Social Studies Teachers' Extent of Using Out-of-School Teaching Environments for Their Lessons

Sosyal Bilgiler Öğretmenlerinin Derslerinde Okul Dışı Öğretim Ortamlarını Kullanması

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ABSTRACT

The present study aims to find out social studies teachers' opinions about the use of out-of-school learning environments for their lessons. Since the social studies curriculum stipulates that out-of-school teaching environments should be given importance and utilized in accordance with the intended learning outcomes, the social studies teachers in this study were asked which out-of-school teaching environments they use and how they teach the lessons in such environments, as well as their opinions on the possible contributions of out-of-school teaching environments, the problems experienced in such environments, and their suggestions in this respect. Conducted with a basic qualitative research design, this study involved a study sample consisting of 10 social studies teachers who were working in schools located in Palandöken and Yakutiye Districts of Erzurum, and affiliated to the Provincial Directorate of National Education in the 2022/23 academic year. Research data were collected with semi-structured interview questions prepared by the researcher and analysed with a content analysis. In general, depending on the available data, it was concluded that six of the social studies teachers made use of out-of-school teaching environments in their lessons, while four of them did not. Moreover, historical landmarks, museums and cinemas appeared to be the most common out-of-school teaching environments. Additionally, all the teachers stated that out-of-school teaching environments significantly enhance the learning process and provide concrete and permanent learning experiences. However, some respondents expressed their negative views due to the difficulties in controlling students and managing security-related issues.

Keywords: Social studies teaching, out-of-school teaching environments, teachers' views

ÖZ

Araştırmanın amacı, sosyal bilgiler öğretmenlerinin derslerinde okul dışı öğretim ortamlarını kullanma durumlarına yönelik görüşlerini tespit etmektir. Sosyal bilgiler dersi öğretim programında, okul dışı öğretim ortamlarına önem verilmesi ve bu öğretim ortamlarından kazanımların amacına uygun olarak faydalanılması gerektiği düşünülmektedir. Bu bağlamda çalışmada sosyal bilgiler öğretmenlerine hangi okul dışı öğretim ortamlarını kullandıkları, dersleri nasıl işledikleri, okul dışı öğretim ortamlarının katkıları sorulmuş, bu ortamlarda yaşanan sorunlar ve bu konuya dair önerilere yönelik öğretmenlerin fikirleri alınmıştır. Temel nitel araştırma deseni ile gerçekleştirilmiş olan bu çalışmanın araştırma grubunu, 2022-2023 eğitim-öğretim yılı Erzurum İli Milli Eğitim Müdürlüğüne bağlı, Palandöken ve Yakutiye ilçelerinde görev yapan 10 tane sosyal bilgiler öğretmeni oluşturmaktadır. Araştırma verileri, araştırmacı tarafından hazırlanan yarı yapılandırılmış mülakat soruları ile elde edilmiş ve içerik analizi ile çözümlenmiştir. Elde edilen verilere bağlı olarak sosyal bilgiler öğretmenlerinden 6'sının derslerinde okul dışı öğretim ortamlarını kullandığı 4'ünün ise kullanmadığı sonucuna ulaşılmıştır. Buna göre tarihsel alanlar, müzeler ve sinemalar en fazla kullanılan okul dışı öğretim ortamlarıdır. Elde edilen diğer veriler incelendiğinde çalışmaya katılan öğretmenlerin tamamı okul dışı öğretim ortamlarının katkısı olduğunu ifade etmiştir. Buna göre okul dışı öğretim ortamlarının somut öğrenmeler ve öğrenilen bilgilerin kalıcı olmasını sağladığı öğretmenler tarafından ifade edilen katkılar arasında yer almaktadır. Araştırmanın diğer

sonuçları incelendiğinde ise bazı öğretmenler öğrencilerin kontrolünün zor olması ve güvenlik sorunlarının yaşanmasına dair olumsuz görüşler belirtmişlerdir.

Anahtar Kelimeler: Sosyal bilgiler öğretimi, okul dışı öğretim ortamları, öğretmen görüşleri

Introduction

The improvement in science and technology have caused considerable changes in the education system in recent years. Being in constant change and development, today's world needs students who embrace developments, renew themselves, and learn actively. Thus, it is not sufficient to only transfer the information directly to the students (Ünal & Çelikkaya, 2009). The inability of the traditional education approach to provide permanent and participatory learning adequately, and making the course environment stagnant as well as pacifying the students and directing them to rote learning have led to the emergence of the student-centered approach (Özpolat, 2013). The new conditions brought by modern life have made necessary to change the understanding of learning. Accordingly, the constructivist learning approach which places the learners in the center, not the teacher, has become prominent in the teaching process.

In constructivism, which reflects today's understanding of education, the role of teachers as a knowledge-based authority is no longer adopted. According to this approach, students should directly participate in the learning process by associating recently-learned information with prior knowledge in a collaborative context so that they can build cognitive structures. In other words, the approach underlines that learner should become active, construct their knowledge, and take responsibility for learning (Kesici, 2019).

Considering all these features, out-of-school teaching environments are considered essential since social studies is often defined as a life-oriented course with a multi-disciplinary structure. The fact that it consists of many social sciences, namely, anthropology, archaeology, geography, history, sociology, and philosophy makes it necessary to diversify and enrich the way the course is taught. In addition to the education and teaching processes at schools, the inclusion of various teaching processes outside the school will help students learn the subject and achievements (Öner & Öztürk, 2019). Considering the other disciplines which it embodies and contexts with, it can be asserted that the social studies course has a notable role in this regard. Given the current social studies curriculum, it seems clear that the use of out-of-school teaching environments is encouraged and has many advantages (Ministry of National Education [MEB], 2018). Such environments are very important in terms of seeing and examining the culture (Şahan, 2005), traditions and customs of the place where people live, learning about historical events, and the way people used to live in the past (Mert & Beldağ, 2019). Moreover, since out-of-school learning environments are places where artifacts of the history of science and culture are kept, they tend to contribute to the education of society with their artistic and cultural activities. In this sense, as a continuation of a school day, these activities in art education contribute to the formation of historical awareness, aesthetic appreciation, as well as thinking and learning (Kuruoğlu Maccario, 2002). In addition, out-of-school teaching environments can be assumed to bring about further benefits such as ensuring the socialization of students and improving their social skills, increasing the efficiency and permanence of the lesson (Gökkaya & Yeşilbursa, 2009; İncegül, 2010; Malkoç & Kaya, 2015; Özensoy, 2022), concretizing the subject matter, attracting students' attention (Öner, 2015; Öztemur et al., 2018), contributing to the learning of landscapes (Akkuş & Meydan, 2013), and enabling students to learn about phenomena such as migration, wars, and disasters (Şimşek, 2015). From this standpoint, it can be said that these learning environments are places where students can reinforce the knowledge they have acquired. Hence, students can gain better understanding of present by learning about the activities and lifestyles of people in the past. It should, therefore, be noted that one of the most important factors that make the information learned understandable and influential is out-of-school teaching environments (Solmaz, 2015).

There are out-of-school teaching environments which are suitable for use in social studies teaching: museums (Ata, 2002; Solmaz, 2015; Şahan, 2005), ancient cities (Öner, 2015) historically important environments (Gökkaya &Yeşilbursa, 2009; Yeşilbursa, 2008), places of local history (Metin & Oran, 2014), and oral history (İncegül, 2010), virtual museums and tours (Aladağ et al., 2014; Turgut, 2015) historic landmarks, historic martyr's cemeteries (Şimşek, 2015), monuments and other historic cemeteries, nature, landscapes, official institutions, suitable settings for learning by service, private-sector institutions, home assignments, social media, non-governmental organizations, as well as settings for scientific and artistic activities (Şimşek & Kaymakçı, 2015).

Aim

The aim of this study is to examine the views of social studies teachers on engaging out-of-school teaching environments in their lessons. Having adopted the constructivist approach, the Turkish education system is based on the idea that students should be active and create their own experiences. In this regard, it seems clear that out-of-school teaching environments should be given importance in the social studies course curriculum prepared considering this approach. It can also be suggested that these teaching environments should be engaged in accordance with the purpose of the intended learning outcomes. Accordingly, it is of great importance to reveal the views of social studies teachers about out-of-school teaching environments. The problem statement of the study, "How do social studies teachers make use of out-of-school teaching environments for their lessons?" has been established and answers sought to the following sub-problem statements.

1. What are social studies teachers' views on out-of-school teaching environments?
2. What are their views how to teach in out-of-school teaching environments?
3. What are their views on the contributions of out-of-school teaching environments?
4. What are their views on the problems they may encounter in out-of-school teaching environments?
5. What are their suggestions for employing out-of-school teaching environments?

Methods

This study was conducted with qualitative research design. Researchers using this method are interested in how people interpret their lives, how they construct their worlds, and how they construe their personal experiences. Data is collected through observations, document analysis, or interviews (Merriam, 2018). The researchers of the current study adopted this research design to explain and interpret social studies teachers' experiences and the meanings they attribute to them, and to provide a better understanding of the research problems.

Study Sample

The participants of the study consisted of 10 social studies teachers working in schools located in Palandöken and Yakutiye Districts of Erzurum under the Provincial Directorate of National Education in the 2022/23 academic year. The age range of the teachers in the study sample was between 33 and 40, 4 of whom were female and 6 of whom were male. The interviews were conducted with each teacher one-to-one so that in-depth information could be obtained for each question.

Data Collection Tools and Process

The study was initiated after obtaining necessary permission from the Social and Human Sciences Ethics Committee at Atatürk University, as per the decision dated 07.10.2022 and numbered 11/02. Subsequently, the participants were asked to sign an interview consent form prior to the interviews and thus it was tried to ensure compliance with the ethical rules of the research. The data were collected with semi-structured interview questions prepared by the researcher. The questions were then presented to a professor, an associate professor in social sciences and an assistant professor, all of whom had expertise in the field. After which relevant ideas were taken within the scope of the subject to be measured, and the questions to be asked in the interview were finalized after the necessary corrections were made to consist of 5 open-ended questions about the use of out-of-school teaching environments by social studies teachers for their lessons. Prior to executing the process, a pilot study of the data collection tool was conducted with three social studies teachers. During the interviews, a voice recorder and a notepad were used by considering all possibilities.

Table 1 shows the questions posed during the interview and the themes they cover. The results section of the study is organized considering the order of these themes, and the data obtained accordingly.

The interviews were conducted with ten social studies teachers in the schools affiliated to the Ministry of National Education in Erzurum; and before the data were collected, the teachers were informed about the scope and purpose of the study. The interviews were conducted by the researcher in a setting where teachers would not be influenced by other people so that they could freely express their opinions. The collected data were recorded with a voice recorder, and the teachers were assured that their names would not be included in the study.

Table 1.

Interview Questions and The Themes

Interview questions	Themes
1. Do social studies teachers use out-of-school teaching environments for their lessons? If so, which out-of-school teaching environments do they make use of?	Social studies teachers' extent of using out-of-school teaching environments Out-of-school teaching environments used by social studies teachers in their lessons
2. How do social studies teachers teach in out-of-school teaching environments?	Social studies teachers' way of teaching in out-of-school learning environments
3. Do you think out-of-school teaching environments contribute to social studies teaching? What are your opinions on this?	Contributions of out-of-school teaching environments to social studies lessons
4. Have you ever experienced any problems while using out-of-school teaching environments? If so, could you explain what kind of problems you have encountered?	Problems encountered by social studies teachers while using out-of-school teaching environments Problems encountered in out-of-school teaching environments
5. What are your suggestions for out-of-school teaching?	Suggestions on the use of out-of-school teaching environments in social studies classes

Data Analysis

The available data were analysed by content analysis. The main practice in content analysis is to gather similar data within the framework of pre-determined concepts and themes and to interpret them in such a way that the people who read them can understand. Qualitative research has important stages: coding the data, finding the themes, organizing the codes and themes, defining and interpreting the findings (Yıldırım & Şimşek, 2016). In the analysis process, the data taken by voice recording were recorded on the computer and read several times by the researcher. In an effort to increase the reliability of the data analysis, the data collected through the interview were independently analysed and coded by two different researchers in order to create the relevant categories. The analysed data were compared; after they were accepted as compatible, the data were interpreted over frequency and percentage tables. The data collected from the participants were transferred

directly. In calculating the percentile scores for the questions for which more than one opinion was presented, not the number of teachers, but the opinions given on that subject were considered numerically. Moreover, in order to increase the validity of the study, the teachers were sent the collected data via e-mail for obtaining their approvals. In general, immediately after data collection, the researcher can summarize the data and ask participants to verify its accuracy allowing them to add any additional experiences they wish to include (Özmen & Karamustafaoğlu, 2019).

Results

Social studies teachers' opinions on out-of-school teaching environments are discussed in this section in such a way as to cover whether or not out-of-school teaching environments are used by teachers, which out-of-school teaching environments are often used for this purpose, and the problems that may be encountered in out-of-school teaching environments. In addition, the data collected about the contributions of out-of-school teaching environments and suggestions for the use of such environments are also included in this section.

Social Studies Teachers' Extent of Using Out-of-School Teaching Environments

In the first question, the teachers were asked whether or not they often used out-of-school teaching environments and if so, which ones they had ever used. This question revealed findings in line with the first sub-objective. Table 2 shows the responses given by the social studies teachers regarding this sub-objective, and Table 3 presents the variety of out-of-school teaching environments used.

Table 2.

Social Studies Teachers' Extent of Using Out-of-School Teaching Environments

Responses	f
I use	6
I never use	4

As is seen in Table 2, six of the social studies teachers used out-of-school teaching environments in their lessons, while four did not. In addition, the responses given by the teachers regarding the diversity of out-of-school teaching environments clearly showed that only few out-of-school environments were actually used. The opinions on this issue, which also include direct quotations, are given in the section presented below Table 3.

Table 3.

Out-of-School Teaching Environments Used by Social Studies Teachers in Their Lessons

Responses	f
Historical landmarks	3
Museums	3
Cinema	3
Science and art events	1
Landscapes	1
Home assignments	1

Table 4.

Instructional Strategies of Social Studies Teachers in Out-of-School Teaching Environments

Responses	f
Giving preliminary information in class	4
Explaining the subject in detail by showing it during the trip	3
Making students take notes	2
Asking questions	1
Getting students to do photo and video shooting	1

The findings indicated that historical landmarks and museums stand out with the highest frequency. In addition, going to the cinema as an activity is another setting preferred with high frequency. The relevant teacher views can be presented as follows: **Teacher 2:** *"Social studies teachers make use of out-of-school learning environments for their lessons, but opt for them mostly according to the environment and place because it is mostly convenient to choose places that are suitable. For example, museums, historical landmarks, fairs, science centres."*, **Teacher 5:** *"Yes, we use them as much as possible. We can take students to museums. Again, if there is an environment that reflects, for example, the steppe environment and landforms, we can take the children to the field."*, **Teacher 6:** *"Of course we use them. For example, I've taken them to historical films. We've toured the historical monuments in Erzurum and taken them to the bastions."*, **Teacher 7:** *"I give students homework. Sometimes we take students to the cinema when, for example, there is a film about the Battle of Çanakkale or about the National Anthem."*, **Teacher 8:** *"We cannot make use of such settings because out-of-school teaching environments are arduous in terms of time and effort. We have many students. Transporting our students here requires both permission and some cost, and there are also transportation problems. I teach about 40 classes a week and it's not something I can do much. I have never done that. No, such a thing never happened."* and **Teacher 9***: "I don't make use of them much. The first reason is cost, the second is the procedures and need for permits, and the third is security issues. For these reasons, I have never used them."*

Social Studies Teachers' Way of Teaching in Out-of-School Teaching Environments

As specified in this sub-objective, the participants were asked about their views on teaching in out-of-school teaching environments and they put forward various opinions as shown in Table 4.

As shown in Table 4, the responses with the highest frequency are about giving preliminary information in the classroom by the teacher before going to the out-of-school teaching environment, explaining the subject in detail by showing it during the trip, and making the students take notes. Four of the teachers stated that they never use of out-of-school teaching environments for their lessons. Therefore, Teacher 3, Teacher 4, Teacher 8 and Teacher 9 did not answer this question. The teachers' opinions on these theme are as follows: **Teacher 2:** *"Teachers can take small groups of students to the museum, where they can explain the subject on the spot, students may be asked to take notes, and asked about their opinions and what they feel about the environment. For example, students who were taken to the museum may be asked: "What did being here bring you?" to ensure that students do not lose focus by asking them such questions."*, **Teacher 5***: "First of all, I ensure that students learn about the subject during the lesson. Then, if there is a museum to explain the subject better, I take my students there, or if there is an old historic building, I take them to that historical place that will stand as an example to the subject. Or, if I'm talking about climate and landscape, I can take children to the relevant field. I tell them that they must have notebooks with them when taking children to the field, to the museum or to historical places, and I want them to take notes. Or, if there is an opportunity, I can ask the children to have a camera or a smartphone with which they can shoot videos. If it is not suitable for this class level, I use my own camera or tools to shoot videos."*, **Teacher 7:** *"First, we give preliminary information about the subject matter which we have already covered in the lesson. Afterwards, I explain it there and say: "Remember, it was like this", for the children to understand it better. Children understand more clearly when we put it this way."* and **Teacher 10:** *"When we go to a museum or a historical landmark, we give information by showing them around. Of course, we give some preliminary information in class, and we strengthen it there."*

The Contributions of Out-of-School Teaching Environments to Social Studies Lessons

In line with this sub-objective, the teachers were asked whether out-of-school teaching environments contribute to their lessons. All the teachers stated that out-of-school learning environments contributed to the lessons. Table 5 presents possible contributions.

Table 5.
Contributions of Out-of-School Teaching Environments to Social Studies Lessons

Responses	f
They help concrete learning.	6
They help ensure that what is learned is permanent.	4
Learning is achieved by doing and experiencing.	4
They make the lessons fun.	1
They bridge the gap between the past and the present.	1
They allow students to know the city they live in.	1
They make students become more active.	1

Considering the contributions of out-of-school teaching environments, it can be clearly seen in the table above that such environments are believed to provide concrete learning and permanent knowledge. In addition, it is evident that the frequency of the response as regards learning by doing and experiencing is higher. Relevant teachers' opinions on the current theme are as follows: **Teacher 1:** *"I think they contribute to learning. Abstract learning turns into real experiences with one-to-one contact."*, **Teacher 2:** *"Since the purpose of the lessons taught in out-of-school environments is to obtain more concrete data, students should be able to reach some facts by making more observations, examining and achieving permanent learning. I believe that they contribute to learning because then students can reach tangible and permanent data by doing and experiencing it first-hand. To give an example, learning will be more permanent if students are taken to a trip to Çanakkale while they are being taught about the Battle of Çanakkale."*, **Teacher 3:** *"I believe it will contribute. Touching and feeling historical places and nature is likely to provide more efficient learning."*, **Teacher 4:** *"They certainly contribute to students. Students can have experience by seeing it first-hand. This also helps tremendously."*, **Teacher 6:** *"Yes, of course there is. Kids can do update at least. I mean, it can create a bridge between the past and the future. When we bring children to the present, they try to connect with the present. In other words, it sets an example for children. In a way, you give examples of old houses and neighbourhood culture. Children bring to the present day what the neighbourhood culture is like and what the friend environment is like right now. Children evaluate this with the past and present. We talk about the pros and cons, and what were the means in the past."*, **Teacher 10:** *"So I think it will*

help if such settings can be used properly. Students can learn more actively. More permanent learning can be achieved. It's rather a routine in the classroom, but when you go out, students have the chance to experience. I think it could be much more useful."

Problems While Using Out-of-School Teaching Environments

The teachers were asked whether they had encountered any problems while using out-of-school teaching environments. Table 6 provides the findings regarding their responses to this question.

Table 6.
Problems Encountered by Social Studies Teachers While Using Out-of-School Teaching Environments

Responses	f
I have experienced some problems	5
I have never experienced any problems	2
I do not use out-of-school teaching environments	3

As shown in Table 6, five teachers had problems in using out-of-school teaching environments, while two teachers had none. It is also evident that three of the teachers did not answer this question because they never used out-of-school teaching environments. Nevertheless, one of the teachers, who had not benefited from out-of-school teaching environments, answered this question, basing the related response on the inability to use such environments due to some previously experienced problems. Therefore, when we compare this table with the table of the first question, it is clearly seen that there is a decline in the number of teachers who did not use out-of-school teaching environments.

Table 7.
Problems Encountered in Out-of-School Teaching Environments

Responses	f
Difficulty controlling students	4
Experiencing security-related problems	3
Financial problems	2
Failure to obtain permission from the necessary authorities	2
Parental disapproval	2
Logistical problems	1
Bureaucratic problems	1

Table 7 shows that the prominent issues include difficulty controlling students and experiencing security-related problems. The teachers' opinions as follows: **Teacher 1:** *"Most of all, financial and bureaucratic problems affect our motivation."*, **Teacher 3:** *"Since I can't teach outside of*

school, I don't have a problem to tell.", Teacher 4: "Difficulties can be experienced in maintaining the control and discipline of students." and Teacher 5: "If the classroom is crowded, it is difficult to control and take security measures; unfortunately, we cannot engage children in out-of-school learning environments. Likewise, the education may not continue outside the school when parents do not give the necessary permissions in this regard, or when the competent authorities do not give permission in this regard, or when a transportation vehicle cannot be obtained for the trip, or when sufficient security measures cannot be taken. The most important problems we face are the problem of trust, permission problem or not being able to provide the necessary transportation vehicles". Moreover, some other views include those by Teacher 7: *"No, I haven't encountered any problems so far. We already get permission from the parents – we do not take the children of parents who do not allow their children to attend"* and Teacher 9: *"The problems are about cost, security, getting permission from parents, or procedures. It's not something we can do alone. Students are very difficult to control."*

Suggestions on the Use of Out-of-School Teaching Environments in Social Studies Classes

The teachers were asked them to share their suggestions for the use of out-of-school teaching environments in classes, and their responses are presented in Table 8.

Table 8.
Suggestions on The Use of Out-of-School Teaching Environments in Social Studies Lessons

Responses	f
Financial support should be provided for schools	5
Teachers should be encouraged by the school administration and the Ministry of National Education	5
Necessary permits should be easily provided by institutions	2
Other teachers working at the school and parents of students should participate in trips	2
Bureaucratic procedures should be limited	1
Students should be provided with necessary information about trips	1
Students should be divided into small groups on excursions	1
The construction work of museums that are closed due to renovations should be accelerated	1
More museums should be opened if possible	1

As can be seen in Table 8, the necessity of providing financial support to schools by the necessary authorities and encouraging the teachers by the school administration and the Ministry of National Education are the most emphasized suggestions. The teachers expressed them as follows: Teacher 2: *"Before going to a place regarding the out-of-school learning process, it is necessary to inform those concerned and necessary permissions should be obtained, so such places should be visited legally. Apart from that, necessary information should be given to the students.",* Teacher 4*: "The Ministry of National Education should provide opportunities and funds to take students on such trips. Because we were able to do them when we were in private school."* Teacher 5: *"First of all, students need to be prepared for the subject because when the students are taken to the field without being taught the subject firstly, the desirable learning may not be achieved. Children may think that they may have gone there for only entertainment purposes. For this reason, I think that students should be given preliminary information to raise awareness first. Apart from this, students should be engaged in the learning environment in small groups because if it is crowded, for example, when going to a museum environment, learning can become disconnected if the teacher does not provide sufficient guidance to the students. It may turn into a trip for fun. In this process, it is important that some of the parents and school teachers support the students and teachers for the out-of-school learning process, whenever necessary. I think that it would be good for the necessary authorities to give the necessary permissions to out-of-school learning environments without causing any problems. It is also necessary to provide security, to prepare a suitable environment for the students in terms of guidance, and to give preliminary information before the students are taken to the field."*

Some further views include those by Teacher 6: *"This looks like the legs of a chair. Such activities should not include only parents or teachers. There should be a team spirit. Students who cannot afford such trips should be helped. The fear and anxiety on the teacher should be taken away. Children are entrusted to their teachers. A little load can be taken from the teachers. Let's say that when you go on a trip, three or four parents can join them. Children are difficult to control. Some people from school administration can also come.",* Teacher 7: *"Erzurum is very limited in this regard. There was the Museum of Archaeology, which is currently closed. I think the renovation is yet to be finished. Apart from that, there is no extra opportunity. More museums may open. More can be done about the past of the state",* and Teacher 9: *"Directorate of National Education, school administration and teachers should cooperate. Provincial and District National Education Directorates may organize activities such as visiting the historical artefacts and natural beauties of that region within a certain subject matter. It can be an*

interview or students can go and see these learning environments. Their visits may be on a schedule. It would be better if the cost would be covered by the National Education. There should be a safety environment, the teacher should not have to deal with getting permission and thirdly, the cost should not be bothered. The burden on us will also be reduced. If these plans are made, teachers also make a training plan accordingly."

Conclusion and Discussion

This study aimed to examine the views of social studies teachers on the use of out-of-school teaching environments for their lessons. According to the first problem statement of the study that six of the social studies teachers used out-of-school teaching environments for their lessons, whereas four of them did not not. Furthermore, organizing trips to historical landmarks, museums, and cinemas are the mostly emhasized out-of-school teaching environments. In their studies, Güleç and Alkış (2003) also concluded that many teachers prefer to employ museums for out-of-school teaching environments. Likewise, Çetin et al. (2010) found in their study that teachers organize trips to science centres and historical landmarks. Moreover, Öner (2015) reported that many teachers commonly chose museums for out-of-school activities. However, Aytaç (2014) and Çetin et al., (2010) concluded that schools sufficiently did not carry out excursion and observation activities in the presence of instructors. Again, unlike this result of the study, Akkuş and Meydan (2013) mentioned that such activities could not be fulfilled sufficiently.

According to the results of the second problem statement of the research, the most frequent responses included in giving preliminary information in the classroom by the teachers before going to the selected out-of-school teaching environment, explaining the subject in detail by showing it during the trip, and making students take notes. In addition, four of the teachers did not give any answer to this question, since they had never used out-of-school teaching environments for their lessons. Zayimoğlu Öztürk (2014) and Güleç and Alkış (2003) argued that students should be provided with prior knowledge before being taken to an out-of-school teaching environment. Yaşar Çetin (2021) also mentioned that explanations should be made while observing in out-of-school teaching environments.

According to the results of the third problem statement revealed that all the teachers agreed to the idea that out-of-school teaching environments made a significant contribution. This result supports previous related studies emphasizing the contribution of out-of-school teaching environments (Bunting, 2006; Chawla & Cushing 2007;

Coşkun Keskin & Kaplan, 2012; Demir, 2007; Güleç & Alkış, 2003; Karakaş Özür & Şahin, 2017; Kaya, 2013; Malkoç & Kaya, 2015; Öner, 2015; Öner & Çengelci Köse, 2019; Öztaşçı vd., 2020; Sağlamgöncü, 2023; Seyhan, 2020; Yeşilbursa, 2008; Mert & Beldağ, 2019; Zayimoğlu Öztürk, 2014). In our study, the teachers mentioned that out-of-school teaching environments facilitated concrete learning and permanent knowledge. Similarly, Gökkaya and Yeşilbursa (2009) concluded in their study that historical places increased permanence since they appealed to the senses of sight, hearing and touch. In a similar vein, Seyhan (2020) reported that out-of-school learning concretizes abstract concepts. Furthermore, Avcı Akçalı (2007) concluded that researching family history could lead to permanent knowledge for students.

Another result of the present study is the fact that many of the participants have experienced problems using out-of-school teaching environments. It is interesting that three of the teachers did not answer the relevant question as they had never benefited from out-of-school teaching environments. One of the teachers, who did not use out-of-school teaching environments, answered this question, basing the related response on the inability to use such environments due to some previously experienced problems. In this framework, difficulty controlling students and security problems are among the problems that come to the fore. Demir (2007) reported that there were security-related problems during the observation trip. Malkoç and Kaya (2015), on the other hand, emphasized that the number of students being high made out-of-school learning ineffective and problematic. Similarly, Öner (2015) investigated the reasons for not using out-of-school activities and found that the possible reasons ranged from legal procedures taking a long time to the number of students being too high and teachers having too much responsibility in out-of-school activities.

According to the results of the last problem statement of the study, providing financial support to schools by the necessary authorities, encouraging the teachers by the school administration and the Ministry of National Education are the most common suggestions expressed by the teachers. The following studies were found to have reported similar results (Bunting, 2006; Çetin et al., 2010; Güleç & Alkış, 2003; Karakaş Özür & Şahin, 2017; Seyhan, 2020; Öner, 2015).

The following suggestions can be made regarding the results of the present study:

- Teachers can be informed about various out-of-school teaching environment related to social studies course

and encouraged to use these environments more for their lessons.

- The school administration, students and parents can be well-informed about out-of-school education.
- Social studies teachers should cooperate with teachers in other fields in this regard.
- The Ministry of Education should provide financial support for out-of-school teaching activities that cannot be carried out due to financial difficulties.
- Social studies teachers should be given seminars so that out-of-school teaching environments can be used more effectively and appropriately.

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Genişletilmiş Özet

Araştırmanın Amacı

Bu araştırmanın amacı, sosyal bilgiler öğretmenlerinin derslerinde okul dışı öğretim ortamlarını kullanma durumlarına yönelik görüşlerini tespit etmektir. Yapılandırmacı yaklaşımı kabul eden eğitim sistemimizde öğrencinin aktif olması ve kendi deneyimlerini oluşturması oldukça önemlidir. Bu yaklaşımın içeriğine göre hazırlanmış olan sosyal bilgiler dersi öğretim programında, okul dışı öğretim ortamlarına önem verilmesi gerektiği düşünülmektedir. Ayrıca kazanımların amacına uygun olarak bu öğretim ortamlarından faydalanılması gerektiği de önerilmektedir. Bu açıdan sosyal bilgiler öğretmenlerinin okul dışı öğretim ortamlarına yönelik görüşlerinin belirlenmesi büyük bir önem taşımaktadır. Bu doğrultuda araştırmanın problem durumu "Sosyal bilgiler öğretmenlerinin derslerinde okul dışı öğretim ortamlarını kullanma durumları nasıldır?" şeklinde belirlenmiştir. Bu amaç doğrultusunda aşağıdaki alt problem cümlelerine cevap aranmıştır:

1. Sosyal bilgiler öğretmenlerinin okul dışı öğretim ortamlarına yönelik görüşleri nelerdir?
2. Sosyal bilgiler öğretmenlerinin okul dışı öğretim ortamlarında derslerin işlenme şekline dair görüşleri nelerdir?
3. Sosyal bilgiler öğretmenlerinin okul dışı öğretim ortamları kullanımının katkıları hakkındaki görüşleri nelerdir?
4. Sosyal bilgiler öğretmenlerinin okul dışı öğretim ortamlarını kullanırken karşılaşabileceği sorunlara yönelik görüşleri nelerdir?
5. Sosyal bilgiler öğretmenlerinin okul dışı öğretim ortamlarının kullanımına yönelik önerileri nelerdir?

Yöntem

Bu çalışma nitel araştırma yöntemlerinden biri olan temel nitel araştırma ile gerçekleştirilmiştir. Temel nitel araştırmalar insanların deneyimleri üzerine kurulu olan araştırmalardır. Bu deseni kullanan araştırmacılar insanların yaşamlarını nasıl yorumladığıyla, dünyalarını nasıl inşa ettikleriyle ve tecrübelerine ne anlam kattıklarıyla ilgilenir. Veriler; gözlemler, doküman analizi ya da mülakatlar ile toplanır (Merriam, 2018).

Çalışmanın araştırma grubunu, 2022-2023 eğitim-öğretim yılı Erzurum İli Milli Eğitim Müdürlüğüne bağlı, Palandöken ve Yakutiye İlçelerinde görev yapan 10 sosyal bilgiler öğretmeni oluşturmaktadır. Araştırmanın çalışma grubunda yer alan öğretmenlerin 4'ü kadın 6'sı erkek olmak üzere yaş aralıkları 33 ve 40 arasındadır. Bu bağlamda her bir öğretmenle görüşmeler detaylı bir şekilde gerçekleştirilmiş ve her soru için detaylı bilgi alınmaya çalışılmıştır.

Çalışmada gerekli olan veriler, araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme soruları ile elde edilmiştir. Hazırlanan sorular, konu alanında uzman olan bir profesör, bir doçent ve bir doktor öğretim görevlisine gösterilmiş, ölçülmek istenen konu kapsamında fikirler alınmış ve gerekli düzeltmeler yapıldıktan sonra görüşmede sorulacak olan sorulara son şekli verilmiştir. Bu sorular sosyal bilgiler öğretmenlerinin derslerinde okul dışı öğretim ortamlarını kullanması ile ilgili 5 tane açık uçlu sorudan oluşmaktadır. Görüşmelerin yapıldığı esnada verileri kayıt altına almak için ses kayıt cihazı ve her ihtimal göz önünde bulundurularak bir de not defteri kullanılmıştır. Uygulama süreci başlamadan önce üç tane sosyal bilgiler öğretmeni ile veri toplama aracının pilot çalışması yapılmıştır.

Mülakat gerçekleştirilmeden önce araştırmacı tarafından öğretmenlere araştırmanın konusu ve neden yapıldığına dair bilgi verilmiştir. Mülakatlar öğretmenlerin başka kişilerden etkilenmeyeceği ve fikirlerini özgürce söyleyebileceği bir ortamda araştırmacı tarafından gerçekleştirilmiştir. Araştırmada elde edilen veriler ses kayıt cihazı ile kaydedilmiş ayrıca öğretmenlerin daha rahat konuşabilmesi açısından isimlerinin çalışmada yer almayacağı ifade edilmiştir.

Araştırmada elde edilmiş olan veriler içerik analizi ile çözümlenmiştir. İçerik analizinde esas yapılan uygulama birbirine benzer verileri belirlenen kavram ve temalar çerçevesinde bir araya toplamak ve bunları okuyan insanların anlayabileceği bir şekilde düzenleyerek yorumlamaktır. Buna göre nitel araştırmaların önemli aşamaları bulunmaktadır. Verilerin kodlanması, temaların bulunması, kodların ve temaların düzenlenmesi, bulguların tanımlanması ve yorumlanması nitel araştırma verilerinin analiz edildiği aşamalardır (Yıldırım & Şimşek, 2016).

Bulgular

Elde edilen verilere bağlı olarak sosyal bilgiler öğretmenlerinden 6'sının derslerinde okul dışı öğretim ortamlarını kullandığı 4'ünün ise kullanmadığı sonucuna ulaşılmıştır. Buna göre tarihsel alanlar, müzeler ve sinemalar en fazla kullanılan okul dışı öğretim ortamlarıdır. Elde edilen diğer veriler incelendiğinde çalışmaya katılan öğretmenlerin tamamı okul dışı öğretim ortamlarının katkısı olduğunu ifade etmiştir. Buna göre okul dışı öğretim ortamlarının somut öğrenmeler ve öğrenilen bilgilerin kalıcı olmasını sağladığı öğretmenler tarafından ifade edilen katkılar arasında yer almaktadır. Araştırmanın diğer sonuçlarına göre çalışmaya katılan 5 öğretmen okul dışı öğretim ortamlarını kullanırken sorun yaşadığını, 2 öğretmen ise sorun yaşamadığını belirtmiştir. Buna göre öğrencilerin kontrolünün zor olması ve güvenlik sorunlarının yaşanması ön plana çıkan sorunlardandır. Araştırmanın son problem cümlesinden elde edilen verilere göre gerekli merciler tarafından okullara finansal destek sağlanması, öğretmenlerin okul yönetimi ve MEB tarafından desteklenmesi öğretmenler tarafından en fazla ifade edilen önerilerdir.

Sonuçlar

Temel nitel araştırma deseni ile gerçekleştirilmiş olan bu çalışmada sosyal bilgiler dersinde okul dışı öğretim ortamlarının öğretmenler tarafından kullanıldığı ve katkılarının bulunduğu sonucuna ulaşılmıştır. Elde edilen diğer veriler incelendiğinde sosyal bilgiler dersinde okul dışı öğretim ortamları kullanılırken birtakım sorunlar teşkil ettiği sonuçlarına da ulaşılmıştır. Ayrıca bu sorunların çözülebilmesi açısından görüşme yapılan sosyal bilgiler öğretmenlerinin fikirleri alınmış ve gerekli önerilerin faydalı olabileceği sonucu da tespit edilmiştir.