



A study on social studies teacher candidates' views on museums and museum education

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Abstract. The aim of this study is to determine the opinions of Social Studies Teacher Candidates on museums and museum education. The study group of the research consisted of social studies teacher candidates studying in the Undergraduate Program of Social Studies Teaching in Van Yuzuncu Yil University during the 2018-2019 academic year. The study group consisted of 209 teacher candidates totally. In this research, which was conducted with the survey model, open-ended questionnaires were used as a data collection tool. The data gathered through the student's interviews were analyzed by applying descriptive analysis method. When the research results are evaluated in general, it is seen that; the majority of teacher candidates in the study group did not go to the museum in their lives; they did not take a lesson/course/seminar related to museum education at school; where they believe that the museum has an important place in education in terms of learning onsite, seeing real ruins of the history and giving information about the past; they believe the necessity of making plan, when they appointed as a teacher.

Keywords: Social studies, teacher candidates, museums, museum education

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INTRODUCTION

Formal education institutions have important duties in bringing about desired behavior change in individuals. In these institutions, planned teaching is carried out with a wide range of teaching materials. However, learning and teaching approaches affected by the changing conditions of the age reveal that the effective use of non-school environments as well as formal education environments will make significant contributions to students (Gürsoy, 2018; Bozdoğan, 2016; Ramey-Gassert, 1997). Önder, Abacı and Kamaraj (2009) stated that the school has lost its priority and property as the only institution that comes to mind when learning-teaching is mentioned, and that today's understanding of the participation of differences in education can be considered together with many factors that may contribute to the learning and teaching of children. According to the new primary education curriculum, education alone neither is done in the classroom environment nor the book is the primary source of education. Therefore, to benefit from different learning techniques and to use different environments for learning has been sitting in the center of education (104). These environments play an important role in both the individual development of the students and their learning by interacting with each other. In addition, these environments become effective learning environments in order to enable students with different learning potentials to realize their own learning styles. Museums are one of the leading out-of-school environments that contribute to the cognitive and emotional learning of students.

Museums, which have gained meaning in line with contemporary education, have become an important place within the scope of formal and lifelong education and contribute to learning by living/feeling. In this context, the museum definition should be clear on the purposes of museums, and on the values base from which museums meet their sustainable, ethical, political, social and cultural challenges and responsibilities in the 21st century. According to the ICOM Statutes, adopted by the 22nd General Assembly in Vienna, Austria, on 24 August, 2007: "A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the

tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment.” (ICOM, 2007).

Museums are not just a building and collection; the museum gathers, but it is not a warehouse; the museum protects, but is not a freezer; the museum creates documents, but is not a library; the museum educates, but it is not a school. Because of their duties. museums are defined as open universities, cultural centers where all members of any family learn with fun and pleasure (Karakuş, 2012, 132).

Through museums, children can develop permanent and enjoyable learning habits. Children learn how to improve their knowledge from museums, which constitute an important part of education and gain the habit of comparing this knowledge with book information. They have the opportunity to see the realities of the objects of life used in the historical periods they read in the books. They try to establish a relationship between the historical events and the objects of life of that period in order to acquire the right historical consciousness. They compare the differences and similarities between the objects in the museum and the objects of today. In addition, museums show children that development and change are inevitable, and teach how to think and evaluate events in all its dimensions (Abacı, 2005). Children are quite skillful at observing their environment and interacting with what they observe (Fasoli, 2002). Touching the objects around children is a situation in which they desire to do the same when possible in an environment with visual stimuli such as museums. Teachers, parents, museum educators have important roles in structuring children's ideas through dynamic discussions about the Works (Piscitelli and Weier, 2002).

In our country, teachers are the most important actors in introducing and making students love out-of-school environments such as museums. Before starting the professional life of the teachers, to undergo an educational process considering the importance of the subject in the faculties of education will contribute to their professional development. Şar and Sağkol (2013) stated that the desired results can be achieved if the activities related to the museum, which is thought to realize the effective learning targeted by constructivist education, are implemented by conscious and educated and educated teachers. Efforts to ensure that a course for museum education in the faculties of education are among the compulsory courses and the efforts to eliminate the shortage of teachers in this regard will constitute a preliminary preparation for the effective use of museums by teachers in the future. In addition, a teacher who is determined to benefit at the highest level from museums will contribute to the training of students with the same emotions.

Shabbar (2001) states that the subjects in the museums should be included in the curriculum by the teachers and preparing and bringing students to the museum will affect their active participation in their classes. Like every teacher, museums should be able to use social studies teachers effectively. Because of its interdisciplinary structure, social studies is a suitable course for effective use of out-of-school environments.

The importance of the out-of-school environment is mentioned in the section of implementation of the 2018 Social Studies Curriculum like that; “These activities may be directed from surroundings of the school (such as the schoolyard) to the marketplace, government offices, factories, exhibitions, archaeological sites, workshops, museums and historical sites (historical buildings, monuments, museum-cities, battlefields, virtual museum visits, etc.). Also, oral history and local history studies should be conducted on suitable issues (meb, 2018).

Tay (2014) stated in “the place and importance of encoding strategies in social sciences courses” study that students describe the verbal lessons as memorization and students who have low memorization skills are not successful in these courses. In addition, it was stated that the social studies course was a verbal course from the students' point of view and the behaviors to be gained in this course could not go beyond memorization. It is possible to eliminate the understanding that the social studies course is a lesson that requires memorization by associating the subjects of this course with the current life and using different strategies in the teaching process.

When the literature is examined, it is seen that studies are conducted for teachers and students (Aladağ, Akkaya ve Şengöz, 2014; Dilli, 2017; Gül ve Yorulmaz, 2016; Kısa ve Gazel, 2016; Karakaya, 2015; Erem, 2017; Aydoğan, 2017) about museum education but there are almost no studies related to the competence or opinions of teacher candidates about museum education. The aim of the study is to inform the teacher candidates about the importance of the extracurricular environments where the students are at the center of education and learn by having fun like museums, instead of transferring the social studies course by using strategies that require classical memorization. In addition, this study is important in terms of drawing attention to this insufficiency in the literature with the research topic and the findings it has reached. As a result of the findings, the study provides important solutions for the detection and elimination of these deficiencies in the faculties of education.

The Aim of the Study

The aim of this study is to reveal the opinions of teacher candidates on museums and museum education which are situated in social studies teaching the undergraduate program. Due to inadequate study towards the teacher candidates in literature and in the light of the general purpose of the study, which is thought to make important contributions to the field with the solution suggestions brought as a result of the research, the following sub-problems were sought:

1. What are the opinions of the teacher candidates on museums?
2. What are the opinions of the teacher candidates on museum education?
3. What are the opinions of the teacher candidates about the place and importance of the museum in education?
4. What are the opinions of the teacher candidates on planning a museum trip during their professional life?

METHODS

Research Model

The aim of this study is prepared in the screening model to reveal the opinions of Social Studies Teacher Candidates on museums and museum education. The screening model is a research model that tries to describe and examine the current state and characteristics of events, assets, groups (Kaptan, 1998). This model is suitable for research aiming to describe a situation that existed in the past or present (Karasar 2005).

The Study Grup

The study group of the study consists of 209 teacher candidates studying in the undergraduate program of social studies teachers at Van Yüzüncü Yıl University. In the selection of the study group, easily accessible status sampling was used. In this sample, cost and accessibility are the factors to be considered in the sample decision (Yıldırım & Şimşek, 2011). In this research, the fact that it was easy to reach teacher candidates was effective in selecting this type of sample. Information about the number of students is given in Table 1.

Table 1. *Number of students in social studies undergraduate program*

| Number of female students | Number of male students |
|----------------------------------|--------------------------------|
| 111 | 98 |

Data Collection

In the research, open-ended questionnaires were used as data collection tool. Open-ended questionnaires are used when participants are asked to answer freely. In this method, the respondent freely answers the questions directed to him. The advantage of such questions is

that the researcher can get answers that he/she does not expect or plan, thus providing wider and detailed information on the subject (Büyüköztürk, et al., 2016). In the preparation of the questionnaire questions, the questions to be asked to the teacher candidates were tried to be formed by examining the literature. In the preparation of the questions, the opinions of a Turkish instructor and a social studies instructor were taken. The questions that were made ready for implementation were prepared as questionnaires form and distributed to the teacher candidates. The researcher, who was personally present in the field of application, asked the teacher candidates to write their opinions on the interview form after explaining both himself/herself position and the work he/she did.

Analaysis

The collected data were analyzed by descriptive analysis method. According to Yıldırım and Şimşek (2011), the data obtained in the descriptive analysis are summarized and interpreted according to the previously determined themes. The data can be organized according to the themes revealed by the research questions, also can be presented taking into account the questions or dimensions used in the interview and observation processes. In this analysis method, direct quotations are frequently used in order to reflect the views of the individuals interviewed or observed. In this study, a framework has been established for data analysis based on research questions, and it was decided to present the data under four themes to be collected from the teacher candidates. The data were gathered in a logical and meaningful way and distributed according to predetermined themes. At the last stage, the edited data was tried to be supported by direct quotations. Explanatory comments were made to give meaning to the data collected, to explain the relationships between findings, to indicate cause-effect relationships, to draw some conclusions from the findings and to reveal the importance of the results obtained. More than one frequency was determined in some of the interviews with teacher candidates. For example: "SBÖA-F: I took. I took Archeology in social studies 1st class. In the second year, I reinforced the Art History course. In the lessons, we saw the forms of the construction of architectural structures." As shown in this example, the teacher candidates used both the words Archeology and History of Art. The responses expressed more than once by the same person caused the frequencies to be repeated

RESULTS

In this section, the findings obtained through the analysis of the data obtained from the open-ended questionnaire applied to teacher candidates are presented and interpreted in tables. In addition, the findings were supported by direct quotations.

1. What are the opinions of the students on the museum?

Table 2. *Teacher candidates' opinions about the museum*

| Answers | f |
|------------------------------------|-----|
| Every two months | 2f |
| | - |
| Once a year | 6f |
| | 4m |
| I rarely go | 25f |
| | 27m |
| I go, If it comes | 8f |
| | 13m |
| I've gone once or twice in my life | 21f |
| | 17m |
| I never went | 49f |
| | 37m |

When the opinions of the teacher candidates about the museum are examined in Table 2, it is seen that the candidates mostly answered: "I never went, I rarely go, I went once or twice in

my life". In addition, when the answers given are evaluated in general, it is seen that female students go to museums more than male students. This result also shows that the awareness of the museum is not fully understood by teacher candidates. This result also shows that the teacher candidates do not have the desired awareness about the museum. Frequent visits to the out-of-school environment such as museums are the result of cultural accumulation. Families and then educators play an important role in the formation of this cultural accumulation.

When examined the expressions that narrated the views of teacher candidates about the museum:

SBÖA-M: I'm this age, I don't remember going to the museum. But I consider this a missing habit for a teacher candidate.

SBÖA-F: The last time I went on a museum trip at secondary school. We attended the museum in Van by the school. I enjoyed it.

SBÖA-M: When the school is over we don't have the opportunity to go to the museum from working. I don't remember going to a museum.

2. What are the opinions of the students about museum education?

Table 3. Teacher candidates' opinions about museum education

| Answers | f |
|--|-----|
| I saw this issue in Art History course | 24f |
| | - |
| I took the Archeology course. It had museum issues inside the course | 29f |
| I did not take such a course | 23m |
| | 51f |
| | 72m |
| Maybe I took one or two lesson time related to the issue | 12f |
| | 9m |

When the opinions of the teacher candidates about the museum education are examined in Table 3, it is seen that the majority of the candidates answered: "We did not take such a lesson". It is seen in the table that some of the students meet museum education in Archeology and Art History courses. It is an important deficiency that there is not a course related to museum education in the Undergraduate Program of Social Studies Teacher or that there is a little involvement in Archeology and Art History course. Because a teacher who knows how to make the best use of out-of-school environments such as museums in the name of qualified teaching will make an important contribution to the training of students with certain sensitivities in this regard. The inadequacy of teachers in museum education means that the students who will grow up will be inadequate in this regard.

When examined the expressions that narrated the views of teacher candidates about the museum education:

SBÖA-F: I took. I took the Archeology course in social studies 1st grade. I reinforced it with Art History course.

SBÖA-M: In the first year of the University, I got one hour of information about museums and museology in the archeology course.

SBÖA-F: No, I did not take a course related to the museum.

3. What are the opinions of the students about the place and importance of the museum in education?

Table 4. *Teacher candidates' opinions about the position and importance of the museum in education*

| Answers | f |
|--|------------|
| Museum education is very important because it gives information about the past | 18k 11e |
| It is important to see the real ruins of history | 23f 21m |
| The museum education embodies the subjects of history and geography courses | 12f 7m |
| It is important in terms of making education funny | 8f 2m |
| It is important for observing and on-site learning | 33f 12m |
| It is important in terms of shaping the past time | 3f 8m |
| It is important to make historical information permanent | 5f 2m |
| It is important for history education and history awareness | 10f 37m |

When teacher candidates' opinions about the position and importance of the museum in education are examined in Table 4, it is seen that the majority of the candidates answered "It is important for history education and history awareness; It is important for observing and on-site learning; It is important to see the real ruins of history". It is true to describe the function of the museum in education only as "creating awareness of history, observing historical ruins in place", but it is a deficient definition when considering the 21st century definitions of the museum. Through museums, people try to establish a relationship between historical events and the objects of life of that period in order to acquire the right historical consciousness. They compare the differences and similarities between the objects in the museum and today's objects. And also they develop observation, logic, creativity, imagination, and appreciation, and learn to think creatively.

When examined the expressions that narrated the views of teacher candidates about the position and importance of the museum in education:

SBÖA-M: The importance of the museum in education is important in transferring cultural accumulation. We can learn important information about the past.

SBÖA-F: I think on-site learning is quite important for memorability. During the museum visit, a historical monument or a period is examined in place.

SBÖA-F: It is necessary to know the past very well to keep up with today. Planned trips are very important for students to create a historical consciousness.

5. What are the opinions of the teacher candidates on planning a museum trip during their professional life?

When teacher candidates' opinions on *planning a museum trip during their professional life* are examined in Table 5, it is seen that the majority of the candidates answered "I make a plan or do preliminary research; I give information about the museum and the works; I give information about the important artifacts worth seeing in the museum. In these findings, teacher candidates stated only what will be done before the museum visit. The fact that they did not mention the things to be done during and after the museum visit clearly shows the inadequacies of the candidates regarding museum education. It is possible to obtain the desired learning outcomes from the museum visits with the careful planning of the things to be done before, during and after the museum visit.

Table 5. Teacher candidates' opinions on planning a museum trip during their professional life?

| Answers | f |
|--|------------|
| I make a plan | 33f 37m |
| I hand out leaflets/information cards before going to the museum | 2f - |
| I do extensive research | 6f - |
| I ask my students to do preliminary research | 15f 9m |
| I will give information about the museum and the works | 29f 18m |
| I give information about the important artifacts worth seeing in the museum | 13f 12m |
| I get permission from essential places | 4f 8m |
| I give information about the rules to be followed in the museum | 3f 20m |
| Going unplanned gets more exciting | - 13m |

When examined the expressions that narrated the views of teacher candidates about the planning a museum trip during their professional life:

SBÖA-F: I give them information cards or brochures for preliminary information about the museum. I want them to make preparation. Then I take them to the museum and walk around there with brief and concise information.

SBÖA-F: First, I choose a destination according to the subject of course. And then I prepare permissions note. I will give them to the students. I give information about where we're going.

SBÖA-M: Before making a tour of the museum, I look at the students' availability, the transportation issue and the permits to be taken from the necessary places.

DISCUSSION and CONCLUSIONS

In this study, it was found out that the majority of the teacher candidates (f.86) in the study group never went to a museum in their lives, and those who went once time or rarely have gone to a museum in their lives. In order to make museums frequently visited places, it is very important for children to meet these places at an early age. It is only possible to gain this awareness at an early age by educating teachers. This is a great wealth gained in the name of the society in the future. The teacher who understood the importance of museum education, carry out activities to support the curiosity and cognitive development of the students and indirectly contributes to the socialization of society (Dilli, 2017).

As a result of the changes in the understanding of education, the teachers' use of non-school environments (museums, libraries, zoos, etc.) as a formal educational institution positively affects the students' interest in these places. In developed countries, museums are regarded as institutions serving a wide range of society. In these countries, museums produce programs for the education of children, young people as well as teachers and adults. All training activities are shaped and implemented around a single education strategy. Therefore, museums train teachers, families and students by serving "society and its development" (Bulduk, Bulduk ve Koçak, 2013). One of the biggest problems of museums to contribute to society is that many museums do not have serious efforts to introduce themselves. Inadequate initiatives to affect teachers and students negatively affect museum visits. Ata (2009) states that museums in our country do not fully fulfill the educational function and that museums are given the purpose of improving the protection of cultural heritage. but from the earliest times, these places were seen as the home of the muse. In Turkey, unfortunately, museums have not been accepted as one where the development of innovative ideas. The museums that include museum educators

and also provide educational services to children, adults and schools are a few compared to the total number of museums in Turkey. As a natural consequence of this situation, the museums in Turkey are perceived as buildings drawn to its shell, away from society and built with cold walls (Üztemur, Dinç, Acun, 2018).

There are also museums that provide educational activities for both teachers and students about museum education. One of the museums that are at the forefront of museum education is the Museum of Anatolian Civilizations. This museum, within the framework of museum training programs, has been prepared programs for the general aims of museum education. Within the framework of in-service training programs prepared in cooperation with the General Directorate of Monuments and Museums and the Ministry of National Education, "Promotion and Preservation of Cultural and Natural Assets" seminars are organized for social studies teachers. Since 1999, these activities have been held in Ankara every year. Seminars on various subjects are given to the teacher group of 60-70 people by museum experts during one week (Erdoğan, 2003). In addition, a research conducted by the General Directorate of Cultural Heritage and Museums in 2017 about the most frequently visited museums in our country is respectively Mevlana Museum of Konya (2,480,433), Istanbul Topkapi Palace Museum (1,932,726), Istanbul Hagia Sophia Museum (1,892,250), Nevşehir Hacıbektas Museum (498,880), Ankara Republic Museum (360.879), Istanbul Topkapi Palace - Harem Office (353.285), Istanbul Archaeological Museums (299.616), St. Nicholas Museum of Antalya (287,581), Ankara Museum of Anatolian Civilizations (189.246) and Gaziantep Zeugma Mosaic Museum (167.958). As a result of this research, it is seen that museums in big cities such as Istanbul and Ankara are visited more often.

When the opinions of the students studying in the undergraduate program of social studies teacher about museum education are examined, It concluded that most of the teacher candidates have not taken a course/lesson/ seminar related to museum education, only taught as a subject inside of Archeology or History of Art. To know how to the effective use of museums in out-of-school teaching should be one of the important tasks of educational institutions. Unfortunately, the knowledge-based education curriculum in our educational institutions has been an obstacle in front of cultural activities that will contribute to both the cognitive and affective learning of the child through qualified teaching in out-of-school settings. In the updated curriculums in our country, it is seen that there are insufficient suggestions for effective use of out-of-school environments such as Marketplace, official offices, factories, exhibitions, archaeological excavation sites, workshops, museums and historical sites (historical buildings, monuments, museum-cities, battlefields, virtual museum tour, etc.). It is obvious that the actual studies on the subject should be done for the students studying in the institutions that train teachers. A teacher candidate who knows how to benefit from an out-of-school environment will benefit from the places mentioned above when he becomes a teacher. Şar ve Sağkol (2013) were stated that in the study of "On the Necessity of Museum Education Lessons in Education Faculties" the education related to museums and galleries, which are research and application places in universities, is inadequate, in order to make the museum learning environment more permanent and more relevant, the establishment of a program and system for the visit to the museum requires serious preparation in all respects, in this respect, there was a need for a 'Museum Education' course that will include the necessary subjects such as museum education, museum activities, preparation for the museum visit and educating the students in this direction in faculties of education.

The majority of teacher candidates mentioned the importance of the museum in education as "in terms of observing and providing on-site learning opportunities, the opportunity to see the real ruins of history and providing information about the past". The fact that teacher candidates only relate the importance of the museum in education with history and past can be an indication of insufficient knowledge of museum education. Museums are important constitutions that contribute to the creation and development of creativity, logic, observation, imagination and admiration as well as providing on-site learning and historical information (Atagök, 1999; as cited Şahan; 2005, 2). Yılmaz and Şeker (2011) stated in the "examination of elementary school students' views on museum visits and the use of museums in

social studies education” study that “museums provide an alternative learning environment apart from traditional classroom environments with their concrete objects, historical and cultural assets; and also museums prepared an environment suitable for the implementation of constructivist approach and this environment facilitated the acquisition of important historical thinking skills such as establishing historical empathy, developing evidence-based arguments, establishing a relationship between past and present, understanding continuity and change in history” (12).

It is seen that most of the stated that “they would make a plan before a trip in a museum with their students when they became teachers in the future and they would give information to the students about the museums and works in the museum in advance. To be aware of what is expected of teacher candidates on behalf of museum education is a positive situation. Teacher candidates' knowledge of what to do before, during and after the museum visit depends on the importance of planned out-of-school educational activities in education faculties and the addition a course such as a museum education to the curriculum. Dilli (2017) stated in the “teachers' views on the use of museums as learning environments” study that “teachers do not know how to work in an out-of-school setting, such as a museum, or how to relate to their curriculum; they are aware of the importance of using non-formal environments in formal education and the positive effect on the student, but they have difficulty in planning the museum visit; teachers were reluctant to visit the museum because they had difficulty in designing activities (worksheets, two- and three-dimensional activities, etc.) before and during and after the museum visit”. It is not enough that contemporary changes in education approaches take place in written form in the curriculum, and also it is an important requirement to create suitable conditions for putting these changes into practice. In order to obtain the desired high efficiency from the teacher candidates in their professional lives, functional curricula and well-equipped educational environments are needed.

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Appendix-1: Themes and Responses of the Participants

| | |
|---|---|
| 1. Themes: Opinions about the museum | 4. Themes: opinions on planning a museum trip during their professional life |
| Every two months | I make a plan |
| Once a year | I hand out leaflets / information cards before going to the museum |
| I rarely go | I do an extensive research |
| I go, If it comes | I ask my students to do preliminary research |
| I've gone once or twice in my life | I will give information about the museum and the works |
| I never went | I give information about the important artifacts worth seeing in the museum |
| 2. Themes: Opinions about the museum education | I get permission from essential places |
| I saw this issue in Art History course | I give information about the rules to be followed in the museum |
| I took Archeology course. It had museum issues inside the course | Going unplanned gets more exciting |
| I did not take such a course | |
| Maybe I took one or two lesson time related to issue | |
| 3. Themes: Opinions about the position and importance of the museum in education | |
| Museum education is very important because it gives information about the past | |
| It is important to see the real ruins of history | |
| The museum education embodies the subjects of history and geography courses | |
| It is important in terms of making education funny | |
| It is important for observing and on-site learning | |
| It is important in terms of shaping the past time | |
| It is important to make historical information permanent | |
| It is important for history education and history awareness | |