

Opinions of Pre-service Social Studies Teachers about Using Historical Environment

Aslı AVCI AKÇALI ^{a*}

İsmail Hakkı DEMİRCİOĞLU ^b

^a Dokuz Eylül University, Turkey

^b Karadeniz Technical University, Turkey

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Abstract

This research aimed to identify the knowledge, attitude and skill levels of pre-service social studies teachers about using historical environment in teaching. Based on this aim it can be included in the scope of the survey research. Participants of the research which was realized in 2015-2016 academic year were 75 senior grade pre-service teachers in the department of social studies teaching of a university from the north of Turkey. In the research, qualitative approach was followed in data collection. A questionnaire including open-ended questions and semi-structured interview technique were used. The data were analyzed according to the content analysis method. As the result of the study, it was identified that pre-service social studies teachers had knowledge to a certain extent about the definition of the historical environment, elements of it, educational attainments it might provide and the method and techniques which can be applied to use it. Moreover, they did not have enough knowledge about the nearby historical environment. Furthermore, it was propounded that attitude levels of the participants about using historical environment in social studies teaching were high whereas the skill levels were low.

Keywords: Social studies teaching, Historical environment, Pre-service teacher.

Introduction

Historical environment is defined by Department for Communities and Local Government (2012) in England as “all aspects of the environment resulting from the interaction between people and places through time, including all surviving physical remains of past human activity, whether visible, buried or submerged, and landscaped and planted or managed flora”. The historical elements like historical buildings and portable artifacts exhibited in museums in our environment which were created by mankind in order to respond to the changing needs from past to the present constitute historical environment (Safran & Ata, 1998). They tell feelings, thoughts, education, and accumulation of life experiences of the period in which they were formed and include a common language (Mazi, 2009).

*  Corresponding author: Aslı Avcı-Akçalı, Dokuz Eylül University, Buca Faculty of Education, Department of History Education, 35150 Buca, İzmir, Turkey. E-mail: asli.avci@deu.edu.tr

Historical environment which bears the tangible and intangible traces transferred from past to the present is one of the basic elements that provides cultural continuity (Demircioğlu, 2015). Historical environment which is one of the basic data collecting fields of culturalists began to enter the agenda of educationalists in developed countries starting from the last quarter of the last century. In this process, one of the rationales why the historical environment gains importance especially in the eyes of social studies and history teachers is the perception of these places as appropriate for learning by doing and living (Demircioğlu & Demircioğlu, 2015).

In elementary level, one of the main courses that refers frequently to the history and geography (Katz, Inan, Tyson, Dixson, & Kang, 2010) and naturally to the historical environment is social studies course (Harper, 1997; Patrick, 1992). This course whose nature includes the transmission of certain content and values to students (Kılınc, 2014) provides significant opportunities for children to distinguish and learn the historical environment around them and gain the consciousness to protect it. Among the aims of social studies curriculums in Turkey, there is an attention to gain students acquire awareness for the protection of the historical environment. Moreover, providing students to realize the necessity of protecting historical environment and the responsibility of people in keeping historical environment alive as the element of cultural heritage are among the aims of the curriculum. Under the title of 'descriptions about the implementation of the curriculum' it is suggested to perform studies related with museums and historical places. In this context, organizing field trips, giving homework and research projects, carrying these activities to the class through the methods like drama are required (Ministry of National Education [MNE], 2004; 2005). Moreover, in the teacher competencies related with the process of learning and teaching, providing the students to gain consciousness to protect and develop historical and cultural heritage and making them to perceive the interaction between human-place-environment is required (MNE, 2008).

It is thought that using historical environment in social studies courses provides various attainments for students. According to Demircioğlu (2015) using historical environment in teaching provides students to understand the importance and attain the consciousness to protect historical environment besides the development of skills like empathy, problem solving, analytical thinking, observation, high-level thinking, understanding the change, creative thinking, evaluating evidence, establishing links between the past and the present. The researches which are based on practice identified that using historical environment in social studies course develops the student success and attitudes towards the course, provides them to keep knowledge in mind, gain historical and high-order thinking skills and attain some values (Akyüz, 2009; Filiz, 2010; Coşkun-Keskin, & Kaplan, 2012; Yazıcıoğlu, 2010; Yeşilbursa, 2006; Yılmaz & Şeker, 2012).

Using historical environment widely in social studies teaching is closely related with the knowledge, skills and attitudes of teachers about this. Realizing these activities and achieving the desired outcomes are based on that the teachers should have positive attitudes about the subject besides the necessary preparation, practice and assessment skills theoretically and practically.

Pre-service teachers should be trained about using historical environment theoretically and practically during their education process in teacher training institutions. Changing the perception of pre-service teachers (as future teachers) is primarily necessary to change the common perception that history just consists of the collection of the facts. Pre-service teachers should have the opportunity to study in historical places during their training in order not to perceive the historians just as transmitters of knowledge

and to comprehend the work of historians. This is because they can also have knowledge about their historical environment and using these places in teaching (Baron, Woyshner, & Haberkern, 2014). Yet it is not possible to say that pre-service teachers have the necessary opportunities for this in many countries (Safran & Ata 1998; White & White, 2000; Trofanenko & Segall, 2014).

Because of its importance, using historical environment in history and social studies teaching, perceptions of teachers and pre-service teachers about historical environment and development of their knowledge and skills related with this are frequently mentioned issues both in the local and foreign literature in the last decades. In this context, Baron (2013) examined the effect of inquiry based instruction on constructing historical understanding in historic site-based teacher development programs. At the end, it was concluded that curiosity about the site and use of problem solving strategies increased. Baron (2014) in another study outlined the History Lab Model which she mentioned as a necessary reorientation for the historic site-based teacher education programs. The model aimed using resources of historic sites to develop teachers' analytical skills and integrate site-based learning into their classroom practice. Baron et al. (2014) outlined two models for integrating historic site-based laboratory work into the existing structures of teacher education programs. Moreover, White and White (2000) identified the origin of reference to teaching with historic places. Then, they shared their experiences in practicing the use of historic places in schools, teacher training seminars and field studies. They concluded that pre-service and in-service teachers should recognize that place can be a powerful tool in helping their students meet the demands of curriculum standards and testing. Greenberg (2000) introduced the articles and materials about the power of historic places, using historic sites in classroom, training teachers to use historic places and course plans for teaching with historic places.

When the local literature is examined, it can be seen that there are increasing number of studies on the pre-service teachers related with this subject. In this context, there are descriptive researches which identify the perceptions of pre-service teachers from different fields (including social studies) on the elements of historical environment and aim to determine the interest and awareness of them about the subject. Çığır Dikyol, Ince and Usta (2011) aimed to determine and compare the perceptions of pre-service social studies and science teachers about historical places and monuments. According to the results, pre-service science teachers had much more positive perceptions compared to the social studies teachers. Dinç, Erdil and Keçe (2011) researched the interest and awareness of undergraduate university students (some of which were pre-service teachers) on historical and cultural monuments in the city in which they were educated. The results showed that the participants' interest level is on average whereas the awareness level is low. In the research, the pre-service social studies teachers had high level of interest and awareness. Keçe (2015) researched pre-service social studies teachers' interest and awareness level about historical and cultural tourism values. He concluded that the participants had not sufficient knowledge although they had positive attitudes. Similarly in their research Aktın, Karakuş and Sağlam (2013) aimed to determine the interest and awareness of pre-service teachers about the historical and cultural monuments in the city in which they were trained. As a result, there was a direct relationship between the interest and awareness whereas there was not a significant difference according to the gender and department.

In this study, it was aimed to identify the knowledge, attitudes and skills of the pre-service social studies teachers about using historical environment in teaching. Different from the other studies, it was intended to determine the knowledge, attitude and skills

of the participants thoroughly with a qualitative approach. Through identifying the current situation deeply, it was expected to make implications for social studies teacher education in terms of the subject.

Method

Research Design

The researches which are based on obtaining the opinions or determining the interest, skills, capacities and attitudes of the participants are described as survey researches (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2008, p. 177). This research can be situated in this scope because of its aim to describe the knowledge, attitude and skills of pre-service social studies teachers about using historical environment in teaching. In the research, qualitative process which allows to reveal the perceptions and events in their natural environment with a realistic and holistic manner (Patton, 1990; Yıldırım & Şimşek, 2006) was followed.

The research has sought answers to the following questions:

1. What is the pre-service social studies teachers' knowledge level about using historical environment in teaching?
2. What are the attitudes of the pre-service social studies teachers about using historical environment in teaching?
3. What is the pre-service social studies teachers' skill level about using historical environment in teaching?

Participants

In the research, the pre-service social studies teachers were the population whose opinions were tried to be gotten. As the sample, senior grade pre-service social studies teachers of 2015-2016 academic year from a university in the north of Turkey were chosen. Criterion sampling method was used in determination of the sample. In this sampling method, the aim is to select people, event, object or situation which have certain qualities that provide in-depth information about the subject (Büyüköztürk et al., 2008; Yıldırım & Şimşek, 2006). The criterion for the participant pre-service social studies teachers was to be the senior grade students. The reason is that they spend enough time in the faculty to obtain knowledge about the historical environment, gain necessary skills and attitudes to use this in teaching through the related courses. The participants were 75 pre-service senior grade social studies teachers (36 female and 39 male between the ages of 20-24) from the Department of Social Studies Teaching in the determined university. After the questionnaire was implemented to entire group of 75 participants, 12 of them were interviewed about the subject.

Data Collection Tools

In the research, two data collection tools were used to examine the knowledge, attitude and skill levels of the pre-service social studies teachers about using historical environment in teaching. The first is a questionnaire consisting of 11 open-ended questions. Questionnaire is a data collection method which provides opportunity to obtain information about the researched subject easily and fastly by asking questions to people based on specific methods (Baş, 2006). Open-ended questions were preferred because these provide rich information about what people think about a subject and help to understand the inner world of the participants in their natural languages (Johnson & Christensen, 2014). In the research, the questionnaire form prepared was based on the literature review about the subject presented to the experts for check to ensure the reliability and validity. In accordance with the feedbacks, it was reorganized

and became ready to conduct. The questionnaire included 8 questions about knowledge, 2 questions about attitude and 1 question about the skills of the participants related with using historical environment in teaching.

In the research, interviews were also made to collect data. Interview is a bilateral communication process which is designed in the form of asking questions and receiving answers with a predetermined and serious purpose (Stewart & Cash, 1985, p. 3) and this is one of the frequently used methods to research the knowledge, opinions, attitudes, behaviors of individuals about various subjects and potential reasons of them (Karasar, 2007, p.166). The data were collected by semi-structured interview form which enables to ask sub-questions in addition to the predetermined questions in the form to detail the answers (Türnüklü, 2000). The expert opinion was also asked on the questions and the form was made ready for application after the experts' recommendations.

Data Analysis

The data obtained from the open-ended questions in the questionnaire and interview form were analyzed according to content analysis method. Content analysis is performed to regulate and interpret the similar data within the framework of specific themes and concepts in a way that can be understood by the reader (Yıldırım & Şimşek, 2006). First, the responses to the open-ended questions were read and codes were determined. For the reliability of the code, the content analysis was made by both of the researchers separately. Then it was ensured that the compliance rate between the codes determined by the researchers was at least 70% (Miles & Huberman, 1994). The determined codes were collected under more general categories. Then data were coded according to these categories and numeric distribution of data was calculated according to the codes. Percent and frequency analysis were made and as a last it was presented in the form of tables and as a prose accordingly. The data obtained from the interviews conducted to support the questionnaire data were transcribed and the content analysis was made. Finally, decisive responses were cited to exemplify. Instead of the name of participants, descriptions of PT1, PT2... were used in the citations with ethical concern.

Findings

The findings of this research which aimed to identify the opinions of the pre-service social studies teachers about using historical environment in teaching were given below.

Findings Obtained From the Questionnaire

Findings of the first sub-question of the research

In the first sub-question of the research, the pre-service social studies teachers' knowledge level about using historical environment in teaching was aimed to be identified. In this context, the first question is "What is the historical environment?". When the answers were examined, it is seen that they described the concept variously as in the Table 1.

As it is seen in the Table 1, quite large number ($f=46$) of the pre-service teachers answered the questions as "nearby historical places/ruins". The number of the participants who answered this as "the scene of historic events" is at a remarkable rate ($f=21$). There are 3 participants who didn't answer the question and the others described the concept as "nearby cultural elements" ($f=8$), "common past" ($f=8$), "all of the nearby elements from the past" ($f=6$), "people who witnessed the historical events" ($f=4$).

Table 1. *Opinions of the Pre-service Teachers about the Concept of Historical Environment*

Opinions	f	%
Nearby historical places/ruins	46	61.3
The scene of historic events	21	28
Nearby cultural elements	8	10.6
Common past	8	10.6
All of the nearby elements from the past	6	8
People who witnessed the historical events	4	5.3
No answer	3	4

The data showed that they defined the concept by giving the names of one or more elements which form the historical environment and some of these elements were unrelated with the concept that will be explained under the next question's findings.

The second question which aimed to examine the participants' knowledge level about the subject was "What are the elements of historical environment?". The responses to this question are given in Table 2.

Table 2. *Opinions of the Pre-service Teachers about the Elements of Historical Environment*

Opinions	f	%
Historical buildings/areas	55	73.3
Historical artifacts in museums	37	49.3
People	18	24
Common culture	18	24
Nearby historical events	3	4
Geographical elements from the past	2	2.6
Everything people created to survive in the past	2	2.6
No answer	3	4

According to the Table 2, vast majority of the pre-service teachers answered as "historical buildings/areas" ($f=55$) when they were asked about the elements of historical environment. "Historical artifacts in museums" was the second frequently mentioned ($f=37$) element by the participants. 18 of the participants perceived the "common culture" as one of the elements of historical environment whereas 18 of them accepted the "people" so. Besides this, there are participants who regarded the "nearby historical events" ($f=3$), "geographical elements from the past" ($f=2$) and "everything created in past by people to survive" ($f=2$) as the elements of the historical environment. 3 participants did not answer the question.

According to this data, it can be seen that some of the participants had misperceptions about the subject that nonphysical elements like common past, nearby historical events and people who witnessed the historical events were the elements of the historical environment.

The other question asked to the participants was "What are the teaching methods and techniques that can be applied for using historical environment in social studies teaching?". The answers they gave can be seen in the table below.

As it is seen in the Table 3, frequently mentioned methods and techniques for using historical environment in social studies teaching were "trip-observation" ($f=50$) and "museum education and activities" ($f=32$).

Besides this, from the local and oral history to the research tasks, drama and discussion, they associated various methods and techniques with the subject. Yet, they could not mention the problem solving, empathy, case study, story analysis and worksheet activities which can be used in this context.

Table 3. *Opinions of The Pre-service Teachers about the Methods and Techniques that can be applied for Using Historical Environment in Social Studies Teaching*

Opinions	<i>f</i>	%
Trip-observation	50	66.6
Museum education and activities	32	42.6
Local history studies	10	13.3
Oral history studies	9	12
Research tasks	9	12
Teaching based on visuals	6	8
Drama	6	8
Station technique	4	5.3
Computer-assisted instruction	3	4
Expository teaching	3	4
Discussion	2	2.6
No answer	8	10.6

The other question related with the first sub-question was "What are the educational benefits of using historical environment in social studies teaching?". The answers of the participants are given in the Table 4.

Table 4. *Opinions of the Pre-service Teachers about the Educational Benefits of Using Historical Environment in Social Studies Teaching*

Opinions	<i>f</i>	%
Provides permanent learning	21	28
Provides effective learning	20	26.6
Embodies the subjects	14	18.6
Provides the opportunity for learning by living	13	17.3
Redounds historical consciousness	13	17.3
Provides opportunity to recognize the environment	9	12
Arouses interest/curiosity towards the course	8	10.6
Makes understanding easier	4	5.3
Develops consciousness to protect the historical environment	3	4
Develops historical empathy	2	2.6
No answer	3	4

According to the findings in Table 4, it was understood that the pre-service teachers mostly limited the educational benefits of using historical environment with learning dimension of the subject. In this context, the opportunity of the "permanent learning" ($f=21$), "effective learning" ($f=20$) and "learning by living" ($f=13$) were frequently mentioned. Moreover, the reasons like "embodying the subjects" ($f=14$) and "making

the learning easier" ($f=4$) were the other answers related with the learning dimension. Besides this, some of the participants adverted to the consciousness and skills that using historical environment might be redounded to students.

In another question, participants were asked "What are the stages of an activity based on using historical environment?". With this question, it was examined that whether they could describe the stages of this kind of an activity like preparation, application and assessment or not. According to the findings, it was propounded that 33 of the participants could describe these stages just partially and 24 of them failed to give any answer. Moreover, 9 of the participants responded completely out of the question and 9 of them gave right answers completely.

Due to these findings, it could be said that majority of the participants had no or insufficient idea about the stages of an activity based on the historical environment.

Under the first sub-question, the pre-service teachers were also asked to evaluate the training they received about using historical environment in social studies teaching. One of these questions was "Did you receive any training in your faculty about using historical environment in social studies teaching? If your answer is yes, explain the quality of this". 51 of the participants gave negative responses to this question. The participants who gave positive responses mentioned the training they received in the elective courses. 18 of them adverted the local history trips in an elective course, 4 of them said the studies related with interview techniques in elective oral history course (because they had misconception of including people in the elements of historical environment) and 2 of them referred to the museum education activities in other elective course.

The answers showed that limited number of participants were informed about the subject and they were only informed through the elective courses.

In connection with the previous question they were asked that "Was any activity performed by using historical environment within the courses in your faculty? If your answer is yes, explain the quality of this". 49 of the participants gave negative responses to this question. 13 of the positive answers were related with the leisure trips (which were unrelated with the context of the subject) out of the city and 12 were about the local history trips within elective course.

The answers showed that majority of them did not participate this kind of an activity in their faculty. Moreover, completely irrelevant answers proved that they were deprived of the academic knowledge about the subject and based their answers just on their own comments.

The last question related with the current sub-question was "Can you write the name of 5 elements from your historical environment which can be used in social studies teaching?". As it is seen in the table, the answers focused on the 2 places.

According to the Table 5, the number of participants who could correctly write the name of 5 elements of historical environments in the city they live in was just 15. 32 participants gave partially right answers (less than 5 elements) whereas 29 of them failed to answer the question. The frequently mentioned places were the Sumela Monastery ($f=41$) and Hagia Sophia Museum ($f=38$). Ataturk Pavilion ($f=18$) and House of Suleiman the Magnificent ($f=13$) were the other places they adverted somewhat.

Many places which reflect the rich and deep-rooted history of Trabzon were mentioned very little by the participants. In this context, it can be said that majority of the participants did not sufficiently know the historical environment where they live in.

Frequently mentioned elements were just a few popular places. This proved that they were not informed sufficiently in their teacher training institution in an academic context about the subject and it gave the impression that their knowledge is based on the popular sources.

Table 5. *Opinions of The Pre-service Teachers about the Elements of Historical Environment in Trabzon*

Opinions	f	%
Sumela Monastery	41	54.6
Hagia Sophia Museum	38	50.6
Ataturk Pavilion	18	24
House of Suleiman the Magnificent	13	17.3
Trabzon Museum	9	12
Trabzon Castle	4	5.3
Gulbahar Hatun Mosque and Tomb	4	5.3
Tablelands in Trabzon	4	5.3
Santa Ruins	3	4
Santa Maria Church	3	4
Ortamahalle Houses	3	4
Memish Agha Mansion	2	2.6
Tabakhane Mosque	2	2.6
Vazelon Monastery	2	2.6
İskenderpasha Mosque	2	2.6
Alacakhan	2	2.6
Coppersmith Bazaar	1	1.3
Besikdüzü Village Institute	1	1.3
Covered Bazaar	1	1.3

Findings of the second sub-question of the research

The second sub-question of the research aimed to identify the attitudes of the pre-service social studies teachers about using historical environment in teaching. One of the questions in this context was "Do you believe in the necessity of protecting historical environment? If yes, why?". The findings about the question are given in the Table 6.

Table 6. *Opinions of The Pre-service Teachers about the Necessity of Protecting Historical Environment*

Opinions	f	%
In order to transfer it to the next generations	25	33.3
Because of its moral value for the society	18	24
In order to shape the future	14	18.6
Because it helps us to know the past	7	9.3
Because of the value of it for the social studies teaching	5	6.6
Because of its touristic value	3	4
I don't believe	2	2.6
No answer	1	1.3

According to the Table 6, vast majority of the participants believe in the necessity of protecting historical environment. When the reason was asked, it was seen that the future expectations were very effective on their opinions. In this context, they frequently adverted that "in order to transfer it to the next generations" ($f=25$) and "in order to shape the future" ($f=14$). This can be interpreted that they did not have enough idea about the value of historical environment for today. Moreover, the number of the participants who took attention to the benefits of historical environment for social studies teaching were very few ($f=5$) at this stage.

The other question asked to examine the attitudes of participants about using historical environment was that "Do you believe in the importance of using historical environment in social studies teaching? If yes, why?". Opinions of the pre-service teachers about this subject are shown in table 7.

Table 7. *Opinions of the Pre-service Teachers about Using Historical Environment in Social Studies Teaching*

Opinions	<i>f</i>	%
In order for students to learn permanently and effectively	21	28
Because it provides opportunity for near to far learning	18	24
In order to grow individuals who have historical consciousness	16	21.3
In order to recover the courses from monotony	8	10.6
I don't believe	3	4
In order for students to attain the values which social studies courses aimed	3	4
No answer	6	8

When the participants were asked in the previous question about the reasons for the necessity of protecting historical environment, they had mentioned the value of it for education at a small percentage. Yet, when they were questioned directly about the importance of it for social studies teaching, majority of them responded positively. 66 of them said that they believe in the importance of using historical environment in social studies teaching. The frequently mentioned rationales were its contribution to permanent and effective learning ($f=21$), opportunity it provides for near to far learning ($f=18$) and growing individuals who have historical consciousness ($f=16$).

Findings of the third sub-question of the research

The last sub-question of the research aims to identify the skill levels of the pre-service social studies teachers about using historical environment in teaching. For this, they were asked that "Could you please explain what kind of materials you can prepare for using historical environment in social studies teaching?". The answers they gave are given in Table 8.

As answer to the question, they mostly referred to the visual materials for use in the classroom like three-dimensional materials ($f=28$), films/photographs ($f=12$) and materials for virtual museum studies ($f=12$). Besides this, a remarkable part of them ($f=30$) couldn't answer the question and 4 of them said that they couldn't prepare any materials.

Table 8. *Opinions of The Pre-service Teachers about the Materials They can prepare for Using Historical Environment in Social Studies Teaching*

Opinions	f	%
Three-dimensional materials	28	37.3
Film/photograph	12	16
Materials for virtual museum studies	12	16
Slide/presentation	5	6.6
Poster/brochure	4	5.3
Map	4	5.3
I cannot prepare	4	5.3
Worksheets for field studies	2	2.6
No answer	30	40

These findings showed that although they have positive attitudes, they didn't have adequate equipment in terms of the necessary skills for using historical environment in social studies teaching.

The Findings Obtained from the Interviews

In the interviews, some of the questions in the questionnaire which allow in-depth explanations about the sub-questions were asked to the 12 participants.

Findings for the first sub-question of the research

In the first question, the definition of the historical environment was asked to the pre-service teachers. When the data was analyzed, it was seen that although majority of the participants had an idea about the concept, they couldn't define it in a holistic manner. Instead of describing the concept in the strict sense, they pointed to the elements of it. Accordingly, they frequently took attention to historical places or monuments around themselves. 8 of the pre-service teachers answered in this scope. These answers were not wrong but incomplete. Remarkable statements were:

"In my view, the historical environment is a historical place surrounding us that hosts historical works, cultural and social experiences." (PT3)

"The ruins extending the past that the people formed lived in the past." (PT5)

Another pre-service teacher defined historical environment as a geographical place and answered as:

"Historical environment is a geographical place that historical events took place from past to present and carries the concrete traces of the past." (PT1)

At the same time, there were 3 pre-service teachers who said that historical environment is formed by the cultural elements. These answers which referred to the nonphysical elements showed that they had some misconceptions about the concept. Example in this context was:

"There is a culture around us that has been formed in time. This comes to my mind first when you say historical environment. I think it is the culture around us." (PT8)

In the interview, the second question was to learn the knowledge of the participants about the educational benefits of using historical environment in teaching. According to the answers, all of them had positive opinions and took attention to the various dimensions of the benefits. 6 pre-service teachers answered the question that it will provide effective teaching possibility. Some of the statements were:

"It is an effective way to teach the subject to the student." (PT4)

"It is important to relate it with the environment to understand an event. So learning will be realized more effectively by perceiving the subject." (PT7)

Besides this, 3 pre-service teachers took attention to the point that the subject learned can be embodied. Accordingly, one of the answers was:

"The historical subjects generally seem nonsense to the students in this age group. The usage of historical environment contributes to embody the subjects that don't make sense." (PT5)

3 pre-service teachers stated that the permanence in learning would increase. One of the examples in this context was:

"The use of these resources and seeing them will help them to keep the things they learn in mind. We don't forget the things we see. So this provides students remember the things they learn." (PT10)

2 of the pre-service teachers answered by taking attention to the opportunity of using historical environment for learning by living that:

"They (students) by seeing the ruins that belong to that time, can get the opportunity to learn by living in this place." (PT3)

The pre-service teachers interviewed were also asked the resource of their knowledge about historical environment and its scope. The answers showed that only the participants who attended the elective courses were informed about the subject and in a limited level because of the content of these courses. Because there was no training within the compulsory courses especially like special teaching methods, the number of informed participants was limited. Moreover, they did not mention any experience about the subject in their teaching practice courses which are very convenient for these kind of activities. Only 4 of the pre-service teachers interviewed about this subject told that they had information about the subject within the scope of the elective courses at the faculty. Remarkable statements were:

"We chose one of the attainments given to us as a group in elective course. One member of the group assumed the role of a teacher and others the role of students. First, we made a presentation about this after we researched about our subject. Later we made the activity in the museum. Our friend who is in the role of the teacher wanted the others to make an activity such as drawing the picture of some objects and copying of the object by using clay. We recorded these by camera and presented it in the class. Our teacher made suggestions. We learned a lot about what kind of a study we can make in a museum with our students when we become teachers." (PT1)

"Our subject was related to the nature-history relationship. We were searching the effects of geographical conditions on human life over Sera Lake. I was in the role of the teacher. I made an oral history interview with a witness of that event. Moreover, we made models there. We recorded these works and presented it in the class." (PT2)

The questions about the knowledge of the participants about the subject proved that they were not informed sufficiently and comprehensively in their teacher training institutions. They couldn't define the concept as it should be and only one third of them mentioned that they learned the concept just in elective courses. All of them had an idea about various dimensions of the educational benefits of the subject. Yet, this may be related to their common positive attitudes towards each method and material that can diversify and enrich the teaching rather than their knowledge about the educational benefits special to the subject.

Findings for the second sub-question of the research

In the interview, it was asked to the pre-service teachers whether it is necessary to protect historical environment or not and explain the reasons of their answers. All of the 12 pre-service teachers had positive attitudes and gave favorable answers to this question whereas they had different motives. 4 pre-service teachers took attention to the subject of being part of the future and having role in directing it as a reason to their answers. Example of this was:

"We must protect the historical values and historical environment if we want to give direction to the future." (PT6)

"It is absolutely necessary because if the traces of the past are deleted, we will fall in the trouble of looking for different ways to have role in the development of the civilization." (PT2)

In addition to this, 4 pre-service teachers mentioned the necessity of protecting historical environment in order to pass it to future generations.

"It must be protected in order to transfer it to the next generations as a real knowledge and a first-hand resource." (PT8)

"Historical environment is a deposit of the history and it is necessary to protect it. Protecting historical knowledge means protecting the past. If we don't protect it, we can't transfer it to the next generations and they won't have chance to see it." (PT3)

While 2 of the pre-service teachers defended the protection of historical environment because of the contribution it will provide to raise the historical awareness of the people, the other 2 took attention to the touristic value of it. 2 of the statements were:

"Existence of the historical places around increases the historical awareness of people. Since they wonder, observe and research about these nearby places." (PT11)

"The contribution of the tourism income is big to the economy of our country and historical places attract the tourists. So they must be protected." (PT4)

The pre-service teachers were also asked their opinions on the importance of using historical environment in terms of social studies teaching. 7 of the pre-service teachers mentioned realizing the more effective and permanent way of learning. In this context, exemplifying statements were:

"Of course I believe because it is efficient in learning of some attainments related to the social studies. (...) It is definite that it will help the assimilation of the subject better." (PT12)

"Because it has a lot of benefits. I think the most important is that the things they learn will be permanent. Since they learn by seeing, they won't forget." (PT2)

3 pre-service teachers talked about gaining the thinking skills aimed by social studies teaching. PT7 said that:

"It is important for students to gain high-level thinking skills. It helps for students to understand that everything can change in time but today is not broken from the past."

2 pre-service teachers told that using historical environment is important for it will facilitate social studies learning.

Second sub-question's findings obtained from the interviews showed that although the participants didn't have sufficient knowledge, all of them had positive attitudes about historical environment and use of it in teaching. Their attitudes about historical environment were mostly related to the future expectations of them whereas the attitudes about use of the historical environment in social studies teaching mostly focused on the learning dimension in terms of the students.

Findings for the third sub-question of the research

As a last question, the pre-service teachers were asked what kind of materials they would be able to prepare for using historical environment in social studies teaching. Most of them focused on just one type of material. Accordingly, 8 pre-service teachers told they would be able to prepare models and 3D materials. The example statements were:

"The students can be informed by preparing models of the places that they have never gone. I can perform many other activities by using these models. Moreover, you can have your students do the models themselves after they go and see the historical places." (PT6)

"(...) for example, we can have the students make models of some pieces in the museum by using dough." (PT3)

While 4 pre-service teachers touched upon the usage of film/photographs. PT7 said that:

"I can take the photographs of the historical places in the city and use them in the classroom activities before getting the students there. I can make students examine the photographs from various dimensions. This can be one component of the study. Thus, they understand what they are going to see and learn there and what they are going to focus on in this places." (PT8).

Lastly, 2 pre-service teachers mentioned the worksheets and 1 mentioned the maps in this context.

Similar with the third sub-question's findings obtained from the questionnaire, findings of the interviews showed that majority of the participants perceived themselves adequate on preparing limited type of materials. They weren't sufficient to prepare various materials for using historical environment. This proved that they weren't fully informed theoretically and equipped with necessary skills practically in their teacher training institutions in terms of practicing historical environment in social studies teaching.

Results and Discussion

In this research realized by collecting the opinions of the pre-service social studies teachers about using historical environment in teaching, it was aimed to identify the knowledge, attitude and skill levels of the participants about the subject. According to the findings obtained from the questionnaire and interviews, it was seen that the pre-service social studies teachers had idea to a certain extent what the historical environment is, the elements that form it and the educational attainments it will provide. Moreover, it was identified that the headings the participants mentioned most as methods and techniques that could be applied for using historical environment were trip-observations, museum activities. Besides this, the subject was associated with many different methods and techniques. Whereas, it was seen that problem solving, empathy, case study, story analysis and worksheet activities about the subject hadn't been mentioned. Aktin and others (2013), in one dimension of the study that was made in order to measure the awareness level of pre-service teachers on historical and cultural works in Sinop concluded that there was a meaningful difference in favor of the social studies pre-service teachers. Avcı and Öner (2015), in the study they made in which to collect the opinions of the social studies teachers on teaching social studies by historical places, concluded that the participants knew in which units they could use teaching with historical places and they were aware of the benefits it would provide for the students in parallel to the results of this study.

In the research, in the scope of the questions that aim to measure the knowledge of them about the historical environment, it was identified that the number of the pre-

service teachers who couldn't give a holistic description about the concept and include people who are the witnesses of the historical events and non-physical elements like common culture into the historical environment elements are at substantial amount. This situation showed the misperceptions of them about the subject resulting from their lack of knowledge. Moreover, when they were asked to give examples of the elements that belong to the historical environment they live in, it was seen that most of them could answer partially or couldn't answer. Accordingly, it was understood that the participants didn't know their historical environment enough and the part that they had knowledge about only consisted a few popular places. Similarly, Keçe (2011) in his study to identify the attention and awareness level of pre-service social studies teachers about Ankara's historical and cultural tourism values concluded that the participants didn't have enough knowledge about the subject. Moreover, in Öner's study (2015) to get the opinions of the social studies teachers' on outdoor history teaching, parallel results were obtained and it was concluded that the teachers' awareness about the historical places in their working areas were low.

Danker (2005), and Kathleen and Corsaro (1983) presented many advantages of using local historical places in social studies teaching in terms of teachers. Moreover, Baron et al. (2014) introduced that integrating historic site-based laboratories into pre-service teacher education provides pre-service teachers to have knowledge about the subject and use these places in teaching. In his other studies (2013; 2014) Baron mentioned that historic-site based teacher education increases the curiosity about the site, use of problem solving strategies and analytical skills. But in recent study the answers the participants gave about the source of their knowledge on the subject showed that they didn't have enough knowledge in scope of their courses in the faculty. It was understood that some of the pre-service teachers were informed about the historical environment in the elective courses they had, however some others were deprived of the knowledge about the subject according to their elective course choices. It was also seen that the knowledge level of the participants were low about the stages of an activity that can be done by using historical environment.

At the same time identifying the skills of the participants about using historical environment was aimed in one dimension of the research. The results obtained from the questions asked about this subject showed that significant number of the participants were not equipped with the necessary skills for historical environment and its use in social studies teaching. On the contrary to the results obtained from the study, Selanik Ay and Kurtde Fidan (2014) concluded in their study that pre-service classroom and social studies teachers had knowledge at a satisfactory level on the stages of planning, application and assessment of museum visits.

Another aspect of the research was that it aimed to learn the attitudes of the social studies pre-service teachers about historical environment and using this in teaching. In this context, it was propounded that the vast majority of the participants believed to protect historical environment for their future expectations and the value it had for the society. Moreover, especially the contributions it would provide for learning in social studies teaching was frequently stated. From this point, some studies which have parallel results draw attention in literature. White and White (2000) mentioned that pre-service and in-service teachers recognized the historical places as a powerful tool in helping their students meet the demands of curriculum standards. In his study, Keçe (2011) identified that pre-service social studies teachers' attitudes were high about Ankara's historical and cultural tourism values. In one dimension of their study which aimed to measure the attitudes of pre-service teachers on historical and cultural works in Sinop, Aktın and others (2013) concluded that there was a meaningful difference

according to the department in favor of the social studies pre-service teachers. Similarly Çığır et al. (2011) in their study to identify the opinions of pre-service social studies and science teachers about historical places and artifacts resulted that the opinions of the pre-service social studies teachers about the subject were more positive. Accordingly, Dinç and others (2011) measured the interest and awareness level of the undergraduate students on historical and cultural works in the city they had education identified that the pre-service social studies teachers came in the front row in terms of the interest and importance they gave to the subject. In the study of Yılmaz and Egüz (2015), it was concluded that pre-service social studies and history teachers reported positive opinions in the compliance and necessity of teaching with museums in the history course. Ablak, Dikmenli and Çetin (2014) defined the attitudes of pre-service social studies and classroom teachers on historical and cultural tourism values in terms of different variables. Eventually, it was identified that the attitude points of the pre-service social studies teachers were higher than the pre-service classroom teachers.

At the end of the research it was reached that the attitudes of the pre-service social studies teachers about using historical environment were positive substantially. Moreover, the participants had ideas about the historical environment to a certain extent. It was also identified that some of the participants didn't have enough knowledge about what historical environment is, the elements that form it and also had some misperceptions. Their awareness were limited about their own historical environments and also based rather on popular information sources. Moreover, they were substantially insufficient in skills necessary for using historical environment in teaching.

Suggestions

The following suggestions can be given according to the data obtained by this research:

- The positive attitudes of the social studies pre-service teachers about using historical environment needs to be supported by the theoretical and practice based courses which they will attend in the faculty. It will be appropriate to equip the pre-service teachers with the necessary knowledge and skills about the subject in different stages of their four year education period instead of informing at a limited part within the scope of elective courses. The social studies pre-service teachers should be taught how the historical environment is used especially within the framework of special teaching methods.
- The pre-service social studies teachers should be taught how to design problem solving, empathy, case study, story analysis and worksheets in activities based on historical environment.
- Activities based on practice should be done with social studies the teachers on how historical environment can be used. Studies should be supported within the scope of courses by outdoor activities in order for the pre-service teachers to know their historical environment and gain skills to use this in teaching.



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