LEARNING THE STORY OF THE CITY WHERE I LIVE WITHIN THE CONTEXT OUT-OF-SCHOOL HISTORY EDUCATION[1]

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ABSTRACT

We have different and various goals in learning and teaching the past. This brings along a set of responsibilities such as contributing their skills of historical thinking, like a junior historian, discovering the history together with them, and helping students expand their awareness of the historical places, events and objects in their home country and neighborhood. In order to achieve these goals in the process of history teaching, history teachers use different methods and techniques in classrooms. The goal of this present study is, using classroom and non-classroom practices, to identify students' level of awareness with regard to the historical places in their home country and in the world with reference to their awareness of the historical places, events and objects of the neighborhood in which they live, and to reveal how the awareness of students has evolved. The design of this study is based on action research method, one of the qualitative research approaches, and the study group consists of 10-A class students of Adana Lokman Hekim Anatolian High School. As part of this study, classroom practices were applied using 10-hour active teaching methods within a history teaching context, and non-classroom practices were applied using 10-hour non-classroom practices within a history teaching context. 6 focus students were identified from among students in this study group who were involved in the entire process, and data analysis was laid down with reference to the findings obtained from these students. Data has been obtained from semi-structured interviews from classroom and non-classroom practices, student diaries, researcher diary and from video recordings. Based on the findings obtained specific to the study, which uses the descriptive analysis method to analyze data, it was discovered that students did not know and care at all about the historical places in their neighborhood. The study revealed that once active and applied training was provided at historical places in their neighborhood, students expanded their awareness of the importance of that historical place, and in line with such awareness, they started to research and learn the story of the city where they live.

Keywords: History Teaching, Active Teaching Methods, Out-of-school History Teaching.

INTRODUCTION

When students picture the past and asked questions like "... I wonder .... how?, ... I wonder..... what did they do?.... I wonder....... where did it take place?...", they may not fully satisfy their expectations when they acquire knowledge by reading or listening. The reason is that the information which the students acquire by reading or listening will be two-dimensional and will be far away from contextual historical information. History teaching aims to develop generations who have the capacity and competency to understand the past, interpret today and determine the future. Given particularly the fact that we live in a country with high rate of young population and the determining effects of such young population for the future of the community, this will reveal the importance of efficient and qualified history teaching (Karabağ, 2003). Likewise, given the fact that history lesson, to which critical importance is attributed in socio-cultural, political and pedagogical terms both in Turkey and in the world, has link to current information, experiences, challenges, and issues, the contribution of this lesson to students' perception of history and to the education in general is undeniable (Leeuw-Roord, 2010).

Efficient learning can be achieved in proportion to student's need for knowledge. Considering the opposite of the preceding; we can argue that knowledge, which people do not feel the deficiency, creates environment for ignorance, any knowledge not used will also serve for the same purpose and will be forgotten. Although secondary education students in Turkey find history lesson important, the studies show that student's perception of history is negative. Genc (1984: 54) argues that the issue created by history teaching through reading and lecturing is distancing students from history rather than helping them love history, as all history syllabuses from primary schools to universities are filled with events, wars, numbers and names without discussing them in conjunction with the subjects of national culture. In parallel to that argument, history lesson is referred to as a lesson which is based on rote-learning with no digestion of information, filled with chronological data (Tekeli, 1998: 193). Overloading students with a lot of information in a short period of time with history lecturing will, as a threat, cause students to feel bored as they think that such information will be of no use in their daily lives; it is also argued that this will prevent students' creativity and hinder their problem-solving learning (Paykoc, 1991). The research results confirming these arguments show that students' attitude towards history lessons become more and more negative as they move from primary school to university, and students fail in history lesson the most (Safran, 1993; Acıkgöz, 1995).

The goal of efficient and qualified history teaching is to help students get equipped with history knowledge at a contextual level, blended with knowledge, skills, and values. Therefore, students' perception of history is crucial. Acquiring, interpreting, selecting, and arranging information about arguments between the past and today or past and the future is defined as the history perception. The first environment where the said history perception of students starts to get formed is the history classes. However, history teaching in Turkey is criticized on because students are unable to attend the lesson due to passive learning environment actively, and that no different teaching methods and techniques are applied. This approach, where students only listen to the teachers throughout the lessons or take notes of what has been lectured by the teacher, has been pedagogically criticized.

Demircoğlu (1999) to argues that history teachers are equipped in a way that they will sustain the rote learning system as candidates of history teachers do not sufficiently learn active learning and teaching methods. Safran's (2002) research also supports these findings; the said research reveals that history teachers do not sufficiently use different methods and techniques, they mostly prefer conventional, lecturing-style teaching, and they rarely leverage the historical environment of the school and the local historical means. We can argue that the findings obtained in this particular study are similar to the findings in the related literature. Namely, the particular study determined that students accept the information in the schoolbooks, and information lectured by the history teacher without questioning as non-changing facts. They did not see it possible to have history lessons out of the classroom environment. And that they are not interested in this lesson as the lesson is lectured in a boring, a strict environment where they are not even allowed to breathe.

Hunter (1993) characterizes the places around us, which are continuously shaping and re-shaped by our historical experiences and cultural expressions, as 'classrooms to discover.' This environment, town, or city which needs to be discovered can be read like a historical document. The traces of the past can be found on the architecture of buildings and their old functions, street names, bridges, monuments, names of shops, coffee houses and restaurants, the developmental line of the town or the city, and the layout of private houses and public buildings (Stradling, 2003: 138). Hunter (1993) states that some of these places which harbor the traces of the past documents dramatic events, heroic works, creative and technical creativity, the lives of extraordinary men and women, and some reflect the daily events of ordinary people in time. Therefore, he further argues that these two types of places which he characterized as extraordinary and ordinary have become a part of our local and national heritage.

We can note that the recommendations for eliminating these deficiencies identified in the relevant literature are included in the 2023 Education Vision published by the Ministry of National Education. Action number two of the second goal which is *"Innovative Practices will be Enabled"* in the Basic Education section of this published text, states that; "*The cooperation of the schools with scientific centers, museums, art centers, technoparks and universities in the same region will be enhanced.",* and the action number three of the second goal which is "*Translation of Academic Knowledge into Skills will be enabled"* states that *"Out-of-school learning environments such as natural, historical and cultural places, science-art centers and museums will be used more efficiently in line with the gains in the teaching programs.* As part of the "2023 Educational Vision", the Ministry of National Education has taken initiative for linking museums, science centers, art centers, historical and cultural places, libraries, natural protected areas and archeological sites, industrial organizations which can be visited and universities etc. with pre-school, primary and secondary education programs. And for ensuring efficient use of "Out-of-school Learning Environment" through the teacher guidebooks which will be produced for the same purpose. Thus, it is intended to ensure that natural, historical, and cultural places are known and watched by future generations, and to contribute to learning by doing and experiencing the gains in the teaching programs. We can argue that the lesson in which these goals will directly find an area of application is the history lesson.

Starting from 2000s, the focus on history teaching in our country has increased, and various academic studies were made about out-of-school history teaching. Safran and Ata (1998: 1) who first discussed this topic in the related literature in this context referred to the concept of "*out-of-school history teaching*" as teaching supported by educational tools such as historical buildings, antique cities, museums. They noted historical environment and oral history as the two key elements of out-of-school teaching. In this study, we used the concept of "out-of-school history teaching" based on the same meaning. After Safran and Ata's study, various studies were made, discussing directly out-of-school history teaching as well as oral history and historical environment elements (Akmehmet, 2008; Aktekin, 2010; Aslan, 2000; Berberoglu and Uygun, 2013; Celebi, 2001; Danacıoglu, 2001; Demircioglu, 2007; Hunter, 1993; Kyvig and Marty, 2000; Sarı, 2006; Sahan, 2005; Sar and Sagkol, 2013; Thompson, 1999; Yesilbursa, 2008). Applied studies conducted about the elements of out-of-school teaching are diversified by topic. Some of the studies were intended to reveal the impact of oral history, local history, historical place and museums on students at various levels of education (Akcalı, 2013; Dere and Dinc, 2018; Epik, 2004; Işık, 2002; İncegül, 2010; Kaplan, 2005; Kaya, 2013; Keskin and Kaplan, 2012; Sarı, 2007; Üztemur vd., 2018; Yeşilbursa, 2006). These studies revealed the fact that out-of-school history teaching through oral history, historical places, and museums has positive contributions to students' academic achievement, attitude, historical and high-level thinking skills. In addition, the related literature also shows that there were studies intended to study and research the thoughts about history and social sciences teachers, teacher candidates and students about the topic and the use of out-of-school teaching in lessons (Aktekin, 2006; 2009; Ata, 2001; Avcı Akçalı, 2015; Avcı and Öner, 2015; Çengelci, 2013; Demircioğlu, 2008; Egüz and Kesten, 2012; Göç, 2008; Karapınar and Incegül, 2016; Keskin and Kaplan, 2012; Kısa, 2012; Malkoç and Kaya, 2015; Metin, 2010; Oran, 2013; Öner, 2015). Considering the results of these studies, we see that history and social sciences teachers, teacher candidates and students have positive views about out-of-school teaching. The studies further reveal that, while teachers and teacher candidates believe in the importance and benefits of out-of-school history teaching, they feel themselves inadequate in this sense, and they face certain challenges in practice.

When we have reviewed the literature, we were unable to find any research about teaching history through active teaching methods under the scope of history teaching in secondary education. And about the awareness of High School 10th Class students with regard to the historical places in their home country and their own neighborhood. It is highly crucial to ensure that out-of-school teaching, the importance, and benefits of which are clearly revealed by the studies, is widely implemented, and to identify how historical information and history awareness of students and their history perception is affected by teaching history by doing and living at historical and cultural environments in line with the gains in the history lesson teaching syllabus. The present study aims to close the gap in the literature on this topic and to make sure that out-of-school history teaching is widely implemented; and, in this context, to contribute to the identification of needs, goals, and plans of history education.

Accordingly, this study teaching methods by which students will be more involved and active both in history lesson in classroom and out-of-classroom environments were implemented. Under the scope of these practices,

materials and games which students frequently see in their daily lives such as rope, play dough, jigsaw puzzle, and wordplay were used, and students recognize that they can be active and have fun and learn in history lesson. With methods such as creative drama, creative writing, station technique, students were enabled to get involved in the information generation process, analyze historical information from different resources and create their historical texts and work as a junior historian in the process. Ten hours of in-class and 10 hours of out-of-class practices were applied with students. The present study aims to answer the question;

'What is the awareness of tenth class students in Adana Lokman Hekim Anatolian High School with regard to the historical places in their home country and in the world with reference to the historical places in the neighborhood where they live (Adana and neighboring areas) and how the awareness of students about historical places evolve following the activities and teaching practices applied as part of out-of-school history teaching?'.

In line with this general goal, the present study seeks to answer the following questions:

> ➢ What was the view of students about historical places before the activities and practices applied under the scope of out-of-school history teaching?

> ➢ Before the activities and practices, what examples did students give for the historical places in Adana and neighboring areas, in Turkey and the world?

> ➢ After the activities and practices, what examples did students give for the historical places in Adana and neighboring area, in Turkey and the world?

> ➢ In what ways did the student's view about historical places change after the activities and practices applied as part of out-of-school history teaching?

METHOD

The present study is designed using the action research method, one of the qualitative research approaches, in line with the research question. This research approach is a method for understanding and developing the learning status in real environments such as classrooms and schools with a view to enhance education quality (Johnson, 2005: 21). During this process, the problem is defined, actions are taken to solve that problem, and once the success level of the efforts is determined; it will be tried once again if adequate feedbacks cannot be received. Participants of the process learn by experiencing (O'Brien: 2003; 2). Therefore, with a view to enhance the quality of history education, high school tenth grade students were selected to help them learn by doing and living in classroom and non-classroom environments, and contribute to their awareness of the historical places in their home country and in the world with reference to the historical places in their close neighborhood.

Study Group

The study group consists of 10-A grade students of Adana Lokman Hekim Anatolian High School. All 35 students participated in the application process, but the data analysis is based on six focus students, three female, and three male students, who were selected among the students using typical case sampling.

Table 1. Breakdown of Study Group by Gender

Gender	f	%
Female	22	63
Male	13	37
Total	35	100

As seen from the table above, 22 of the students participating in all applications are female students, and 13 of them are male students. However, the data is obtained from 3 female, 3 male students who were selected using typical case sampling and who participated in all practices, and the data from these students were subjected to analysis. We attempted to identify the profiles of the study group about historical places and the use of these places in history teaching before the application of practices.

Data Gathering Tools

As part of the study, the study group was asked to write a text to define historical places before and after the practices and activities, explain how they characterize these places. If they have visited any historical place (in Adana, Turkey or the world) if they have, whether they did this voluntarily or by necessity, and they explained visited with who, and the reason of their visit. In order to observe the changes and evolution of students throughout the process, manual products of focus students who were determined with typical case sampling, video recording which includes in-class activities and out-of-class activities at historical places, semi-structured interviews with students, student and researcher diaries were used.

Data Analysis

We used descriptive analysis to analyze and interpret the data gathered in order to identify the change and evolution before and after the activities-practices applied as part of the study. As part of the descriptive analysis method, which is used in studies where conceptual and theoretical structure of the research is defined in advance, the data is summarized and interpreted as per the pre-defined themes or categories. Research questions, questions used during interviews, and observation process or dimensions in this process will be taken into consideration in the presentation of data. In order to reflect the views of individuals observed or interviewed, direct quotes are frequently included (Yıldırım and Şimşek, 2011: 225).

Practices Applied in Classroom and non-Classroom Environments (at Historical Places)

Under the scope of the study, all in-class and out-of-class activities-practices planned were applied by the researcher. All practices and activities were planned in line with the gain, which is *"Analyzes the social structure of the Ottoman Government in centuries XV-XVI.,"* as included in the history teaching syllabus of 10th Grade during 2016-2017. As part of the said gain, there are practice examples as follows: *"Daily Life in the Neighborhood: Text writing to describe a day from the view of a child, woman, and shopkeeper in an Ottoman*

neighborhood, using miniatures, gravures, and historical texts, etc. Different Lives in the Same Period: Text writing to compare the lives of a European villager and an Ottoman villager. From the view of Travelers: Reviewing the texts written by Turkish and European travelers about the Ottoman society." The practices were used and applied in line with this outcome, and activity examples deal with the period of Ramazanids which existed in Misis and Adana region and then affiliated to the Ottoman Government.

As part of the study, in all practices used in classroom environments with students for 10 hours, each history lesson was started with a customized game (jigsaw puzzle, word completion, I spy, etc.) and with a material that can attract the attention of students (playdough), rope, etc.). During the lessons, a lot of activities were used: such as creative drama as one of the active learning methods, creative writing efforts related to the language, clothing, daily life, socio-cultural life of the period, analysis of the sources related to that particular period, training about the historical and architectural buildings of the period, and creation of a defined historical place for that historical period being analyzed. With the activities and practices applied outside the classroom at historical places, historical places which existed from Ramazanids period until today (Oil Mosque, Grand Bazaar, Ramazanids Hall, Ramazanids Madrasah, Great Mosque, Agca Masjid) were visited. At the visited historical places, activities such as creative drama activities, first-person presentation, comparative analysis of historical places designed under the scope of in-classroom activities, and actual historical places were carried out.

FINDINGS (RESULTS)

This section includes findings related to the data collected for the sub-goals identified in line with the general goal of the research.

Findings Regarding the First Sub-Problem and Interpretation

As the first sub-problem of the research, the study attempted to identify the views and thoughts of students towards historical places before the application of the practice. To that end, before the application of the practice, all students in the study group have been asked to do text writing to define the historical place, explain how they characterize these places, whether they have visited any historical place. The data obtained from these texts have been analyzed by percentage and frequencies, and an overall impression of the class have been attempted to be obtained. Data collection tools for focus students have been analyzed descriptively in order to examine in depth the underlying causes of these impressions and to reveal the underlying causes. In this context, the general findings of the class are provided below.

Table 2. Findings related to Historical Place Definitions of the Study Group Historical Place Definitions

Gender	Museum		Ancient City		Historical Building	
	f	%	f	%	F	%
Female	17	49	5	14	2	6
Male	12	34	1	3	-	-
Total	29	83	6	17	2	6

As revealed by the table above, most male and female students characterized the historical place as a 'museum.' We also observed that some of the students had 'ancient city' definitions, and male students were observed that they did not include in this definition many historical places such as squares, towers, caravanserai, mosques, palaces, etc. which may be shown among historical places. In this context, some eye-catching excerpts from the definitions in the texts written by the focus students are as follows;

K1 coded focus student: *"…anything from the past…"*

K2 coded focus student: *"…very old buildings…"*

K3 coded focus student: *"…I cannot think of anything…"*

E1 coded focus student: *"…I can list many things such as museums, ancient buildings…"*

E2 coded focus student: *"…Anything with a history of 100-150 years…"*

E3 coded focus student: *"For me, our house is a historical place too, in the end; it is a heritage from my grandfather."*

As included in the statements of focus students, when defining historical places, many students used characterizations like 'museum, building, ancient thing or objects". And they lack information as to what features are required to characterize a place as a historical place, and they were unable to decide whether a place they have visited is a historical place or not. This situation was noted in the researcher's diary as follows:

"This week after I instructed students to write a text about historical places, I recognized that the students frequently asked questions like "Teacher, is the mosque in our neighborhood is a historical place? There is a fountain in Kozan; my mother told that it is a historical fountain. Can it be considered a historical place?...". When they were talking to each other, I observed that they were unable to decide which places can be considered historical places. In return for their questions, I asked reflection questions and tried to help them think historical places." 11.10.2016 - Researcher's Diary.

Table 3. Findings Related to Historical Place Characterizations of the Study Group Historical Place Characterizations

Gender	Boring		Old		Impressive	
	f	%	f	%	f	%
Female	18	51	2	6	1	3
Male	7	20	3	11	3	11
Total	24	71	5	17	4	14

When characterizing historical places, 71% of the students expressed that they found historical places boring, 17% of them expressed that they were old places, and 14% expressed that they were impressive places. When using these expressions, they characterized historical places as "places which they never think to visit unless it is

by necessity." One key fact was revealed during the semi-structured interview with K2-coded focus student before the application.

K2-coded focus student's statement in the semi-structured interview:

"…..now that you asked, I thought why I am not interested or why I feel they are boring places. If you did not ask, I would not even pay attention if the place is a historical place or not. I think it is not only us. I have cousins living in the UK; we are of the same age with them. When they do not have internet to use on their mobile phone, they said they go to a museum if there is no coffee shop offering free internet service. Even, I laughed when they told this, but now it made sense when you asked this question."

Table 4. Study Group's Occasions and Reasons Visit to a Historical Place

| Gender | Visiting the Historical Place | | | | Reasons for Visiting the Historical Place | | | |
| | Yes | | No | | Family | | School | |
	f	%	f	%	f	%	f	%
Female	15	43	7	20	5	14	10	29
Male	11	31	2	6	3	9	8	23
Total	26	74	9	26	8	25	18	52

As the table shows, 74% of the students visited the historical places, and 52% of the visits were stated as school trips. This is further confirmed by the statements in the semi-structured interviews conducted with the focus students before the application.

K2-coded focus student's statement in the semi-structured interview:

"…All places I visited were almost as part of a school trip. My mother forced me even if I didn't want to, thinking that it may help. I can name most of the places, but that's all. I don't and didn't have curiosity to go and see, examine, or research. Because if they're only used for sightseeing right now, I don't think it serves the purpose either. How many people go and visit these places anyway..."

K3-coded focus student's statement in the semi-structured interview:

"... since I am not very curious about history, if I am given an opportunity to visit historical places, I will not make any effort to go and see such places. Already that opportunity is given by the school; we go by force. We come back without understanding anything. It makes no sense to see such places."

E1-coded focus student's statement in the semi-structured interview:

"...I don't really have much interest in historical places. For example, here (Adana) there are historical places, I do not know from whom they are left. I didn't even wonder so far. They are not places that

I prefer to see in particular. Our teacher took us in elementary school, it was very crowded at the time, I just remember my teacher was angry at students going into queues and coming out of it..."

E3-coded focus student's statement in the semi-structured interview:

"...Not particularly the places I would like to see, but if I go past or something, I look at it, there are places where I go with school a few times. If you ask me where the historical places in Adana are, I don't know and I have never wondered."

In the research, the students have stated that they did not visit historical places unless they had a compulsory situation such as by reason of family or school, they are bored while visiting such places, they do not want to come and see such places again, they find these places important for the country, but old.

Findings Regarding the Second Sub-Problem and Interpretation

Within the scope of the second sub-problem of the research, an attempt has been made to define which examples the students in the study group give for historical places before the practice and activities connected with Adana and neighboring area, Turkey and the world and the findings in that regard are presented in Table 4.

Table 4. Findings on the Examples of Historical Places given by the Study Group before the Application of the Teaching Practice

Gender	Examples Given for Historical Places					
	Adana and Neighboring Area		Turkey		World	
	f	%	f	%	f	%
Female	5	14	2	6	-	-
Male	3	9	4	11	2	6
Total	8	23	6	17	2	6

As shown in the table above, 23% of students that participated in the research gave examples and historical sites found in Adana and neighboring area, while 17% gave examples of historic places in Turkey. The examples of historical places in the world are 6%. We can argue that the examples given by these students are not the places they actually see but the historical places they wrote by remembering from the documentaries they watched. These findings are also supported by the statements in the semi-structured interviews conducted with the focus students before the practice.

K1-coded focus student's statement in the semi-structured interview:

"....Let me tell you, for me, we went to Istanbul. It's a city that smells a lot of history, but not for me. While I was walking around Dolmabahçe Palace, I kept telling my mother, 'Enough, let's go, I'm very bored' Yes, it's a historical and important place, it intrigues me, but when I looked at it, it was used

in the Ottoman period, that's all. This is what I see; plus I have traveled to my mother's side because my mother prefers to visit historical places, not me, I never go by myself out of curiosity, wondering who might have used it."

K2-coded focus student's statement in the semi-structured interview:

"...Actually, my father is curious. I can count the Great Mosque, the Stone Bridge and the Small Clock. My father is watching a lot of documentaries and he forces me to do the same; I wrote a few examples from there on the paper on which you want us to write. I remember the Taj Mahal and the Al-Hamra palace, for instance..."

K2-coded focus student's statement in the semi-structured interview:

"...When we go to a place with my family, we surely go to historical places. But we didn't go out and visit historical places in Adana. I don't know if you ask me now. I can't tell if you ask about the other places I've seen. When I see it on TV or something, I'm just saying 'I saw this place', that's all. I don't know about its history or anything."

In the research, even though the students do not visit historical places based on their interests and wishes, it can be argued that they only remember the names of the historical places in Adana and in the neighboring area and the places they visited in Turkey and they do not have any contextual information regarding these historical places.

Findings Regarding the Third Sub-Problem and Interpretation

The data obtained on the third sub-problem within the scope of the research has been obtained at the end of the practices carried out with the students for 10 hours in the classroom and 10 hours outside the classroom. An attempt was made to define which examples the students in the study group give for historical places after the application of the practice with respect to Adana and neighboring area, Turkey and the world and the findings in that regard are presented in Table 5.

Table 5. Findings on the Examples of Historical Places given by the Study Group after the Practice

Gender	Examples Given for Historical Places					
	Adana and Neighboring Area		Turkey		World	
	f	%	f	%	f	%
Female	18	51	5	14	-	-
Male	10	29	6	17	2	6
Total	28	80	11	31	2	6

As can be seen in the table above, after the application of the practices, 51% of female students and 29% of male students gave examples of historical places in and around Adana. The ratio of giving examples of historical places in Turkey is 14% for female students and 17% for male students and it is observed that these examples differentiate from the examples given by the students before the practice and were increased in the number. After the using the practice and activities, the cases of giving examples to the historical places in the world are the same as before the activities-practice with a rate of 6%. After the activities and practices, the examples given by the focus students in the texts they have written support these findings.

> Post-practice Examples Provided by the K1-Coded Focus Student;
>
> *"Ramazanids Hall, Madrasah, the Great Mosque, Oil Mosque, New Mosque, the Great Clock"*
>
> K2-Coded Focus Student;
>
> *"Ramazanids Hall, Madrasah, the Great Mosque, Oil Mosque, New Mosque, the Great Clock, the Stone Bridge"*
>
> K3-Coded Focus Student;
>
> *"Ramazanids Hall, madrasah, the Great Mosque, New Mosque, the Great Clock, the Stone Bridge"*
>
> E1-Coded Focus Student;
>
> *"Ramazanids Hall and Madrasa, Kurtkulağı Caravanserai, Yılan Castle, Oil Mosque, the Great Mosque"*
>
> E2-Coded Focus Student;
>
> *"Ramazanids Hall, madrasah, the Great Mosque, Oil Mosque, New Mosque, the Great Clock"*
>
> E3-Coded Focus Student;
>
> *"Yılan Castle, Ramazanids madrasah and Hall, Grand Bazaar, New Mosque, the Great Mosque"*

We can argue that, in the interviews held with the focus students following activities and the teaching practice, their definitions of historical places varied and they were able to diversify their examples of historical sites from Turkey when they re-approached the matter from a broader perspective. The examples given by students for Turkey are addressed in the next sub-problem as their definitions regarding the historical place vary.

Findings Regarding the Fourth Sub-Problem and Interpretation

As the fourth sub-problem of the research, we attempted to determine how the students' thoughts about the historical places varied after the application of teaching practices within the scope of out-of-school history teaching. For this purpose, after the application of teaching practice and the activities, all students in the study group were asked to define a historical place, to explain how they characterize these places, and to write a text expressing how their thoughts about the historical place changed when compared pre and post- application. The data obtained from these texts has been analyzed by percentage and frequencies, and an overall impression of the class have been attempted to be obtained. Data collection tools for focus students have been analyzed descriptively in order to examine in depth the underlying causes of these impressions and to reveal the underlying causes. In this context, the general findings of the class are provided below.

Table 2. Findings Related to Historical Place Definitions of the Study Group

| Gender | Historical Place Definitions | | | | | |
| | Museum | | Ancient City | | Historical Building | |
	f	%	f	%	F	%
Female	21	60	11	31	19	54
Male	12	34	9	25	13	37
Total	33	94	20	56	32	91

As the table above shows, after the application, male and female students define the historical place by diversifying it as *'museum, ancient city and historical building.'* We can state that this is different from the pre-application case. Before the application, the students frequently described the historic places as a *"museum"* and post-application, they included places such as *"square, street, mosque, clock tower..."* in their definition of historical places. In this context, some sections of the definitions that attract attention in the texts written by the focus students are as follows;

K1-Coded Focus Student;

"…What a historical place means for me now has a broader definition. For example now I don't think of it just as a building. Now, I can exemplify Gulhane Park for the historical places in Turkey. In fact, I could give this place as an example in the first text that you made us write, but I didn't think of it as a historical place. After the activity we did in the classroom, we discussed why we didn't consider the places that we went but we didn't know as historical places..."

K2-Coded Focus Student;

"Now I know better what the historical place means. Many works that served humanity in general in the world may be in this context in Adana, Turkey and the world. It could be a building or a small area... Like a battlefield, Manzikert plain, for instance…"

K3-Coded Focus Student;

"You asked this question at the beginning, but my current thoughts and knowledge are very different now... A place that must be seen for me is a historical place. For instance, if I visit Anıtkabir now, I would visit it with a different perspective."

E1-Coded Focus Student;

"...I learned that I should not think of it just as a building. A historical place could be a train, a park or a square. For example, the train where İnönü and Churchill meet in Yenice, Sultan Ahmet Square…"

E2-Coded Focus Student;

"When you first asked about the historical place, I was thinking of a historical place disconnected from people and the events. But now I have learned that I should not consider the historical place separate from the people and events happened there. For example, I realized that Atatürk Forest Farm could be a historical place after what you made us do. Even in Adana, I didn't know that many places are historical places, but…"

E3-Coded Focus Student;

"...The historical places in Turkey, for me, are those with brown signage and must-see places."

The study found that the students mostly considered the historical places as buildings before the application and therefore the examples they gave before the application was limited; after the applications, we can argue that the definitions regarding the historical place have expanded and the examples given in this direction have varied. In the semi-structured interviews conducted with the focus students after the application, it was stated that the evaluations made with the examples given before the application was quite different from the ones after the application and they were asked to state the underlying reason for this. The answers given in this context are given below.

K1-Coded Focus Student;

"Because I learned by knowing, by living. Even though I've passed by them many times before, they are different for me now."

K2-Coded Focus Student;

"Because I saw those places and when I touched the walls of those places in the activities we did there, I was able to visualize those times."

K3-Coded Focus Student;

*"For example, I passed by the mansion/hall a thousand times. I didn't even know the existence of the Ramazanids. The hall didn't mean anything to me. But now I have experienced these places with a different perspective, by knowing and living. **I have learned the story of the city where I live."***

E1-Coded Focus Student;

"...I realized during the activities in classroom and at historical places that I didn't know much about Adana and the neighboring area. But when I saw those places and touched their walls, I felt more about what we did in class. That is, it is hard to forget."

E2-Coded Focus Student;

"...When you first asked this question, it seemed very strange and I was surprised. Now that I think of it, I would love to see such place around me and Turkey and in the world, if I can get the opportunity to do so. It's not possible for me to forget such an experience."

E3-Coded Focus Student;

"...I think I will be more curious. I never thought it would be so permanent and intriguing. Informed and curious tour has become more catchy ."

The focus students reflected in their diaries the thoughts resulting from the activities held in classrooms and out-of-class historical places as follows:

Diary of K2-Coded Focus Student (08.11.2016):

"...I've been living in Adana for years, but my experiences in this process were different. I have learned so many things. I have visited the historical places of Adana and Istanbul before, but this was really different. I've learned a lot including the smallest details. More interestingly, this took place in history class and learned all of this by having fun. Today, I have learned how important the city, where I have lived for years, and the streets that I have passed through to ride the small bus are for history."

Diary of K2-Coded Focus Student (23.11.2016):

Although I would normally walk around there (Great Mosque and Ramazanids Mansion), I wouldn't know the meaning of the dragon motif even if I noticed it, but I know a lot of things and now I'll definitely tell the people who come with me in detail. I learned the error in Matrakçı Nasuh's

miniature and the reason why in this activity. With this activity, I learned about Adana and the history of it.

Diary of E2-Coded Focus Student (22.11.2016):

"...In this lesson, we put ourselves in the place of a person who lived at that time and put that person's thoughts on paper. For me, it was one of my favorite activities because I think the activities we wrote in this way taught us more."

Diary of E3-Coded Focus Student (22.11.2016):

"When I visited these places, I thought about how careless and uninterested I was and I felt sorry. We go to the Great Mosque to pray every holiday with my father. But I didn't know that the tiles there were from the Ramazanids period, and I realized this during these activities. As Gözde (Ramazanids) teacher said, now it is my personal responsibility to take everyone from outside the city to these places."

We can argue that in-class and out-of-class activities held within the scope of the research positively changed and developed the awareness of the students for the historical places starting from Adana, where they live, Turkey and the world.

Image 1. E2 and E3 coded students' messages to researchers on different dates after the completion of the activity

After the completion of the research activities and practices, two male students among the focus students went to the summer resort and shared with the researcher the historical place they saw. Considering these images and the messages sent to the teacher, we can argue that the students reflect their feelings and thoughts on the behavior regarding the historical place and therefore their awareness about the historical place has changed positively.

CONCLUSION, DISCUSSION and SUGGESTIONS

Given the findings of this present study, which aims to help ensure that out-of-school history teaching practices are widely applied and, accordingly, to determine the needs, goals, and plans of history teaching, in the long run, we observed that findings before and after the applications vary.

Within the scope of the research, attempts have been made to determine the thoughts of the students regarding the historical places and the examples they give for a historical place in Turkey and around the world, with reference to the historical places in their neighborhood. In this sense, before and after the practice, the students have been asked to do text writing to define the historical place, explain how they define such places. The findings reveal that the students described the historical places as 'buildings' before the application of teaching practices and therefore, their examples were limited, and they did not want to visit these places unless required. Following the activities and applications, it is observed that the scope of the students' definition on historical sites have expanded in addition to the variance of their examples in that regard and they increased their awareness of the historical place in Turkey and the world connected with the historical places in their neighborhood.

One way for students to connect with history is to take advantage of their personal experiences and past information. In history lessons, students are provided with new information about times, places, and events which have no connection with their personal experiences. In this personal connection, students need to establish both affective and cognitive relationships. In order to ensure that the student can go back in time and place, it is required to connect students with new information and concepts. In order to establish these connections, we suggest using artificially arranged role-playing and simulation activities in classroom environment; furthermore, such connections can be established by bringing historical novels and first-hand resources to the classroom and utilizing visual materials such as photos, images, films, and 3D visual materials as well as aural materials such as music and audio recordings (Karabağ, 2003: 97– 98).

Another way of establishing this connection is the activities held in historical places with students within the scope of out-of-school history teaching. It has been observed on 7th grade social studies teaching, designing and implementing instructional activities which aims effective use of museums and historical places have developed students social studies skill (Üztemur at al., 2018). Similarly, in Coughlin's (2010) research, teachers stated that tours and visits allow students to acquire basic skills related to chronological thinking and history research. Tal and Morag (2007) emphasized that museums have provided a meaningful learning environment for students rather than transferring traditional knowledge. Boyer (1999) states that museum have provided a lot of materials and opportunities for interdisciplinary studies for social studies education and teachers. Savenije and Bruijn (2017) say that museums provide the opportunity to interact with the cognitive and affective dimension of historical empathy. And they suggested that museums can serve as powerful indexes to prepare his students for these skills.

Although it is stated in the related literature that the use of museums and historical places have many benefits in the cognitive and affective fields, it is emphasized that the use of museums and historical places are not used or preferred for out-of-school history teaching. Avcı and Öner (2015) stated that all of the teachers considered the method of teaching with historical places as important; they knew the units and subjects in which these places could be used in social studies in general and that they had sufficient information about the benefits of the teaching method with historical places. Similarly, in his study with candidate and working history teachers, Avcı (2015) found that all history teachers and prospective teachers found out-of-class history teaching as applicable for history teaching.

One of the main problems in using out-of-school history teaching is that teachers face legal barriers connected with the implementation of this method (Avcı and Öner, 2015). In this context, within the scope of "2023 Vision for Education", the fact that Ministry of National Education started to work on more effective use of museums, historical and cultural places and historical places as "Out-of-School Learning Environment" will help minimize such barriers. One of the main problems in the use of out-of-school history teaching is that teachers do not have sufficient and qualified knowledge about planning and organization in such places within the curriculum. In his study based on the opinions of 140 history teachers, Demircioğlu (2008) determined that the teachers do not have sufficient education and knowledge about effective museum visits. In the study where the teachers' views on the use of museums in the teaching of history were obtained, Ata (2001) concluded that teachers have a positive view towards museum education, but they cannot be effective in museums because of the education they receive. Similarly, Avcı Akçalı (2015) determined that almost all of the history teachers and all of the candidate teachers considered themselves insufficient for out-of-class history teaching works.

We can argue that the contribution of out-of-school history teaching to the cognitive and affective field development of the students is quite high in line with the data presented before and after the applications and activities. In this context, study initiated to effective use of "Out-of-School Learning Enviroments" which defined by Ministry of National Education. In the study, activities and practises presented to teachers by making connection between activities, practices and curriculum. Since the teachers mostly do not want to implement out-of-school history teaching activities due to time constraints, it is recommended them to make the activity within interdisciplinary approach.

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