



PRE-SERVICE TEACHERS' OPINIONS ON THE ROLE OF MUSEUMS IN VALUE TRANSMISSION

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Abstract

The transmission of values through social studies education remains a central subject of interest. The search for alternative resources to foster and sustain this transmission process has recently intensified. 'Museums', recognized as alternative spaces within out-of-school learning contexts in social studies, are increasingly acknowledged as crucial in facilitating value transmission. This research seeks to elucidate the role of museums in this process, primarily through the perspectives of pre-service social studies teachers. The study employed qualitative research methods and was constructed within a case study design framework. Data collection relied on focus group discussions with the pre-service teachers, with the subsequent content analysis used for data interpretation and explanation. Through dialogues with the participants, it became apparent that the transmission of values in social studies, a fundamental course for life learning, was a predominant concern. Out-of-school learning experiences are deeply integrated with social studies due to their interdisciplinary and multifaceted nature. In light of this, the participants' perspectives and recommendations concerning the role of 'museums' as alternative venues for value transmission within the scope of social studies were predominantly positive.

Keywords: Case study, out-of-school learning, the role of museums, social studies, value transmission.

Introduction

In recent years, rapid changes and developments, together with globalization, reveal the importance of transmitting social values and cultural accumulation to future generations. In an era marked by the continuous evolution and change brought about by globalization, there is an imperative need to preserve and safeguard cultural values (Jalla, 2017, p. 8; Mesoudi, 2013, p. 133). Preserving societal values is fundamental to sustaining and enhancing the cultural wealth of a community (Bars, 2017, p. 219). As such, protecting and transmitting these values, which carry societies' cultural heritage from the past into the future, emerge as prominent concerns (Topkaya, 2016, p. 640). Values embodying societies' essence, structure, and cultural heritage necessitate contemporary discussions around value education and value transfer (Selanik Ay & Korkmaz, 2017, p. 51). Material and spiritual values, with individual and societal dimensions (Bulut & Orhan, 2012, p. 299; Heafner, 2004, p. 42), play a crucial role in shaping identities from the past through to the future. They bear unifying features in a societal sense, owing to their cultural traits (Simbirtseva et al., 2020, p. 493). In this regard, the education process plays a vital role in understanding, preserving, and transmitting these cultural values for the continuity of societal development (Bisin & Verdier, 2008, p. 1; Çağlayan, 2021, p. 46; Kolaç & Karadağ, 2012, p. 763). Social studies, as a subject, is uniquely positioned to address this need due to its focus on the relationship between individuals and society, its emphasis on effective, participatory citizenship, and its attention to the issue of value transfer (Hursh & Wayne Ross, 2000, p. 2; Şanlı & Köç, 2021, p. 52). Social studies education aims to impart knowledge about the societal and cultural heritage from the past to the future, with a particular emphasis on value transmission (MEB, 2018, p. 11). The aim is to foster socially conscious generations, sensitive

to cultural development and rooted in their social values (Kaya, 2019, p. 554). It is recognized that, in pursuit of these objectives, diverse methods, techniques, materials, and practices, with museum education being a primary example, are employed in the value transfer process within the scope of social studies (Selanik Ay & Kurtdele Fidan, 2014, p. 71). Thus, museums are also considered important institutions in the process of value transfer.

Within the context of education's influence on cultural heritage and societal development, the significance of museums is increasingly recognized (Burton & Scott, 2003, p. 57). There is a growing emphasis on the role of museums in value transmission, particularly within the broader scope of values education and its contribution to sustainable, high-quality education that supports individual and societal growth. Museums stand out in their capacity to transmit traditional values and cultural heritage to the contemporary world (Simpson, 2009, p. 125; Tekin, 2017, p. 157). They serve as fundamental spaces for preserving and, in a sense, sustaining values across generations (Baki Nalcıoğlu, 2021, p. 125; Miral Çavdırılı & Adan Gök, 2020, p. 2243; Kalaba, 2021, p. 103). With their wealth of values and cultural artefacts, museums are considered vital resources for individual and societal transformation (Boyras, 2012, p. 25). In shaping societal identity, museums play a pivotal role in transferring cultural heritage from past to future generations (Altınbaş & Etikan, 2021, p. 25; Bülbül, 2016, p. 682; Kandemir & Taştan, 2023, p.117; Kuşcuoğlu, 2017, p. 56; Şar & Sağkol, 2013, p.84). Museums are recognized as educational spaces that display and share many societal values embodied in cultural, historical, artistic, and educational assets (Kravchyna & Hastings, 2002, p.2; Uçar, 2014, p.108). Their intensive focus on human and space interaction, alongside their comprehensive encapsulation of human values, positions museums as cultural bridges, a role that has garnered increased attention in recent years (Gün & Çeri, 2021, p. 1276; Gürhan, 2021, p. 567). Museums, with their educational offerings, serve as invaluable repositories of societal memory, playing a leading role in the acquisition of societal values and cultural identity (Özrili & Başak, 2021, p.84; Gögebakan, 2018, p.17; Soydaş & Üstünbaş, 2020, p. 378). The cultural artefacts housed in museums illuminate societal development in various ways—historically, culturally, and sociologically—while also preserving values for future generations. This convergence of cultural, societal, and educational facets makes museums particularly important for value sustainability (Aydoğan, 2020, p. 101). In contemporary societies, museums, as custodians and exhibitors of social heritage and cultural values, are perceived as guiding forces for societal development (Tezcan Akmehmet & Ötekan, 2006, p. 49; Skalska-Cimer & Kadłuczka, 2022, p. 3). Their cultural assets shed light on social evolution from the past to the present, enriching cultural diversity with varied collections and features (Özrili, 2019, p. 264; Suarez & Tsutsui, 2004, p. 71). With their roles in collecting, preserving, exhibiting, and educating about cultural resources, museums are gaining increasing prominence in today's world. Due to their wealth of cultural offerings and strong educational underpinnings, museums are regarded as indispensable tools in fostering societal development (Karadeniz, 2014; Shabbar, 2006, p. 5).

In the era of globalization, museums are often seen as essential instruments for cultural development, especially when considering the idealization of today's modern societies within the framework of values (Scott, 2008, p. 28). In this context, from the 19th century to the contemporary educational processes of the 21st century, the significance of the school-museum relationship in educational environments has been recognized. Consequently, museums are increasingly considered as alternatives for out-of-school learning environments (Mercin, 2017, p. 211; Tezcan Akmehmet & Ötekan, 2006, pp. 51-52). All values and cultural treasures within societal memory become prominent in the effort to preserve existing values, foster social consciousness, and ensure cultural transmission from the past to the present and future, thus emphasizing sustainable and systematic education (Karapınar & Barakazi, 2017, p. 6; Silva & Roders, 2012, p. 1). With their cultural heritage and influence on societal development, museums are recognized as crucial educational spaces (Rogińska-Niesłuchowska, 2010, p. 181). In the

educational process, museums are perceived as structures with an educational function where social values, intellect, science, art, emotions, and thoughts are intertwined, preserved, and exhibited in the context of museum education (Aykırı, 2023, p. 80; Demirel, 2020, p. 587). Therefore, it is vital to consider museums, as repositories of cultural wealth, in the context of value transmission in social studies classes. It is anticipated that this research contributes to the field literature by shedding light on the dimension of value transmission in museums as shaped by pre-service teachers' views.

The current study aimed to explore the views of social studies pre-service teachers on the role of museums in value. In light of this, pre-service teachers' opinions were sought regarding museums' role. Specifically, their views were explored on how museums, recognized as alternative spaces, contribute to value transmission within the context of out-of-school learning.

Research Methodology

Research Design

This study employs qualitative research within a case study design to explore pre-service teachers' opinions of museums' role in value transmission. Qualitative research is recognized as a method that allows for collecting detailed information and making inferences, particularly in social sciences, where events and phenomena are examined (Küçük, 2016, p. 105). In this vein, studies using qualitative research methods focus on interpreting the opinions of all participants based on their experiences (Vishnevsky & Beanlands, 2004, p. 234). Case studies are chosen when in-depth, descriptive, and systematic information on a specific topic is sought (Heale & Twycross, 2018, p. 7; Orum, et al., 1991, p. 12).

Sample

At the data collection stage, the study group was selected using a convenience sample, and a focus group interview of approximately 120 minutes was conducted with volunteer participants who were fourth-year social studies pre-service teachers. Although opinions on the number of participants differ in focus groups, the purpose of research and the role of participants, 10-12 people is the ideal number (Gibbs, 1997, p. 5). Convenience sampling was chosen due to its efficiency in rapidly and effectively reaching the participant pre-service teachers (Baltacı, 2018, p. 259). Qualitative interviews aim to delve deeply into participants' views, feelings, and thoughts. Accordingly, a 'topic-centred (topical)' interview approach was employed in the study (Kuş, 2012, p. 87).

The study group for this research, which aims to understand the role of museums in value transmission from the perspective of social studies, comprises 12 pre-service teachers voluntarily participating in the study and currently enrolled in the Social Studies Teaching Undergraduate Program at a state university in the Western Black Sea Region. The pre-service teachers' personal information is presented in Table 1.

Table 1
Distribution Status of the Participants According to Their Gender

Gender	n	%	Participants
Female	5	42	F1, F2, F3, F4, F5
Male	7	58	M1, M2, M3, M4, M5, M6, M7
Total	12	100	

When Table 1 is examined, it is understood that 5 (42%) of the pre-service teachers participating in the research process are female, and 7 (58%) are male, with a total of 12 people.

Ethical approval for this study was granted by the Bartın University Social and Humanities Ethics Board (approval number 2023-SBB-0262).

Data Analysis

During the study's implementation, the 'Interview Form Approach,' which is often employed in qualitative research for comprehensive interviewing, was utilized in our discussions with participants (Büyüköztürk et al., 2022, p.158). This approach aims to gather information on a common subject from different participants (Küçük, 2016, p.109). Questions for the 'Semi-Structured Interview Form' were developed by the researcher. These questions were sequentially presented to participants during the focus group interview. Data collected from the participants were analyzed, transcribed, and converted into written documents. These documents were then scrutinized through document review. The participants' personal information was gathered through the 'Personal Information Form.' Two social studies education field experts and one Turkish education field expert were consulted regarding content, scope, suitability of questions to the purpose, and language and expression in developing the interview form questions. The questions, refined by the experts' feedback, were shared and implemented during the interview with the pre-service teachers. The collected data were analyzed and reported using conceptual content analysis, a data analysis technique prominent for its strengths in making sense of participant views, especially in social sciences qualitative studies (Drisko & Maschi, 2016, p. 3; Krippendorff, 1989, p. 403).

Research Results

As a result of the analysis of the answers obtained from the interviews with the pre-service teachers,

Situations related to “*Status of taking the Museum Education course*”, “*Status of the participation in the museum tour*”, “*Status of thinking that museums have a role in the value transfer process*”, “*Status of effects of museums according to their types and purposes in the value transfer process*”, “*Status of the relationship between social studies course and museum education for value transfer*”, “*Status of value transfer effect status in museum education in social studies course*”, “*Status of the suggestion status for value transfer in museum education within the scope of the social studies course*” the parts were determined, and solutions have been tried to be presented for existing problems.

Table 2

Status of Taking The Museum Education Course

Status of taking Museum Education course	n	Participants
Yes	12	F1, F2, F3,F4,F5, M1, M2, M3, M4, M5, M6, M7
No	-	
Total	12	

When Table 2 is examined, it is seen that all participating social studies pre-service teachers (12) in the research process took the Museum Education course.

Table 3*Status of the Participation in the Museum Tour*

Status of participating in the museum tour	n	Participants
Yes	11	F1, F2, F3, F4, F5, M1, M2, M3, M4, M5, M6, M7
No	1	M1
Total	12	

When Table 3 is examined, it is understood that 11 of the pre-service teachers who participated in the research have participated in at least one museum trip before; it is seen that 1 pre-service teacher has not participated in any museum trip yet.

Table 4*Status of Thinking That Museums Have a Role in the Value Transfer Process*

Museums in the process of value transfer state of thinking that it has a role	n	Participants
Yes	12	F1, F2, F3, F4, F5, M1, M2, M3, M4, M5, M6, M7
No	-	
Total	12	

Do you think museums play a role in the value transfer process of pre-service teachers? "Yes, because.../ No, because....", the opinions are first expressed as "Yes/ No" in Table 4. When Table 4 is examined, it is understood that all participants (12) stated that they thought museums had a role in the value transfer process. In this context, in the second stage, the participant pre-service teachers were also asked to explain the basis of their opinions. Accordingly, the first pre-service teachers who expressed a positive opinion about the role of museums in the value transfer process;

"Our values are legacies left to us by communities that lived in the past. Museums are very important to access them, learn and protect our values and know the value of our culture "(F1). Another pre-service teacher;

"It is especially effective and easier for children to learn by seeing and living. In an education process supported by role plays, museums provide the concretization of information and open the door to a permanent and effective learning process for children."(F2) refers to the effect of museums in the value transfer process. A different participant;

"The works in our museums reflect the values of our past and I think that seeing the works that have witnessed these values is as effective as listening to our history first hand"(F4), while (F5);

"Thanks to museums, we learn to learn our cultural past, our self, and to respect values," he says. The role of another pre-service teacher in the value transfer of museums;

While expressing it as "It provides historical and cultural accumulation" (M1), another participant;

"The next generation can recognize its past by seeing it from museums, learn by reading information and reflect it in their lives"(M2). (M5);

It expresses the role of museums as "transferring information and experiences to us about how we and other cultures are formed from our past to the present". Another pre-service teacher;

"I consider it as an event in the mood of a visual feast" (M6), while another participant said;

"They are places where past cultural accumulations are exhibited" (M7).

When the findings are evaluated in general terms, it is noteworthy that pre-service teachers find museums effective in the value transfer process. It is understood that museums play an active role in the transportation/transfer of social values from the past to the future.

Table 5
Status of Effects of Museums According To Their Types and Purposes in the Value Transfer Process

Museums in the process of value transfer the types and purposes of museums effects status according to	<i>n</i>	Participants
Social, cultural and social riches exposure	5	M1, F2, M2, M3, M6
Value gain and transfer	2	F3, F4
Demonstrating scientific and educational effects	2	F5, M4
Historical awareness, empathy and inference	3	M1, M5, M7
Total	12	

When analyzing the impact of pre-service teachers on the value transfer process according to the types and purposes of museums, the findings in Table 5 suggest that five candidates recognize museums' ability to reflect social, cultural, and societal riches. Two candidates emphasize the impact on value acquisition and transfer, three highlight the role of museums in fostering historical awareness, empathy, and inference, and two assess museums in terms of their scientific and educational impact. Here's a statement from a pre-service teacher reflecting on the theme of unveiling social, cultural, and societal riches.

"We know that there are many different purpose-oriented museums in terms of the transfer of cultural values. In the transfer of values, our history, culture and beauty can be revealed more with museums. We should revive the past in our eyes and ensure that museums are perceived as valuable in the embodiment of information "(F2), while another pre-service teacher (M3) said;

"There are museums that serve different purposes. War museums provide information about the structures of the tools and equipment used in the war, and historical museums provide information about how it was lived at that time and what kind of economic and social lives were." A pre-service teacher in the theme of value gain and transfer;

We can benefit from different types of museums according to the values we want to gain "(F3) and draws attention to the effect of different types of museums. (F4);

"War museums are quite impressive. They are the areas that convey social experiences and experiences as a bridge." A pre-service teacher who expresses his/her opinion on the theme of revealing scientific and educational effects;

"The types of museums should vary according to values. Museums positively affect the education process"(F5). If a different pre-service teacher;

It emphasizes the scientific effects by expressing its views with the sentence, *"It can add different values to us historically, technologically, scientifically" (M4). Historical awareness, empathy and inference;*

"Every museum is like a mirror that turns light on the past. Historical museums, for example, enable us to approach the lives of people in ancient times with empathy"(M1), another candidate said;

"It allows us to make different ideas and inferences. We can talk about the differences and connections between a war museum and a cultural museum"(M5). (M7);

"I think it has a serious effect on gaining awareness of history. It is the "Anitkabir" that impresses me the most. As a museum, it evokes very special feelings and ideas about the years of national struggle."Within the scope of the findings, it is seen that it is thought to contribute pos-

itively to the process with different features according to the types and purposes of the museums in the value transfer process.

Table 6

Status of the Relationship Between Social Studies Course and Museum Education For Value Transfer

With social studies course the relationship status of museum education	n	Participants
In terms of value transfer	4	F1, F3, F5, M7
Social studies course in terms of the interdisciplinary aspect	4	F4, M1, M2, M4
In terms of human-space interaction	4	F2, M3, M5, M6
Total	12	

According to Table 6, when the opinions of pre-service teachers about the relationship between social studies courses and museum education in the process of transferring values are examined, it is understood that social studies and museum education are handled relationally within the scope of different themes. It is understood that pre-service teachers approach the subject relationally in terms of a value transfer (4), interdisciplinary aspect of social studies course (4) and human-space interaction (4). A pre-service teacher who establishes a relational connection in terms of value transfer;

"Social studies course is intertwined with society and culture regarding its content. In this respect, it is important to carry out museum education effectively to learn and adopt our cultural values and to play the right role in the transfer of values to the educators of the future"(F1), while another pre-service teacher said;

"Since the social studies course is a course related to the past and the future, museum trips and activities and bittersweet experiences can be transferred to the present" (F3). (F5);

"There is a relationship between social studies courses and museum education. Thanks to the museums, we have the opportunity to respect the values, protect them and teach our cultural past." Another pre-service teacher;

"Museums are one of the sine qua non in social studies class. Because museology gives the ability to perceive time and chronology and perceive space"(M7). A pre-service teacher in terms of the interdisciplinary aspect of the social studies course;

"Social studies and the museum are intertwined. Museums make the course more effective in understanding historical and geographical issues. It also enables us to learn by having fun"(F4). Another pre-service teacher (M1);

"The social studies course is life-oriented about life and includes museum education. We come across information about the sub-branches of social studies in museums" which emphasizes the relationship between social studies courses and museum education. Another candidate;

"The social studies course includes museums as a very comprehensive course. It can include our history, our values from a sociological point of view, archaeology and many sciences that I cannot count."(M2). (M4);

"There are items related to historical, social and cultural elements in museums. It is important to associate the social studies course with these elements regarding understanding and interpreting". A pre-service teacher who touches on the subject in terms of human-space interaction;

"The relationship between the two areas is important. Especially in the historical field, it is effective to make understanding permanent by seeing and establishing relationships while explaining the periodic process to the student" (M3), while (M5);

"I find social studies useful because it covers human sciences and provides important information for past human communities in the museum," he says. Another pre-service teacher;

"Museums are indispensable in social studies classes. This is because museology instils the ability to perceive time, chronology, and space" (E6), these words draw attention to the relationship between social studies and museum education in the context of human and space interaction. When the findings concerning the relationship between social studies and museum education from a value transfer perspective are examined, it can be seen that pre-service teachers approach the subject with positive views within different thematic relations.

Table 7
Status of Value Transfer Effect Status in Museum Education in Social Studies Course

In the museum education in social studies course value transfer effect state	n	Participants
Delivering positive effects	12	F1, F2, F3,F4,F5, M1, M2, M3, M4, M5, M6, M7
Presenting negative effects	-	
Total	12	

According to Table 7, where the opinions about the effects of value transfer in the museum education process carried out within the scope of the social studies course are discussed, it is understood that all participating pre-service teachers look at the value transfer in a 'positive' way during the museum education process carried out under the roof of the social studies course. Considering the findings regarding the opinions of pre-service teachers, a pre-service teacher stated that;

"With the use of museum education in the social studies course, we learned the importance of the value transfer process and its functioning in terms of social development. We can leave more positive effects thanks to museum education in the future " (F1), another pre-service teacher said;

"The social studies course is more positive, impressive, fun with museum education and provides more concrete learning to the unknown" (F2). Another pre-service teacher who emphasized contributing to the concretization of the course;

"It can support the course positively and help to concretize historical issues in particular" (F3). According to another pre-service teacher;

"Social studies can support each other with museum education as an interdisciplinary course. Museums can make a positive contribution to increasing the effect of the course " (F4). According to the participant (M3);

"It has positive effects. History raises awareness, and different societies support respect and care about critical thinking". According to (M6);

"I think it's positive as a transfer of value. Because the individual learns his/her past comfortably". According to (M7);

"It provides different information and cultural transfer". In line with the findings, it is understood that pre-service teachers expressed positive opinions about the effects of value transfer in museum education within the scope of social studies courses and found the process useful and functional regarding value transfer. However, it is emphasized that financial difficulties may be encountered in making trips within the budget.

The data presented by the pre-service teachers were tabulated as relational to the sub-themes created in the context of the subject and content. Findings regarding the suggestions of pre-service teachers for the development of value transfer in the museum education process within the scope of the social studies course are given in Table 8.

Table 8

Status of the Suggestion Status For Value Transfer in Museum Education Within the Scope of the Social Studies Course

Within the scope of the social studies course for the transfer of value in museum education suggestion status	n	Participants
Suggestions for individual-social development	6	F2, F4, F5, M4, M5, M6
Recommendations for training programs	5	F2, F4, F5, M4, M5
Recommendations for process planning	4	F2, F5, M4, M5
Suggestions for activities that can be done	6	F2, F4, F5, M4, M5
General Considerations	8	F2, F3, F5, M3, M4, M5, M6, M7

When Table 8 is examined, it is understood that all pre-service teachers (12) present suggestions within the scope of more than one sub-theme in this section. Based on the table, it is known that pre-service teachers who express opinions and suggestions for individual-social development (6), education programs (5), process planning (4), activity suggestions that can be made (6) and general thoughts (8) theme participated. Considering the opinions on the suggestions for the development of value transfer during the museum education process carried out within the scope of the social studies course, first of all, opinions were taken as "for individual-social development". In this section, a pre-service teacher;

"Museums should be protected" (F2), while another pre-service teacher said;

He defends the view that *"how important museums are can be transferred to people in terms of social awareness"*(F4). According to (F5);

"People can be made aware of the transfer of value through museum education", according to (M5);

It is expressed as *"We can understand the experiences gained with past experiences"*. Another participant pre-service teacher;

"Families should support museum education as out-of-school learning areas" (M6). Considering the opinions taken under the heading of 'suggestions for educational programs, a pre-service teacher first;

"Teach them to see our values and to be aware; teach them to value"(F2). The next pre-service teacher;

"Programs should be carefully prepared in a way that supports values" (F5). Another candidate;

While emphasizing the proposal of *"Make it compulsory to take the museum education course"*(M4), another pre-service teacher;

"I find it positive that museum education should be included in the program" (M5). In the next study stage, opinions were taken in the "suggestions for process planning" section. Regarding this department, a pre-service teacher;

"Walk around the museum, visualize, teach" (F2), another pre-service teacher;

"While planning the process, we should be aware of our values and prepare our activity program accordingly" (F5). Participant (M4),

While suggesting that *"museum trips can be organized more frequently"* (M5);

"It would be useful to carry out occasional excursion activities following the course content," he says. In another part of the study, opinions were taken in the 'suggestions for activities that can be done section, drawing attention to museums' role in value transfer. A pre-service teacher in this department;

While offering suggestions such as "*Excursions to different types of museums can be organized*"(F2), another pre-service teacher;

It suggests that "*museum trips and informative seminars can be organized*"(F4). Another pre-service teacher;

While emphasizing the proposal of "*We can create our own museum according to the value we want to gain*" (M4), a different candidate;

It presents the opinion that "*Examination trips that support sightseeing-observation skills can be organized with museum training*" (M5). (M6);

He draws attention to the activity suggestions by saying, "*Museum education activities should be increased in the social studies course*". Finally, opinions were taken in the "general thoughts" section of the process. In this section, the first pre-service teacher who expressed an opinion;

"*Museums can be more intertwined with our lives*" (F3), another pre-service teacher said;

"*While the value is transferred during the museum education process, the museum trip process can be well planned and improved to become more effective*" (F5). A different pre-service teacher;

"*It creates respect for different cultural values*" (M3). According to Participant (M4);

"*While its thought that "museum trips allow the study of historical sites"*(M5);

He shares his general thoughts about the role of museums in value transfer by saying, "*I give birth to positive ideas and learn about our past*". According to the findings, it is seen that pre-service teachers offer various suggestions regarding the effectiveness of value transfer in the museum education process given within the scope of the social studies course. The suggestions presented stand out in terms of improving the individual-society relationship and supporting activity-based educational environments.

Discussion

In this study, which aims to uncover pre-service teachers' opinions on the role of museums in value transmission, the responses were debated to several questions. These include: 'Status of completing the Museum Education course', 'Status of participating in museum tours', 'Status of believing that museums play a role in the value transfer process', 'Status of different types and purposes of museums influencing the value transfer process', 'Status of the relationship between social studies courses and museum education for value transfer', 'Status of the effectiveness of value transfer in museum education within social studies courses', and 'Status of suggestions for value transfer in museum education within the context of the social studies course'.

This study supports the assertion that museums play a pivotal role in creating innovative societies geared towards development and value transmission within the context of cultural sustainability (Dalle Nogare & Murzyn-Kupisz, 2021; Pop et al., 2019). It underscores the role of museums in value and culture transmission based on the messages they provide (González-Vázquez et al, 2021; Shabbar, 2006; Suarez & Tsutsui, 2004; Travers & Glaister, 2004). Similar to the study by Demirci (2009), which focuses on teachers' views about the impact of museum visits in transmitting cultural elements and values, this research stresses educational functions like making museums accessible for effective use in out-of-school learning environments and showcasing cultural wealth. Sertkaya, focusing on cultural accumulation development and cultural transmission in social studies, identifies social studies as a crucial course in the process of identity acquisition and cultural transmission. In line with this, developing teaching programs encouraging cultural transmission is advocated (2010). The research, which examines the relationship between social studies and cultural transmission, underscores the importance of the course in culture and cultural transmission (Gürel & Çetin, 2018). Other studies (Aykırı, 2023; Bülbül, 2016; Cheng & Huang, 2023; Demirel, 2020; Gögebakan, 2018; Gün &

Çeri, 2021; Gürhan, 2021; Hooper-Greenhill et al., 2007; İşler, 2019; Kravchyna & Hastings, 2002; Kuşcuoğlu, 2017; Özden Çelik, 2013; Rogińska-Niesłuchowska, 2010; Scott, 2008; Simbirtseva et al., 2020; Simpson, 2009; Skalska-Cimer & Kadłuczka, 2022; Travers & Glaister, 2004; Vargün, 2020; Vitalaki, 2011; Zhao et al., 2023) that explore the utility and educational functions of museums and museum visits in social studies and value transmission also align with the results of this research.

In this study, limitations of the qualitative research process, focus group interview, conceptual content analysis and pre-service teachers' opinions on the role of museums are of value transmission.

Conclusions and Implications

According to the results obtained from the study, pre-service teachers' positive views on the impact of value transmission in museum education within the scope of social studies are striking. This study provides valuable implications for both educational practice and further research. Most pre-service teachers have completed museum education courses and participated in at least one museum visit. Their opinion on the significant role museums play in value transmission is clear. Notably, they also believe the value transmission process varies according to museums' types and purposes. Regarding the interrelation between social studies and museum education for value transmission, themes such as value transmission, human-space interaction, and the multifaceted structure of social studies are addressed. Their suggestions emphasize individual and societal development, process orientation, and curriculum dimensions.

For practice, these results encourage educators, curriculum developers, and policymakers to integrate museum visits and museum education more actively into the curriculum, especially in social studies and other subjects where value transmission is a key learning objective. The emphasis on out-of-school learning environments, such as museums, to solve existing problems in value transmission suggests a need for innovative teaching strategies that extend beyond the traditional classroom setting, promoting experiential learning and direct engagement with cultural and historical artefacts.

This research emphasizes the importance of recognizing prospective social studies teachers' views on the value transmission process in museums. It suggests that for quality and sustainable learning in social studies, active use of out-of-school learning environments, focusing on value acquisition and transmission activities in museums, is beneficial. Considering the mission of social studies in individual and societal development, it is believed that examining the relationship between value transmission and museum education across various education platforms would be advantageous.

For further research, this study opens up new avenues for exploring the multifaceted relationship between social studies, museum education, and value transmission. It would be beneficial to conduct similar studies across different educational levels and in diverse geographical and cultural contexts to ascertain the universality of these findings. Future research could also delve into how specific types of museums or exhibitions contribute to the process of value transmission. Another potential area of investigation is the impact of digital museum resources and virtual museum visits, especially in light of the shift toward online learning prompted by recent global events. Exploring solutions for the issues related to value transmission could provide insights into how technology can enhance the educational potential of museums. This would add a new dimension to the field of museum education research.

Conflict of Interest

The author has no conflict of interest to disclose.

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