate law codes in case of a school dropout and child marriage (26 out of 36). On the other hand, fewer students answered the question about making decisions and taking the right actions (21 out of 36); taking right actions and neglect (20 out of 36) and identifying the problems a novice teacher faced and finding alternatives for problem posing (17 out of 36). For example, seven groups matched the children's rights with an appropriate basic principle while five groups associated teachers' responsibilities with the law codes appropriately. On the other hand, only three of the groups identified the legally correct action when witnessed a religious child marriage and consequences of neglect. Similarly, only two groups partly identified the problems a novice teacher would face and found alternatives for problem posing in Ayşe's story (Table 1).

In summary, this data revealed that the students performed well in associating the issues with correct basic principles and law codes, however, they provided limited responses to problem posing and alternative thinking.

Results of the Questionnaire

After completing the group works, students answered the items in the questionnaire which was designed for collecting students' opinions about case method. Results of students' opinions were given in Table 2 below.

Table 2: Results of Quantitative Data from Students' Opinions

Themes	Questionnaire items	Mean	Sd	N
Active learning in group work	I respected the opinions that are different from mine during group discussion.	4.77	.427	44
	I could freely express my opinions in the group.	4.70	.513	44

	I attentively listened to others when they were talking.	4.70	.465	44
	we worked in cooperation when we tried to find the solutions.	4.60	.541	44
	I participated in discussions actively.	4.56	.666	43
	I answered my friends' questions effectively.	4.53	.631	44
	I asked questions about the points I did not understand.	4.51	.703	44
	We worked for a common goal.	4.44	.629	44
	I learned new ideas from my friends cooperative learning.	4.28	1.008	44
	I understood Ayşe's story better when my friends explained me.	4.28	.797	44
	All my friends in the group worked equally in group work.	4.21	.940	44
	When needed I led the group discussions.	4.21	.709	44
Constructing knowledge about children's rights and teacher's legal responsibilities	I realized the superiority of the law over traditional norms in violation of law.	4.63	.536	44
	Analysing Ayşe's story contributed my understanding of my professional responsibilities to parents, students and other community members.	4.40	.728	44
	I realized how I should transfer my knowledge about legal duties and responsibilities in real life situations.	4.40	.541	44
	I realized how I should transfer my knowledge about children's rights into real life situations.	4.35	.613	44
	I realized what legal questions I should address to social phenomenon and conflicts.	4.35	.573	44
	I realized how I should transfer my knowledge about students' rights in real life situations.	4.30	.674	44
	I realized how I should transfer my knowledge about education law in my professional life.	4.30	.638	44
	I could transfer my knowledge I had learned in other courses when thinking about the solutions.	4.07	.910	44
	I used different sources like law documents, agreements or course notes when I needed to make reasoning.	3.88	.956	44
Developing conscience about students, community and teaching/ organization and valuing	Ayşe's story made me think about how I should be a good listener and develop understanding towards my prospective student	4.58	.626	44
	I understood what I should do when I face similar cases in my future profession	4.56	.666	44
	Ayşe's story made me realize that I can foresee problems in the teaching profession.	4.51	.668	44
	Ayşe's story helped me approach the teaching profession professionally.	4.42	.698	44
	Ayşe's story has improved my awareness of my approach to future students.	4.42	.823	44

	Ayşe's story helped me learn legal issues more easily.	4.35	.686	44
	While developing solutions for the problems in Ayşe's story, I realized that I should use of national and international legal texts.	4.05	.925	44
Effectiveness of case method	I would prefer to learn with case in other courses, if it is appropriate.	4.63	.489	44
	Working as a group on Ayşe's story contributed my learning.	4.40	.695	44
	Working as a group on Ayşe's story was thought-provoking.	4.30	.741	44

As shown in Table 2, working in collaboration facilitated individual learning. In the category of *active learning in group work*, the statement with the highest mean was "I respected the opinions that are different from mine during group discussion" (m=4.77). Other statements with higher means were "I could freely express my opinions in the group" (m=4.70); "I attentively listened to others in the group when they were talking" (m=4.70); "we worked in cooperation when we tried to find the solutions" (m=4.60) and "I participated in discussions actively" (m=4.56). These results altogether supported the idea that case method stimulated students to construct knowledge and freely express their opinions. Majority of the students agreed on the statements "I answered my friends' questions effectively" (m=4.53) and "I asked questions about the points I did not understand" (m=4.51).

In the theme of *constructing knowledge about children's rights and teacher's legal responsibilities*, the students assigned the highest mean to "I realized the superiority of the law over traditional norms in violation of law" (m=4.63). This may mean, through analysing a real life case within a group, students developed conscience that the law should be superior to any traditional norms or personal choices especially if it is for children's rights. This result also relates to the development of affective learning. Students also highly rated the statements related to the teaching profession and Ayşe's story. Analysing Ayşe's story contributed to my understanding of my professional responsibilities to parents, students and other community members (m=4.40). I realized how I should transfer my knowledge about legal duties and responsibilities in real life situations (m=4.40) (Table 2).

The students evaluated "Ayşe's story made me think about how I should be a good listener and develop understanding towards my prospective student" (m=4.58) and "I understood what I should do when I face similar cases in my future profession" (m=4.56) with high means. Also the statement "Ayşe's story made me realize that I can foresee problems in the teaching profession" received a mean of 4.51. Statements about teaching profession such as "Ayşe's story helped me approach the teaching professionally" and "Ayşe's story has improved my awareness of my approach to future students" were assigned with high means, 4.42 both. In the last category, *effectiveness of case method*, students recommended the use of case methods in other courses if relevant (m=4.63), and they said working as a group on Ayşe's story contributed their learning (m=4.63). The lowest means occurred in the category 2 and category 3 for "I used different sources like law documents, agreements or course notes when I needed to make reasoning" (m=3.88); "I could transfer my knowledge I had learned in other courses when thinking about the solutions" (m=4.07) and "While developing solutions for the problems in Ayşe's story, I realized that I should use of national and international legal texts" (m=4.05).

Students also answered three open-ended questions about case method. Their opinions were analysed into three themes which are shown in Table 3.

Table 3: Results of Qualitative Data Analysis from Students' Opinions

Theme	Subtheme
Challenges novice teachers may face	legal obligation, having critical approach, knowledge of law, professional identity, being proactive, children's rights, social responsibility, empathy, marriage age, violation of rights, enforcement, extraordinary cases, principles of education

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Learning through the case	cooperation, group discussion, free speaking, active listening, turn-taking, socialization, developing perspective, problem posing, search, analysis, synthesis, using sources
Impact of the case method	theory into practice, knowledge transfer, practice, internalize theory/knowledge, analyze, synthesize

As for the results of the content analysis students determined the following challenges: legal obligation, having critical approach, knowledge of law, professional identity, being proactive, children's rights, social responsibility, empathy, marriage age, violation of rights, enforcement, extraordinary cases, principles of education. They achieved skills such as active listening, free speaking, taking turns and developing wider perspective. They used metaphors like "theory flies, practice remains"; "moving from theory into practice" and "internalizing theory…" (Table 3).

As a summary data collected through different instruments showed that students performed in group work effectively and they had opportunity not only to analyse the case but also to pose questions about a problem case a novice teacher may face.

DISCUSSION

The main conclusion derived from the results is the power of collaborative learning through problem posing in such multidimensional content. Its power emerges from the case method within a group work which supported affective learning such as respect, collaboration, discussion, tolerance and free speaking. Participants of this study expressed that the group work provided them with enriched participation in discussions, cooperation, tolerance and respect within a democratic context. This finding is particularly important in this research, and should be discussed in relation with increasing social and political polarization in further studies. Recent studies showed polarization has grown at a dangerous level as a result of social policies of the governments. Polarization occurs at spheres such as pro-government versus anti-government partisanship; secular versus religious; urban versus rural and supporters versus opponents of the political leaders (Aydın-Düzgit and Balta, 2018). An overt intolerance of counterarguments was shown in public opinion polls: elites acknowledge the counterarguments only to degrade them and debase the individuals and groups who make such arguments (Özdemir, 2017; Aktan, 2018; Koçer, 2019). Polarization and intolerance for the "different" as social policies result in disrespect for the "different" and consequently erosion of democratic values in society. This study has shown that the need for "respect for different opinions" and tolerance to the "other" is a democratic value, and it should be extended as a counter reaction to the unnaturally polarized society today. according to critical theory, goals of education literally include civic responsibility to the law and democratic values. These should be discussed in relation with critical teacher education curriculum by policy-makers, academicians and researchers in the field of teacher education.

Almost all groups identified the problem given in the story correctly and connected it with the correct law code and with an educational principle. This type of learning is linked to the application stage of cognitive processes in action. On the other hand, students used relatively less critical thinking and synthesizing skills i.e. they rarely performed higher order thinking processes when it comes to decision making, proposing alternative solutions and taking actions. This is related to problem posing as well as the ability to analyse facts, make comparisons, active, systematic process of understanding, and it requires skilful, responsible thinking that facilitates good judgment (Chance, 1986; Mayer & Goodchild, 1990; Lipman, 1995; Huitt, 1998). The complete act is "the critically transitive consciousness…which is characterised by depth in the interpretation of problems…" (Bhattacharya, 2011, p. 149-200). In our case, yet, some groups raised questions about the consequences of reporting such cases, for example the reactions from the rural community. They debated the complexities of social order, community structure and customs going on to a certain extent.

Students realized the importance of the children's rights protected by law and teachers' responsibility to guard these rights. They acknowledged the superiority of law over tradition, culture or any practice of religion. Thus, group discussions activated learning how to value children's rights and make choice for the victim, Ayşe. The case method raised awareness about the tension between children's rights and community's reality where these rights un-enforced as a norm. Valuing is preference, according to Rokeach, "a conduct personally or socially

preferable to a converse mode of conduct…and once a value is learned it becomes a part of the value system' (1973: 5). Analysing the case, students constructed their value system about children's rights protected by law and valuing its superiority over tradition. This process also includes process of conceptualizing and organizing the value system through a learning experience (Pierre & Oughton, 2007). Of course no single experience can lead constructing a value system; however, this study showed the students *articulated a value* (children's rights and child marriage are a violation of law and as child abuse), *defended it* (respect law), and *described its origin and rationale* (the law code and teachers' legal duty). Significance of the students' affective performance might be rooted in the nature of the reality *of Ayşe's story* as a strong case in itself addressing child marriages as a common practice with dangerous consequences. Child marriage is defined as a most frequent form of child abuse worldwide. Child marriage causes individual and social trauma; these girls suffer from physical, psychological and sexual abuse as well as deprived from their families, friends and education (Aktepe & Atay, 2017; Güneş et al., 2016; Durdu & Yelboğa, 2016). Students raised critical awareness towards this traditional practice and its negative consequences, and organized their value set against this severe tradition. Their connecting the issue with teachers' legal rights and responsibilities are interpreted that these types of case analyses are effective in gaining confidence especially for novice teachers.

In the present program, in theory courses, direct instruction is preferred rather than problem based teaching. In teaching and learning processes, learning experiences based on real life situations and problem solving are not the main teaching method (Kayabaşı, 2012; Bozpolat, Uğurlu, Usta & Şimşek, 2016; Yıldız, 2013). Curriculum design is based on the segments of discipline knowledge fragmented into course contents consisting of %80 direct teaching of the content and %20 practice in schools (YÖK, 2018). To give an example, in four-year bachelor's elementary teacher education program, there are about 70 compulsory/selective courses and only two of them are practice teaching to be completed in schools. Similar approaches and models in teacher education might be a common practice worldwide with less emphasis on improving critical inquiry skills. These curricula "…prioritizes the intellectual components of teacher development and give less attention to the social and emotional development of teachers' growth" Gomez, Allen and Clinton stated for the US situation (2004: 473). Similarly, Hill and Boxley discussed the technicist curriculum of teacher education as follows: "Teachers are now… trained in skills rather than educated to examine the whys and the why nots" (2007: 30), and "high-level technicians carrying out dictates and objectives decided by far removed from the everyday realities of classroom life" (Giroux et al. 1998: 121). Within this context, it should be emphasized that the influence of the curriculum model is crucial for the development of problem posing, being socially responsiveness and critical consciousness.

On the base of these conclusions it is recommended that policy and practice in teacher education be an ongoing consciousness development program covering reflection and critical inquiry orientation (Kahn & Anderson, 2019). According to this approach, teachers are reflective change-agents and teacher candidates are prepared as the advocates of children's rights and right to education seeing these within democratic values. This is possible with deep understanding of the realities of the society. Teachers as intellectuals must combine reflection and action in the interest of empowering students with the skills and knowledge needed to address injustices in the society (Giroux et al., 1998). Teacher education curriculum should be revised around the principle "education for transformation". Cases should be used at different levels of problem posing and critical consciousness. These methods can elaborately be adopted into the present course designs, even in technical teacher education models. Even where wholesale change is unlikely, aspects of case methods to raise problem posing skills may be a step in the direct of a more fully realized critical teacher education.

Controversial issues of the community and tradition are related to teacher's responsibility and legal duties; thus these issues should be contextualized in teacher education curriculum. This study sought for possibilities of integrating a culturally controversial issue into a course of teacher education using a case with problem posing in a socially constructivist environment. Conclusions provided several aspects of learning through practicing problem posing and collaboration. First, the case used in the study is specifically constructed to synthesize the issues of teachers, students, society, tradition, religion and law by and large. Second, integrating problem posing in a collaborative learning environment was a relevant practice to deal with such a complicated context. Finally, the results have provided interpretations for research on critical teacher education in relation with conflicting issues of children's rights, right to education, tradition and religion. Thus, discussion emerged about new models of critical curriculum approach in teacher education.

However, within the centralized curriculum models, big scale alterations are unlikely to fulfil, instead, we value teacher educators might adopt methods focusing on critical consciousness development i.e. analysing cases, problem posing and community-school service project. Keeping in mind that there are limitations of such approaches and methods discussed largely in the literature, we also suggest further research on the effectiveness of such methods in different contexts and new inclusive models for the complexities of teacher education. For teacher educators, Freire reminds them of their need for openness also "in the problematizing method not only the educatees, but the educator is problematized… No one can present something to someone else as a problem and at the same time remain a mere spectator of the process" (Bhattacharya, 2011: 225).

This study however is limited with a small group of students in a particular context. Further studies are recommended to focus on variety of teacher education context and research designs.

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