

Developing Museum Education Activities for the Social Studies Course and Evaluation of their Effects on the Academic Success of Students

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Abstract: Our main goal in our study was to enable students to take an active role in teaching social studies. With the work done in the process, it was tried to raise awareness about museums and to explain how valuable museums are for a new perspective on education and most importantly for the social studies course. In our study, a 2X2 split-plot mixed design was used. In the quantitative part of the study, dependent and independent variable measurements were made on the experimental and control groups. In the qualitative part, semi-structured interview technique was applied. The participants of the research were carried out with 50 people in a public school in the center of Gaziantep in the 2020-2021 academic year. The quantitative data of the research were analyzed with the SPSS 22.00 program. Qualitative data were evaluated by descriptive analysis method. In our study, which was prepared on the basis of the achievement "discuss the contributions of the scholars who grew up in the Turkish-Islamic civilization to the scientific development process"; One week before the application, pre-tests were made to the experimental and control groups, and then the teaching activity was applied in the classroom by adhering to the curriculum. In addition, a museum tour activity was carried out with the experimental group. Afterwards, the post-test was applied to both groups. In the last stage of the research, semi-structured interviews were conducted with 8 students. As a result of the research, it was determined that museum education, which is one of the out-of-school learning environments for the social studies course, improved the course success level of the students in the experimental group.

Keywords: Social Studies, Museum Education

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Introduction

In this part of our study titled "Development of Museum Education Activities for Social Studies Course and

Evaluation of the Impact of Students on Academic Achievements", which plans to actively involve students in the process in the social studies course: Information about the problem situation, the purpose of the research, the assumptions and limitations of the research will be given and the relevant topics will be evaluated.

Museum and Social Studies

It would be appropriate to give some examples that attract attention abroad about the concept of museum education, the importance of which we often express in the educational activities in Turkey, in terms of comparing our country and its sources abroad. For example, through the Museum Pedagogical Center, which started to operate in Germany in 1973, attention has been paid to the coordination of school programs with special programs that are applied simultaneously in different 14 museums both in historical places and in 14 different museums and created in digital environments. Individuals at different school levels are provided with excursions, information, discussions and workshops under the supervision of a guide at pre-planned times (Akman et al., 2022a; Arabacioglu, & Okulu, 2021; Massarani et al., 2022; Öztürk, 2021; Öztürk, 2021a; Öztürk, 2021b; Öztürk, Türe, & Yağlıcı, 2021; Susuz, 2021a; Şar and Sağkol, 2013; Temirton, Kharipova, & Kistaubayeva, 2023; Türe, & Ozturk, 2021; Uztemur, Dinc, & Acun, 2019). The German Museum Pedagogical Center carries out its activities in coordination with the educational programs implemented in the schools and the programs implemented in these schools include museum visits that are decided to be implemented at least twice a year (Abacı, 1996). Social Studies program implemented in our country; The reflection of the innovations made in the field of education to this system that centers on the student brought by the constructivist approach and rejects the rote because it aims at the continuous structuring of information, has been put forward with the aim of raising individuals who develop themselves, have effective communication skills, keep up with the innovations brought by time and produce different ideas (Akman, Karaaslan, & Bayram, 2022; Akman et al., 2022b; Banihashem, Noroozi, & Khaneh, 2021; Bozkurt, Eryilmaz, & Boyraz, 2021; Gault & Cuevas, 2022; Jackowicz, 2021; Noroozi, Banihashem & Biemans, 2021; Öztürk & Demir, 2021; Yazıcı & Koca, 2008; Yigit, 2020; Yildirim, Tikman, & Senturk, 2022;). To this end, Social Studies teachers are trying to provide their students with educational environments that are intended to be created using new narratives, methods and techniques. This lesson should usually be processed with concrete and abstract cultural heritage elements in mind as it is based on the evaluation of past lives and the context of social and cultural heritage with the environment experienced. From this perspective, museums create educational places for students to make sense of history in the context of the circumstances of that day and to arm themselves with knowledge of the past. This study, in light of the information described above; the development of museum education activities for social studies courses and the evaluation of the impact on students' academic achievements constitute the problem situation. In light of this problem, answers to the following sub-problems have been sought;

1. Is there a significant difference between the achievement test post-test mean scores and the pre-test mean scores of the experimental group participants participating in the social studies museum training?
2. Is there a significant difference between the achievement test post-test mean scores and the pre-test mean scores of the control group participants who attend the social studies course through classical learning?

3. Is there a significant difference between the achievement test post-test point averages of the participants in the experimental group participating in the museum education activities and the achievement test post-test point averages of the participants in the control group who continue their education through classical learning?
4. Is there an effect of gender on the scores of the experimental group's post-test achievement measurements?

While evaluating the qualitative data set of the research, an answer was sought to the question "What are the students' views on museum education and its impact from out-of-school learning environments in social studies?"

Purpose and Importance

Museums in our country that have hosted a long-established history are a good learning environment for social studies class (Egüz and Kesten, 2012). In addition to the basic knowledge the student possesses, the art of past scientists and communities, the product of the summer, or the ability to observe all kinds of works in a way similar to the conditions of the day, is intended to make their own conclusions about how scientific knowledge was obtained. It will be intended to help students come up with hypotheses about innovative thinking, innovative idea-making, how to bring new ideas produced to life in the field of science and technology. In conjunction with the process and process analysis, it is desirable to create awareness about museums and recognize that museums have an important structure in the educational perspective and especially in terms of social studies lessons, and to ensure that students gain new skills about education.

Method

Research Pattern

This research has 2 separate data sets using two research methods, quantitative research and qualitative research. The quantitative size of the research was maintained by a preliminary test-final test applied experiment and a 2 * 2 semi-experimental pattern with a control group. The research is semi-experimental because the quasi-experimental pattern is not specified as the principle of selectivity or the draw and the control and experimental group of participants in determining the participants present in the experimental and control group in the study. Using the qualitative pattern, the qualitative research section benefited from the semi-structured interview form.

Working group

The experimental group consisting of 25 students, 14 girls and 11 boys, continuing their education and training at the 7th grade in a state secondary school; the control group consisting of 25 students, 13 girls and 12 boys, constitutes the study group of the research.

Experimental Process

The data collection process took place in three stages. In the first stage, a pre-test related to the relevant achievement was applied to the experimental and control groups. Then, subjects were taught with standard teaching methods and techniques in accordance with the curriculum in the classroom environment with the same characteristics in the experimental and control groups. A museum visit was also made with the experimental group. Before the visit, the experimental group was informed about the process and attention was drawn to the period in which the scholars who grew up in the Turkish-Islamic civilization were working.

In the second stage, the final test, which was prepared by taking expert opinions, was applied to the experimental and control groups in the classroom environment. At this stage, it was tried to measure whether there was a significant difference in the knowledge level between the experimental and control groups regarding the process.

Finally, in the third stage, semi-structured interviews were conducted with 4 female and 4 male participants, who were selected on a voluntary basis among the participants in the experimental group.

Analysis of Data

SPSS 22.00 program was used in the analysis of quantitative data. In addition, in the quantitative dimension of this study, 2X2 split-plot mixed design, which is one of the experimental designs, was used. In the aforementioned design, the first factor refers to the experimental and control groups, which are independent treatment groups, and the other factor refers to the pre-test and post-test measurements, which are repeated measurements of the dependent variable under different conditions.

Table 1. Normality test results

| | Experiment | | Control | |
|--------------|--------------|------------|--------------|------------|
| | The Foreword | Final test | The Foreword | Final test |
| N | 25 | 25 | 25 | 25 |
| X | 38.88 | 90.08 | 38.72 | 68.32 |
| S | 5.35 | 7.31 | 5.12 | 6.92 |
| Median | 40.00 | 92.00 | 40.00 | 68.00 |
| Minimum | 28.00 | 80.00 | 28.00 | 56.00 |
| Maximum | 48.00 | 100.00 | 48.00 | 80.00 |
| Shapiro-Wilk | .937 | .886 | .925 | .941 |
| P | .127 | .009 | .067 | .158 |
| Skew | -.345 | .032 | -.501 | .234 |

Results

Findings Related to the Quantitative Data of the Study

Table 2. Experimental and control groups achievement test pretest and posttest mean and standard deviations

| Groups | The Foreword | | | Final test | | |
|-------------------|--------------|-------|------|------------|-------|------|
| | N | X | Ss | N | X | Ss |
| Experiment | 25 | 38.88 | 5.35 | 25 | 90.08 | 7.31 |
| Control | 25 | 38.72 | 5.12 | 25 | 68.32 | 6.92 |

When Table 2 was examined, participants in the experimental group averaged 38.88 (Ss: 5.35) from the achievement test preliminary test measurement, while the scores they received from the final test measurement averaged 90.08 (Ss: 7.31). Participants in the control group had an average score of 38.72 (Ss: 5.12) from the success test preliminary test measurement, while their score from the final-test measurement averaged 68.32 (ss: 6.92).

Findings on Qualitative Data of the Study

Table 3. Whether the students contributed to what the museum learnt, and if so, the number of questions, answers and contacts of what happened.

| Questions | Answers | Frequency (f) |
|---|--|---------------|
| A. Has the museum contributed anything to what you learned? | A.1. Made a contribution | 8 |
| | A.2. It didn't add up | 0 |
| | B.1. My general culture has evolved | 3 |
| | B.2. Helped me internalize the topics | 3 |
| B. What are they if they happened? | B.3. I found out who made the tools and inventions we use today. | 3 |
| | B.4. It prompted scientific studies and a willingness to invent | 2 |

When Table 3 is examined, all of the students interviewed stated that the museum had contributed to the issues it had learned. Of the students, K3, K4 and K8 said the museum has improved its overall culture; K2, K6, and K7 contribute to internalizing subjects; K1, K6 and K7 contribute to the learning of the tools and inventions we use today; K3 and K5 indicated that it aroused a desire for scientific studies and invention.

Some of the students expressed their views as follows:

"I think that with the development of my general culture, it will contribute to me in future history lessons. At the same time, these works made me think that I could do scientific studies." (K3)

"It helped me internalize the subjects. I thought that some scientific works belonged to western scientists. It is a source of pride that such scientists have lived on our land." (K6)

Discussion and Conclusion

It was concluded that the achievement test post-test averages of the experimental group students in which museum education activities were carried out were higher than the pre-test averages. It has been concluded that museum education activities have a positive effect on students' academic success in the relevant acquisition in the social studies course. In the Energy Park study, which was conducted with 7th grade students in parallel with these findings, it was observed that there was a significant difference between the academic achievement pre-test results and post-test results of the experimental group students (Bozdogan, 2007:214). Again, in the study conducted by Çerkez (2011) it was concluded that the academic achievement post-test results of the experimental group students, who were working on the achievements of the Economy and Social Life unit based on museum activities, were significantly higher than the pre-test results. When the literature is examined, there are also different studies in which meaningful results were obtained in favor of the experimental group (Önder et al., 2009; Kaba, 2021).

“What would you say about the effects of the museum on the subjects you covered in the Social Studies course?” It was concluded that all of the students interviewed over the question had positive thoughts. This data is also in line with the quantitative results of our research. In addition, museum education practices; Expressing such expressions as facilitating the understanding of the subjects, creating a basis for permanent learning and acquiring in-depth knowledge overlaps with our research objectives.(Çetindağ-Kuşan, 2005; Çulha, 2006; Yeşilbursa, 2006; Demirboğa, 2010; Filiz, 2010; Yazıcıoğlu, 2010; Çerkez, 2011; Güler, 2011; Avcı-Akçalı, 2013; Yorulmaz, 2016; Üztemur, 2017).

It has been concluded that museum education contributes to the subjects learned. My general culture has improved, it has contributed to my internalization of the subjects, I learned who made the tools and inventions we use today, it aroused the desire to make scientific studies and inventions, etc. It is an indication that especially the scientific process skills of the students were positively affected. In the same way, the fact that the study motivated the students to make scientific inventions and studies made our research even more valuable.

As a result, it was concluded that museum education activities, which are one of the out-of-school learning environments, are effective in increasing the academic success of students, making learning by doing and experiencing valuable depending on the constructivist education approach, and also in developing positive thoughts about the social studies course.

Recommendations

- Social studies curriculum can be arranged by taking into account out-of-school learning environments and course hours can be increased.
- Virtual museum tours can be organized through various informatics tools in schools that do not have the necessary facilities.

- The procedures required for museum visits can be facilitated and museums can be used more actively for social studies lessons.
- Museum trips can be organized in order to be a source for scientific study platforms such as Teknofest and Tübitak 4006 and to reveal the feelings of scientific activity in students.

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