

## MUSEUM OF SOCIAL STUDIES IN EDUCATION STUDENTS ATTITUDES AND VIEWS

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### ABSTRACT

Museums are very important in the social studies course to help students to understand the value of historical monuments and the cultural properties, to protect the cultural heritage, to tolerate different cultures, to personalize multiculturalism, to provide history education and to acquire the national identity. Museums also help students to protect their national identity, culture and memory as well as facilitating the transmission of history and culture from one generation to another. The purpose of the study is to reveal the attitudes and opinions of 258 secondary school students in the Bolu province about the museum education in the social studies course in the 2012-2013 academic year. Quantitative and qualitative research (mixed) methods were used to determine the students' views. A survey including 25 questions and 10 qualitative questions were used to reveal their opinions and attitudes towards the use of museum and museum education. As a result of the study, it was found that students' attitudes towards museums were positive, the monuments in the museum informed them, museums were necessary and suitable for the social studies course, and finally it was necessary to organize trips to museums and virtual museums. Through the qualitative questions, it was found that museum education and virtual museums in the social studies course were mostly neglected.

**Key Words:** Social studies, students, museum education.

### INTRODUCTION

Social sciences are study areas that are composed of art, literature and social disciplines approaches to gain citizenship proficiency. Within the school program, Social studies enable a systematic and coordinative study area that come from the related and appropriate natural sciences as anthropology, archeology, economy, geography, law, philosophy, political sciences, psychology, religion, sociology and art, literature. The main purpose of Social studies is to help young people to develop making logical decisions for the sake of the public, as citizens of a democratic society with cultural differences in a global and attached world (NCSS,1993; Doğanay;16).

The main goal of social studies is to prepare the individual for the society. That is why keeping the learners only indoors when there are real sources outside will not be enough for this goal to be successful (Altın and Demirtaş, 2009 :516). Therefore outdoor activities must be included in Social Studies lesson. One of the outdoor activities is museums.

On the subject of museum many people think about places with some objects existed, exhibited, protected and open to public. However the functions of museums are not limited to these. Museums have another important function that we lay stress on. Museums are also an education and training places. In other words museums that we can take as places where one can see history alive, are part of education. Therefore when museums are defined these should be taken into consideration as well. (Abacı, 2005:13). According to the definition of museum by ICOM (International Council of Museum), museum "is an continuous institution that does not solely look for its interest but also serves the society and their development, open to public, researching on the materials that witness the surrounding environment, collecting and protecting them, and upon the result sharing the information and afterwards exhibiting for the purposes of research, education and entertainment"(Oruç and Altın, 2008:12).

### **Museum Education**

Besides their responsibilities coming from the past, the museums also have taken the big mission, education mission, on. In order to have constant museum visits, to keep intercultural communication alive and to infuse their important role in education process, museums carry out their educational mission (Oruç and Altın, 2008:127). Museum education is the usage of museum means for the purpose of education. Museum education especially serves the purposes of understanding itself and people in time and place, maintaining cultural heritage, associating past, today and the future in a meaningful way, understanding cultural properties and old artifacts, protecting and sustaining them, identifying and understanding own culture and different cultures in a versatile and tolerant approach, gaining a living institution qualification, developing intercultural understanding and empathy (İlhan , 2006:15).

Museum education is very different from traditional school education. Museum education is free from tests and grades as in school. The visitor goes and visits the exhibit according to his taste. Because voluntariness is essential to museum trip, it should be a pleasing experience. Therefore ways to attract visitors should be sought. Unlike in a classroom, learning in a museum is visual; it aims to draw the visitor's attention and interest. One of the main purposes of the museum education is to awaken imagination and develop his emotional wakefulness. Museum educators see learning as an open-ended, continuous, life-long experience (Cihan, 2006:6).

The teacher must understand the learning environment of the museum very well. Learning in a museum is different from the learning in a class, and both of the environments complete each other. Learning in a school happens in oral communication. However in a museum, objects and visual resources are the main parts of the learning process. In a museum, students are surrounded by "real things". These add another dimension to the knowledge attained from school (Ata,2002:70).

According to Hooper and Greenhill (1999); today museum education is a wider activity composition that surpasses guided tours for schools but includes exhibits, workshops and publications not only for students but families as well. Actually today's education emphasizes not the result but abilities, activities, experience and creative potential that leads to the result. Therefore the process gains importance in museums; educational activities must be inventive and life-like. The basic principles of the museum education can be listed as below:

- Museum education is a constant, life-long education.
- Each museum has a unique education system.
- It is essential to make connection with museum collections and the needs and interests of the visitors.
- It is prerequisite to examine the collections, to pick up objects suitable for education.
- Making connection between collections and target group is necessary.
- Interaction of the visitor with environment and objects must be enabled.
- It is more important to address to emotions, imagination and creativity than to deliver findings/information.
- Learning in a museum is learning from objects. It uses emotions as a base, and it bases on living.
- Museum education is not compulsory, it is voluntary.
- It is expected to enjoy, take delight in learning in a museum. The learning in museum requires abstract thinking (Onur, 2002).

### Steps of Museum Education

Museum educations must be conducted in a planned way. Museum planning is divided into three as before museum, during museum and after museum. Studies before museum are processes of planning people and conditions. The trainer that conducts the study will decide on the group he will work with. He gets necessary permissions and dates and prepares the trip plan based on the group's characteristic. He informs the group about the study and provides them with the necessary materials. He informs the officials in museum about the day, time and the characteristics of the group. Studies in the museum are pre-planned but open to necessary changes based on the conditions, addressing to different perceptions and emotions, educational, fun, creative and available for open thinking applications. It is not necessary to see the whole museum in this study. Most of the time this study includes creative drama and workshops, which are focusing on an object, an idea, a thought that are supporting new acquisitions. In museum education studies, studies towards handcrafting, writing, creative drama, studies on voice, smell and taste, studies on living history or oral history etc. can be used as a method. The results of the museum studies are evaluated in the museum or in school. The products of the activity (painting, fabric, mask, sculpture etc.) that are created in workshops can be displayed as an exhibit. The intellectual outcomes of the studies are put forward in forms of applications, such as composition, debate, letter and report. (Ilhan et al, 2006:15).

In social studies lesson there can be different activities in a planned museum trip. Within the culture and heritage learning sphere, prior to museum trip architectural exploration, photography animation, clock tower, our traditions: ancestor sports and games, during the museum trip young archeologists, ritual organization, design hunt in carpet and rugs, slabs; after the museum trip mutual culture heritage project, museum presentation posters and brochures, costume designing in the museum and time capsule activities can be done (Ilhan et al, 2006:10).

### Museum Education in the World and in Turkey

In many countries around the world, at this moment, the museum and exhibit education has reached to a point where a concrete application structure is prepared, people with experience and dedication work and a big self-confidence come up.

Museum and gallery education is accepted by the museum world as a vital and inseparable part of all the museums with good managements, and the main side of a government's enlightening presentation in educational fields (Hooper- Greenhill, 1999:84).

It is seen that after World War II, new duties are taken in hand concerning museum studies in the whole world. Two perspectives gain importance worldwide. First of them is education demands from the museums, the second is aiming to have kids as target group. However unlike all the museums in the world, the postwar years in Germany became the years when museum building are rebuilt, collections and organizations are gathered and damages are compensated. 1960s were the beginning for museum education in Germany. This era lasts till the middle of 1970s. In the year 1961 the Berlin Museum External Transactions Office was brought to life. Afterwards big cities like Köln follow the tracks. In the year 1963 Ministry of Culture emphasizes in a conference that education mission is as important as their other functions (saving, collecting, protecting) and museums are called to have closer relationships with schools (Zilcioğlu, 2008:36).

In Turkey however, museology has 150 years long past (Hisar, 2010;177,178). After the proclamation of the republic with the growing importance of the museum studies, many historical structures (Topkapi palace museum, Agiasophia museum etc.) were protected with the things inside them and turned into museums for the future generations to come. Also new museums (Ankara ethnography museum) are built along with peculiarly built museum buildings. Turkish Historical Society which was built with Atatürk's order enabled a fast development for history and archeology museology in Turkey (Abacı, 2005:16). Türkiye'de 1923 yılında toplanan 1<sup>st</sup> Science Committee that gathered in Turkey in the year 1923, put "school museum" concept into their agendas and decide that this concept should be developed in every part of the school. In this decision it was announced that all the materials related with education like equipments used in lessons, school equipments, documents would be used in school museum. At the end of the 2<sup>nd</sup> Constitutional Monarchy era, in

which museums' development as a learning environment through the formation of school museum, school museum relationship, museology studies and projects were supported, with the leadership of Mr. Satı and İsmail Hakkı Baltacıoğlu in the beginning of 1920s the introduced concept was emphasized indirectly again after 1950s. In the first studies they lay stress on school-museum cooperation and understanding of laboratory museum. Additionally there was a report prepared on doing education in museums in the 1<sup>st</sup> Culture Assembly in 1982. (Paykoç, 2003:50).

The idea of benefiting from museums in education is not new in Turkey. However studies in this field are not enough. For a country that has lands with very rich history and protects the documents of this history, it is a big loss not to benefit from such opportunity. It is not difficult with leadership of the schools in Turkey to implement programs, which are implemented by the museums to school groups in the West. For schools to benefit from museums is possible through a three-stepped museum education program. This three-stepped museum education method can be implemented to all the museums in Turkey with appropriate collections depending on the subjects the trainer picks (Önder, Abacı and Kamaraj,2009:105-106).

### **Museum Education With Regards to Social Studies**

Museums are ideal learning and practice centers where people learn while having fun and where they enjoy learning. "Discovery rooms" that are aiming to learn through discovery and full with materials that encourage the visitor to discover, "artificial or historical structures or even settlements" where past is revived, "science museums" that are interactive exhibits where details of technology and science take place concretely, give their visitors more than a learning done in a classical classroom atmosphere (İlhan et al, 2006:20).

School has lost its priority and qualification being first to be remembered when learning and education are mentioned. Understanding of addition of differences to education today is considered together with many factors that can contribute to children's learning and education. It is clear that museums are indispensable parts of the education. When the educational characteristic of museums is taken into consideration, the results of children's benefits from them can be listed as below:

- Children learn to develop their knowledge and they gain the habit of comparing them with the knowledge in the books.
- Children have the chance to see the real life objects that were used in historical periods.
- They try to make connection between historical events and the life objects of that period. This situation helps them gain true history awareness.
- In their minds they compare the differences and similarities between the objects today and objects in museum.
- Children develop their sense of observation, logic, creativity and taste.
- They develop their sense of aesthetics.
- They learn creative thinking.
- Museums show children that development and change is unavoidable.
- It teaches to think and to evaluate the events in all aspects (thinking with multiple perspectives).
- In addition, children learn different cultures.
- They obtain consciousness to protect cultural values they own (Önder, Abacı and Kamaraj, 2009:105-106).

Museums are not only places where old artifacts are protected and displayed but also active learning places where one can have fun walking around and much knowledge can be attained in this trip. Learning today is not only through teachers' lectures but also with the abilities and research instinct of the learners. Learning in a museum is a composite of activities where the individual's research and learning curiosity is awakened and this curiosity is met through teacher's guidance (İlhan et al, 2006:15). Because museums are not demanding a certain certificate or grade, and most of the time voluntariness is of essence, they provide a wider place compared with the traditional school boundaries to their participants or free learning area for their visitors (Adıgüzel, 2002:24).

Some of the ability and values that are aimed through museum education in social studies are like this: Gathering, recording, organizing and presenting data from cultural heritage themed activities, creating a sense

of protection and sustentation of old artifacts, creating toleration and awareness towards different civilization and cultures, evaluating cultural heritage with aesthetics and beauty concepts. As a result of these activities students gain a lot of ability and values related with daily lives. Some of them are like this: He can differentiate between local and universal, thinking and imagination develop through games and animations, researching abilities develop, respects different ideas and compares modern day life with the past (İlhan et al, 2006;8-9). In social studies education there are many outdoor activities (land works, community services) and one of the important of these is museums. As a part of social studies, the students must be taken to museums. Especially in teaching history or gaining national consciousness, museums are effective classrooms. When museums are compared with schools, universities and libraries, they provide different learning options for the learner. One of the advantages of museums is that they have wider visitor potential. Museums provide opportunities for the identity development. While the visitors are interested in the objects and information in a museum, they discover themselves and reflections of their culture. This phase helps the learner make new connections, make sense and learn. Museums had some educational purposes. Museums can be defined as free-optional or informal learning environments. Free-optional concept; can be used for the learning situations where the individual guides himself, encouraged by voluntariness, personal need and interests, and aiming towards widening the life ( Altın and Demirtaş, 2009:518). According to the theory of multiple intelligences and constructivist approach, learning ways of the learners may vary. Because the museums create their own learning environment, the date the students receive will be more. The gains coming from the teacher or guide's leadership will achieve their purpose (Yılmaz and Şeker, 2010:26).

There are many benefits of the usage of museums in social studies lesson. Museums help students understand the values of historical artifacts and cultural properties of the past protect the cultural heritage and internalize multiculturalism by tolerating different cultures. The collections displayed in the museums contribute their critical thinking abilities on the past and history discipline through helping them to see how past is evaluated. Collected and displayed objects or collections in the museums also help the protection of national identity, culture and memory, and help them handing down the historical and cultural heritage to next generations. Apart from these benefits, museums help the formation and development of abilities like observation, using imagination and creativity, and emotions like aesthetics or like. It concretizes the lesson like social studies, in which there are many abstract concepts and a lot of object teaching. Due to these reasons, museums have the potential to enable the realization of the goals stated by the social studies curriculum as well as history education curriculum in an effective way. Due to these contributions of museums to social studies and history education, it is emphasized that museums should be used for educational purposes and it is advised for social studies learning methods class in undergraduate programs must include museum education (Lacina and Latson 2003, akt.Yılmaz and Şeker, 2010:24).

### Museum Education in Social Studies Program

Museum Education in 5<sup>th</sup> Grade Social Studies Program

CLASS	UNIT	ACQUISITION	EXPLANATION
5	TURKEY STEP BY STEP	1. He recognizes the natural properties and historical places, objects and monuments within his environment and in our country. 2. He gives examples for cultural qualities from our country's various places. 3. He compares the similarities and differences of cultural qualities between his environment and various places in our country. 4. He explains the importance of cultural elements and people living together.	Research trips can be arranged to the natural properties and historical places in close areas and various places in our country, old settlements, national parks, open air museums (Trojan, Cappadocia, Dardanelles, Nemrut etc.) and archeology, ethnography and province museums.

		4. He compares the daily lives before and after Atatürk's reforms by using evidence.	Independence War Museum, Mausoleum Museum, Military Museums, Atatürk Museums in all the cities that Atatürk travelled to during Independence War.
5	<b>DREAMS COME TRUE</b>	1. He relates discoveries with technological developments. 2. He discusses the impacts of discoveries and technological device to our social lives. 3. He realizes the common traits in inventors and men of science. 4. He shows the importance that Atatürk gave about science and technology.	A trip can be arranged to agency and institutes that display technologic devices and private museums that individuals built.
	<b>ONE COUNTRY, ONE FLAG</b>	5. He values the National Sovereignty and independence symbols.	Turkish Grand National Assembly Museum can be examined.
	<b>WORLD FOR ALL OF US</b>	4. He gives examples to common heritage items in various countries.	Natural properties that are in virtual setting in various countries, old settlements with historical artifacts, national parks, open air museums, archeology ethnography and various country museums with objects can be visited.
<b>CLASS</b>	<b>UNIT</b>	<b>ACQUISITION</b>	<b>EXPLANATION</b>
6	<b>LIFE ON EARTH</b>	6. He makes deductions from the factors that affect the settlement which comes from the first settlements before history until today. 7. He realizes the interreaction between settlement and economic activities and social structures of the first civilizations that lived in Anatolia and Mesopotamia.	Archeology museums, province museums that display archeologic findings, and open air museums like Çatalhöyük, Kültepe, Alishar, and Trojan can be visited in virtual or real environment.
	<b>TURKS ON THE SILK ROAD</b>	2. He makes deductions from the political, economic and cultural characteristics of Central Asia and first Turkish states using saga, scripture and other documents. 3. He comprehends the importance and duties of Turkish Armed Forces through relating today's Turkish Armed Forces with the army of first Turkish states.	Orkhon Inscriptions can be searched in virtual environment. A research trip can be arranged to military museums in virtual or real environment.
	<b>ELECTRONIC CENTURY</b>	2. He puts forward creative ideas on the affects of scientific and technologic developments on future life.	Object and drama study can be done in agent and institutes that display technologic devices and in private museums that individuals built.

Museum Education in the 7th Grade Social Studies Program

CLASS	UNIT	ACQUISITION	EXPLANATION
7	A TRIP TO TURKISH HISTORY	1. He evaluates the political struggles of the Turks of the Turkish Seljuks and their cultural activities' contribution to Turkization process of Anatolia.	A virtual or real visit to city museums in the cities that were the centers of Anatolian Seljuk Sultanate and first Turkish beylic and states in Anatolia ( Konya, Sivas, Erzurum etc.), Ahlat Open Air Museum can be organized.
		3. He evaluates the conquest and struggles of the Ottoman Empire through the importance of commerce and seas in Ottoman Empire.	A real or virtual visit to Sea museums can be organized.
		6. He realizes the interaction between senses of culture, art and aesthetics in terms of Ottoman-Europe relations.	Turkish and European museums which are located in Istanbul (Dolmabahçe Palace, Beylerbeyi Palace, Yıldız Palace etc.) and various cities in Anatolia that display cultural items from the last period of Ottoman Empire
		8. He makes deductions from social and economic changes depending on the institutions that come out as a result of reforms in Ottoman Empire.	A trip to private museums that belong to agency and institutes (Reform Museum), bank museums, military museum, education museums can be arranged.
	SCIENCE IN TIME	1. He gives examples to scientific and technologic contributions of the first civilizations. 2. Based on the first writing examples, he realizes the usage area of writing and its importance on transferring the knowledge.	Archeology museums in various cities of Turkey, Kültepe Settlement with first cuneiform to be found in Anatolia, Anatolian Civilization Musum can be researched in virtual or real environment.
	ECONOMY AND SOCIAL LIFE	1. He explains the importance of production and management of land with examples. 3. He evaluates the impact of developments of production technology on social and economic life through examples.	Archeology museums in various cities of Turkey and the first bay settlement Çatalhöyük in Anatolia can be visited in virtual or real environment.
	BRIDGES BETWEEN COUNTRIES	1. He connects the political and economic structures of Ottoman Empire and European countries in the beginning of 20 <sup>th</sup> century with the results and outcomes of World War I.	The museums in places where fronts from World War I were built, historical places (Erzurum Tabyaları, Dardanelles vb.), and museums on World War I in Europe can be visited in a virtual environment.
	BRIDGES BETWEEN COUNTRIES	4. He realizes the responsibility of humanity in keeping products of thought, art and literature, natural properties and historical places alive as common heritage item.	A research trips can be done to city museums, archeology museums, science museums, ethnography museums and art museums.

(MEB, 2008:6-8).

## METHOD

The current situation is defined with the help of scanning mixed research methods in this research. According to Leech and Onwuegbuzie (2007) mixed research includes gathering qualitative and quantitative data related with basic facts in the series of one or multiple studies, analysis and commentary (Kiral and Kiral, 2011:294).

### Universe and Sample

The universe of the research is composed of formal middle-schoolers that live in the city of Bolu between the school years 2012-2013. The sample of the research is composed of totally 258 students that are 6<sup>th</sup> and 7<sup>th</sup> graders in a middle-school in the city of Bolu. The distribution of the elementary students that took part in research is like this: the number of 6<sup>th</sup> graders is 129, 7<sup>th</sup> graders 129, in total of 258. The distribution of the students to the classes is shown in Table 1. Half structured questions are asked to 96 students (6<sup>th</sup> and 7<sup>th</sup> grade).

### Collection and Analysis of the Data

In this research qualitative, quantitative data collection and analysis methods are used. In order to collect quantitative data of the research a questionnaire with 5 stepped Likert scale is used and the collected data is analysed with a computer program called SPSS 20. For the qualitative part of the analysis, 12 half structured questions are asked, and the collected data are analyzed. With the mixed statistical operations on the data the answers of the students to the questionnaire are detected according to their frequency and percentage distribution. The data collection tool's Cronbach Alpha Value is found as .89.

While analyzing the data in student questionnaire; it is coded as totally agree(1), agree(2), partially agree(3), do not agree(4), do not agree at all (5) Totally agree is defined as "between 1.00 and 1.79", agree as "between 1.80 and 2.59", partially as "between 2.60 and 3.39", do not agree as "between 3.40 and 4.19" and do not agree at all as "between 4.20 and 5.00".

## FINDINGS

In this chapter the data collected with questionnaire are analyzed and the findings are shown in the tables below. The findings about students' attitudes towards museum trips are shown in table 1.

Table 1: The Frequency and Percentage Values of the Statements of the Students About Their Attitudes Towards Museum Trips

	Frequency percentage	Totally agree Agree	Partially agree	Do not agree	Do not agree at all
I love going to museums.	% 65,9 f 170	20,5 53	8,9 23	3,5 9	1,2 3
Collections in museums excite me.	% 51,9 f 134	26,4 68	15,9 41	1,9 5	3,9 10
I enjoy being knowledgeable about the artifacts in museums	% 55,4 f 143	27,9 72	12,4 32	2,3 6	1,9 5
I would like to see things that belong to ancient peoples	% 72,9 f 188	17,8 46	6,6 17	8,0 2	1,9 5
Museums are fun places.	% 41,1 f 106	27,1 70	19,4 50	3,5 9	8,9 23

As seen in Table 1, the students answered the "I love going to museums." question with 65,9% as totally agree and 20,5% agree ; "Collections in museums excite me" question with 51,9% as totally agree, 26,4% agree. While the students answered "I enjoy being knowledgeable about the artifacts in museums." question with 55,4% of them as totally agree and 27,9% as agree, they answered "I would like to see things that belong to ancient



peoples” question with 72% as totally agree, 17,8% as agree. Students answered “Museums are fun places.” question with 41.1% as totally agree 27.1% agree.

The arithmetic mean of the questions related with students’ attitudes towards museum trips is “1.70” ‘totally agree’. The highest arithmetic mean is “2.12” agree as an answer to the question “Museums are fun places”. The lowest arithmetic mean is “1.41” totally agree as an answer to the question “I would like to see things that belong to ancient peoples”.

Table 2: The Frequency and Percentage Values of the Statements of the Students’ Opinions about the Necessity of Museum Trips

	Frequency and Percentage	Totally Agree	Agree	Partially Agree	Do not agree	Do not agree at all
3. Artifacts displayed in museums help us realize the differences between past life and life today	% f	67,8 175	23,3 60	5,8 15	1,2 3	1,9 5
4.I learn new things when I go to a museum.	% f	65,5 169	20,9 54	11,2 29	1,9 5	4,0 1
20. The museums that are in our neighborhood help us learn about our culture.	% f	65,1 168	26,0 67	6,2 16	1,6 4	1,2 3
24. There must be constant visits to museums in social studies lesson.	% f	48,4 125	21,7 56	17,4 45	5,8 15	16,6 17

As seen in Table 2, students are asked about the necessity to visit museums. To the question “Artifacts displayed in museums help us realize the differences between past life and life today” 67,8% of the students answered as totally agree, 23,3% as agree, to the question “I learn new things when I go to a museum” 65,5% of the students answered as totally agree, and 20,9% as agree. To the question “The museums that are in our neighborhood help us learn about our culture” 65,1% of the students answered as “total agree”, 26,0% as agree; to the question “There must be constant visits to museums in social studies lesson” 48,4% of the students answered as totally agree, and 21,7% as agree. the arithmetic mean of the questions towards the opinions of students about the necessity of museum trips is “1,60” as totally agree. The highest arithmetic mean is agree with “2,00” and the answer to the question “There must be constant visits to museums in social studies lesson”. The lowest arithmetic mean is totally agree with “1,46” and positive answer to the question “Artifacts displayed in museums help us realize the differences between past life and life today”.

Table 3: The Frequency and Percentage Values of the Statements of the Student’s Attitudes Towards Museum Trips in Social Studies Lesson

	Frequency percentage	Totally agree	Agree	Partially Agree	Do not agree	Do not agree at all
7. I would love to visit museums in social studies lesson	% f	76,0 196	15,1 39	5,0 13	1,6 4	2,3 6
8. I love doing activities in a museum during social studies lesson	% f	53,9 139	26,4 68	12,0 31	2,7 7	4,7 12
11.It is fun going to museums in social studies lesson	% f	63,2 163	18,2 47	12,8 33	4,3 11	1,6 4
18. I would like to go to museums and examine artifacts in social studies lesson	% f	75,6 195	12,0 31	8,1 21	2,3 6	1,9 5

In Table 3 students answered the question “I would love to visit museums in social studies lesson”, which was related with their attitudes about museum trips in social studies lesson, is answered as totally agree by 76,0%, and agree as 15,1%, to the question “I love doing activities in a museum during social studies lesson” 53,9% of them answered as totally agree, 26,4% as agree. To the question “It is fun going to museums in social studies lesson” 63,2% of the students answered as totally agree, 18,2% as agree, to the question “I would like to go to museums and examine artifacts” 75,6% of the students answered as totally agree and 12,0% as agree.

The arithmetic mean of the questions that were about the attitudes of the students towards museum trips in social studies lesson is 1,56 with “totally agree”. The highest arithmetic mean is with 1,81 (agree) with the answer to the question “I love doing activities in a museum during social studies lesson”. The lowest arithmetic mean is “1,39” with the answer to the question “I would love to visit museums in social studies lesson”.

Table 4: The Frequency and Percentage Values of the Statements of the Students’ Opinions on Benefits of Museum Trips in Social Studies Lesson

	Frequency Percentage	Totally agree	Agree	Partially agree	Do not agree	Do not agree at all
9. Seeing some artifacts that I saw earlier in the social studies book help me learn the subject better	% f	41,1 106	27,1 70	19,4 50	3,5 9	8,9 23
13. Discussing a subject about history from social studies lesson in a museum helps me understand the subject better	% f	67,1 173	22,1 57	5,0 13	1,9 5	3,9 10
15. Going to museums in social studies lesson help us socialize	% f	58,5 151	20,5 53	14,3 37	3,5 9	3,1 8
19. The museums in our neighborhood help us learn about our local history in social studies lesson	% f	67,1 173	22,1 57	7,8 20	1,6 4	1,6 4

Students answered the questions that were based on the benefits of the museum trips in social studies lesson, to the question “Discussing a subject about history from social studies lesson in a museum helps me understand the subject better” 67,1% of the students answered as totally agree, 22,1% as agree, to the question “The museums in our neighborhood help us learn about our local history in social studies” 67,1% of the students answered as totally agree, and 22,1% as agree.

The arithmetic mean of the questions to the students about the benefits of the museum trips in social studies lesson is 1,63 as totally agree. The highest arithmetic mean is 1,80 with the answer totally agree to the question “Seeing some artifacts that I saw earlier in the social studies book help me learn the subject better”. The lowest arithmetic mean belongs to the answer of the question “The museums in our neighborhood help us learn about our local history in social studies lesson” with “1,47”.

Table 5: The Frequency and Percentages of Students' Opinions on the Appropriateness of Museum Trips to Social Studies Lesson

	Frequency and Percentage	Totally Agree	Agree	Partially Agree	Do not agree	Do not agree at all
12. Museum trips should be organized. in social studies lesson in schools	% f	69,8 180	16,3 42	9,3 24	1,9 5	2,7 7
21. Some subjects on geography and history in social studies lesson can be taught in a museum	% f	44,2 125	29,5 56	17,4 45	5,4 15	3,5 17
22. Science and technology subjects in social studies lesson can be taught in science and technology museums	% f	47,3 122	25,2 65	13,3 34	7,4 19	7,0 18

In Table 5 student opinions on appropriateness of museum trips in social studies lesson is given. According to this to the question "Some subjects on geography and history in social studies lesson can be taught in a museum" 44,2% of the students answered as totally agree, to the question "Science and technology subjects in social studies lesson can be taught in science and technology museums" 47,3% of the students answered as "totally agree", 25,2% as agree.

The arithmetic mean of the questions on appropriateness of museum trips to social studies lesson is 1,82 as "agree". The highest arithmetic mean is 2,01 (agree) to the answer of the question "Science and technology subjects in social studies lesson can be taught in science and technology museums". The lowest arithmetic mean is 1,51 (totally agree) to the positive answer of the question "Museum trips should be organized in social studies lesson in schools". Findings towards the attitude and opinion questions of the students related to virtual and mobile museums are given in Table 6.

Table 6: The Frequency and Percentages of Attitudes and Opinions of Students Towards Virtual and Mobile Museum

	Frequency and Percentage	Totally Agree	Agree	Partially Agree	Do not agree	Do not agree at all
14. In social studies lesson virtual museum trip is organized	% f	23,3 60	27,5 71	18,2 47	10,1 26	20,9 54
23. Virtual museum trip in social studies lesson makes me like the lesson better	% f	55,4 143	23,6 61	11,6 30	5,8 15	3,5 9
25. Mobile museum visiting our school help me like the museums better.	% f	51,2 132	20,2 52	17,8 46	4,7 12	6,2 16

According to Table 6 the answers to the question "In social studies lesson virtual museum trip is organized" are very similar to each other. According to this to the question "Virtual museum trip in social studies lesson makes me like the museum better" 55,4% of the students answer as "totally agree", 23,6% as agree, to the question "Mobile museum visiting our school help me like the museums better" 51,2% of them as "totally agree", 20,2% as "agree". The arithmetic mean of the questions on students' attitude and opionos towards virtual and mobile museums is "2,16" agree. The highest arithmetic mean is "2,77" as partially agree with the answer to the question "In social studies lesson virtual museum trip is organized". The lowest arithmetic mean is the positive

answer to the question “Virtual museum trip in social studies lesson makes me like the museum better” with 1,78 “totally agree”.

Table 7: The Frequency and Percentage Value of Student Tendencies to Go to Museums Outside of School

	Frequency and Percentage	Totally Agree	Agree	Partially Agree	Do not agree	Do not agree at all
16. I also go to museums apart from the museum trips organized by our school	% f	33,7 87	23,6 61	24,4 63	9,3 24	8,9 23

In Table 7 the students’ tendencies to go to museums outside of school. According to this to the question “I also go to museums apart from the museum trips organized by our school.” 33,7% of the students answered as totally agree, 23,6% as agree, 24,4% as partially agree, 9,3% as do not agree, 8,9% do not agree at all.

Table 8: The Frequency and Percentage Values of the Students2 Views on Proficiency of the Museums in the Region

	Frequency and Percentage	Totally Agree	Agree	Partially Agree	Do not agree	Do not agree at all
17. In the education of the subjects in social studies, the museums in our local areas are sufficient	% f	22,5 58	25,2 65	24,8 64	14,3 37	13,2 34

To the question “In the education of the subjects in social studies, the museums in local areas are sufficient” 22,5% of the students answered as totally agree, 25,2% as agree, 24,8% as partially agree, 14,3% as do not agree, 13,2% as do not agree at all. Data about the students are given in Table 9.

Table 9: T-test Findings According to the Grades of the Students

Class	N	X	S	F	t	df	P
6 <sup>th</sup> Grade	129	1.71	.521	1.923	-2.159	256	.032
7 <sup>th</sup> Grade	129	1.86	.586				

As seen in Table 9 the number of students that took the questionnaire are 129 from the 6<sup>th</sup> grade, 258 from the 7<sup>th</sup> grade is checked with “t” test. In order to determine if there was any difference between the 6<sup>th</sup> and 7<sup>th</sup> graders in their attitudes and opinions about the usage of museums, “t” test is applied. According to the result of analysis is found as P= .032. According to this we can say that there is a meaningful difference at a level of 0.05 in terms of the opinions of the students on museum usage between 6<sup>th</sup> and 7<sup>th</sup> graders.

### Using Museums as an Education Environment in Social Studies and Findings on Half Structured Questions Asked to Students About Museum Education

In this chapter, the answers to the half structured questions given by the students will be analyzed.

Table 10: The Frequency Values of the Answers Given to the Question “Is museum education given in social studies lesson?”

	f
Yes	8
Partially yes	15
No	72

As seen in Table 10 according to the opinions of the majority of the students (72), museum education is not given in social studies lesson. The ones that answered as “partially yes” are 15, the ones that answered as “yes” are 8 students.

Table11: The Frequency Values of the Answers Given to the Question “What is the importance of museum education with regards to social studies lesson?”

	f
It helps us understand the social studies lesson better.	47
We learn our history.	38
We learn our culture.	17
It helps the knowledge easy to remember.	11
We see the discussed subjects live.	8

As seen in Table 11 students said that museum education help understand the social studies lesson better (47), help learn our history better (38), help learn our culture easier (17), increase the permanence of the knowledge (11) and enables the evidence of the subjects taught in school to be seen in museums (8).

*I can follow the lecture better. Because doing lessons in museums interest me (S.90). While studying the unit ‘A Trip to Turkish History’ I love seeing artifacts from old times (S56). It helps us to socialize (S.44). We reinforce our previous knowledge (S88).*

Table12: The Frequency Values of the Answers Given to the Question “What kind of studies are conducted before going to a museum?”

	f
We do not go to museums.	78
Information is given about the museum artifacts.	15
There is no study.	15
The rules to obey in a museum are taught.	13

As seen in Table 12, (78) students indicate that they do not go to museums, (15) of them say information is given about museum artifacts, (15) students say that there is no study, (13) of them say that the rules to obey in a museum are taught.

*At first the permission paper is given (S81).The trip is planned (S51). The lessons are taught normally, we do not go to museums (S55). The subject in the museum is taught in the class (S10). The people who are going is determined (S12).*

Tablo13: The Frequency Values of the Answers Given to the Question “ What is done during a trip to the museum in social studies lessons?”

	f
There is not any study.	60
Information is given about the artifacts.	20
We analyze historical artifacts	13
Information is given about the artifacts.	20
We just walk around.	8
The rules to obey are explained.	10

As seen in Table 13 according to the majority of the students (60) there is not any study during the museum. *Information is given about the artifacts (20), We analyze historical artifacts (13),The rules to obey are explained (10).*

Table14: The Frequency Values of the Answers to the Question “ What kind of studies are conducted in Social studies calls after returning from the museum?”

	f
There is not any study.	78
We talk about our comments on the museum.	16
We repeat the things we learned in the museum.	12
We answer the questions we prepared.	11

As seen in Table 14 the majority of the students (78) there is not any study after returning from the museum(78) we talk about our comments on the museum (16), we repeat the things we learned in the museum (12), we answer the questions we prepared (11).

*We talk about the things we see in the museum after we return, we repeat the things we learned (S42). We are talking about the things we learned in the museum when we return from there and then we write a composition about it (S19).*

#### **Does museum education increase your interest towards social studies lesson?**

The students that answered as “yes it does” consist of 89, the ones with the answer “partially yes” consist of 7 students.

#### **Which virtual museums have you visited in social studies lesson?**

6<sup>th</sup> graders (10) answered that Ethnography Museum, Topkapi Museum are visited. However the 7<sup>th</sup> graders (16) answered that they organized a virtual museum trip to Ethnography Museum, Anatolian Civilizations Museum and Topkapi Palace Museum. *We could not organize virtual museum trip in school and classrooms because we did not have the opportunity (S95).*

#### **What are the contributions of the museum trips you organize in social studies lesson for you?**

The 6<sup>th</sup> and 7<sup>th</sup> graders who visited the museum in social studies lesson said that they were informed (20), their culture is enhanced (14) and they became socialized (6).

#### **What kind of museums would you like to visit in social studies lesson?**

Generally students indicated that they would like to visit history museums, Bolu Museums, Mausoleum Museum, and Dardanelles Museum.

### **What are the problems you encountered, and what are your wishes in social studies lesson about museum education?**

As part of social studies the students that attended the museum education did not encounter any problems. As a wish almost all of them (90) indicated that they would like to go to museums and do activities there.

### **CONCLUSION, DISCUSSION AND SUGGESTIONS**

It is seen that 6<sup>th</sup> and 7<sup>th</sup> grades that participated in the research generally like museums, excited by the artifacts and learn from them, museum trips are appropriate and necessary for social studies lesson, there should be real and virtual museum trips in social studies lesson. The answers given by the students is seen as sincere and consistent.

With the findings, the students stated the opinion that the real and virtual museum education is not widely given in social studies lesson. Additionally it is found that the students taking museum education as part of social studies are not made to do planned activities before, during and after the museum trip. On the contrary to these findings, students stated that museum education is important, and museum education increases the interest towards social studies.

It is detected that students receiving museum education in social studies lesson did not visit any museum apart from Bolu Museum. However student in general indicated that they would like to visit Bolu museum, Mausoleum Museum, Dardanelles Museum, Ethnography Museum and Anatolia Civilizations Museum.

As a result of the study, it is found that the students that participated in museum study did not encounter any problem during the education, both the participated and not participated students would like to go to museums and do activities there.

The results of this study support the ideas towards using museums efficiently in social studies lesson. As in the case of studies about museum education (Ata, 2002; Akmehmet ve Ödekan,2006; Aktekin, 2008; Castle, 2002; Dikyol, İnce and Usta, 2011; Erim,2005; Güler, Gökaya and Yeşilbursa, 2009; Güleç and Alkış, 2003; Gökmen, 2004; Okvuran,2012; Oruç and Altın, 2008; Önder, Abacı and Kamaraj 2009;Taş,2012; Şahan, 2005; Yılmaz and Şeker, 2010) it has been reached to the conclusion that the attitude and opinions of the students towards museums are positive.

In this research a questionnaire is used to analyze students' attitudes and opinions towards museum trips and museum education. According to this it is seen that students' attitudes towards museums are positive, they believe museum trips are beneficial for them in various ways, they think that museums are appropriate learning environments for social studies lesson and they want to visit museums as part of social studies lesson. Museums, which are seen beneficial by the students for learning as well, must be used in an effective way in today's modern education system and it should continue its purpose as to save social studies lesson from memorization, and to be places where it is more enjoyable and where students can be more active. The advices of Ministry of National Education (MEB) Board of Education and Discipline about the usage of museums in social studies education must be taken into consideration. According to the decision they reached in the year 2008 the concerned board announced which lesson subjects and units can be associated with museums (MEB, 2008). In this context, the resources at hand must be used in a good way and teachers must take the students in appropriate subjects. However, as understood from the previous studies teachers stated that they do not want to take the students to museums and it is hard to get necessary permissions. Because of this reason, it is necessary to finalize the bureaucratic barriers in this subject fast, to provide the cooperation of museum and school, and local government to support this subject.

As understood from the findings of the study, museum education and the desires of the students on the same subject do not match. A planned museum education will affect the knowledge, ability and attitudes of the students positively. Therefore their museum education should include some planned (before, after, and during the museum trip) applications.

About the usages of museum, teacher candidates in universities must be given applied training, the things that teachers lack in this subject must be compensated through in-service trainings. The studies on the usage of museums in our country for the purpose of education and training continue, but they are not at a sufficient level. Therefore starting with the regional museums, province museums must be prepared to serve the educational purposes. Also the continuity of museum educations must be provided through school-museum cooperation. Virtual museum trips should be provided to students in social studies lesson when there is an appropriate subject. As understood from the study, it is reached to the conclusion that virtual museum trip is not done enough in social studies lesson but they thought that museum trips in a virtual environment will increase the attitude of the student towards the lesson. Virtual museum trips must be arranged in places where museums are not appropriate for education or the authorities in charge must send mobile museums to these regions. Panoramic mobile museums can be built for the purpose of museum usage in education (Ottoman Museum, İstanbul's Conquest Museum). About the subject of mobile museums, projects that concern all Turkey must be conducted.

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