

Participatory Educational Research (PER)
Vol.12(1), pp. 98-117, January 2025
Available online at <http://www.perjournal.com>
ISSN: 2148-6123
<http://dx.doi.org/10.17275/per.25.6.12.1>

Id: 1518751

Improving Sensitivity to Cultural Heritage through Out-of-School Learning Activities

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Article history

Received:
18.07.2024

Received in revised form:
19.10.2024

Accepted:
01.12.2024

Key words:

Sensitivity to cultural heritage;
social studies; out-of-school
learning

This study aimed to reveal the change and awareness that out-of-school learning activities carried out within the scope of social studies courses create on students' sensitivity to cultural heritage. The study was conducted with 24 fifth-grade students in a public school in Istanbul. The study, which was planned in line with the qualitative research principles, was designed as action research, and the study was carried out in accordance with the action plans prepared in this regard. Depending on the action plan prepared, 5 different out-of-school learning activities were planned within 8 weeks, and in this context, visits were made to Istanbul Archeology Museum, Atatürk Arboretum, Bursa (Grand Mosque of Bursa, Green Tomb), Ebru Workshop, Eminönü Square. In the out-of-school learning-based social studies teaching process, activities such as search-and-find activities and orienteering were implemented in the environments visited. The main data that source the results of the study consist of student opinions about the process, external observer notes, and photographs taken during the activities. At the end of the study, it was concluded that students' knowledge of cultural heritage elements diversified with the visits made during the social studies lessons carried out based on out-of-school learning, and that obtaining concrete experiences related to cultural heritage elements positively affected their sensitivity. In line with the results obtained, recommendations were presented regarding the use of out-of-school learning-based activities more frequently in teaching processes, making out-of-school learning guidebooks functional, and textbooks in the context of developing the value of sensitivity to cultural heritage.

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Introduction

Although the concept of culture is traditionally defined as the characterization of a society's traditions, experiences, behaviors, and beliefs, changing conditions have significantly broadened its scope in the modern era. Throughout its historical development, the concept of culture has been examined under three main categories: ideal culture, documentary culture, and social culture. In general, artistic achievements, ethical values, the meaning of knowledge, belief systems, traditional social practices, and societal habits are considered the core elements that define the concept of culture (Taylor, 1958; Tesarz, 2024; Zeyrek, 2021). In addition, the nature of the social structure with economic activities in the cultural spectrum has also expanded the definition of culture (Malinowski, 1992; Cole, 2020). In this regard, it can be stated that evaluating culture through a single part, event, or phenomenon will be limited. Composed of such a comprehensive schema, culture can be seen as a leading factor in shaping social relations, making sense of local and global positions, and shaping our daily functioning and behavior in our social life. In addition, culture, which has a historical continuity, ensures the construction of the life accumulation of the society and continues to maintain its integrative characteristic along with change throughout the process (Güvenç, 2002, p.102).

Culture, which has been passed down from generation to generation for centuries and sheds light on the future of these societies, is a set of values that can be learned, dynamic, and systematic in itself (Oğuz, 2011, p.137). The change of culture over the centuries has been realized through its transmission from generation to generation. On the other hand, the fact that culture has a living and learnable scope together with the values it contains has made it long-lasting. The manifestation of this scope in a tangible or intangible way and its adoption by the society at the same time has led to the concept of cultural heritage. Within this scope, many cultural values such as architecture, handicrafts, folkloric elements, melodies, written, visual, oral literary works can be handled under the roof of cultural heritage. However, this situation has revealed the necessity of protecting culture and raising awareness on this issue. Educational institutions are at the forefront of institutions that have a basic function related to the protection of cultural heritage elements. The importance of cultural heritage is addressed within the scope of physical museum application studies, virtual museum applications, and different subjects in curricula (Alivizatou, 2016; Labadi, 2013; İlhan vd. 2021).

Cultural heritage is a set of values that enables the continuity of experiences and customs based on centuries of accumulation of community members, creates a common understanding of history in the social structure, creates an emotional unity based on coordination, and keeps it strong (Öksüz Kuşçuoğlu and Taş, 2017). Different global organizations often commonly address the sub-dimensions of cultural heritage in the following way (ICOMOS, 2011; UNESCO, 2013);

- **Tangible Cultural Heritage:** Sculptures, coins, manuscripts, architectural structures belonging to the historical texture, war tools such as swords/arrows, etc...
- **Intangible Cultural Heritage:** Rituals, stage and performing arts, melodies and music...
- **Underwater Cultural Heritage:** Shipwrecks, underwater finds, underwater cities...
- **Natural Heritage:** Cultural landscapes, geographical formations, geoparks...

With their different categories, cultural heritage elements are a guarantee of the future for the geographies in which they were born or have always existed. Therefore, the societies living in these geographies need to preserve every reflection of their culture, which guarantees their future and pass it to the next generations. The existence of a sufficient level of cultural

heritage elements will enable healthy results to be obtained in the analysis of societies to be studied in disciplines such as anthropology, ethnology, sociology, linguistics, and archaeology.

It can be stated that the way to leave a rich cultural treasure to future generations by creating a contextual bridge between yesterday, today, and tomorrow is to raise individuals who are sensitive to cultural heritage. Without conscious and aware members of society, it may not be possible to preserve the local culture for the future. Naturally, the preservation and possession of tangible and intangible cultural heritage will enable the transfer of social memory to future generations. In this regard, it can be stated that the value of sensitivity is of great importance in this process. The value of sensitivity, which can be defined as the individual's feeling of responsibility for a subject or situation and its reflection on behavior, can also be exhibited towards cultural heritage (Keskin and Öğretici, 2013). Thus, with the value of sensitivity to tangible or intangible cultural heritage, the aim can be expressed as ensuring that individuals act with a sense of duty in terms of protecting, developing, and sustaining culture.

In order to protect cultural heritage and transfer it to future generations, organizing trainings on cultural heritage is of extra importance, especially for children and young people. In this regard, various practices that can be evaluated in this context are carried out for the city awareness that children will have and the recognition of cultural heritage elements in these cities. Museum practices included in curricula and the introduction of the "Our City" course can be evaluated in this context. The schools where these practices take place also play an important role in helping students discover and develop sensitivity towards cultural heritage. Through official curricula, several contents and achievements are created to develop perception, attitude, and experience towards cultural heritage. Thus, it is aimed at teaching students the impact of the cultural structure arising from geography and history on society towards cultural heritage education (Çulha Özbaş, 2009). It can be stated that the social studies course is more effective than other basic discipline courses in terms of content and achievements in realizing this goal. The social studies course has a wide range of content in terms of introducing the culture created by societies by spending centuries of effort on a local and global scale in a planned learning form. The statement "It aims to create a national consciousness that will ensure the protection and development of culture based on the basic elements that make up Turkish culture." in the Social Studies Curriculum indicates that schools have undertaken an important mission on the subject (Ministry of National Education [MEB, 2018]). However, it can be stated that the achievements in the learning areas of "Culture and Heritage" and "Global Connections" in the Social Studies Curriculum are predominantly based on cultural heritage sensitivity (MEB, 2018). The value of sensitivity, which includes three sub-dimensions: historical heritage, natural environment, and cultural heritage, has an important place in the social studies curriculum (Çulha Özbaş, 2009).

The process of providing effective cultural heritage education to students remains weak due to several problems such as limited facilities schools, lack of materials, insufficient class time, etc. (Avcı and Memişoğlu, 2016; Dönmez and Yeşilbursa, 2014; Halaç et al., 2021; Başcı Namlı et al., 2022). Therefore, it can be stated that out-of-school learning (OoSL) environments will provide more opportunities for effective and permanent teaching of tangible or intangible cultural heritage (Üztemur et al., 2018). In addition, when the national and international literature was examined, it was determined that the effectiveness of OoSL environments in education was more effective compared to the in-class process, students could benefit from activity-based teaching based on cultural heritage, learn by experience, and enjoy the practices (Aktaş, 2022; Tokmak, 2022; Tuncel and Altuntaş, 2020; Gürdoğan Bayır



and Çengelci Köse, 2019; Üztemur et al., 2018). It is considered that students' sensitivity to cultural heritage can be developed more effectively through visits to OoSL environments such as museums, historical squares, palaces, geographical places, natural sites, and exhibition places. However, it was determined that schools were weak in this regard and could not provide a sufficient level of sensitivity (Polat, 2019).

In the national and international literature review, it was determined that numerous studies have been conducted on cultural heritage (Avcı and Memişoğlu, 2016; Bahtiyar Karadeniz, 2020; Dere, 2021; Dere and Emeksever, 2018; Giménez et al., 2008; Gürel and Çetin, 2019; Gürdoğan Bayır and Çengelci Köse, 2018; İslamoğlu, 2018; Kafadar, 2021; Martínez Rodríguez and Fontal Merillas, 2020; Mustak, 2017; Polat, 2019; Yolaçan and Aktın, 2024). In the findings obtained in these studies, it is emphasized that in-school and out-of-school activities are effective in permanent teaching in cultural heritage education and, accordingly, in determining the sensitivity of students. On the other hand, it is seen that some scales have been developed to measure culture, cultural heritage, and cognitive/affective levels related to them. Among these, the intercultural sensitivity scale (Chen and Starosta, 2000), the cultural heritage attitude scale (Curtis and Seymour, 2004), the tangible cultural heritage attitude scale (Yeşilbursa, 2011), the intangible cultural heritage attitude scale (Gürel and Çetin, 2019), the cultural heritage sensitivity scale (Halaç et al., 2021; Başcı Namlı et al., 2022), cultural heritage academic achievement test (Demir and Şenyurt, 2021) are of great importance in terms of contributing to the literature.

Problem status

When the relevant literature was reviewed, it was determined that the studies on the development of sensitivity to cultural heritage on the axis of OoSL environments were limited. In this regard, within the framework of this study, it was aimed to improve the sensitivity of secondary school students toward cultural heritage through a targeted 8-week action research process.

Purpose and significance of the study

The main purpose of the study is to develop students' sensitivity to cultural heritage based on OoSL through visits to museums, historical sites, and natural environments and workshops on cultural elements to be carried out within the scope of OoSL in the teaching of history subjects in the social studies course and to determine the views of teachers (external observers) and students on the teaching process carried out with OoSL activities. In line with the determined purpose, answers to the following questions were sought in this study:

- How are the opinions of the students of the working group of educational activities based on OoSL about cultural heritage and cultural heritage elements?
- How are the opinions of the students in the study group of educational activities based on OoSL about the activities carried out throughout the process?
- How are the impressions and opinions of the teachers who were involved in the activities as external observers during the OoSL-based education activities about the action research in question?

Method

Research Design

This study, which aims to develop students' sensitivity to cultural heritage through OoSL-based social studies courses, was carried out in accordance with the action research method, which is one of the qualitative research models. Action research is a cyclical research process in which a focal subject area is identified, action plans are created and implemented, and data are collected and analyzed (Sağlamgöncü and Deveci, 2023). Action research, which is carried out systematically for the purpose, also provides a flexible structure to the researcher in line with the data obtained, offers opportunities such as reorganizing the process, changing the planning, and ensures the realization of a qualified research process (Fazlı and Fazlı, 2023; Erdem et al., 2023). Action research can be divided into different types according to various factors such as the purpose of the study, the participant group, the research environment and the role of the individuals involved in the process. Such distinctions are directly related to the scope of the research and the way it is implemented. (Aşıkcan, 2019; Patton, 2018). This study was conducted under the category of emancipatory/developmental/critical action research due to the goal of developing the value of sensitivity to cultural heritage in the student group included in the study and the researcher's involvement in the process as a practitioner.

Determination of the focus topic area of the study

The first step in action research is to identify a focus area, a problem, or a question from life. The main situation that led to the determination of the focus area of this study is the aim of creating the necessary national consciousness in the context of the protection and development of Turkish culture, which is addressed in the social studies curriculum. The emphasis on the development of the value of sensitivity to cultural heritage stated in the "Culture and Heritage" learning area and "Global Connections" learning areas in the social studies curriculum, the related purpose in the curriculum, and the students' indifferent and insensitive attitudes towards cultural heritage elements constituted the main motivation for determining the focus subject area. It was considered that the development of the value of sensitivity to cultural heritage, which is one of the sub-dimensions of the sensitivity value aimed to be developed in students within the scope of the social studies course, would contribute to the purpose mentioned in the curriculum. As a result of the literature review, although it was determined that there are many studies on the value of sensitivity to cultural heritage, there are no studies on the development of this value using OoSL environments.

Study group

The study was carried out with fifth-grade students in a public school in Istanbul in the 2022-2023 academic year. The fact that the researcher was working as a teacher in this institution and that the needs assessment for the research was carried out in this very school was effective in determining the school where the implementation would be carried out. In determining the participant group to be included in the study, the criterion sampling method was used in accordance with purposive sampling, which is one of the non-random sampling methods. In the criterion sampling method, the criterion of having or not having a certain variable status, being below or above a certain score can be used to determine the sample group (Yağar and Dökme, 2018).

In the process of determining the sample group in the study, the researcher first applied the



15-question cultural heritage questionnaire, which was prepared based on the fact that the researcher thought that the students were generally uninterested in issues related to cultural heritage where the researcher taught. The questionnaire was applied in seven different fifth-grade classes. According to the results of the questionnaire, it was decided to implement an action plan for the class with the lowest mean score to develop cultural heritage sensitivity through OoSL activities within the scope of the social studies course.

Table 1. Study group characteristics

Grade Level	Gender	Class Size
	13 Female	
Fifth grade		24-Student
	11 Male	

Study - Implementation Environment

In line with the study objective, it was aimed to develop students' sensitivity to cultural heritage through OoSL-based social studies teaching. In the process planned to support sensitivity to cultural heritage, students were consulted. As a matter of fact, some traditional arts, historical places and some traditional rituals mentioned in the course were effective in shaping the plan. The fact that some students had previously visited historical places containing cultural heritage with their families and visited workshops where traditional arts such as marbling, calligraphy and miniature were practiced facilitated the progress of the process in line with participant opinions. In addition, expert opinions and the situations encountered by the researcher in her teaching experience supported the idea that these activities and places can be effective in adopting sensitivity to cultural heritage. In this regard, 5 OoSL activities were carried out. Information on the locations and dates of the activities carried out as OoSL activities are shown in Table 2.

Table 2. OoSL Activities

Date of the Event	Place
October 18, 2023	Istanbul Archeology Museum
October 28, 2023	Atatürk Arboretum
November 04, 2023	Visit to Bursa (Grand Mosque of Bursa, Green Tomb, Cumalıkızık Village, Uludağ)
November 11, 2023	Ebru Workshop
November 25, 2023	Eminönü Square (Spice Bazaar, Yeni Camii Mosque, Türkiye İş Bankası Museum, Grand Post Office)

Information on the Scope of the Social Studies Course in which the Study was Conducted

The activities carried out within the scope of Culture and Heritage, which is the fifth-grade Social Studies learning area, and the places to be used for OoSL activities were selected in accordance with the target outcomes of the relevant learning area and the scope of the subject. Information on the outcomes and topics and the places where OoSL activities were carried out are shown in Table 3.

Table 3. OoSL Activities

Fifth Grade Social Studies Lesson Culture and Heritage Learning Area	Outcomes	Topics	OoSL Venue	Event Name
	SS.5.2.1	A Journey into History	Istanbul Archeology Museum	Search Find Activity
	SS. 5.2. 2	My Beautiful Country	Atatürk Arboretum	Orienteering Work
	SS.5.2.3	My Beautiful Country	Bursa Visit	On the Trail of History Event
	SS. 5.2. 4	Our Cultural Characteristics	Ebru Workshop	Ebru Art Event
	SS. 5.2. 5	From Past to Present	Eminönü Square	History of My City Event and İşbank Museum Workshop

Data Collection Tools

As a qualitative research method, qualitative data collection tools are mainly used in action research. However, quantitative data collection tools can also be used in the study process to obtain certain statistical data and make measurements. This study was conducted mainly by using qualitative data collection tools. The data collection tools used in the study are as follows:

Semi-Structured Interview Form: The form was prepared by the researchers to collect the opinions of the study group included in the action research on OoSL-based social studies teaching and sensitivity to cultural heritage. For the draft form, 11 questions were prepared, and the number of questions was reduced to 6 as a result of the evaluations made by two academicians who are experts in social studies and history. As a result of the evaluations that some of the questions prepared in the draft form were semantically repetitive and would create negativity to produce in-depth answers in the interview, the questions were reviewed, and necessary combinations and deletions were made. After the expert approval of the reviewed version of the form, the form was finalized by consulting the opinions of two Turkish teachers in terms of language and expression. The final form consists of 7 questions. The questions in the form are:

- What are the benefits of learning new information about our historical and natural assets?
- What do you think about the elements that reflect our national culture? Can you give some examples?
- What do you think about the natural and historical assets of the city and country we live in? Can you give an example of this?
- What do you think about the work done for the promotion and protection of our historical and natural assets? Can you give some examples?
- What do you think about the necessity of laws and rules for the protection of our historical and natural assets? Can you explain?
- What would you like to say about the effects of out-of-school learning practices on learning about our history and natural assets?
- What would you like to say about the use of out-of-school learning-based activities in teaching social studies subjects?

External Observer Form: Another data collection tool used in the study is observation notes. The form that was created to reveal the observations of 5 different external observer teachers who were included in the OoSL activities other than the researcher who took part as the practitioner teacher in the implementation process of the study was prepared by the researchers. In the form, the external observers who participated in the activities were asked to make evaluations and observation notes about the aspects that can be evaluated as well-functioning or negative during the activities, the meaningfulness of student behaviors, and whether the activities reached a qualified result for the students.

Data Analysis

In this study, which was conducted as action research in accordance with qualitative research methodology, two different data collection tools were used: a semi-structured interview form and external observer notes. At the end of the OoSL activities carried out in accordance with the action plan, interviews were conducted with the participant students. The interviews were conducted in line with the questions in the semi-structured interview form prepared by the researchers. Before the student interviews, the necessary information was given to the students, they were told that their answers would be used within the scope of a study, and they were asked to answer the questions in a way that fully reflected their feelings and thoughts. During the interviews, video and audio recordings were taken and then the recordings were computerized and transcribed. Content analysis and descriptive analysis methods were used in the analysis of the data obtained. In the analysis process of the data obtained, due to the nature of the content analysis, holistic reading was carried out and coding was carried out separately by the two researchers. The codings were compared and the data that were the source of the codings and the codings made by the researchers were evaluated by an academician who is an expert in the field. Some codings were merged by making evaluations about the codings where there was disagreement. As a result of the coding, categories and themes were created and the content analysis process was completed.

Another data source of the study process is the external observer notes. These notes were handwritten by external observers during OoSL activities. These notes were first computerized and then analyzed by descriptive analysis technique. This method of analysis was preferred to ensure that the conceptual structure of the subject was covered in depth throughout the study and that the data obtained from student opinions could be associated more effectively with external observer notes. The data obtained in line with the criteria determined in the external observer form were examined and interpreted by including direct quotations.

Credibility

In this study, the main elements regarding the credibility of the study are data diversification, obtaining expert support in the preparation of data collection tools and the analysis of the data, photo shoots carried out throughout the OoSL activities, and external observer notes of 5 different observers participating in the activities. The evaluation made between the researchers before and after the 5 different action plans implemented throughout this study and the expert opinions received, and the additions and deletions made for the next action plan accordingly had a significant impact on the credibility of the study. External observer notes were used to objectively evaluate the findings and to ensure that the researcher in the teacher role did not compromise the objectivity of the study. Other researchers provided their opinions for the objective analysis of the findings and ensured the reliability of the study.

Ethical Issues

To carry out this study, ethics committee approval was obtained from Istanbul Aydın University Social and Human Sciences Ethics Commission with meeting number 2023/09 on October 05, 2023. In addition, since the participants were under the age of 18, signed permission was obtained from the parents with the Parent Consent Form. Thus, the Parental Consent Form required for the voluntary participation of the students in the study and the official permissions of the educational institution stating the appropriateness of this were recorded. The personal information of the participating students was not shared anywhere. Pseudonyms were used instead of names and surnames.

Findings

This section presents the findings obtained from the opinions of the students about cultural heritage, cultural heritage elements, and the activities carried out during the OoSL process, as well as the opinions of the participant teachers who were external observers during the activities.

Findings on Students' Views on Cultural Heritage and Cultural Heritage Items

Table 4. Students' Views on Cultural Heritage and Cultural Heritage Items

Theme	Sub-Themes	Codes	f
BASIC COMPONENTS OF CULTURE	Cultural Heritage	Tradition/Customs	1
		Eid rituals	2
		Traditional music	7
		Urban architecture	15
		Language	9
	Cultural Heritage Items	Local dishes	5
		Crafts	1
		Folk dances	8
		Historical monuments	5
		Natural assets	8
		Traditional instruments and musical instruments	7
		Karagoz-Hacivat-Meddah	4
		Traditional clothing	10

As can be seen in Table 4, the majority of the students' responses to cultural heritage are traditions/customs and Eid rituals. Some of the students mentioned traditional music. There is a diversity in the answers about cultural heritage items. Some of the significant quotations from the data obtained in the semi-structured interview with the students are presented below.

- S1: Cultural heritage is very important in terms of preserving historical values. People should take care of their environment. Because if we want to talk about this country in the future, we must know the cultural heritage and its elements well.
- S5: Examining artifacts that shed light on the past and visiting natural sites helped me gain new knowledge. It also helped me understand the topics in the book better.
- S7: We need to preserve the artifacts of our culture for those who will live after us. Visiting relatives on holidays, engagement ceremonies, or military send-offs are all important for our culture.

- S11: We can protect our understanding of architecture by preserving the houses built by our ancestors. Mosques, tombs, and fountains help us remember the past.
- S12: All of the artifacts in the places we visit constitute our culture as a whole. The mosque and the artifacts around it or the artifacts in the historical square are preserved as a whole and transferred to the present day.
- S15: The dance figures and the costumes worn by the folk-dance crew I see at weddings reflect our cultural heritage and therefore need to be preserved.
- S18: The function of language is very important in transferring our culture to the future. If we protect our language, we can pass on our culture to future generations in a more robust way. The folk songs formed by the language and the musical instruments used also enrich the culture.
- S19: In the places I visited with our teacher, mosques, libraries, and museums were entrusted to us by our ancestors. We must protect this trust. These places we visited have been preserved from the past to the present day and represent our culture. We should also be sensitive.
- S21: Istanbul's cultural heritage is very important in bringing the community together. As long as we preserve these artifacts, we can continue to exist. The state has significant measures in the protection of artifacts. The police and the constabulary are very strict on this issue.

The students received preliminary information about the sensitivity to cultural heritage from the content and visuals in the textbooks. It was observed that they have gained a rich knowledge as a result of experience-based learning in the places visited in accordance with the action calendar. Referring to the information that is not included much in the textbook, the students gave various examples of cultural heritage and explained their characteristics in detail.

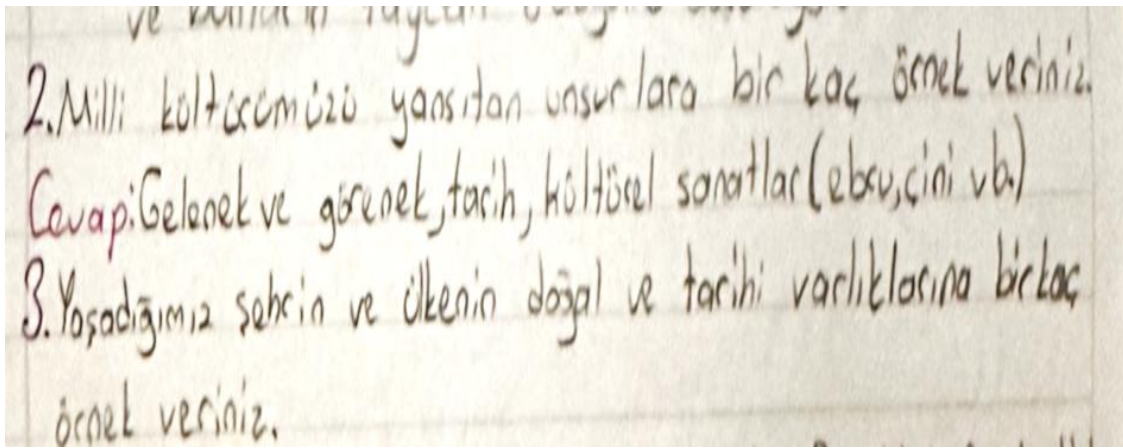
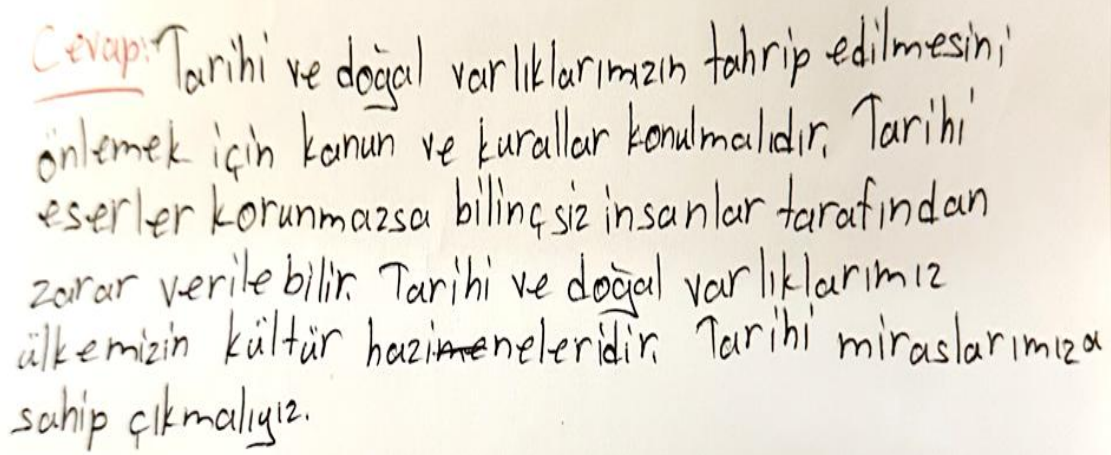


Figure 1. An Excerpt from Student Responses-1

The students, who are also aware of the distinction between tangible and intangible cultural heritage, tried to understand the cultural importance of the artifacts they observed in OoSL environments. The students emphasized the importance of preserving cultural heritage and transferring it to the future, thus ensuring cultural continuity. Apart from the socio-cultural importance of historical and natural places, it has been stated that it will also provide economic value to the country in terms of tourism. This shows that economic value is also attributed to cultural heritage items.

In the interviews with the students, it was stated that it would not be enough for the official institutions of the state to protect the architectural structures and collections in museums, which are seen as a reflection of cultural richness. It was emphasized that it is important for the society to be aware of this issue. It was also stated that tourists and locals in the museum or historical square should approach every artifact with a protective attitude. Stating that they will grow up in a healthy environment thanks to the protection of the natural environment, the students stated that the most significant role here falls to the elderly.



Cevap: Tarihi ve doğal varlıklarımızın tahrip edilmesini önlemek için kanun ve kurallar konulmalıdır. Tarihi eserler korunmazsa bilinçsiz insanlar tarafından zarar verilebilir. Tarihi ve doğal varlıklarımız ülkemizin kültür hazineleridir. Tarihi miraslarımıza sahip çıkmalıyız.

Figure 2. An Excerpt from Student Responses-2

As can be seen in Figure 2, S8 mentioned the awareness of the protection of historical and natural assets and emphasized that they are cultural treasures. S8 stated that protecting historical and cultural heritage is an important duty.

Findings on Students' Opinions on the Activities Carried Out During the Process

The students, who stated that they generally had theoretical knowledge about the art of Ebru (Turkish paper marbling art), expressed that they were pleased to do an activity in the Marbling Workshop with an expert. In addition, for Ebru, which is emphasized as a tangible cultural heritage, students used the expression "a very delicate art branch that develops aesthetic structure".

The vast majority of the students who tried to find the target points determined during the Search-Find activity near Eminönü Square stated that they experienced feelings such as curiosity, interest, fatigue, and excitement. Students who found places such as the Grand Post Office, Türkiye İş Bankası Museum, Grand Bazaar, Yeni Camii Mosque and sought answers to questions such as when they were built, what kind of architectural structure they had, and for what purpose they were used, stated that they also acquired experience-based learning in this way.

In the map study in Atatürk Arboretum, students expressed that their environmental sensitivity increased. Students who stated that they saw some of the various plant and flower species in nature for the first time emphasized that natural artifacts, which they see as cultural heritage elements, should be protected.

Students who examined the artifacts in Istanbul Archaeology Museums stated that these artifacts had cultural continuity. It was stated by the students that a connection between the past and the future could be established by preserving the existing artifacts in the museum.

During their visit to Bursa, the students stated that as a result of their observations in a different city, they realized that there are many cultural heritage elements of historical and natural value in their country. Students, who expressed that they were curious and constantly interested during their travels, especially examined the architectural works that they found aesthetically very beautiful.

There are statements in student opinions stating that activities in OoSL environments affect sensitivity to cultural heritage.

Cevap: Okul dışı öğrenme ortamları, okuldaki öğrenmeleri güçlendiren ve sınıfta öğrenilen bilgilerin gerçek hayatla ilgili olduğuna gösteren öğrenme ortamlarıdır. Sınıf dışında gerçekleştirilen öğrenmeler okulda öğrenilen konuların tekrar edilmesi, pekiştirilmesi ve o konu ile ilgili öğrenmelerin kalıcılığını artırır.
- Okul dışı öğrenmede gözlem yapılır.
- Tarihi ve doğal varlıklarla birebir gözlem yapılır.
Okul ortamında olmayan nesne ve materyaller incelenir.

Figure 3. An Excerpt from Student Responses-3

As can be seen in Figure 3, S17 stated that the activities carried out in places outside the school were more interesting and had rich opportunities in terms of tools and equipment, which affected the sensitivity to cultural heritage more than the lesson at school. S19 emphasized that thanks to these activities, they have the opportunity for observation/examination and experiential learning.

During the activities carried out in OoSL environments, it was observed that the students actively carried out the "Search-Find" study.

İSTANBUL ARKEOLOJİ MÜZELERİNDE
ÖĞRENME
Ara Bul Etkinliği

TARİH SERİDİ

Aşağıda yer alan nesnelerin mekânın hangi bölümünde yer aldığını yazınız. Ayrıca krokideki yerini belirtiniz. Ne işe yaradığını, niçin önemli olduğunu tahmin edip hangi tarihe ait olduğunu yazınız.

KADES ANTILMASI

Aslan Kabartmaları

AB-İ HAYAT ÇELMESİ

İSKENDER LAHDİ

AĞLAYAN KADINLAR LAHDİ

Figure 4. Search-and-Find Activity Worksheet

In Figure 4, an educational workshop was conducted to enable students to learn through experience-based learning. In this process, a Search-Find activity worksheet was distributed to each student. After finding and examining the target artifact, the students transferred the information on paper and listed the artifacts chronologically according to their dates of construction.

In addition to the opinions about all these activities, the students were asked the question "Do you see yourself as a person who is sensitive to cultural heritage?". The responses given by the students are presented in Table 5.

Table 5. Statistics on Students' Perceptions of Sensitivity to Cultural Heritage

Implementation Time	Yes	No	Undecided	Total
Before the Activities Held at the OoSL Environment	10	8	6	24
After the Activities Held at the OoSL Environment	24	0	0	24

As can be seen in Table 5, students' views on sensitivity to cultural heritage differ. While only 10 of the students characterized themselves as sensitive before the activity, after the activities, the opinion of all the students was "Yes".

In addition to the views expressed in Table 5, all students stated that the activities in OoSL environments had an impact on them, which increased their interest in cultural heritage. In this regard, it can be stated that visiting artifacts or architectural structures of the past contributes to the development of students' responsibility to protect history.

Findings on External Observer Notes

Istanbul Archaeological Museums - External Observer Notes:

In line with the instructions of the Social Studies teacher, the students were divided into groups of three and after a short tour of the museum, they came together to examine the artifacts in detail. It was analyzed how the artifacts of Mesopotamian and Anatolian civilizations have changed today. During the visit made within the scope of sensitivity to cultural heritage, it was observed that the students cared about the collections, valued them, and had an awareness of protection. It was observed that they started to embrace the cultural and historical value of the artifacts they tried to recognize and understand and their responsibility to preserve them. Students who tried not to touch the artifacts and did not exhibit any negative attitude in the museum stated that these artifacts have an important function in promoting our country. Students who successfully completed the Search-Find Activity enjoyed this process very much. Students who searched for and found the collections in collaboration also prepared a history strip, taking into account the order of their creation. The students, who carried out the activity carefully without damaging the artifacts in the museum, also treated other museum visitors with respect.

When the observation notes of the external observer in the Atatürk Arboretum were examined, it was determined that the student's perceptions of environmental sensitivity were high. On the other hand, the observer notes emphasized that the children were interested in the learning activity in the natural environment and that the national parks and lakes, which

are part of cultural heritage, should be protected and preserved.

Bursa Trip - External Observer Notes:

I can say that students have gained significant experiences in Bursa, which is a rich learning place in terms of both nature and history. It is important for students to observe and take notes of many natural assets such as mountains, plains, plateaus, rivers, and lakes in the city and to see how diverse the cultural heritage of the country is. Stating that the major monuments of the city build an important bridge between the past and the present, the students, under the coordination of their teachers, visited cultural heritage of historical value such as mosques, tombs, bazaars, and libraries. In addition, during the trip, it was discussed which natural assets such as rivers, lakes, plains, valleys, and mountains are and what they mean for the people in our country.

When the external observer notes about the Bursa visit were analyzed, it was understood that the students visited both historical and natural sites with care and stated that this was a necessity to protect cultural heritage.

Ebru Workshop- External Observer Notes:

Students who participated in the Ebru Workshop at the Traditional Arts Academy examined the works and tried to produce concrete products with an expert instructor. The students, who participated in a small informative seminar about Ebru art, followed the instructions of the marbling artist, and carefully followed the process of making the paper marbling, and took notes. During the activity, the importance of Ebru in terms of cultural heritage and how it should be protected as a traditional handicraft was emphasized. The students also conveyed their ideas and stated that Ebru art is one of the cultural richness and that they should keep this art alive to preserve it. Many students created outstanding products under the guidance of the Ebru artist. I concluded that these products develop a sense of responsibility in students and increase their self-confidence because they produce a product. During the activities carried out in the Ebru Workshop, the teacher and the Ebru artist acted in coordination and tried to teach Ebru practically to increase students' sensitivity to cultural heritage. Thus, I think that the student, who observes the delicacy of the art of Ebru and the process of its making, understands that this is a heritage that needs to be transferred to the future. I think that this art, which carries elements from our national culture, creates awareness in students.

In the notes of the external observer, it was emphasized that the students' interest in traditional handicrafts, their creation of products, and their active participation in the question-answer activity had a positive effect on their sensitivity to cultural heritage. In addition, it was stated that students attach importance to preserving Ebru, one of the cultural heritage elements, and transferring it to the future.

Eminönü Square- External Observer Notes:

Eminönü Square contains very impressive riches in terms of cultural heritage. After a short tour of the shore of the Golden Horn, the importance of preserving the natural structure and protecting the environment was mentioned. Students especially emphasized being more sensitive to the environment. The ceiling decorations of the Spice Bazaar, the artistic details of the bazaar gate, and the building styles of the shops gave clues to the students about traditional architecture. In the conversation held with the students in the bazaar, it was



emphasized that this place sets a good example for the protection of cultural heritage and that the tradesmen pay attention to the issue of valuing cultural heritage. After visiting the Türkiye İş Bankası Museum and the Grand Post Office, I think that the preservation of both the architectural structures and the historical artifacts in these buildings has given students a significant awareness. In particular, I observed experience-based learning about the protection of cultural heritage in the educational workshop at the Türkiye İş Bankası Museum.

In their impressions of various places in Eminönü Square, it was stated that many of the students saw this place for the first time, realized that there were various reflections of the culture, and acted sensitively to the cultural heritage. It was emphasized that the details in architectural structures stimulate aesthetic feelings in students, that these details bring the historical value of the buildings to the forefront, and that they think that it is a culturally important heritage.

When the external observer reports were evaluated in general, significant common views emerged. It was stated that the students learned the conceptual structure of cultural heritage theoretically and practically, and the necessity of preserving cultural heritage elements was emphasized. It was noted that the guidance teacher managed the process well from the beginning to the end and carried out planned activities for students to acquire permanent and effective learning in line with instructions. In addition, it was stated that education specialists in museums work in coordination with the guidance teacher and that their work on sensitivity to cultural heritage makes significant contributions. Moreover, it was emphasized that the guidance teacher frequently reminded the importance of being sensitive to the environment in a historical or natural learning environment and that the students also paid attention to this.

Conclusion, Discussion and Recommendations

This study aimed to develop the cultural heritage sensitivity value of fifth-grade students and an 8-week planning was made in this regard. Two weeks of this process were planned for planning and preparations for the necessary permission procedures, one week for evaluations at the end of the process, and five weeks for the realization of activities based on OoSL. During the visits to the İstanbul Archeology Museum, Atatürk Arboretum, Bursa Visit, Ebru Workshop and Eminönü Square, Search and Find activity, Orienteering activity, I am on the Trail of History activity, Ebru art activity, History of my City activity and İş Bank Museum workshop activities were carried out.

Before the activities, students were asked to make self-assessments about sensitivity to cultural heritage and 10 students stated that they thought they had sensitivity towards cultural heritage, 8 students stated that they did not feel sensitive about this issue, and 6 students stated that they were undecided. At the end of the activities, all 24 students stated that they were sensitive to cultural heritage. When the opinions of the students about the activities were examined, it was determined that most of the students stated that they learned many new things about the historical, natural, and cultural heritage during the activity processes and that learning about the life and history of these elements in the places they went was very effective on their thoughts. When the answers given by the students to the questions asked in the semi-structured interview form were examined, a total of 34 frequencies were determined, including tradition/custom 1 (one) coding, eid rituals 2 (two) codings, traditional music 7 (seven) codings, urban architecture 15 (fifteen) codings, and language 9 (nine) codings. Regarding cultural heritage elements, a total of 48 frequencies were determined as local dishes 5 (five) codings, traditional handicrafts 1 (one) coding, folk dances 8 (eight) codings,

historical artifacts 5 (five) codings, natural assets 8 (eight) codings, traditional instruments and musical instruments 7 (seven) codings, Karagöz-Hacivat-Meddah 4 (four) codings, and traditional clothes 10 (ten) codings. When the observation notes of the 5 external observer teachers who participated in the activities were analyzed, it was seen that similar to the students' opinions, it was stated that the students were very excited and eager to learn during these activities. Based on the view that the experience-based learning process in out-of-school learning environments positively affects sensitivity to cultural heritage (Sevi & Er Türküresin, 2023; Dere, 2021; Dere & Emeksever, 2018), students' participation in activities such as marbling, minaytür, and calligraphy in various workshops led to the development of sensitivity to cultural heritage. In addition, places such as Topkapı Palace, Bursa Grand Mosque, Sultanahmet Square, which contain historical values, also provided effective learning opportunities in the development of cultural heritage sensitivity. As mentioned in the findings of the study, the feelings and opinions that the students gained in historical places were also effective in seeing themselves as the protector of cultural heritage and its carrier to the future. This was emphasized in the external observer notes and student opinions.

When the studies on cultural heritage, cultural heritage elements, and sensitivity to cultural heritage are examined in the literature, there are studies on the development of cultural heritage sensitivity scale, the place of cultural heritage in social studies curriculum and textbooks, cultural heritage elements, keeping intangible cultural heritage elements alive, examining students' perceptions of cultural heritage, and investigating how often the elements related to cultural heritage are included in the textbooks of different disciplines (Dere, 2021; Dere & Emeksever, 2018; Namlı et al., 2022; Halaç et al., 2021; Öner and Çengelci Köse, 2019; Taşdemir, 2018; Kılccan, Akbaba, 2013; Türker, Çelik, 2012; Çengelci, 2012). It is seen that the results of the studies on cultural heritage in the literature and the findings obtained as a result of the activities carried out in the context of developing sensitivity to cultural heritage in this study overlap in terms of student perceptions. It can be stated that the frequent inclusion of cultural heritage content in social studies and other disciplines' textbooks creates a significant potential in the process of developing sensitivity to cultural heritage in students.

In line with the results obtained in this study, the following recommendations are presented:

- In line with the results obtained, activities and planning suggestions can be included in order to ensure that students maintain their enthusiasm and excitement in the applications to be carried out regarding cultural heritage elements.
- In the findings obtained in line with the student responses, it is seen that some cultural heritage items are coded intensively, and some items do not produce many statistics. Accordingly, similar studies can be conducted, and projects can be developed to revitalize the heritage items that have begun to be forgotten.
- Studies can be carried out to make the books prepared as guidebooks within the scope of out-of-school learning activities to serve the application processes in a functional way.
- To increase students' awareness of cultural heritage and cultural heritage elements, OoSL-oriented activities and planning suggestions should be included in textbooks.
- Making the Out-of-School Learning Guidebooks prepared by the Provincial Directorates of National Education functional and serving the implementation processes rather than being a catalog:

- Out-of-school learning activities carried out in schools to strengthen students' sensitivity to cultural heritage should be supported not only by education directorates but also by governorships and culture and tourism directorates.
- Culture and tourism directorates should cooperate with education stakeholder institutions on projects to help students acquire and develop the value of sensitivity to cultural heritage.
- Addressing the content related to the value of cultural heritage sensitivity in textbooks not only with its visual dimension but also with activity suggestions that will contribute to students' awareness of the subject,
- Carrying out studies within the framework of different disciplines and subject scopes to develop the value of sensitivity to cultural heritage,
- Quantitative consideration of the results in the studies to be carried out in different scopes for the development of the value of sensitivity to cultural heritage in students.

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